



Watervale Primary School

2022 annual report to the community

Watervale Primary School Number: 470

Partnership: Mid North Clare

Signature

School principal:

Mrs Keliesha Bunfield

Governing council chair:

Mr Brett Schutz

Date of endorsement:

14 December 2022



Government
of South Australia
Department for Education

Context and highlights

Watervale Primary began 2022 with 28 learners, 4 of which were new Receptions. Whilst the year started with the Covid pandemic, children were quickly back onsite for the beginning of the learning year. Throughout 2022, Watervale has had many success points that have been enjoyed by the children, staff and the wider community.

Throughout the year the positives have been:

- The further development of our values and vision statement – creating a cohesive, supportive group and building the positive narrative within the community which has been shown in our enrolment numbers, community connection and sharing of success.
- The community feel and growth at our site. It is often shared that there everyone is involved and a part of the "Watervale Crew!"
- Successful camps and excursions which included a trip to the Adelaide Zoo or 4-day camp to Adelaide, local excursions and the inception of the termly "Walks and Talks" by 3 finishing Occupational Therapy Students which continues to bring us altogether on a termly basis.
- Learner growth as seen through the return of positive data sets, particularly in Phonics, PAT-R and NAPLAN. Through these results we have most of our site improvement targets. The growth has not only been in academic areas but we returned highly positive student, parent and staff wellbeing and engagement data with clear growth points.
- Receiving of grants including Parents in Education where we ran parent information sessions around literacy; the Variety Grant to re-build shedding for our woodworking program; the Wellbeing Grant from DfE to improve outdoor spaces; and the creation of the Aboriginal Garden using the Landscape SA grant.
- Parent information sessions around Literacy by SPELD presenters including phonological awareness, phonics and reading; the "Family Games Night" with Lisa-Jane O'Connor to teacher fluency games to use at home; and Wellbeing at Watervale, a demonstration of the wellbeing techniques used by our educators
- A positive External School Review that was supportive of our direction moving forward and understanding of the growth and improvement we had made. This experience was positive to allow us to share our success and our "where to next" from both a student, family, educator and leader perspective.
- Pupil Free Day to build continuity with our Phonics Sequence and instructional routine to build consistency throughout our school and increase our learning language.
- The supportive change to a new leadership structure for our learners encompassing a Community Leader, 2 School Leaders and a leader from each class. The children took these roles seriously and built their skills throughout the year.
- Taking on and building a second OSHC site at Auburn Primary School and the beginning of the Vacation Care Program at Watervale.
- A positive end of year celebration night that highlighted the success of the year through a "Watervale-centric" script, speeches, awards and time for community and connection.

The most positive and rewarding success throughout each year is the growth of our learners. Throughout the year we have seen increased personal, social and emotional and academic growth from the building of resilience to the ability to self-regulate or reach their own learning goals. They are committed to their learning and aim for high expectations to support their growth. The continued demonstration of our school values displayed through their love of learning, engagement and continued growth demonstrates daily success.

Governing council report

It has been truly great to see the vibrancy and positivity shared by our learners and families in 2022, which certainly reflects on our brilliant leadership this year from Mrs Bunfield and conscientious hard work from her team of passionate educators. Most GC meetings have contained a good mixture of laughter, positivity, brainstorming, nice surprises, great ideas, solid decision making and very importantly, more quality wine education of course. Thanks to our 2022 GC parents: Kate Shadiac, Catherine Driscoll, Charmaine Jones, Hilary Mitchell, Bec Bryksy, Carla Ackland and Aimee Klever for your brilliant input and ideas and greatly needed humour at times. We also had great input at meetings from our OSHC director Glenys, school leaders and our teaching staff.

GC's focus has been in the following areas this year:

- Continuing to build on the vast improvements to the school grounds and buildings whilst being mindful to return a surplus budget.

- Supporting Glenys and driving for the success of a second OSHC site at Auburn Primary school

- Working with Kel and Liz's help to apply for, and lucky to be successful in achieving a grant from Variety the Children's charity for \$60,000

These areas of focus remain for 2023 with much work still to be done to make OSHC at both Watervale and Auburn feasible and profitable services and continue to seek grants and avenues to improve our site for our learners and their families.

Parent workshops were a valuable addition to the offerings held at school this year- parents were taught some great literacy games from Sandy Russo, founder of SPELD, and learnt some easy maths games to take home and practice with our children from Lisa-Jane O'Connor (president of Primary Maths Association). The drive and effort that Kel has for making these education sessions available to us is commendable and we hope that more of our parents can take the time from their busy lives to be involved in these offerings in the coming year.

The OSHC vacation care program has been a wonderful success in the previous three school holiday periods. We encourage as many families as possible to engage in this service as it is not only a convenient option for families, but provides an enriched learning and socialising environment for our children outside of normal school structure. Glenys McDonnell has had a very busy and testing time as our OSHC director and Governing Council would like to thank her very much for her dedication and persistence in driving for success in our OSHC service.

Without any doubt, our children's favourite part of the year was the school camp. In true Mrs Bunfield style, whenever there was a chance for down-time it was filled up with another exciting opportunity for fun and education! I cannot remember a time in either my school time nor one of my kids, where a school camp covered so many different experiences, or gave the learners so many opportunities to build their independence, inquiry and social skills as this camp did in 2022. Well done to everyone involved in this experience, include the couple of educators that we wrangled in from off-site!

We have all squeezed as much as we possibly can into another testing year fortunately with less interruptions due to COVID than the previous year. Congratulations must go to all of our families, educators and learners; you have all earned a well-deserved break at the end of this term. 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. Thanks to our wonderful Principal, staff and SSO's who work tirelessly to provide the best learning environment possible for our children. Governing council are well aware of the many extra hours outside school time that you invest in our site to ensure its success and we want you to know that it is appreciated beyond words.

Quality improvement planning

The Site Improvement Plan (SIP) was developed in Term 4 2021 with the collaboration of all staff through the use of data and discussion. This allowed us to create 2 goals:

- To accelerate reading achievement
- To excel R - 6 Numeracy results

SIP goals and actions were monitored twice a term through whole staff staff meetings. We discussed the actions and the way in which we had progressed towards these goals. To build everyone's connection to the SIP, a new template was created to discuss the change that we see in educators both teachers and SSO's, learners and families and our next steps were devised from this. Through the use of this template we saw greater connections and understanding that the SIP is everyone's business.

SIP progress was openly discussed with families through newsletters and governing council; children sent home SeeSaw posts demonstrating work samples; and teachers discussed data and growth through interviews and reports. The SIP was engaged with through a variety of facets and also shared with the wider community.

READING REVIEW:

At the end of 2021, we saw a need for growth in children's word recognition skills. We know from research that children need to be able to hear the sounds in words and decode before they can independently gain meaning from texts through the work with Scarborough's reading Rope. This enabled us to see that we needed to work explicitly and routinely with our learners around phonics to build success in this area. Throughout 2022, we engaged with training on Phonics for Year 3 - 6 and did an observation day at Clare Primary to connect with good practice and see how they were using instructional routines in their JP classes. This allowed for change in our practice and developed educator skills. We also built a Scope and Sequence for our site to use moving forward. Through the explicit changes in our classrooms we saw increased Phonics Screening Results; development of the metalanguage of phonics by learners and educators; and engagement in new reading intervention through the SPELD intervention model. This has built the skills of learners across the school and supported their engagement in reading again. Our PAT-R and NAPLAN targets were met and through data discussions and a deep dive, we have seen further supports needed for our learners in 2023 and aligned and connected our Reading Strategy Map to the Text Type Map. A positive year of building word recognition skills to support the stretch and challenge for learners and educators in 2023.

MATHS REVIEW:

It was evidenced through the PAT-M data that further work needed to be done on Number skills. The SIP was directed to excel these results and build students skills. In 2022, expert Lisa-Jane visited our site to build educator capacity in the language of recall of facts and base 10. She supported all educators to learn games, the sequence and build a better understanding of how to teach these to our learners. A feedback agreement was created to build consistency throughout the school and provide learners, and their families, with next steps. Positive growth was seen through setting learning intentions and success criteria to talk about the "why" of the learning and the engagement of the year level recall charts built children's connection with audits and learning. The use of weekly sustainability lessons has provided an opportunity for real-life connection to maths opportunities and the ability to see the maths strands in a practical use. In 2023, further work around embedding a new instructional routine and being more consistent with the teaching of Base 10 and moving into calculating will further support learner improvement and build teacher capacity in this. A focused approach to the teaching of worded problems will assist learners in being able to break down the number equation and have less anxiety in testing situations.

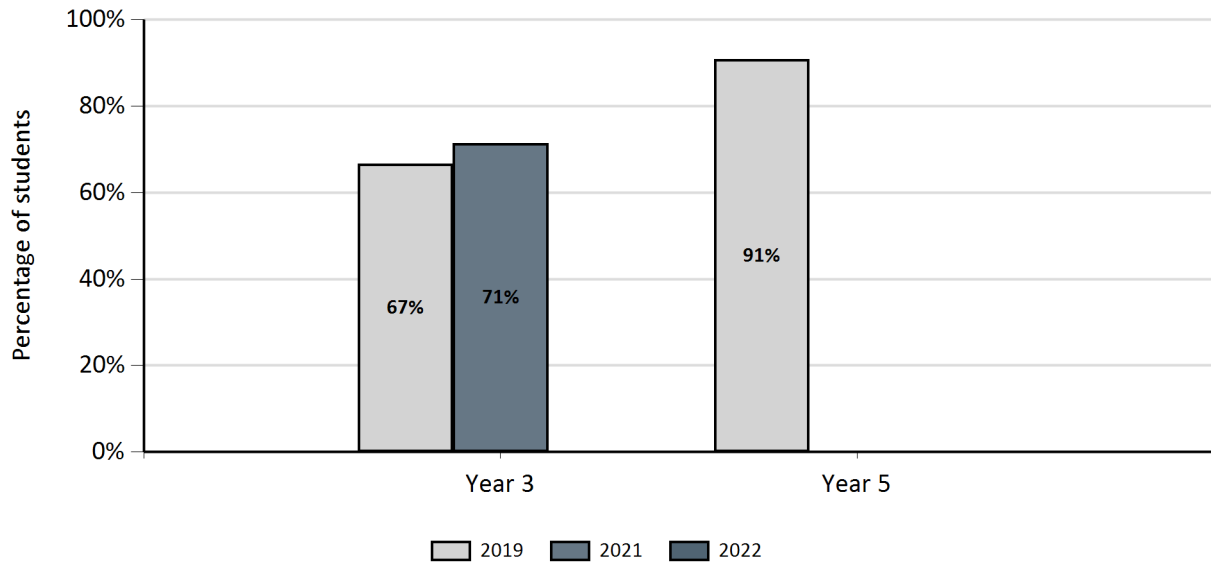
In 2023, we will continue to build our connection to the SIP for all stakeholders at Watervale and look forward to seeing continual growth in our data.

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

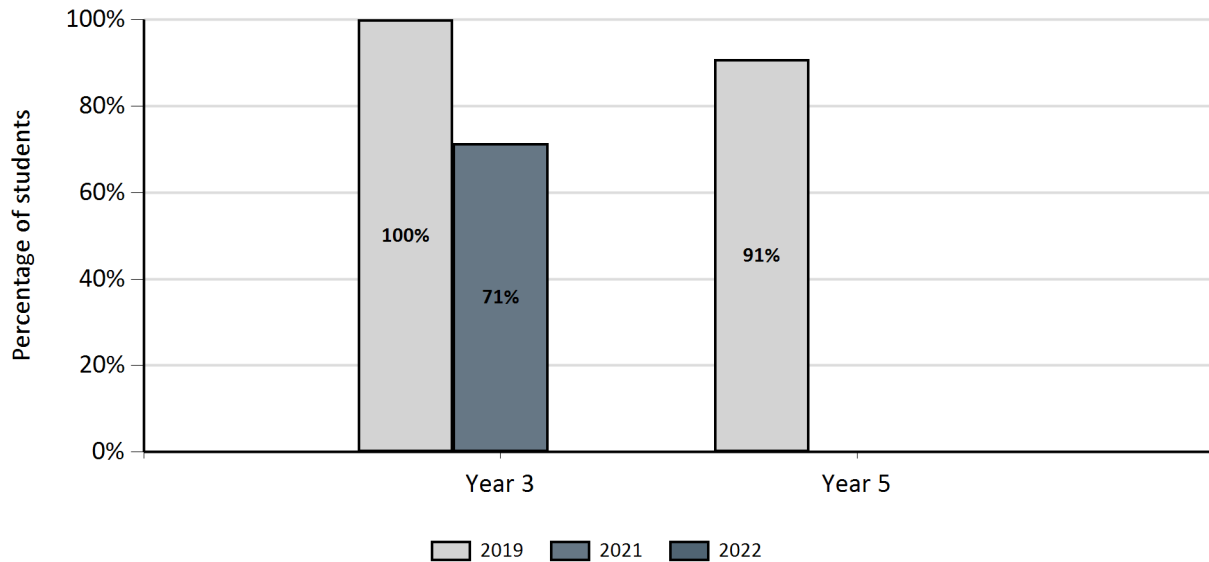


*NOTE: No NAPLAN testing was conducted in 2020.

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.

*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 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	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

*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: Engaging Families

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

As a small site, we regularly track the improvement of all learners. We have had a clear focus on using data to inform a mapping document we created for two children to support their transition to school. We have also focussed on engaging all learners in Aboriginal Education through the development of an Aboriginal Garden at our site. We engaged with Ngadjuri Elders to build our understanding of native plants and connection with culture. A highlight of the learning year for many children.

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

- Transition to School environment through differentiated timetable and learning opportunities
- Met SEA in PAT testing
- Growth in Phonics recognition and Phonological Awareness

- Building of cultural understanding for all learners through the development and engagement in the Aboriginal Garden space: researching, writing, mapping, discussing and learning together
- Family understanding and connection to Aboriginal Garden space
- Connection with others within our community to develop this space and build of cultural understanding for all.

School performance comment

PHONICS SCREEN CHECK:

All Year 1 children passed the Phonics Screen Check with scores above SEA. We use this test to monitor the phonics ability across the school and then use this data to monitor those who are not meeting SEA and need further supports. This supports our differentiation practice.

NAPLAN:

Our Year 3 NAPLAN results showed 75% of children at or above SEA for Reading, Writing, Spelling and Punctuation and Grammar. There was 25% sitting below SEA in these areas and increased support will be provided to allow these children the opportunity to increase to meet SEA in 2024. Furthermore, children in the HB will be supported to retain these results through the instruction provided within the classroom and continued analysis of the PAT data and Running Records.

The Year 5 results demonstrate that further work is needed in Numeracy and Punctuation and Grammar with 40% not meeting SEA in these areas. Positive results include 40% of children in the HB for reading and the meeting of SEA or above for 80% in Reading, Writing and Spelling. To support this further, we will continue to embed instructional routines with an explicit direct approach to allow for consistent and supported teaching to enable further growth moving forward.

Through analysis it is evident within our writing we need to focus further on punctuation, sentence structure and audience to build our overall results in NAPLAN moving forward. Through targeted work in our phonics instructional routines and the inclusion of mini-writes at the beginning of our writing lessons, we feel this will be possible.

PAT TESTING:

PAT-R testing indicated that:

- Year 3 - 3/4 at or above SEA and 1/4 below SEA
- Year 4 - 7/8 at or above SEA and 1/4 below SEA
- Year 5 - 5/6 at or above SEA and 1/6 below SEA
- Year 6 - 3/3 at or above SEA

We used this data to inform our reading strategy map and found links to the text type map that we currently have. In 2023, the strategies will be focused around the text types and taught in connection with these for a more thorough approach.

PAT-M testing indicated that:

- Year 3 - 3/4 at or above SEA and 1/4 below SEA
- Year 4 - 7/8 at or above SEA and 1/4 below SEA
- Year 5 - 3/6 at or above SEA and 3/6 below SEA
- Year 6 - 2/3 at or above SEA and 1/3 below SEA

Using this data, we implemented teaching supports to build their understanding of areas that were identified as difficulties.

All data was shared with children and parents during parent teacher interviews and children set goals to support them to grow in all areas. This was a great way of informing parents and children of next steps with clear evidence.

Attendance

Year level	2019	2020	2021	2022
Reception	86.8%	93.6%	96.4%	82.9%
Year 1	95.0%	91.7%	96.9%	87.5%
Year 2	93.0%	92.9%	96.8%	93.3%
Year 3	94.4%	90.3%	94.8%	89.0%
Year 4	92.4%	84.4%	94.0%	89.8%
Year 5	95.6%	92.5%	93.2%	85.1%
Year 6	86.5%	95.0%	95.1%	84.8%
Year 7	N/A	63.1%	92.3%	N/A
Total	92.6%	90.0%	94.9%	87.4%

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

Attendance comment

In 2022, our total attendance report was 87.4%. Throughout this year there have been implications within attendance due to Covid, family holidays and some exempt attendances for family holidays and school/family transition plans.

A continual focus on wellbeing and the positive connection with families and learners have allowed for open conversations and check-ins to allow everyone to feel connected to our site, even when they are away.

Behaviour support comment

At Watervale Primary, extensive support is provided for children's behaviour through use of our 'Positive Behaviour Plan' and restorative practices. Learners are given a chance to share their emotions and feelings behind the behaviour through the use of Berry Street Education Model, trauma practices and the Kimochis. At this site, we use positive reinforcement and consistent reference to our values to build our children's behaviour choices and encourage success for all.

Alternative behaviour supports such as extrinsic reward charts and student choice, support those who are needing further reinforcement to make strong choices.

All educators use positive language and refer to the 'Positive Behaviour Chart' and Values to create a consistent response to learner behaviour at our site.

Parent opinion survey summary

The parent engagement for Watervale Primary demonstrated positive growth and understanding of our parents desires for their children.

Some of the improvements from 2020 include:

- Increase in respect
- Teacher/student respect
- Child is important
- Communication
- School communication
- Encouraged to help child learn
- Learning tips

Our next steps for improvement include:

- To review and work towards building to provide a better learning environment.

From the analysis, much of this comes back to communication and parent involvement/knowledge of learning. Some ways we have tried to improve this in 2022 include:

- Parent information nights including wellbeing, SPELD literacy sessions and Maths sessions
- Homework was identified as an issue in 2021. Educators have built a homework proforma to allow for ease and transition of learning from home to school
- Created a feedback policy with educators and governing council and shared this with families. Educators are using this as a support for improvement in their pedagogy.
- Increased 'team around the child' meetings, IESP and consistent support to address students' needs as well as upskilling in disabilities and building awareness for educators

After discussion with Governing Council and our staff, we have a clear direction to continue to improve our Parent Engagement in 2023. Some of these ideas include:

- Further building of the use of SeeSaw with children including more about the learning intention and success criteria
- More consistent showing of learning achievement folders
- Including organisation and use of diary for children
- Inclusion of rubrics alongside assessments
- Educate families more on literacy and reading practices through the use of videos and more information sessions

In 2023, we will continue to gather feedback from families each term through the use of FORMS. This will support our parent engagement and create a culture of continuous improvement.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	100.0%

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 up to date

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 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	0.0	3.4	0.0	4.0
Persons	0	4	0	9

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

Financial statement

Funding Source	Amount
Grants: State	\$726,440
Grants: Commonwealth	\$3,272
Parent Contributions	\$8,297
Fund Raising	\$6,717
Other	\$3,271

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	<ul style="list-style-type: none"> - Kimochis and Berry Street Supports - Running of a family night to share our Wellbeing Strategies - Restorative Practice and Interception to support student wellbeing - Connection and learning nights with families including SPELD literacy and Maths nights - Daily "Welcome Circles" and "Check in" charts - Continued furniture updates to support the philosophy of inspiring spaces 	Supported and positive learners who have a focus on their school values and show leadership. Through the use of the positive behaviour chart, learners connect to the school codes and follow this. We create spaces that allow for connection and growth for all.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	<ul style="list-style-type: none"> - SSO support within class spaces - Differentiation learning and support with Support Services to provide growth for all - Creation of individual learner programs 	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.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<ul style="list-style-type: none"> - 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 - Phonics Training and PFDs related to literacy improvement - Early years resources updates and added to providing open ended learning opportunities 	<ul style="list-style-type: none"> - Development of consistent language in Maths across the site - Phonics improvements - Teacher capacity building through expert support
Program funding for all students	Australian Curriculum	<ul style="list-style-type: none"> - Release time with Curriculum Lead, Maths Expert, Brightpath and Phonics support - Music training - PFD's based on planning, phonics and guided reading - supported release time for observation and differentiation - supported release time for OCOP writing 	- Development of teacher planning and engagement with education consultants
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	SSO support to allow for support for learners without IESP to run SPELD training	Increased SEA results for all
	Specialist school reporting (as required)	NA	NA

	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. Differentiation support Use of Brightpath to build skills in teachers and then set goals to achieve high standards for all	Confidence in teachers and SSO's to extend and challenge learners in phonics, reading and writing
--	---------------------------------------	--	---