

Wandana Primary School and Wandana Child Parent Centre 2018 annual report to the community



Government
of South Australia
Department for Education

Wandana Primary School Number: 994

Wandana Child Parent Centre Number: 1621

Partnership: Torrens

Name of school principal:

Belinda Smith

Name of governing council chair:

Cindy Wills

Date of endorsement:

Site context and highlights

Wandana caters for learners Preschool - Year 7 and is located approximately 12 km from the Adelaide GPO. 2018 saw an enrolment of 155 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 19% Aboriginal students, 24% students with disabilities, 33% with English as an Additional Language (EALD). 5% under the Guardianship of the Minister and 65% of families are eligible for School Card Assistance. This year Wandana began the Positive Education journey, with mindfulness and gratitude becoming a part of everyday learning and appreciation. Staff worked with the Character Strengths in learning, awards and when solving problems. As part of this, the school community updated its vision and values to reflect this. Staff, students Governing Council all strive to ensure that our actions and behaviours reflect these values.

Highlights of the 2018 year include:

In 2017, 22 students from Wandana P-7 school 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 to collect stamps in their Passport to Learning.

Wandana students participated in the 2018 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 Adelaide Festival Centre.

In Term 3, we had our official opening of the new STEM building by the Minister for Education, the Hon John Gardner. A local Kurna elder opened the ceremony and all rooms in the building reflect the area's Aboriginal Heritage. As part of the STEM Learning this year, students have been involved in the 3D printing program for schools, attended workshops with STEMSEL and attending STEM workshops as ambassadors.

In term 4, we held our first ever whole school performance 'Oh the places you'll go' based on the work of Dr Seuss. We had an overwhelming community turnout for the event and all students participated either as principal cast members, class performers or backstage hands.

Some other highlights throughout the year have included:

- Footsteps Dance
- Celebration of Terrific Kids at the end of each term
- Crows Footy and Soccer Clinics
- Colour Fun Run in line with NAIDOC week celebrations
- Science and Book Weeks
- R – 4 Incursion and Year 5 – 7 Camp

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 in 2018 was a small but dedicated group who met twice per term having a productive year with regular attendance.

Highlights and achievements from 2018 included:

- approval of policies including Positive Behaviour Plan for Learning (school) and Rest and Sleep Procedure (preschool)
- approval of new Sports House names Kangaroo (red), Goanna (yellow) and Dolphin (green) based on the work and research of Student Voice
- approval of the 2018 Site Improvement Plan

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

2018 has been a busy year for the Governing 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

Cindy Wills
Chairperson

Quality improvement planning (preschool)

This year we have focused on providing opportunities for our students to be engaged in learning experiences that connect to our learning project and inquiry. This year we have been involved in the Early Learning Stem Australia pilot project which has provided us with a focus on information technology. We have also been involved in an inquiry project based on formative assessment which closely linked with our ELSA pilot program and the nature outdoor play space. We provided mathematical and literacy rich based learning experiences in our outdoor nature based yard. As a team, we shared, reflected and planned with all preschool staff the information we received at the ELSA and LDAR trainings to ensure we developed a whole preschool approach to the preschool.

Our large preschool team this year involved ten 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.

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 organised 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.

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

- ~ Build a community of learners 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 2018, site improvement planning was based on maintaining the directions from the external review from 2016. The directions included:

- Embedding practices that support and challenge all learners through collaborative endeavours
- Improving the learning of every student through differentiation of learning that catered to the needs, skills and interests of all children
- Building teacher capacity that had a focus on improvement and high expectations
- Raising achievement levels through the collection and analysis of data

The two 2018 priorities of 'improvement in learner achievement in numeracy' and 'optimising learner wellbeing and engagement' mentioned in the Site Improvement Plan, showed the clear connection to the four site directions. Professional development throughout the year, data analysis sessions and personal development plans supported the teachers to increase student growth and achievement through improved pedagogy, knowledge, and wellbeing.

Positive Education was the main framework that supported the wellbeing priority. The site goals of 80% of staff being trained, 100% commitment from the Flourish Teams to action their improvement plans and a reduction of serious classroom behaviours was achieved. Positive Education was visible whole school through the work on growth mindsets, the Back to School program, and character strength focuses- classrooms, assemblies and newsletters. Community felt that since Positive Education was introduced at the beginning of 2018, students were demonstrating a variety of different strengths at home and school.

Deep and targeted data analysis from NAPLAN, PAT and formative assessment throughout the year, encouraged teachers to discover that in Mathematics, the four operations in Number was the key task for all teachers. Through staff meetings, leadership support and release time given, teachers were encouraged to collaborate and co-plan differentiated tasks to target this area. The feedback and shown through our data for 2019, this is a continued area of work.

This year staff worked through the Assessment for Learning- Dylan William guided Teacher Learning Community sessions focusing on formative assessment strategies in Mathematics. The learning intentions and success criteria were the main resources staff used to connect the learning with their students. This process will continue for 2019 and 2020 through action researched based communities.

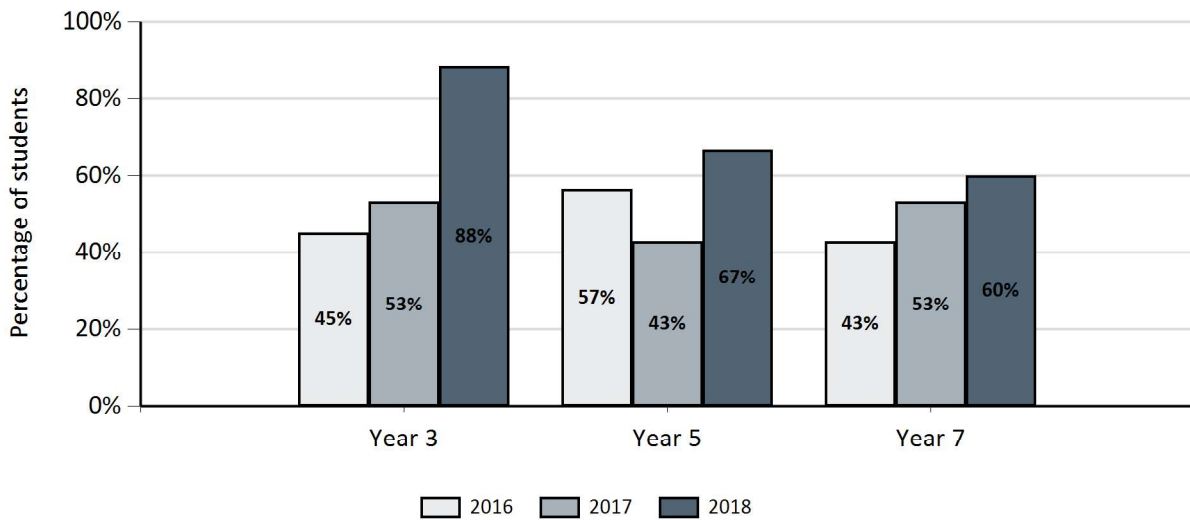
In 2019, we will continue to develop teacher pedagogy and knowledge in both literacy and numeracy focusing on increasing student achievement in mathematics and writing results. Revisiting the numeracy agreement and developing a literacy agreement will support the process of consistency of teacher and shared vision of staff.

Performance summary

NAPLAN proficiency

The Department's 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 Department's SEA for Reading and Numeracy.

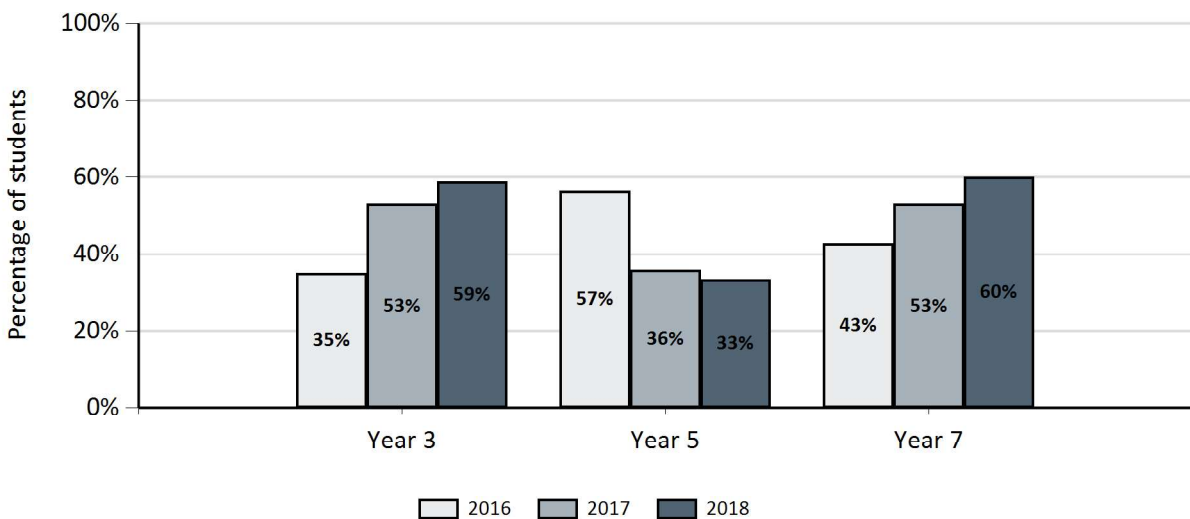
Reading



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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 2016 to 2018 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	38%	9%	25%
Middle progress group	25%	36%	50%
Lower progress group	38%	55%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

*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	12%	40%	25%
Middle progress group	38%	30%	50%
Lower progress group	50%	30%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

*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 2018	17	17	5	1	29%	6%
Year 3 2016-18 average	18.0	18.0	4.7	1.3	26%	7%
Year 5 2018	12	12	4	1	33%	8%
Year 5 2016-18 average	16.3	16.3	3.0	1.0	18%	6%
Year 7 2018	15	15	0	3	0%	20%
Year 7 2016-18 average	13.0	13.0	1.3	1.3	10%	10%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.

[^]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

Literacy and Numeracy have remained a large focus in 2018, with teachers attending a range of workshops throughout the year to help develop new skills. Through the support of the SLLIP (Senior Leader-Leading Improvement Primary) teachers also engaged deeply in the Transforming Task modules to support differentiation in their planning.

A whole school focus to embed 2017's Read, Write Inc. program and to implement Fresh Start (the Upper Primary version of Read, Write Inc.) saw large increases of individual student sound knowledge with some Year 5, 6 and 7 students achieving 100% on their assessments. This program has been extremely worthwhile as teachers find it's a practical approach to phonics, grammar and comprehension.

Running records in 2018 have showed that 75% of Year 2 and 31% of Year 1 students (discounting Students with Disabilities) met the Department standard with many of those achieving well above the suggested level. Of those who didn't achieve the benchmark, attendance, English as a second language or learning difficulties were present.

The Progressive Achievement Test data for both numeracy and reading comprehension showed many of the students Year 3-7 achieved the Department's standard of educational achievement. This was the first year that we tested Year 2 students showing that they are on track to meet the Year 3 standard in 2019. Two additional tests of spelling and grammar/punctuation were trialled and teachers were able to triangulate the data with NAPLAN to gain a clear picture of individual misconceptions and areas of development.

The 2018 NAPLAN results showed significant growth in Year 3 reading with 88% of students achieving at or above the Departments minimal standard. This is a 35% growth from 2017 results proving that the current implementation of the Read, Write Inc. and the Fresh Start programs is supporting the strategies. There have also been improvements with 67% in Year 5 and 60% in Year 7 achieving. As in previous years, our results show a decline in numeracy achievement at the Year 5 level with only 33% achieving minimal standard. This is still an area of work that the staff and students at Wandana continue to focus on and implement new pedagogy and interventions. We did see however, some improvements in the Year 3 and Year 7 cohorts attaining around 8% growth from 2017. It is excellent to see that for the first time in three years we had 20% of Year 7 students achieve in the upper two band of achievement meaning that they are testing well above the minimal standard in numeracy.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	93.1%	79.2%	80.6%	86.9%
2016 centre	89.5%	85.7%	83.8%	86.7%
2017 centre	90.9%	83.9%	84.4%	83.6%
2018 centre	82.0%	86.7%	91.1%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

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.

School attendance

Year level	2015	2016	2017	2018
Reception	85.8%	72.4%	77.7%	87.8%
Year 1	85.5%	83.1%	80.8%	83.8%
Year 2	83.8%	86.7%	86.3%	85.9%
Year 3	86.8%	81.6%	84.4%	91.7%
Year 4	90.9%	86.6%	81.2%	83.6%
Year 5	88.4%	88.4%	86.4%	87.8%
Year 6	79.5%	88.6%	85.7%	87.1%
Year 7	81.5%	81.5%	83.6%	83.8%
Primary Other	90.0%	89.7%	86.7%	82.9%
Total	86.2%	84.6%	83.4%	85.8%

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

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

Attendance comment

Attendance is monitored in line with the school's Attendance policy. Teachers contact parents to determine reasons for non-attendance. They follow-up unexplained absences and lateness with families.

Our attendance rate continues to sit below the DECD standard of 95%. However, there were an increased in attendance from 83% in 2017 to 89% in 2018. There were increases in attendance from across all year levels in 2018, except for year 2, which had a decrease of 2%. ASTI students had a 5.2% increase in attendance from 73.6% in 2017 to 78.8% in 2018.

We continue to have a small number of students with chronically low attendance. Students at risk or with a history of chronic non-attendance have been closely monitored by the Student Wellbeing Leader by developing action plans, accessing support from outside agencies and making referrals to the Attendance Officer.

A range of strategies to improve attendance:

- new roll book process (Academy)
- communication strategies
- promotion of attendance at school through the newsletter and assembly awards

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	40	41	39	39
2016	56	61	59	59
2017	44	47	44	42
2018	48	49	49	

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 2018, our preschool enrolments have been maintained, having the highest number at 49. We have continued to offer 2 full days a week and then additional Friday sessions to make up the 15 hours per week. This suits our parents and encourages more children to attend, as the working parents prefer full days. Furthermore, the joint Friday sessions encourage community involvement.

School behaviour management comment

There has been an increase in suspensions and take homes during 2018 as the school worked to reduce the number of higher level or persistent behaviour issues. Suspension is a last option and is usually for violence towards others, staff and students. We have had 32 suspensions in 2018.
 Time out Admin has decrease from 445 in 2017 to 313 in 2018.
 Intervention processes have been developed to support students to be successful and safe at all times.
 Programmes to support students to develop Self-regulation, mindfulness (Positive Education) and management of anger have been a few.
 Students know and understand the Bullying and anti-harassment policy through ongoing teaching programmes.
 The Student Wellbeing Leader works alongside staff supporting student

Client opinion summary

Parent/Caregivers

In 2018, the school had 13 responses to the Parent survey.

- 92 % of parents agree/strongly agree that the teachers at Wandana expect their child to do their best
- 84 % of parents agree/strongly agree that the teachers provide useful feedback about school work
- 84% of parents agree/strongly agree that their child feels safe at school
- 84% of parents agree/strongly agree that they feel that they are able to talk with their child's teacher about concerns.

An area for improvement in 2019 from parent feedback is for the school to work more closely with families to support children's learning.

Students

The wellbeing of young people is influenced by what happens in their homes, at schools and in the broader community. Giving young people the opportunity to tell adults about their experiences is a valuable way of better understanding how to build student wellbeing and support learning.

In 2018, Wandana students were one of 64,000 young people across South Australia that completed the wellbeing survey. The wellbeing survey included questions around social and emotional development, perseverance, engagement, physical health, relationships and connectedness with others, and experiences in and out of school. Below is a snap shot of some of the results.

The survey results regarding Emotional Wellbeing in Happiness reflected a higher percentage than to the state average (61% compared to 58% of all Public school). Furthermore, Engagement with school in Physical bullying reflected a lower percentage that to the state average (58% compared to 61% results for All public school students). Verbal bullying (36% compared to 45% results for All public school students), Social bullying (40% compared to 50% results for All public school students), Cyberbullying (72% compared to 77% results for All public school students). Student Voice is an area we will continue to expand in 2019.

Continuation of our site Wellbeing work will continue in 2019 including our focus on school values, mindfulness, growth mindset, engagement and Positive Education.

There was no Preschool Parent Opinion survey conducted in 2018.

Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
0665 - Hillcrest Primary School	2.0%	0.0%	2.0%
0925 - Ingle Farm East Primary School	0.0%	4.0%	0.0%
0982 - Dernancourt School R-7	0.0%	4.0%	0.0%
0994 - Wandana Primary School	61.0%	70.0%	61.0%
1036 - East Adelaide School	2.0%	0.0%	0.0%
1043 - East Marden Primary School	0.0%	8.0%	2.0%
8364 - St Paul's College	2.0%	0.0%	0.0%
8421 - King's Baptist Grammar School	0.0%	0.0%	2.0%
9031 - St Martin's Catholic Primary School	2.0%	0.0%	0.0%
9043 - Pinnacle College	23.0%	4.0%	13.0%
9088 - St Pius X School	0.0%	0.0%	2.0%
9155 - Garden College	2.0%	8.0%	13.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.

Source: Preschool Data Collection, Data Management and Information Systems.

Intended destination from school

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	13	18.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	13.9%
Transfer to SA Govt School	49	68.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Destination comment

In 2018, we have also seen a high number of children who started in the preschool not continue on and stay at Wandana P-7. The majority of these children attend the independent school adjacent to Wandana, Pinnacle College. The majority of our Year 7 students have enrolled at public high schools with the highest number at The Avenues College.

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	27
Post Graduate Qualifications	9

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

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	13.0	1.0	9.1
Persons	1	14	1	12

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Financial Statement

Funding Source	Amount
Grants: State	3029142.63
Grants: Commonwealth	26243.72
Parent Contributions	54478.54
Fund Raising	1953.87
Other	22454.44

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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	We employed staff over the year to work with our Aboriginal children, in-particular supporting our 3 year old children with speech and language development. We have also invested in new resources to help all children access the learning curriculum.	Aboriginal children progressing with speech sounds and concepts. Embedding and identifying the literacy and numeracy indicators in all areas of the preschool, both equally indoors and outdoors.
Improved ECD and parenting outcomes (children's centres only)	As a preschool team we have participated in training that helps support and integrate the literacy and numeracy indicators throughout the curriculum.	
Improved outcomes for children with disabilities	A collaborative process embraced by the whole team that ensures successful support for the students with learning needs and disabilities. This includes early intervention working with families, and children working closely with support staff to develop planning, observation criteria and identification techniques.	Explicit behaviour plans were written and implemented. Special Education adviser involved with advice to write plans.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support workers were employed each term to work with and support the children and families with minimal to no English. This then supported staff to provide children with the skills to develop their English, along with their confidence and socialisation skills.	Children and families improving on their English and having the confidence to speak to others.

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

2018 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 2018 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 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, team teaching with classroom based teachers to develop EALD strategies and coordination of literacy program.	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 for teachers and SSO's.	1:1 support, tracking, monitoring and regularly updating NEP's.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Funding was used to target intervention programs in Literacy and Numeracy, Labs n Life program (therapy based intervention) and Whats the Buzz. Funding also supported smaller class sizes to support literacy and numeracy improvements.	Students and data 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	
	Better schools funding	This funding supported smaller class sizes to assist in Literacy and Numeracy development for all students.	Increased reading results in NAPLAN.
Other discretionary funding	Specialist school reporting (as required)	Not applicable	
	Improved outcomes for gifted students	No funding received.	
	Primary school counsellor (if applicable)	A student wellbeing leader was employed and was increased from a 0.9 position to a 1.0 position.	Please see comments under behavior and attendance.