



Wallaroo Mines Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Wallaroo Mines Primary School Number: 460

Partnership: Northern Yorke

Name of School Principal:

Adele Keleher

Name of Governing Council Chair:

Rebecca Cox

Date of Endorsement:

28/02/2018

School Context and Highlights

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. Most students live in the town or nearby farming properties. We have a few students attending from Moonta and Wallaroo. WMPS is located in a well-kept and delightful setting with an abundance of trees, lawned play areas, a covered outdoor learning area and a shaded playground. We aim to provide opportunities that will challenge all students and encourage them to reach their maximum potential.

The school prides itself on its Values (Collaboration, Communication, Relationships, Trust and Understanding) and catering for the individual learning needs of all students. We provide whole school programs focusing on developing fundamental numeracy skills in Big Ideas in Number and literacy skills in Big 6.

We run 6 classes from Reception to Year 7, three junior primary and three primary. Students are taught all subjects of the Australian Curriculum (Maths, Science, English, HASS, Design and Technology, Health and Physical Education, Language and the Arts). The language taught to all students is Japanese. All students participate in the local Aboriginal Language - Narungga. All staff are committed to their teaching and support the students in their care. The continued conscientious approach to professional development and providing all students with the most current and up to date approaches ensure that every student is provided with the highest opportunity for learning and development.

We strongly believe that positive learning is best achieved if a strong and positive partnership exists between home and school. We believe clear communication between home and school is vital for a child's best possible development, therefore we strongly encourage parents and caregivers to take advantage of opportunities to be involved in the school's activities and are made to feel welcome at the school at all times.

We hold an annual fair which is very well attended by the community as well as many outside of the town. We have taken part in a range of activities including: Personal Learning Plan Meetings, Family Night, Play Group Visits, Young Environmental Leaders, Camps, Reconciliation Day activities, Splash Theatre, Wheels Days, Book Week activities, Sports Day, Cross Country, Transition programs, Premier's Reading and Be Active Challenges and Swimming Lessons.

Governing Council Report

My Job as Chairperson is made so very simple when surrounded by like thinking parents with a single goal – to help our school be the best it can be. Our committee is formed every year in February at the AGM. There was a wonderful number of new and continuing parents who put their hands up to come on board. Having a large supportive committee like ours helps decision making processes and meetings to be quick and thorough. The many pros and cons put to the table help for positive decisions to be made in the best interest of our school.

Every meeting is structured and we review and discuss reports, discuss business arising within the school and hear the reviews from each teacher about the learnings happening in each class. Our meetings also involve data evaluation and discussion, pupil free data reviews, and the discussion of other intuitive ways to improve and develop our school.

Some of the more interesting things discussed in our meetings are our new sports shirt, which was discussed over several sessions with a final decision being made late in the year to support a local supplier. These shirts will be a wonderful addition to the uniform next year, and help our students portray a united front at interschool and community sporting events.

The resurfacing of the eastern car park was temporarily repaired early in the year, then thoroughly resurfaced over the holiday break, with a lot less puddles arising after heavy rain.

The 50th Anniversary fair organisation was well received and after having been run now for several consecutive years, things were fairly well in place, and just needed final number counts, orders put in place and stall holders confirmed. I make this sound as if it was quite a simple task, but the out of hours work by staff, governing council members and parents to get the fair running is nothing short of amazing, and shows the dedication and pride held by those whom show up to get the jobs done. The same can be said for fair day, it is true what they say, "many hands make light work".

The Paver fundraising for the front entrance to the school was also finalised on fair week, which when completed will really highlight the main entrance to the school.

Our new learning space to be constructed between room 1 & 2 which has only been confirmed late in the year, will hopefully be constructed and completed over the holidays. This will be a valuable asset to the teachers and another versatile space for our students to continue to grow.

Improvement Planning and Outcomes

WMPS school celebrated its 50 years of learning at the current site.

- The 50 year Celebration was led by the a staff group as well as our Governing Council and climaxed at a Community Fair with all classes performing a piece, our choir singing and school band playing. We had a range of stall holders and activities for families to enjoy along with school trading table and book fair.
- An Official Ceremony was attended by past and present students, parents, & staff.
- The day was a very successful fundraiser and we had lots of great feedback.

Our major priorities at WMPS were Data improvement for Literacy and Numeracy, Curriculum pedagogies for engagement and achievement and Well Being for successful outcomes. We employed Emily King as a coordinator for half a day to support curriculum development and working with our data. We also employed Chrissy Sawley as Support Teacher to assist teachers with writing NEPs, referrals and looking at interventions strategies.

We had a specialist Japanese teacher working with all classes to develop and understand the language and culture. Students have really enjoyed the face to face sessions. They also enjoyed their term of Narungga within classes with an end of term activity to celebrate.

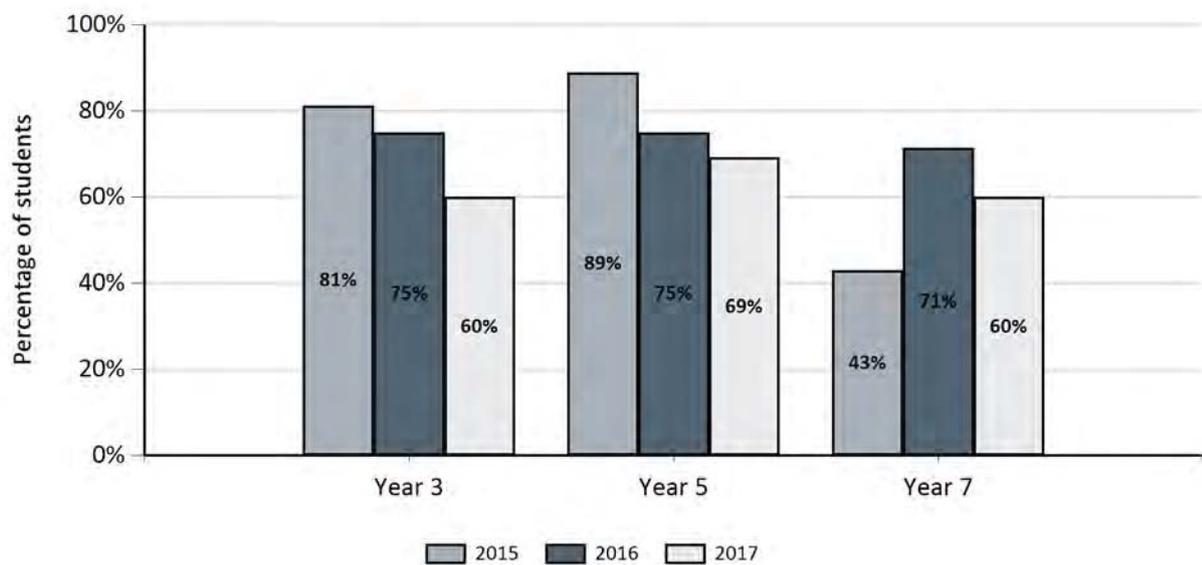
WMPS has a very strong link with the community and embraces parent involvement in the school. We encourage parents to be involved in a variety of events as well as assemblies and work as a team for the learning of all students. We have also had many volunteers who come in to support students through our mentoring program. We offer a play group Wednesday mornings, catering for birth to school age children to encourage connections from an early age. Children are exposed to a variety of activities to encourage Literacy and Numeracy skills, in particular building oral language.

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.

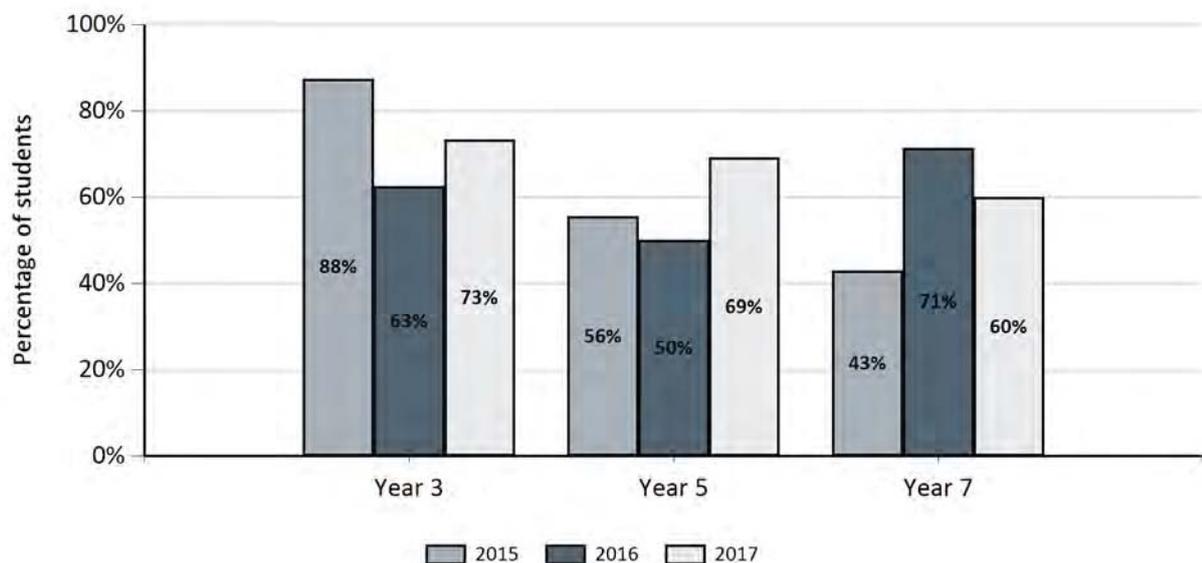
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 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, July 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 5-7	Year 3-5	State (average)
Upper progress group	29%	33%	25%
Middle progress group	14%	42%	50%
Lower progress group	57%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, July 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 5-7	Year 3-5	State (average)
Upper progress group	0%	17%	25%
Middle progress group	43%	58%	50%
Lower progress group	57%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, July 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	15	15	3	4	20%	27%
Year 3 2015-17 Average	13.0	13.0	3.0	3.3	23%	26%
Year 5 2017	13	13	3	1	23%	8%
Year 5 2015-17 Average	10.0	10.0	2.3	1.3	23%	13%
Year 7 2017	10	10	2	0	20%	0%
Year 7 2015-17 Average	10.3	10.3	1.7	1.0	16%	10%

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

Term 4 Pupil Free day was dedicated to analysing and triangulating our data and set new goals and improvement plans for 2018.

Successful learning opportunities were

- ~ Grounds plan, to create play spaces and increase the appeal of the school
- ~ Team work, action plans: shared responsibility amongst staff to make action plans for learning improvements
- ~ Strengthening relationships with kindergarten through personalised visits to each site and transition programmes written.
- ~ Personal conversation with every staff member to develop a sense of team and to introduce the teacher standards
- ~ New Web Site
- ~ Student Leadership team procedures and policies were reviewed and written.
- ~ Student leadership team has increased its involvement in school activities and student learning: the choir, whole school end of year concert, sports day, student run assemblies and PALS

NAPLAN OUTCOMES:

- ~ We achieved 29% in the upper growth and 14% in the middle growth for years 5-7 in reading, this was higher for years 3-5 with 33% in upper and 42% in middle.
- ~ We achieved 0% in the upper growth and 43% in the middle growth for years 5-7 in Numeracy which was disappointing, this was higher for years 3-5 with 17% in upper and 58% in middle.
- ~ An average of 74% of students reached the DECD mean score which is slightly higher than the previous year.

PAT M/R OUTCOMES:

- ~ Year 3 66% reached for Maths, 55% for Reading
- ~ Year 4 57% reached for Maths, 57% for Reading
- ~ Year 5 64% reached for Maths, 85% for Reading
- ~ Year 6 66% reached for Maths, 77% for Reading
- ~ Year 7 67% reached for Maths, 67% for Reading

RUNNING RECORDS OUTCOMES:

- ~ 22% of year 1 students reached the DECD SEA for running records however we saw 68% of year 2 students reach the SEA. There was significant growth from these students when compared to their year 1 results. The target was not reached by our year 1 or year 2 students therefore there will be more interventions put in place to support these students as well as look at what programs we need to implement with our receptions to build the foundations.

Attendance

Year level	2014	2015	2016	2017
Reception	94.7%	94.4%	90.0%	88.8%
Year 1	92.3%	94.5%	91.4%	91.2%
Year 2	91.6%	94.0%	90.6%	91.4%
Year 3	90.6%	94.0%	95.0%	92.2%
Year 4	96.2%	94.9%	94.0%	94.2%
Year 5	90.9%	92.0%	91.7%	91.8%
Year 6	94.8%	89.9%	94.7%	90.5%
Year 7	93.0%	92.8%	91.4%	93.6%
Total	92.8%	93.3%	92.0%	91.4%

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

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

Attendance Comment

At WMPS we believe all students benefit from regular attendance and engagement in educational programs. The school achieved a good result of 91.4% attendance rate in 2017, slightly down on the previous year due to a few chronic non-attenders. The school continues to monitor attendance very closely through close contact between the school and families whose children had patterns. Families were contacted either by phone call, parent meetings and letters home and reminded about the importance of students attending on time. Articles were included in the school newsletter.

Behaviour Management Comment

Our BM Processes are based on the 'Play is the Way' program by Wilson McCaskil. This is used in the yard and also in all classrooms. This philosophy empowers students to take ownership over their behaviours. The language is used consistently across the site and expectations are clear. Outside play is our biggest area for problem behaviour to occur and as such it is monitored closely with an extra floating SSO and the introduction of some lunch time activities. Staff have used behaviour interventions to record minor behaviour concerns so that repeated behaviours are monitored more closely. We focus on Restorative Practices so that conflict is discussed and relationships restored. Through all these processes we are seeing a decline in incidents.

Client Opinion Summary

In 2017, the school chose to use the School Survey website as a tool to gain insight into the school community's satisfaction with school services and processes. All families were encouraged to complete the survey however this was completed by minimal families so it is hard to gauge the feeling of the whole school community. The 2017 Parent Survey results we did receive were very pleasing. Most aspects of the survey received positive responses. There were only a few sections where parents chose neutral. One of these was the school expectations of students. This is something we will be pushing for this year by raising the expectations of students. With support, students can achieve these expectations. All students are encouraged to pursue their personal best and to take on challenges with their learning.

Staff feedback showed a good staff morale, everyone was happy to come to work and enjoyed the positive environment. Staff were happy with the leadership at the site. They felt supported and that communication was very good.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	9.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	3.1%
Transfer to SA Govt School	27	84.4%
Unknown	1	3.1%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

At WMPS child protection is taken seriously and consequently a number of processes are in place to ensure that our valued parent volunteers, Governing Council members, bus drivers, staff and official visitors, including music providers, to the site have the appropriate criminal history screening checks in place. We are compliant in this and have followed advice from auditors.

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	19
Post Graduate Qualifications	2

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.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	8.3	0.0	6.2
Persons	0	11	0	11

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

Financial Statement

Funding Source	Amount
Grants: State	1 642158.74
Grants: Commonwealth	0
Parent Contributions	46910.51
Fund Raising	4338.27
Other	44424.72

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

2017 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 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	SSO was employed through RAP funding to work with a student to modify their behaviour and to work and play safely. Some students worked with SSOs to improve social skills through small group sessions additional time	Connections to other agencies, staff upskilled & reduction in behaviour incident
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
Targeted Funding for Individual Students	Improved Outcomes for Students with Disabilities	Students received support from SSOs who worked with them 1:1 as well as in smaller groups in consultation with teachers. We employed a teacher to help support teachers and to organise referrals and interventions	NEPs and Individual Learning Plans were updated and SMARTA Targets were achieved
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	Literacy and Numeracy Skills with whole school programs in Big Ideas in Number and Big 6 have been a major strategy to improve learner achievement outcomes for all students. Teachers and SSOs participate to ensure the groups are smaller and targeted towards each learners needs. Teacher release for professional learning and to plan and program with SLLIP. Using learning design when planning. Collaborative moderations at site and partnership level.	Improvement of these skills Increased differentiation
Program Funding for all Students	Aboriginal Languages Programs Initiatives	SSO support for Aboriginal students to lift their literacy and numeracy skills. Each class accessing 1 term of Narungga language lessons.	Improvement in learning outcomes. An appreciation for the Narungga language
Other Discretionary Funding	Better Schools Funding	Intervention - Multi-lit, Quick Smart Numeracy, SSO Staffing Better Schools funding was used to provide intervention programs in literacy and numeracy across the whole school with specialist teachers. This involved exten	targeted intervention has seen an increase in reading levels and PAT results
Other Discretionary Funding	Specialist School Reporting (as required)	NA	
Other Discretionary Funding	Improved Outcomes for Gifted Students	NA	
Other Discretionary Funding	Primary School Counsellor (if applicable)	.5 Primary Counsellor oversees SRC, Play is The Way, Child Protection Curriculum, Trauma Informed responses to behaviour and Restorative Practices. They are easily accessible to staff, students and their families.	A large number of students access support and counselling. SRC run activities.