

LAKE WANGARY SCHOOL



Lake Wangary School and Lake Wangary Preschool Centre

2020 annual report to the community

Lake Wangary School Number: 563

Lake Wangary Preschool Centre Number: 6630

Partnership: Port Lincoln

Signature

School principal:

Mr Wade Branford

Governing council chair:

Therese Hutchens

Date of endorsement:

11 February 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Lake Wangary Preschool Centre officially amalgamated with Lake Wangary Primary School at the end of 2018. The required 'Certificate of Approval' from the Education Board was provided and the site name changed from Lake Wangary Primary School to Lake Wangary School. These changes were only possible by the support of parents, staff & students. Lake Wangary School now caters for children from Preschool to Year 7 and is a small rural school. It is situated 45km from Port Lincoln. The school enrolments numbers for 2020 were 65. The school population includes 14% Aboriginal students, 5.7% students with disabilities, no children in care. The majority of the students are from the township of Coffin Bay, 15 km from the school. The school also services the growing communities of Wangary, Dutton Bay, Coultas & Wanilla. The majority of students travel to school via either the DfE bus (Coffin Bay) or the private contract bus (Warrow). Staff comprised of 2 full time classroom teachers, 4 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, as 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/Events that added value to the educational programs of Lake Wangary School in 2020:

End of year performance
Preschool and school graduation
Minya Custodians Program
Wellbeing Colour Fun Run
Gymnastics program from foundation to year 7
Tree planting and seed propagation at school
Upper primary surf and dive camp to Sceale Bay
Reconciliation Week and associated activities
Pantomime and Peter Combe performances off site
Numerous excursions to complete learning
Preschool 'Support Program' established for 2020. 7-10 students supported for the year and will continue to stay in our area.
Food fund raisers run by SRC
Bamboo making day
Movember Cricket match
Preschool home visits
Preschool family days
External review of school successful with many positives coming from the assessment.
Sporting carnivals Athletics, cricket, touch football
Soccer SAPSASA representative
Whole school improvements in Persuasive writing as per Bright Path assessments.
Bright Path moderation days
Narrative writing continuing to improve
Staff's understanding and use of the Bright Path tool.
Sports Day
Family Welcome BBQ
Science week and science fair
Book week and Book Fair
3d Printing
Garden
Breakfast program
Cans and bottle drive
Oyster fundraiser to support local business during Covid.
Remembrance Day
Minister's visit
Bread tag collection for Wheelchairs
Transition for preschool to school and school to high school
Chocolate fundraising by upper primary class for camp.

Governing council report

Our council members consisted of Therese Hutchens, chairperson, Sonia Mittelstadt, secretary, Kim de Ron, Treasurer, members were Jane Cross, Emma Fahey, Nicky Searle, Brooke Slater, Kelly Bates, Amy Thorsen, Sara Fealy and school reps were Skye Bradford, and Brooke Slater. A huge effort again from the team well done. Big thanks to Janis who is leaving to have another baby. Have really appreciated all her great work.

2020 saw some very successful fundraising by the council, community and students. The canteen at sports day raised almost \$800 from food sales. Many families brought food to be sold and it was much appreciated, we are always keen to try new ideas. The cans and bottles trailer was again very successful. Thank you to all the volunteers for their efforts here. We raised \$4500 which is great.

The Lower Eyre Peninsula Tree Planting day was a great day seeing lots of locals and people from all over the Ep coming to help plant trees. The weather did keep a few away and we were unable to fundraise.

Covid saw a couple of meetings be cancelled due to numerous issues. We still managed to complete all tasks and the budget has been signed off (not quite the official documentation but has been reviewed and discussed).

We have a lot to spend next year and will be looking for student and family input. The slide will be repaired rather than replaced due to difficulty in getting the right one.

Congratulations to all the preschool and school graduates. All the best next year.

School quality improvement planning

Improvement Planning

Goal: To increase children's phonological awareness skills

Challenge of Practice: If we implement a consistent, whole site approach to enhance phonological awareness then we will increase our children's ability to recognise rhyme, syllables and initial sounds.

Actions and NQS Links

1. Data Collection: All educators will contribute to the collection of data on all children: PASM, observational records and through Pedagogical documentation. 1.3: 1.3.1,1.3.2,1.3.3

Time line: Ongoing PASM data Term1 and 4

Resources: PASM tool. Data collection tools: syllable, rhyming, initial sounds, RRR

Responsibility: All Educators to collect data and collaborate during analysis

2. Programming: Educators to identify intentional teaching strategies using the Hegarty literacy program, use pedagogical documentation and evidence based practices. Support and inform families of our literacy program.

1.1:1.1.1,1.1.2,1.1.3. 4.2: 4.2.1,4.2.2. 6.2: 6.2.2.

7.1: 7.1.1,7.1.3

Timeline: Ongoing. Fortnightly during staff meeting

Resources: Pedagogical Documentation in Early. Pedagogical Documentation in Early Years Practice - Alma Fleet.

Deslea Konza resources. Hegarty Resources. Literacy Handbook

Responsibility: Collaborative planning. Educators to work with Junior Primary class teacher to gain support, feedback.

3. Implementation: Conversational reading to incorporate the Big Six components of reading, explicit teaching through stories, song and movement at mat time, provocations and learning through play with intentional and spontaneous teaching. 1.2; 2.2; 3.2; 5.1; 6.2; 7.1

Timeline:

Resources: Big 6 Advice papers. Literacy Handbook

Responsibility: All educators to contribute.

4. Ongoing Staff PD: PDP goals to reflect PQIP priorities, identify resources and professional learning 4.2: 4.2.1,4.2.2.

7.2: 7.2.1, 7.2.2, 7.2.3

Timeline:

Resources: Deslea Konza videos. Support from Mig. Hegarty Training

Responsibility: All educators to access PD that reflects PDP goals and areas of improvement, support from Principal

Preschool improvement planning - review and evaluate

This year Lake Wangary had an External School Review. The directions for our site are as follows:
The principal will work with the education director to implement the following directions:

Direction 1 Strengthen staff capacity to identify evidence-based actions which align with the challenges of practice, evaluating the impact using the success criteria which are focused on student actions.

Direction 2 Provide students with clear information about their next steps in learning, through strengthening common evidence-based practices in effective two-way feedback and students taking increasing responsibility for their progression in learning.

Direction 3 Strengthen the culture of high expectations through effective implementation of high-yield differentiated learning practices with a focus on task design to challenge and stretch all

Our Site Improvement Goals are:

1. Improve students writing foundation to year 7.
2. Increase achievement in Problem Solving/Worded Problems (challenging problems with multiple steps) in Maths.\

Our data from Bright Path moderation and assessment on writing continues to improve. Majority of students are hitting benchmarks set in accordance to the department and bright path standards. All students, bar 3, increased their persuasive writing scores. Nearly all students are at appropriate year level (some students with learning difficulties are still not at level, but are making improvements.

Great feedback from Bright Path team on our moderation process. Language, conversations and subsequent strategies are leading students to improving and knowing how to improve. Bump It Up Wall established in UP class had major impact on students goal setting, discussions and motivation to improve. Narrative writing saw continued improvement and staff and students using teaching points and resources far more effectively. 2 more copies of Writing Revolution have been ordered.

PAT reading and maths data was strong across the school (year 3 was lower than expected, cohort of children to continue to have intervention support). All year 7s hit age appropriate benchmarks with several over 10 points higher. Our PAT vocabulary data was quite strong, however our spelling results were low. Attention and decisions on a whole school approach will occur early term 1.

The new Heggarty resource saw good improvements in junior primary class. Data sets taken showed improvement in all students and the resource will now be used in preschool as well. Students writing and decoding has improved as well as their understanding of sentence structures and the use of nouns, verbs and adjectives.

We looked at algebraic problems and found that students can solve numerical problems, however could become confused when questions were in written form. Staff began to unpack the Newman's Error Analysis tool to help identify where students are making errors. The script and resources were unpacked and will be further unpacked and ready to use in week 0 of 2021.

The Minya Custodian program supported our reluctant writers to write more and be more involved in investigations. Students oral language and collaboration saw students learning, recording and displaying information they found. Students supported each other to learn and share experiences. The program also supported student wellbeing.

Improvement: Aboriginal learners

Aboriginal students will continue to receive support for learning as required. We will continue to mainstream students that require no support and provide opportunities for extra learning and support for those who require it. Wellbeing is being supported through mentors, ACEO, staff and the Minya Custodians program.

School reviewed Aboriginal Learner Achievement Strategy Matrix and identified our strengths and areas for development. We will continue to support students growth in Literacy and Numeracy based on data and their needs.

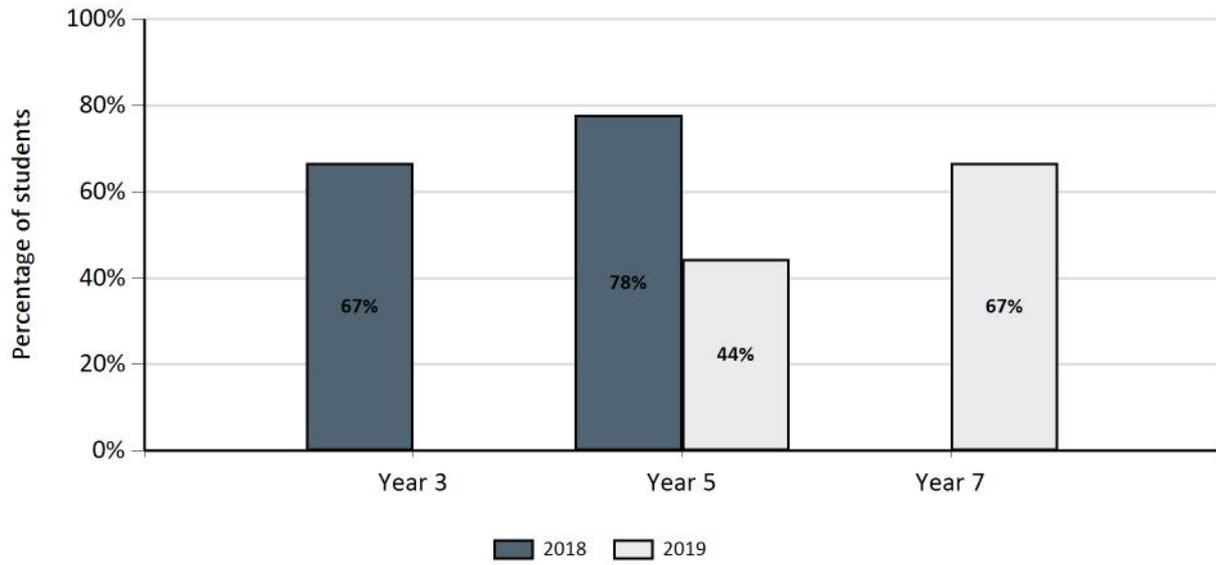
ACEO will continue next year and we look like employing an AET for 0.2.

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

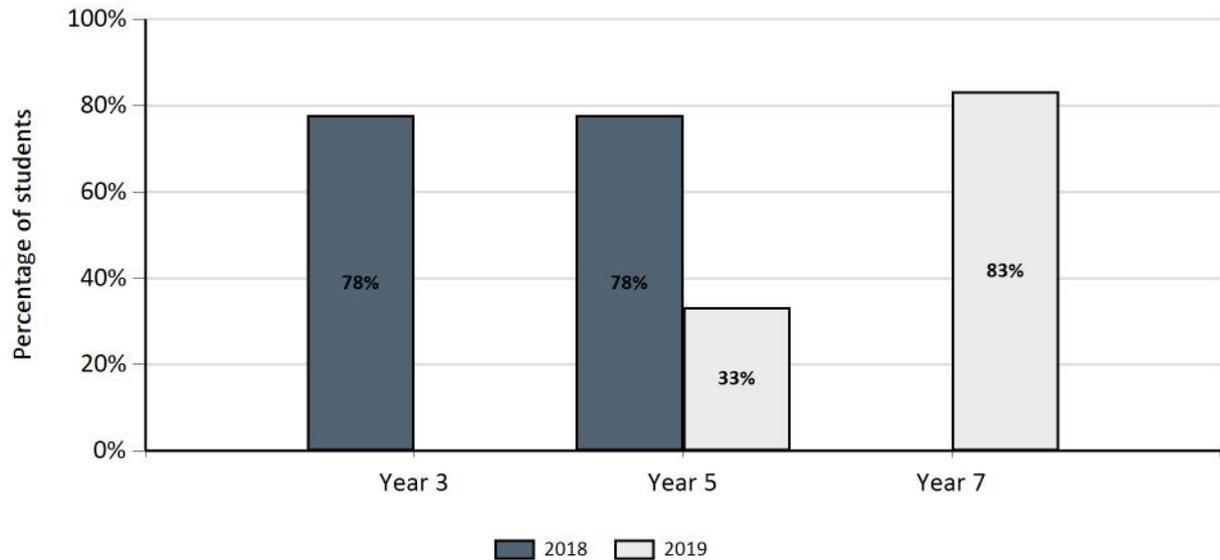


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

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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 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	8.7	8.7	2.7	1.0	31%	12%
Year 5 2019	9	9	1	0	11%	0%
Year 5 2017-2019 Average	10.0	10.0	3.0	0.3	30%	3%
Year 7 2019	6	6	1	1	17%	17%
Year 7 2017-2019 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

Our Bright Path data was a highlight this year. All students, except for 3, made growth in narrative writing. The majority of students from reception to year 5 are at level. The year 6 and 7s have mixed results, year 6s not quite hitting the mark, however their is growth.

In persuasive writing we had some great growth by the whole school. Only 3 students didn't move up levels, however they were at the benchmark. This was great. Teachers and students are using the teaching points effectively setting goals and collaborating to create better writing.

Great feedback from Bright Path team on our moderation process. Language, conversations and subsequent strategies are leading students to improving and knowing how to improve. Bump It Up Wall established in UP class had major impact on students goal setting, discussions and motivation to improve. Narrative writing saw continued improvement and staff and students using teaching points and resources far more effectively. 2 more copies of Writing Revolution have been ordered.

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The new Heggarty resource saw good improvements in junior primary class. Data sets taken showed improvement in all students and the resource will now be used in preschool as well. Students writing and decoding has improved as well as their understanding of sentence structures and the use of nouns, verbs and adjectives. The sequential and structured nature have supported its implementation into the junior primary class. The Literacy Guarantee Unit also supported the class teacher (new teacher) this helped the delivery and maintenance of the program.

Moderation days for Bright Path happened each term and helped staff plan for their classes and allow students to set goals.

Numeracy and students comprehension of language has become a new focus after looking at PAT M results, resources and Newman's Error Analysis tool. This wil help us identify where students are making errors. We feel they are making errors in the comprehension to transformation stage. A recent algebraic test where only numbers were used we saw students perform really well. We feel it is the comprehension to transformation stage of worded problems that is causing misunderstandings and therefore errors. We hope to engage with a numeracy expert and continue working with the 'Big Ideas of Number'.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	92.7%	98.0%	75.9%	77.8%
2018 centre	85.4%	90.4%	85.1%	89.4%
2019 centre	78.3%	80.0%	87.7%	53.1%
2020 centre	50.0%	66.7%	55.0%	80%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2017	2018	2019	2020
Reception	93.8%	86.5%	90.6%	80.4%
Year 1	93.5%	90.0%	87.0%	85.7%
Year 2	94.0%	93.2%	89.3%	85.8%
Year 3	91.7%	93.0%	94.8%	79.6%
Year 4	91.7%	92.1%	92.8%	84.2%
Year 5	91.1%	90.9%	88.0%	86.7%
Year 6	90.0%	89.6%	92.1%	84.0%
Year 7	83.5%	93.4%	89.9%	84.1%
Total	91.5%	90.7%	90.2%	83.7%

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

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

Attendance comment

We had consistent attendance at our preschool this year. We had 2 new enrolments for term 4 taking our number to 4. We previously had 3 then 4 then 3 again. We lost another student part way through term 4. The students were regular attenders, only being away for sickness.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	11	10	11	11
2018	10	11	10	10
2019	12	10	10	10
2020	2	3	5	4

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Preschool enrolment comment

This year we had very low numbers in the preschool. We have a brand new facility and felt that closing it for a year would not be a good decision. The school funded the preschool to stay open even though we were given only small funds to amalgamate with the junior primary. With the decision to stay open we created a support program for students who turned 4 after May 1st. This saw up to 10 students attend our site once a week with the preschool students. This was great for the pre-schoolers, but also kept many children in our area. Parents were ready to send their children to the private sector as they would enrol them, this would have led to school students being removed and going to another site. The support program helped retain many students for our school community. Next year we will have 10 students thanks to the support program.

The preschool ran really well this year and was given rave reviews by our Early childhood Director. The students involvement in the Minya Custodians program helped their investigation and direction this year which was great. Their film was a highlight at a recent pre-school staff meeting.

Behaviour support comment

We have very low behavioural incidents at Lake Wangary. Most incidents were around students not getting along and having some verbal arguments with one another. Occasionally we have had some issues with students and staff. Most matters were dealt with at school, occasionally we are contacting families for their support. Staff use similar procedures and restorative justice practices.

Client opinion summary

We had some positive feedback from our surveys this year. Verbal feedback was always good and the implementation of the Minya Custodians program was well received.

Communication was an area that stood out in the surveys as an area we need to work on. We have introduced Seesaw this year with varying success. Some staff have used really well, others not so much. A commitment of all staff putting at least 3 posts a term was agreed to. Skoolbag and text messages are being used and emails have been reintroduced this year as another form of communication. We endeavour to ensure people input into our program. We got great support for the Minya Custodians program and Support program. Parents did become frustrated as did staff with the issues the world faced this year and the waiting for information. We ensured all Covid information was timely and unfortunately we made decisions at times which we had to change.

Overall I feel well supported by the school community and the were very patient.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
563 - Lake Wangary School	100.0%	100.0%	90.0%	75.0%
359 - Port Lincoln Primary School	0.0%	0.0%	10.0%	25.0%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	26.3%
Transfer to SA Govt School	14	73.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

All students on the preschool will attend Lake Wake Wangary School.

Relevant history screening

All staff, mentors and visitors were screened and records kept on files.

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	7
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	1.0	3.6	0.2	3.0
Persons	1	5	1	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$59,814
Grants: Commonwealth	\$0
Parent Contributions	\$25,995
Fund Raising	\$13,513
Other	\$0

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

2020 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 2020 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	Bright Paths, Writing Revolution resource purchased and subsequent training. LGU supporting staff. Heggarty resource purchased and implementation supported by LGU. Training for staff of Phonological Awareness and phonic	Good results in bright path writing and persuasive assessment. PAT data good
	Improved outcomes for students with an additional language or dialect	Heggarty resource, speech pathologists and programs. Staffing for intervention programs.	Improvement in phonological awareness and vocabulary.
	Inclusive Education Support Program	Class and 1 to 1 intervention. Staff hours, Quick smart maths, Reading Eggs, Heggarty	Improvements in Literacy data as measured by Heggarty Literacy resource. Bright
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	Aboriginal students to learn in class with mainstream. SSO hours provided to support this. Quicksmart support in Numeracy Literacy Bright Paths training. Purchased Writing Revolution	Improved narrative and persuasive writing scores across the school. Heggarty results show all JP class have improved their knowledge and skills using sounds.
Program funding for all students	Australian Curriculum	Professional Development. Bright Path PD and site visits from BP staff. Imaths and other maths resources	Improved writing data in narratives and persuasive across the school.
Other discretionary funding	Aboriginal languages programs Initiatives	Intervention, mentors, Minya Custodians. Purchase of Heggarty Resource.	Higher engagement. Improved outcomes in Literacy and Numeracy
	Better schools funding	Staffing and Literacy resources	Improved support, improved data, constant reviewing of programs and student data
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	Bright Paths, Quick smart	Improved PAT data and writing achievement in bright paths

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Big Ideas of Number training and support. Heggarty resource purchased to support class. Involvement in Minya Custodians	Improved Oral Language. Letter and number knowledge improving. Students using extended vocabulary as a result of investigations in MC.
Improved ECD and parenting outcomes (children's centres only)	Minya Custodians program for outdoor learning and custodianship. Oral language improvements. Students actively asking questions and working towards finding answers. Great investigations.	Parents supported program and visited our excursions supporting the days. Good attendance. Well being supported through MC.
Inclusive Education Support Program	Minya Custodians program. Preschool came with the school on these excursions to support oral language, inquiry, problem solving, HASS, well being and Health and PE.	Improvements in oral language and children's confidence to ask questions and follow through until understanding and knowledge gained.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.