Woodcroft Primary School
2016 Annual Report
to the School Community

Woodcroft Primary School Number: 1776

Partnership: Panalatinga

Name of School Principal: Kristian Mundy

Name of Governing Council Chair: Jenny Berry

Date of Endorsement: 10/02/2017

School Context and Highlights

Woodcroft Primary School caters for children from Reception to Year 7. It is situated 23kms south of the Adelaide CBD, and is part of the Panalatinga Partnership. The enrolment is 865 students. The school is classified as Category 6 on the DECD Index of Educational Disadvantage. The school's ICSEA score is 1013.

The school population includes 1.7% (15) Aboriginal students, 6.4% (55) students with disabilities, 20% of families eligible for School Card assistance, 4.25% (39) students with English as an Additional Language or Dialect (EALD) background, and 0.5% (4) children in care. Enrolment has fluctuated over the last 5 years; the recent rezoning process may have impacted on the fluctuating enrolment.

The school Leadership Team consists of a Principal in the third year of his tenure at the school. The school has a Deputy Principal, 2 Senior Leaders and 1 Coordinator. There are 54 teachers, including 7 in the early years of their career, and 20 non-teaching staff.

Families within our school community are diverse, with a rich mix of cultural and ethnic backgrounds and ranging levels of affluence and disadvantage. The multicultural tapestry of our student and parent population is something that we are very proud of, with a large amount of emphasis and support directed towards celebrating the cultural and social history of both the school site and the community it serves.

Highlights

Review and improvement: External Review directly involving 108 students, 22 families and all staff.
"Woodcroft Primary School is to be commended for the manner in which it works in partnership with parents and stakeholders. The demonstrated growth in student achievement is at, or above, what would be reasonably expected of a school in a similar context." (quote from ESR final report)

Performing Arts: Successful participation in Festival of Music (Southern and State) 2016,including 2 soloists, 2 compares, 3 dance troupes and 3 assisting artist performances.
Physical Education: Overall winners district athletics day, student involvement in multiple team and individual SAPSASA sports including golf, netball and swimming.
Science and environmental sustainability: Junior primary and primary science clubs operating at capacity.
Returned to Tournament of Minds competition.
Japanese: Hiragana and 2016 Oz Asia Moon Lantern festival

Governing Council Report

2016 was a year of continued improvement, new innovations and stability in our governing council. We saw the addition of enthusiastic new members and chairperson. Our focus was engaging the school community and improving the experience for families.

A significant event in 2016 was the DECD External School Review. Governing council attended a question night where the review panel got to interact with our members directly. WPS received some very positive feedback from this review, including the following quotes:

"The majority of parents commented on the strong support structures the school has in place for students"

"The school is to be commended for the comprehensive work undertaken to ensure self-review processes result in clarity of responsibilities for teachers and improved learning outcomes for students".

Thanks and commendation must go to Kristian, leadership team and staff for the way they presented our school in the review and the high standard of work they do every day.

Our school is changing and with the reduction in enrolment numbers and flat economy we made the hard decision to reduce canteen staffing hours. We remain dedicated to keeping our canteen open and will continue to facilitate change where appropriate. We adopted the QKR app enabling parents to order on line and this has been a great early success, with 20 % of canteen orders now coming through this way in just the first two terms of use.

Governing council members attended training which gave us the confidence to review our standing orders, constitution and subsequently the canteen constitution.

We ended the year with fundraising monies in the order of $21K, due largely to the School Community Rewards program (Credit Union SA), as well as the outstanding efforts of Rebecca Morecroft.

As a governing council representative of community desires, we polled both school parents and students as to where they would like to see the fundraising money spent. I'm pleased to say fitness stations will be erected in 2017.

In 2017 we look forward to helping the school review policies in place and implement new policies where appropriate, including our digital learning policy and investigating sponsorship opportunities.

I would like to thank all Governing Council members not only for their commitment in terms of time, but also the passion and pride we all have regarding WPS, teachers, students and community. I'm looking forward to a year of stability, continued learning and ongoing improvement.

Improvement Planning and Outcomes

Action against school and partnership improvement priorities
Teacher capacity Numeracy
• Restructure of daily timetable to create "protected times" for class-based English/Maths instruction.
• Introduction of Science as specialist subject 2-7, with provision of dedicated learning space and additional release time to increase profile of STEM within school community.
Identify/share best practice
• Increased positive digital footprint sharing evidence of student learning with authentic audiences.
• Teachers R-7 sharing best practice within school and across Partnership.
Strengthen transition
• Working in Partnership with WHCC staff to facilitate series of CC-School familiarisation visits.
• Digitisation of class placement process, incorporating data provided by feeder pre-schools.
• Commitment to play-based learning pedagogies in JP.
Authentic Student Voice
• Students reporting directly to staff and GC.
• Student Voice Executive and Wellbeing Action Group responsible for design/delivery/analysis of Student Wellbeing Survey.
Growth Mindsets (Numeracy)
• Moderation of task design.
Track/monitor/respond to learner growth
• Establishment of data walls that put student faces to Running Record, PAT-R and PAT-M data.
• Alignment of SMARTAR goal setting process with One Plan, SWD and reporting cycles.
• Commitment to introducing Quicksmart Numeracy Intervention in 2016.
NAPLAN participation
• Increased NAPLAN participation
Attendance
• Setting and monitoring of universal attendance goals for whole-school, year level, ATSI and EALD cohorts.
• Increased communication of attendance data with school community, with specific reference to DECD/Partnership/site targets and trends.

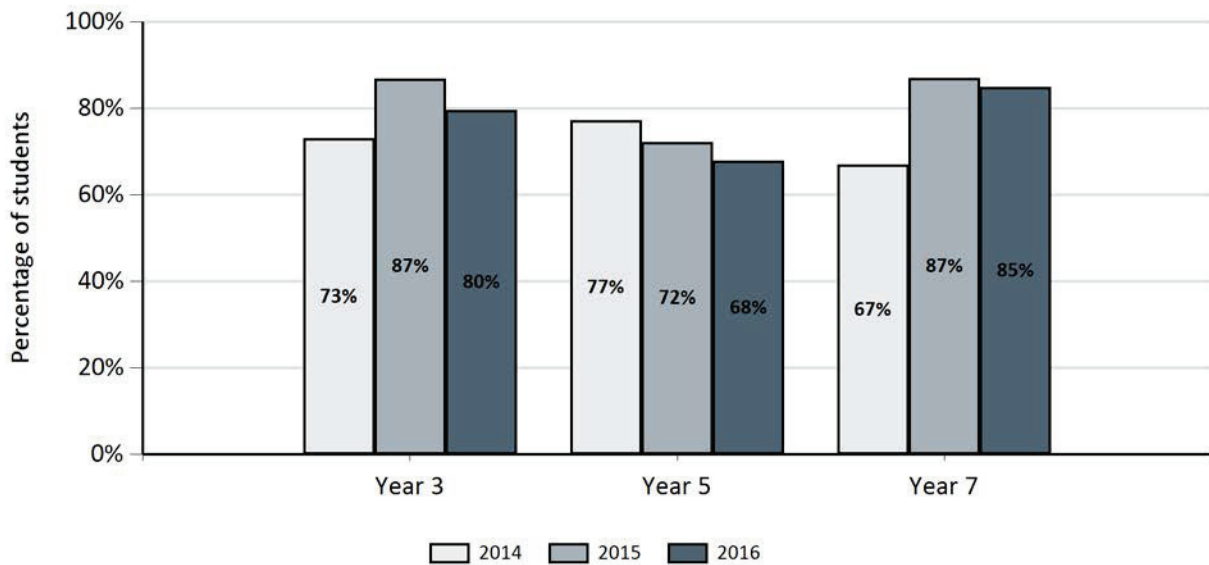2017 directions out of external school and partnership reviews:
1. Provide planned and regular opportunities for staff to work in and across year level groups to develop common understanding and greater consistency in the allocation of A-E grades through regular and collaborative moderation of students' work.
2. Embed regular and strategic use of self-review processes to determine, and act upon, the impact school strategies and practices are having on both teacher practice and student learning outcomes.
3. Strengthen the capacity of students to have greater influence over their learning through a specific focus on feedback and intellectual stretch.
4. Work closely with leaders to align professional learning with SIP priorities and embed resulting whole-school pedagogical practices.
5. Maintain focus on improving student performance.
6. Close the gap between achievement and retention in the higher bands for numeracy and reading.
7. Continue to transfer and share effective practice – particularly in relation to task design, assessment and moderation B-12.
8. Increase student attendance from preschool to senior years to achieve the DECD target.
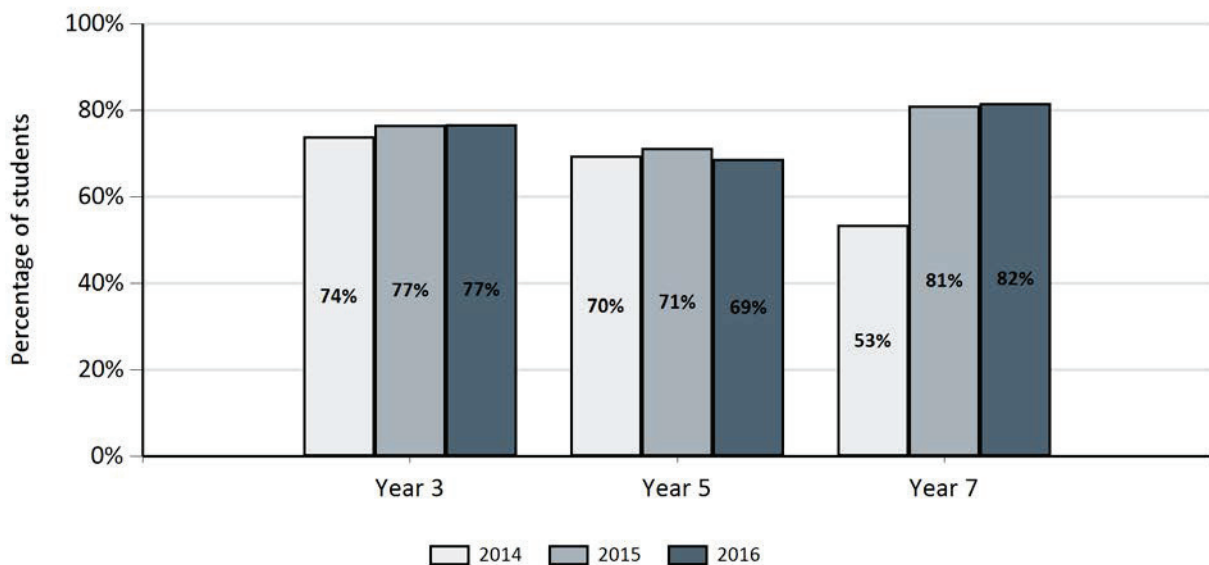
Performance Summary

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.

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	24%	18%	25%
Middle progress group	59%	59%	50%
Upper progress group	17%	24%	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	33%	24%	25%
Middle progress group	51%	52%	50%
Upper progress group	16%	25%	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	103	103	37	21	36%	20%
Year 3 2014-16 Average	121.0	121.0	46.0	24.0	38%	20%
Year 5 2016	112	112	24	12	21%	11%
Year 5 2014-16 Average	108.3	108.3	27.0	13.7	25%	13%
Year 7 2016	93	93	26	12	28%	13%
Year 7 2014-16 Average	98.7	98.7	21.7	9.3	22%	9%

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.

School Performance Comment

Reading
In the early years, reading progress is monitored against Running Records. In 2016, 63% of Year 1 and 68% of Year 2 students demonstrated the expected achievement under the DECD Standard of Educational Achievement (SEA). This result represents little to no change against the historic baseline average at Year 1, and an improvement against the historic baseline average at Year 2 but a drop from 2015.

In 2016, the reading results, as measured by NAPLAN, indicate that 80% of Year 3 students, 68% of Year 5 students, and 85% of Year 7 students demonstrated the expected achievement under the DECD SEA. At Years 3 and 5, this represents an decline from the historical baseline average. At Year 7 this represents little to no change.

In 2016, 36% of Year 3, 21% of Year 5 and 22% of Year 7 students achieved in the top two NAPLAN Reading bands. Year 3 reading represents a small decrease from the historic baseline average. Year 5 represents a small increase from the historic baseline average. Year 7 represents a measurable increase from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in reading:
17% of students from Year 3-5 remained in the upper bands
24% of students from Year 5-7 remained in the upper bands.
These are both below the state average.

Numeracy
In 2016, the reading results, as measured by NAPLAN, indicate that 77% of Year 3 students, 69% of Year 5 students, and 82% of Year 7 students demonstrated the expected achievement under the DECD SEA. At Years 3, 5 and 7, this represents little to no change from the historical baseline average.

In 2016, 20% of Year 3, 11% of Year 5 and 13% of Year 7 students achieved in the top two NAPLAN Reading bands. Year 3 and 5 represents little to no change in the historic baseline average. Year 7 represents decrease from historic baseline.

For those students who achieved in the top two NAPLAN proficiency bands in reading:
16% of students from Year 3-5 remained in the upper bands
25% of students from Year 5-7 remained in the upper bands.
Year 3-5 are below the state average, while Year 5-7 are at state average.

Performance summary
A high percentage of students continue to reach DECD SEA, against increasing student cohort complexity, as indicated by AEDC and MYDI data sets. Results affirm strong focus on intervention and support int he early years. The school will continue to focus on increasing the number and retention of students in the middle-upper growth bands in Literacy and Numeracy, with specific focus on eliminating the "year 5 dip".

Attendance

Year level	2014	2015	2016
Reception	94.4%	93.5%	93.7%
Year 01	95.5%	93.5%	93.4%
Year 02	94.7%	93.5%	93.4%
Year 03	94.7%	93.7%	94.8%
Year 04	95.2%	94.9%	93.1%
Year 05	95.1%	93.9%	94.5%
Year 06	95.3%	93.7%	93.1%
Year 07	93.6%	93.9%	93.0%
Primary Other			90.4%
Total	94.8%	93.8%	93.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Our Attendance Improvement Plan was further developed in 2016, in collaboration with the Student Voice body, staff and our Regional Attendance Officer.

Regular articles have been written and sent to our school community along with Data that outlined specific attendance rates and targets. An attendance watch list was again closely monitored by our Senior Leader – Student Support, with families receiving formal written notification where their child(ren) were absent and or late on 10 or more occasions in any one school term.

Our attendance rate of 93.6%, short of the 2016 target (95%).

Behaviour Management Comment

During 2016 there were 240 recorded contacts to parents which was stable across the year. Leadership had discussions with over 400 students with a decrease over the year.

Time outs away from class steadily rose over the year starting with 60 in term 1 rising to 128 in term 4. There was a total of 473 for the year.

2016 showed equal take homes and suspensions per term for the year, all under 20 for each term. 2016 data showed that term 1 and 3 has the most incidences for behaviour.

Client Opinion Summary

Student opinion survey (95 responses)

Highest responses
My teachers expect me to do my best (4.5 down from 4.7 in 2015)
My school looks for ways to improve (4.1 up from 4.0 in 2015)
My teachers provide me with useful feedback about my school (4.0 down from 4.1 in 2015)
My school gives me opportunities to do interesting things (4.0 up from 3.9)

Lowest responses
I can talk to teachers about my concerns (3.3 down from 3.4 in 2015)
Student behaviour management is well managed at my school (3.5 up from 3.3)
My school takes students' opinions seriously (3.5 up from 3.4)

Parent survey (90 responses up from 69 in 2015)

Highest responses
Teachers at this school expect my child to do his or her best (4.4 up from 4.3 in 2015)
My child feels safe at this school (4.3 up from 4.1 in 2015)
My child likes being at this school (4.3 up from 4.1 in 2015)
I can talk to my teachers about my concerns (4.3 up from 4.1 in 2015)

Lowest responses
Student behaviour is well managed at this school (3.8 up from 3.6 in 2015)
This school takes parents' opinions seriously (3.9 up from 3.6 in 2015)
Teachers at this school treat student fairly (4.0 up from 3.8 in 2015)
My child's learning needs are being met at this school (4.0 up from 3.6 in 2015)
This school works with me to support my child's learning (4.0 up from 3.7 in 2015)

Response trends have been consistent in both 2015 and 2016, with upper level affirmation across most domains. Further interrogation and analysis of data in 2017 will be undertaken to inform development of 2017 site improvement plan and priorities.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	8	5.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	38	24.4%
Transfer to SA Govt School	109	69.9%
Unknown	1	0.6%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All class teachers are supplied with a list of parents/caregivers who have a current Relevant History Screening.

All volunteers, GC members, Canteen staff are required to have Relevant History Screening which we keep on file. Southern Cross Cleaning Service and Camp Australia (OSHC) supply us with a copy of Relevant History Screening for all staff working on site.

When screening is getting close to expiry date the individuals are reminded to complete the forms before the expiry date.

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	89
Post Graduate Qualifications	15

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	0.0	44.0	0.4	12.1
Persons	0	54	1	17

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

Financial Statement

Funding Source	Amount
Grants: State	$7500.00
Grants: Commonwealth	$6500.00
Parent Contributions	$213087.30
Fund Raising	$8145.36
Other	

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

2016 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 2016 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	Review of whole-school approach to Play is the Way, including alignment with Personal and Social Capabilities and group interventions. RAAP also used to provide 1:1 yard support - replacing JP yard supervision group.	Establishment of P&SC staff sub-committee to implement agreed actions in 2017.
	Improved Outcomes for Students with an Additional Language or Dialect	EALD teacher provided in-class as well as small group learning support, in collaboration with teaching and support staff.	Improved continuity between EALD teaching and learning programs.
	Improved Outcomes for Students with Disabilities	Alignment of SMARTAR processes with whole-school data wall development and individual growth analysis. Senior Leader - Student Support analyzed growth data for SWD cohort and evaluated against standardized benchmarks.	60% of SWD/ATSI/Students Under Guardianship achieved 12mths growth in RR/PAT-R.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	APAS funding enabled Early Years Literacy Intervention teacher and ACEO to work corroboratively in support of personalised ATSI goals. FLMD funding employed Urdu teacher 0.1 to work with three groups of students totaling 26.	APAS supported students now read 180+ of 1st 200 Oxford list. ATSI attendance down from 91.7% 2015 to 91.4% 2016 (note: R-7 attendance fell from 93.3% to 92.7).
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Australian Curriculum funding facilitated two additional staff training days focusing on site priority of quality English/Literacy teaching and learning and Wellbeing for Learning. Teachers also released to: - plan, monitor and respond to individual learner growth and achievement - review and update whole-school literacy agreement	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	n/a	
	Better Schools Funding	Additional special education teacher (0.1) supported speech and language intervention in early years. Funds also maintained Personal and Social Capabilities interventions in junior (Yr1/2) and middle (Yr4/5) primary.	Clear entry/exit points for speech/language and social skills interventions.
Other Discretionary Funding	Specialist School Reporting (as required)	n/a	
	Improved Outcomes for Gifted Students	n/a	
	Primary School Counsellor (if applicable)	0.2 counselor funding used to maintain 1.0 class release for Senior Leader - Student Support.	Leadership in classes 180+ hours observing teaching and learning.