



Watervale Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Watervale Primary School Number: 470

Partnership: Mid North Clare

Name of School Principal:

Wendy Burge

Name of Governing Council Chair:

Helen Maloney

Date of Endorsement:

2018

School Context and Highlights

Watervale Primary School empowers students to strive for excellence; and actively encourages a respect for individuals in a caring and nurturing environment. We value Respect, Honesty, Excellence and Joyfulness.

2017 began with an enrolment of 67 students, including two in Year 7.

OSHC after school care completed its fourth year of continuous service; morning care will continue and be extended by 15 minutes in 2018.

The electronic communication system of 'Flexibuzz' is widely and formally used between school and families, for messages and reminders, and attendance notifications. A more informal communication system, DoJo, has been introduced at class level with a high level of engagement.

Camp and excursion highlights:

Three day and two night whole school camp at cu@Wallaroo; farming and mining history plus beach exploration

4-7: Market/Museum; Parliament House

2/3: local creek; Martindale Hall

Max Fatchen Literary Awards; first and third place in the R-2 section

UNSW Competitions: 5 Distinctions, 10 Credits, 1 Merit, 23 Participations

Rotary Art Show: 12 entries

Landcare Art Competition: major prize winner in each section

86% completed Premier's Reading Challenge in its 14th year

Senior and middle classes submitted to the state-wide PMA Maths Challenge; 2 State Winners, 4 High Commendations

Student Leadership: 2 School Leaders elected to lead SRC; 4 YEL Leaders elected to lead and manage environmental projects in the school, with a particular focus on reduce-reuse-recycle; 3 better Buddies Leaders elected to support fair play, inclusion and relationships in the yard. GRIP workshops attended; also workshops through the Resilience Project.

Senior jumpers offered for all Yr 6/7s. Two Yr 7s attended the district Canberra Trip, travelling by air.

Swimming lessons continued at The Valleys; followed by a successful Swimming Carnival.

Watervale hosted a new Sports Day format on the town oval, with an increased focus on athletics skills for our older students.

The combination of schools in Auburn, Blyth and Watervale felt competitive and happy.

Students participated in many varied SAPSASA events and arts performances.

16 Yr 5-7s performed on stage at the Entertainment Centre in the Festival of Music.

For the fourth consecutive year, a whole school production was staged as an end of year concert; students were proud to develop and present their version of Mary Poppins.

Planning, particularly with the students, and redevelopment of play spaces is well underway.

Governing Council Report

The role of Governing Council is to work alongside the Principal and be a part of developing and approving policies, setting the broad direction and vision of the school, monitoring, and reviewing the site improvement plan and being the employing authority of OSHC. Being on Governing Council is a great way to be a part of the decision-making process at the school. Some of the decisions we have been a part of this year are the new look sports day, the development of the nature play playground and undergoing panel interviews to find new staff like a Pastoral Care Worker or Principal.

This year, Sports Day looked very different. We decided that joining together with two very similar sized schools, Auburn and Blyth, was the best decision moving forward. This meant that Sports Day changed, it had to be bigger and better and fortunately the teachers at the school picked up the extra load and ran with it. We had athletic events that required specific line marking, specific equipment, the children needed specialist training in these new athletic events and as a school community we worked together to create an amazing event that each and every person involved should be very proud of.

This year also saw the start of a nature playground being developed. We decided the most important people in designing this space had to be the children. We needed to ask the children what they wanted. Through discussion and designs, the children worked together across the school to come up with their idea of what a nature playground should look like. The progress has been steady throughout the year, we have planted trees, removed pieces of equipment, introduced new equipment, and started on a creek bed, but we have shared the journey with the children, the decision makers in this process and also shared this journey with our community of families and teachers. The playground is a favored spot at recess and lunch.

Wendy's resignation as Principal was a well thought about decision for her and as members of the Governing Council we had a responsibility to look forward and plan for our school's future. Beth Purdy Dart is a wise choice for our ever-growing school and community. She will lead the school well and uphold the legacy of a warm, welcoming school that Wendy has created in her time at Watervale Primary.

I thank Wendy for her 15 years of service at Watervale Primary, and thank all leaving staff and families for their contributions to our school. Thank you.

Helen Maloney, Chair, GC

Improvement Planning and Outcomes

LITERACY GOALS: interpreting information and inference; Visible Learning

OUTCOMES:

Built on Jolly Phonics and oral language to strengthen comprehension skills

Developed Sheena Cameron and 7 Steps to Writing pedagogies with Guided Reading and writing approaches

Scaffolded students to review own data and form achievement goals at individual, class and school level

Reviewed, monitored and improved alongside set goals, creating a culture of Visible Learning R-7

Targeted intervention, documented within the Wave Model of Intervention R-7 for Literacy, Numeracy & Wellbeing

Employment of Curriculum Coordinator to ensure sharp focus on core curriculum work

RECOMMENDATIONS FOR IMPROVEMENT IN 2018:

Embed Visible Learning philosophies and pedagogies across the school

Support Visible Learning with targeted staff training and support personnel

Improvement in interpreting explicit information, reflection and inference.

Second year of assessment of writing using the Brightpath assessment tool

Explore pedagogies around Chris Killey and Words Their Way

NUMERACY GOALS: improved numeracy achievement, especially in Number

OUTCOMES:

Exploration of all Maths strands, and the proficiencies including understanding, fluency, problem solving and reasoning

Priority on Number particularly around place value and subitising

Increased focus on problem solving, fluent processing and real-life applications

Maths partnerships built between school and home through series of workshops offered, resource packs of information and practical manipulatives

RECOMMENDATIONS FOR IMPROVEMENT IN 2018:

Embed strong focus on Number

WELLBEING: emotional wellbeing and resilience; continuity of learning and transition; powerful learners, intellectual stretch and growth mindset

OUTCOMES:

Encouraged understanding and active involvement within environmental projects and natural play spaces

Increased presence of Better Buddies within the yard and during play time

Ongoing facilitation of leadership opportunities and skills, including GRIP and Resilience Project

Increased involvement of whole school in garden and kitchen activities

Changeover to Flexibuzz communications system, and introduction of DoJo at class level

Alert to attendance variances

RECOMMENDATIONS FOR IMPROVEMENT IN 2018:

Expand work begun in natural play spaces, especially the completion of the creek bed, sitting circles, teepee area

Enhance the projects initiated by SRC, YEL and Better Buddies

Trial the student workbooks in the Resilience Project, as one of three schools in the Mid North Partnership

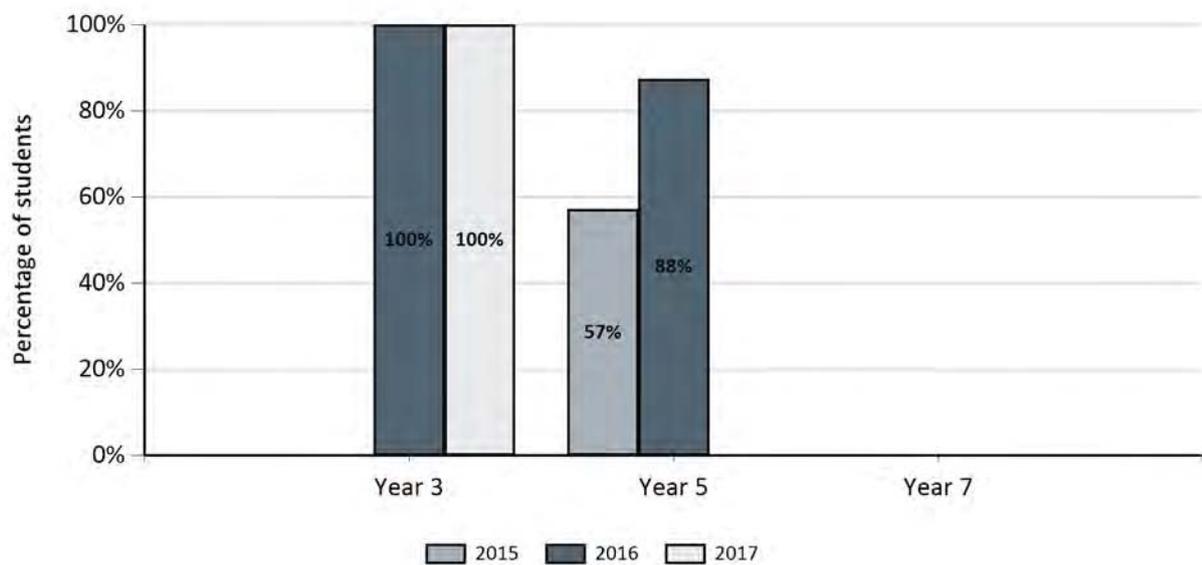
Steady attendance levels

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

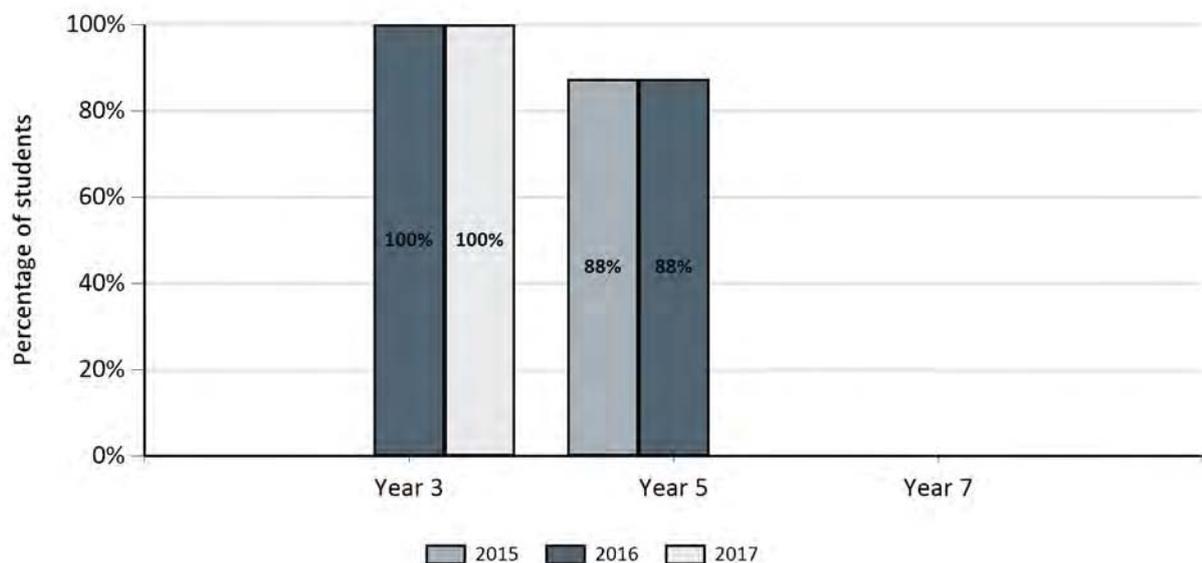
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: 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



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: 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.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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 3 2017	12	13	6	5	50%	38%
Year 3 2015-17 Average	9.0	9.3	4.7	4.0	52%	43%
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	6.7	7.0	2.0	1.0	30%	14%
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

School Performance Comment

NAPLAN YR 3, 5 & 7

20 students sat the NAPLAN tests. General band scores were similar to 2016.

All students achieved National Minimum Standard.

Four students are working at National Minimum Standard in Spelling, Numeracy, Writing or Grammar.

Yr 3 averages scores were above the national average in all areas.

Yr 5 average scores were above the national average in Reading, Grammar, Spelling and Numeracy, and at national average in Writing.

Ten Yr 3 students were in the middle 60% or higher in all areas; and three Yr 5s.

Yr 3 students consistently scored in the top two bands; four students scored in the top two bands in all areas.

Yr 5 students scored in the top two bands seven times, across all areas except in Writing.

Yr 7 students scored in the top two bands four times, except in Numeracy.

Five students achieved in the 'off the scale triangle' for exceptional scores, in at least one area each (and up to three).

80% of Yr 5s achieved Medium to Upper growth in Reading, and Medium growth in Numeracy.

Yr 7s achieved Upper growth in Reading, and Medium growth in Numeracy.

PAT-R & PAT-M: Yr 1-7

These tests are now conducted once a year, with results being collected annually by DECD. Students at Watervale are using their NAPLAN and PAT results to inform their personal learning goals, and strive for excellence with intention. Areas of challenge identified across the classes provide the school with its focus areas for the site improvement, such as interpreting explicit information, reflection and inferring; and Number.

RUNNING RECORDS: Yr 1&2

50% Yr 1s are reading at or above their recommended reading level.

89% Yr 2s are reading at or above their recommended reading level.

Yr 1 growth is rated from Low to Medium; Yr 2 growth is rated from Low to Medium. No students showed Upper growth.

BRIGHTPATH WRITING

2017 saw Watervale and four other Partnership schools trial the Brightpath Writing tool. We have found the tool particularly supportive as a consistent way to assess student writing, and to scaffold students to set and achieve new goals. We will continue using the Brightpath assessment processes in 2018.

DATA

Any data that alerts us to thinking more about practices and approaches, is constructive and beneficial. Our quality teachers and exemplary teaching are powerful assets in all the efforts to help our students learn and improve.

Attendance

Year level	2014	2015	2016	2017
Reception	94.6%	86.4%	89.4%	90.6%
Year 1	94.1%	94.5%	92.3%	92.1%
Year 2	95.7%	90.1%	90.8%	87.4%
Year 3	92.6%	89.5%	92.4%	91.4%
Year 4	97.5%	95.1%	88.8%	86.4%
Year 5	89.7%	97.5%	89.5%	90.1%
Year 6	95.0%	89.1%	96.7%	92.0%
Year 7	93.1%			95.1%
Total	94.4%	91.8%	91.7%	90.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Enrolments remain steady and strong despite some unplanned movements throughout the year. There were two Yr 7 students in 2017.

Again, our overall attendance rates have weakened. DECD targets of 95% have not been met for the past four years, and are not improving. Yr 2 raw percentage scores were below 90%, with attendance rates improving in Reception, Yr 5 and 7 since last year.

Almost all absences are supported by explanations, and include extended family holidays for more than a week.

The gender spread across the school continues to be relatively balanced, with 53% girls.

Behaviour Management Comment

The Watervale Primary School Behaviour Code and No-Bullying policy documents are utilised to ensure consistent restorative practice across the school community.

During 2017, one incident led to the issuing of a Red Card where Principal-parent conversations were necessary, and management strategies required.

Reminders, conversations and class sessions are ongoing to encourage appropriate behaviour and social skills.

Client Opinion Summary

PARENT OPINION SURVEY: 15/42 responses = 36% response

10 surveys included only Agree/Strongly Agree responses

5 surveys included at least one Disagree response

1 survey included 10 Strongly Disagree responses

Aspects that rated as areas for improvement (maximum three votes each):

1. the school includes parents and communities in decision making
2. this school has high expectations of its students
3. the school seeks parent opinion about educational programs
4. parents have the opportunity to participate in decisions about their children's education
5. parents are involved in the development of school plans
6. students from all backgrounds and cultures are treated fairly at this school

STAFF OPINION: 11/14 returned = 79% response

Surveys showed 36% Agree responses, and 63% Strongly Agree responses = 99% Agree/Strongly Agree response.

Therefore less than 1% responses were Neutral, around the following areas:

1. receiving useful feedback about the staff member's work
2. the school is well maintained

STUDENT OPINION: Wellbeing and Engagement Collection, completed by 26 senior students.

Positive trends and areas of strength:

1. emotional engagement with teacher
2. connectedness with adults at school
3. cyber victimisation (ie minimal)
4. academic self-concept
5. school climate
6. peer belonging
7. level of sadness (ie low)

Areas of greatest concern include:

1. perseverance
2. cognitive engagement
3. happiness; optimism; life satisfaction; emotion regulation; worries; social victimisation



Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	12	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Watervale Primary School's screenings for teachers, support staff, volunteers and visitors are all current and carefully monitored. Documentation continues to be collected and updated.

Teacher Qualifications 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	10
Post Graduate Qualifications	2

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: 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	0.0	4.4	0.0	3.2
Persons	0	6	0	7

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$315632.66
Grants: Commonwealth	
Parent Contributions	
Fund Raising	\$3928.82
Other	

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Opportunities to engage in high interest activities and programs; quality teaching; targeted support and intervention programs or resources.	Ongoing process to achieve 95% attendance; have not achieved the DECD target.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	Quality teaching and targeted support, intervention programs or resources; maintenance of 1:1 support levels for our highest needs students	Maintenance of higher level of 1:1 support for our I Level student
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Work with Aboriginal students has been positive, persistent and productive, with steady improvement evident in both Literacy and Numeracy. Social skill development and engagement levels for these students is stable. ILPs continue to be monitored six monthly.	Ongoing improvement
Program Funding for all Students	Australian Curriculum	SSO support coverage is carefully crafted to meet the needs of all groups of students and classrooms.	Ongoing improvement; support for class teacher loads and differentiation.
	Aboriginal Languages Programs	Training and professional sharing reflects goals at class, site, partnership and state level.	Ongoing PD and professional sharing, including NLGs.
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Targeted employment of support personnel, for general classroom support, small group and 1:1 support across most curriculum areas, including Reading Recovery, and accessibility to IT devices	
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	N/A	