Westbourne Park Primary School

2022 annual report to the community

Westbourne Park Primary School Number: 475

Partnership: Mitcham Plains

	Signature
School principal:	Mr Jason Munro
Governing council chair:	Diarmid Lee
Date of endorsement:	**25 January 2023**

Government of South Australia
Department for Education

Context and highlights

Westbourne Park Primary School had an enrolment of 485 students with 18 classes reception to year 6. There were four specialist subjects taught PE, Health, Italian and performing Arts. The specialist teachers also taught values lessons to implement the new school ARROW values (accountability, respect, resilience, opportunity, wellbeing), which were also taught in the main classes. This was the first year that the school operated as a reception to year 6 school after the state's government's policy of year 7 students experiencing their learning in the high school setting across the state came into effect.

The highlights of the year included the establishment of the nature play area in Yard C. Nature play has been on the school's wish list for a number of years, and after securing funding and further allocating some of the school's financial resources a plan was developed over a two-year period and was constructed in the early part of 2022. This has transformed the Yard C area both aesthetically and as a functional learning / play area. Furthermore, the school financed a black fence around the perimeter of the artificial turf as a safe ball play zone to protect the nature play area and the students playing in it.

The capital works redevelopment project had final approval and the tender process completed, and finally we saw building works start in July. This has been a long process since the announcement of funding in 2017. The major milestones that were reached in 2022, was the relocation of the school IT infrastructure and upgrade of the fibre network and core switches. The phone system changed from copper wire to voip, and the security system was upgraded to the integriti system. The old library (building 12) was internally demolished, and two sections built on, new aluminium windows installed and a completely new fitout internally. The outside area has been prepared for new landscaping. this stage is due for completion and handover in late February 2023. The Marlborough building has a new ceiling installed in the centre common area, new flooring from the entrances and throughout the common area and a demolition and new fitout of the common area. A new main distribution board was installed to replace the very old board that serviced the school. This was all done with some disruption but overall minimal impact to the running of the school.

Whilst term one was still impacted by Covid restrictions, our students were involved in a number of school activities including school sports, pedal prix and Wakakirri. All of these were held at venues outside of school such as Tailem Bend motorsport park and the Adelaide Entertainment Centre. Our school won a national award for performing arts in the Wakakirri performance which was outstanding.

Classes were able to return to experiencing excursions and camps, although some were postponed due to Covid early in the year. This meant we had 7 classes attend camps in week 7 of term 4 which made the end of the year very crammed. We made the decision to do a filmed version of the end of year concert rather than cancel it due to the time pressures of the term.

Our work on the culture development and review continued this year. This continues on from the work of our student leaders in 2021 where new values and learner attributes were developed. The focus of 2022 has been working on the vision statement for the school and delving deeper into the learner agency across the upper year levels. Some initial work has been completed for an alternative logo design and will be handed to the new student leaders for 2023 to work on.

Our Junior Primary team were involved in an intensive training program in synthetic phonics supported by the Literacy Guarantee Unit in the department. The team worked collaboratively and started implementing the Heggerty and InitiaLit programs across reception to year 2. This was a lot of work but very well received by the teachers and something that has seen significant improvement in students' phonological awareness results in a short period of time. Even though half of the junior primary team are contract teachers, we have been able to re-employ all of the contracts for 2023 to keep consistency in the teaching and learning.

All of the class teachers across the school have continued to implement the Brightpath writing moderation tool to inform teaching and learning in writing. This was introduced last year but was consolidated throughout 2022. It takes time to use the tool accurately, but the teachers have developed their skills quite quickly and can work together to and as a team to support writing improvement in the students learning.

We held sports day in term 4 after postponing it from the end of term 3 due to the condition of the oval. This has been an extremely wet year and the oval hadn't recovered from winter sports in time for a whole school event. It was a great day.

Governing council report

As the 2022 year comes to a close, we reflect on another successful year at Westbourne Park Primary School.
As those in our community will have noticed, many major projects have commenced in 2022. The year started with the completion of the re-development of Yard C. Transforming a baren and underutilised space into a wonderful nature play space, where our children a can explore, play and learn. It has been a thrill to watch so many of our students enjoying this space.
Fencing between the new nature play space and the Yard C pitch was also installed to manage the safe interaction between these spaces.

The $5 million capital works project finally commenced in 2022, starting with the re-development of the library and staffroom building, to transform it into a new consolidated school administration building that better meets our needs. Work in the Malborough building created new open plan classrooms and construction of the new resource centre will commence in early 2023.
It was disappointing that a significant amount of the $5 million grant needs to be expended on addressing health and safety issues that the Department has not addressed previously. This has meant some compromise to our original concept designs in order for us to stay within the allocated grant funding.

As part of the SA State Election, the Governing Council lobbied both major parties for funding to upgrade the Yard B toilet block and install further Nature Play. While we were successfully in securing funding for these projects, the amount secured was significantly less than we would have hoped. We have continued to lobby our local member Nadia Clancy and received assurances that further funding for these works will be forthcoming.

On the teaching and learning front, our teachers have continued to do a wonderful job in nurturing our children and being continually adaptable as they provide an environment where learning can thrive. As concerns relating to COVID-19 continue to ease it has been great we have been able to increase opportunities for parents and the community to be involved in our school. We look forward to more opportunities to do this in 2023.

Yet again our fundraising committee did a wonderful job putting together multiple events, including the Student Disco, wine drives, online auction and quiz night, which raised over $15,000 for our school.
On a personal note, this is my final year as Chair of the Governing Council. It has been a wonderful experience and I'm so pleased to see the progress of the school, particularly over the last 3 years under the leadership of our Principal Jason Munro. I also thank all those in our community who have volunteered over the course of 2022. Your support and dedication to our school is so appreciated and adds to its vibrancy and culture.

Lastly, we wish our graduating students all the best in their transition to high school and are sure that the foundation that has been built at WPPS will equip them to succeed in their future studies.

Quality improvement planning

The site improvement plan was had the same improvement areas as 2021, with Numeracy, Writing and Student Agency as the remaining as the focus. We refined the actions and goals to reflect a continuation of practice in each of the areas and once again, the staff worked in Professional Learning Communities to develop and implement these. These form part of the improvement cycle and reflect the second year of the plan.
Goal 1: Increase student achievement in numeracy with a particular focus on the four operations of number.
Goal 2: Increase student achievement in writing.
Goal 3: Increase the authentic student influence on inquiry learning of our middle and upper primary students.

This was the second year staff engaged in the Brightpath writing program, which assists teachers to moderate writing and identify next teaching points. Every teacher engaged in this strongly and we saw significant improvement between the first and second moderated writing samples. The data collected and grades acquired in writing improved as the year progressed with more A and B grades achieved in English based on the writing improvements.

The work in the PLCs was again impressive, with a member of the leadership team leading each PLC. Every teacher was aligned to a PLC which ensured we had input from R-6 and specialist areas in each. We used data heavily to guide our goals but also to review the success. We analyzed the NAPLAN and PAT data down to the question analysis level which enabled us to highlight the areas of strength and those needing development across the school. We focused mainly on the writing and learner agency PLC this year, with a major focus on numeracy planned for 2023 where we hope to engage in a departmentally supported numeracy project across the Mitcham plains and hills portfolios.

The teachers deepened their work in year level teams to further develop cohesiveness in planning and assessment. Some of the teams worked even closer by teaching lessons across the cohort instead of class. This allowed the students to branch out their access to staff expertise but also allowed staff to hone their skills on a subject area and lessen the workload. The DfE units of work were used in some of these lessons and were adopted and adapted to suit the context and teaching style. As student agency is a focus for our school, some of the units had to be adjusted to allow this practice to be used. We are focusing on a balance between explicit and inquiry learning.

The junior primary team invested time in implementing Heggerty for phonemic awareness and engaged with a literacy coach from the Literacy Guarantee Unit if DfE every fortnight. The team agreed in InitiaLit for a synthetic phonics program, all received training, made resources and started implementing the program. Clear alignment for all year levels and school is a non-negotiable in the vision of Westbourne Park PS.

We have been keeping a focus on the External Review Directions of 2019:

Direction 1: Ensure broader understanding of the school's priorities and monitor progress towards targets through the development of regular forums of self-review that are informed by data and collectively convened.

Direction 2: Maximise every student's potential and achievement by identifying high yield pedagogical approaches that challenge and stimulate thinking which are consistently implemented across all classes.

Direction 3: Deliver teaching that is tailored to students' learning needs through strategically designed professional learning forums that develop teachers' capacity to value, understand and analyse student achievement data.

We believe we have achieved these through the SIP, realignment of practices, team alignment, data and the significant work put in on the culture of the school.

We were scheduled for an external review in term 2 of this year but that has been rescheduled for late term 1 in 2023.

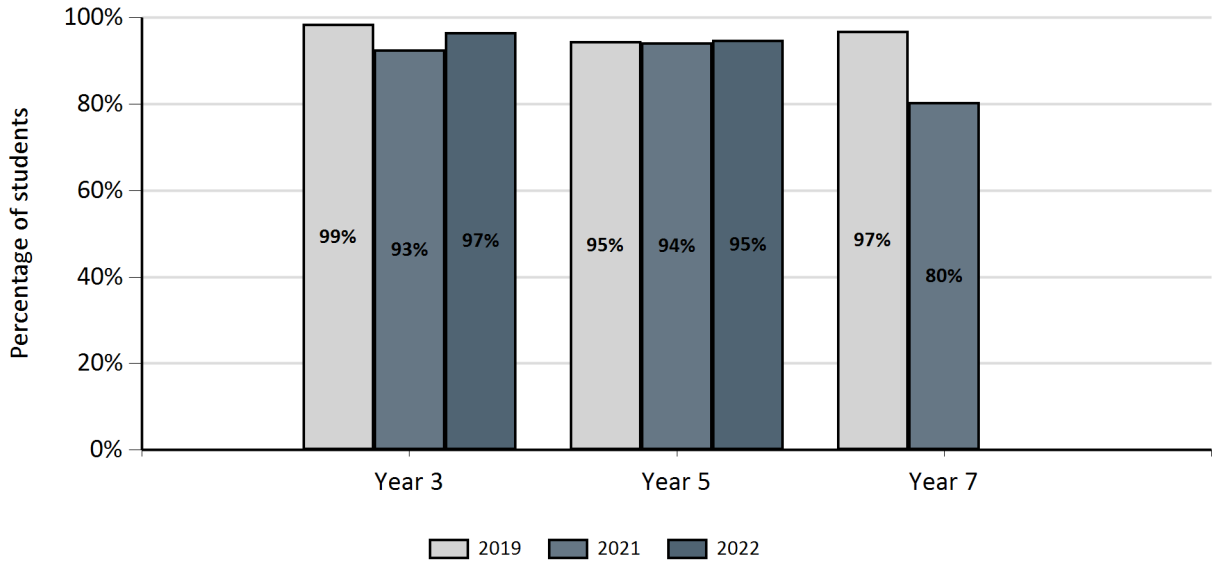
Further to the academic improvement planning, we have invested heavily into the culture during 2020, 2021 and 2022. COVID restrictions had slowed this somewhat, as parents were not able to engage as much as they should; but we were able to hold events that allowed parents to attend and be an invested part of the school community once again. There will be more opportunity for this in 2023.

Performance Summary

NAPLAN Proficiency

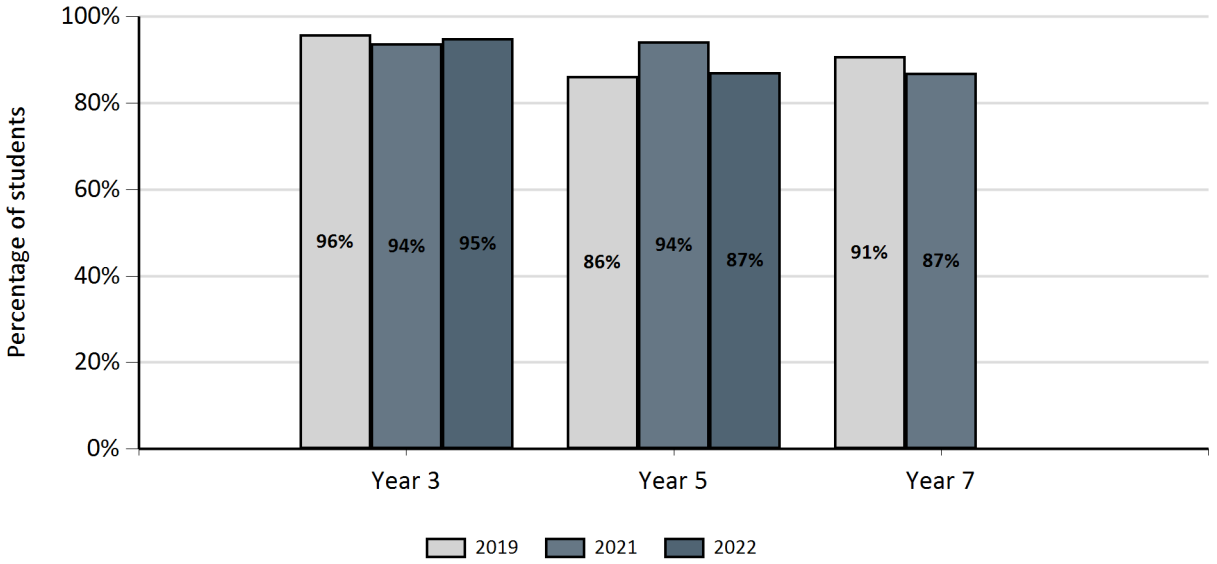
The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and 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



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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.

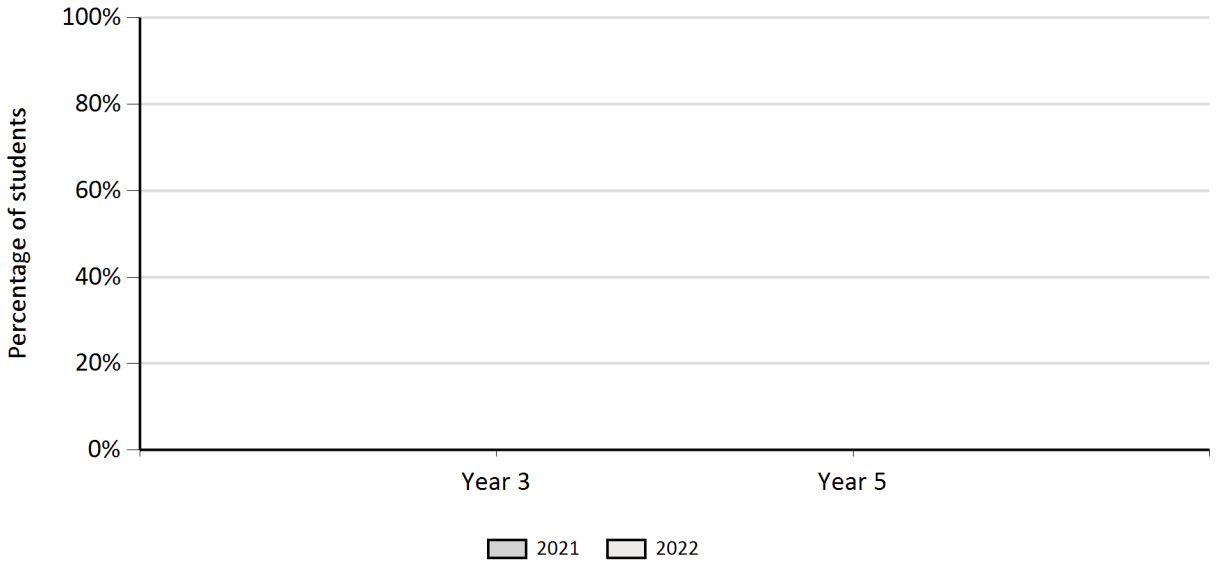
	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	60	60	47	33	78%	55%
Year 03 2021-2022 Average	70.5	70.5	48.5	34.0	69%	48%
Year 05 2022	78	78	40	27	51%	35%
Year 05 2021-2022 Average	74.0	74.0	39.0	25.5	53%	34%
Year 07 2021-2022 Average	46.0	46.0	17.0	17.0	37%	37%

*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



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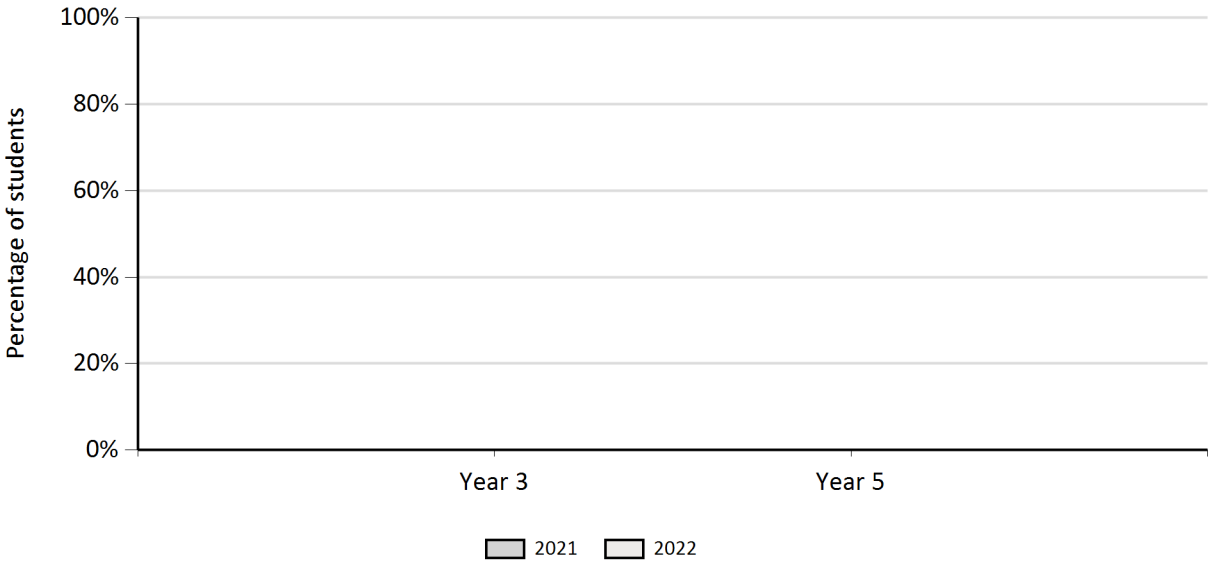
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy



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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: Data Informed Planning

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

We have a very small percentage (1%) of Aboriginal learners at Westbourne Park, 5 out of 486 students. We have ensured each student is tracked and monitored in their learning and each is deeply embedded in the mainstream learning of the school. All of our Aboriginal learners have an individual One Plan with identified goals and are tracked and monitored through all assessment practices. We ensure the students receive an inclusive education by differentiating support through the quality differentiated teaching program approach.

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

The students' achievement progress is reflected in the individual continual improvement throughout the year. The learners have all managed the curriculum well without the need for formal intervention strategies. The One Plan goals are reviewed and re-establish as per review cycle or as needed. The tracking and monitoring will continue and adjustments will be made as the data informs the planning for each learner.

School performance comment

Our academic results were very pleasing this year with NAPLAN being higher than previous years and well above national average. Our year 3 cohort achieved higher bands scores in each of the five assessment areas. Year 5 had results in the higher bands and upper middle bands, this was the first NAPLAN test for all of these students as it was cancelled two years ago when the year 5 cohort were in year 3. We had pleasing parent survey data and staff perspective survey data and used the feedback in these to drive improvement in 2023.

In 2022 Westbourne Park Primary School continued to maintain strong academic achievement in Literacy and Numeracy. Our NAPLAN data showed some pleasing results, the below data shows the percentage of students in each year level that received results in the higher bands of NAPLAN and the percentage of students who reached the National Minimum Standard.

Reading:
Higher Bands (top 2 bands)
Year 3- 78%
Year 5- 52%

National Minimum Standard
Year 3- 100%
Year 5- 97.5%

Numeracy:
Higher Bands (top 2 bands)
Year 3- 55%
Year 5- 35%

National Minimum Standard
Year 3- 100%
Year 5- 97%

Writing:
Higher Bands (top 2 bands)
Year 3- 70%
Year 5- 27%

National Minimum Standard
Year 3- 98%
Year 5- 100%

PAT (Progressive Achievement Tests)
Our PAT Numeracy and Reading data showed high performance with the following percentage of students exceeding the Department for Education Standard for Educational Achievement (SEA) in each year level:

Numeracy:
97% of year 1 students
95% of year 2 students
97% of year 3 students
96% of year 4 students
86% of year 5 students
96% of year 6 students

Reading:
81% of year 1 students
97% of year 2 students
96% of year 3 students
94% of year 4 students
95% of year 5 students
99% of year 6 students

Year 1 Phonics Screening Check
86% of students achieved benchmark for this test (58 of 68 students), this was up from 68% the previous year. Out of the 10 students who did not reach benchmark 6 were within 3 words of achieving it. With a significant focus on phonics in the junior primary this year, this improvement is a pleasing result over all.

We also had many students access our intervention programs; MiniLit and MacqLit and all students in these programs showed considerable improvement in their testing scores from the beginning of the program to the completion of the program.
In addition we have used a range of other data sets to inform teaching and learning, including; phonics screening, Lexile Levels, Essential Assessment for ongoing mathematics assessment and Seven Steps/Brightpath for writing moderation.

Attendance

Year level	2019	2020	2021	2022
Reception	93.7%	92.4%	94.6%	86.1%
Year 1	95.0%	91.6%	94.6%	91.6%
Year 2	95.2%	93.0%	94.0%	90.2%
Year 3	96.1%	93.3%	96.2%	90.2%
Year 4	94.4%	92.3%	95.2%	89.6%
Year 5	95.8%	92.6%	94.9%	90.0%
Year 6	94.3%	91.9%	93.0%	88.1%
Year 7	94.2%	92.0%	93.7%	N/A
Total	94.9%	92.5%	94.6%	89.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance was high throughout the year with 90% attendance rate. There was no discernible difference between year levels or cohorts. Given the disruptions with COVID, the result is pleasing and a good reflection on the school climate. We had 5.5% of absences recorded due to illness and 4.5% of absences for family/social and holidays. We had a number of COVID cases at the start of the year and then the seasonal flu seemed to last longer due to the wetter than normal weather we had this year. Conversely, we had many more families take holidays and extended breaks than in the previous 2 years.

Behaviour support comment

The school has a restorative before punitive approach and has invested heavily into wellbeing and engagement. There were few suspensions across the year, 4 external suspensions and 5 internal suspensions in total. The work conducted by the wellbeing assistant principal, leadership, staff and pastoral support worker, proactively engaging with families and agencies, prevented further consequences. Two students had modified programs provided and had significant interagency support to manage their behaviours in and around others. These students had a supervised and/or alternate play program throughout the year. In deciding consequences, we consider the act that occurred, the child and family environments, the age of the child, intervention support and the desired outcome. one student has exclusion as the next consequence. We have provided extra SSO beyond any disability category to assist the child and their peers. We have proactive steps in supporting students who are victims of any poor behaviours.
Cyber safety and the use of social media outside of school has been a common issue we have dealt with this year. We have cyber safety sessions for the students and community to assist.

Parent opinion survey summary

We had 160 responses to the parent survey which was down by 17 on the previous year. Feedback from parents suggests that the survey is difficult to answer when having children in multiple classrooms or differing year levels. However, the results were pleasing and very similar to previous years. Respectfulness ad having the child at the centre of importance were recognised highly in the survey.

The highest percentage of strongly disagree was 3% in any question (4 responders) and 20% disagree (29 responders). These being; having input into learning and receiving learning tips respectively. This may be directed to remote learning but the survey did not ascertain that. These are areas that could be considered year level specific but the data did not identify that in the survey.

Top 5 responses were:
Education is important - 98% strongly agree/agree.
Talks with child - 92% strongly agree/agree.
People are respectful - 90% strongly agree/agree.
Teachers and students are respectful - 85% strongly agree/agree.
Has good home learning routine - 78% strongly agree/agree.

Bottom 5 responses were:
Receives learning tips - 22% strongly disagree/disagree
Has useful discussions - 20% strongly disagree/disagree
Has input into learning - 19% strongly disagree/disagree
Knows standard of work - 19% strongly disagree/disagree
Receives enough communication - 13% strongly disagree/disagree

Communication consistency across classrooms and platforms was the biggest issue for parents in the written comments however, 78% of responders strongly agreed/agreed that the school communicates effectively.

We addressed the parent survey as a whole staff during the pupil free day in term 4 and identified areas of strength and improvement. We use the data for future planning and will continue to refer back to it. Interestingly, the exit data for our students who leave our school show that 50% of students transition to the private system which sometimes lifts expectations across the community as to what we should be offering as a school. Whilst we have high standards, high data and high expectations; we are somewhat limited by funding and policy as to what we are able to offer and provide the community. As a public school in the public system we are very pleased with our results overall.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	44.4%
NT - LEFT SA FOR NT	2	22.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	22.2%
U - UNKNOWN	1	11.1%

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.

Relevant history screening

The process for ensuring all volunteers and contractors have the relevant screening is detailed and adhered to. We ensure that RAN is up to date (including the new requirements), WWCC is compliant and the double vaccination has been considered for 2022 and beyond (when it was a requirement). We have an SSO who manages the process and follows up any issues, and the principal sights and signs all forms and documentation. Staff are aware of the policies around parent helpers in the classroom and on camps and excursions.

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	42
Post Graduate Qualifications	11

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	28.6	0.0	6.5
Persons	0	33	0	8

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

Financial statement

Funding Source	Amount
Grants: State	$4,469,092
Grants: Commonwealth	$7,331
Parent Contributions	$294,210
Fund Raising	$44,766
Other	$139,875

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.

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**
Targeted funding for individual students	Improved wellbeing and engagement	The funding was put towards our Assistant Principal in Wellbeing role to develop a whole school wellbeing approach, link with families and to support students who were having social/emotional difficulties.	Attendance was supported, feedback from parents, students & staff was positive.
	Improved outcomes for students with an additional language or dialect	Improved outcomes for students with an additional language or dialect: We used our funding to employ a teacher to support small groups of students with and additional language. Teacher support focused on the reading and writing aspect the curriculum and was well planned and delivered ensuring engagement and progress.	Improved phonics results and achievement in Brightpath writing assessments.
	Inclusive Education Support Program	Students on a one plan received targeted support on specific goals based on literacy, numeracy, social and emotional wellbeing. A collaborative approach from teacher, SSO and family supported any adjustments to be made. A differentiated approach was used in the classroom by the mainstream teacher, but SSO support was also provided to get more 1:1 support against the targeted goals and direction from the teacher to support the learning program.	Identified students were able to achieve/work towards achieving SMART goals set. The students with the One Plans reached SEA in the tests that were available.
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	Our Aboriginal students have received in class support through an inclusive model approach and are closely monitored through their One Plans to ensure academic and social growth. We employed a teacher to support students in JP with a literacy and numeracy focus. The teacher was able to work with students in small groups to develop reading, spelling and number skills and ensured that targeted groups were included in this program.	Review meetings of One Plans occurred. Literacy and numeracy outcomes showed improvement for students and all students met SEA in the tests that were available for their year levels.
Program funding for all students	Australian Curriculum	We used the funding to implement programs and release staff for moderation, assessment and planning. This is in the 3 areas of the SIP with a significant focus on literacy, numeracy, and writing.	Our school is in the Inspire category and data is reflective of SEA improvement. The year 3 and 5 NAPLAN data confirmed a high percentage of students in the upper 2 bands and a very low percentage of students not meeting SEA.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable to our site.	Not applicable to our site.
	Better schools funding	We used this funding to employ a teacher 0.4 in the junior primary years, supporting the literacy development of students including intellectual stretch. Targeted programs were developed to support reading & spelling, including intervention programs of MiniLit, MacqLit and Spellit. SSO support in 2-6 was employed.	Students below SEA or not tracking were supported as were those in top bands.
	Specialist school reporting (as required)	Not applicable to our site.	Not applicable to our site.

	Improved outcomes for gifted students	We used this funding to employ a teacher 0.4 in the junior primary years and this formed part of her program each week. Students were able to be stretched in their learning by working on wider tasks. The primary teachers used their differentiation program in the classroom to support gifted learners.	We are monitoring the A-E data but often the gifted students already have A grades so it is identifying students in other ways through formative assessment practices and giving them opportunities to engage in the curriculum in a deeper and wider model.