

# WALKERVILLE PRIMARY SCHOOL 2016 ANNUAL REPORT

## INTRODUCTION

It is with great pleasure that, in collaboration with our Governing Council Chairperson Rolf Scharbillig, I present my first Annual Report as Principal of Walkerville Primary School.

Walkerville Primary School prides itself on high achievement and maintaining a culture of community involvement and participation. It is our mission that all school community members – students, staff and parents, live the school values of **care, cooperation and commitment**.

During 2016 the school's enrolment was approximately 650 and has grown to almost 700 at the beginning of the 2017 school year.

The 2016 Annual Report provides information that highlights the achievements and endeavours of staff and students and also recommendations to further support our culture of improvement and accountability.

The School Improvement Plan objectives are influenced by our Adelaide Prospect Partnership and DECD priorities. The strong academic achievement of students is reported within this report, along with data about how students, staff and parents feel about the school.



*Image of Book Week Parade*

This draft Annual Report will be supplemented with data and recommendations from our School External Review scheduled for March 14 & 15 2017.

As in previous years, we would like to acknowledge the wonderful commitment and efforts of the staff and volunteers who provided so many opportunities and benefits for the children during 2016.

*David Chadwick*  
Principal

## HIGHLIGHTS

2016 was a year of transition for the school with the passing of the baton from Wayne Jupe to David Chadwick as principal. A lot of work goes into this process - the teaching and leadership group had completed a lot of forward planning and implementation of structures so that the school could carry on smoothly under the new principal.

The Governing Council also spent a fair amount of time preparing for the transition and working with David once he started to make the task as painless as possible. On behalf of the Governing Council, I would like to express our gratitude for all the years that Wayne dedicated to the school and wish him and Sandy all the best in his retirement.

Thanks are also proffered to all the teaching and front office staff for all their hard work for the school every day.

The school is of course a non-stop entity, so apart from the changes that occurred, the school community kept on with their achievements. These included:

- Family Night in February which enabled everyone, new and old, to establish and consolidate acquaintances within the school
- A belated Sports day with a close finish and allowing participation of the student body with sterling support of the staff and parent body
- A fantastic Festival of Music performance at the Festival Centre, with many thanks to Nathan Hamdorf for all the extra work he contributes to these events, along with plays and carols performed by the students.
- Camps, excursions, swimming lessons, team and come and try sports
- Family Fun Day with a fantastic profit for the school to put toward the library redevelopment
- A fantastic OSHC service continuing to grow and maintaining its exceptional service levels
- Well attended clean up the school days which allowed further beautification of the school.
- Junior singalongs and graduation for the Year 7 students to cap off a wonderful year.

The Governing Council and its sub committees, along with the Parent Association, allow parents and staff to contribute to the greater wellbeing of the school and give us all some ownership of what our children experience at Walkerville Primary. I would like to say thank you to all my fellow Councillors for their dedication to their role.

*Rolf Scharbillig*  
Chairperson

# STRATEGIC DIRECTIONS

## 1. POWERFUL LEARNERS

### Context

Research identifies the need for students to develop a wide range of skills in problem solving, creativity, communication and collaboration.

The number of year 3, 5 and 7 students identified in the NAPLAN Literacy and Numeracy higher skill bands and retained in those high skill bands in subsequent NAPLAN testing is one piece of valid evidence to inform these trends. Growth in Numeracy and Reading from Year 3 to Year 5 and from Year 5 to Year 7 is another key indicator of “Powerful Learning”.

### Objectives

- All students build capacity for deeper learning that is supported by improved teacher pedagogy.
- Year 3 Students identified in the high skill bands of the reading and numeracy aspects are retained in subsequent years in increasing percentages.
- Walkerville Primary School students are over represented (75%+) in the Middle and Upper Growth Categories for Reading and Numeracy.

### SMART Targets

- 1.1 Percentage of year 3 students (2012) retained in the reading and numeracy high skill bands in year 7 (2016) NAPLAN is greater than previous Naplan.
- 1.2 Number of year 3 students (2012) retained in the reading and numeracy high skill bands in year 7 (2016) NAPLAN is greater than the previous Naplan.
- 1.3 Greater than 75% of students in the Middle and Upper Growth Categories for NAPLAN Reading and Numeracy from Year 3 (2014) to Year 5 (2016)
- 1.4 Greater than 75% of students in the Middle and Upper Growth Categories for NAPLAN Reading and Numeracy from Year 5 (2014) to Year 7 (2016)

### Results

#### 1.1 % in Highest Two Skill Bands

2012 Year 3 Reading HSBs – 72%  
2014 Year 5 Reading HSBs – 34%  
2016 Year 7 Reading HSBs – 30%

#### 1.2 % in Highest Two Skill Bands

2012 Year 3 Numeracy HSBs – 51%  
2014 Year 5 Numeracy HSBs – 37%  
2016 Year 7 Numeracy HSBs – 30%

#### 1.3 Growth Year 3->5

% in Mid/Upper Growth Categories

Reading	Numeracy
2014 – 64%	2014 – 76%
2015 – 78%	2015 – 57%
2016 – 86%	2016 – 93%

#### 1.4 Growth Year 5->7

% in Mid/Upper Growth Categories

Reading	Numeracy
2014 – 87%	2014 – 83%
2015 – 92%	2015 – 89%
2016 – 97%	2016 – 80%

### Analysis

Following further analysis of the retention in Upper Skill Bands with DECD statisticians, it was concluded that this is not a valid comparison. Percentage of students in the Middle and Upper Growth Categories is considered a more valid indicator of powerful learning across a number of year levels.

In 2016, the percentage of students who achieved significant growth was particularly high for Years 3-5 (93%) and also high for Years 5-7 (80%) – Australian average 75%. SMART Targets ACHIEVED.

## Recommendations

1. Ensure "Powerful Learners" is at the forefront of staff professional learning to develop a unified focus on achieving the objectives.
2. Utilise the TfEL Compass Survey as a strong tool for:
  - Identifying teaching strengths
  - Student reflection on learning and effective pedagogies
3. Develop more easily measurable objectives and targets.
4. Develop some whole school consistency in the language we use and our approach to developing powerful learners.

## 2. AUSTRALIAN CURRICULUM

### Context

Research shows that improved student outcomes are achieved through the engagement of all students in quality pedagogy in English and Mathematics and the explicit targeting of intervention for identified students. Improved outcomes will be noted in Naplan results.

### Objectives

- All students improve their Literacy and Numeracy outcomes supported by explicit teaching and learning practices using specific strategies.
- All Year 3, 5 and 7 cohorts achieve Naplan mean and growth data that is at or above 'like' school means in Reading, Writing and Numeracy.
- All Year 3 to 7 students demonstrate individual progress across a year in Reading Comprehension and Mathematics in PAT R and PAT M.

### Smart Targets

- 2.1 Year 3 - 7 cohort mean scores in reading, writing and numeracy are greater than previous year and the school base.
- 2.2 Year 3, 5 and 7 students achieve Eastern Adelaide (Like Schools) mean in Naplan reading, writing and numeracy.
- 2.3 80% of year 3-7 students achieve middle or high mean growth in Reading and Numeracy.
- 2.4 80% of year 3-7 students achieve PAT SEA Reading Comprehension and Mathematics benchmark scale scores.

### Results:

- Highest two skill bands, indicating academic stretch:

Table 1

<b>Reading</b>	Yr 3	Yr 5	Yr 7
2013	53%	46%	49%
2014	59%	34%	45%
2015	62%	41%	47%
2016	60%	53%	29%
East Ad (Like)	63%	46%	42%

Table 2

<b>Writing</b>	Yr 3	Yr 5	Yr 7
2013	67%	27%	38%
2014	50%	30%	44%
2015	71%	29%	40%
2016	68%	35%	24%
East Ad (Like)	63%	26%	31%

Table 3

<b>Numeracy</b>	Yr 3	Yr 5	Yr 7
2013	48%	35%	46%
2014	47%	38%	49%
2015	41%	25%	43%
2016	52%	37%	46%
East Ad (Like)	44%	33%	46%

### Results:

Tables 1, 2 and 3 compare WPS student percentage in the last 2 skill bands of each year level compared to the East Adelaide percentage.

WPS percentage results were at or above in

- Reading year 5
- Writing year 3, 5
- Numeracy year 3, 5 and 7.

Percentage above DECD revised PAT SEA Reading Comp and Mathematics year level scale scores:

PAT Tests (>=80% target)	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
2016 DECD revised PAT <b>Mathematics</b> SEA Scale Scores	101	110	112	120	121
Percentage WPS students achieved PAT Maths SEA Scale Scores	89%	90%	94%	97%	82%
2016 DECD revised PAT <b>Reading</b> SEA Scale Scores	95	106	112	118	120
Percentage WPS students achieved PAT Reading SEA Scale Scores	92%	93%	97%	89%	80%

Results:

Targets were met in all year levels in Mathematics and Reading Comprehension.

*Analysis*

In 2016, tables 1, 2 and 3 show that all indicators of Numeracy met targets. Whilst historical patterns vary, the year 3 cohort will need further examination in Reading and the year 7 cohort will need further examination in Reading and Writing. Interestingly, the PAT Mathematics and Reading results of all year levels met the targets along with the percentage growth in Naplan Reading and Numeracy. PAT R and PAT M comparisons across the year levels could not be made as revised Scale Scores were revised and changed.

### **Recommendations**

1. *Facilitate assessment and moderation professional development to enhance teacher consistency.*
2. *Facilitate monitoring, tracking and programming to support every student's literacy and numeracy growth four times each year.*

## **3. EARLY YEARS**

*Context*

Research shows that early childhood programs that encourage active learning, problem solving, effective communication, creativity, social adjustment and participation benefit children's long-term success in education and citizenship.

Improved student outcomes will be evident during the early years of schooling that are enhanced by positive adjustment pedagogies through planning, implementing and evaluating the curriculum.

*Objectives*

- *Increase in the % of students achieving the SEA in numeracy and literacy that is supported by quality*
- *Transition programs promote student wellbeing and positive early experiences.*

*Smart Targets*

1.1 R-2 student cohort achieve literacy benchmarks:

- 85% of reception students read at or above level 7
- 85% of Year 1 students read at or above level 15
- 85% of Year 2 students read at or above level 26

1.2 Reception students surveyed provide evidence of positive wellbeing and view of school.

1.3 R-2 student cohort achieved the following numeracy benchmarks:

- 90% of Reception students can recognise and record numbers 0-10 by the end of term 1.
- 90% of Reception students can subitise to 6
- All Yr 1&2 students benchmarked against standards using PAT Maths test.

1.4 R-2 student data shows reduction in yard play issues reported during 2016.

1.5 R-2 students identified for intervention programs achieve reading progression equal to the average.

*Results*

- 80% of reception students read at or above level 7.
- 88% of Yr 1 students can read at or above level 15.

- 74% of yr 2 students can read at or above level 26.
- 70% of students reported a positive disposition.
- 91% of Reception students can recognise and record numbers 0-10 by term 1.
- 90% of Reception students can subitise to 6.
- 62% of yr 1 students achieved maths benchmark.
- 98% of yr 2 students achieved maths benchmark.
- 7% (20) increase in play issues compared to 2015.
- 88% of Rocket Reading students read at/above level 15, which is equal to the cohort rate.

*Analysis*

Year 1 students achieved the literacy target but fell below the target for numeracy. Year 2 students achieved the numeracy target but fell below the literacy target. The numeracy target for reception students was again seen as simplistic and the use of the PASA numeracy data gathering will provide more sophisticated information. This is further supported by the local partnership emphasis on professional development and the monitoring and tracking of every student’s progress four times each year.

**Recommendation**

1. *Enhance numeracy monitoring and assessment processes to inform data collection in the early years, including the PASA numeracy collection.*

**4. INFORMATION COMMUNICATION TECHNOLOGY**

*Context*

21st Century students achieve improved outcomes across the curriculum through the use of technology to drive access, engagement and learning. Digital safety programs are important and should be on-going to ensure the continued development of student internet skills and safety in the 'cyber' world.

*Objectives*

- Year 4-7 students are engaged with technology across the curriculum through the BYOD initiative.
- R-3 students are engaged with technology across the curriculum supported by an increased accessibility to iPad technology.
- ACER (PAT) online testing is conducted through the school in a consistent manner with moderation facilitated by leadership.
- All students demonstrate improved practices involving digital safety that includes online anti-bullying and anti-harassment behaviours.

*Smart Targets*

- 4.1 70% of year 4-7 students use BYOD opportunities to enhance their learning.
- 4.2 All R-3 students are assisted by teachers who have knowledge of iPads and how students can understand and represent information and graphics.
- 4.3 All students take part in digital safety activities within classroom programs.

*Results*

- 73% of students bring their own technology device, an increase of 14% on 2014.
- R-3 students using four significant new ‘apps’.
- All students participated in SAPOL digital safety.

*Analysis*

Technology assisted learning will require a continued commitment from teachers to support the personalised learning needs of students in the 21<sup>st</sup> century.

**Recommendations**

1. *Develop the school library as a hub of learning that reflects current pedagogy.*
2. *Support student learning independence through developing the BYOD program from years 4-7.*

**SCHOOL DEMOGRAPHICS**

**ENROLMENT**

The enrolment census statistics are:

2013	2014	2015	2016
564	609	631	649

Enrolment growth is significant and will continue beyond 2017 with larger cohorts entering.

Specific Populations data (percentages):

%	2013	2014	2015	2016
EALD	38	39	35	36
School Card	9	9	9	9
ATSI	0.00	0.33	0.48	0.62
S W Disabilities	0.89	0.82	0.63	1.23

The number (213) and percentage (35%) of EALD students has been sustained at significant levels.

### ICSEA – Distribution of Students

Bottom Quarter	Middle Quarters		Top Quarter
2%	9%	27%	62%

### ATTENDANCE

Attendance % levels for 2016 were: Target = 93%

R	1	2	3	4	5	6	7
94	94.6	94.4	95.6	94.5	95.4	94.5	90.8

Overall attendance percentage 2016 - **94.4**.

Attendance comparison with state and like-schools:

State	Like-Schools	Walkerville
92%	93%	94.4%

There are a small number of issues related to attendance and holiday exemptions that are monitored.

Year level	2014	2015	2016
Reception	95.6%	92.6%	94.4%
Year 01	95.2%	92.3%	94.4%
Year 02	96.0%	94.6%	95.2%
Year 03	96.4%	94.0%	96.3%
Year 04	95.9%	93.6%	95.4%
Year 05	94.7%	93.8%	96.6%
Year 06	93.4%	92.1%	96.1%
Year 07	94.7%	93.4%	92.6%
Primary Other		100.0%	
Total	95.2%	94.0%	95.1%

Data Source: Student Data Warehouse, Semester 1 Attendance.

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

## RETENTION

The retention of upper primary students into their next year level is outlined in the table below.

	2012/13	2013/14	2014/15	2015/16
Year 5 to 6	106	101.4	103.6	101.2
Year 6 to 7	95	97.8	83.1	82.9

### Analysis

Retention continues to be strong. However, year 6 is showing significant drift to private schools that have middle schools.

## DESTINATION

### Intended Destination

Leave Reason	S	
	N	%
Employment	0	NA
Interstate/Overseas	1	13.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	37.2%
Transfer to SA Govt School	5	43.1%
Unknown	8	5.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

The year 7 destination for secondary schooling is evenly divided between state and private.

## STUDENT ACHIEVEMENT

### NAPLAN - LITERACY & NUMERACY

The national Literacy and Numeracy test results provided an overview of student achievement, with graphs trending to the right reflecting stronger scores.

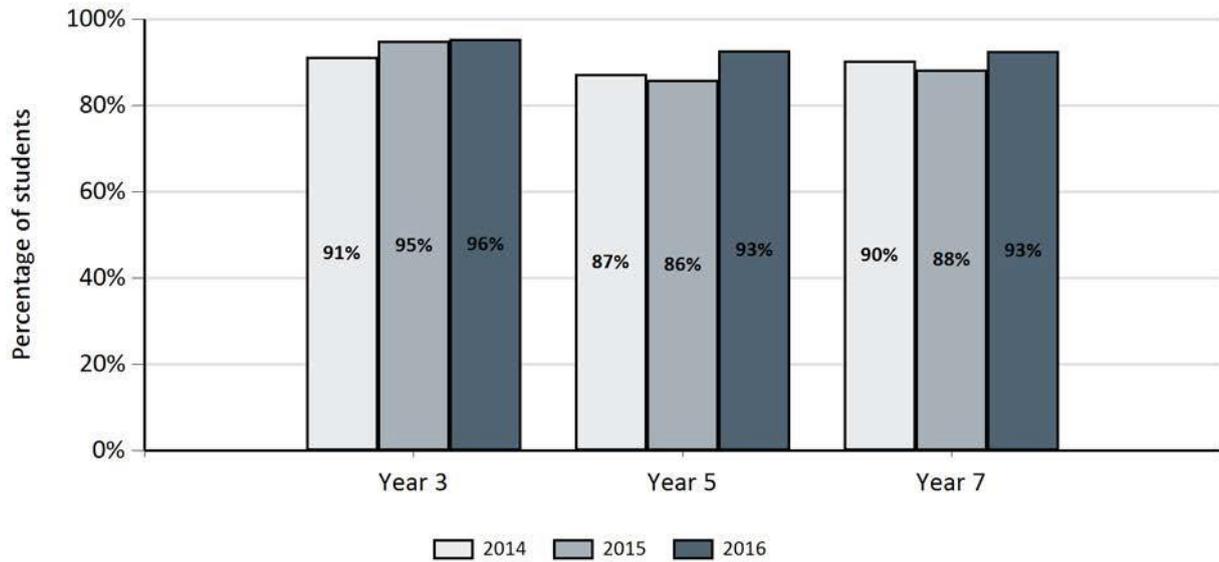
### Performance Summary

#### NAPLAN proficiency

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

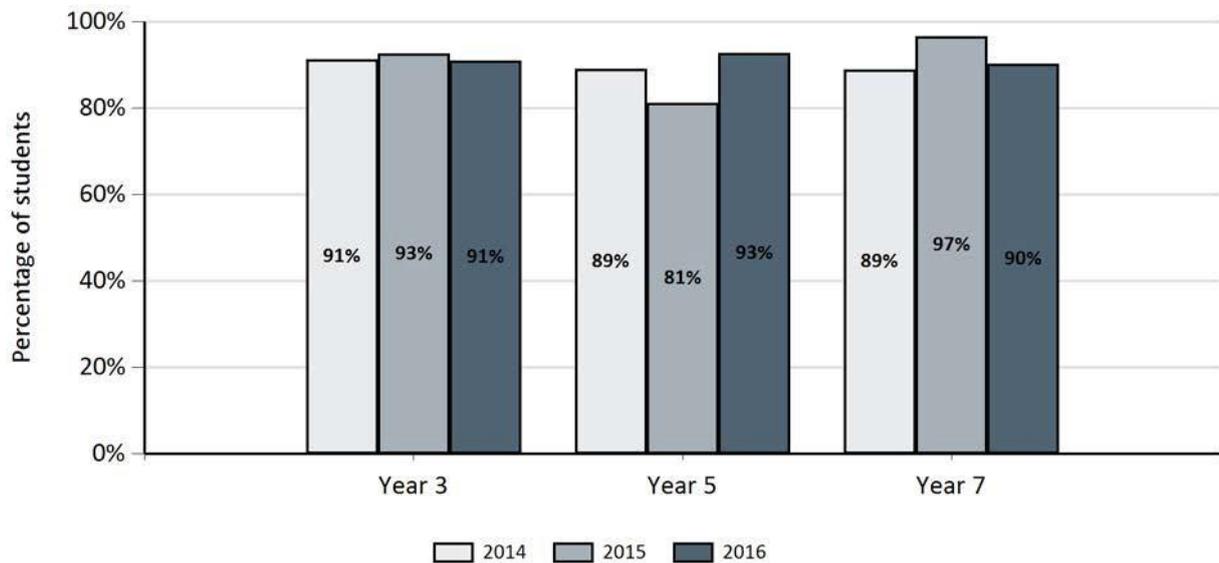
Walkerville Primary School performance is summarised on the next page.

## Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.\*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, September 2016.\*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 2014 to 2016 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	14%	3%	25%
Middle progress group	55%	60%	50%
Upper progress group	31%	37%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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	7%	20%	25%
Middle progress group	50%	40%	50%
Upper progress group	43%	40%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 2016	89	89	54	46	61%	52%
Year 3 2014-16 Average	83.3	83.3	49.0	38.0	59%	46%
Year 5 2016	70	70	37	26	53%	37%
Year 5 2014-16 Average	63.0	63.0	27.0	20.7	43%	33%
Year 7 2016	41	41	12	19	29%	46%
Year 7 2014-16 Average	54.7	54.7	22.3	24.7	41%	45%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

## TARGETED GROUPS

### SECOND LANGUAGE (EALD) SUPPORT

English as an Additional Language or Dialect (EALD) scaling in 2016 resulted in 213 students identified from 30 cultural backgrounds with 31 different languages spoken in students' homes.



*Language Connects Everyone.*

## **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	62
Post Graduate Qualifications	16

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	33.8	0.0	6.0
Persons	1	36	0	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## **STUDENT WELLBEING & ENGAGEMENT – Years 6&7**

### **ABOUT THE SURVEY OF WELLBEING AND STUDENT ENGAGEMENT**

The wellbeing of young people is influenced by what happens in their homes, at school and in the broader community. In 2016 ours was one of 500 schools in South Australia which gave students the chance to undertake a survey about their wellbeing and engagement at school.

The survey included questions about young people's social and emotional development, perseverance, engagement, physical health and wellbeing, relationships and connectedness with others, experiences at school and activities outside of school. This year questions were added on student learning, engagement with teachers and cognitive engagement.

The report presents wellbeing data for students in our school and compares this with the results for all South Australian students.

**The results of the Survey are summarised on the following two pages.**

# STUDENT WELLBEING

## In Summary

### Happiness



### Optimism



### Life satisfaction



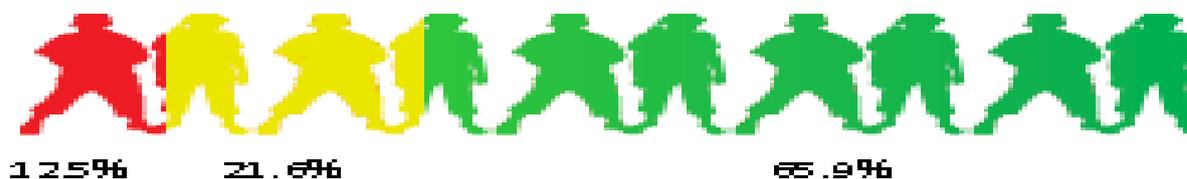
### Perseverance



### Emotion regulation



### Sadness



### Worries



# SUPPORT and ENGAGEMENT In Summary

## Connectedness with adults at school



## Emotional engagement with teacher



## Peer belonging



## Cognitive engagement



## Friendship intimacy



## Sleep



## Eating breakfast



## BEHAVIOUR OF STUDENTS

There were no cases of significant misbehaviour needing to be dealt with within the School Behaviour Code. Governing Council receives a report at its meetings in line with DECD requirements. The school continues to implement its Behaviour Management Policy across the school with great success.

### My School Website

Parents can view a range of information about schools at <http://www.myschool.edu.au>

### Relevant History Screening

The school is compliant with DECD requirements for screening of the workers and volunteers at the site.

## CLIENT OPINION SURVEYS

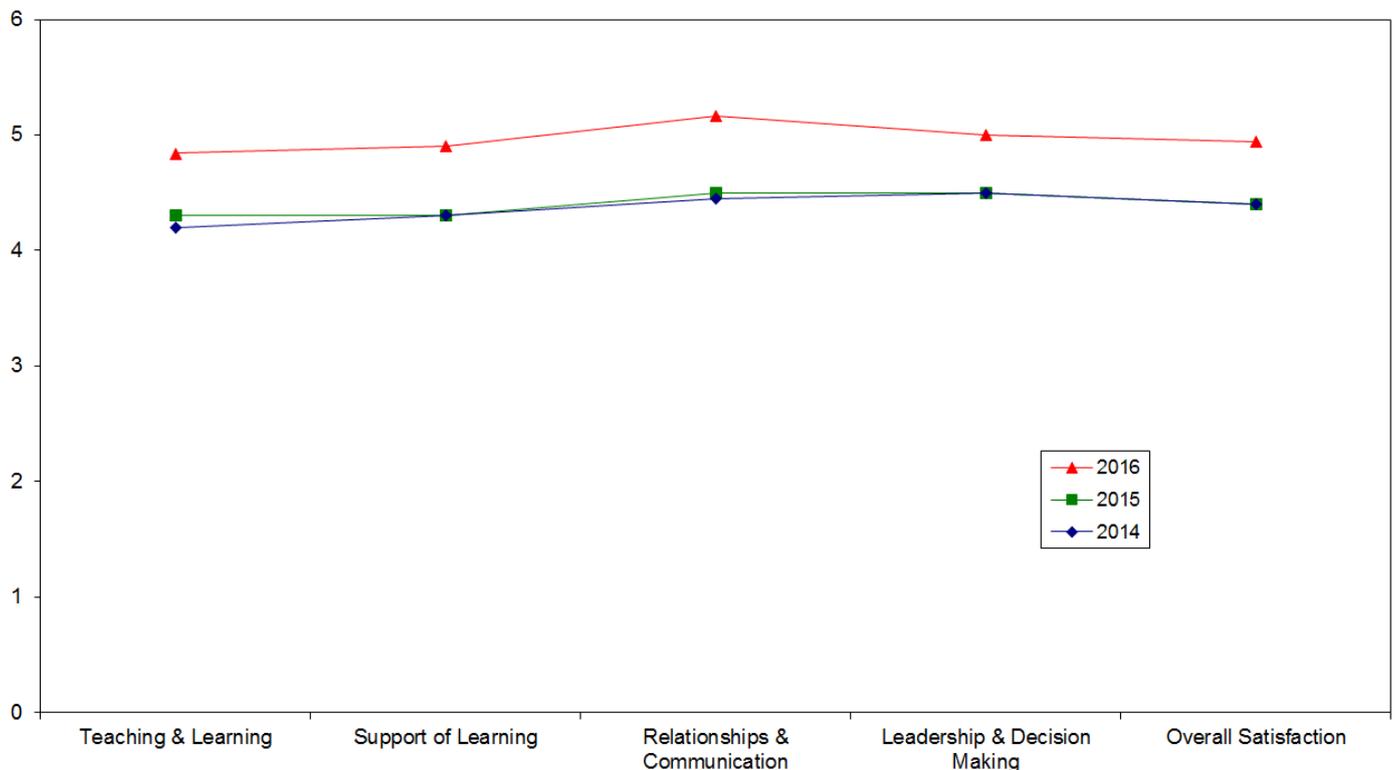
Parent, student and staff opinion surveys were conducted as part of the department's accountability with a comparison to previous years provided.

Opinion was surveyed with

- the scale used is '0' lowest to '5' highest
- responses grouped under the headings:

Quality of Teaching/ Learning  
Support of Learning  
Relationships & Communication  
Leadership & Decision Making  
Overall Satisfaction

2016 PARENT OPINION SURVEY



### Analysis

The general trends of each opinion survey in 2016 were in the range 4.8 to 5.2, indicating very strong support of the surveyed items. These survey results reflected an improvement on the previous two years.

# FUNDING SOURCES

## Financial Statement

Funding Source	Amount
Grants: State	\$128,466.93
Grants: Commonwealth	\$66,881.10
Parent Contributions	\$409,070.23
Fund Raising	\$32,000.00
Other	\$200,580.16

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

A summary of income sources are listed below with the full details available from the front office.

DECD Revenue	\$5,033,637.98
• Early Years Scheme Funds	\$151,482
Expended as ...	
Additional class	\$109,779
Release time	\$ 10,824
EYS relief days	\$ 4,510
SSO Support	\$ 26,369
Total Expended	<u>\$151,482</u>
DECD Grants	\$128,466.93
Commonwealth Grants	\$66,881.10
• APAS Grant	\$3,000.00
Expended as ...	
SSO & TRT Support	\$3,012.90
• Better Schools Grant	\$32,639.10
Expended as ...	
Literacy Resources	\$7,674.44
SSO Support Literacy	\$15,719.16
Librarian Support	\$9,245.50
• Australian Curriculum Grant	\$31,242.00
Expended as ...	
PD & Training	\$25,256.00
Curriculum Resources	\$6,123.43
Parent Contributions & Excursions	\$409,070.23
Other Operating Revenue	\$200,580.16
Total Funding from All Sources	<u>\$5,704,874.20</u>

## RECOMMENDATIONS

The 2016 Annual Report contains data regarding our successes and opportunities for further improvement. Our Internal School Review in November 2016 led us to being more focussed in our efforts to improve. We will therefore have two priorities in 2017:

- Developing Powerful Learners
- Developing Resilient People

These will be supported by implementation of the Australian Curriculum, the Teaching for Effective Learning Framework, ICTs and Strong Beginnings in the Early Years.

Working Groups will be established to ensure that these priority areas are actioned and to support the achievement of stated objectives.