

Wandana Primary School and Wandana Child Parent Centre

2017 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Wandana Primary School Number: 994

Wandana Child Parent Centre Number: 1621

Partnership: Torrens

Name of School Principal:

Belinda Smith

Name of Governing Council Chair:

Maria Kleine

Date of Endorsement:

22 February 2018

Site Context and Highlights

Wandana caters for learners Preschool - Year 7 and is located approximately 12 km from the Adelaide GPO. 2017 saw an enrolment of 160 children in the school and 50 children in the preschool. The primary site is a category 2 and the preschool a category 1.

The school has a population of 29 % Aboriginal students, 30% students with disabilities, 44 % with English as an Additional Language (EALD). 4% under the Guardianship of the Minister and % of families are eligible for School Card Assistance.

Our school culture is underpinned by our values of Respect, Honesty, Learning, Pride and Caring. Staff, students and our Governing Council all strive to ensure that our actions and behaviours reflect these values.

Highlights of the 2017 year include:

In 2017, 32 students from Wandana P-7 schools graduated at the Adelaide University Hall, through the Children's University (CU) program. CU provides high quality, voluntary educational experiences for children from Year 2-7 outside the normal school day, during weekends and school holidays. Students choose which activities they would like to participate in at the school and in the wider community to collect stamps in their Passport to Learning. This year was the first year that Grade 2 students were invited to participate and three graduates were from this age group, while nine students were new to the program. The feedback from the parents and students was that the experience of the graduation was "wonderful" and they would participate again in the program.

After school sports were offered for students in both Soccer and Basketball run by a parent and community volunteer. The Homework Centre was highly effective again in 2017, seeing an average of 25 students each week. Students received assistance with homework, participated in projects and learning about Aboriginal language and culture.

Wandana students participated in the 2017 choir as part of The Adelaide Festival of Music. Students attending practice sessions once per week facilitated by Laura Enthoven (Performing Arts Teacher) and performed live at the Entertainment Centre, supported by staff and families. It was an exciting and proud moment for our school community,

The Student Voice group changed the name to Student Learning Committee in 2017 with a focus on classroom learning and curriculum. Students were able to lead class discussions about what they enjoyed most about school and what areas needed adjusting. Powerful conversations included ideas around the new STEM building and the associated teaching and learning. SLC was also active in the changes to the Assembly format, the decisions around fund raising and school excursions.

Wandana was selected to participate in the new Microsoft learning and Office 365 training which was only offered to a few schools in South Australia. Teachers gained a deep knowledge in 21st century pedagogy that supported the programming and planning for the preparation of the STEM learning in 2018. Professional collegiate conversations with teachers from across South Australia allowed Wandana teachers to make connections state wide to support the implementation of the new learning.

Governing Council Report

The role of the Wandana Preschool - Year 7 Governing Council is to work with the Principal and consult with the school community to:

- develop and approved priorities
- setting the broad direction of the school
- monitoring and reviewing the site improvement plan

The Council consists of the Principal, one staff member and 6 elected members. The Governing Council met twice per term having a productive year with regular attendance.

Highlights and achievements from 2017 included:

- special lunches, Halloween disco and Melbourne Cup
- bought new soccer equipment from fundraising money
- discussed uniform, bullying, parent complaints, preschool program
- approved extra \$100,000 towards the STEM building
- applied for Fund My Neighbourhood and the P.I.E. program
- discussed parents and friends group for 2018
- held a drinks stall for sports day
- donated 3 gazebo's to the school

Being part of Governing Council is a great opportunity to become more familiar with how the school operates and contribute to making Wandana Preschool – Year 7 a great place for learning, excellence and fun.

2017 has been a busy year for the School Council and I would like to take this opportunity to thank all Governing Council and staff members for their time, effort and energy. I highly recommend being part of the School Governing Council to anyone who is interested in joining.

Thank you

Maria Kleine
Chairperson

Quality Improvement Planning (Preschool)

This year we have continued to work on providing opportunities for our students to be engaged in learning opportunities that embrace nature play learning. This included providing mathematical and literacy rich based learning experiences in our outdoor nature based yard. Both, our teachers were involved in building and sharing their learning and understanding on nature play. As a team, we shared, reflected and planned with all preschool staff to ensure we developed a whole preschool approach to the importance of nature play.

Our large preschool team this year involved seven staff members. We set goals early on and spent quality time liaising with leadership to develop an effective distribution of all roles. Our aim was to ensure that we had consistency, improved outcomes for students and a shared approach to planning and observations.

To improve student outcomes, access appropriate resources, communicate effectively with outside agencies and families we trialled having an Early Years Leader for 2017. This allowed for a consistent approach to student review meetings, collecting data and reporting our concerns and communicating successfully with all our families and the school community. We were able to successfully collaborate and reduce the administrative paper work that teachers are involved in when referring a student to student support services.

As part of our early Professional development and opportunities to meet as a whole new team we critically reflected and made several changes to our practice. We organized and planned having consistent team meetings that allowed for the participation and involvement of all staff. This allowed us to have the opportunity to critically reflect on our practices, have professional dialogue about our students, programming and learning environment as a whole Preschool team. Two whole Preschool staff meetings were organized per term. This has promoted staff cohesions, brought the team together and ensured all staff feel valued and have input and the opportunity for professional dialogue and development.

From our 2017 site review the following have been identified through research and evidence collected as our DECD priorities for 2017-2020:

- ~ Build a community of learner who will collaborate together to improve learning outcomes for all children. ~ Focusing on developing children's executive functions and developing learner dispositions by encouraging children to be co-constructors of their learning environment. ~ Communicating effectively with parents and ensuring they are aware of opportunities to be involved in decision making processes within the preschool. ~ Ensuring parents voice is represented through developing and maintaining meaningful and purposeful relationships with families. ~ Collaborating with our school leadership, Early Years leader and team to continue to ensure high quality services. ~ Developing a new transition policy for continuity of learning and easy transition to school/preschool

Improvement Planning and Outcomes (School)

In 2017, the site improvement planning clearly reflect the external review of 2016 with focus areas of improvement embedded throughout. These included:

- Embed practices that support and challenge all learners through staff collaborative endeavour
- Improve the learning of every student through differentiation of learning that cater to the needs skills and interests of all children
- Build teacher capacity that has a focus on improvement and high expectations
- Raise achievement levels through the collection and analysis of data

In 2017, there was a clear focus on Mathematics and Numeracy from Reception - Year 7. Staff were involved in professional learning through the Australian Curriculum Mathematical Proficiencies and a clear focus on problem solving with real life situations. As part of this work, staff developed a common numeracy agreement for learners from Reception - Year 7 and developed clear expectations of how mathematics and numeracy are taught. This work will continue in 2018 to embed the agreement consistently. To support this, staff will also begin a two year learning program in Mathematics on Formative Assessment.

During the first term, all staff participated in two days professional learning in a Literacy Approach, Read Write Inc. This formed the basis for the schools Literacy program. The school supported this with resourcing of a Reading Leader teacher to collect data, organise groupings and resources and to support staff as they used the program. Data has already showed significant improvement in children's understanding of sounds.

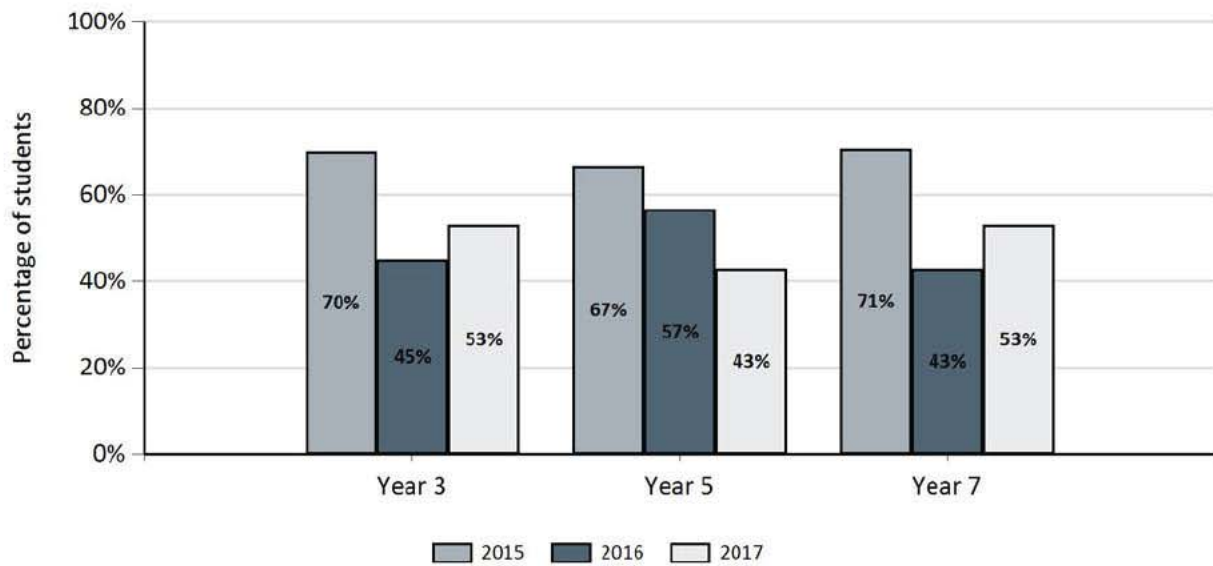
In 2018 we will continue to develop the literacy knowledge of educators and the literacy skills of students through the Read Write Inc programme. The school will further extend this into the upper primary years with the establishment of Fresh Start. We will continue to resource the program to ensure its success with a Lead Reading Teacher. A common literacy agreement will be developed throughout the year.

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.

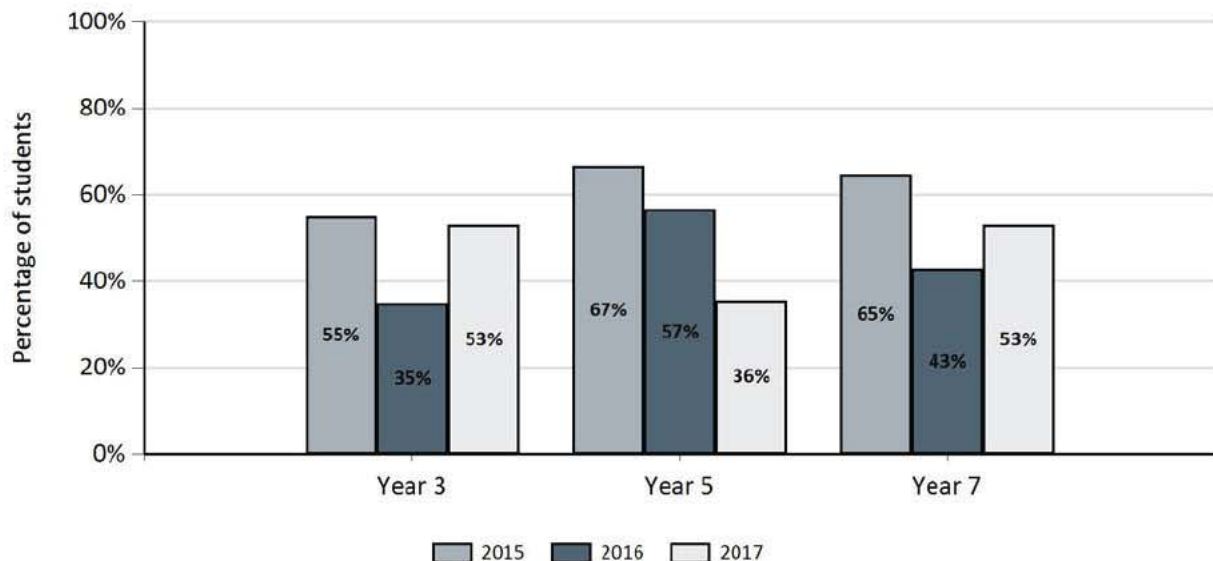
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 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, August 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)
Lower progress group	33%	50%	25%
Middle progress group	44%	36%	50%
Upper progress group	22%	14%	25%

Data Source: DECD special extract from Student Data Warehouse, September 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)
Lower progress group	30%	29%	25%
Middle progress group	60%	43%	50%
Upper progress group	10%	29%	25%

Data Source: DECD special extract from Student Data Warehouse, September 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	17	17	7	2	41%	12%
Year 3 2015-17 Average	19.0	19.0	4.3	1.3	23%	7%
Year 5 2017	14	14	3	1	21%	7%
Year 5 2015-17 Average	19.3	19.3	3.0	1.7	16%	9%
Year 7 2017	17	17	2	1	12%	6%
Year 7 2015-17 Average	13.7	13.7	2.7	1.0	20%	7%

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

Numeracy and Literacy have remained a large focus in 2017, with teachers attending a range of workshops throughout the year. Some major highlights were teachers and SSO's training the Read, Write Inc. literacy program. The implementation of the (RWI) program across the R-3 and upper primary special needs class resulted in positive outcomes for both teachers and students. Students were enthusiastic to attend their RWI lessons and their engagement in the program was obvious. While teachers showed an increase in confidence and said the program offered a structure approach to phonics and reading. The data collected during assessments looked at a student's growth in their knowledge of individual letter sounds and blends and also their growth in reading words. The data highlights the following successes:

- 28 students (total 80) had percentage changes greater than 20%
- the highest percentage changes ranged from 21% up to and including 40%

Through the support of the SLLIP (Senior Leader- Leading Improvement Primary) teachers also engaged deeply with the Mathematic proficiencies building on from Ann Baker's Natural Maths strategies of 2016. The deeper learning then allowed for a whole school numeracy agreement to be drafted ensuring teaching and learning are consistent and purposeful for each year level.

The Progressive Achievement Test data for both numeracy and reading comprehension showed many of students Year 3 to 7 achieve the DECD standard of educational achievement. Those students tested on alternative test papers set benchmarks to work on for 2018.

There were a range of intervention programs in place to support a variety of students including those with learning difficulties through to students who needed extension. There were several students of Year 1 and 2 students who achieved the DECD Running Record standard of educational achievement, with many of those achieving well above the suggested level. Of those who didn't achieve the benchmark, attendance and learning difficulties were present.

The 2017 NAPLAN data showed slight percentage improvements on 2016 results with more Year 3 and 7 students achieving benchmark in both reading and numeracy. We did see that 41% of the 2017 Year 3 students and 21% of the Year 5 students achieved in the upper two bands compared to 10% and 9% in 2016.

As in previous years, our results show that numeracy across year 3-7 need to remain a focus, with an average of 30% of students being in the lower progress range (25% state average). However, our years 3-5 were 10% above the state average at 60% for middle progress and years 5-7 were 3% above state average at 29%. Showing evidence of intense numeracy training and promise for 2018.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	93.3%	79.2%	80.5%	86.4%
2016 Centre	88.7%	85.9%	84.3%	87.1%
2017 Centre	90.3%	83.9%	84.8%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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.

School Attendance

Year level	2014	2015	2016	2017
Reception	89.5%	86.8%	74.8%	77.6%
Year 1	87.6%	85.0%	82.6%	81.2%
Year 2	87.4%	85.0%	86.4%	87.1%
Year 3	90.3%	85.8%	80.4%	83.0%
Year 4	93.6%	90.5%	87.2%	82.3%
Year 5	87.5%	89.5%	88.2%	85.7%
Year 6	85.6%	80.7%	90.2%	85.8%
Year 7	87.9%	85.3%	83.7%	84.9%
Primary Other	88.2%	89.6%	89.5%	89.6%
Total	88.7%	86.8%	84.9%	83.8%

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

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

Attendance Comment

The number of families that have students who are chronic or habitual non-attenders increased from 2016. Although we did not reach the target of 95% attendance, there are several factors that may have contributed to this i.e. families holidaying overseas beyond the exemption dates, transient status due to lack of rental accommodation, extended sicknesses, and family issues resulting to time spent outside of metropolitan Adelaide. Mid way through 2017 we were without a DECD attendance officer and referrals to this system went unallocated.

Our work is to support families in getting their children to school every day. We supported families with frequent phone calls, letters home and home visits to check on emotional and mental wellbeing, included the ACEO to support struggling families with services, referred students to the In School Psychology program and set attendance goals in ILP's. We worked alongside Housing SA, DECD Aboriginal Engagement Officer and SAPOL to provide a multi-faceted approach to attendance. This work is ongoing and we continue to remain vigilant to ensure our percentage increases in 2018 and beyond.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	42	41	39	39
2016	56	62	59	59
2017	44	48	44	42

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

In 2017, we saw a decrease in preschool enrollments with our highest number being 47 children. The decrease led to teachers being employed part time and 1 teacher being responsible for each group. With the low numbers of children we were able to offer a joint Friday session, 'Funky Fridays'. This allowed both groups of children to come together for a few Fridays per term and participate in rich literacy, numeracy and cultural experiences that encouraged community involvement.

School Behaviour Management Comment

Restorative Justice sessions were trialled in the 2 upper primary classes and the questioning process was used for both yard and classroom incidents. A whole school approach is planned for 2018. Staff have been and remain vigilant around ensuring a safe and supportive environment, they address the anti-bullying policy which was re-vamped this year, discuss the grievance procedures and teach the Child Protection Curriculum throughout each calendar year. The role of the DECD Special Educator and Behaviour Mentor, assisted the implementation of new strategies such as the restorative justice, self-regulation language, brain breaks and specific tailored plans for students with needs.

Client Opinion Summary

School

In 2017 students from year 4-7 took an Engagement and Wellbeing Survey which asked students questions about the school and home life. Some of the notable results are as follows:

- 36% of the 56 students surveyed said that they didn't persevere on challenging school or home tasks
- 25% of Wandana students had poor emotional regulation and found controlling their feelings difficult
- 45% thought the school climate was low and that teachers and peers showed little respect
- 58% thought positively about themselves with cognitive engagement and were willing to try new things.

This information helps support leaders and teachers and gives feedback into the planned change with the wellbeing framework scheduled for 2018.

Preschool

In term 4, Preschool families were invited to give feedback on the preschool through a 44 question feedback process. Ten families returned and participated in the surveys with an overall high level of satisfaction.

The question asked, encompassed 4 areas; quality of teaching, support of learning, relationships and communication and leadership and decision making.

- ~ 90 %families indicated that they believed their child received high quality teaching
- ~ 90 % of families felt confident that their child's learning needs were catered for and supported
- ~ less than 10 % indicated that they were not informed of opportunities available for parent input in the preschool program
- ~ 10% of families indicated that they were not aware of opportunities allowing them to have input in school plans through governing council

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2015	2016	2017
0665 - Hillcrest Primary School	0.0%	2.9%	0.0%
0898 - Klemzig Primary School	3.1%	0.0%	0.0%
0925 - Ingle Farm East Primary School	0.0%	0.0%	4.2%
0982 - Dernancourt School R-7	3.1%	0.0%	4.2%
0994 - Wandana Primary School	62.5%	61.8%	70.8%
1036 - East Adelaide School	0.0%	2.9%	0.0%
1043 - East Marden Primary School	0.0%	0.0%	8.3%
8364 - St Paul's College	0.0%	2.9%	0.0%
8500 - Australian Islamic College Adelaide	9.4%	0.0%	0.0%
9031 - St Martin's Catholic Primary School	3.1%	2.9%	0.0%
9043 - Pinnacle College	15.6%	23.5%	4.2%
9155 - Garden College	3.1%	2.9%	8.3%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	8	12.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	15	23.4%
Transfer to SA Govt School	39	60.9%
Unknown	2	3.1%
Unknown (TG - Not Found)	0	NA

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

Destination Comment

In 2017, we saw a decrease of children starting preschool. We have also seen a high number of children who started in the preschool not continue on and stay at Wandana P-7. We have continued to lose enrollments to Pinnacle and Garden College.

DECD Relevant History Screening

The preschool and school have clear processes for volunteers and service providers that are on site. Each staff member, volunteer and service provider have the relevant training. DCSI clearance and Reporting Abuse and Neglect training prior to starting at the site.

A copy of all DCSI clearances and teacher registrations are kept on site.

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	25
Post Graduate Qualifications	7

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	13.4	1.0	8.5
Persons	1	14	1	12

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

Financial Statement

Funding Source	Amount
Grants: State	3266586.61
Grants: Commonwealth	31129.59
Parent Contributions	53362.56
Fund Raising	1415.96
Other	31069.00

2017 School Annual Report: Tier 2 Funding Report*

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
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	No funding received.	
	Improved Outcomes for Students with an Additional Language or Dialect	Funding was directed to the EALD teacher who supported intervention programs, data analysis and support teachers with EALD strategies.	Tracking and monitoring of students and small group programs.
	Improved Outcomes for Students with Disabilities	Funding was used to support students with disabilities in mainstream classes and supporting teacher in writing NEP's and also professional learning.	1:1 support, tracking, monitoring and regularly updating NEP's.
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 was used to target classroom based intervention, Labs n Life program and Whats the Buzz. Funding also supported smaller class sizes to support literacy and numeracy development.	Students were monitored through the Student Intervention Team and placed in appropriate intervention programs.
Program Funding for all Students	Australian Curriculum	This funding was used as part of the Learning Design and Moderation initiative with support from the Partnership SLLIP and DECD project officer.	
	Aboriginal Languages Programs Initiatives	Not applicable	
Other Discretionary Funding	Better Schools Funding	This funding supported smaller class sizes to assist in Literacy and Numeracy development for all students.	
	Specialist School Reporting (as required)	Not applicable	
	Improved Outcomes for Gifted Students	No funding received.	
	Primary School Counsellor (if applicable)	Funding was directed towards the two Assistant Principals which had a focus on Attendance and Engagement, Behaviour Education and Student Support.	Please see comments under behavior and attendance.

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

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	As a preschool team we participated in the whole school approach to RWI and collaborated with staff to embrace new learning to inform and improve our literacy pedagogical practices and improve our literacy program. We continued to develop and display the early years indicators around the room to inform staff and families and help them make links with the children's learning.	Literacy and Numeracy indicators are now embedded into the planning cycle and learning stories. Staff report against the indicators in each child's statement of learning.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	A Collaborative process embraced by the whole team that ensure successful support for students with learning needs and disabilities . This involved the Early Years Leader, teaching staff and support staff to be involved. There was intense planning, observations, identifications and support services were quickly accessed and consulted. This allowed for immediate intervention and support for students to access their learning. This provide a team approach to supporting all student and improved out	Explicit behaviour plans were written and implemented. Individualized learning Plans and SMARTA goals developed
Improved outcomes for children with additional language or dialect	Bilingual support workers were employed over the course of each term to support students and families with minimal or not English and assisted staff to provide families with the skills to support their child in developing confidence, conversation and independence.	The implementation and use of the Bilingual Questionnaire Children being engaged and participating in a full preschool program

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.