



# Willunga Primary School

## 2022 annual report to the community

Willunga Primary School Number: 744

Partnership: Sea & Vines

Signature

School principal:

Ms Melanie Jones

Governing council chair:

Nicky Brunning

Date of endorsement:

20 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Despite the ongoing challenges of the Covid 19 pandemic, our school went from strength to strength and together we achieved so much as a school community.

It was great to see the return of much-loved school events including Sports Day, the Colour Run, Footsteps Dance, and the Book Week parade as well as SAPSASA events and camps and excursions across the year, which all involved families and community. Our Primary Schools Music Festival night at the Festival Theatre was canceled due to the day of Mourning for the Queen's passing but we were able to hold 2 events on-site for families to attend so that the choir students could share their repertoire. Not quite the same but a chance for the choir to showcase their work nonetheless.

We were thrilled with our NAPLAN success in 2022 with an upward trend well above the historical average. I want to acknowledge the exceptional work of our staff for their commitment to our improvement goals. Lisa Hunt has been an extraordinary leader of this work at our site and her planning, dedication, and support of staff in this space have been contributing factors to our success. We continue to build on this work as we head into the 2023 school year.

Our work in the Wellbeing and Positive Behaviour for Learning (PBL) space has also been outstanding and I would like to thank Kate Schipper for her exceptional work. Our Reset room, our Zones of regulation work across the site and the implementation of Ready to Learn plans have been absolute game changers for our school. Positive Behaviour for Learning implemented over the past 18 months has been transformative for our site. Our new school motto and particularly our school values: Connect, Aspire, Respect, and Aspire, developed in consultation with staff, students, and our families have been so fitting and reflective of all that we aim to achieve at our school.

In March 2022, we welcomed our new Inclusion Leader, Nicole Lander to our site. With a passion for Inclusion, Nicole has been a focused and knowledgeable asset to our team in this space.

I am really proud of all that we have achieved together at our school over the past 18 months. With the enthusiasm and support of our Governing Council we have made so many improvements and we have a strong foundation on which to build I am excited for all that we can achieve for our students academically, emotionally, and socially at this beautiful community school where "Together we thrive."

## Governing council report

2022 was a continued year of change within Willunga Primary School and the ongoing establishment of the new norm with COVID rearing its head and constant changes in legislative requirements. 2022 saw our first year with no year 7. The ongoing recruitment of staff and settling of new staff into the operating rhythm of the school and the development of new and improved ways of operating have all seen the school grow and develop throughout the year. With all new implementations and development comes change and the journey through change.

We look forward to seeing 2023 as a more stable year with all the developments being embedded and becoming a standard part of the foundation of the school. 2022 saw a number of improvements to facilities and we look forward to these continuing. Behavior is an ongoing priority for all staff, students, and parents of the school so we can set a benchmark of expectations. Our curriculum development is growing along with the appointment of new specialist teachers. The team has worked hard to attract new teachers from other schools and interstate during a time when there is a national severe shortage.

The incorporation of the SRC into Governing Council was a fantastic addition. We look forward to working with the SRC more closely in 2023 to assist in enhancing Willunga Primary School to become a school of choice in the region.

The governing council has closed the year with a number of changes due to longstanding parents stepping away as their families move to high school, parents relocating schools and our community representative taking on a fuller retirement and traveling. Our relationship with Willunga Recreation Park is strengthening and we look forward to a new community representative from WRP joining the Governing council this year.

With our up-and-coming AGM and the influx of 60 students into reception, we hope to be able to grow the Governing Council and Subcommittees in 2023 to aid in further supporting the school and staff.

# Quality improvement planning

In 2022 we focused on Reading and Numeracy for our Site Improvement planning.

## Reading

### Goal

To retain and increase the number of students attaining high bands in Reading and to increase the number of students achieving the SEA in Reading.

Our challenge of practice was:

If we develop and respond to individual reading goals for each student, and we implement strategies for designing reading instruction that explicitly teaches all elements of effective reading comprehension and incorporate dialogic teaching strategies, then we will retain and increase the number of students achieving SEA in reading and increase the number of students in high bands in reading.

Lisa Hunt led much of this work with an excellent coaching model based on the implementation of evidence-based Reciprocal Teaching.

The 2022 NAPLAN data at year 3 indicates that we had an increase from 2021 of 71% at SEA to 85% of students at SEA which sees a return to above the site's historic average. At year 5 we had an increase from 67% at SEA in 2021 to 80 percent in 2022 which is again a return above the historic average. At High Bands in year 3, we saw an increase from 44% in 2021 to 58% which is above the historic average. At High Bands in year 5 we went from just 22% at high bands in 2021 to 40% at high bands which is an exceptional increase but also well above the historic average for our school.

## Numeracy

### Our goal:

To increase the number of students achieving the SEA in Numeracy and to increase the proportion of these students achieving high bands in Numeracy.

Our challenge of practice was:

If we design learning for mastery and use regular criteria-based formative assessment, then we will increase the number of students achieving the SEA and increase the proportion of these students who achieve high bands in Numeracy.

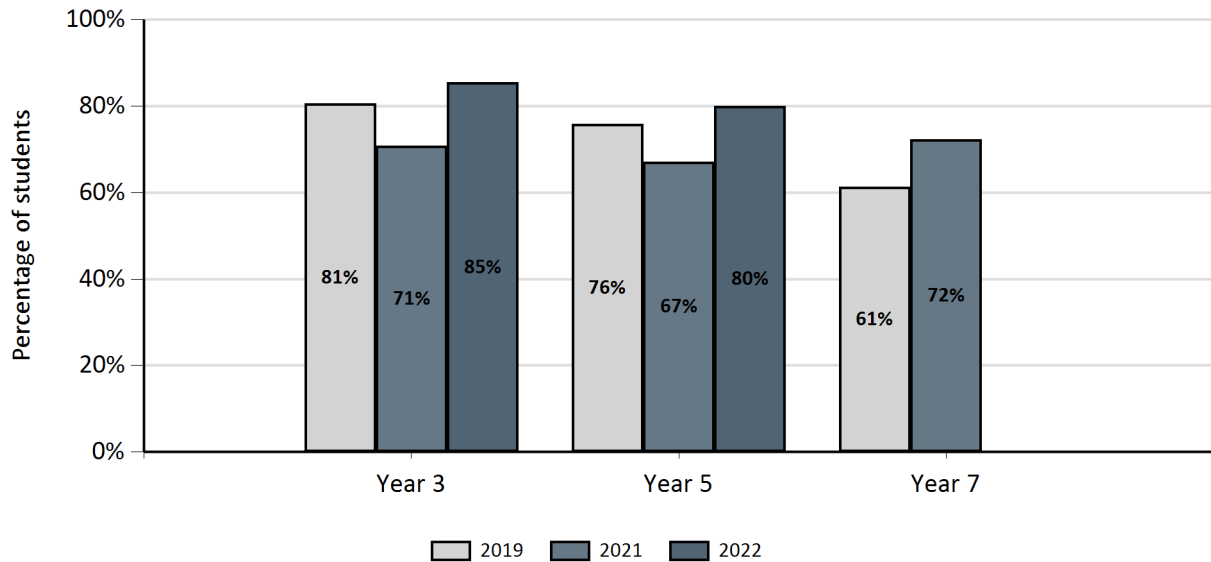
Our results in year 3 in Numeracy at both the SEA and in high bands were really pleasing. We had 82% of students at high bands which sees an increase from 69% in 2021 and a return to the historic average. In High bands, we had 27% of students, an increase from 2021 and a positive upward move in line with the historic average. At year 5 80% of students attained the SEA above the 2021 result and the historic average. In year 5 there was a downward turn from 16% at HB to 10% HB and this will become the focus of our work in Numeracy 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

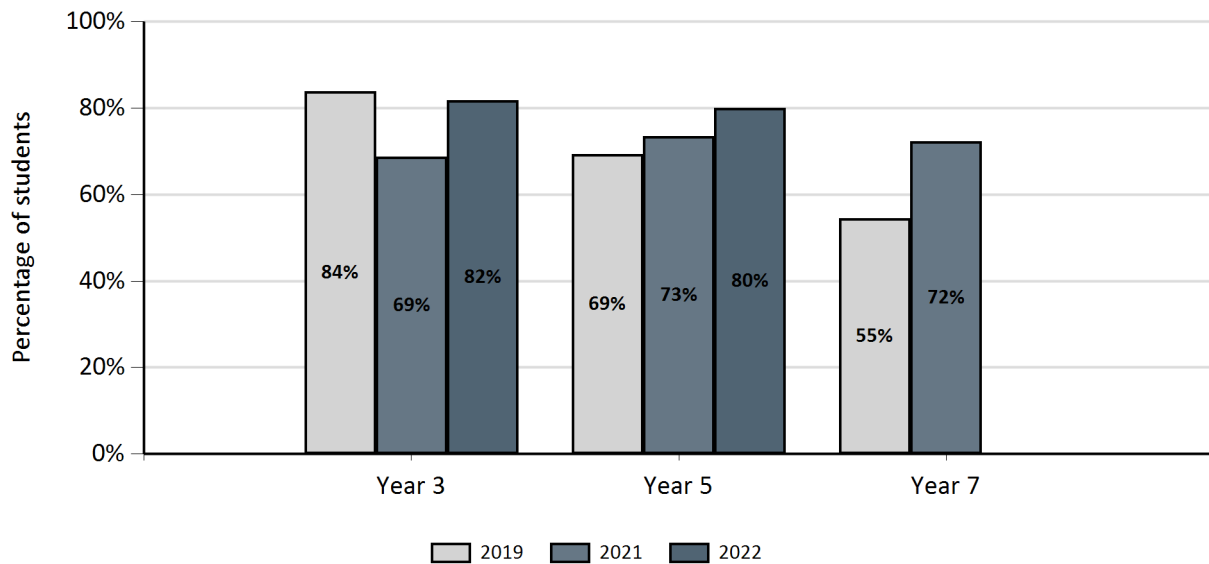


\*NOTE: No NAPLAN testing was conducted in 2020.

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



\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	55	55	32	15	58%	27%
Year 03 2021-2022 Average	51.5	51.5	26.5	13.0	51%	25%
Year 05 2022	50	50	20	5	40%	10%
Year 05 2021-2022 Average	57.0	57.0	17.0	7.5	30%	13%
Year 07 2021-2022 Average	47.0	47.0	8.0	10.0	17%	21%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

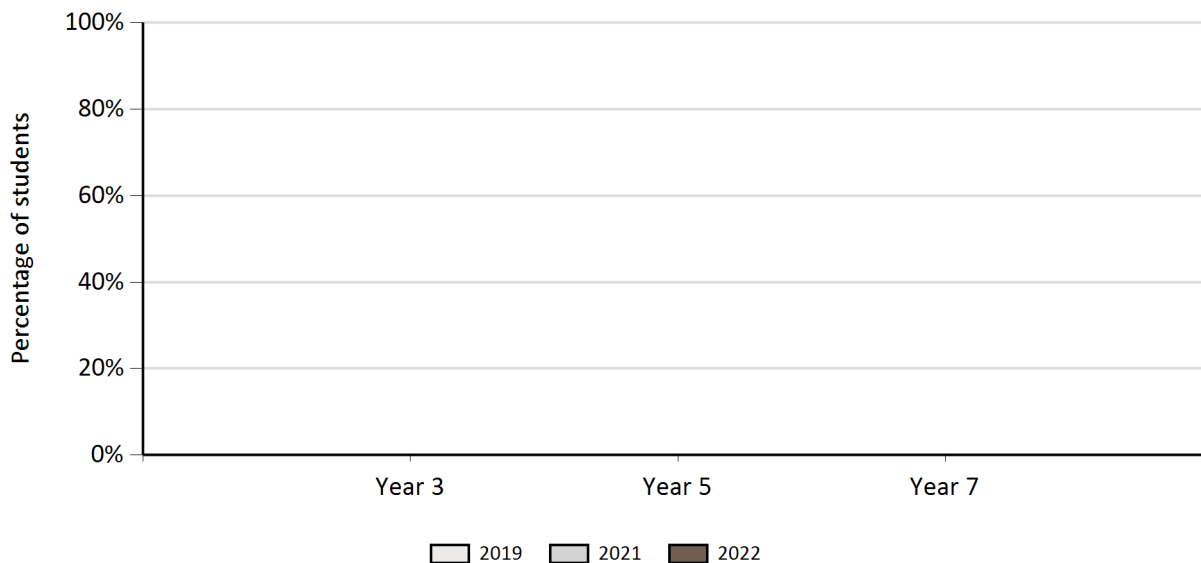
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



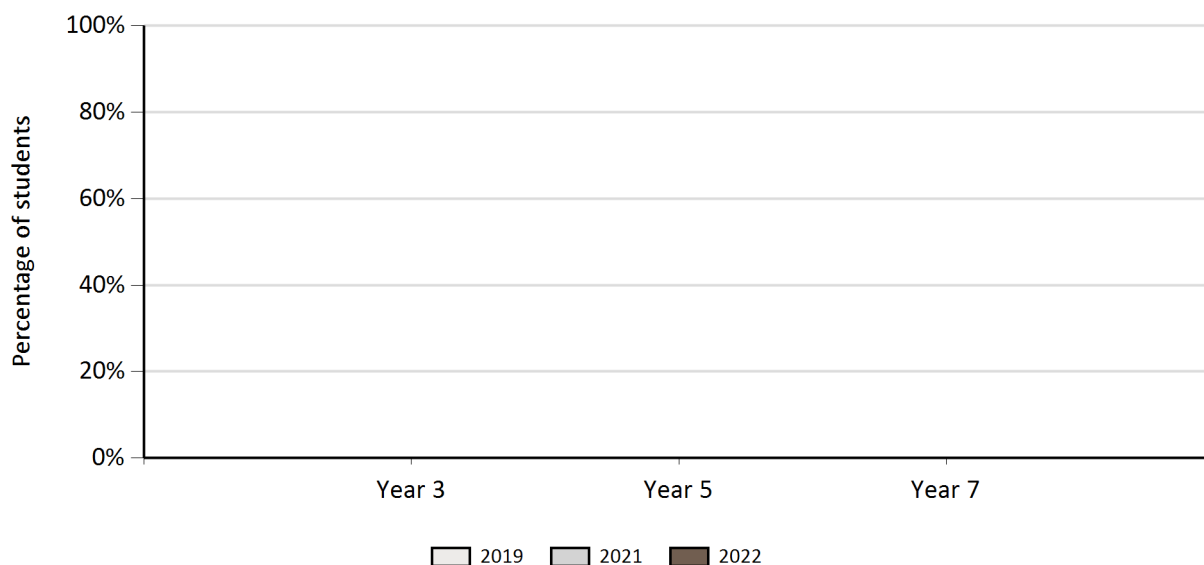
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Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
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.

<sup>^</sup>Includes absent and withdrawn students.

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\*\*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:

With a 0.2 dedicated Aboriginal Education Teacher for all of 2022 and an ACEO joining us part way through the year, our students finally, after many years, had their staffing resource allocation met. The site has exceptional tracking and monitoring of all learners through site-developed tracking and monitoring and the AET continues to drive the tracking and monitoring of our Aboriginal learners. The Power BI dashboard supports work in this space. All Aboriginal students had their one plans updated across the year with literacy and numeracy goals based on their individual data sets. The school implemented evidence-based interventions for all learners in 2022 with SAGE intervention (Macquarie University) including targeting Aboriginal Learners below benchmark which included frequent assessment and monitoring of growth.

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

With rigorous tracking and monitoring in place, the site will have a focus in 2023 on Assuring Consistent High-Quality Classroom Practice and Promoting the Continuity of Learning for our Aboriginal Learners.

# School performance comment

The School Performance Score of 0.55 in 2022 is well above the historic average of 0.45 and 0.51 and a 0.8 increase in 2021 of 0.47.

The Reading results are above the historic average in SEA and High bands in years 3 and 5.

The Numeracy results are above the historic average for SEA at years 3 and 5 and high band achievement is a focus of our work moving forward.

The 2022 NAPLAN data at year 3 indicates that we had an increase from 2021 of 71% at SEA to 85% of students at SEA which sees a return to above the site's historic average. At year 5 we had an increase from 67% at SEA in 2021 to 80 percent in 2022 which is again a return above the historic average. At High Bands in year 3, we saw an increase from 44% in 2021 to 58% which is above the historic average. At High Bands in year 5 we went from just 22% at high bands in 2021 to 40% at high bands which is an exceptional increase but also well above the historic average for our school.

Our results in year 3 in Numeracy at both the SEA and in high bands were really pleasing. We had 82% of students at high bands which sees an increase from 69% in 2021 and a return to the historic average. In High bands, we had 27% of students, an increase from 2021 and a positive upward move in line with the historic average. At year 5 80% of students attained the SEA above the 2021 result and the historic average. In year 5 there was a downward turn from 16% at HB to 10% HB and this will become the focus of our work in Numeracy in 2023.



## Attendance

Year level	2019	2020	2021	2022
Reception	92.3%	89.2%	92.0%	88.5%
Year 1	92.0%	90.7%	91.9%	87.5%
Year 2	93.1%	89.2%	92.8%	86.1%
Year 3	94.1%	90.3%	90.8%	85.8%
Year 4	92.6%	91.0%	93.0%	85.1%
Year 5	91.8%	89.4%	91.9%	85.5%
Year 6	90.9%	92.3%	91.6%	85.2%
Year 7	92.9%	86.5%	90.9%	N/A
Total	92.5%	90.0%	91.9%	86.2%

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

## Attendance comment

The school has a small percentage of chronic and habitual non-attenders. Teachers, Student well-being DP, and SSOs follow up on absences and support families to attend school regularly. The well-being leader (Deputy Principal) continues to attempt to work positively with these families including with referrals to internal and external agencies with mixed success.

## Behaviour support comment

There have been a number of improvements to how we manage student Behaviour at our site. The implementation of Positive Behaviour for learning including a behavior matrix, school-wide implementation of the zones of regulation, and a rebrand and restructure of our Reset room has seen a sharp decline in referrals of behavior to the Leadership team to manage. With funding, allocations increased to support students with complex social and emotional needs and placements at the Better behavior Centre for several students and proactive strategies in place there has been a positive shift in school culture in relation to management and expectation of student behavior.

## Parent opinion survey summary

The Parent feedback indicates that parents strongly agree and agree that people treat each other with respect, their child is important to the school, and communication channels are generally effective in the main. The parent feedback indicates they would like more input into their child's learning, more input into helping their children, and more tips to support learning at home. Email is the most effective communication channel with Seesaw and Skool bag effective.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	29.4%
OV - LEFT SA FOR OVERSEAS	2	11.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	29.4%
U - UNKNOWN	5	29.4%

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 school is compliant with the appropriate screening requirements.

## 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	45
Post Graduate Qualifications	12

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	22.1	0.0	10.8
Persons	1	26	0	14

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

## Financial statement

Funding Source	Amount
Grants: State	\$15,000
Grants: Commonwealth	\$2,900
Parent Contributions	\$81,840
Fund Raising	\$19,362
Other	\$6,000

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	Students who received this funding were supported through the Reset room, whole school zones of regulation, development of Ready to learn plans, 1-1, and small group support.	Improvement of attendance in class of targeted students & increased engagement.
	Improved outcomes for students with an additional language or dialect	Students were targeted with support from the Band B 2 leader and 1-1 SSO support.	Ongoing improvement and identification of eligible students
	Inclusive Education Support Program	Identified students were supported with IESP funding through the Inclusion leader, SSO support, small group support, and with various programs developed in collaboration with the Inclusion leader, Support services, class teacher, and SSO.	Identification of higher levels of support when required. Students are more engaged. SAGE, Macqlit, Brightpath, PAT and NAPLAN data show growth
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	Aboriginal students were supported through literacy and numeracy improvement with APAS funding and AET and ACEO support 1:1. The ACEO worked in class and small groups with individuals linked to SMARTAR goals.	Learning difficulties funding was used to support the SAGE, Macqlit, and quicksmart programs with an increase in the number of students eligible As per the PSC, PAT, and Reading Running Record results students continue to show improvement through access to programs.
Program funding for all students	Australian Curriculum	Primary learning improvement funds were used to support the Reading Coach to release for teachers to engage in the site-developed coaching program in reading and to engage in the Department units of work. This work was significantly impacted due to COVID restrictions and lack of TRTs	As per the NAPLAN, PAT, Running Record., PSC, and Brightpath results.
Other discretionary funding	Aboriginal languages programs Initiatives	AET and ACEO implement school-wide programs including class-based programs and school-wide events to increase knowledge and understanding of Aboriginal culture.	Progress made towards the continuous building of high-quality practice to deliver on whole-school commitments to action that will directly impact Aboriginal achievement.
	Better schools funding	Literacy Numeracy Intervention programs to support students from Reception to Year 6.	Growth in targeted student achievement and confidence in Literacy and Mathematics.
	Specialist school reporting (as required)	NA	NA

Improved outcomes for gifted students	Commitment to tracking and monitoring of students in high bands and just below. Opportunities to participate in Readers Rap.	Plans to offer participation in an enrichment program, 2023 Maths challenge. Increase in students at high bands in reading at years 3 and 5 and in numeracy and year 3. Focus on work in 2023 is high bands at year 5.
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