Watervale Primary School
Annual Report
2015
1. CONTEXT

School Name: Watervale Primary School  School Number: 0470
Principal: Mrs Wendy Burge  Partnership: Mid North

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.*

These values are affirmed throughout the year, and reflected in many varied activities, programs and approaches across the school community.

2015 began with an enrolment of 61 students, with 52% being boys. There were no Year 7 students. Enrolments at Watervale have not been greater than 60 students since 1999; the school community is grateful and proud of its growth, progress and achievements.

2. REPORT FROM GOVERNING COUNCIL – Mrs Kerry Hadley

2015 was an extremely eventful year for students, staff and families.

Term 1 had a shuffle in staff to cover dual teaching in 2 classrooms. Health/PE & Science, SSO assistance for disability students, & general SSO support.

The school continued with various programs from the previous year. These included the Kitchen Garden Program, Reading Recovery, Reading Eggs, MultiLit and CCNet. Further support services were welcomed - Novita, Growing Healthy Kids, and a private speech pathologist. The school’s priorities again were Literacy, Numeracy & Wellbeing. Specifically, with Literacy in the area of comprehension; Numeracy in the area of Number; and Wellbeing, focusing on peer relationships & emotions.

Behaviour and bullying proved to be a continuing issue throughout the year. It was great to see the children being supported & encouraged by both staff & parents as this can help create good role models, making positive decisions & actions. Behaviour, emotions & social skills of the students were constantly being discussed in order to manage situations well. It
is always tough to monitor everyone’s wellbeing. We were lucky enough to, but unfortunately had to use support agencies such as CAMHS, Autism SA, and other DECD support services.

A positive aspect was the Leadership groups, including workshops in Adelaide, SRC, & YEL, and the presentation of badges by Mr Tim Siv. For 2 years our school has worked with 4 other schools & NRM (Natural Resource Management) in sustainability & the environment. The SRC & YEL met fortnightly throughout the year to discuss various fundraisers which included Loud Shirt Day, Pirate Day, & Walk a mile in my boots (supporting the homeless); the design, workings, & construction of the frog pond; & issues raised concerning the running of the school. The YEL group visited Spring Gully to learn about freshwater and invertebrates, learnt about paleontology at Redbanks, and added to the recycling bins. The school also played host for the Youth Environment Forum.

The school were the recipients of the Watervale Playgroup gear, which has now folded. And another beautiful day was had at the Riverton swimming pool for the carnival, and this finished off the students’ lessons wonderfully with Horrocks taking out the title of the most successful house.

Term 1 also saw another full Governing Council with new members; the demolishing of the shade house and erection of the new garden shed; a prolonged and controversial discussion around our much loved gum tree; and parent/teacher interviews.

3 classroom spaces and having the library back proved to be a smart decision, as having the extra classroom worked efficiently throughout the year.

Term 2 had another shuffle in staffing to accommodate the management of OSHC which had proven to be heavily booked. Thank you to Elise Moroney/Goldsmith for covering Loren Liebelt’s leave, and Lisa Battams and Clara Busch for supporting and relieving OSHC, and to relief staff for providing care on different occasions, including pupil free days. These busy times allowed OSHC to trial operation in the mornings with 4 permanent bookings across 5 mornings. Thank you to Kathy Mitchell and Julie Kelly also for supporting Lyn Friebel’s leave, and Jude Langley for Sharyn Williams’ leave.

Thank you to Jane Olssen for sitting on the panel in the selection of our Pastoral Care Worker, Ryan Bernhardt. Ryan worked in the classroom, with small groups, and during play time. He also attended excursions with the different classes and has made a positive influence on the children.

Governing Council and staff reviewed the reporting cycle eg, written reports and the transition booklet, and applied for PIE Grants at the beginning of the year, but unfortunately weren’t successful. Also discussed and decided was a new photographer for school photos, and that was Vanessa Size. A change of swimming lessons and carnival location with an extra active program during the lessons for those not swimming. Parent maths workshops proved to be popular and successful, focusing on the Natural Maths taught in the classrooms. An increase of $5 to the Material & Services fee was discussed & passed to
keep in line with CPI; the sun smart policy was also reviewed and updated; and we were reminded as Governing Council members of our rights and responsibilities. The many controversial discussions surrounding the large old gum tree were raised at just about every meeting, bringing new views and options. Thank you to Paul O’Leary, John Peet, Wendy Burge, and Lochie Fotheringham for being on the committee to research the various options. The tree will be removed from the playground during 2016.

During the year, 7 teaching staff went to Melbourne and attended a 2 day Mental Health & Wellbeing Conference. This included student engagement, motivation, resilience, positive education, bullying, relationships, and social and emotional skills. Other topics covered were whole school wellbeing, healthy bodies, sleep, movement, and body image.

The productivity both within the classroom and outside school, involving staff, students and parents was high throughout the year. The first half of the year saw a Circus Challenge with Farrell Flat, a working bee, cooking and gardening days, bike ride and Little Athletics for the senior class, Anzac Day attendance, ongoing Run Club, including the Argus Run & City To Bay, a visit to Stanley Grammar for the middle class, and we farewelled the Cutten family. The wellbeing survey was completed, mid year reports sent home, and many attended the movie night. During the second half the senior class visited Clare High for a Milo T20 cricket match, Come Out & SA Water excursions and took part in the Hub basketball. Watervale CFS visited, all took part in the Premier’s Reading Challenge, the WOW (Wipe Out Waste) performance at Clare Primary, the Book Week parade & performance at Farrell Flat, and Jan Gaebler visited (author of ‘Winston Knows’). We had a couple of past students on work experience, Adam Olssen & Dimity Griffiths, & the Graduation dinner for the departing seniors. Through the year many participated in the various SAPSASA events, were presented with value awards, activity day in the final week, and also receiving their reports. Thank you to all that were a part of the Woolworths ‘Earn & Learn’ again.

Term 3 welcomed more new students and we attempted an electronic booking system for 3 way interviews.

Sports Day at Auburn was successful winning 2 shields, the Endurance & the Sprints, and reminding us that Watervale were to play host for the next 2 years.

Again the Parent Opinion Survey was sent out, with Governing Council questions added in.

We were informed about the External Review that was to be conducted by a panel of 2 from DECD which involved everyone, staff, parents, students, Governing Council, and the wider community. This gave us an overall view of our progress and improvement, identified any gaps and needs, saw if we were meeting individual learning needs, & influencing the 2016 Site Improvement Plan & Annual Report.

GC meetings also looked at the traffic flow outside the school (the drop offs & pick ups). This was becoming a problem and the senior kids presented their ideas to the Local Council via Mr Brenton Hall. They also visited the road safety department in Port Pirie. Other discussions included the General Store closing, senior school jumpers, more sports tops to
be subsidized, and using the successful sporting schools funding for swimming/stadium lessons. The school was fortunate enough to receive a junior bowls kit from Bowls SA, presented by the Watervale Bowling Club.

A community forum was held at the Clare Golf Club, playing host to 70-80 people from a variety of communities with different backgrounds working with children & young people which was very insightful. Also a fantastic visit from Andrew Fuller & his information on ‘Resilience In Children’ proved to be extremely popular with staff, students, and especially parents.

The school also had transitioning students in Reception & Year 6, keeping the numbers at 65 and a forecast of 68 for 2016. This was to be the largest number of students since 1999.

The students again dominated at the Max Fatchen Literacy Awards and the work of the students of the middle & senior class at the PMA Maths Challenge was outstanding again. 2 groups were awarded Highly Commended, and 3 groups were awarded State Winners. Not to forget the Clare Show winners as well.

Another successful whole school camp to Arbury Park with 50 students attending, including 6 newbies.

In there somewhere term 4 started and ended, but honestly it was that busy all year that we were lucky to make so many memories with so much opportunity.

Finally, as parents we need to not sweat the small stuff and concentrate and focus on the children. As Governing Council members entrust the staff to implement the Department’s Strategic Plan to our school community, providing quality care and education so that every child has the opportunity to be a successful learner, a confident and creative individual, and an active and informed citizen.

**Governing Council 2015:**

Kerry Hadley (Chair)                            Helen Maloney (Vice Chair; OSHC; Finance)
Kathyrnn Ackland (Secretary; OSHC)             Donna Cowan (resigned mid year)
Keira James                                    Jackie Scott (OSHC)
Jane Olssen (resigned mid year)                Maria Holst-Salomonsen
Kel Barns (Staff)                               Rebecca O’Leary (PAWS)
Bec Bryksy                                     Loc Fotheringham
Rose Preston
3. 2015 HIGHLIGHTS

Whole school Arbury Park Camp
Community Competitions:
- WPS was again successful in *Max Fatchen Literary Awards*, receiving 16 prizes for their poetry including two first places, a second and a third, as well as many High Commendations and Commendations.
- 25 entries were received for University NSW Competitions in Digital Technology, Science, Writing, Spelling, English and Maths. Results attained included 2 x Distinctions, 7 x Credits.
- 98% students completed the *Premier’s Reading Challenge* in its 12th year.
- Senior and middle students submitted maths projects in the state-wide *PMA Maths Challenge*, three groups achieving State Winner and two Highly Commended.
- Many students achieved success with their Clare Show entries.

Student Leadership:
- Two School Leaders elected, representing the school and leading SRC through the year’s work and projects.
- Four Youth Environment Leaders (YEL) selected to lead and manage environmental projects in the school, and represent WPS at district environment workshops.
- Main YEL project was the building of the frog pond, garden surrounds and mural art work.
- GRIP and Halogen Foundation leadership workshops attended.
- Joined *Better Buddies* program; rebuilt donated park bench to become *Buddy Bench*; and values awards presented at assembly including a small buddy bear.
Community:
- Northern Argus Clare Valley Half Marathon
- Anzac Exhibition including poetry competition
- Anzac service at Watervale
- Watervale CFS visit

End of Year Production:
For the second consecutive year, a whole school production was performed to a large community crowd of families and visitors. The students were proud to develop and present their Watervale version of *The Wizard of Oz.*

4. SITE IMPROVEMENT PLANNING AND TARGETS

Priority 1: LITERACY

Goals set for *The Big 6*, interpreting information, inference and reflection

Outcomes
- *Jolly Phonics* and *Sheena Cameron* methodologies focused on phonics, spelling and grammar, text types and reading comprehension
- Integration of ICT across literacy areas
- 86% Yr 1&2 students read at or above their year level [Running Records]
- 50% Yr 1 students measured Low reading growth
- 87% of Yr 1-6 students read at or above their year level [PAT-R]
- All fourteen Yr 3 & 5 students achieved above National Minimum Standard in Literacy (two students exempted; one absent) [NAPLAN]
- All Yr 3 students scored in the top two proficiency bands in Literacy; one student scored in the top two bands in all areas of Literacy and Numeracy
29% Yr 5 students scored in the top two proficiency bands in Literacy; one student scored in the top two bands in all areas of Literacy
- Targeted SSO / special education support within classrooms, and resources including Reading Recovery, MultiLit and CCNet
- Three classes: R/1, Yr 1-3, Yr 4-6

Recommendations for 2016
- Three classes: R/1, Yr 2/3, Yr 4-6
- Maintain priority on both Literacy and Numeracy
- Literacy to retain balance across all areas of the Big 6 including synthetic phonics
- Explicit teaching – I do, you do, we do – around interpreting information, inference and reflection
- PAT-R assessment implemented twice a year Yr 1-6
- Emphasis on explicitly working with students to use own data to set personal learning goals and where students can influence their learning
- Monitoring and tracking of Literacy and Numeracy alongside Intervention Wave Model
- Triangulation of data sets so that intervention wave models, system data and A-E equivalent reporting grades all align
- Targeted resources including ICT, reading materials and non-fiction
- Broaden employment of SSO / both general and special needs support

Priority 2: NUMERACY

Goals set for real life maths and problem solving

Outcomes
- Embedding Ann Baker’s Natural Maths methodologies and classroom pedagogies to focus on problem solving, fluent processing and real-life applications
- Series of parent workshops showcasing maths processes and language well attended; materials and information sheets distributed through workshops and newsletter
- ICT integrated across numeracy work
- 78% of Yr 1-6 students working at or above their year level [PAT-M]
- All fourteen Yr 3 & 5 students achieved above National Minimum Standard in Numeracy (one student exempted; one absent) [NAPLAN]
- 40% Yr 3 students scored in top two proficiency bands in Numeracy; no Yr 5 students scored in top two proficiency bands in Numeracy
- All Yr 5 students measured Low to Medium Growth/Progress in both Literacy and Numeracy
- Targeted SSO / special education support and resources within classrooms
- Leading Numeracy modules trialled across Partnership (Principals)
- Three key class teachers participated in Mathematician-in-Residence Project
Recommendations for 2016

- Priority on Number
- PAT-M testing twice a year for Yr 1-6
- Ongoing PD as Partnership to further consolidate Natural Maths approach and implement Australian Curriculum v8.0

Priority 3: COGNITIVE, EMOTIONAL, SOCIAL, SPIRITUAL & PHYSICAL WELLBEING

Goals set for confidence, risk taking and peer connectedness; continuity of learning and transition; environmental awareness; attendance rates; optimum environment for learning

Outcomes

- Employment of Pastoral Care Worker
- Support strengthened through LAP and SSOs
- Senior and middle classes actively involved in regular garden and kitchen lessons
- Kitchen and garden equipment purchased, including working bee to erect garden shed and establish kitchen work stations
- Third year of YEL team and projects – major focus was the building of the frog pond within an unused area of the school grounds
- Parent led a student-contribution painted mural project where each child added a design to a large mural that now hangs behind the frog pond
- Strong SRC vision to support school and wider community
- Integrated Child Protection Curriculum incorporating relationships, bullying, behavior and cybersafety
- Third year of wellbeing audit leading to establishment of Calm Corners in classrooms
- Introduction of Better Buddies program, and Buddy Bench built by groundsman and students
- Whole school camp to Arbury Park Outdoor Centre
- Ongoing strengthening of transition programs between preschool and school, school and high/middle school, and across classes
- Active involvement in daily fitness, swimming and PE lessons, Swimming Carnival, Sports Day, SAPSASA, visiting coaching opportunities, Run Club (after school), bowling at the local Bowling Club
- First year of Sporting Schools involvement, activities and funding
- Attained attendance rates of 91.8%
Recommendations for 2016

- Class camps/day trips
- Strengthen house point system
- Enhance Better Buddies program with introduction of Better Buddies Leaders
- Host Sports Day at Watervale Oval
- Festival of Music – 9 students eligible to perform at Festival Theatre
- Footsteps Dance – series of five sessions followed by social night with parents

OUTCOMES OF EXTERNAL SCHOOL REVIEW 2015

Watervale Primary School is tracking well. The school has effective planning and targeted intervention processes in place, and the leadership provides strategic direction and promotes shared leadership within a small school context. The school works in partnership with parents and stakeholders, and children experience a strong sense of belonging and inclusion within the school setting.

The Principal will work with the Education Director to implement the following Directions:

1. Continue to regularly critically evaluate the data analysis process and outcomes to ensure all relevant data is triangulated to inform ongoing planning and instruction designed to improve individual student progress and achievement.

2. Foster and promote appropriate student intellectual challenge that enhances deep understanding and engagement in relevant and purposeful tasks by co-constructing common understandings of powerful learning, and strengthening the inclusion of students in personal learning improvement planning processes.

3. Build the capacity of teachers and students to engage in ongoing and reciprocal formative and summative feedback and assessment processes that further strengthen students’ influence on their learning.

4. Establish systems and processes for teachers and families to work together to maximise student learning and make informed decisions based on professional judgement.

Based on the school’s current performance, Watervale Primary School will be externally reviewed again in 2019.
4.1 Junior Primary and Early Years Scheme Funding

In alignment with Site Improvement Plan priorities, Early Years funding has been essential for the provision of fresh and rich fiction and non-fiction reading materials, suitable for both guided and independent reading; oral language resources; synthetic phonics manipulative equipment; and the employment of general support personnel within the classroom.

4.2 Better Schools Funding

Improvement in progress and learning is a core goal for all students, with particular attention to disadvantaged, disability or indigenous children. The Better Schools Funding has allowed the targeted employment of support personnel, both for general classroom support and especially for increased one-on-one support across more curriculum areas. Intervention programs, specifically MultiLit and Reading Recovery, have been accessible to more children during 2015. Improved access to a broader range of digital technologies, in particular class sets of ipads and a tablet/laptop, has been greatly utilised. Seven teaching staff participated in a two day Wellbeing Conference aligning to priorities around wellbeing, resilience and positive mental health.

5. STUDENT ACHIEVEMENT

PAT-R (Reading Comprehension) Growth – biannual

Trends in scores show overall growth and development. Deeper analysis of PAT-R results shows the greatest areas of challenge continue to be around interpreting explicit information, inference and reflection.
PAT-M (Maths) Growth – biannual
Comparative growth graphs for Watervale data can be collated for the first time this year. However, with the change in length and design of the PAT-M tests in 2015, and the state-wide implementation across DECD schools, growth data appears somewhat distorted.

PAT-M data supports the immediate identification of level or dipped results for each individual student, leading to a shift in teaching strategy or practice. The greatest area of challenge continues to be around Number.
5.1 NAPLAN – 14 students eligible (no Yr 7 students)

All students achieved above National Minimum Standard (NMS) in all areas of Literacy and Numeracy. 80% achieved achievements in the middle 60% of Yr 3 students or higher, in all areas.

Yr 3 strengths were in Grammar and Writing, with collective mean scores across all other areas being very similar.

As last year, all Yr 3s scored in the top two bands for Grammar, with one student scoring in the top two bands across all areas.

60% students scored in the top two bands in Writing, and 40% in Numeracy, with Spelling attaining the lowest collective band scores.

Mean scores show improvement since 2013 in Writing.
All Yr 5 students who completed the tests achieved NMS in all areas. Scores across all areas were very similar and generally slightly lower than the last two years. Writing scores have remained consistent since 2013.

One student scored in the top two bands for all areas of Literacy, with exceptional results in Spelling and Grammar. 29% students achieved in the top two bands for Spelling. 29% students scored at NMS (Band 4) in at least one area of Literacy. All Numeracy scores were in the middle 60% of Yr 5s in Australia, or higher.

Progress since 2013 was recorded across Reading and Numeracy, for this cohort of students. All students were rated with Low-Middle growth, with overall stronger growth in Numeracy.
6. STUDENT DATA

6.1 Attendance

Enrolments overall remain stable to strong, with growth especially in the early years. There were no Yr 7 students in 2015.

Attendance rates have weakened over the past year. The current attendance rate target is 93% which has not been achieved within this data set. Year Reception, 3 and 6 raw percentage score was below 90%, with attendance rates improving in Yr 1 and 5 since last year.

Almost all absences are supported by explanations.

The gender spread across the school continues to become more balanced, shifting from 58% to 52% boys.
7. CLIENT OPINION

Parent opinion surveys were issued based on 2012-14 questions with additional school-based questions regarding Governing Council involvement. Responses were collated manually. 16 families (36%) responded to the survey.

The top three issues identified by parents:
1. The school seeks parent opinion about educational programs = 44%
2. Parents have opportunity to participate in decisions about their children’s education = 38%
3. My child would receive support for any special needs he had = 31%

Staff responses were collected during performance management meetings and the Planning Day. Overall, staff expressed a high level of personal and professional satisfaction whilst showing a willingness to address any challenges.

Student responses were captured in the R-7 Wellbeing Survey. Overall mean scores improved, with an increased number of students scoring in the top two levels of wellbeing. The greatest positive trends were attained in:
- I am good at solving conflicts without fighting
- I try very hard to complete all my work

PARENT COMMENTS AS RECEIVED – POSITIVE AND SUGGESTIONS FOR IMPROVEMENT

I am very grateful for the after-school tutoring offered. One-on-one or small group tutoring is invaluable.

I think it would be more informative for parents to have the parent-teacher interview in either term 2 or 3; far more useful later in the year.

The calendar provided by the senior class each term is really useful. I wonder if this could be adopted by the other classes?

Training for Governing Council would be of great benefit to the whole school community.

It’s great to be given important dates eg sports day, concert well in advance to help with planning / grandparents, so thankyou.

The behavior of other students regularly impacts on the learning environment.

The extra support my daughter receives is fantastic. Thankyou.

WPS is a fabulous school and I wouldn’t want my children anywhere else.

A wonderful school community!

Overall staff committed and interested in the students learning and developing academically.

We do not feel like the school responds appropriately to incidents and acknowledges the ramifications of incidents on the child and their family. It seems that things are swept under the carpet!

We are concerned with the amount of screen time the children are exposed to with the liberal use of ipad etc in the classroom.

In response to the school’s expectations of its students, I think that they are high but appropriate and positive.

http://www.myschool.edu.au/
8. ACCOUNTABILITY

8.1 Behaviour Management

The Watervale Primary School Behaviour Code and No-Bullying policy documents are utilised to ensure consistent restorative practice across the school community. During 2015, four incidents led to the issuing of a Red Card where Principal- parent conversations and/or take-home requests were necessary.

8.2 Relevant History Screening

Watervale Primary School was involved in an audit process to check compliance with the DECD Relevant History Screening. We were pleased to be declared compliant in all areas of internal staffing, committees and volunteers. On following up with several external visiting agencies, WPS was declared fully compliant.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

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<th>Qualification Level</th>
<th>Number of Qualifications</th>
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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.

8.3.2 Workforce Composition including Indigenous staff

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<thead>
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<th>Non-Teaching Staff</th>
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<tr>
<td>Persons</td>
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There are no indigenous staff members.

Watervale Primary School is proud of its high performing teaching and support staff, and their commitment and dedication to their work and approach. One SSO completed her Cert III qualifications. Morning OSHC was trialled during Term 4, staffed by a qualified SSO. Governing Council appointed a Pastoral Care Worker as of Term 2.
9. FINANCIAL STATEMENT

Watervale Primary School has an Index of Disadvantage (IOD) of 6, based on social and economic factors including employment, income and stability of residence.

2015 Profit and Loss Statement – please see attached appendix