



Wasleys Primary School

2021 annual report to the community

Wasleys Primary School Number: 0469

Partnership: Goyder & Light

Signature

School principal:

Mrs Ann-Marie Ellis

Governing council chair:

Melissa Bywater

Date of endorsement:

18 March 2022



Government
of South Australia
Department for Education

Context and highlights

Wasleys Primary School is a small country school which has a long history in the local community. The old school house, built in 1880, now contains two kitchens and an assembly area, and is currently utilised as a Play Centre space once a week. The main school building was built in 1981 and houses our admin, resource centre 2 classrooms and an art room.

We are well resourced, and our school is set in spacious grounds with a large kitchen garden to the rear, a sandpit, cubby house, music shed, playground, multi-use court, oval and nature play space providing students with lots of options for play. Students are very welcoming of new students and encouraged to include others in their games to ensure everyone feels they belong.

Decision making bodies include a strong Governing Council and Student Representative Group who work hard to continue to improve our school and learning programs. In 2021 the Student Group were involved in organising a Book Sale, Casual Clothes Days, Health Hustle and a Canned Food Drive. They audited and purchased new sports equipment. Our teachers are dedicated and knowledgeable and keep their skills and understandings up to date. Their current focus is on improving student reading comprehension and writing outcomes.

Highlights in 2021 included:

Wheels Day, Sports Day, Book Week, Harmony / Bully No Way Day, Science week, National Simultaneous Storytime, Concert and Graduation ceremony, Dream Big excursion, Zoo Snooze, Reconciliation Day, Premiers Reading Challenge, Premier's Be Active Challenge, Outdoor Classroom Day and the Book Cup.

Parent activities included Fundraising events, such as a Paella Drive, Book and Bake Sale, Mother's Day and Father's Day stalls and the Christmas raffle. Parents also supported our camp to the zoo and Meet and Greet evening and attended the End of Year Graduation and Concert.

The school conducted an in-house Remembrance Day service and hosted members of the local RSL for morning tea. Connections were made with the Light Regional library, who helped enrich our Reading and Homework Club with book based activities. Facility improvements included Art Room rebuild, external painting, nature play construction, carpeting and blinds.

Governing council report

The 2021 Wasleys Primary School Governing Council (GC) consisted of 7 parents, 1 community member and Ann-Marie Ellis (Principal). Teachers took turns attending and presenting the staff report throughout the year. A small but dedicated fundraising sub-committee continued their tireless commitment to raise funds to support the extension of the nature play space to include a butterfly garden in 2022. A big thank you to Jenny Polley who shouldered much of this work and is a worthy co-recipient of an Australia Day Citizen of the Year award.

Term 1 began with 34 students and a split class model. Three classes ran in the mornings (R-2, years 3-5 and years 6-7) at which time learning was focused on literacy and numeracy. In the afternoon, students were grouped R-3 and 4-7 for other curriculum areas and the year 3-5 teacher taught Art and Health / PE curriculum.

For the second year, COVID 19 presented challenges, including periods of home learning, cancellation of some events and restricted access to others. Some GC meetings were held via Google Meet, and interviews held via phone, however parents were still able to attend Sports Day in the afternoon, end of term assemblies and the annual concert and graduation ceremony, which was again held on the school oval. Students were still able to participate in many school events including camp and an excursion and parents were kept up-to-date through photos, Facebook and Seesaw.

With the absence of out of school care facilities, the school continued to support working parents by providing on site supervision for students until 4pm when needed and running a Homework and Reading Club once a week. The establishment of a regular OSHC service is not a viable option at this stage.

The school experienced a high proportion of staff change in 2021, with one teacher and an SSO leaving at the end of term 2. Despite this disruption, Play Centre continued to run with the Principal taking on the role of Facilitator. Term 4 saw us fare-welling another 2 teachers, one of whom moved to the secondary sector and the other taking maternity leave. A permanent teaching position was advertised and filled, with the new teacher Emma Jones beginning in 2022.

During the year GC reviewed and ratified the Dress Code Policy and the Mobile Phone use policy. GC members were also involved in working bees to establish the nature play space and the external school audit in Term 2, answering questions and providing feedback to the review officers.

Quality improvement planning

The site improvement plan was in the final year of its cycle in 2021 and was reviewed by staff regularly. Based on 2019 data, the two areas identified for improvement were in reading comprehension and student writing. The main focus of writing was on the correct use of punctuation, sentence structure and paragraphing. Targets were set to achieve at or above expected growth in the two focus areas as measured by NAPLAN and PAT-R.

To continue improving reading comprehension, staff explored the agreed text “Strategies That Work” and implemented identified strategies in a series of Learning Sprints. Success was monitored at staff meetings and through performance discussions. A stock audit and refresh of our library space, including display stands for newly purchased books lifted the profile of reading in the school. A second display houses a selection of books on loan from the local council library, which children are encouraged to borrow and request titles for. A significant investment was made to introduce Literacy Pro, a system for identifying books suited to students’ current reading ability. NAPLAN and PAT-R results showed significant progress in Reading comprehension, particularly in the primary years, however staff identified that this needs to be a continued focus in 2022-2024 to embed consistent practice across all year levels.

Staff continued to work with the Brightpath team to identify next steps for improving student writing. Two Pupil Free Days were dedicated to moderation of student work against the Brightpath Narrative Scale and professional development in using the tools to move students forward, particularly in the construction of complex and compound sentences. This work was reflected in improved student results, with students demonstrating growth in sentence variation and complexity, and the ability to construct a cohesive narrative text. Close examination of student work identified a need to further develop student use of tier 2 and 3 vocabulary. The 2022-2024 improvement cycle includes a continued focus on improving student writing, with particular attention given to expanding and extending student vocabulary.

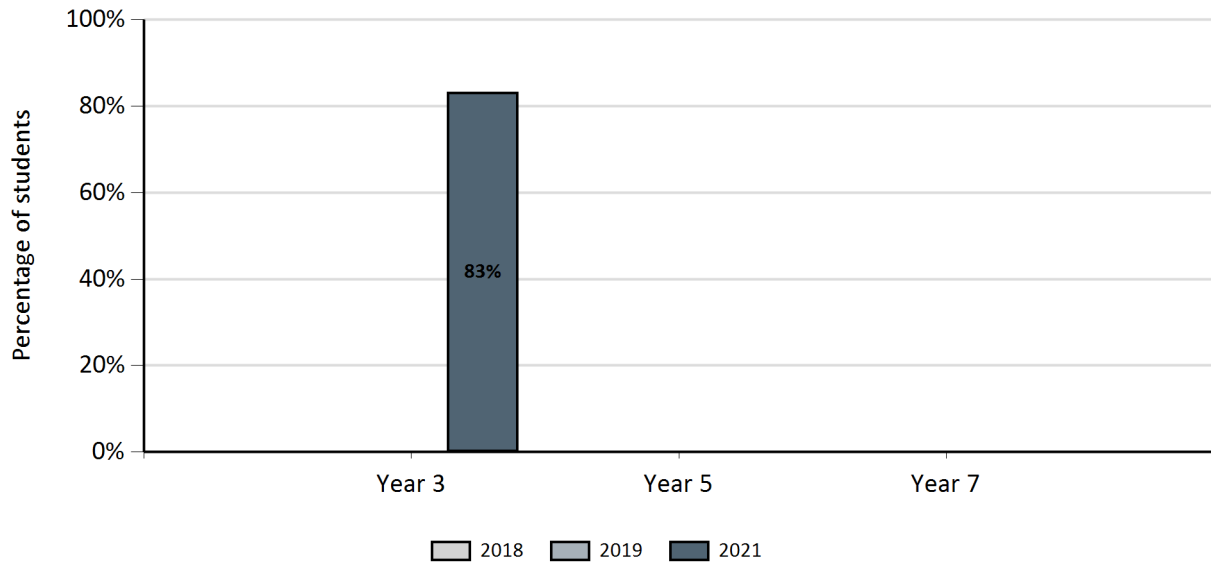
Although our Maths results remain sound, slow progress through the early stages of the Big Ideas in Number was identified, and our 2022-2024 SIP also includes a renewed focus on Numeracy to maintain and lift student results in this area.

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

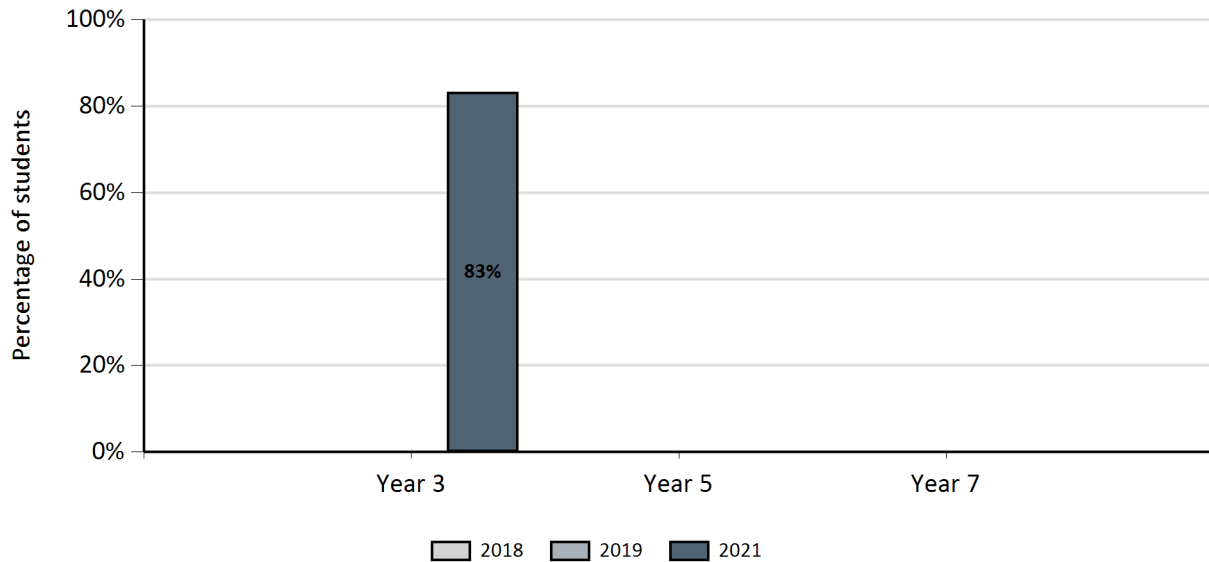


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	6	6	3	1	50%	17%
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

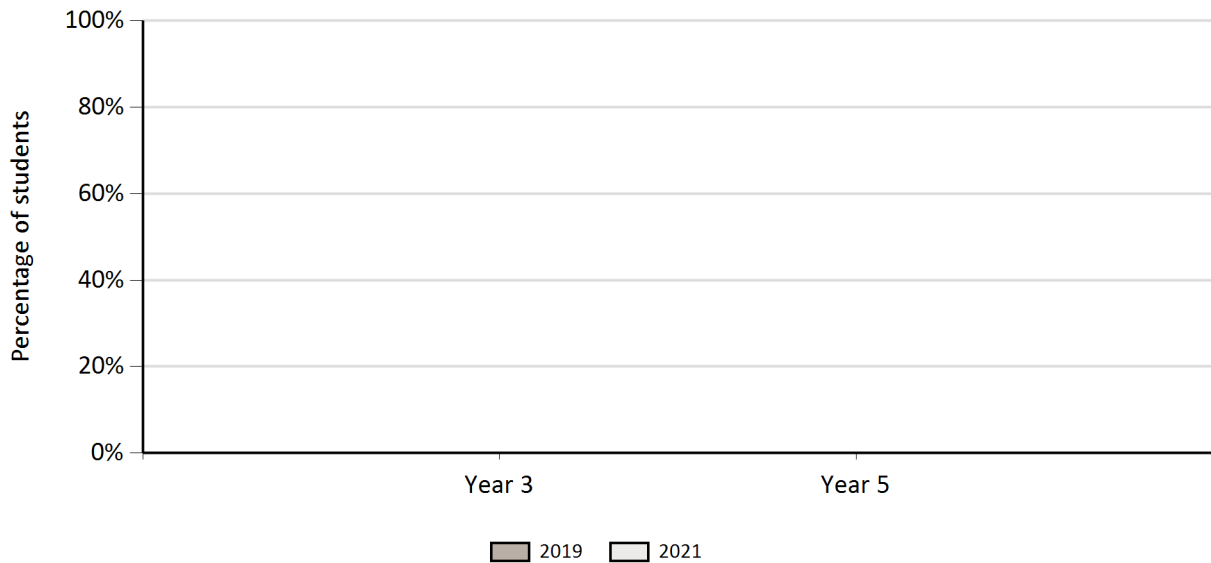
[^]includes absent and withdrawn students.

*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



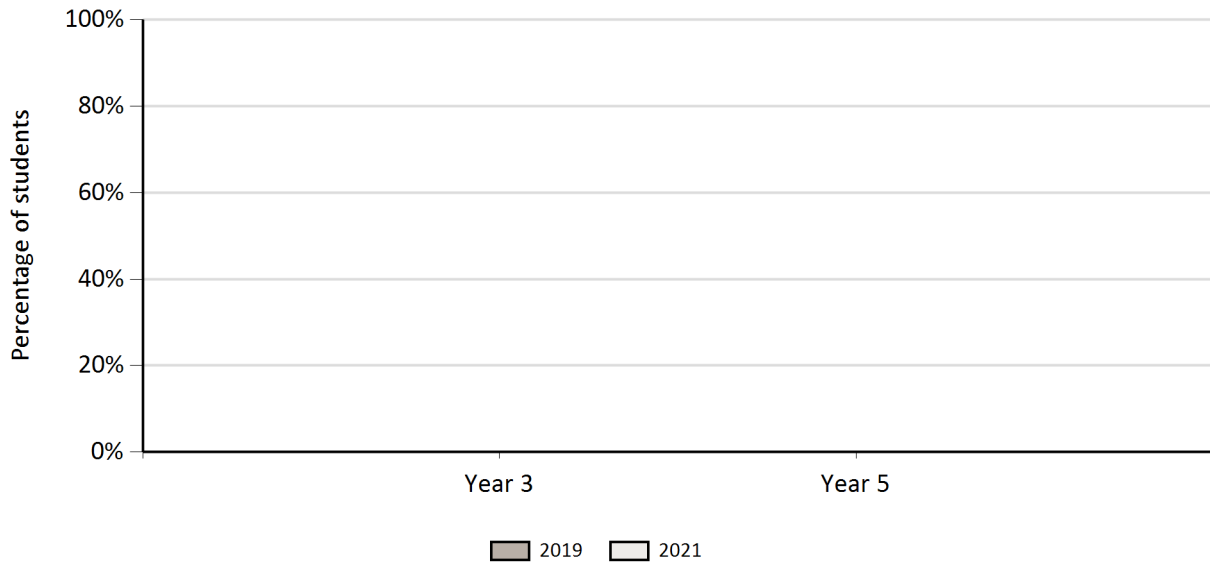
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Tracking & Monitoring

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

Our portfolio has an ongoing focus on Aboriginal culture, therefore PDP meetings and partnerships meeting target Aboriginal learners and their growth through best practice strategies. There is an expectation that we embed one element of the Aboriginal Learner Achievement Strategy each year. In 2021 we focused on Element 2 – Tracking and Monitoring Growth and Achievement. All Aboriginal students at Wasleys Primary School have a One Plan with goals that are monitored and updated regularly. All students are involved in setting learning goals and receive support to achieve them. Teachers track and monitor the implementation of the One Plan.

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

It would not be appropriate to comment on outcomes due to the small cohort of Aboriginal students attending WPS.

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Reading data is triangulated using NAPLAN (years 3,5,7) PAT-R data (years 3-7) Running Records (years 1-2) and the Phonics Screening Check (year 1)

Results in PAT Reading demonstrated that

- the majority of our students achieved DfE standard of Educational Achievement (SEA) in years 3-7
- 100% of students in years 3 and 7 achieved DfE SEA.
- 75% of students in years 4-7 achieved more than 12 months growth, with 3 of these students more than 2 years of growth from their previous years test.

Results of NAPLAN reading supported this data, demonstrating that

- 90% of students in years 3 and 7 achieved DfE SEA, with 40% demonstrating high achievement

Results of the year 1 Phonics Screening Check and Running Records data in years 1 and 2 were again disappointing, demonstrating a need for a more consistent and rigorous approach to teaching phonics in the early years. In 2022 all staff will receive training in the teaching of Jolly Phonics and Jolly Grammar, which will form an R-7 framework. Daily participation in Heggerty Phonemic Awareness program will continue.

Numeracy data is triangulated using NAPLAN and PAT-M results

Results in PAT Maths demonstrated that

- 68% of students of students in years 3 to 7 achieved DfE SEA, with over half of these students achieving more than 12 months growth from their previous test. Three students demonstrated over 2 years growth.

Results of NAPLAN Numeracy supported this data, demonstrating that

- 80% of students in years 3 and 7 achieved DfE SEA, with 30% demonstrating high achievement

Writing data is monitored through NAPLAN and Brightpath moderation

Results of NAPLAN Writing demonstrated that of the 60% of students who achieved NMS, 50% achieved in the higher bands. Teachers again used Brightpath Moderation to assess student writing ability and the results supported the NAPLAN results, showed that 58% of students were achieving end of year standards by early term 3.

Students who require additional support work in small groups or individually with school support staff, either in class or withdrawn.

Attendance

Year level	2018	2019	2020	2021
Reception	93.1%	83.1%	89.5%	96.7%
Year 1	96.7%	89.3%	86.2%	90.1%
Year 2	93.1%	93.1%	88.0%	86.0%
Year 3	93.1%	93.9%	83.6%	89.3%
Year 4	93.4%	93.5%	93.3%	91.1%
Year 5	98.3%	89.0%	81.9%	79.8%
Year 6	91.9%	93.0%	86.1%	86.7%
Year 7	94.3%	98.0%	84.2%	89.3%
Total	94.2%	91.9%	85.7%	88.5%

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

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

Attendance comment

COVID 19 still had an impact of student attendance, however overall attendance improved on the previous year, increasing from 85.7% to 91.6%. It is pleasing that the unexplained / unsatisfactory reasons for absence have declined to a nominal level of 0.2%. There has also been a significant decrease of approximately 30% in the reason for absence being family / social.

All absences are followed up by staff and families are aware of the impact of regular attendance on academic success and a student's sense of belonging through regular newsletter articles and conversations. We will continue to work with families going forward to ensure that students attend every day when school is open, unless there are sound reasons for their absence.

Behaviour support comment

The number incidents of violence and bullying remain low with no significant change since the previous year, however the severity of the individual incidents have declined, with a rapid decrease in those resulting in suspension. In the main, students at Wasleys Primary School follow the school behavior code. Breaches are followed up thoroughly along with consultation with all stakeholders and appropriate consequences issued if deemed necessary.

Parent carer contact is an integral part of this process. Kimochis and What's the Buzz social skills programs continued in 2021, with good success.

We take a strong stance of any form of bullying and explicit teach students to solve conflict in safe ways.

Parent opinion survey summary

Seven people responded to the Parent Opinion Survey, which was a significant decrease from the previous year of Nineteen.

85% or more of parents surveyed agree or strongly agree that

- Children are important to the school
- Parents know the standard of work the school expects of their children
- They receive enough communication
- The school communicates effectively

100% of the parents surveyed agree or strongly agree that

- Overall, their children have good routines around reading, studying and learning at home
- Education at school is important to their children's future

All of the parents surveyed indicated that they speak with their child about what happens at school and the most popular forms of communication are phone calls and Seesaw.

The survey will need to be heavily promoted in 2022, to increase participation and receive a more accurate picture of parent opinions.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	15.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	16	84.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff have the current relevant history screening and this is monitored by the business Manager to ensure they do not expire. Third party service providers including Speech Pathologists and Occupational Therapists are also required to produce a WWCC certificate before commencing sessions.

Due to COVID the opportunities to volunteer at the school were limited in 2021 to fundraising, all of whom also held current clearance.

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	6
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	3.8	0.0	1.7
Persons	0	4	0	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$801,212
Grants: Commonwealth	\$0
Parent Contributions	\$10,519
Fund Raising	\$2,430
Other	\$0

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

2021 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 2021 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	Students were taught strategies to self-regulate and problems –solve through 1:1 or small group support, enhanced by the implementation of whole class interoceptive awareness activities and wellbeing programs	Improved engagement and conflict resolution between students.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Supported students with literacy and numeracy learning. Students had individual learning plans (One Plans) with literacy, numeracy and social / behavioural goals and were supported to achieve these goals through addition	Improved outcomes for students with identified needs.
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	Classes have small numbers in literacy and numeracy and students had individual goals targeted on literacy improvement. Students received additional support as required to meet their goals. Teachers were released to develop individual learning plans which were shared with families at parent teacher interviews.	Improvement in targeted areas for students.
Program funding for all students	Australian Curriculum	Primary Learning Improvement funding was used to release staff to work with Curriculum Lead and engage in Professional Learning.	Staff developed skills in curriculum mapping and implementation.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Better School Funding was used to supplement the maintenance of a third class, reducing class size and increasing teacher to student ratio.	Smaller classes enabled more targeted teaching of literacy and numeracy.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

