



Woodcroft Primary School

2020 annual report to the community

Woodcroft Primary School Number: 1776

Partnership: Panalatinga

Signature

School principal:

Mr Kristian Mundy

Governing council chair:

Mrs Kathy Sutton

Date of endorsement:

5 March 2021



Government
of South Australia
Department for Education

Context and highlights

At Woodcroft Primary School we inspire engaged, resilient and creative learners. We are driven by students and community for lifelong learning and wellbeing.

Woodcroft Primary School caters for students Foundation to Year 7. It is situated 24kms from the Adelaide CBD. . The local partnership is Panalatinga. The school is located within the Onkaparinga City Council and in the state electorate of Hurtle Vale.

The school has an ICSEA score of 1013, and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The enrollment in 2020 was 603. The school population includes 2.85% Aboriginal students, 5.00% students with disabilities, 9.73% students with English as an additional language or dialect (EALD) background, 2.0% children/young people in care and 27.5% of students eligible for School Card assistance.

The school community is supportive and very involved through the Governing Council and various sub-committees, including: Canteen, Finance, Fundraising, Out of Hours Sports, Learning Technologies, OSHC, Grounds and Uniform, as well as various other committees as required. The school places high priority on the quality of the communication processes used. These include a school Facebook and a smartphone apps for whole school and class communication. Students and families are involved in many organised school-based activities and the school places a high priority on the ongoing development of a strong learning community. Interaction with external community groups is a focus for the school.

The school leadership team consists:

- Principal - Kristian Mundy in his 8th year of tenure,
- Deputy Principal - Richard Maynard in his second year of tenure,
- Senior Leader - Curriculum, pedagogy and assessment Kate Stewart
- Senior Leader - Student support - Sarah Huxtable

Highlights

- We asked big things from our staff, students and community in 2020 around COVID-19 response and the regular positive feedback we received was a strong indicator of the professionalism and care that was shown.
- Student achievement in key tracking and monitoring data sets including phonics screening in our early years and progressive achievement tests (reading and mathematics) indicated strong performance in students reaching standards of expected achievement.
- Student participation in SAPSASA school, district and statewide competition continued to involve large numbers of WPS students. The school was successful again in the district athletics carnival.
- Student participation in the annual Festival Of Music continued with 42 students performing in 2020.
- Community engagement through school based and external

Governing council report

We've all said it a million times over the past year, but 2020 was a year like no other – a year we wish not to repeat.

It was definitely a year of challenges for the children, their families and our teaching staff. The Teachers quickly jumped on board a new way of learning and developed a new way of teaching the children, from a distance. For those families who were vulnerable, their children were able to carry on their education through technology, and those whose parents were essential workers were cared for and their education continued seamlessly.

Governing Council continued to meet throughout the year, but unfortunately we couldn't really get involved as we like, due to restrictions on visitors on school grounds.

We were very fortunate to have the Colour Fun Run at the start of Term 1 which raised valuable funds for the school, thank you to those parents that volunteered their time to help on the day. Congratulations to all who took part, it really was a lot of fun.

2021 sees a new set of challenges; this is the final year of Year 7's at Woodcroft Primary School. At the end of this year we will be farewelling both the Year 7 and Year 6 students as they all embark on their journey to High School in 2022.

I'd personally like to thank all our Governing Council members for your dedication to the School, and to the Leadership Group and Teachers that support us by also being members of the Council, giving up time they could be home with their own families, we are very lucky.

I look forward to the opportunity of working with you all again in 2021.

Quality improvement planning

The school has been committed to implementing the directions of the Department for Education External Review in 2016 and the Panalatinga Partnership Review directions in 2018 aligned with site improvement goals of the three year site improvement plan in its second year, developed in 2019.

At the end of 2019 three site improvement goals were consolidated into two goals to increase clarity, alignment and focus on the numeracy and literacy goals within the school improvement plan.

Goal 1 Increase the number of students achieving and being retained in the higher bands of numeracy.

- Professional conversations on whole school approaches to numeracy and targeted higher bands students were positively impacted by the learning design, assessment and moderation work done within and across partnership schools in 2020.
- The strategic use of diagnostic and achievement data has supported the tracking, monitoring and responding to individual student learning needs. The school data management platforms continue to support this work enabling teachers to differentiate in their teaching and learning programs.
- The ongoing relationship with numeracy consultant Maureen Hegarty has continued to support the teaching of mathematics including the development of positive attitudes and beliefs in both staff, students and families.
- The school will continue to focus on whole school alignment in curriculum, pedagogy and assessment in the teaching of mathematics in 2021.

Goal 2 Increase the number of students achieving and being retained in the higher bands of reading

- Staff continued to collaborate with school and partnership colleagues with the support from leadedes to target whole school approaches to reading comprehension.
- Student achievement and diagnostic data has been used effectively to track and monitor targeted students and support the setting of individual goals. The focus on involving students in goal setting has been a positive impact in 2020. Teachers will continue to support students to become more engaged with their learning goals to plan their own learning, check progress and how to demonstrate their learning. Knowing strengths and areas for improvement has been supported by school data sets.
- Teachers have engaged in new learning in the explicit teaching of phonics, reading fluency and comprehension to support effective reading.
- In 2020 we did not have access to NAPLAN data as we have in previous years. The school continued to use the other achievement and diagnostic data in both literacy and numeracy to track and monitor individual progress and effectiveness of site improvement actions.
- The phonics screening assessment undertaken annually by all year 1 students across South Australia in 2020 has seen the school receive its highest results to date. In 2018 38% of students achieved the South Australian Department for Education standard of expected achievement. In 2020 78% of students achieved this target.

Improvement: Aboriginal learners

The school tracks and monitors individual Aboriginal students through a case managed approach which supports the creation and implementation of plans to meet individual targets and goals. These plans include a focus on student learning informed by student achievement data (SPAT, phonics, Running Records, NAPLAN, and PAT) as well as social and wellbeing needs. The Aboriginal Education Teacher, student support leader, Aboriginal Community Education Officer, class teacher and family collaborate in supporting all Aboriginal students.

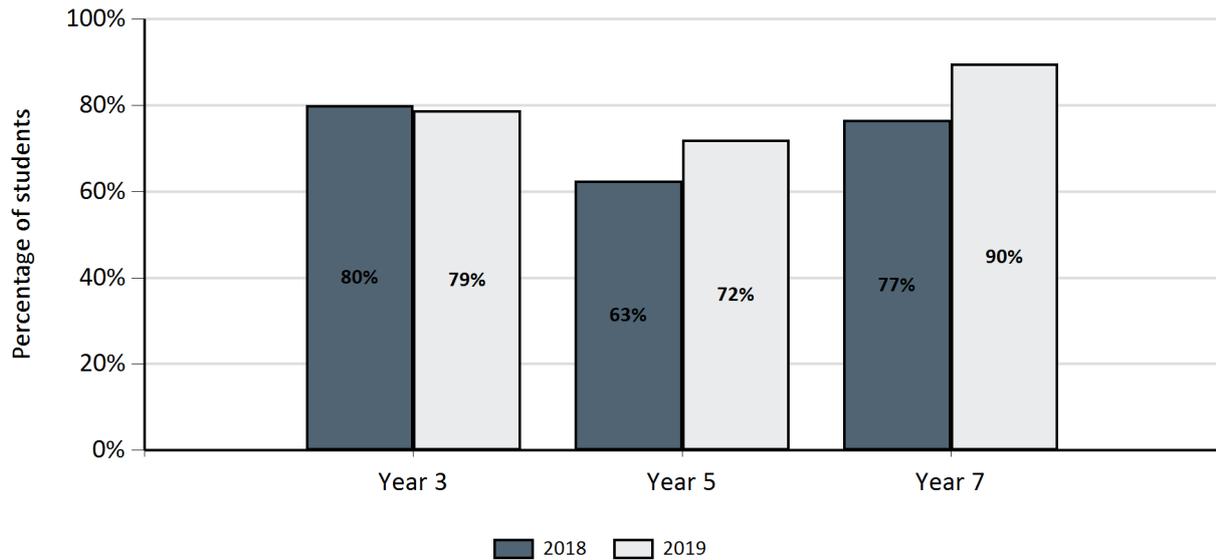
- tracking and monitoring all Aboriginal student using school based improvement cycle
- leadership support is provided through the Aboriginal Education Teacher and Aboriginal Community Education Officer in working with Aboriginal students
- specific time is allocated for sharing of established effective practice in EALD with ATSI support, teachers and staff
- reference groups and PLCs analyse and reflect on student achievement data, growth and future directions.

Performance Summary

NAPLAN Proficiency

The Department 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

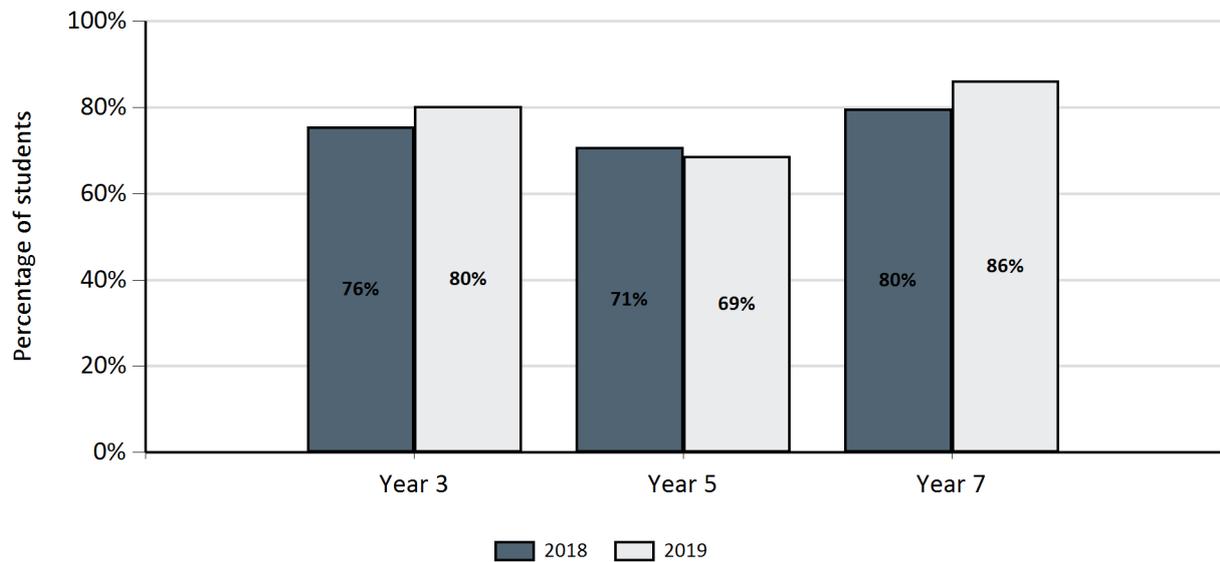


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2017 to 2020 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	18%	26%	25%
Middle progress group	66%	57%	50%
Lower progress group	16%	17%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	29%	44%	25%
Middle progress group	48%	41%	50%
Lower progress group	23%	16%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	71	71	35	24	49%	34%
Year 3 2017-2019 Average	89.3	89.3	32.3	18.7	36%	21%
Year 5 2019	93	93	15	8	16%	9%
Year 5 2017-2019 Average	109.7	109.7	25.0	10.7	23%	10%
Year 7 2019	116	116	19	25	16%	22%
Year 7 2017-2019 Average	103.0	103.0	20.0	19.7	19%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

In the early years, phonics progress is monitored against Phonics Screening. In 2020, 79% of year 1 students demonstrated the expected achievement against the SEA. This result represents an improvement from the historic baseline average.

Between 2018 and 2020, the trend for year 1 has been upwards, from 48% to 66%. The average score over the three year period demonstrates an improvement from 24.7 to 31.9, with a growth rate of 6.9 from 2019 and 2020.

In the early years, reading progress is monitored against Running Records. In 2020 76% of year 1 and 74% of year 2 students demonstrated the expected achievement against the SEA. For year 1 and 2 this result represents an improvement from the historic baseline average. (70% five year average).

In 2020, the reading results, as measured by PAT-R, indicate that 79% of year 3 students, 85% of year 5 students and 88% of year 7 students demonstrated the expected achievement against the SEA. For year 3 and 4 this result represents a decline from the historic baseline average (82%, 81% respectively). For years 5 this result represents little or no change from the historical baseline average (86%) and 7 this result represents an improvement from the historic baseline average (85%).

For year 6 and 7 this result represents an improvement from the historic baseline average (89%).

In 2020, the numeracy results, as measured by PAT-M, indicate that 87% of year 3 students, 83% of year 5 students and 91% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 4, this result represents a decline from the historic baseline average (81%). For years 5, 6 and 7 this result represents an improvement from the historical baseline average (79%, 84% and 82% respectively).

In 2020, end of year (EOY) A-E English grading, as measured by A-E grades, indicate that 88% of year 3 students, 79% of year 5 students and 87% of year 7 students demonstrated the expected achievement against the SEA. In 2019, end of year (EOY) the A – E grading, 51% of year 3, 39% of year 5 and 29.6% of year 7 students achieved in the top A & B bands.

In 2020, end of year (EOY) A-E Maths grading, as measured by A-E grades, indicate that 88% of year 3 students, 79% of year 5 students and 95% of year 7 students demonstrated the expected achievement against the SEA. In 2019, end of year (EOY) the A – E grading, 51% of year 3, 34% of year 5 and 64% of year 7 students achieved in the top A & B bands.

Attendance

Year level	2017	2018	2019	2020
Reception	94.9%	92.9%	93.5%	87.1%
Year 1	94.2%	94.3%	93.3%	87.7%
Year 2	93.2%	93.2%	94.6%	89.4%
Year 3	94.1%	94.5%	93.3%	90.5%
Year 4	94.4%	93.9%	93.4%	87.7%
Year 5	94.2%	94.5%	92.0%	88.9%
Year 6	94.1%	94.3%	92.8%	88.7%
Year 7	93.4%	94.3%	93.8%	85.2%
Total	94.1%	94.0%	93.3%	88.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Our Attendance Improvement Plan was reviewed in 2020, in collaboration with the students, families and DfE support staff.

Regular communication with our school community along with data that outlined specific attendance rates and targets. An attendance watch list was 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. 2020 WPS attendance rate was recorded at 90% (irregularities observed due to COVID19 pandemic)

Behaviour support comment

The Behaviour Support Policy at WPS is aligned with Department for Education policies and procedures. The school has a strong focus on developing personal and social capabilities through pro-social learning activities and reflection. In supporting student behaviour, we access the Better Behaviour Unit, Learning Centre and interagency support staff. In 2020 students have participated in programs concentrating on daily school transition, friendship, problem solving, mindfulness, interoception and specialised social skills groups. Staff received training to assist with working with children who have experienced trauma, mindfulness, restorative practices and problem solving. Parents attend meetings where goals are set, timelines put into place, and on going case management is carried out for identified students.

When necessary we include Take Home and Suspension, however we recognise that neither of those by themselves create change in behaviour.

Client opinion summary

The parent perception survey was again generally really positive feedback for the school. 123 families completed the survey in 2020.

Trends have remained consistent over time, with upper level affirmation across most questions. Further interrogation and analysis of data in 2021 will be undertaken to inform development of 2021 site improvement plan and priorities. 96% of our families talk with their child about what happens at school and 94% think that school is important to their child's future which is a real positive for our community.

Highest responses in 2020 include

- Teachers and students treat each other with respect at this school
- People respect each other at this school
- Teachers at this school provide my child with useful feedback about their schoolwork
- Overall, my child has a good routine around reading, studying and learning at home

Lowest responses in 2020 include

- The school provides me with useful tips on how to help students learn at home
- I know the standard of work the school expects of my child
- I have useful discussions with the school about my child's learning
- I feel equipped to help my child plan what they will do after they leave school

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	3.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	29	14.6%
Transfer to SA Govt School	162	81.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

In line with the Department for Education policy all Woodcroft Primary School employees, volunteers and third party providers must undertake the Working with children check (WWCC) screening process before working with children or working on the school grounds.

Teachers are provided with a list of parents/caregivers who have a current relevant history screening when volunteers are required, and expiry dates are closely monitored and reminders sent to complete the necessary form for renewal.

Qualifications held by the teaching workforce 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	52
Post Graduate Qualifications	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	32.2	0.8	18.8
Persons	0	37	1	27

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$5,832,205
Grants: Commonwealth	\$3,550
Parent Contributions	\$188,596
Fund Raising	\$15,909
Other	\$2,417

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

2020 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 2020 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 wellbeing and engagement	Targeted funding for individual students Improved wellbeing and engagement WPS continues to support students wellbeing through various strategies and programs. Additional SSO hours were invested to support identified stu	Decrease in class withdrawal, suspensions and exclusions
	Improved outcomes for students with an additional language or dialect	WPS employed an EALD Teacher and BSSO's to support EALD students. In class support and small group intervention for identified students in collaboration with teaching and support staff.	Improved continuity between EALD and class teaching and learning programs.
	Inclusive Education Support Program	Embedding of SMARTAR processes across the school and alignment to a clear improvement cycle with regular review opportunities. Senior Leader/ Student Support led the regular review and analysis for SWD cohort.	Individual growth for identified students is tracked and reviewed.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funding used to support Early Year Intervention teacher and ACEO to work collaboratively in support of personalised ATSI student goals (SMARTAR processes). FLMD funding employed Urdu teacher 0.1 to work with groups of students.	APAS supported students have identified SMARTAR goals for successfully planning, monitoring and regular review in line with whole school improvement cycle.
Program funding for all students	Australian Curriculum	AC funding facilitated staff professional learning days focussed on site improvement priorities - Teaching and learning (Learning Design, Moderation and Assessment)	Alignment of programs and staff skills and knowledge has increased.
Other discretionary funding	Aboriginal languages programs Initiatives	Jade McHughes ACEO used funding for language initiatives.	Increase in profile of Aboriginal languages within the school community.
	Better schools funding	Personal and social capabilities interventions targeted towards junior (year 1/2) and primary (year 4/5) students in line with whole school approach and improvement cycle.	Improvement in cohesion of intervention and alignment to improvement cycle
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

