Watervale Primary School
Annual Report 2011

Happy 150th Watervale Primary School.
Building on the school’s rich tradition, Watervale Primary School empowers students to strive for excellence. The school community actively encourages a respect for individuals in a caring and nurturing environment.

At Watervale Primary School we value: Respect, Honesty, Excellence and Joyfulness.

2011 began with an enrolment of 41 students, increasing to a total of 44, with 68% being boys. There were no Year 7 students.

Watervale Primary School was very proud to celebrate its 150th Birthday in October 2011.

**2011 Highlights**

Whole school **outdoor education camp** to Arbury Park in the Adelaide Hills.

Creative Writing:
- Adam, Shannon and Tayla attended the Young Writers Night, Adelaide, and participated in writing workshops with Katrina Germein and Phil Cummings.
- WPS excelled with poetry at the Max Fatchen Literary Awards and received 17 prizes, including 2 First, 2 Second and 2 Third places.
- 28 entries were received for University NSW Competitions in Computing, Science, Spelling, Writing, English and Maths. Excellent results were attained including 12 Credits, 5 Distinctions and 2 High Distinctions.
Maths and Science:
- Much work and teacher training around Maths and Science in readiness for the Australian Curriculum implementation in 2012.
- Science topics have been chosen for the junior and senior classes according to a four-year cycle that has been developed within the school.

Technology and Construction:
With the completion of the School Pride and Building Education Revolution work, we were proud to have access to our first indoor Activity Room, complete with hard floor and sinks.

LOTE – French:
Whole school French has been well received by the children, and enhances the curriculum immensely. Culmination events such as French Day including French cooking, language games, petanque and art, have been highlights. *WPS will join the Multi-Lingual Literacy project in 2012.*

Eat Well Be Active:
- First official Swimming Carnival held; deemed great success
- Students actively chose to participate in more than 7 SAPSASA events covering swimming, softball, cricket, athletics, cross country, hockey and basketball.
- A fine team effort and great determination led to success at Sports Day with all three shields being brought home to Watervale, and Adam winning the Sportsmanship Medal.
- SRC promoted improved guidelines for eating recess snacks, and heavily reduced playground litter.
- Riesling Trail bike ride enjoyed by the whole school community.
- Restoration and establishment of vegetable garden was outstanding. An ongoing gardening and food preparation program has been implemented, and particularly supported through our two parent Community Foodies.
- Awarded as a high achieving *Premier’s Be Active* school
- Senior class participated in the *Global Children’s Challenge* for the first time

The Arts:
- Weekly classroom music and Choir.
- Ongoing public speaking opportunities.
- Experience of being in audience of range of performances
- Outstanding contributions by students to the 150th celebrations.
- End of year Concert items.
School – Community Partnerships:

- Ongoing community and parent responses and involvement at all levels throughout the year.
- Strong response across the Horrocks Hill Hub (HHH) for Brett Murray’s bullying & wellbeing workshops
- LAP program
- Two parent teams at Sports Day and several at Swimming Carnival.
- Much input to establishment of vegetable garden, cooking days and Activities.
- Outstanding facilitation of celebrations for the school’s 150th, with a wonderful attendance, generous and creative catering, and wide appreciative feedback.
- Outstanding and rich curriculum work around local history, family history, My Place, and the preparation of the time capsule

National School Pride and Building Education Revolution projects:

- Refurbishment of playground surrounds largely completed during 2010. First section of boundary fence adjacent to Stanley Grammar has now been reinstated (with acknowledgement to the generosity of Frank and Denise Fuss). We can now plan how to best use the narrow space between the top steps and the fence.
- Senior Classroom and Activity Room installed, fitted out and surrounds completed. Furniture arrived by the end of term one and the spaces were finally set up, and have worked beautifully.
- The school now boasts three Smartboards, an interactive whiteboard in each main teaching space
- Clearing and planting of native garden, supported by NRM grant
- Plans were finalised to develop, site-finance and manage the ugly space left by the removal of the old classroom; new architecturally designed shelter extension and paving was basically completed in time for the 150th celebrations and the end of year Concert. We hope the finishing touches to these projects can be completed early in 2012.
Welcome everyone, existing councillors and an extended welcome to the new comers.

2011 was an extremely busy year, with the many activities going on around the school and the many activities the children were involved in.

The year began with 41 students with even more to start throughout the year. This causing some excitement and nerves within the staff as to the precise placement of all those new children. It started, as usual, extremely busy. The annual swimming carnival was the beginning of the agenda, with fine weather and very eager students (and parents), the day was again a success. Not long after we had the wheelies fun day and a succession of SAPSASA events. A chance for children, parents and all new families to the school to enjoy and get to know one another.

The Big 6 literacy program, anti-bullying workshops, the installation of the new interactive whiteboard and the replacement of the other began in term 1. Along with the planning of the BER Building project. This lead the way for future projects within the school. The installation of solar panels on the roof of the Resource Centre, and thanks to the National Resource Management Grant sourced by John Peet, a new tank, a pump, new native garden beds and the upgrading of the reed bed. Also the access road, vegetable garden beds, the neighbouring fence and of course, the outdoor shelter.

The many activities that occurred during the year were catered, helped by and sometimes instigated by the various parents that are connected to the school, namely the PAWS committee. In particular, Phil and Susan were a part of the Community Foodies program, and together with Amanda Waldron and Derek Cowan assisted in the creation of the edible garden.

Our student body, the SRC organized Bandana Day raising money for Canteen. All enjoyed the whole school camp at Arbury Park, cooking days, book week with visiting author Emily Rodda, visiting paralympian Grace Bowman, and the continued success of the sports day, winning all 3 shields. Not to mention the Max Fatchen Literary awards where we were well represented, many students participating and excelling in the external university competitions, and continued participation in the Premier’s Reading Challenge and the Premier’s Be Active Challenge, through which we gained some circus gear and a further $1250 to spend on sports equipment.

Also this year we continued the Aboriginal Learning, the LAP program and again the kids sitting the NAPLAN tests. Some student teachers also attended the school during the year.

Last, but by no means the least, our biggest event of the year. Our 150th celebrations! Congratulations go to everyone, whether they were a parent, staff member, or community member. Those that helped bring that weekend together and were a part of it, should all feel rewarded. Phil and Amanda guided the rest of us with the catering which attributed to the success of the weekend. It ran so smoothly with the dinner rating 5 star! We certainly left a mark on all who attended. The children proving to be extremely resilient throughout the weekend demonstrating their organisational skills, taking tours, helping in any way possible and showing outstanding behaviour.

To summarise, we are a school within a community continually displaying how we can all work together for the future of our children.

Thank you.
Site Improvement Planning

2011 saw the introduction of a *Statement of Common Practice*
- Summary of ongoing practices
- Those elements that the school community values and wishes to maintain or consolidate
- Have become the foundation of the school culture

2011 *Site Improvement Plan*
- Sets targets and goals for areas for improvement
- With the underlying assumption that all students strive for improvement and aim for high levels of academic success
- High expectations and quality practices are critical
- Values strong school and family partnerships

Priority 1: LITERACY & NUMERACY

**Goals set for**
- Oral language
- Reading for understanding & fluency
- Spelling & grammar
- Real life writing
- Problem solving
- Real life maths

**Outcomes**
- 50% of students confidently read at or above their year level
- 82% of students increased in spelling age by at least one year
- All Yr 3 & 5 students (nine in total) achieved above NAPLAN National Minimum Standard in both Persuasive Writing and Numeracy
- 40-60% Yr 3 students scored in the top two proficiency bands in all areas of Literacy & 80% in Numeracy
- Professional development around Australian Curriculum included work as a Hub and pupil free days
- Targeted SSO / Special education support within classrooms; *Reading Recovery* with one Yr 1 student

**Recommendations for 2012**
- Reception class (every morning), Yr 1/2, Yr 3-7
- Priority on Literacy and Numeracy teaching/learning each morning across all classes
- Reading comprehension focus
- Planning, assessing and reporting alongside Australian Curriculum in Maths and Science
- Professional development around Australian Curriculum in English, and Teaching for Effective Learning framework (TfEL) looking at ways of teaching
- Targeted SSO / special needs support
Priority 2: COGNITIVE, EMOTIONAL, SOCIAL, SPIRITUAL & PHYSICAL WELLBEING

Goals set for

- Confidence, risk taking and connectedness
- Continuity of learning and transition
- Minimise screen time for children
- Minimise packaging and litter within school environment

Outcomes

- Additional emotional support through LAP, CPS Worker, self esteem / bullying workshops, leadership events
- Promotion of strong and valued staff, school and family partnerships evident in involvement in workshops, catering support, LAP helpers, willing volunteers to participate in Sports Day, Swimming Carnival, fund raising, committees, 150th preparations and celebrations, Fun Days, gardening and cooking, working bees, parent initiated holiday vegetable garden watering roster, hearing daily reading, high level attendance at interviews and school events.
- SRC initiated new guidelines that required students to eat recess snacks at the tables / under the shelter / near the bins before playing; very effective in minimizing snack packaging and litter in yard; 2 lidded wheelie bins were purchased
- Edible gardens restored and expanded, much produce used for food preparation or sold
- More garden connected to rainwater, native garden planted
- Eat well be active program continued and Premier’s Be Active program lead to monetary award as a ‘top 50’ high achieving school – used to upgrade sports equipment

Recommendations for 2012

- Reinstate and expand CPS Worker role as Student Welfare Worker
- Implement unit of work around screen time practices (senior class)
- Establish regular commitment for whole school gardening and/or food preparation
- Refurbish reed bed and re-educate current students about its function
- Analysis of solar and energy saving devices
- Child Protection Curriculum (replaced by 150th real-life history work in 2011)
- ICAN funding for HHH Yr 6/7 Student Leadership program
- ICAN/FLO funding and case management support for one senior student
- Yr 5-7 Aboriginal Camp to Quorn / Four Winds Dreaming experience
- Yr 1-4 ZooSnooze overnight camp
- Reception day at the zoo
**Student Achievement**

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<th>Diagnostic Test</th>
<th>Purpose</th>
<th>% students functioning above Chron Age</th>
<th>% students functioning at Chron Age</th>
<th>% students functioning below Chron Age</th>
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<tr>
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<tr>
<td>Westwood</td>
<td>Spelling Yr 3-6</td>
<td>29</td>
<td>18</td>
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<td>Schonnell</td>
<td>Spelling Yr 3-6</td>
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<td>6</td>
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<tr>
<td>GAP</td>
<td>Yr 3-6 Reading &amp; Comprehension</td>
<td>41</td>
<td>18</td>
<td>41</td>
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All Yr 2/3 students showed improvement in spelling ages of a year or more.

Reading Running Records show 58% of Yr 2/3 students are reading at or above their recommended reading level.

64% of Yr 4-6 students improved in spelling ages by one year or more.

12% of senior students improved in reading ages by a year or more, while 24% are reading at levels around two years above their chronological age.

**NAPLAN**

**Year 3 Literacy and Numeracy**

All Year 3 students attained National Minimum Standard (NMS) in Grammar, Spelling, Writing and Numeracy. 60% of students attained National Minimum Standard in Reading.

Collectively, WPS Yr 3 scores were above the Regional and National mean in Persuasive Writing, Grammar and Numeracy.

The Yr 3 strengths were in Writing, this year being the first requiring Persuasive Writing.

20% students scored in Band 2 (working at NMS) for both Spelling and Grammar.

Between 40-60% students scored in the top two bands across all literacy areas, with 20% attaining an exceptional score in Reading.

Highest consistent scores were achieved in Numeracy. 80% students attained scores in the top two bands, with 20% working at Band 2 level.
Year 5 Literacy and Numeracy

All Year 5 students achieved National Minimum Standard in Persuasive Writing and Numeracy. 75% attained National Minimum Standard in Grammar, and 50% in Reading and Spelling.

Collectively, WPS Yr 5 scores were below the Regional and National mean in all areas.

The Yr 5 strengths were in Persuasive Writing. 25% students scored in Band 4 (working at NMS) for Grammar, and 50% for both Reading and Writing.

While no students scored in the top two bands, 25-50% scored within the “middle 60%” in Grammar, Spelling and Writing.

The most consistent scores were achieved in Numeracy. While 25% students scored within the “middle 60%”, 50% were working within Band 4 (at NMS) and 50% within Band 5.

Progress since 2009 was recorded across Reading and Numeracy. All students were rated as Low growth in Reading and Low-Medium in Numeracy.

Student Data

Attendance and Retention

Enrolments remain stable with steady growth in the early years. There were no Year 7 students in 2011.

Attendance rates were generally strong, and above both regional and state averages. Both the Yr 3 and Yr 6 groups of students showed particularly consistent attendance throughout the year. The most inconsistent attendance rates were seen in the Reception and Yr 4 cohorts.

Most absences are supported by explanations. The gender spread across the school remains within the 65-68% range.
Client Opinion

Raw scores from both parents and students were very similarly placed as 2010, rating around the top 25%ile mark when compared regionally and across the state. Fifteen Watervale Primary families responded to the survey, and sixteen senior students.

Staff expressed a high level of personal and professional satisfaction.

Key action points raised by parents:
- Clearer information about learning programs and individual progress
- Sourcing sufficient support through resources and agencies
- Greater inclusion in decision making

Key action points raised by students:
- Awareness of progress and how to improve
- Overall care of the school
- Student behaviour

Comments expressed:

*I am so impressed with Watervale Primary for my children …*

The quality of learning is suited to my child …

*My younger child is struggling and could probably do with a different approach.*

It is difficult to comment on teaching and learning as I have very little communication with the school specifically about my child apart from one parent teacher interview and one school report … the newsletters are the same for everyone.

*The school does a great job at support and developing the student …*

The school could make better use of email and telephone …

*Most welcome and included I have ever felt in a school environment, complete acceptance of all cultures and diversity.*

Parents encouraged to be involved in fundraising, not in planning and direction of school.

*I love this school and recommend it to many people.*

There is a great commitment to each and every student in the school.

*All students’ efforts are celebrated and valued, instilling a great sense of personal achievement in the students.*

My teacher helps me understand what I’m learning …

*Some students argue and it gets on my nerves.*

Our school isn’t always clean … but I think we are improving.

Accountability
Staff

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<td>Graduate Degrees or Diplomas</td>
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<tr>
<td>Post Graduate Qualifications</td>
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Please note: Staff that 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

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<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
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<td>Full-time Equivalents</td>
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<td>Persons</td>
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Financial Statement

During 2011, Demographic data was adjusted across the state. Watervale Primary School has been re-classified from an Index of Disadvantage (IOD) of 5 to an IOD of 6, based on social and economic factors including improved employment, income and stability of residence.

2011 Profit and Loss Statement – please see attached appendix