



Willsden Primary School

2022 annual report to the community

Willsden Primary School Number: 679

Partnership: Port Augusta - Quorn

Signature

School principal:

Ms Linda Ritchie

Governing council chair:

Kendall Drummond

Date of endorsement:

27 March 2023



Government
of South Australia
Department for Education

Context and highlights

Willsden Primary School is a category one school located in Port Augusta approximately 308kms from the Adelaide CBD. It is a complex school in a low socio- economic area but is a wonderful place to work and learn together. It has strong parent and community involvement within the school where our families perceive the school as a small community base learning environment where everyone knows and looks after each other. Community engagement has been and will continue to be a key part of our learning strategy.

We have a high Aboriginal student population and while some students transition from one school to another, we generally have a stable cohort of students who complete their primary education at the school. Majority of students use English as an additional dialect and Aboriginal English is their first language. The school has a high percentage of students identified as students with disabilities and support is provided to ensure all students can reach their potential. Our culture at Willsden Primary School is to create a culture where the purpose to continuously grow and improve is at the centre of all that we do. We have high expectations of all school community members. The wellbeing of our families, students and staff is important and we continue to support their social and emotional wellbeing to promote high standards in learning, with the goal of achieving our vision to move from "Good to Great".

This year we experienced the Year 6 cohort of students stepping into the role of being the senior students for the first time. With this came a reduction in student numbers which saw us with only 7 classes instead of the usual 8 classes. While this was a significant change, we celebrated the opportunity to slowly return to the school life we were accustomed to once all restrictions were finally lifted.

We continued to implement our Read Write Inc program to improve student literacy and are very proud to announce that we have closed many gaps for our middle and upper primary students and have a small cohort of junior primary students exceeding expectations to achieve beyond their level of achievement. We are also beginning to see a positive shift in student numeracy achievement at a site level with gaps closing for students. This is the result of our collaboration with the Department of Education Math Curriculum Leads throughout the year, which focused on improving our teaching practice in this learning area.

Our whole school community events were embraced by students as they participated and enjoyed, Sports Day, Footy Colours Day to raise money for students in hospital for cancer treatment to receive their education, Family night where our school community comes together for families to see their students perform and acknowledged for their achievements. We were also fortunate to be able to promote the sustainability of Aboriginal languages in the school with our specialist teacher and community elder, Aunty Kae teaching Adnymathanha to teachers and students.

Once again, we went on our annual cultural excursion to Mambrey Creek where students had the opportunity to experience Aboriginal culture and enjoy the outdoors and all that it offered. This continues to be an experience that is thoroughly enjoyed and something our school community looks forward to every year.

This year we celebrated the achievements and retirement of Mrs Lyn Kolic. In her very long and successful career as an educator, Lyn has spent 27 years at Willsden Primary School in teaching roles followed by leadership. Lyn has taught many of the parents of the students who attend our school and has contributed to the growth of many teachers from the past and those currently in the school. She is passionate about students being able to read and this is reflected in all that she does. She promotes reading at home through her organization of our Books in Homes project sponsored by Oz Minerals to ensure students have three books to take home to read three times a year. Lyn organizes Authors and host special assemblies for students to receive their books. Her contributions to the school and wider community are endless and while we are reluctant to say goodbye, we say thank you and wish Lyn all the very best for her next chapter and hope that she visits us from time to time.

Governing council report

I have been on Governing Council for two years and this is my first year as Chairperson. I thoroughly enjoy knowing what is going on or coming up for the school. I also enjoy having an input in my child's education. Our meetings are held twice a term on Monday evenings, and I encourage families who have any spare time come and join us!! Dates for meetings can be found in the Newsletters or ask at the Office, so please keep an eye out!

Please be sure to send your children to school every day, they learn many new things, socialize, with other children and need an education to support their future as successful adults.

This year, like the year before, has had some difficulties. Many had thought that the whole COVID saga would've been done and dusted (me included). Unfortunately the ripple effect has continued to make waves. As a school and community, we have soldiered on and taken every day as it comes.

Our school Sports Day was once again well attended by families and enjoyed by all of the students. Congratulations to Hunter for winning the 2022 Sports Day Shield and congratulations to Elizabeth for winning the Community Shield.

Thank you to all the children who participated and gave it their all. It was wonderful to hear you all cheering on your teammates and seeing such huge smiles on all of your faces. Also, thank you to all the parents, carers and family members for showing your support for all the young athletes! Congratulations to all the children who also represented our school at District Sports Day and in SAPSASSA events. You are all superstars! Mambray Creek was once again a success. Thank you to the staff members, parents and carers who helped out with these events.

Unfortunately there were no swimming lessons this year due to COVID in Term 1. I know a lot of the children look forward to the warmer weather and swimming lessons are a great enjoyment for them all.

I'd like to say a massive thank you to all staff, teachers and SSO's here at Willsden Primary School. You are all wonderful and supportive people. I wish all of you the best for next year, wherever your path may take you, be it moving on to other opportunities of joining us again for another year at Willsden.

Good luck to the Year 6's who will be starting High School next year, and we are all looking forward to exciting times ahead for the new Reception children about to start school with us.

Merry Christmas and a Happy New Year to all. I for one, am looking forward to seeing what next year brings; many new faces and faces we already know. Keep up the great work Willsden Primary!

Kendall Drummond
Chairperson Governing Council 2022

Quality improvement planning

This year we had a Numeracy goal and Literacy goal. We had numerous actions aligned to each goal including a rigorous collection and analysis of student learning data, to improve our pedagogy in numeracy and to lift individual student progress and achievement. We initiated change by facilitating more opportunities for teachers and leaders to work effectively as teams to improve our data analysis and promote best practice. We engaged with the Department for Education Math Curriculum Leads to provide high quality professional learning to target how we use our data to provide a low floor to high ceiling approach providing entry points for all students despite their level of learning. Teaching staff responded positively to the Professional learning and were able to engage positively with our new approach in their number pedagogy, to use an explicit teaching model, inclusive of Learning intentions and scaffolded Success Criteria. Leadership conducted classroom observations and provided feedback in Math lessons across the school to track and monitor the progress in teaching practice. Our site numeracy data clearly indicated a significant improvement in student's achievement in the Big Ideas in Number, with primary students closing gaps in their learning and some excelling expectations. Junior Primary students also made significant progress with some students now working in Place Value and Multiplicative Thinking. This is progress we have not experienced in Junior Primary cohorts in previous years. Due to the success of this work, we will continue to work with the Math Curriculum Leads to continue developing "What a quality Math Lesson looks like" to ensure we continue to build teaching capacity and lift the achievement of our students, in not only number, but in Mathematics. Teaching staff were provided with success criteria to track and monitor student progress over the year and expected achievement. This process demonstrated that students did improve over time, but it also demonstrated that we need to continue working on our ability to use in the moment assessments, to continuously move student learning forward. As a school we will unpack the elements of formative assessment to contribute to a more rigorous teaching and assessment cycle in each classroom ensuring individual students are always making progress in their learning.

Our actions in literacy were directed at lifting student writing achievement, while maintaining the positive outcomes we had previously achieved in reading. Leaders provided Professional development in the developmental stages and explicit teaching of writing to promote improved teaching practice. Teachers conducted peer observations of writing lessons and a cycle of writing assessment supported the construction of individual writing goals. Teachers and leaders worked in collaborative teams to moderate student writing samples using LEAP to direct teaching and individual learning needs for students. Reflection indicated that we did not dedicate consistent time to allow for improved teaching practice and many of our students did not improve their LEAP writing levels over the year. Despite our site data indicating low achievement our Year 3 and Year 5 students surpassed our expectations with not only 3 but 8 Year 3 students achieving the SEA (1 in the Higher Bands) and not 3 but 5 Year 5 students achieving the SEA in writing.

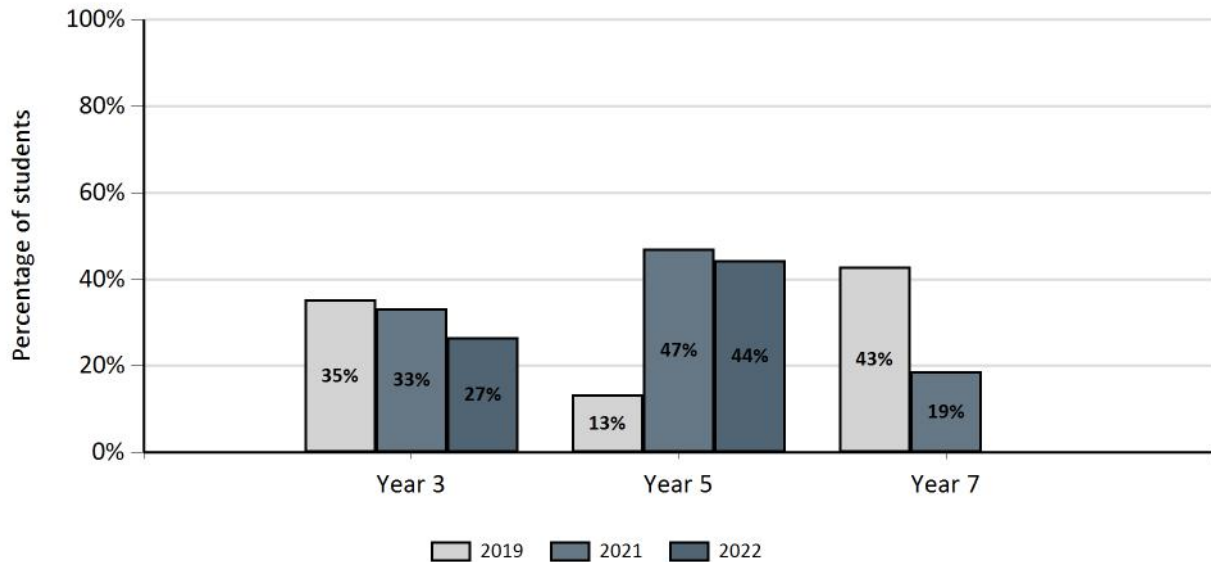
Unfortunately, because of our deep and narrow approach with numeracy and writing our students reading results has declined. It will be important to reduce our actions to enable us to go deep and narrow in our ability to act, evaluate and progress to have a bigger impact. Consideration has now been made towards transferring what has been successful in improving our numeracy pedagogy and learning outcomes into reading in 2023.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

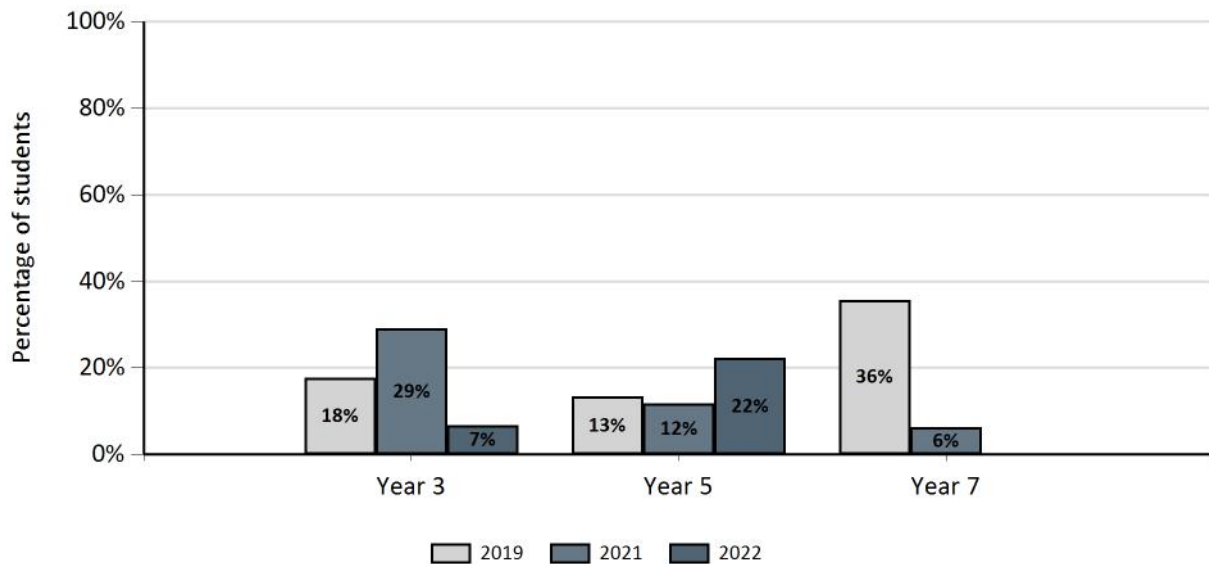


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	15	15	0	0	0%	0%
Year 03 2021-2022 Average	19.5	19.5	0.5	0.0	3%	0%
Year 05 2022	9	9	0	0	0%	0%
Year 05 2021-2022 Average	13.0	13.0	1.0	0.0	8%	0%
Year 07 2021-2022 Average	16.0	16.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

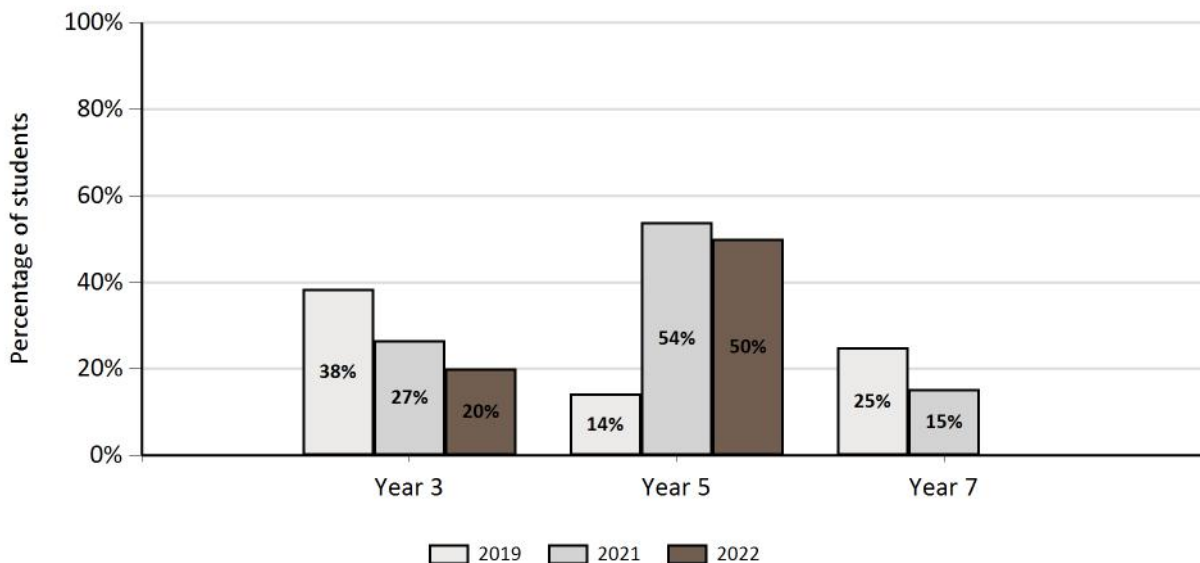
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



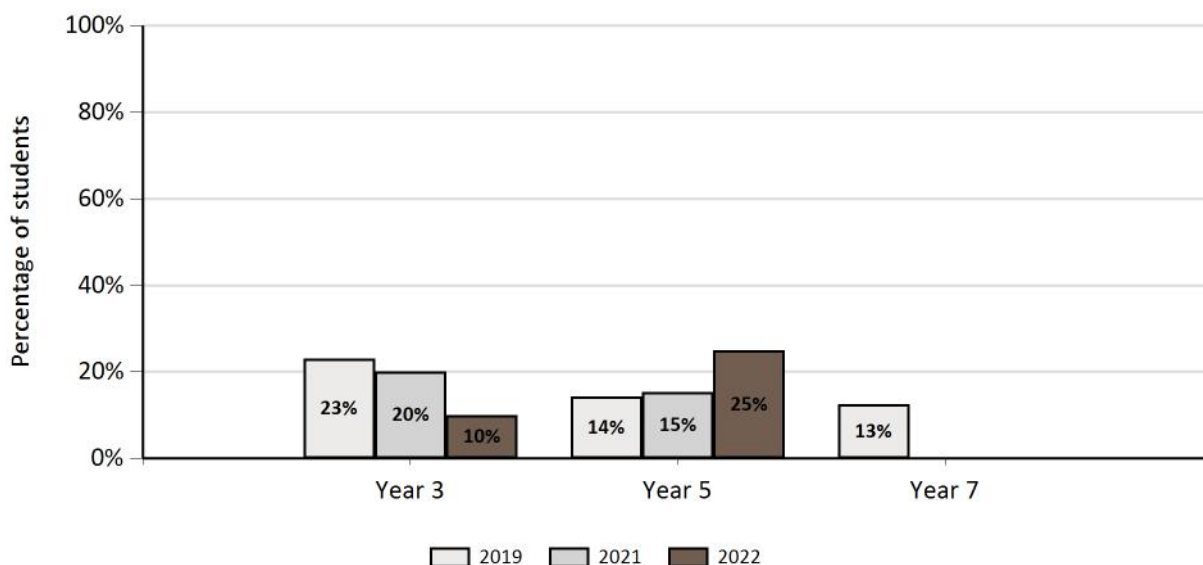
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	10	10	0	0	0%	0%
Year 03 2021-2022 Average	12.5	12.5	0.0	0.0	0%	0%
Year 05 2022	8	8	0	0	0%	0%
Year 05 2021-2022 Average	10.5	10.5	1.0	0.0	10%	0%
Year 07 2021-2022 Average	13.0	13.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Student data indicated a need for rigorous Professional learning in numeracy. The school began working with Curriculum Support to develop our numeracy pedagogy. Working in Teams, teachers conducted a deep analysis of data as well as tracking and monitoring student learning. Curriculum Support Project Officers worked with staff through Student Free Days to develop pedagogy in the Big Ideas in Number. This led to the creation and development of a numeracy instructional routine that was implemented in all classes. Students requiring extra support received targeted numeracy intervention in the Big Ideas in Number. Teachers structured numeracy learning programs sequentially scaffolding intended learning for the students using a floor to ceiling model. All staff have accessed LEAP training and participated in a cycle of moderation including samples of student writing from each student. Writing goals were then tracked and monitored throughout the year. An explicit teaching model was introduced and promoted in both English and Maths lessons through weekly teacher PLC meetings. Read Write Inc. continued this year, along with Heggerty leading to an improvement in Phonics knowledge.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

In 2022 while many students demonstrated significant improvement only 3 out of 15 Aboriginal Students achieved the SEA for the Phonics Screening Check. In NAPLAN reading 2 Year 3 students achieved SEA and 4 Year 5 students achieved SEA. In numeracy 1 out of 13 Year 3 Aboriginal students achieved the SEA in NAPLAN, and 2 out of 8 Year 5 Aboriginal students achieved SEA. We achieved the most improvement in NAPLAN Writing with 7 Year 3 students achieving SEA or above in NAPLAN and 5 Year 5 Aboriginal students achieving SEA. According to our NAPLAN data Achievement in Numeracy is still a challenge, however our Big Idea in Number data has shown incredible growth and improvement for Aboriginal learners; with 4 Year 6's, 1 Year 5, 4 Year 4's, 2 Year 3's, 3 Year 2's and 3 Year 1 students working at the expected standard of achievement. It is worth acknowledging and celebrating that one Year 6 student who was significantly below standard at the beginning of the year is now 2 years above standard in his Mathematical understanding. In our Read Write Inc program we have seen significant improvement with students across the school.

School performance comment

This year 4(22%) of our Year 1 students achieved the standard of education expected in Phonics and 2(11%) students achieved just below the standard. The comparison of results achieved in our Phonics Pre-test and the Phonics Check conducted in Term 3 indicated that significant progress was achieved by 8 (44%) students, however they were unable to successfully achieve the standard as Year 1 students. Our challenge is to achieve a more significant improvement for our reception students ensuring they achieve the expected level of achievement to build a strong foundation to build on.

In NAPLAN Reading 5(27%) of Year 3 students achieved at or above the SEA with a much larger percentage of students 13 (72%) achieving below or well below the SEA. 5 (55%) of students achieved the SEA and 4 achieved below or well below the SEA.

In NAPLAN Numeracy, only 2 (11%) of Year 3 students achieved the SEA and a much larger cohort of students 16 (89%) achieved below or well below the standard. 2(22%) of Year 5 students achieved the SEA and 5(28%) Year 5 students achieved below or well below the SEA. This demonstrates a continuous decline in student achievement in this learning area. In NAPLAN Writing 9(50%) of Year 3 students achieved the SEA or above and 5(50%) achieved below or well below. 5(55%) Year 5 students achieved the SEA in Writing and 4(45%) of students achieved below or well below the standard. Our focus on writing improvement enabled students to maintain writing achievement and performance.

Significant improvement is evident in local site-based data collections in literacy and numeracy, however this is not transferred into student performance in NAPLAN. Attention will need to be provided to targeting those students, below and just below the education achievement standard, especially in the early years to track and monitor their progress, provide planned and targeted intervention and support to guarantee ongoing progress and improved performance.

Our focus on improving outcomes for Aboriginal students has had a positive impact on the achievement for this cohort of students representing a high percentage of our enrolments at Willsden Primary School. The different approaches we have implemented across the school has closed the gap between our Aboriginal students and non-Aboriginal students.

Attendance

Year level	2019	2020	2021	2022
Reception	75.4%	72.0%	74.6%	66.0%
Year 1	81.4%	75.9%	75.0%	70.0%
Year 2	70.2%	77.5%	75.5%	69.6%
Year 3	78.0%	75.0%	72.9%	73.0%
Year 4	80.3%	82.0%	72.3%	74.2%
Year 5	73.9%	77.6%	79.3%	69.5%
Year 6	71.3%	67.0%	79.1%	73.1%
Year 7	78.6%	69.1%	72.7%	N/A
Total	76.4%	74.4%	75.0%	71.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Total student attendance equates to 73.6%, the lowest it has been for several years and continues to be the most significant barrier to student learning and achievement. The number of habitual non-attenders has increased by 3% from 2021 and the number of chronic non-attenders has also increased by 7%. In collaboration with the school Wellbeing Leader, our Aboriginal Community Education Officers follow a process to review, evaluate and implement our whole school attendance policy inclusive of rigorous phone calls and home visits to promote attendance. When all actions from our attendance team are exhausted, a referral is lodged to seek additional family support. In some cases, we have managed to re-engage chronic non-attenders with school to improve their attendance, but a more dedicated approach to engaging the community at large will need to remain a key area of focus to face and overcome the ongoing challenge experienced with the lack of student attendance.

Behaviour support comment

Behaviour incidents continue to decrease from 638 incidents in 2022 to 436 in 2021. There has been a significant decrease in the number of minor incidents from 476 in 2021 to 285 this year. Minor incidents included not following instructions or threatening good order. This decrease demonstrates that students are continuing to respond to early intervention designed to support engagement in learning. We had 31 take homes to support student wellbeing. There was a decrease in suspensions with 19 internal suspensions and 45 suspensions in response to incidents of bullying or violence. In summary incidents continue to decrease as students take responsibility for their behaviour, learning and achievement while at school. It is rewarding to hear visitors who come to the school share that it is a very calm and engaging school with students engaged in their learning.

Parent opinion survey summary

Once again, the number of family members who responded to the Parent Survey was very low. This has been a pattern over the past three years and continues to be a challenging area that will remain a key focus moving forward. Our attempts to engage family members through SEE-SAW has worked with some, however, many family members are not engaging with this method of connection and communication with the school. We can celebrate however, that those that did respond see the school in a very positive light.

Majority of the family members who completed the survey rated the school as “agree or strongly agree” to all questions which was a significant improvement from the past two years. It was great to see that 100% of this cohort of family members “strongly agree/agree” that education is important. This demonstrates that they are aware of the importance of the core business of the school. We are also very proud to note that in comparison to other schools we have surpassed expectations in parent opinion as all aspects of our school were rated as high quality.

It is now very important for us to amplify this and encourage more family members to engage in the survey. This will provide a much wider scope of feedback to support the evaluation of our communication and engagement with the community and improve overall family involvement in the teaching and learning. A new approach moving forward will be to collect more regular feedback through a planned cycle to engage families with more opportunities to provide their thoughts on our practice and how we can improve as a school. This will promote family voice with the ambition to achieve more family engagement in the school community.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	2.6%
NT - LEFT SA FOR NT	1	2.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	36	94.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff members and volunteers have relevant screening.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	21
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.3	15.6	3.4	10.8
Persons	1	16	4	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$2,790,102
Grants: Commonwealth	\$0
Parent Contributions	\$25,952
Fund Raising	\$0
Other	\$6,353

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Additional support is provided in classrooms to promote good decision making and engagement in learning activities designed for individual student needs to promote achievement.	Continuous decrease in disruptive behavior and improved outcomes continue to increase supporting students to engage in continuous uninterrupted cycles of teaching and learning.
	Improved outcomes for students with an additional language or dialect	Funding is used to support smaller classes in the school. This increases teacher instruction for all students in the classroom and one to one teaching and feedback for individual learners.	Student oral language and vocabulary continues to improve and promote positive literacy outcomes.
	Inclusive Education Support Program	Continue building of Read Write Inc this year has focused on individual student achievement through rigorous assessment, small group teaching and learning/individual tutoring according to student need. Introduction of Heggety to build Phonological Awareness. Explicit program to support student speech/language development.	Students are making significant phonetic progress contributing to achievement in literacy. This is evident in the rigorous movement through achievement levels in RWI. Early years student's Phonological awareness is improving.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	APAS contributes to the tutoring as prescribed in the Read Write Inc program and individual literacy support for individual students in and out of class. Additional release time for teachers to develop and monitor One Plans for students with disabilities, Aboriginal student's and students under the guardianship of the minister. Support staff provided in Reception classrooms to support learning in all learning areas. First Language was maintained and developed through the employment of a specialist language teacher and implementation of the Adnyamathanha language in all classes to work alongside of the teachers.	Intervention is helping to close gaps and extend student learning in literacy. Our site data demonstrated a positive shift in student achievement. Teachers are confidently designing SMARTAR goals to influence teaching to target student learning and achievement.
Program funding for all students	Australian Curriculum	Teachers were released to become familiar with new department resources such as the Scope and Sequence and Units. Junior Primary teachers engaged with the Curriculum Lead to familiarize themselves with the DfE units in English and Math to improve explicit teaching and differentiation for all students. Student Free Days were dedicated to working with the Math Curriculum leads to promote numeracy achievement and PD was provide for all Junior Primary teachers to build Phonological Awareness pedagogy through Heggety. Professional Development and formative assessment to improve feedback and growth in all curriculum areas.	Teaching staff are beginning to implement units in literacy and numeracy to support improved literacy and numeracy pedagogy Significant improvement in literacy and numeracy for all students. Formative assessment is supporting achievement of individual student goals and next learning steps for each student.

Other discretionary funding	Aboriginal languages programs Initiatives	A specialist Adnyamathanha teacher was employed to plan and implement Adnyamathanha language lessons for all classes in the school throughout the year.	Aboriginal students were exposed to a local language groups culture and language
	Better schools funding	Funding was used to support smaller class sizes and to supplement School Service Officers to support during English and Mathematics lessons. This supported teachers to be able to work with students with the greatest need.	Gradual achievement is being made by early year students in literacy and numeracy.
	Specialist school reporting (as required)	Funding supported the recruitment of additional Support staff to continue supporting quality implementation of Read Write Inc for individual and small groups of students to progress their learning in early literacy with a focus on phonics.	Significant progress was achieved as reflected in our site comparison data.
	Improved outcomes for gifted students	Funding was used to provide small group implementation of RWI to progress and develop their phonics in Junior Primary. Funding was also used to provide targeted teaching of student gaps to extend student learning.	Significant progress was achieved as reflected in our site data