



Watervale Primary School

2021 annual report to the community

Watervale Primary School Number: 0470

Partnership: Mid North Clare

Signature

School principal:

Miss Kel Barns

Governing council chair:

Mr Brett Schutz

Date of endorsement:

23 February 2022



Government
of South Australia
Department for Education

Context and highlights

At the end of 2020, we began to build a vision statement together which has been reflected and built on and followed throughout the year. Early on in 2021, we transformed our values to encompass our current learning community. We now uphold the four values of community, respect, learning and happiness. Educators built learning units around themed units of inquiry to spark interest, joy and enthusiasm in each child. Through this we saw engagement in their daily learning and this was reflected in our strong NAPLAN and PAT results. Children connected with their learning opportunities through the open sharing of the learning intentions by all educators. With a focus on literacy and numeracy improvement we embedded a timetable with plenty of opportunities in these areas supported by high-quality teaching and targeted resources. The transforming of learning spaces gave everyone a place to feel safe and comfortable. We strived for consistency and high-expectations and went about it with positive, happy dispositions that allowed for many joyful learning moments. High level teaching practice from each of our educators has come from a continuous focus on improvement and work on targeted professional development. Supportive Local Education Teams have supported leader and teacher development and collectively we have worked towards new ways of planning and implementing curriculum. Our intervention and support from our SSO staff has been fundamental in assisting change for our learners and in class support for our teachers. The PAWS group has been fundamental in fundraising for our site raising upwards of \$5000 which has allowed for purchases to enhance our site. The Governing Council have given their time and high levels of commitment to our site. Their ongoing work to build a place that is safe, happy and supportive of our entire community; supporting the spending of the \$30,000 improvement grant, the writing of a strategic plan and building an extension of the OSHC service to Auburn and the increase to Before, After and Vacation Care at Watervale. For children to learn and the school to thrive we need to build a community of parents who communicate, check in, share, engage and positively share all that we do within our wider community. The school has built connection with our community in 2021 through weekly playgroup, successful camps with other small schools to KI and Mylor, hosting multiple Portfolio days and being involved in the community association. In 2022 we continue to respect one another, display happiness in our daily lives, aim to learn something new every day and continue to place high importance on learning and build as a united community.

Governing council report

GC's focus has been in three main areas this year

- Revitalising the school grounds and buildings whilst maintaining a very tight budget.
- Supporting the implementation of policy, procedure and strategic planning, with the new strategic plan now complete
- Maintaining awareness of- and supporting - curriculum improvement and staff training and development

These areas of focus remain for 2022 with more projects already sitting in the pipeline. A Vision document was created at the beginning of the year and the school's vision and values solidified in consultation with all learners. We soon saw a focus on Community, Respect, Learning and Happiness becoming a large part of our day to day vocabulary which forms the basis of many conversations held at GC meetings. Our school was successful in obtaining just under a total of \$43,000 of grants for various school projects including painting of the water tank, toilets and classrooms, the kitchen upgrade, replacement of office carpet and relocation of furniture to improve the reception area. The grant funding allowed for painting of the phonics pond, school values and basketball and netball court lines also. We bought new basketball rings, volleyball set and netball rings and upgraded the school website, modernising the appearance and sophistication. The staffroom has also been fitted out with a new table and chairs making the space much more workable and comfortable. We held a working bee in Term 1 bringing about a great sense of community and belonging and made a huge impact tidying up the grounds in such as short space of time. The PAWS team have had an absolute stellar year - funding a washing machine and dishwasher for the new kitchen, purchasing sporting equipment and outdoor games, and hosting an extremely successful online auction which enabled us to send all kids to KI fully funded. There has been an increased focus on Wellbeing driven by our educators, with the introduction of Kimochis in the classroom and Berry Street training for our educators. With much excitement, we welcomed back Mrs Williams as our pastoral support worker. OSHC is going above and beyond in 2022 with the implementation of a 2nd site at Auburn. A strategic plan has been developed and OSHC will be offering before school and after school care as well as a vacation care program. We have all squeezed as much as we possibly can into another testing year, including online learning from home and living in the uncertain realm driven by COVID. Even with the challenges presented this year, it certainly has been made much more enjoyable and fulfilling thanks to the great leadership from our educator team.

Quality improvement planning

This year we have seen improvement in Literacy and Numeracy as our goals outlined however, we were unable to reach our targets within these goals through the formal testing procedures.

In Literacy, there has been improvement work around:

- Embedding learning intentions and success criteria
- Running a thorough and consistent instructional routine in phonics to build learner growth
- PL around Phonics and the importance and how of high-quality teaching in this area
- Development of understanding and use of Brightpath to inform teaching
- Consistent tracking and monitoring timetables to highlight focus areas for teachers
- Building of understanding of Guided Reading and the importance of teaching all strategies informatively
- Embedding of phonological awareness each day R - 7 and the transfer of this into learners daily literacy work
- Movement of intervention from outside the classroom to happening alongside the teaching
- Beginning learning about differentiation to see shift in learner needs and educators learning tasks
- Development of a Literacy Commitment that will build consistency, rigor and agreement within our site
- Focus on planning with Curriculum Lead and beginning understanding of the units of work

In 2022, in Literacy there will be a clearer focus on the embedding of the instructional synthetic phonics routine and the way in which this supports reading growth. Targets have been assigned based on our current learners and highlight the achievements they will be able to make.

In Numeracy, there has been improvement work around:

- PL with Primary Maths Association to learn about Recall of Facts and Base 10 rules
- Use of this PL in the classroom to build learner capacity in the area of Number
- Development and use of audits within the classroom
- In term 4, an instructional routine around maths was built in the upper primary class to see consistency and growth through daily lessons
- Use of maths in real life through weekly sustainability focus and engagement in the Primary Maths Association Challenge
- Beginning use of the units of work and development of planning

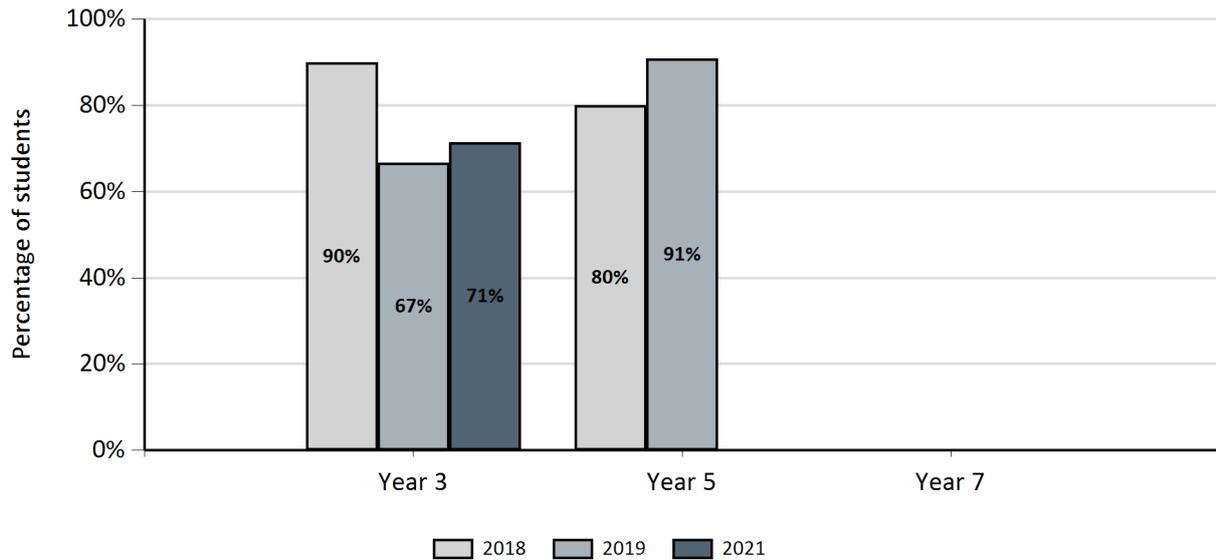
In 2022, in Numeracy, there will be a development of the mindset of maths and the development of an instructional routine across the school to support growth. Further PL will be completed with PMA to build educator capacity of the Base 10 and Number learning begun this year.

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

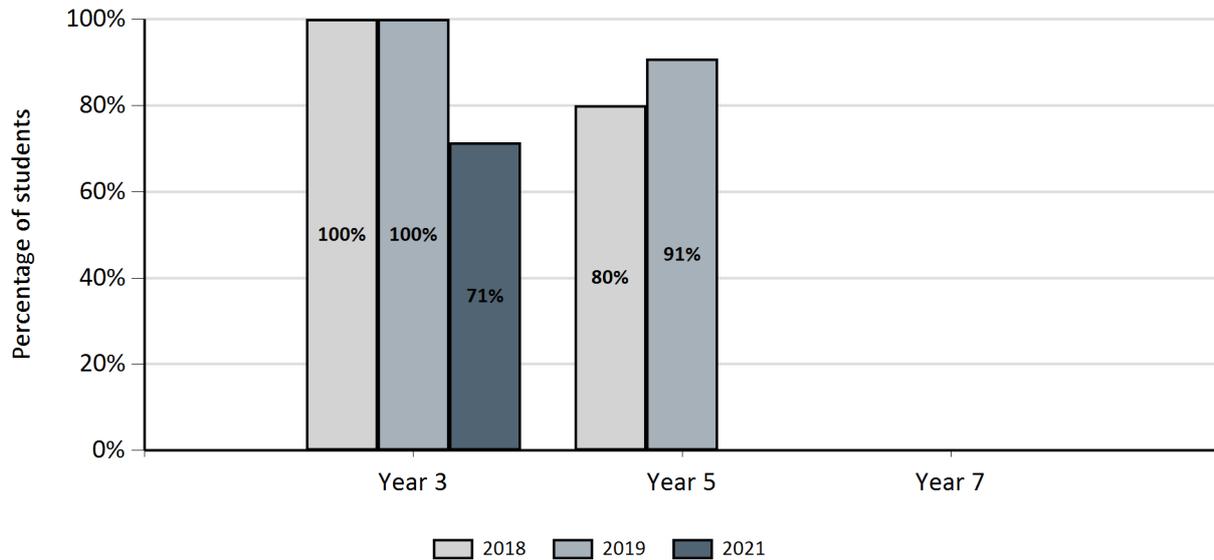


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

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NAPLAN progress

The data below represents the growth of students from 2019 to 2021 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2021	7	7	4	1	57%	14%
Year 3 2019-2021 Average	6.5	6.5	2.5	1.5	38%	23%
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	7.0	7.0	2.5	0.5	36%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Data Informed Planning

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

This year at Watervale there were no Aboriginal learners in our site. We worked through the first 3 aspects of the ALALAR to develop some ideas and continuity around our future planning and needs. The data informed planning demonstrated that all Aboriginal learners would be tracked in the same way as our other children, however, further data collection would occur if we saw a need. We would then embed this data into our planning to improve learner outcomes.

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

N/A

School performance comment

The school performance report demonstrates some interesting information in regards to student growth. During 2021, we recognised that the targets on our SIP were high and did not reflect the current need for intervention and support within our site. We acknowledge a need for higher expectations and therefore, stretch for all learners.

NAPLAN:

Our Year 3 NAPLAN results were positive, particularly in reading, demonstrating 57% of these students demonstrating high achievement. There was 14% of students who demonstrated high achievement in numeracy in year 3. There are 2 children that did not meet SEA in year 3 in reading and numeracy. These students are currently receiving IESP funding and daily support within these areas. The year 5 cohort all met SEA in numeracy and 1 did not meet SEA in Literacy. Again, further work is happening in this area to improve and build the skills for the child.

RUNNING RECORDS & PHONICS:

Running Records showed a further need for work in this area and this is reflected in our updated SIP through a focus on increased consistency in our synthetic phonics routines and moving intervention to in class support, rather than removal. The phonics screen check also had our children not meet SEA in this area. We feel with continual support and work in 2022, guided by the guidebooks and other local teams, we will be able to build on these outcomes.

Through further work with the units of work, current PL and a focused drive for improvement, we hope to see an increase in growth for all in 2022.

Attendance

Year level	2018	2019	2020	2021
Reception	93.4%	86.8%	93.6%	96.4%
Year 1	94.1%	95.0%	91.7%	96.9%
Year 2	94.2%	93.0%	92.9%	96.8%
Year 3	95.7%	94.4%	90.3%	94.8%
Year 4	95.0%	92.4%	84.4%	94.0%
Year 5	93.1%	95.6%	92.5%	93.2%
Year 6	96.4%	86.5%	95.0%	95.1%
Year 7	83.7%	N/A	63.1%	92.3%
Total	94.2%	92.6%	90.0%	94.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

This year, through a focus on wellbeing, high expectations and the building of culture, we have seen an increase to 94.9% for our overall attendance. There has been significant growth in each year level of between 2% and the highest of 8.8%. This demonstrates again that all educators at Watervale have focussed on the whole child which encompasses their academic, social and emotional needs to support them through each and every day. We know, that if our children have high wellbeing, their learning output and want to be at school is also high.

Behaviour support comment

This year through a focus on wellbeing and restorative practice, we have seen a decrease in behaviour support incidents. At the beginning of 2021, the learners engaged with staff to rebuild the behaviour process at Watervale Primary School. Interoception has been embedded into each classroom after recess and lunch and each day begins with the Berry Street, morning circle, routine. We continue to support children with regulation skills that will assist them throughout their life.

The school is working towards using Berry Street and Interoception in an embedded manner and as part of our pedagogy to support all learners have a positive learning experience.

Parent opinion survey summary

The parent opinion summary for 2021 was positive with a high proportion of answers being either agree or strongly agree. Some of the highlights include:

- High levels of communication and feeling as though there is enough
- Respect within the school and the building of this to encompass all people in our community
- Parents feeling as though their child is respected and valued at the school

Through our work on our vision document, school values and behaviour plan, in line with our communication policy, there has been restorative practice in this area that has supported parents to feel safe and comfortable within the school.

Some further areas for growth include:

- Supporting parents and having useful learning discussions
- Providing learning tips
- Support to plan pathways for learners

These have been addressed in our SIP goals in 2022 - 2025 to include further information in the newsletter and through SeeSaw communication, have open nights to share literacy, numeracy and wellbeing practice and support parents with clear homework guidelines and information to allow them to further support their children at home.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	7.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	71.4%
U - UNKNOWN	3	21.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All completed

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	3
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	0.0	3.4	0.0	4.0
Persons	0	4	0	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$39,402
Grants: Commonwealth	\$1,300
Parent Contributions	\$6,888
Fund Raising	\$5,000
Other	\$0

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

2021 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 2021 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	The funding was used to support the change to the classroom spaces to provide a warm and supported feeling. Educators updated furniture and resources to provide positive learning opportunities for our learners.	- Higher attendance rates for our learners across the school.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	To support children within the class spaces through the hiring of SSO staff who worked with learners within the class space and supported teaching programs.	- MultiLit achievement for 2/4 learners - Support for behaviour and learning
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	Funding was used to: - Support excursions and camps relevant to in class learning - PL and in school support for numeracy development with Primary Maths Association - Resources for library and reading materials - updated Sheena Cameron and Phon Awareness resources - Early years resources updates and added to to provide open ended learning opportunities	- Development of consistent language in Maths across the site - Use of PA in daily class spaces with transfer into reading and writing
Program funding for all students	Australian Curriculum	- Supported release times with Curriculum Lead to build capacity in planning and curriculum - Updating of resources for educators to support children	- Development of teacher planning and engagement with education consultants
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Support for learners with extra SSO support	Supported daily lessons with SSO coverage to support those not funded by IESP
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Further support and extension provided by SSO's within class and training for teachers in spelling to extend children in this area.	Confidence in teachers and SSO's when presenting phonics/spelling teaching

