



# Woodside Primary School Annual Report 2015



**Government of South Australia**

Department for Education and  
Child Development

## 1. CONTEXT

**School Name:** Woodside Primary School      **School Number:** 0495

**Principal:** Mr. John Balnaves

Woodside is a town 38km south east of Adelaide. Formal education began here in 1860. The first classrooms were located in what is now the front office and administration area. This original stone building still remains but most of the subsequent buildings have been replaced in the last 9 years by new and modern buildings. These, plus the extensive landscaping, provide a vista of a clean, tidy, stylish and an attractive place for learning.

The school has developed a positive reputation in the general community and beyond that has seen many families from outside of the local area wishing to enroll their children. As a consequence student numbers have continued to grow steadily. This is evidenced by student numbers of 190 in 2009 and a projected figure of 250 in 2015.

Being strong and caring and having high expectations are our guiding and overarching values. Much work is done to ensure these values are understood, can be recognised and aspired to by our students. An important part of the development of this cultural focus is that the values are actioned and not just words on a poster. Our student leaders structures follow and support the culture of the school and high expectations and responsibilities are placed on our senior students to show the way and be good role models for the school community.

Much time, money, professional development and organisation is put into improving the achievement and progress of our students. This includes targeted support where and when needed for identified students.

Parents have high expectations of their school and support and scrutinize through means provided. When needed to provide support in classrooms, join governing council, transport sports teams, accompany groups on excursions or donate money to support a designated charity, parents are always willing to help.

Teachers and ancillary staff work as a close and supportive group. A focus on improving current practice is ongoing and sharing of ideas and reviewing methods and results is an important aspect of fostering and improving student achievement.

Although we are always looking to improve, our data sets show that our students generally do well. Examples of this can be seen in our NAPLAN results and from Running Records.

## 2. REPORT FROM GOVERNING COUNCIL

The 2015 Governing Council had a blend of new parents and existing parents, who had children across most year levels. It was a great mix of experience and new ideas, which has made for a positive governing council. Meetings throughout the year were well attended and sparked many open discussions on a range of issues.

Our student leaders also attended a couple of meetings and presented information on their roles and achievements. This was a great opportunity for them to build their confidence in talking to a group of adults, but also enabled us to ask their opinions and discuss what they have been learning and enjoying at school and what they hoped to achieve in their last year of primary schooling.

At our meetings an update on our fundraising idea was presented to the Council, and much debate was given to ideas of how fundraising could be used in our school.

We are also now starting to develop a Parents and Friends Committee with a view of this committee expanding it's role and profile in our school over the next few years.

Our school remains in a strong financial position with good management. The use of the allocated

pupil free days has allowed our staff to continue to update their skills and develop new ideas that benefit our students and their education. Our teachers now have a better understanding of the Australian Curriculum and the process of reporting against it.

Student lead conferences in the upper year levels were used in 2015, and gave our students an opportunity to talk about their learning and assessments in front of their Teachers and their Parents.

The OSHC facility is a fantastic asset to the school, and provides a safe, entertaining and varied programme for our children. The OSHC runs sessions for Before & After School as well as a Vacation Care programme. Hannah and the team of staff have continued to enhance the programme and have made some positive changes to the facilities. The service is used by many families at the school, but also has limited vacancies for Kindy children and has several families from other schools. The Governing Council continued to debate a change to the numbers of Kindy kids allowed at each session for 2016.

Some of the positive school events that were well attended during the year included the Multi Cultural night, both evenings of the End of Year Performance, Year 7 Graduation and the annual Christmas Pageant. In all of these events, we were able to see the fantastic work that both our staff and our students are able to achieve and present during the year.

At the annual End of Year Performances, we were able to say farewell and a huge thank you to John Balnaves, who is taking long service leave before retiring in 2016. John has made an amazing impact on our school over the last 9 years, with his friendly nature bringing out the best in all of our students.

The school starts 2016 with the experienced leadership of Marcia Bungay taking the role as acting principal for Term 1.

A big thank you to all the retiring members of council for their assistance during their time on council. It is a very satisfying experience and I would encourage more families to be involved in the running of our school in 2016 and beyond.

Finally, as I step down as Governing Council Chairperson, I would like to thank all of the Council members for making this role such an enjoyable position for the last 2 years.

**David Fawcett**

Governing Council Chairperson 2015.

### 3. 2015 HIGHLIGHTS

- Various whole school agreements
- Continued work in Maths with Tierney Kennedy
- Continued refinement and T&D of SSO work with identified students
- Student Leadership
- Sports Day.
- Knockout netball premiership.
- Year 6/7 haunted house.
- House sports competitions.
- Multicultural evening.
- Camps.
- End of term bike rides and walks
- Grandparents Day.
- Remembrance Day.
- Discos.
- Woodside's Got Talent
- JPFH
- Volleyball
- School Band.
- SAPSASA Sport.
- End of Year Concert.
- Buddies including Buddy Program with Kindy
- Authors and illustrators visits, book week
- External School Review
- Student Led Conferences
- Year 7 Graduation.
- ANZAC commemoration events
- Participated in SALA exhibition
- Harmony day
- SAPOL road safety

## 4. SITE IMPROVEMENT PLANNING AND TARGETS

### Literacy Priority

Our 2015 priority:

*Plan and implement agreed whole school approaches that lead to improved student achievement in reading. Begin the same for writing to carry over into 2016.*

The results of our targets:

<b>Running Records</b>	Year 2:	100% achieved target
	Year 1:	100% achieved target
	Reception:	19 students above Level 10
		24 students below Level 10

### NAPLAN Reading

Despite targeting “levels of growth” as a measure of student achievement, we were advised that this item of data is not always a sound indicator of improvement. For this reason we have not followed up on this statistic.

Below is a table to show the comparison of the percentage of students achieving in higher proficiency bands for each of Years 3, 5 and 7 from 2014 to 2015.

Our aim is to have a high number of students in the higher bands in Year 3 (Bands 5 and 6), which we have achieved, and to maintain this high number in the higher bands across Years 5 and 7. We have not achieved this in going from 2014 to 2015. This is a target which will take a number of years to achieve. A better gauge could be to check individual students as they move from Year 3, to 5 to 7.

	High Bands	%	
		2014	2015
Year 3	Bands 5, 6	72	63
Year 5	Bands 7, 8	31	28
Year 7	Bands 8, 9	20	8

For a student to satisfy DECD Standards of Educational Achievement (SEA) a number of measures are used. One measure is by the achievement band reached in the NAPLAN. For each year level this is:

- Year 3 Band 3 or above
- Year 5 Band 5 or above
- Year 7 Band 6 or above

Our target of 100% was not reached in every case as the table shows

#### Percentage of Students reaching SEA

	Year 3	Year 5	Year 7
Reading	100%	100%	100%
Writing	100%	96%	86%

### NAPLAN Writing

Our plans for improvement in Writing started during 2015 and will continue into 2016. Consequently our results will be a better reflection of our students' achievements at the end of 2016.

## Numeracy Priority

Our 2015 priority:

*Plan and implement agreed whole school approaches that lead to improved student achievement in numeracy.*

### NAPLAN Numeracy

Despite targeting “levels of growth” as a measure of student achievement, we were advised that this item of data is not always a sound indicator of improvement. For this reason we have not followed up on this statistic.

Students achieving higher bands for      Year 3: 40%  
  Year 5: 16%  
  Year 7: 16%

DECD Standards of Educational Achievement (SEA)

Our target of 100% was not reached in every case as the table shows

**Percentage of Students reaching SEA**

	Year 3	Year 5	Year 7
Numeracy	100%	92%	92%

## 4.1 Junior Primary and Early Years Scheme Funding

Our Junior Primary and Early Years Funding was used to employ extra SSOs to support students in the JP classes. We also increased SSO hours as needed. Some of this extra time was used to liaise with the local kindy and other feeder kindies and to support kindy to school transition programmes.

Our Early intervention program continued to be very successful in identifying and assisting students at risk in the early years. T & D for both SSOs and teachers assisted this success along with a greater focus on a whole school approach to literacy and numeracy.

## 4.2 Better Schools Funding

The site received \$5,549 through the Better Schools Funding scheme. This was used to release our Reading Support Teacher and Running Record specialist to train SSO support staff to better assess and diagnose the reading skills of identified students.

## 5. STUDENT ACHIEVEMENT

### Assessment and Reporting Student Achievement

Assessment and reporting of student achievement can occur at any time during the year but there are also specified times when these are planned formally. Achievement data for individual students are collected by staff members as required. Whole school designated assessment tasks (see below) are run annually and at the same time for all students. Data collected enables us to track and monitor student achievement regularly and over time and report to students and parents as required.

## **Support and Intervention Methods for Student Achievement**

Student achievement data is used to identify where tailored and targeted support should be given. It is also used to diagnose gaps or needs with each identified student and across the whole school.

Support and intervention methods used include:

### **Teacher Professional Assessment and Intervention**

#### **Short Term Learning Targets**

#### **Specialist Assessments and Intervention**

## **Designated Formal Assessment Tasks**

The following assessment tasks are used across the school to collect data on each student's achievement, to track progress and to inform future planning:

- Probe
- Running Records
- PAT R
- PAT M
- Jolly Phonics
- Waddington's Reading and Spelling
- Sutherland Phonological Awareness Test (SPAT)
- SA Spelling Test
- "I can do Maths"
- NAPLAN

## **Reporting Student Achievement**

Students from Years 1-7 receive an A-E grade for each learning area of their reports during Terms 2 & 4. As well as this information being written parents and students have the opportunity to meet with the teacher to discuss the meaning of their grades and how there were achieved.

Formal interview times between parents, students and teachers are scheduled across the year. Informal meetings can occur at anytime when there is a need or a want to discuss a student's progress.

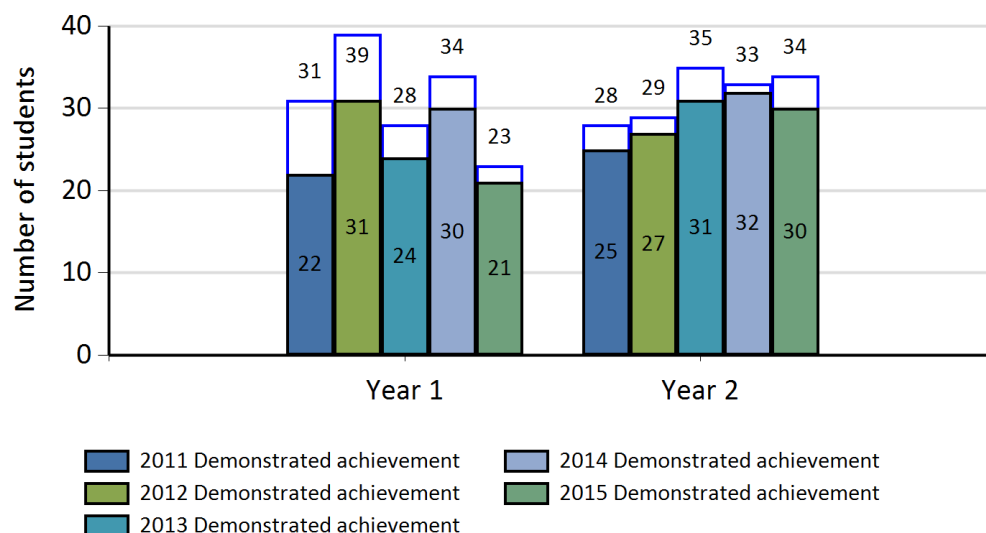
In 2015 Student led conferences were introduced for the Year 6/7 class. This started as a trial and involved intensive training for the students and a demonstration from Years 8 students from Birdwood High. This initiative is to be extended to more classes in 2016.

There are regular meetings set up between appropriate staff members and parents of students with negotiated education plans (NEP). These are to review progress towards negotiated targets and to reset targets as required. This negotiation makes use of a formal 'One Plan' document as well as the evidence collected by the teacher and support SSO staff.

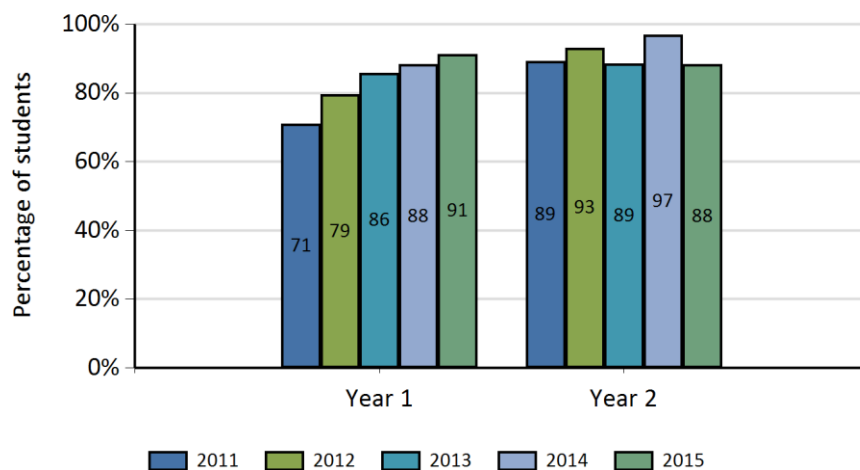
## Running Record Results

The expectation of DECDs 'Standard of Educational Achievement', SEA, for running record results is;  
 For Reception Level 5 or above -  
 For Year 1 Level 15 or above -  
 For Year 2 Level 21 or above -

### Number of students and number demonstrating expected achievement (DECD SEA) Running Records Woodside Primary School



### Percentage of students demonstrating expected achievement (DECD SEA) Running Records Woodside Primary School



Our Running Record data clearly shows the results of a strong focus on reading at the junior end of the school and rich diagnostic assessment of reading skills. Associated with this is the promotion of reading for enjoyment and not just for improved skills.

## 5.1 NAPLAN

To follow is a summary and the graphs of the results from the 2015 National Assessment Plan for Literacy and Numeracy – the NAPLAN.

The test aspects covered in NAPLAN are Numeracy, Reading, Writing, Spelling and Grammar.

Students from both government and non- government schools are tested at Years 3, 5 and 7, and students all do the same test at each year.

The results from the tests provide a snapshot of achievement on one day and the results need to be analysed in at least two ways:

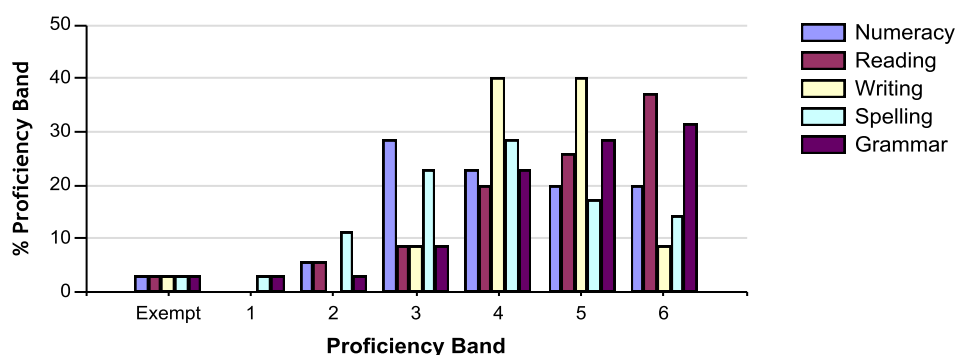
- The tests are a useful diagnostic tool. They allow teachers to identify the strengths and gaps in individual student learning. Teachers then plan interventions accordingly.
- The tests are used in conjunction with school based standardized tests and teacher judgment to provide a broader understanding of achievement and progress.

To follow are the graphs and tables for:

### Student Proficiency Bands by Aspect

The percentage of students in each skill band is presented and the higher the skill band, the stronger the performance.

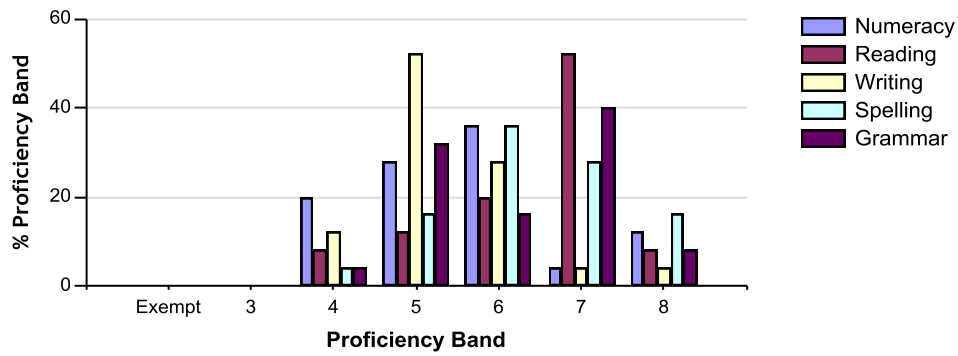
### Results for Year 3



% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy	2.9		5.7	28.6	22.9	20.0	20.0
Reading	2.9		5.7	8.6	20.0	25.7	37.1
Writing	2.9			8.6	40.0	40.0	8.6
Spelling	2.9	2.9	11.4	22.9	28.6	17.1	14.3
Grammar	2.9	2.9	2.9	8.6	22.9	28.6	31.4

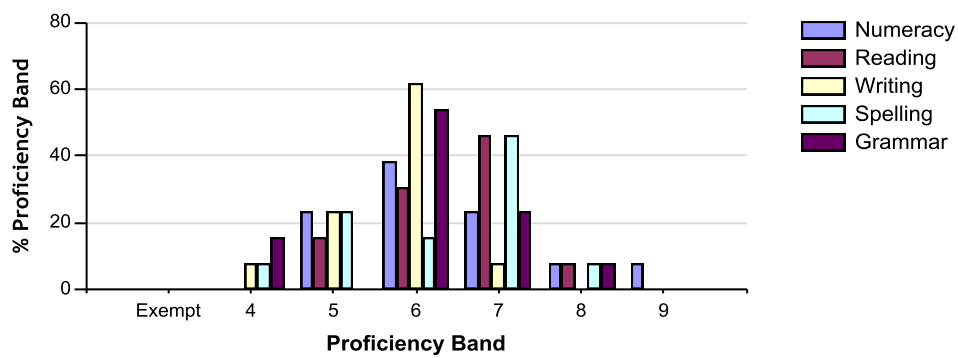


## Results for Year 5



% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy			20.0	28.0	36.0	4.0	12.0
Reading			8.0	12.0	20.0	52.0	8.0
Writing			12.0	52.0	28.0	4.0	4.0
Spelling			4.0	16.0	36.0	28.0	16.0
Grammar			4.0	32.0	16.0	40.0	8.0

## Results for Year 7



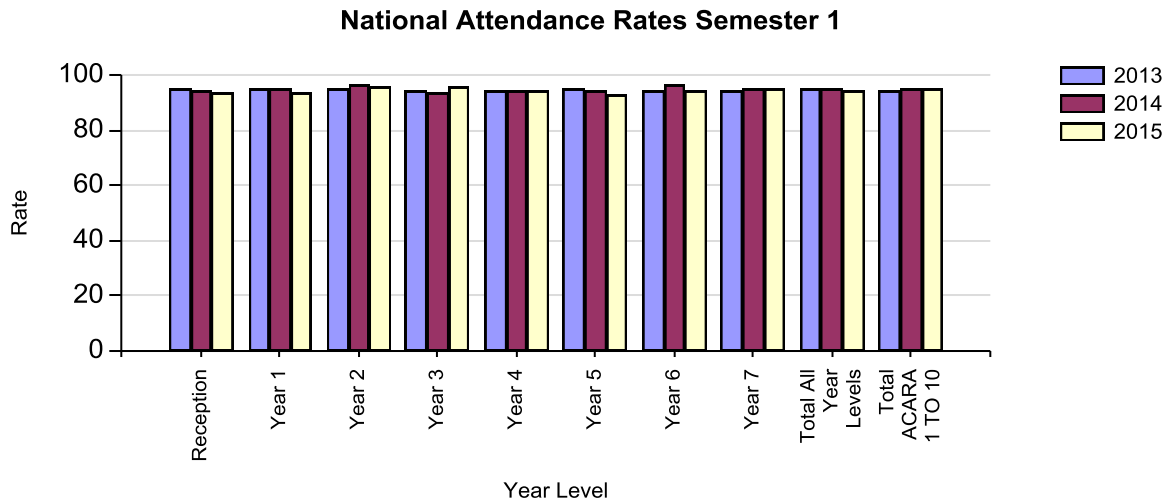
% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy			23.1	38.5	23.1	7.7	7.7
Reading			15.4	30.8	46.2	7.7	
Writing		7.7	23.1	61.5	7.7		
Spelling		7.7	23.1	15.4	46.2	7.7	
Grammar		15.4		53.8	23.1	7.7	

These NALAN results have been used to summaries the progress on our site plan improvement targets in Section 5. Further to this it is note worthy that an ongoing target is to have a large percentage of Year 3 students reach the higher achievement bands in NAPLAN (Band 5 or above). Then to maintain a greater percentage of these students in the higher bands in Year 5 (Band 7 or above) and Year 7 (Band 8 or above) than what we currently accomplish. The results above for Year 5 and Year 7 do not reflect that we have enough students achieving the higher bands at present. Improvement with this statistic will be an ongoing goal.

## 6. STUDENT DATA

### 6.1 Attendance

#### Attendance by Year Level



Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	95.0	94.4	93.4
Year 1	94.7	94.7	93.6
Year 2	94.7	96.7	95.7
Year 3	94.0	93.3	95.5
Year 4	94.4	94.3	94.5
Year 5	95.1	94.4	92.9
Year 6	94.5	96.3	94.3
Year 7	94.0	94.6	95.3
Total All Year Levels	94.6	94.8	94.4
Total ACARA 1 TO 10	94.5	94.8	94.6

The correlation between school attendance and children's achievement levels is well established. The more time students spend at school the more likely they are to experience success at school. When students miss school, not only is their academic progress impeded, they often miss important interactions with their peers, which can compound issues of social isolation and low self-esteem.

Our attendance records have remained steady for the last few years and comparable to that across the country. Many families take the opportunity to holiday during term time which has a significant impact on our overall results. We don't include this attendance issue in our plan for attendance improvement. We believe instead that family holidays present valuable learning chances for students and guide parents to help their children embrace this opportunity.

## 6.2 Destination

### Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			1.9%	2.9%
Interstate/Overseas	3	7.7%	11.3%	9.5%
Other			0.7%	1.4%
Seeking Employment			1.7%	3.8%
Tertiary/TAFE/Training			5.1%	3.6%
Transfer to Non-Govt Schl	14	35.9%	12.4%	9.8%
Transfer to SA Govt Schl	22	56.4%	47.3%	48.8%
Unknown			19.7%	20.3%
Unknown (TG - Not Found)				0.0%

## 7. CLIENT OPINION

### Parent Survey

In 2015 approximately 170 families attended Woodside Primary School. 44 survey returns were received in total. Of these, 33 were returned with comments and 11 without.

The breakdown of returns is as follows:

- Reception 6
- Reception/1 Hartwig 9
- Reception1/Merrigan 1
- Year 2 7
- Year 2/3 6
- Year 3/4 7
- Year 4/5 5
- Year 5/6 2
- Year 6/7 1
- **TOTAL 44**

Below is the summary of the responses to the questions put to parents in the 2015 survey.

			Strongly Agree	Agree	Neither agree disagree	Disagree	Strongly Disagree	Don't know
1	My child is happy at school this year.	No. %	24 55%	16 36%	1 2%	3 7%		
2	I feel welcome at this school.	No. %	25 57%	14 32%	4 9%	1 2%		
3	I have confidence that the school is concerned about my child's learning and wellbeing.	No. %	23 52%	16 36%	1 2%	3 7%		1 2%
4	The classroom and school in general provides a safe and supportive learning environment.	No. %	19 43%	19 43%	4 9%	1 2%		1 x no resp. 2%
5	The school keeps up with current learning programmes and teaching methods.	No. %	13 30%	14 32%	5 11%	4 9%		7 plus 1 x no resp. 18%
6	I am kept informed about the learning programmes in the school.	No. %	18 41%	11 25%	9 21%	5 11%	1 2%	
7	I receive helpful and timely information about my child's progress and achievement.	No. %	14 32%	16 36%	10 23%	2 5%	2 5%	
8	The school fosters a positive and guiding culture within the direction of the school's values.	No. %	22 50%	17 39%	2 5%	3 7%		

Again in 2015 parents had the opportunity to respond to the following enquiries. The feedback was varied and of course depended on individual experiences and perceptions of the school. A general summary is provided of the most common responses.

1. Things I would like to know more about are:
  - More information about the curriculum, student progress and teaching plans and school events
  - How can parents support their child's learning at home
2. What I especially like about the school:
  - Friendly, welcoming and approachable staff and parents
  - The school's values and related ethos and culture
  - The smallness of the school, it's feeling of community and fabulous facilities
3. An area where improvements could be made at the school:
  - No overall general items but many individual comments about improvements including new OSHC facilities, a sports uniform, environmental studies, having the newsletter electronically delivered, need for current and consistent teaching methods, etc

The issue of the need for better communication from school to home has been a regular item for many years despite efforts for improving this important area. For 2015 we listed 'communication' on our Site Improvement Plan and again put in place a number initiatives to make improvements. We deliberately put a greater emphasis on communication, we investigated an electronic system of communication and so set up 'Skoolbag' for the school and parents and we moved into Student Led Conferences between parents, students and teachers.

Although the aspect of communication is still an issue the data shows a more favourable response to the survey question: 6. *I am kept informed about the learning programmes in the school.* In 2014, 45% agreed or strongly agreed to 27% disagreeing or strongly disagreeing to this statement. In 2015 the figures are 66% and 13% respectively.

## 8. ACCOUNTABILITY

### 8.1 Behaviour Management

The school's values of being strong, caring and having high expectations are the overarching guidance for behaviour management in the school. These values are weaved through all aspects of the school and are used to assess the appropriateness, or otherwise, of a student's behaviour. There are very few incidences of extreme unacceptable behaviour. Most incidences would be called misdemeanors and though, not acceptable, are managed, recorded and dealt with using consequences that aim to support against further incidences. Follow up here includes restorative practices where appropriate.

Each term the school takes a 'snapshot' of the well-being of each student in a survey, completed by each and checked by the teacher. These surveys are designed to gauge the general well-being of the students and to look for incidents of possible bullying. Cases of suspected bullying, harassment, teasing, ostracism are investigated and counsel provided as necessary. It is important to make sure that students have a good understanding of what bullying is, what it looks like and feels like, before each snapshot is taken.

### 8.2 Relevant History Screening (formerly Criminal History Screening)

All staff and, where appropriate volunteers have undertaken Criminal History Screening. An up to date register is monitored and held at school for all people volunteering or working with children at our site as determined by DECD policy.

### 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.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	21
Post Graduate Qualifications	2

#### 8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	12	0.0	5.48
Persons	0	14	0	8