



Wallaroo Mines Primary School

2018 annual report to the school community



Government
of South Australia
Department for Education

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:

School context and highlights

Wallaroo Mines is a Category 2 Index of Disadvantage. The student population of 119 is complex and reflects a diversity of socio-economic background. Approximately 60% of children are eligible for School Card, 14% are Aboriginal students and 29% are students with disability.

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. WMPS is located in a well-kept and delightful setting with an abundance of trees, lawned 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. There is an emphasis on growth for all students particularly in Numeracy and Literacy. Students are tracked and monitored regularly and appropriate interventions are put in place to ensure they are reaching their full potential.

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 ensures 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 in the school at all times. Highlights: Family Night, Playgroup, Camps, Reconciliation Week, Festival of Music, Book Week, Sports Day, Cross Country, Transition, Premier's Reading and Be Active Challenge, hosting Positive Parent Workshops.

Governing council report

Our job as governing councilors is important. We are here as the parent body and voice, to help with decision making processes, to hear and discuss ideas, both positive and negative, and to make these constructive decisions in the best interest of our schools wellbeing and development.

Our meetings which are held twice per term involve policy approvals, such as uniform and decision making policies and Site Improvement Plans. We run through pupil free/school closure days, we discuss projects put forward, this year it was things like the new Classroom (Room 2), the Sandpit, and the purchase of Musical instruments to name a few. We listen to reviews from each teacher, and the great things the children are doing in each class.

This year we had the decision to be made of holding an end of school concert instead of our hugely successful fair. It was decided upon to have a rest from the fair and to put all that effort into a 'school concert' evening. The Governing Council organised the food and drinks, which sold out so quickly!! It was lovely to see the evening so well attended by all families.

To all those reading this thinking that they might like to join in on helping our school continue its greatness, put your name down to become a member, it is one way you can have your say and be a part of how your child's school develops.

To wrap things up I would to give a shout out to my fellow governing councilors, your support during the year is fabulous and very much appreciated. I would also like to wish all the year 7's the best for their future as they enter the world of high school, and all continuing students the best for 2018, Thank you again for having me as your chairperson. Bec Cox

Improvement planning and outcomes

The Site Improvement Plan continues to focus on directions from the External Review and improving Literacy and Numeracy skills for all learners. 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 a Support Teacher to assist teachers with writing NEPs, referrals and looking at interventions strategies.

Core priorities for improvement included a focus on:

- ~ Strengthening and developing student's reading and writing through oral language and vocabulary.
- ~ Develop student's problem solving skills through critical and creative thinking.

This was done by:

- ~ Staff explicitly teaching Kaye Lowe strategies to improve reading and writing outcomes
- ~ Staff using the Brightpath ruler to track progress of all students and using the available teaching points to inform their teaching in writing
- ~ Every teacher explicitly teaching a range of problem solving skills
- ~ Strong focus on critical and creative thinking in all classrooms
- ~ All teachers will begin each Maths lesson with clear learning intentions and complete lessons with reflection time
- ~ Teachers analysing and utilising patterns and trends in achievement data to direct interventions and inform planning
- ~ Identified students participating in intervention programs
- ~ Literacy and Numeracy Agreements and assessment schedule developed and refined
- ~ All classes focusing on the Big 6 of reading spending explicit time on oral language and building vocabulary
- ~ Whole school focus on Big Ideas in Number with students working according to their needs
- ~ Developing clear learning intentions for sequence of learning so students know what is expected of them to be successful
- ~ Develop consistency of teacher judgment through moderation of tasks, teacher observation and feedback.
- ~ Provide timely actionable feedback for students regarding their learning
- ~ Teachers using diagnostic and standardized data to inform teaching and improve learning outcomes – using staff meetings to allow this to happen regularly
- ~ Tasks transformed to build intellectual stretch, creativity and real life examples

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.

Implications for 2019:

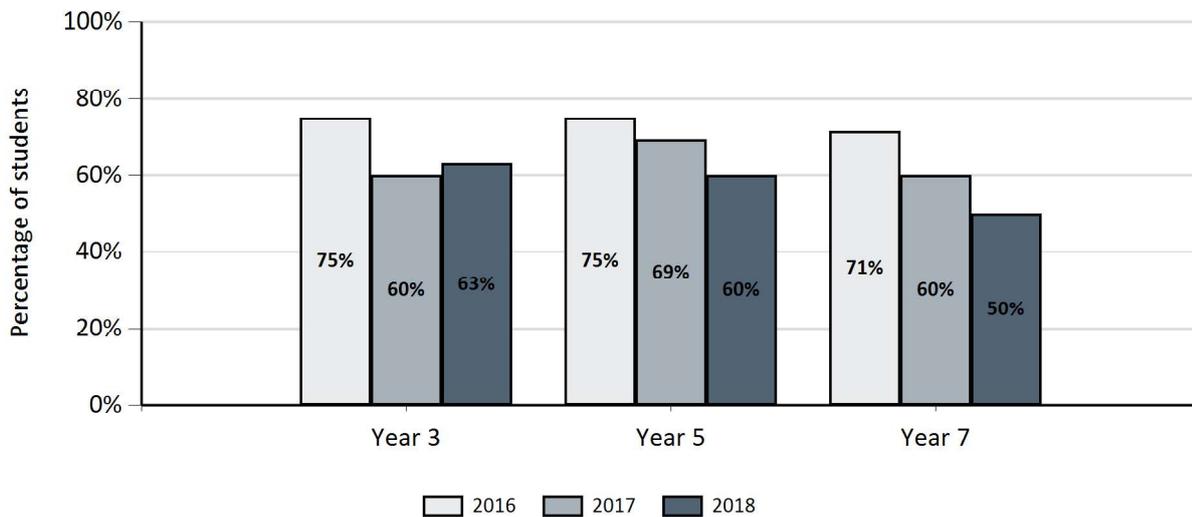
- ~ Continue to track and monitor achievement of every child
- ~ Embed strategies from the Literacy and Numeracy Agreements
- ~ Evidence based intervention for children not achieving Standards of Educational Achievement
- ~ Strengthen teachers use of learning intentions and explicit teaching of concepts
- ~ Providing more opportunities for teachers to collaboratively plan, develop and observe each other to ensure consistency across the school and sharing good practice.

Performance Summary

NAPLAN Proficiency

The Dept. for Education 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 1 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 SEA for reading and numeracy.

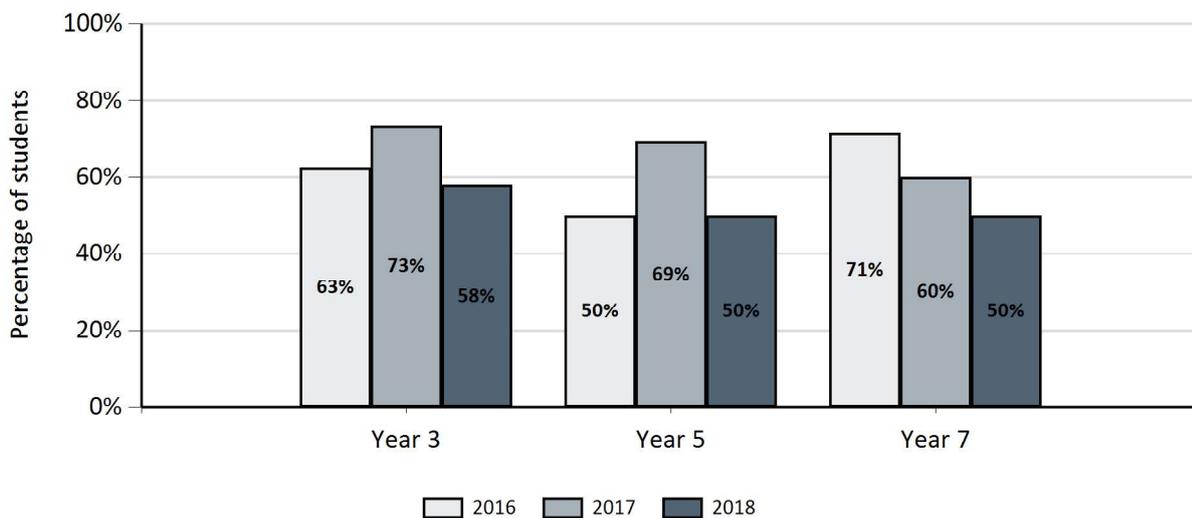
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 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	33%	25%	25%
Middle progress group	33%	75%	50%
Lower progress group	33%	0%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 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	0%	33%	25%
Middle progress group	33%	33%	50%
Lower progress group	67%	33%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 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	19	19	2	1	11%	5%
Year 3 2016-18 average	14.0	14.0	2.7	2.7	19%	19%
Year 5 2018	10	10	3	1	30%	10%
Year 5 2016-18 average	10.3	10.3	2.7	1.3	26%	13%
Year 7 2018	6	6	1	1	17%	17%
Year 7 2016-18 average	10.0	10.0	2.0	1.0	20%	10%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 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

Term 4 Pupil Free day was dedicated to analysing and triangulating our data and set new goals and improvement plans for 2019. All staff extensively analysed data sets including Department required NAPLAN, PAT, Running Records and Phonics Screening Check as well as school sets of Lexile Levels and Big Ideas in Number.

Successful learning opportunities were

- ~ Creating play spaces and increase the appeal of the school
- ~ Team work, action plans: shared responsibility amongst staff to make action plans for learning improvements
- ~ Personal conversation with every staff member to develop a sense of team and to introduce the teacher standards
- ~ 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

It is critical to note that the graphed NAPLAN Data includes absent students at the time of the testing, making some data somewhat inaccurate. For example: Year 7, from the cohort of 7, one was exempt and one was absent, meaning only 5 participated in the test.

NAPLAN OUTCOMES:

- ~ Year 3 11% in the higher bands for Reading and 5% in Numeracy
- ~ Year 5 30% in the higher bands for Reading and 10% in Numeracy
- ~ Year 7 17% in the higher bands for Reading and 17% in Numeracy
- ~ Year 5 students had 67% Retention in the Higher Bands in Reading and 33% in Numeracy
- ~ Year 7 students had 25% Retention in the Higher Bands in Reading and 25% in Numeracy, which has a great deal to do with some transience of students during the year.

PAT M/R OUTCOMES:

- ~ Year 3 61% reached for Maths, 75% for Reading
- ~ Year 4 75% reached for Maths, 83% for Reading
- ~ Year 5 80% reached for Maths, 80% for Reading
- ~ Year 6 58% reached for Maths, 83% for Reading
- ~ Year 7 67% reached for Maths, 67% for Reading

RUNNING RECORDS OUTCOMES:

- ~ 20% of Reception students reached the SEA
- ~ 63% of year 1 students reached SEA for running records which was a big improvement from the 22% we saw last year.
- ~ 39% of Year 2 students reached SEA.

PHONICS SCREENING CHECK:

- ~ 20% of students were able to identify half of the sound or more.

Implications for 2019:

- ~ It will be necessary to review our current intervention strategies but also provide more opportunities to stretch student thinking.
- ~ We will be embedding good practice when teaching phonological awareness in the early years.

Attendance

Year level	2015	2016	2017	2018
Reception	94.2%	89.7%	87.9%	90.5%
Year 1	93.5%	92.1%	90.9%	91.4%
Year 2	93.8%	89.4%	92.3%	91.8%
Year 3	94.0%	94.7%	90.8%	93.6%
Year 4	94.9%	92.4%	94.5%	91.1%
Year 5	92.8%	90.9%	92.2%	93.7%
Year 6	90.5%	93.6%	88.7%	93.9%
Year 7	93.0%	89.4%	93.2%	87.0%
Primary other			95.6%	
Total	93.3%	91.2%	91.1%	91.9%

Data Source: Site Performance Reporting System (SPER), 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 91.9% attendance rate in 2018, slightly higher on the previous year. The school continues to monitor attendance very closely through close contact between the school and families whose children have patterns. Families were contacted either by phone call, parent meetings and letters home and reminded about the importance of students attending on time. We have some exemptions for families traveling and on extended family holidays which has an impact.

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.

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.

Supporting children to self regulate their behaviour was and continues to be a focus. Classes using the 5 point scale allows students to monitor their readiness to learn.

Client opinion summary

In 2018, 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. Through the 2018 Parent Survey results we found a couple of parents chose neutral. One of these was the school seeks parent's opinions about educational programs. This is something we can pursue through the Governing Council and by encouraging more parents to join. Unfortunately we don't have a parent club due to the lack of parent interest, this would be another avenue to involve parents.

The Staff Perspective survey showed 89% of staff are engaged with the school and 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.

The Wellbeing and Engagement Collection administered to the students from years 4-7 showed 74% of the students felt connected to the school. It showed students felt safe and happy to come to school and that they were supported when the need arises.

The safety audit conducted by our Wellbeing Coordinator showed a decrease in the number of bullying incidents. Those that were mentioned were followed up accordingly and students were satisfied with the outcome.

Our site will continue to work to develop structures which enhance the learning and wellbeing of staff and students in 2019. We will continue to encourage parents to be involved in their child's learning and be part of the school's future directions.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	21	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

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	18
Post Graduate Qualifications	2

Data Source: Dept. for Education 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.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	8.8	0.3	6.9
Persons	0	11	1	11

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	1701911.57
Grants: Commonwealth	1000.00
Parent Contributions	25410.00
Fund Raising	1684.15
Other	2000.00

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

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	An SSO was employed through RAAP funding to work with a student to modify their behaviour and to work and play safely. Support students to self regulate behaviour and learn to control their emotions more effectively.	Connections to other agencies, staff upskilled & reduction in behaviour incident
	Improved outcomes for students with an additional language or dialect	N/A	N/A
Targeted funding for groups of 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
	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	Rural and isolated students - enables us to subsidise buses for camps and excursions so students can attend. It is also used to pay for visiting performances. Literacy and Numeracy Skills with whole school programs in Big Ideas in Number and intervention programs 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.	Most students were able to participate in the extra curricula activities. Improvement of these skills.
Program funding for all students	Australian Curriculum	Teacher release for professional learning and to plan and program with SLLIP. Using learning design when planning. Collaborative moderations at site and partnership level.	Increased differentiation
	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
	Better schools funding	Intervention - Multi-It, 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.	Targeted intervention has seen an increase in reading levels and PAT results
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A
	Primary school counsellor (if applicable)	Wellbeing Coordinator overseeing 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.