



Warooka Primary School and Warooka Child Parent Centre

2022 annual report to the community

Warooka Primary School Number: 467

Warooka Child Parent Centre Number: 1787

Partnership: Southern Yorke

Signature

School principal:

Ms Beth Purdy-Dart

Governing council chair:

Nicole Redman

Date of endorsement:

20 February 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Warooka Primary and School Based Preschool has a strong commitment to providing a wide range of relevant and evidence-based learning experiences for our students. The School Based Preschool (SBP) is an integral part of the school and appears as another classroom. In 2022, the students were in 4 classes: SBP, Reception/Year 1/2, Year 3/4 and Year 5/6. Many students (approx 85%) travel on buses to attend school via one of 3 bus routes (Marion Bay, Corny Point and Point Turton). In 2022, we had an Education Standards Board review of our school and met the standards for the review for our review of registration.

In 2022, we provided a number of initiatives for our students. We were fortunate to receive a \$5000 music in Education grant that was used to purchase equipment for our school, preschool and playcentres. We had a strong music program embedded in 2022 and look forward to utilising these as part of our inclusion in instrumental music for 2023. We also were fortunate to receive a Future Education Kit through Digital Strategy that provided our school with virtual reality headsets, a robot, drone and devices to enable us to further our work in digital tech. As part of our digital tech focus, we had a Junior Primary student who was 1 of 20 students selected to have their 3D model displayed through the state through the commissioner's digital challenge. We look forward to extending this focus in 2023 with our inclusion in the Makers Empire "Kids in Space" initiative. In 2022, we completed an arts project with a focus on working with a Nharangga artist to create signs for each classroom space in language to be displayed around the school. Our school kitchen garden had a refresh and some grounds work was completed, such as, a new front garden space and planter near the gym. Warooka students are fortunate to have fantastic sporting facilities with the gym space and we continue our strong commitment to the Sporting Schools program inclusive of students from Preschool – Year 7 with cricket and surfing being offered in 2022. Our students continued to be involved in a number of SAPSASA events throughout the year with representatives in softball, swimming, basketball, football, cricket, athletics and cross country events. There continues to be a high level of parent and community involvement in Warooka schools which was again affected by COVID restrictions in place in 2022. Operating in a COVID safe way we were able to hold an assembly, our year 6 graduation dinner, colour run and our End of Year Celebration. We had a year 3/4 camp to Adelaide with highlights including AFL max and Lumination and our 5/6 Adventure/Outdoor education camp to Mylor. We had various excursions throughout the year, such as, the Junior Primary excursion to Dhillba Gurranda –Innes National Park excursion. In 2022, we continued to operate our Playcentre at Marion Bay and in Term 3 began to offer our Corny Point Playcentre from Point Turton to meet community need. This was extremely well received and our Playcentre will now continue from Point Turton in 2023. Our aim is to continue to provide a strong early years educational program for our prior to preschool children.

Governing council report

2022 has been an extremely productive year, post pandemic. This year, our students have been fortunate enough to go on school camps and excursions, compete in fun runs and athletics carnivals with minimal interruption as well as host a variety of visitors for sporting clinics and other activities.

This year in Governing Council, we have discussed numerous matters – relief teachers, playcentres, site improvements and pastoral care to name just a few. We saw the enhancement of the school grounds through some revamped garden beds at the entrance of the school thanks to new grounds person, Dave Dart. You may have also noticed some improvements to the vegetable garden area thanks to some hard work by the 3/4 class under the guidance of Belinda Hickman. These enhancements, along with the fantastic Nharangga signs the students have worked on with artist Violet Buckskin, look fantastic around the school. The introduction of a playcentre venue at Point Turton has been extremely successful as well, going from fortnightly to weekly, based on the demand in the area. Anna Phasey and Georgia McEvoy have done a brilliant job in creating a space for families to gather and should be commended for their efforts. The staff also approached Governing Council in relation to organising a memorial bench in memory of Bev Dobie. The bench has been lovingly placed outside the library; a fitting tribute to a dear colleague, educator and friend.

I would like to thank my fellow Governing Councillors, Jo Rowe, Chris Hayes, Andy Bennett, Cara Mullen and P&F Rep Simone Hayes for your support and guidance this past year.

On behalf of the Governing Council I would like to thank Beth Purdy-Dart, Amy Murdoch, Tayla Sheahan, Belinda Hickman, Karen Ramsay, Julie Aitchison, Rachel Cook and Kimberley Hodges for their leadership, direction and tutelage over the past year. Thank you to Jo Piller, Carmen Webb, Georgia McEvoy and Emma Bennett for the continued support they give our students every day.

We are also farewelling two staff members, Tayla Sheahan and Kimberley Hodges. On behalf of the Governing Council, I would like to thank you both for your amazing contributions to our school.

Nicole Redman
Governing Council Chairperson

School quality improvement planning

Our 2022 Site improvement plan continued to have a numeracy and reading focus with both our goals focused on strengthening student results and children reaching and maintaining higher bands.

Goal 1 - Increase the number of children reaching and maintaining higher bands in reading.

Challenge of Practice - If we focus on strengthening students understanding of phonics, how words are structured and the arrangement of words within sentences, this will strengthen student's ability to construct meaning from texts and increase the number of students reaching and maintaining higher bands.

Strengths and progress -

- All staff used the planning template - BDA (before, during, after planner) for developing mentor text plans including a focus on grammar and syntax as part of their daily literacy block.

- JP teacher and SSO trained in phonics program LLLL and implemented program and assessment requirements undertaken 3 times a year so that interventions were put in place for all children.

- Acadience/Dibels fluency and comprehension testing undertaken 3 times a year with data showing growth for every student.

- PAT data for reading demonstrated improvement in student growth in comprehension

- Data collated as learning goals for every student to discuss at 3way parent teacher interviews and used as basis for literacy reporting.

- Cluster day twice a term focus on mentor text use and the writing revolution continued to focus on improving student understanding of sentence structures and grammar to in turn improve student comprehension and writing.

Actions for 2023 - Focus will remain use of mentor texts to improve student understanding of grammar and sentence structure which will improve students reading and writing. Staff will continue with professional learning through cluster and at Warooka and will engage more strongly in a moderation process with other local schools. Staff will use the DFE units to build student general knowledge which will improve student reading comprehension.

Goal 2 - To increase the number of students reaching and maintaining higher bands in numeracy.

Challenge of practice - If we focus on strengthening students ability to apply mathematical reasoning by modelling technical language and incorporating teaching mathematics through problem solving we will increase the number of students reaching and maintaining higher bands.

Strengths and progress -

- All main classroom teachers completed ORBIS numeracy courses and continued using the Van de Walle maths resource as a framework for improving numeracy including the daily numeracy block and the task design process

- Staff began using the essential assessment tool to complete pre and post numeracy tests.

- Staff used the Department units of work for numeracy 3-7 and using the Department scope and sequence for maths to ensure consistency of practice.

- PAT maths diagnostic data was shared across staff and individual strengths and goals for students were identified to develop a plan for teaching in 2023

Actions for 2023 - All staff will continue to embed actions that were begun in 2022 with a focus on strengthening the daily numeracy block and continuing to embed the essential assessment tools to establish student's needs.

Preschool quality improvement planning

In 2022 our PQIP goal was focused around numeracy. The goal was that children will develop their mathematical reasoning and understanding and demonstrate this through language.

Challenge of practice -If all educators provide high quality interactions including modelling correct mathematical vocabulary and providing intentional teaching opportunities then children will develop their mathematical reasoning and understanding.

Strengths and progress -

- Amy completed the ORBIS numeracy course for preschool and all staff in preschool completed a series of professional learning/reading which helped strengthen the evidence-based practices in numeracy in the preschool.

- Pedagogical documentation focus on data analysis using a numeracy PQIP lens which was analysed on a fortnightly basis.

- Amy represented Warooka on the preschool numeracy reference group to help shape the preschool numeracy curriculum that the department will provide to all SA preschools.

- Use of formative assessment processes linking into the preschool planning cycle.

- Preschool classroom environment focus on number.

Actions for 2023

- focus for PQIP will shift to mark making but will continue to have a strong numeracy focus embedded in the preschool daily routines.

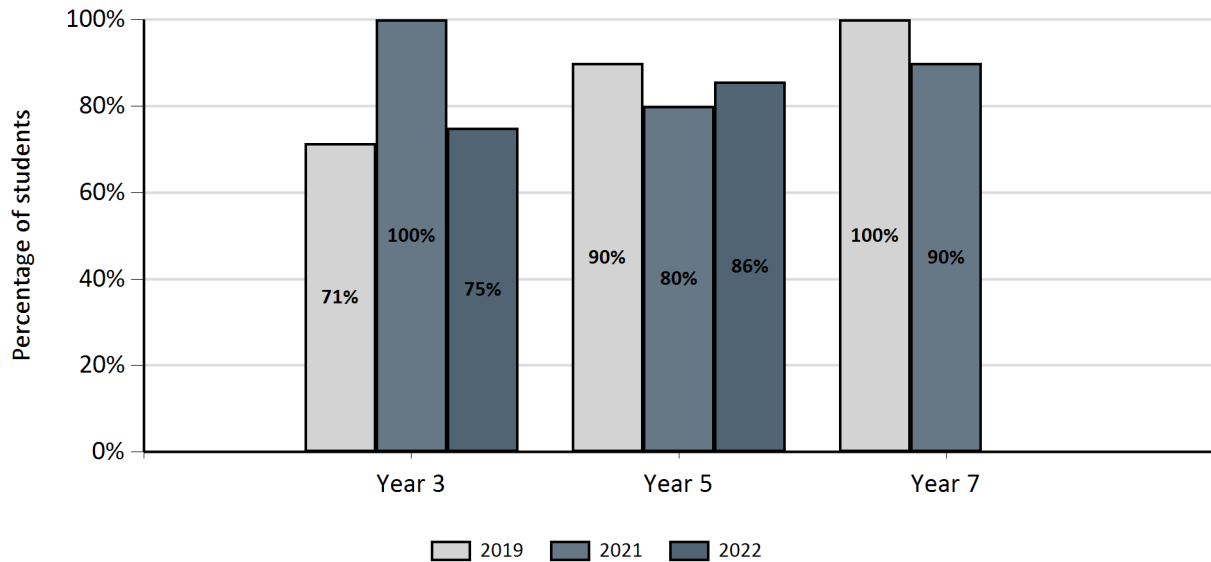
- will continue to strengthen continuity of learning with preschool teacher in R-2 class on a Wednesday and R-2 teacher attending preschool planning meetings.

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

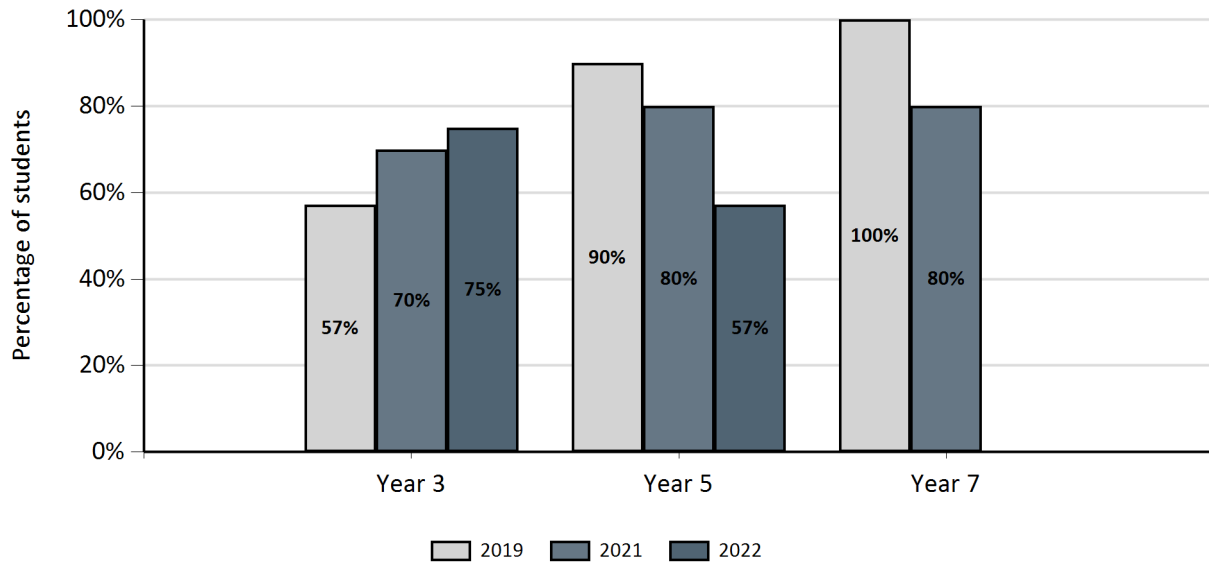


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	8	8	5	4	63%	50%
Year 03 2021-2022 Average	9.0	9.0	3.5	3.5	39%	39%
Year 05 2022	7	7	3	0	43%	0%
Year 05 2021-2022 Average	8.5	8.5	3.0	0.0	35%	0%
Year 07 2021-2022 Average	10.0	10.0	3.0	3.0	30%	30%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

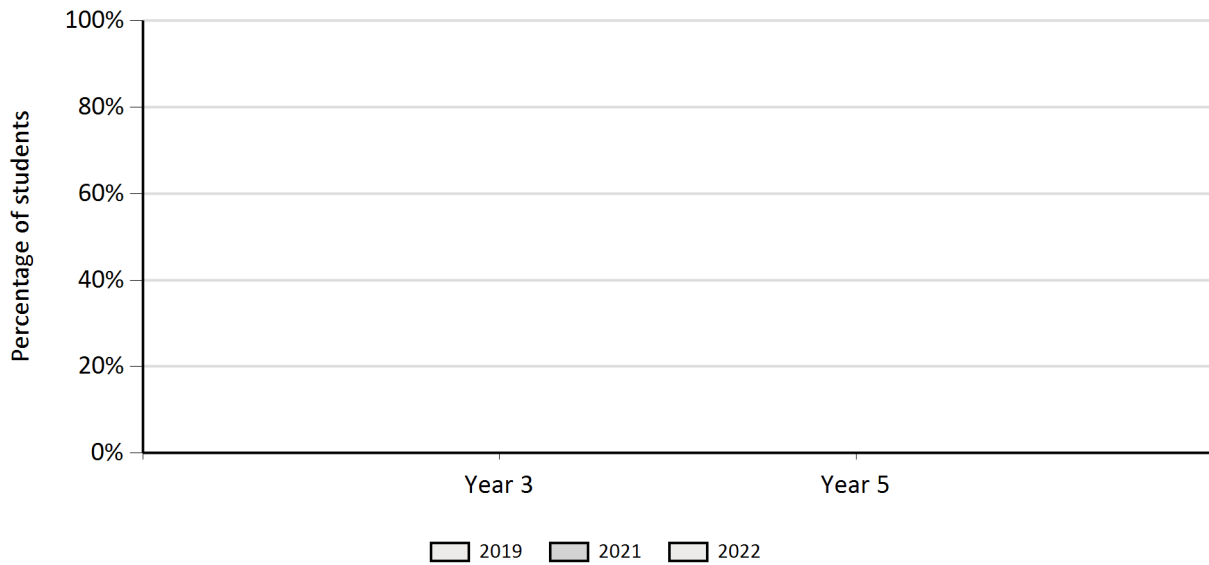
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



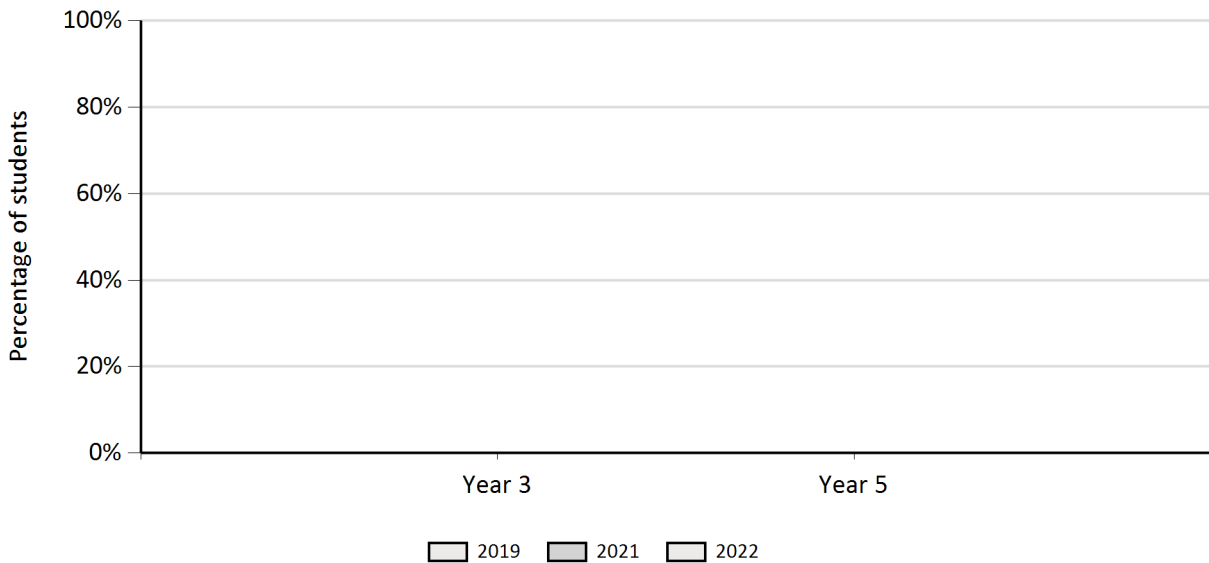
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

All Aboriginal students were highlighted on school data sets to ensure that their data was tracked and monitored, and any interventions were implemented to support growth. All Aboriginal students learning goals were added into students one plans and were discussed with families and students at their 3 way interviews.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Most aboriginal learners demonstrated growth in literacy and numeracy and students who did not demonstrate growth were provided intervention support. 2 students demonstrated achievement of higher bands in literacy and numeracy in Naplan, PAT and in school based testing.

School performance comment

2022 NAPLAN Results

- 53% in higher bands in reading – (62% in year 3 and 43% in year 5).
- 26% Higher bands in numeracy - (all in year 3).
- 33% Higher bands in Grammar - (50% in year 3 and 1 child in year 5)
- 26% Higher bands in writing – (37% in year 3 and 1 child in year 5)
- 26% higher bands in spelling – (37% in year 3 and 1 child in year 5).

There was a significant improvement in year 3 NAPLAN results for 2022 in higher bands achievement. The focus will be on retaining these results into 2024 NAPLAN for our year 3 students. We had the majority of children achieve SEA in year 5 but only a small number in the higher bands, predominately in reading. Numeracy continues to be an area of focus on improvement.

2022, PAT R data

- 92% of students achieved SEA across years 3-6 with 15% in higher bands.
- Longitudinal gain data indicates improvement for the majority of students with particular improvement in the 3-5 cohort with an average gain of 13.6%

2022, PAT M data

- 81% of students achieved SEA across years 3-6 with 28% in higher bands.
- Longitudinal data indicates improvement for the majority of students with particular improvement in the 3-5 year cohort with an average gain of 10.7%.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	98.3%	91.5%	88.2%	98.5%
2020 centre	82.4%	91.4%	89.6%	88.9%
2021 centre	89.6%	95.8%	96.4%	84.0%
2022 centre	80.0%	62.5%	100.0%	74%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	92.9%	87.7%	87.9%	91.5%
Year 1	86.6%	90.2%	89.8%	91.2%
Year 2	89.4%	86.9%	88.6%	90.2%
Year 3	89.0%	90.3%	94.9%	87.6%
Year 4	88.4%	86.5%	85.1%	86.9%
Year 5	94.5%	90.8%	87.5%	80.2%
Year 6	94.6%	93.5%	92.1%	83.4%
Year 7	95.5%	93.7%	91.2%	N/A
Year 9	N/A	N/A	N/A	N/A
Year 10	N/A	N/A	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Total	91.3%	90.1%	90.0%	87.0%

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

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

Attendance comment

Children's attendance at preschool has been consistent with the majority of preschool children attending their preschool days.

School attendance at 87% in 2022 was possibly linked to COVID 19 disruptions and specific family reasons. Attendance was followed up with daily phone calls to absent families and reminders in newsletters. Specific attendance issues were also followed up by the department attendance team when necessary.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	12	12	14	14
2020	7	6	6	6
2022	5	4	3	7
2021	12	12	11	4

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

The school has a strong behaviour process in place and our behaviour policy was reviewed in 2021 and will need a review in 2023. Generally students are respectful towards each other and adults at the school. On the few occasions that students have reported negative behaviour concerns these have been followed up with individual students and parents have been notified. The school uses a restorative approach to behaviour management with a focus on positive behaviour management. The school continues to have a strong link between parents and the school and most behaviour problems are directly resolved with agreed actions between all parties.

Parent opinion survey summary

During 2022, our parent information survey was completed by 13 families. The data indicated that generally the majority of families felt welcomed and respected by the school and felt that communication was effective. The data indicated that many families felt that they would like to know more how they can further support their children learning at home. In response to this teachers will continue to post information onto seesaw and put in individual student learning goals and follow up ideas for home learning. We will aim to run further parent education workshops in 2023 as we were not able to run a lot of these with COVID 19 in 2022.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
467 - Warooka Primary School	100.0%	66.7%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	33.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	66.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

The majority of our Primary students left to attend high school at Yorketown Area School with 2 students leaving to attend a private high school on the peninsula. Some families moved interstate and to different areas in the peninsula which led to a change of schools. The majority of our preschool children will remain at Warooka for 2023.

Relevant history screening

All staff and volunteers have appropriate screening clearances prior to undertaking roles.
 NDIS and other providers working on site all provided relevant screening information.
 All contractors had relevant screening clearances

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	11
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	5.9	0.0	2.9
Persons	0	7	0	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$1,173,695
Grants: Commonwealth	\$4,500
Parent Contributions	\$17,430
Fund Raising	\$6,502
Other	\$25,247

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

2022 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.

2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Funding was used to improve our sensory regulation kits in each class and towards	Reduced number of behaviour incidents and improved student wellbeing outcomes.
Targeted funding for Improved outcomes for numeracy and literacy	Improved outcomes for students with purchasing of synthetic phonics resources, numeracy resources and intervention materials. Additional SSO hours for support for interventions.	N/A	School wide agreements on evidence based program implementation for numeracy and literacy consistency across R-6. All students demonstrated growth.
Inclusive Education Support Program	Inclusive Education Support Program Funding used to employ additional SSOs and resources to support students on one plans.	Support given to funded students. Students were supported individually or in groups by SSO. Support given to students identified with learning difficulties who were eligible had a one plan developed.	Small All students achieved the extra SSO hours in 2022. All students on one plans made progress or either made progress or achieved individual learning goals.
Improved outcomes for non-English speaking children who received bilingual groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development	Funding supported small class sizes. Provision of access to wider life experiences via travel and subsidies to offset distance. Additional purchase of literacy and numeracy resources and early years resources. Classes had access to SSO support with additional hours of SSO's to support individual learning needs. Aboriginal students supported by cluster ACEO	Students were tracked and data used to identify students who intervention was needed due to high or low achievement. Additional resources targeted achievement.
	Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	Funding was used to focus on increasing teaching skills and knowledge of staff in literacy and numeracy in particular through Primary Cluster work.	Data indicated growth for all students.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Reduced class sizes- operated 3 classes across R-6 and employed additional SSO hours.	Smaller classes with increased intervention.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.