About Us

Wallaroo Mines is a rural school situated in the township of Kadina approximately 160km north of Adelaide GPO. The school is nestled in a quiet location less than 2km from the town centre.

The school prides itself on its Values and catering for the individual learning needs of the students. Whole school programs focusing on developing fundamental numeracy and literacy skills are in operation daily. Improvement in these areas is evident with growth in learning outcomes for individual students.

The school’s index of disadvantage is Category 2.

Approximately 55% of students are School Card, 10% ATSI and 10% of students are Students with Disabilities. There is approximately 30-35% transience across the school.

School no: 0460

2015 HIGHLIGHTS

Wallaroo Mines Primary School continues to be a small school that makes a difference for its learners. We have a dedicated staff who successfully provide quality learning opportunities while continuing to focus on student wellbeing.

In term one we resumed our Japanese language program which had been on hold for the previous two years. Our lessons were delivered online through the Open Access College and our two Japanese teachers Casey Hall and Mio Honda provided weekly video-conferenced lessons and termly face-face visits with our students. The program was enjoyed by both teachers and students and will continue to operate in 2016.

Our Breakfast Club overseen by Min Spry continued to flourish and was supported by local church groups along with Markus Schmid and Nikki Heapy who volunteered their services every Wednesday morning.

We are fortunate to have a successful Community Mentoring program that is coordinated by SSO Sam Kop. Our mentors are valuable members of our school community and we thank them, and all of our volunteers, for the many hours they contribute to our students and school.

Our 3rd Community Fair in October was a huge success with over 1000 people through the gates on a fine, sunny day. The Fair is now a much anticipated event on our school calendar each year.

At the end of the school year we proudly farewelled seven Year 7 students who were beginning their secondary schooling education.

Our school enjoys a great deal of support from parents, families and the community – thank you!

Donella Glazbrook
PRINCIPAL
GOVERNING COUNCIL REPORT

Governing council has had many topics for discussion this year, incorporating the approval of numerous new and amended policies including Anti Bullying and Learner Wellbeing and Behaviour, and the newly developed Child Protection Curriculum Policy. Discussed also was the implementation of Early Closure dates for 2016 to allow for Northern Yorke educators to work collaboratively to improve their practice, as well as the approval of student free days.

The Community Fair was held again, with perfect weather this year, and positive reviews received, the fair seems to have turned into an annual event and will be held again in 2016. A big thankyou must be given to all the governing council members and teachers for the awesome effort put in to make this day happen. Profits from these events were agreed upon to be put towards the costs of construction of an extension to our gymnasium, implementing stage one which is to be additional storage during 2016, and stage two being external toilets at a date to be confirmed.

Our IT system was due for upgrading which required consultants to assess our current system and recommend upgrades. Quotes were received and considered, and works have begun.

Great support has been shown for governing council this year, with 12 parents involved, it is great to have so many people to resonate information through.

2015 has been a wonderful year, and with so many new families at the school for the 2016 year, it would be fantastic to see some parents nominate for Governing council, we have a wonderful supportive group of people, so come along and be involved in your child’s schooling.

Rebecca Cox
CHAIRPERSON, WMPS GOVERNING COUNCIL
STUDENT ATTENDANCE

The student attendance rate was 93.2% which was 1.8% below DECD target of 95%. Highest student attendance was Year 4 with 94.8%. Lowest was Year 6 with 89.9%. All other year levels were either stable or improving. Absence and lateness, explained and unexplained, is collated and reviewed weekly by staff and school processes ensure appropriate follow-up with families. Each term class attendance data is published in the school newsletter. Any students who are absent 5 or more days for a term are monitored by the school counsellor and a letter is sent to families identifying the number of days absent and highlighting the possible effects of long term absence. The transient nature of our school slightly impacts overall attendance rates as there are often periods when students have moved on but are still enrolled at WMPS until they enrol into another site. During this time the student is considered absent and is included in our data.

STUDENT RETENTION

WMPS has a transient population with a significant number of students in and out of the school throughout the year. 38 students left the school in 2015. 19% of these students made the transition in secondary education, 8% moved interstate 5% moved to non-government schools and the remaining moved to another DECD school either locally or in Adelaide. We had 33 students enrol into the school throughout the year. 60% of these were reception students beginning school for the first time.

STAFF RETENTION + PROFILE

We began the 2015 school year with all staff from 2014 except Rhiannon Pillen and we welcomed Christy Western into the NIT role. Madeline Jak worked term one and was on maternity leave for the remainder of the year. In term four we welcomed Tyla Hawkins into the ACEO role following the departure of Kellie Sansbury in term two. At the end of the year we farewelled junior primary teacher Jessamy Cane and IT Support Officer Peter Adams.

WORKFORCE DATA

TEACHER QUALIFICATIONS
Number of Qualifications:
Graduate Degrees or Diplomas 14
Post Graduate Qualifications 2

WORKFORCE COMPOSITION
Teaching Staff 7.8
Non-Teaching Staff 3.88
STUDENT ACHIEVEMENT DATA
COMMONWEALTH REQUIREMENTS

NAPLAN PROGRESSION DATA FROM 2013 AND 2015 TESTING

<table>
<thead>
<tr>
<th>Year 3-5</th>
<th>Year 5-7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Numeracy</strong></td>
</tr>
<tr>
<td>Low 12.5%</td>
<td>Target 75% M/U</td>
</tr>
<tr>
<td>Medium 75%</td>
<td>Medium 42.9%</td>
</tr>
<tr>
<td>Upper 12.5%</td>
<td>Upper 28.6%</td>
</tr>
</tbody>
</table>

PROGRESSION DATA EXPLAINED

Progression data shows the growth of specific students between NAPLAN tests. On average 25% of students will show low growth, 50% medium growth and 25% upper growth. Our progression data indicates that we have achieved 66.6% or higher medium/upper growth in both of our priority areas from year 3 – year 5 and year 5 – year 7. Our highest medium/upper growth area was year 3 – year 5 reading with a total growth of 87.5%.

RESULTS: % REACHING NATIONAL MINIMUM STANDARD

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
<td><strong>NUMERACY</strong></td>
<td><strong>READING</strong></td>
</tr>
<tr>
<td>94%</td>
<td>100%</td>
<td>83%</td>
</tr>
</tbody>
</table>

MINIMUM STANDARDS DATA EXPLAINED

This data indicates that we have one student in each year level who did not reach national minimum standards in one of our priority areas. These students will be identified for targeted support during classroom literacy and/or numeracy time in 2016.

Data includes students who are identified Students with Disability and have an NEP.

2014/15 COMPARATIVE DATA:
AVERAGE SCORES

The following 3 tables indicate the average student scores in the 5 test areas for years 3, 5 and 7. We have shown a slight decrease in average scores in our priority areas in years 3 and 7 but a slight increase in year 5. All data was analysed by teachers in term 4 2015 and will inform 2016 learning and intervention programs.

<table>
<thead>
<tr>
<th>Year 5</th>
<th>2014</th>
<th>2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>448.9</td>
<td>469.2</td>
<td>20.3</td>
</tr>
<tr>
<td>Reading</td>
<td>437</td>
<td>449.2</td>
<td>12.2</td>
</tr>
<tr>
<td>Writing</td>
<td>413.3</td>
<td>481.9</td>
<td>68.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>457.5</td>
<td>447.3</td>
<td>-10.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>434.4</td>
<td>433</td>
<td>-1.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7</th>
<th>2014</th>
<th>2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>516.4</td>
<td>483.6</td>
<td>-32.8</td>
</tr>
<tr>
<td>Reading</td>
<td>515.8</td>
<td>473.9</td>
<td>-41.9</td>
</tr>
<tr>
<td>Writing</td>
<td>454.2</td>
<td>500.9</td>
<td>46.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>486.9</td>
<td>474.3</td>
<td>-12.6</td>
</tr>
<tr>
<td>Grammar</td>
<td>491</td>
<td>500.9</td>
<td>9.9</td>
</tr>
</tbody>
</table>

Note: 2014/15 Comparative data represents different cohorts of students.
RUNNING RECORDS

YEAR ONE
By the end of Year One students should be at Level 15 approximately (Data represented as of September)

YEAR TWO
By the end of Year Two students should be at Level 21 approximately (Data represented as of September)

STUDENT WELLBEING DATA

CLASSROOM
We continue to have approximately 5% of our students participate in ongoing behaviour incidents this year which has remained at a consistent level for the past 5 years. While we are continuing to strive for 0% the majority of our students display appropriate behaviours the majority of the time. A step system is used in each classroom and behaviour is recorded either when students are sent to a time out class or to the front office. Most recorded classroom behaviour is low level and falls into the persistent and wilful inattention category representing an interruption to the teaching and learning process. Take home and suspension data was minimal for 2015 therefore this data has not been included in an effort to not identify specific students.

YARD
Over 95% of our students continue to make strong, positive choices in the yard each day. Less than 5% of our students were continual repeat offenders of inappropriate yard play during 2015. Separate play times and restricted play areas were strategies used to address these concerns as well as pro-social skills sessions with the school counsellor.

ALL BEHAVIOURS BY TYPE
Overall we had slightly higher numbers of behaviour incidents recorded in 2015 as compared to 2014. Low level behaviours that interfere with teaching and learning remain our biggest area of concern. There was an increase in low level violence.
OPINION SURVEYS AND FEEDBACK

In 2015 we offered families who attended the term 3 PLP meetings an opportunity to complete a parent opinion survey. We had 32 families respond which is an above average response rate for Wallaroo Mines PS. 40 of our year 3 – 7 students completed the student opinion survey.

**Parent Opinions**

I have opportunities to be actively involved in my child’s learning.
I understand and trust my child’s teacher to support my child to be...

This school works with me to support my child’s learning.
My child’s learning needs are being met at this school.
My child is making good progress at this school.
Teachers at this school motivate my child to learn.
This school takes parents’ opinions seriously.
This school looks for ways to improve.
My child likes being at this school.
Student behaviour is well managed at this school.
I can talk to my child’s teachers about my concerns.
My child feels safe at this school.
This school is well maintained.
Teachers at this school provide my child with useful feedback about...
Teachers at this school expect my child to do his or her best.

**Comments:**
- Extremely happy.
- The Wallaroo Mines Primary School is a very good school; I recommend it is worth enrolling your child at this school.
- Happy with my child’s progress at school. It has improved a lot over this term.

**Student Opinions**

My school gives me the opportunity to do interesting things.
My teachers motivate me to learn.
My school takes my opinions seriously.
My school looks for ways to improve.
I like being at this school.
Student behaviour is well managed at this school.
I can talk to my teachers about my concerns.
I feel safe at this school.
This school is well maintained.
Teachers at this school treat students fairly.
Teachers at this school provide me with useful feedback about my school work.
My teachers expect me to do my best.
**SCHOOL IMPROVEMENT**

**SITE IMPROVEMENT PLAN**

**NUMERACY**

*Students become powerful learners who can think innovatively.*

**TARGETS**

- 75% of students show middle/upper growth in NAPLAN numeracy
- Year 5 & 7 NAPLAN mean scores to be at or above DECD mean scores and above like schools
- 20% growth of automaticity in Quicksmart for identified students after a 30 week program
- 85% achieve at or above expected Yr level growth points in PAT-M

**KEY STRATEGIES**

- All students have a minimum of 300mins uninterrupted numeracy time
- All students participate in a structured numeracy block a minimum of 4 times per week
- All students have a Personal Learning Plan with an identified numeracy improvement goal
- Staff use diagnostic and standardised data to inform teaching & improve learning outcomes
- All students participate in BIiN groups 60 mins per week
- Staff participate in PLC to improve quality and effectiveness of feedback
- Continue Quicksmart intervention program for identified Yr 5-7 students
- Implement Numicon intervention program for identified Yr 1/2 students

**EFFECTIVENESS OF STRATEGIES** (as measured by staff /10)

- 8/10
- 9/10
- 9/10
- 8/10
- 8/10
- 7/10
- 6/10
- 8/10
- 8/10

**PAT MATHS**

The scale for the scale score in PAT Maths changed in 2015 meaning it was not possible to show a comparison between the expected and actual growth points 2014-2015. The graph below shows the expected score compared with the actual average score for each year level.
PROCESSES AND RESULTS

In 2015, WMPS continued with a modified version of the Big Ideas in Number groups (BIIN) with two focus groups R- 2 and 3 -7. We provided targeted intervention and support for Year 1 and 2 students with lower levels of achievement through the Numicon program. Progress data indicated a significant improvement from all students in both verbal and written responses and number relationships.

We continued with the mathematics intervention program Quicksmart for the third year. Strategies include a variety of short, focused activities that aim to increase students’ strategy use and improve their automatic recall of basic number facts across all four operations. Aimed primarily at year 5 -7 students we identified 8 students who would participate in the one on one intensive course. The results gathered showed that we had an average improvement of 43% in participating students in terms of automaticity (accuracy and speed) of number concepts. Our smallest improvement was 9% with the largest being 42%.

We had pleasing results with our actual growth points from one testing year to the next in NAPLAN:

<table>
<thead>
<tr>
<th>Expected Growth Points:</th>
<th>Year 3-5 78pts</th>
<th>Year 5-7 52pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Growth Points:</td>
<td>Year 3-5 124.5pts</td>
<td>Year 5 – 7 76.1pts</td>
</tr>
</tbody>
</table>

LITERACY

STUDENTS BECOME POWERFUL LEARNERS WHO CAN THINK INNOVATIVELY

TARGETS

- 75% of students show middle/upper growth in NAPLAN reading
- Year 5 & 7 NAPLAN mean scores to be at or above DECD mean scores and above like schools
- 85% of R-2 students to have a reading growth of at least 5 levels using PM benchmark Running Records
- 85% of 3-7 students show growth of 100 Lexile points
- 85% achieve at or above expected Yr level growth points in PAT-R

KEY STRATEGIES

- All students have a minimum of 300mins uninterrupted literacy time
- All students participate in a structured literacy block a minimum of 4 times per week
- All students have a Personal Learning Plan with an identified literacy improvement goal
- Staff use diagnostic and standardised data to inform teaching & improve learning outcomes
- R-3 students participate in Big 6 focus groups 60 mins per week
- Continue to use consistent phonemic awareness approach Jolly Phonics & Jolly Grammar
- Staff explicitly teach Kaye Lowe strategies to improve learning outcomes in reading and writing
- Staff participate in PLC to improve quality and effectiveness of feedback
- Continue Minilit intervention program for identified Yr 1 students

EFFECTIVENESS OF STRATEGIES

(as measured by staff /10)

- 8/10
- 9/10
- 9/10
- 8/10
- 7/10
- 8/10
- 8/10
- 6/10
- 9/10
**Processes and Results**

In 2015 we continued working with Associate Professor Kaye Lowe to further develop our strategies for the successful teaching of reading and writing. Staff participated in one professional learning day in term one that was followed by a day of Kaye working alongside teachers in classrooms and supporting with programming and planning. Our 2015 NAPLAN writing results indicated an improvement in mean scores in all testing year levels – 3, 5 and 7 which indicates an improved confidence in our students.

We continued using MiniLit with a small group of our Year 1 students and a number of students identified from other year levels. MiniLit is a structured, explicit intervention program which takes 20 weeks to complete. The program is complemented by our synthetic phonics program, Jolly Phonics, that is a feature of our early years’ classrooms. 66% of the 21 students who participated in the program showed higher than expected growth in either running records or lexile score.

We had reasonable results with our actual growth points from one testing year to the next in NAPLAN:

<table>
<thead>
<tr>
<th>Year</th>
<th>Expected Growth Points</th>
<th>Actual Growth Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td>78pts</td>
<td>86.2pts</td>
</tr>
<tr>
<td>5-7</td>
<td>52pts</td>
<td>48.8pts</td>
</tr>
</tbody>
</table>

(No data for year 3 as they did not do PAT-R as Yr 2)
**Site Improvement Plan 2016**

In term 4 2015 staff participated in a review day where Literacy, Numeracy and Wellbeing data was analysed at an individual, class and whole school level across the 2015 school year. The analysis provided evidence of growth and areas for development and assisted in the formulation of new targets for 2016. Analysis of our achievement data showed generally positive outcomes from our intervention strategies. Our 2014-2017 priorities are to focus on Numeracy and Literacy with our overarching intent to develop powerful (resilient) learners who can think innovatively. Our 2016 operational plan was worked on by staff during our 2015 review day and at the start of the 2016 school year. Our 2016 targets are identified below.

### Numeracy

<table>
<thead>
<tr>
<th>Improvement Outcome</th>
<th>Targets</th>
<th>Key Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>For all students to receive high quality explicit teaching and become powerful learners in numeracy who can think innovatively.</td>
<td>🟢 75% of students show middle/upper growth in NAPLAN numeracy</td>
<td>✝ Implement a ‘growth mindset’ approach in all classrooms</td>
</tr>
<tr>
<td></td>
<td>🟢 Year 5 &amp; 7 NAPLAN mean scores to be at DECD mean scores and above like schools</td>
<td>✝ All students have a minimum of 300mins uninterrupted numeracy time</td>
</tr>
<tr>
<td></td>
<td>🟢 20% growth of automaticity in Quicksmart for identified students after a 20 week program</td>
<td>✝ All students participate in a structured numeracy block a minimum of 4 times per week (see WMPS Numeracy agreement)</td>
</tr>
<tr>
<td></td>
<td>🟢 85% achieve at or above expected Yr level growth points in PAT-M</td>
<td>✝ All students have a Personal Learning Plan with an identified numeracy improvement goal</td>
</tr>
</tbody>
</table>

### Literacy

<table>
<thead>
<tr>
<th>Improvement Outcome</th>
<th>Targets</th>
<th>Key Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>For all students to receive high quality explicit teaching and become powerful learners in literacy who can think innovatively.</td>
<td>🟢 75% of students show middle/upper growth in NAPLAN reading</td>
<td>✝ Implement a ‘growth mindset’ approach in all classrooms</td>
</tr>
<tr>
<td></td>
<td>🟢 Year 5 &amp; 7 NAPLAN mean scores to be at DECD mean scores and above like schools</td>
<td>✝ All students have a minimum of 300mins uninterrupted literacy time</td>
</tr>
<tr>
<td></td>
<td>🟢 85% of R-2 students to have a reading growth of at least 5 levels using PM benchmark Running Records from terms 1 - 4</td>
<td>✝ All students participate in a structured literacy block a minimum of 4 times per week (see WMPS Literacy agreement)</td>
</tr>
<tr>
<td></td>
<td>🟢 85% of 3-7 students show growth of 100 Lexile points</td>
<td>✝ All students have a Personal Learning Plan with an identified literacy improvement goal</td>
</tr>
<tr>
<td></td>
<td>🟢 85% achieve at or above expected Yr level growth points in PAT-R</td>
<td>✝ Staff use diagnostic and standardised data to inform teaching &amp; improve learning outcomes</td>
</tr>
</tbody>
</table>

#### Better Schools Funding

In 2015 WMPS received $30958 in Better Schools Funding (BSF). The BSF allocation recognises the educational need of those students from an educationally disadvantaged or Aboriginal and Torres Strait Islander background. In 2015 WMPS used the BSF to operate Quicksmart and Minilit intervention programs and to offset the costs of reducing class sizes. Growth and improvement of students participating in the intervention programs was analysed during the review day in term 4 2015.