



Lake Wangary Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Lake Wangary Primary School Number: 563

Partnership: Port Lincoln

Name of School Principal:

Sandra Spencer

Name of Governing Council Chair:

Therese Hutchens

Date of Endorsement:

19/02/2018

School Context and Highlights

Lake Wangary Primary School caters for children from Reception to Year 7 and is a small rural school. It is situated 45km from Port Lincoln. The school enrollments numbers for 2017 were in the mid 70's. The school population includes 9% Aboriginal students, 4.5% students with disabilities, 1.3% children in care and 20% of families eligible for School Card assistance. The majority of the students are from the township of Coffin Bay, some 15km from the school. The school also services the growing communities of Wangary and Dutton Bay as well as the surrounds of Coultas and Wanilla. The majority of students travel to school via either the DECD bus (Coffin Bay) or the private contract buses (Wanilla & Warrow). Staff comprised of 4 full time classroom teachers, 2 part time teachers, 1 part time Pastoral Care Worker, 1 part time ACEO, 2 classroom SSO's, 1 Library SSO and 2 Admin/Finance SSO's. The school leadership team consisted of a Principal, there are no other leadership positions in the school. We provide an accessible high quality education service that is well resourced with professional and knowledgeable staff that works in partnership with the families and community to provide a program that is responsive to the learning needs of students.

Programs that added value to the educational programs of Lake Wangary Primary School in 2017:

- R-4 Swimming lesson & 5-6-7 Aquatic program
- Whole School Assemblies throughout the year
- Sport Day which included a Preschool students event
- Book Fairs & Book Week
- Drama throughout the year including Fairy Tales and Folk Tales end of year concert and performances
- Year 5/6/7 Leadership camp to Adelaide
- School Fair to fundraise for the 5/6/7 Adelaide camp
- Working with the Community; Natural Resources (plant propagation, vegetable garden, bush tucker trail), Clean Up Australia Day
- Culture Studies; Culture Week (opening ceremony, flag raising, our school rotation day), NAIDOC week
- KidsMatter Day
- SAPSASA; basketball, football, softball, cricket, soccer
- Various excursions
- Transition to High School; Cummins Area School & Port Lincoln High School
- Student Voice; SRC, principal of the day, radio station, fundraiser events
- Harmony Day
- Nature Play Area development
- QuickSmart Maths program

Governing Council Report

2017 seen a few changes in the schools Governing Council. Julie-anne Marshall stepped down as chairperson and myself, Therese Hutchens took over that role. Danielle Cocks became our secretary. Jess Merry became our treasurer. Skye Bradford our kindy representative. Staff took in turns representing the staff and other members include Riannon Brown, Renne Lawrence, Nicky Searle and Jo Lallard. Some extraordinary fundraising efforts in the previous couple of years finally seen the installation of the playground. The children, staff and parents were extremely excited to see all that hard work pay off. Extended thanks goes to Danielle Cocks and Danielle Morgan for there amazing fundraising co-ordination and efforts.

Fundraising has still continued within the school which saw a very successful Sports Day. Thank you to Jess Merry who co-ordinated the canteen and thank you to all the parents for baking and supplying goodies for sale. We hope to see these efforts continue in coming years.

Also with funds raised by the Governing Council were able to buy the school 2 iPads. In the future we hope to be able to continue to buy them and add to the bank of iPads.

Governing Council will be taking on the bottles and cans fundraiser from the kindy which is an extremely successful form of fundraising. Council will be nominating a sub committee to help with the rostering of trailer delivery and swap overs. Thank you to everyone who continues to contribute and support the school.

The school and the Lake Wangary Pre-school are to amalgamate in the coming year. This decision was made last year by Governing Council, staff and parents voted for it to go ahead. A note was sent home with proposed name changes. Governing Council, with the help from staff and families chose the name 'Lake Wangary School'. This will be effective from Jan 29th 2018. The plans for the new kindy have been completed and they are due to move on site at the end of term 1. We look forward to the amalgamation and welcoming the kindy students and staff to be apart of our school. We believe this will play a very constructive role in transitioning for the young children.

I'd like to personally thank my fellow council members. Without you none of the above is possible. Your support and effort is greatly appreciated.

Improvement Planning and Outcomes

Maths/English:

- Training, YuMi Deadly Maths, Literacy/Numeracy Plus, LDAM, Sir John Jones 8 Pillars of Effective Teaching, First Aid
- Planned with Learning Design, collected/analysed data termly through waving, disciplined dialogue, individual goal setting to inform programming, utilised PAT resources to guide and support teaching, developed consistency and coherence via a whole school approach in Maths and English Block and developed agreements
- Further developed a common understanding of quality teaching practises and whole school processes to support teaching/learning through observations and feedback aligned with PD planning goals and moderated and shared successful pedagogy with another site to ensure consistent A-E grading
- Targeted intervention/support processes to ensure best practices are implemented
- SLLIP supported teacher's with pedagogy and regularly reviewed and updated in line with TfEL

Indicators: Growth from all students in the QuickSmart program, majority of students meeting the DECD SEA in PAT M, teachers refined and modified teaching plans in response to formative assessment data, strengthened pre-school to school transition through professional learning, TfEL compass student survey showed growth from term 1 to term 4, termly data conversation indicated continued student growth, change in classroom structure learning evident through observations and overviews and teachers used TfEL compass to provide responsive, engaging learning experiences

Technologies:

- Implemented the Technologies Learning area of the A/C and trained in Technologies and sharing of skills; Coding, un-plugged. Created online learning environments, upgraded IT resources including purchasing Bee bots and Edison's, green screen and used the skool bag app and facebook to promote school events

Indicators: Students making posts/comments on Blog and created info graphics and ebooks, Instant availability of school events/information to parents/community and implementation of the Technologies Curriculum, students supported by explored coding and using the green screen

WellBeing:

- Attendance; Regular newsletter articles, Governing Council kept informed of termly data, Staff termly waved student data, discipline dialogue and individual goal setting, recognition at assemblies each term celebrating those meeting the 95% target. Parents were kept informed through a letter home. Teachers made regular contact with parents held fun whole school events to encourage attendance
- Strengthen wellbeing through; Pastoral Care Worker and ACEO, Kidsmatter Day, student voice, outside areas such as the Nature Play Area and the Vegetable Garden and establishment of a mentor program
- Worked with support agencies, communicated regularly with case workers to ensure teachers were informed of any factors that may impact students' learning
- Valued diversity through regular opportunities to share and celebrate with the community eg culture week celebrations

Indicators:

2017 attendance was 91.5%, student engagement increased evident in the TfEL compass student survey
2018

Recommendations:

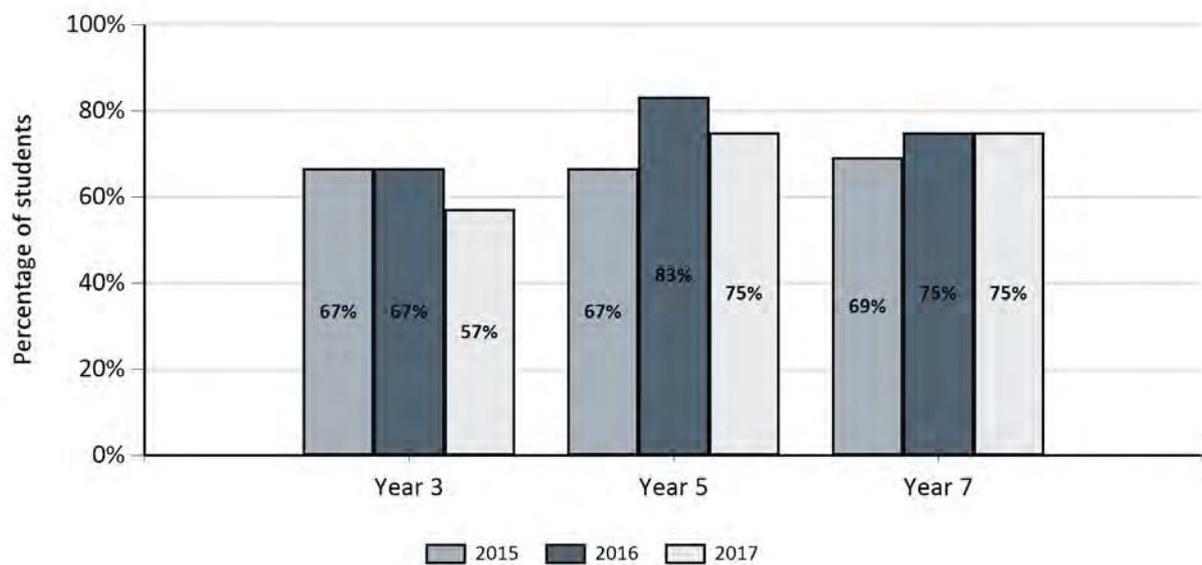
- Complete and implement Maths agreements and all other curriculum agreements
- Continue with Maths, English and Wellbeing as the school priorities

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

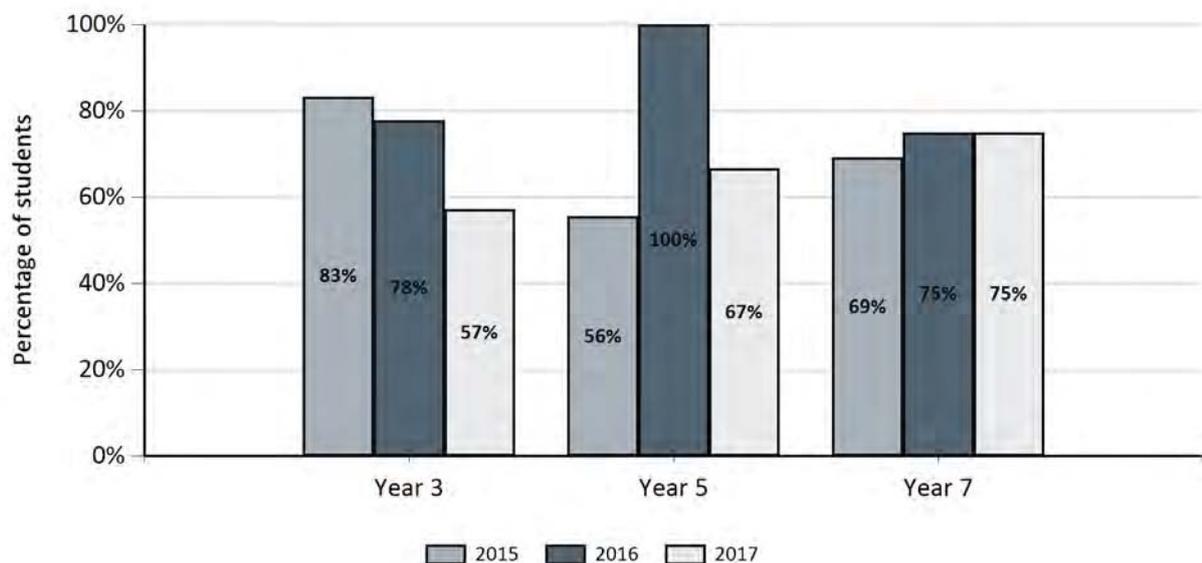
Reading



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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

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

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	56%	40%	25%
Middle progress group	33%	60%	50%
Lower progress group	11%	0%	25%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	33%	20%	25%
Middle progress group	56%	60%	50%
Lower progress group	11%	20%	25%

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

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

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	14	14	4	2	29%	14%
Year 3 2015-17 Average	9.7	9.7	3.0	1.7	31%	17%
Year 5 2017	12	12	4	1	33%	8%
Year 5 2015-17 Average	9.0	9.0	3.0	1.3	33%	15%
Year 7 2017	8	8	4	2	50%	25%
Year 7 2015-17 Average	9.7	9.7	2.7	1.0	28%	10%

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

[^]includes absent and withdrawn students.

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

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

School Performance Comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the numbers of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

The NAPLAN Reading indicates less year 3 students achieved the DECD SEA in comparison to 2016 and 2015, Year 5 students were 8% lower than 2016 however 8% higher than 2015 and the year 7's achieved the same as 2016 which is higher than 2015. The NAPLAN progress indicates that 56% of year 3-5 students showed an upper progress from 2015 to 2017 which above the 25% state average and 33% making middle progress and 11% made low progress. The year 5-7 student growth indicated that 20% made high progress, 60% middle progress above the state progress of 50% and 0% made low progress. Students who demonstrated achievement in the NAPLAN upper two bands in reading in year's 3, 5 and 7 were 4 students in each.

The NAPLAN Numeracy results indicates that in 2017 there were less year 3 students who achieved the DECD SEA in comparison to previous year this was also reflected in the year 5 results. Year 7 students achieved the same as 2016 with 75% of students achieving the DECD SEA. The NAPLAN progress displays that the year 3-5 students made 56% middle progress against the state 50% and 33% made upper progress above state of 25%, 11% of student made low progress. The year 5-7 students made 60% middle progress against the 50% state and 20% upper below state of 25% and 20% of students made low progress. The results indicate the key actions in our 2017 SIP supported student learning growth and contributed to the positive results.

Attendance

Year level	2014	2015	2016	2017
Reception	86.7%	89.3%	88.6%	93.8%
Year 1	90.6%	90.8%	94.2%	93.5%
Year 2	84.9%	91.1%	92.5%	94.0%
Year 3	89.7%	84.3%	92.2%	91.7%
Year 4	85.8%	93.9%	93.3%	91.7%
Year 5	87.8%	87.3%	94.1%	91.1%
Year 6	92.3%	91.5%	92.9%	90.0%
Year 7	96.3%	90.2%	95.2%	83.5%
Total	88.8%	90.1%	93.2%	91.5%

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

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

Attendance Comment

2017 results down from 2016 however still better than 2015/14. Staff implemented strategies including regular newsletter articles, waving data termly, disciplined dialogue & setting individual goals. Students received recognition at assemblies. Parents were informed through a termly letter home & Governing Council informed of termly data & strategies. Teachers made regular contact with parents & held fun whole school events to encourage attendance. Strengthen through student positive wellbeing with the support of the Pastoral Care Worker, ACEO, Kidsmatter Day & student voice opportunities.

Behaviour Management Comment

2017 results: 56 behaviour incidents reported, 32 were timeout in class/admin, 1 take home, 11 warnings which was considerably lower than 2016. We implement a proactive approach; individual recognition, positive reinforcement, stimulating learning, safe supportive classroom, regular parent communication, private conversations/counseling, restorative justice approach, student voice, promotion of school values, Kidsmatter implementation, implementation of the CPC. With the appointment of the Pastoral Care Worker, ACEO and proactive approach majority of students have a positive wellbeing & able to self-regulate.

Client Opinion Summary

The surveys were carried out in December 2017. We used the ACARA School Survey on-line facility to generate and compile our data. We had 44 families from which we received only 14 responses. Thirteen parents agreed or strongly agreed that 'teachers at our school expect their child to do his or her best' and that they 'could talk to their child's teacher about their concerns'. Twelve parents agreed or strongly agreed that 'our school is well maintained' and that 'their child feels safe at our school'. Eleven parents agreed or strongly agreed that 'our school looks for ways to improve'. There were 2 areas that had opinions across the ratings which were 'teachers at this site treat students fairly' and 'student behaviour is well managed at our school'.

The student survey was completed by majority of students (64), the results indicated that majority students recognised that teachers expect them to do their best, they like being at school, teachers provide students with useful feedback about their school work, they feel safe at school, they can talk to their teachers about their concerns, their teachers motivate them to learn, they are given opportunities to do interesting things and that our school looks for ways to improve. Areas the students indicated that we could improve on were treating students fairly and taking their opinions seriously. The year 6/7 students completed the Wellbeing and Student Engagement survey of the 27 students majority indicated that they were optimistic, connected with adults at our school, had friendship intimacy, were cognitive engaged and had academic self-concept. The results also indicated that students felt victimisation at our school in particular verbal and social victimisation.

The staff survey was completed by 12 staff members. Eleven staff agreed or strongly agreed with all questions, only questions 1 staff member neither agreed/nor disagreed on 2 questions; the school is well maintained and the school takes staff opinions seriously.

Overall the surveys from parents, students and staff indicated very positive results confirming that the many strategies that we have implement through the SIP are supporting the whole school community. We will continue to implement strategies to ensure that the school community is supported, informed and aware of the direction of the school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	16.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	27.8%
Transfer to SA Govt School	10	55.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Our site complies with the responsibilities related to Relevant History Screening of anyone working/visiting the site. The Principal uses the HRS system to track staff members. SSO staff are made aware of the expiry dates by the principal. Parent volunteers attending overnight camps are checked for compliancy with having an up-to-date Relevant History Screening as well as mentors. All trades present their Relevant History Screening check before proceeding with any work. All paper work is kept on site and recorded on EDSAS, managed by an Admin officer.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	10
Post Graduate Qualifications	3

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	6.2	0.2	2.5
Persons	0	7	1	6

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

Financial Statement

Funding Source	Amount
Grants: State	\$957563.58
Grants: Commonwealth	NIL
Parent Contributions	\$28616.32
Fund Raising	\$9016.05
Other	\$22132.66

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

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	N/A	
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	The funding was converted to additional ACEO hours/SSO hours to support Aboriginal students. Students received 1:1 support in the area of English to achieve their ELP goals.	Progress in English/Maths, evident in A-E results, 6/8 students 'C' or above
	Improved Outcomes for Students with Disabilities	The targeted funding was converted to SSO hours to improve outcomes for students with disabilities. Students received 1:1 support in the area of English to achieve their Negotiate Individual Plan goals.	Students made significant progress throughout the year to achieve NEP goals.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Funding utilised through; opportunities to go on excursion, access performances, employment of an ACEO worker, Staff accessing Professional Learning such as YuMi Deadly Maths, Literacy & Numeracy Plus, PAT training, Numeracy Indicator training, Sir John Jones 8 Pillars of Effective Teaching, LDAM moderation etc in order for programs to be implemented, teachers released to work collectively with the SLLIP, support agencies, Lake Wangary preschool director, released to observe at other sites & the purchase of programs such as Reading Eggs & Sunshine Classics to support the development of English.	QuickSmart students made growth, students meeting the DECD SEA in PAT M & R, teachers refined & modified teaching in response to formative assessment data.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Funding increased SSO hours to support students in wave 2 & 3 and who did not meet DECD SEA. Also paid for relief teachers and training cost so our teachers could access professional development.	Students growth in data conversations, Running Record, PAT M & R & NAPLAN result
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Funding the 4th class to reduce class sizes & student wellbeing. All staff, ACEO & Pastoral Care Worker supported the wellbeing of students as required.	Student surveys showed student positive wellbeing had increased