

LAKE WANGARY SCHOOL



Lake Wangary School and Lake Wangary Preschool Centre

2022 annual report to the community

Lake Wangary School Number: 563

Lake Wangary Preschool Centre Number: 6630

Partnership: Port Lincoln

Signature

School principal:

Mr Wade Branford

Governing council chair:

Sarah Fealy

Date of endorsement:

4 April 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Lake Wangary School now caters for children from Preschool to Year 6 and is a small rural school. It is situated 45km North West from Port Lincoln. The school enrolments numbers for 2022 were 63 and 8. The school population includes 20% Aboriginal students, 5.7% students with disabilities, 1.3% children in care & 14% of families eligible for School Card assistance. The majority of the students are from the township of Coffin Bay, 15 km from the school. The school also services the growing communities of Wangary, Dutton Bay, Coultas & Wanilla. The majority of students travel to school via on the private contract bus from EP Charters due to not being able to employ a bus driver at school. Staff comprised of 1 full time classroom teacher in Middle Primary, 2 teachers sharing role in the upper primary class and 2 sharing role in the junior primary class. 1 part time teacher doing NIT role teaching Indonesian, Technology, Music or Drama. 1 part time Pastoral Care Worker who began in term 4, 1 part time ACEO, 1 AET, 2 classroom SSO's, 1 Library/class SSO and 2 Admin/Finance SSO's. The school leadership team consisted of a Principal, as there are no other leadership positions in the school. We provide an accessible high quality education service that is well resourced with professional and knowledgeable staff that works in partnership with the families and community to provide a program that is responsive to the learning needs of students.

Preschool and school graduation

Minya Custodians program. 2022 Australia Day Award for Organisation of the Year. Numerous media articles including ABC report. Supporting Letter congratulating our work from new Education Minister.

Wellbeing Colour Fun Run

Gymnastics program from foundation to year 7

Tree planting and seed propagation at school and Greenly

Year 5/6 school camp to Whyalla

Reconciliation Week and visit from Nao Elder

Numerous performances at school and off site

Nyroca Camp for year 3 and 4s

Numerous excursions to complete learning

Food fund raisers run by SRC

Preschool home visits and excursions

Preschool family days

Sporting visits from Hockey and Basketball

Sporting carnivals Athletics, cricket, basketball

Student forum Port Lincoln

Aboriginal student forum Adelaide

Sports Day

Family Welcome BBQ

Book week and Book Fair

3d Printing

Breakfast program

Implementation of Spelling Mastery.

Work with LGU to establish a Literacy Block using evidence based research and implementing programs accordingly- eg Bright Paths, Decodables, Acadience testing,

Governing council report

The Governing Council this year again excelled. We had 10 members on the council this year and we raised over \$22,000 this year. Cans and bottles recycled from our trailers was again a significant contributor and we have now been given the cans and bottles from the Coffin Bay Caravan park which is worth around \$8000 for us next year. The team organised a 'Tapas and Tunes' Day, The Colour Fun Run and supported Sports Day. The money raised this year has gone towards improvement around the school, however most hasn't been done to the unavailability of trades people and the slowness of Ventia. We are hopeful to get these things done in 2023.

School quality improvement planning

Goal 1: We will increase the number of students achieving in the Higher Bands for Numeracy.

Target 2022:

Year 3- 9/9 students achieving SEA and 5/10 in Higher Bands in NAPLAN

Year 5- All students to meet SEA and 4/8 in the Higher Bands for NAPLAN (50%)

Challenge of Practice:

If we teach conceptual understanding and problem-solving by doing the Big Ideas in Number (trusting the count, place value, multiplicative thinking, portioning), we will increase student achievement in numeracy.

Student Success Criteria (what students know, do, and understand):

We will See:

Students comprehending, transforming and then processing worded problems correctly.

Students using sequential processes to solve problems.

As seen in:

Work samples, assessments (tests, either created or from new resources, NAPLAN and PAT), collaborative group work, orally explaining choices to a variety of audiences.

Results towards targets:

In year 3 all students at or above national minimum standard in all areas. 4/11 students achieving in the higher bands in maths.

In year 5 all at national minimum standard in all areas. 1 student achieving in HB in Numeracy

Evidence- Students have been collaboratively unpacking worded problems to solve. They are using a range of problem solving techniques such as pictures, arrays and diagrams. Would like to see students extended more.

Reflection on Actions:

Attendance an issue.

New curriculum units clunky and slowed progress of learning. Need PD on this, would be good to do with other sites.

In term 3 a noticeable improvement in staff's use and familiarity with the resources. All observations in UP and MP who are applying these resources showed clear sequential learning aimed at students levels.

Rigour has clearly improved and differentiation is evident. Carla's organisation of her maths showed clear differentiation and rigour, high level teaching which is commendable. Amber is utilising her SSOs effectively to provide differentiated learning and maintaining rigour. Luke's class has good differentiation for students below age appropriate level and is working with me to support higher end students. Potential for principal to run a group to support students learning in class. Principal and Luke creating a plan for this.

Still working on our ability to track students in terms 1 and 2. New maths resources' assessments and tests will now be used. Staff to familiarise themselves with these.

Reflection on our improvement planning and implementation

Need a maths coach

Need a way of tracking students more effectively

No data to unpack. Use new maths resources to assess and test students for tracking data and planning. Imaths assessments/tests can be used similarly.

Clint Beard has run a PD for staff on familiarising staff with the new maths resources. We have had a follow up meeting since and staff seem to be applying the resource with more ease and confidence.

Using Clint Beard in weeks 9 and 10 to support staff's using of new resources. Observations and possible release time.

Our NAPLAN results show that choices we are making are working. 4 out of 10 students achieved in the higher bands for year 3 numeracy. 3/10 were at the minimum standard. 1 student out of 8 in maths achieved in higher bands. 2 were at the minimum standard.

Carla ran a very successful PD on using Imaths resources to support teaching of Numeracy for all staff.

Preschool quality improvement planning

LEARNING IMPROVEMENT GOAL

Goal 1: To increase children's ability to identify and articulate sounds

Challenge of Practice- If we implement a consistent, whole site approach to phonological awareness based on current evidence based research then we will increase children's ability to identify and articulate sounds.

ACTIONS:

All educators will contribute to the collection of data on every child: PASM, Hegarty Screening, video and audio recordings, observational records and through Pedagogical documentation.

All educators will identify and implement intentional teaching strategies using evidenced based practices to include; Hegarty literacy program, Sound Wall- 'Lip Kit'

All educators will contribute to the critical analysis of data to inform our practice, planning and programming at Staff Meetings each week.

All educators will have PDP goals that reflect PQIP priorities and be involved in professional training and development.

Success Criteria

Through ongoing analysis of our pedagogical documentation we will see children....

- identify and articulate a growing number of initial sounds
- Clearly articulate thoughts and ideas
- Develop a growing understanding of sound letter relationships

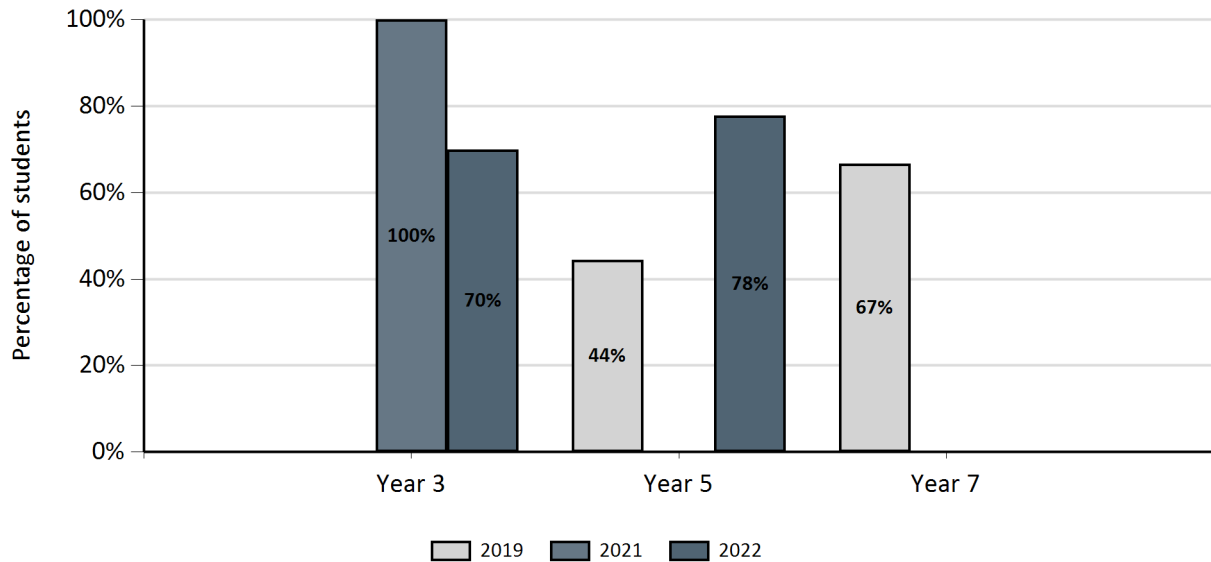
This year's focus saw staff working with students to help them articulate sounds which grew into students speaking, articulating their feelings asking questions and responding. The high levels of modelling using the 'Lip Kit' helped students speak correctly which further supported daily conversations and investigations. Students showed confidence with their speech and willingness to talk and discuss daily events and experiences. A very successful year.

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

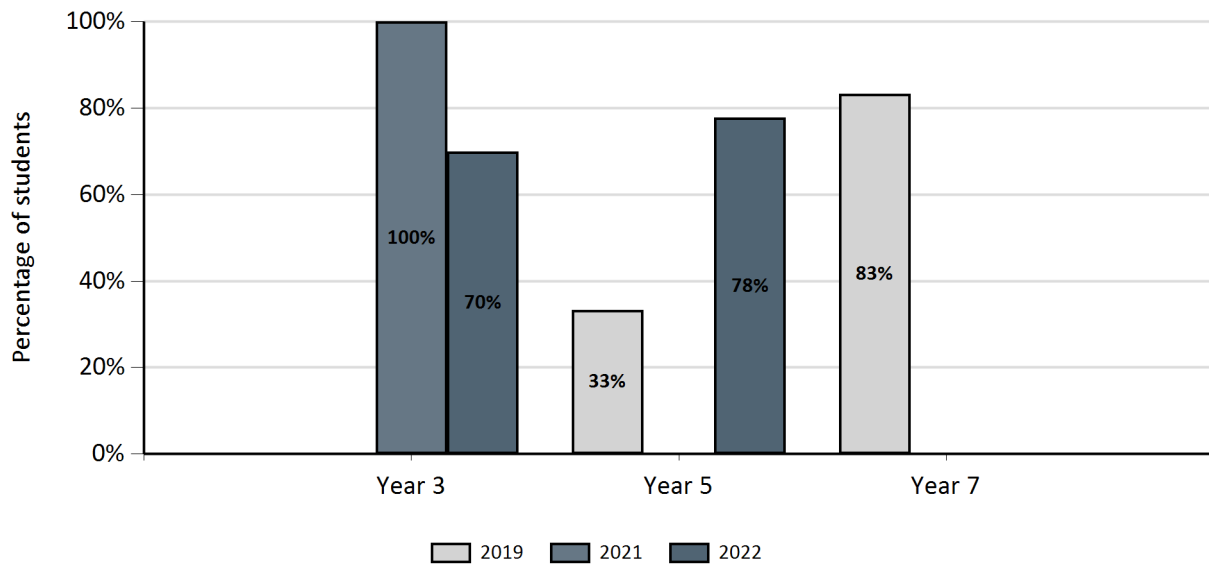


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	10	10	4	3	40%	30%
Year 03 2021-2022 Average	10.5	10.5	4.5	2.0	43%	19%
Year 05 2022	9	9	4	1	44%	11%
Year 05 2021-2022 Average	7.0	7.0	2.5	0.5	36%	7%
Year 07 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.

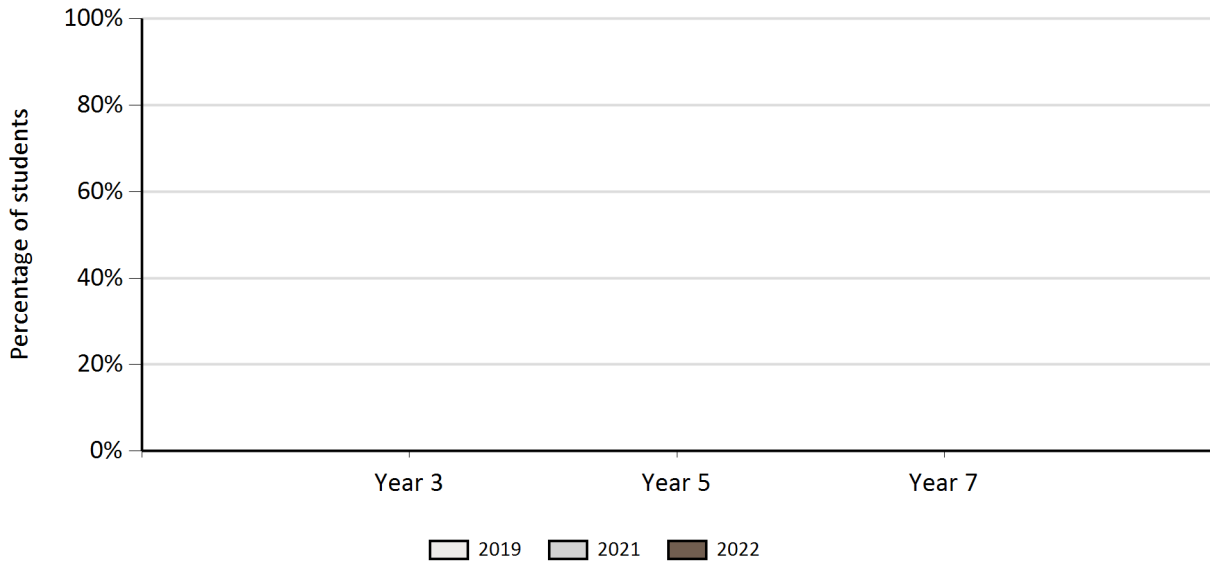
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



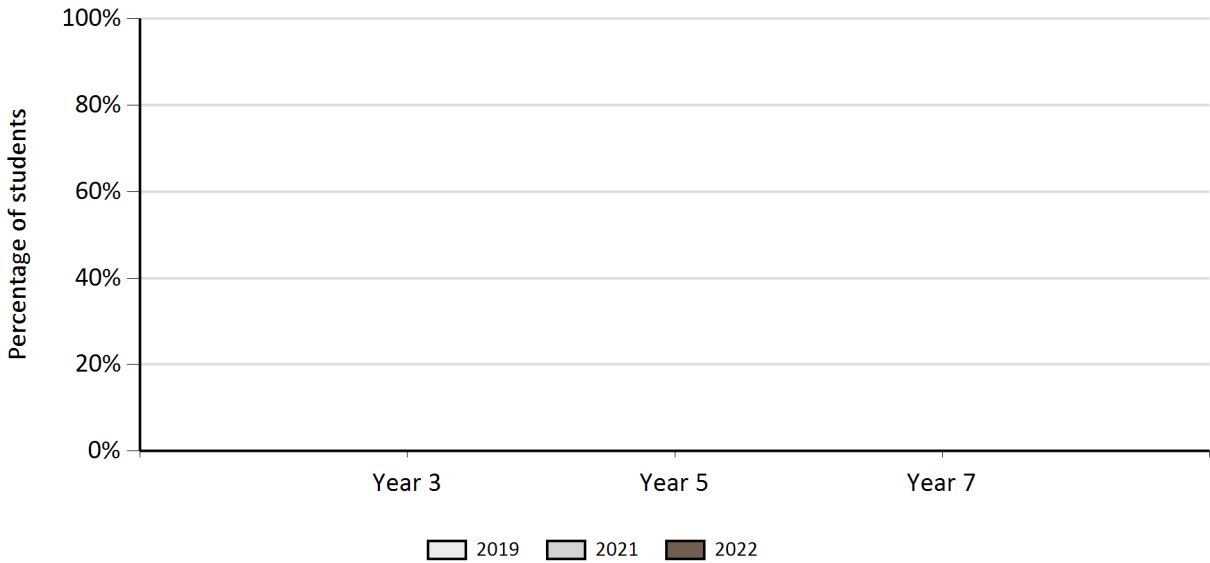
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Data is only shown for Aboriginal learners.

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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 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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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:

Intervention strategies for students below benchmarks. 1 to 1 support in and out of class, Spelling Mastery at age appropriate levels, implementation of decodable readers and acadience testing. Bright Paths used in a similar fashion to LEAP which provides specific teaching points for students and helps students set personal goals. Modified programs in maths as required for 1 student. Speech pathologists used to train staff to support students oral needs.

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

Improvements in speech with younger students. 1 student in higher bands for NAPLAN in 3 areas. Improved dispositions to learning in literacy and numeracy. Big gains for 1 student in term 1 and 2 who is well below age level. From not being able to read or write in year 5 last year to reading, writing and even doing stage performance. Attendance has been a major issue, but still improving in Literacy and Numeracy through targeted differentiation.

School performance comment

In NAPLAN this year we had many students achieving in the Higher Bands in year 3. 4 in numeracy. In year 5 we had 3 students achieving in the higher bands, 1 in numeracy.

New curriculum units clunky and slowed progress of learning. Need PD on this, would be good to do with other sites.

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Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	78.3%	80.0%	87.7%	53.1%
2020 centre	50.0%	66.7%	55.0%	85.0%
2021 centre	88.2%	88.9%	75.0%	42.5%
2022 centre	97.3%	70.0%	77.8%	90%
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	90.6%	80.4%	85.1%	79.3%
Year 1	87.0%	85.7%	84.7%	81.7%
Year 2	89.3%	85.8%	92.6%	81.1%
Year 3	94.8%	79.6%	86.5%	87.6%
Year 4	92.8%	84.2%	85.0%	79.0%
Year 5	88.0%	86.7%	89.0%	84.9%
Year 6	92.1%	84.0%	90.8%	73.8%
Year 7	89.9%	84.1%	86.2%	N/A
Total	90.2%	83.7%	87.4%	81.3%

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

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

Attendance comment

Our attendance was 84% for the year and again has been impacted by Covid again this year, especially in the last term when staff and students were impacted. Families are being very respectful when it comes to illnesses and are keeping children and their siblings home when they present with symptoms. This is stopping the spread which is good. However, we have lower attendance. All families are good at contacting the school and informing us of the reasons behind absences. We have had issues with one family who had at least 2 terms off. Due to their Aboriginal heritage and status in the community of Tjuntjajara they are required to go back for 'business' when asked. This has led to long periods away from school. We respect this and support their connection to country. We have some minor issues with some students being absent for short periods. However, we are in contact with families and work with them to maintain consistent attendance.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	12	10	10	10
2020	2	3	5	5
2022	10	10	9	8
2021	9	9	10	8

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

We have low numbers in behavioural issues at Lake Wangary. No high level behaviours recorded. Disagreements between students is the only issues we have and all are dealt with using restorative justice practices. 0 suspensions.

Parent opinion survey summary

Our Preschool parent opinion was extremely positive with almost all areas 100% with strongly agreeing how supportive and collaborative our preschool is. A great result.
Our school parent opinion survey was good overall. Only 14 responses. 1 parent disagreed in a couple of areas. Some neutral answers, but mostly positive feedback on how we support, teach and collaborate. 100% said that we talk with all students.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
563 - Lake Wangary School	180.0%	150.0%	200.0%	200.0%

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	1	9.1%
QL - LEFT SA FOR QLD	3	27.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	36.4%
U - UNKNOWN	2	18.2%
WA - LEFT SA FOR WA	1	9.1%

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.

Destination comment

All students from preschool attend our school. Year 6s moving to high school are spread out. 2 students going to Port Lincoln High School, 1 students will go to Saint Josephs Port Lincoln, 1 to Cummins Area School and 1 to Navigator College in Port Lincoln

Relevant history screening

All staff, contractors, professionals and performers supply the school with all relevant screening paperwork.

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	7
Post Graduate Qualifications	

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	1.0	3.8	0.2	3.8
Persons	1	5	1	8

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

Financial statement

Funding Source	Amount
Grants: State	\$2,500
Grants: Commonwealth	\$18,000
Parent Contributions	\$22,391
Fund Raising	\$22,757
Other	\$4,355

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	Provide intervention support for Literacy and Numeracy	Higher numbers of students achieving the SEA and more students in higher bands across NAPLAN tests.
	Briefly describe how the 2022 achievement outcomes (where applicable):	Minya Custodians grant from Schools Plus supported students with wellbeing achievements have promoted custodian behaviours outside of school in our local areas.	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Improved outcomes for students with an additional language or dialect	Students using Literacy and Numeracy skills throughout investigation. Increased use of oral language to explain findings.	Improvement in spelling through use of Spelling Mastery resource and streaming of students spelling ability.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	In class support for student. Only 1 student who did not require high levels of support.	New maths resources used consistently across the school and staff working on problem solving strategies.
Inclusive Education Support Program	Inclusive Education Support Program	Intervention both in and out of class. Speech, reading, writing, number and other elements of numeracy. Intervention provided for students. SSO employed to support high needs student staff to support students in Speech and Literacy.	Improved dispositions towards maths. Students owning their goals in Literacy through Bright Path Writing Moderation. Streaming Spelling to support students to
	Improved outcomes for rural & isolated students	To provide students with in class support and intervention out of class to lift their academics to age appropriate level	Improved and increased engagement across the school. Literacy and Numeracy intervention and
Improved outcomes for non-English speaking children who received bilingual support	Improved engagement through numeracy and literacy including early First language maintenance & development	When the SSO was below 50% for Aboriginal students, however there was good growth in literacy and numeracy. Improved engagement and completion of tasks individually without relying on SSO or support.	Support for students having age appropriate level of Spelling improvement and years students meeting the SEA and higher bands than previous years.
Targeted funding for groups of students	First language maintenance & development		
* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.	Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	PD and purchasing of resources to ensure new maths resources ere implemented across the school.	Staff using resources and ensuring Learning Intentions are clearly stated and visual and staff unpacking the Success Criteria to ensure students understand what they are learning, why and how they will know they got there.
Other discretionary funding	Aboriginal languages programs Initiatives	In class support for Aboriginal Students who are below SEA. Used money to fund staffing Employment of AET.	Improved engagement and students meeting SEA in NAPLAN.
	Better schools funding	Employing staff to provide support for students below SEA and to extend those to achieve above the SEA in higher bands. Employed AET. Employed person to support students with high needs.	Almost hit targets in numeracy for students achieving in higher bands. Most students meeting SEA and high SEA (not quite higher bands).
	Specialist school reporting (as required)	Not a specialist school	Not a specialist school

	Improved outcomes for gifted students	No gifted children identified at our site	No gifted children identified at our site
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