



Woodside Primary School

2022 annual report to the community

Woodside Primary School Number: 495

Partnership: Torrens Valley

Signature

School principal:

Mrs Cassie Ackland

Governing council chair:

Mr Stewart Garden

Date of endorsement:

20 February 2023



Government
of South Australia
Department for Education

Context and highlights

Enrolment numbers were slightly lower than previous years due to the exit of year 7 students, with an enrolment of 262 students making up 10 classes. Despite the staggered start due to Covid there were many highlights across the year. Swimming lessons at the Woodside Pool went ahead in term 1 for all students from years R-5. Our student leaders were very active throughout the year particularly when it came to running lunchtime activities. Basketball competitions, gymnastics, lego club, dances, chalk drawing and outdoor games were just a few things on offer. All students from years 2-6 were involved in a camp experience. The year 2 and 2/3 class plus the year 2's from the 1/2 class went to the Adelaide Zoo for the Zoo Snooze experience. The years 3/4 and 4 classes went to Aldinga and the two Year 5/6 classes finally got to go to Roonka after their first camp to Woodhouse was cancelled due to the announcement of a public holiday to mourn the death of Queen Elizabeth. Our students participated in many SAPSASA sports, Lightening Carnival, Knock Out sports and Orienteering throughout the year. We had a very successful Grandparents and Special Friends Open morning followed by a Remembrance Day Ceremony involving the Woodside Catafalque Party. Sports Day was postponed from term 1 to term 4 but was a very successful day and enjoyed by many parents and community members. The Parents and Friends committee ran a student disco with the help of the school leaders, and we had a very entertaining school concert outdoors on the school oval, which was enjoyed by the whole community. The year 6 students had a wonderful Graduation evening, celebrated with their family and we ended the year with a whole school excursion to the Woodside Swimming Pool.

Governing council report

This year the Governing Council welcomed four new parent members and a new staff rep for 2022 in Naomi Armstrong. In addition, two new members joined the executive committee in Emma Reed as Deputy Chair and Katrina Warner as Secretary.

School and Governing Council activities early in the year were curtailed somewhat by Covid restrictions, and in the first quarter Council was mostly engaged in administrative tasks such as confirming the school budgets and addressing issues such as voting to postpone the school sports day until term 4 due to the large number of staff and student absences. Covid also delayed the opening of the new playground funded in the previous school year, which was finally completed in term 2.

In June the Governing Council appointed David Patrizi to the position of OSHC Director after the conclusion of a recruitment process. David has been with WPS OHSC for a few years and Council is delighted to see him progress to the Director position. This year the OSHC Advisory Committee commenced exploratory discussions with Woodside Kindy to extend OSHC services to pre-school children. Council thanks Angela Smith for service as the Governing Council representative on the OSHC Advisory Committee.

June also saw the beginning of one of the most significant Council activities for the year as the process of reviewing and updating the school dress code commenced. The following months saw the establishment of a subcommittee for this purpose and terms 3 and 4 saw the committee's initial activity: to conduct a survey of the school community to determine opinions on the current dress code and solicit suggestions for improvements. Council is grateful to Cassie Gibbs for chairing the subcommittee and to the staff and parents for undertaking this important piece of work.

The year concluded with an update to the Governing Council constitution to meet the Department for Education requirements.

Financially, council has been very pleased with the efficient and prudent management of the budget by the leadership and business manager. The year ended with the school forecast to meet its budgeted end of year financial position and with a satisfactory outcome to all debtor management. Council thanks Amy Lee for a second year of service as the Governing Council Treasurer. The school leadership is to be commended for successfully obtaining grants to improve the school facilities and the school looks much tidier as a result.

In 2023 Governing Council has worked effectively with the school leadership to provide support and governance as necessary throughout the year. The school is showing improvement in most areas and Council remains delighted with the school leadership's ongoing dedication to making Woodside Primary School a better place for the whole community.

Quality improvement planning

SIP Goal 1: Students will build number sense and develop mastery leading to greater numbers of students retaining and achieving high bands

Results towards targets:

Year 3 NAPLAN 32/35 Achieved SEA 15 in HB

Year 3 PAT Maths 30/34 Achieved SEA of 101 or higher, with 9 in HB (123)

Year 5 NAPLAN 25/33 Achieved SEA 4 in HB

Year 5 PAT Maths 28/32 Achieved SEA of 112 or higher with 5 in HB (134)

PAT Maths Year 4 32/33 achieved SEA of 110 or higher with 7 in higher band (128)

PAT Maths Year 6 18/24 achieved SEA of 120 or higher with 6 in HB (136)

Targets were achieved or exceeded years 3 and 6 and SEA targets were met in years 4 & 5 but not the HB targets

The teachers observing teachers process had a high impact, the use of maths chats R-6, task cards, sharing resources, ensuring stretch and the use of mathematical vocab. Learning Intentions being clearly identified at the beginning of each lesson and a consistent lesson structure adopted R-6 is very evident during observations and walkthroughs. Students are articulating what they are learning, knowing how they are doing in their learning, knowing next steps in learning, taking risks to improve learning and understanding, sharing strategies to solve problems understanding there are multiple ways of solving a problem, discussing more efficient ways to solve problems (evidence in videos). Self, peer and teacher assessment of learning. The maths agreement is finalised and ready to be shared with GC and the parent community. Another action that resulted in a huge shift in pedagogy for some Early years teachers was the use of a maths coaching model through the CIPSI project between Lobethal and Woodside. Sonia worked with 6 teachers across the year and gained a huge shift in pedagogy.

All staff are connected with the SIP and have aligned their PDP goals with the SIP including specialist staff. Staff meeting time is allocated 2 times per term to check in with the SIP and ensure we are on track. Results towards targets have been shared and celebrated. Teachers are using PAT maths data to inform teaching and learning, some are using it to set learning goals. Families have been kept informed of our SIP goals through the newsletter and regular updates at Governing Council.

Next steps are to further develop goal setting, using data to ensure goals are targeted and students are involved in their goal setting. Upskilling of new staff regarding our maths agreement is planned for early 2023 and current staff allocated to mentor new staff.

Goal 2: Writing achievement will improve through students responding to texts and transferring knowledge of language, text structure and genre into texts they create.

Results towards targets:

Year 3 NAPLAN 30/35 achieved SEA with 18 in the HB

Year 5 NAPLAN 26/32 achieved SEA with 5 in HB

Targets achieved with exception of year 5 HB

The implementation of PLD in year 1-6 transformed our approach to spelling across the school making it consistent across the site and ensuring it met the needs of all students. Being in our third year of using Brightpath teachers felt very confident to moderate and score student writing, new staff quickly adapted. Next steps are for the Reception teachers to access training, build resources and implement PLD in the Foundation year. Upskilling new staff is also required.

All teachers have been involved in the tracking and monitoring of the SIP actions and as a result they worked collaboratively to ensure our plan has been actioned across all classes. Governing Council have been kept informed and the parent community receive regular updates on the work we are doing in Writing through the newsletter. Student work samples are shared on SeeSaw and in the newsletter to celebrate student improvement. NAPLAN and PAT data has been shared with Governing Council and reported on in the newsletter.

Goal 3: Students will develop their comprehension strategies through exposure to a balanced reading programme to increase the number of students in the higher bands.

Results towards targets:

Year 4 PAT Reading 30/33 achieved SEA with 14 in HB

Year 6 PAT Reading 20/23 achieved SEA with 8 in HB

Year 3 NAPLAN 29/36 achieved SEA with 17 in HB

Year 3 PAT Reading 28/34 achieved SEA with 12 in HB

Year 5 NAPLAN 29/32 achieved SEA with 3 in HB

Year 5 PAT Reading 29/31 achieved SEA with 4 in HB

Year 1 32/42 achieved 28 or higher in PSC

In all year levels targets were met or exceeded with the exception of HB yr 5.

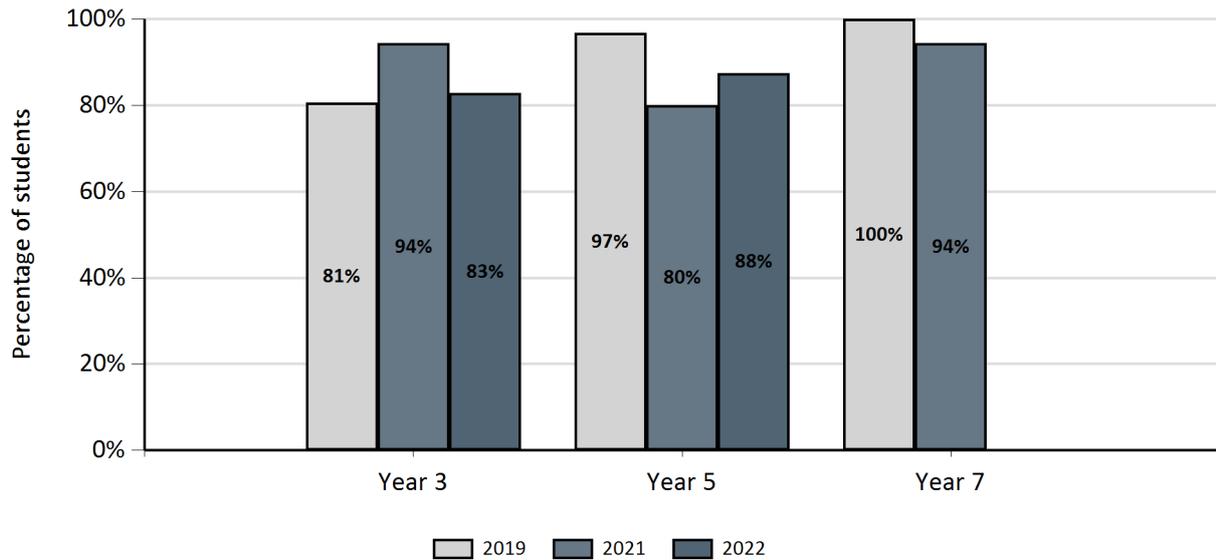
ORF was trialled with all year 2 students in terms 1, 3 & 4, results indicate all students have improved their words per minute/ fluency when reading. Literacy Pro is used once students reach RR level 30 to ensure reading progress is monitored. Running Record data indicates 39/40 year 2's exceeded the benchmark of RR level 21 and 38/43 year 1 students exceeded the benchmark of 13. Of the students using lexile levels to measure reading progress 92% are at or above year level standard with 75% at proficient and advanced.

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

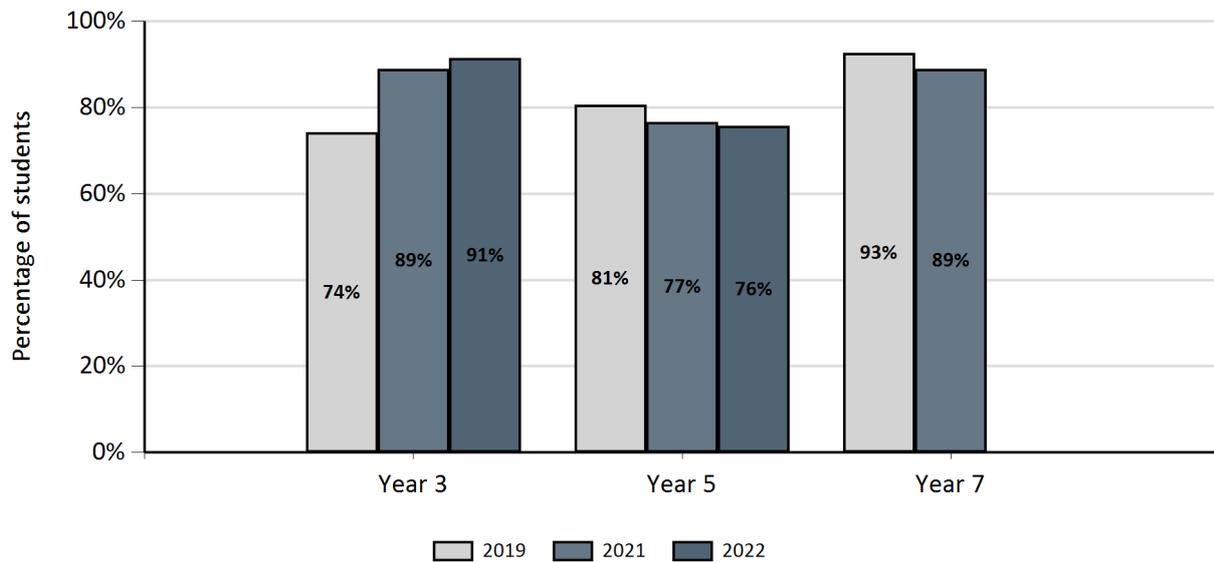


*NOTE: No NAPLAN testing was conducted in 2020.

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	35	35	17	15	49%	43%
Year 03 2021-2022 Average	35.5	35.5	17.0	13.0	48%	37%
Year 05 2022	32	33	3	4	9%	12%
Year 05 2021-2022 Average	31.0	31.5	7.0	3.5	23%	11%
Year 07 2021-2022 Average	18.0	18.0	7.0	6.0	39%	33%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

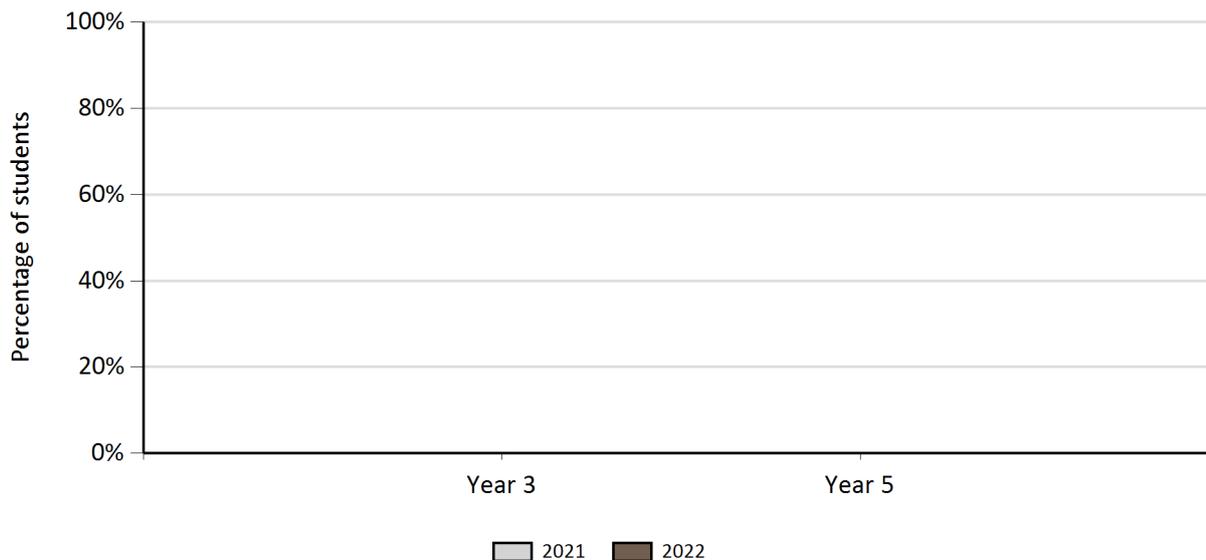
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



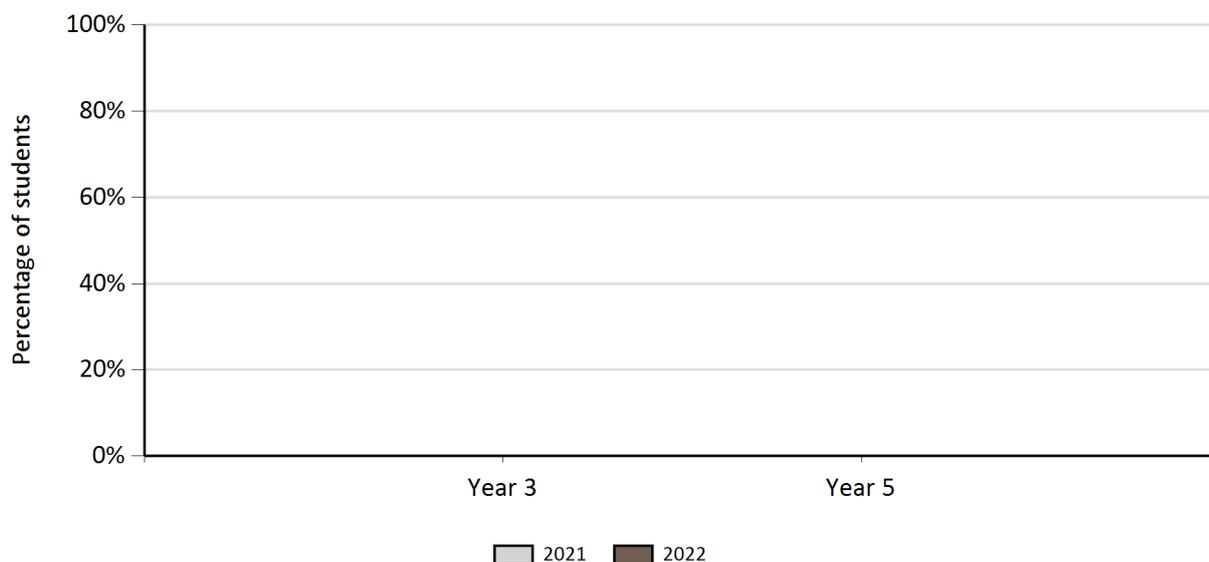
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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: Quality Teaching

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

Targeted support and intervention in both Literacy and Numeracy for our ATSI students based on individual student data such as Running Records, ORF, Lexile Levels, NAPALAN, PAT R and PAT M was provided by School Support staff, particularly in reading and numeracy.

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

Of the 5 ATSI students 1 (Y 5) has made considerable progress moving into band 6 for NAPLAN, just outside the high band range (with the exception of writing which was abandoned due to illness). One student (Y 3) is in the higher bands, another (R) is achieving almost 12 months above in reading and at year level in Numeracy. One student has received intervention in Reading/ Phonics and Numeracy, IESP funding was applied for but not approved.

School performance comment

In NAPLAN Numeracy for year 3 32/35 students met SEA with 15/35 in the higher bands, this exceeded our targets. In year 5 25/33 students achieved SEA and 4 were in the HB. In Year 7 17/25 students met SEA with 7 in the higher bands. Please note only students who went on to DfE high schools were included in this data. The number of year 3 students in the high bands was particularly pleasing and may be a result of our focus on Numeracy and implementation of maths chats to build problem solving strategies and confidence in maths.

In NAPLAN Writing for year 3 30/35 achieved SEA with 18 in the HB, 26/32 Year 5's achieved SEA with 5 in the HB. In year 7, 20/25 student achieved SEA with 6 in the HB. This is our third year using the Brightpath scales to assess and track writing progress. Results in all year levels showed improvement which is also pleasing.

In NAPLAN Reading 29/35 achieved SEA with 17/35 Year 3 students in the HB, In Year 5 28/32 students achieved SEA with 3 in the higher bands, 21/25 Year 7 students achieved SEA with 8 in the HB. We exceeded the year 3 & 5 SEA targets (year 7 not set as they moved to high school) and exceeded the year 3 HB targets. Our continued implementation of a balanced reading approach across all classes with the inclusion of guided reading and the use of decodable readers in the early years is helping to improve reading and comprehension skills across the school.

The Phonics Screening Check achievement was slightly lower than 2021 with 80% of year 1 student reaching the SEA benchmark or higher. However, 7 of the 8 students who did not meet the benchmark were just under the score of 28/40. The use of Heggerty has complimented our Jolly Phonics program. Identifying students at risk in reception, year 1 and year 2 then providing intervention via mini-lit and multi-lit is proving to be successful.

Please refer to Quality Improvement Planning section for further school performance details.

Attendance

Year level	2019	2020	2021	2022
Reception	91.6%	89.1%	91.5%	86.0%
Year 1	94.0%	86.4%	93.2%	86.5%
Year 2	94.0%	91.2%	92.6%	89.6%
Year 3	93.8%	89.9%	94.9%	88.2%
Year 4	95.5%	88.6%	94.5%	88.5%
Year 5	95.7%	91.7%	93.0%	89.6%
Year 6	92.1%	90.8%	94.0%	87.1%
Year 7	94.8%	91.2%	94.8%	N/A
Total	93.9%	89.8%	93.5%	87.8%

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

Attendance comment

Attendance was significantly affected by Covid illness this year, particularly in term 1 & 2. The overall attendance rate of students for the year was 91%, compared to 94% in 2022.

Behaviour support comment

There were no student suspensions in 2022. Behaviour issues across the site were managed by staff and the Leadership Team in a restorative manner. Parents are contacted by the leadership team or teachers to ensure they are kept informed and are able to support the school with any issues that arise. Our students with disabilities are supported with individual behaviour plans to ensure the best learning opportunities are provided.

Parent opinion survey summary

There were 90 responses in 2022, slightly less than the previous year. Overall the parent engagement survey results were very positive. The areas that showed the greatest improvement from a parent perspective were people showing respect, teachers and students showing respect, this is pleasing as Respect is a school value we have been working on for the past 2 years. Receiving enough communication and effective communication also scored very high and as this has also been an area we are constantly striving to improve the results are encouraging. Areas to continue to improve are parents having input into learning, providing parents with learning tips and having useful discussions. Learning tips are always included in our newsletters but adding some through SeeSaw specific to each class is a next step. All other areas improved over the last 12 months.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	50.0%
QL - LEFT SA FOR QLD	1	16.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	33.3%

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 staff, contractors and outside providers are required to provide their WWCC prior to working on site. Volunteers for camps and excursions are also required to hold a current WWCC screening for volunteers and RRHAN training. The school records these on EDSAS and keeps a spreadsheet to track expiry dates.

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	26
Post Graduate Qualifications	9

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	15.2	0.0	8.5
Persons	0	19	0	13

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

Financial statement

Funding Source	Amount
Grants: State	\$2,819,873
Grants: Commonwealth	\$0
Parent Contributions	\$52,684
Fund Raising	\$7,202
Other	\$0

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	The Deputy principal role consists of 0.2 allocation for student wellbeing and engagement. Alongside this we have a wellbeing teacher who works 0.2 across the site to support our students. Both of these staff members worked closely with the student leaders to provide lunch time clubs, sporting competitions at play times and to promote the school values. We use restorative practices and ensure parents are involved in their child's learning.	There were no suspensions in 2022, parents feel they are well informed and students' felt supported by the school.
	Improved outcomes for students with an additional language or dialect	We have one identified EALD student. She is achieving at benchmark for Reading and Numeracy and is in the high bands for Spelling and Writing. Goals are set by the teacher to ensure she is stretched academically	See above
	Inclusive Education Support Program	All students with IESP funding worked 1:1 and in small groups with an SSO accessing intervention programs such as Mini-Lit and Multi-Lit, 2 students receiving extensive cat 7 funding were fully supported and accessed the ABLES curriculum. One student has now been offered a place in a Special class as a result of extensive work by the leadership team, teacher and SSO to put an IESP package together to best support the student.	All students are achieving their SMARTAR goals as per One Plans set by teachers and the leadership team and delivered by SSO staff.
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	SSO support to implement intervention in reading using Mini-Lit and Multi-Lit for years 1-4 not meeting reading benchmarks. Year 1 students not meeting phonics benchmark were identified and provided with phonics intervention using Heggerty and Jolly Phonics revision. Teachers implemented the George Booker screening tests each term to identify gaps in learning. SSO support was provided to small groups in class working on place value and automaticity. Early Years intervention kits were developed using Big Ideas in Number to revise concepts and fill gaps in learning.	Year 1 Phonics screening results continued to be high. Students involved in intervention all showed growth in reading and improved Numeracy screening results.
Program funding for all students	Australian Curriculum	Professional Development and resources for all teachers to trial Promoting Literacy Development (PLD) spelling program. Pupil Free days allocated to implement structured maths lessons incorporating maths chats, and using the DfE Units of work.	A Literacy and Numeracy agreement was developed to ensure consistency in the implementation of Reading, Writing and Maths lessons. All staff are now implementing PLD in their class.
	Aboriginal languages programs Initiatives	SSO support provided to improve reading, writing and numeracy results for our 5 ATSI students.	4 out of 5 students showed growth in all areas with 3 moving into higher bands.
	Better schools funding	Professional development focus in maths to develop a consistent approach to delivering maths lessons. DfE units use in year 3-6 and maths chat resources used in all classes. Training and resources provide for the trial of PLD in most classes (Year 1 - 6).	Numeracy agreement finalised and NAPLAN and PATM results improved for the majority of students. Maths chats and DfE units of work are embedded in all classes. Classes who trialed PLD showed improved spelling data, tracking and monitoring of progress is more detailed.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	All students in the high bands were identified and set goals in each learning area to stretch students. Literacy Pro used to track reading improvement, PLD training and resources purchased to track spelling and challenge students.	With the exception of year 5 there were a greater number of students in the higher bands for Reading, Writing and Maths, particularly in the year 3 NAPLAN results.