



Wandana Primary School and Wandana Child Parent Centre

2020 annual report to the community

Wandana Primary School Number: 994

Wandana Child Parent Centre Number: 1621

Partnership: Torrens

Signature

School principal:

Mrs Tegan Sims

Tegan Sims (for Tegan Sims)

Governing council chair:

Cindy Wills

Cindy Wills

Date of endorsement:

18 February 2021



Government
of South Australia
Department for Education

Context and highlights for the combined site

Wandana caters for learners Preschool - Year 7 and is located approximately 12 km from the Adelaide GPO. 2020 saw an enrollment of 128 children in the school and 40 children in the preschool. The primary site is a category 2 and the preschool a category 1.

The school has a population of 27% Aboriginal students, 30% students with disabilities, 41% with English as an Additional Language (EALD), 5% under the Guardianship of the Minister and 58% of families are eligible for School Card Assistance.

Wandana P-7 School is a strong multicultural community that values and respects the learning and success of its students. Our school vision of empowering our community to flourish in their relationships and learning, is taught through the overarching philosophy of P.E.R.M.A (Positive Emotion, Engagement, Relationships, Meaning and Accomplishments.) Students are encouraged to use the twenty four character strengths from the Positive Education program to establish strong connections between personal emotional growth, learning and community relationship building. The school core values of Respect, Belonging and Learning are explicitly taught with the collaboration of students, teachers and families. This is achieved by goal setting, deep analysis of the Australian Curriculum, using innovative pedagogies and keeping open communication channels. The school plays an important role in the community by bridging the gap between families, school and Allied Health Services through the Better Access Medical program by offering services on site such as a GP, Psychologist, Speech Therapist and Occupational Therapist. This program allows our families to gain a holistic approach, meeting the needs of student's well-being along side their academic growth.

Highlights 2020:

Due to COVID-19 many of the scheduled events were cancelled or postponed.

The modified Book Week Parade on the theme "curious creatures wild minds" and the Colour Explosion Fun Run and Movement Day were the main highlights of the year. Students were able to participate in a variety of activities that supported physical challenges and the love of reading. The rock climbing wall, Go Karts, bouncing castles and colouring competition were fantastic additions to the celebrations.

Some other highlights throughout the year have included:

- Celebration of Terrific Kids at the end Term 3 and Term 4.
- Rugby, Bowling, AFL, Gymnastics, Yoga and Volleyball clinics
- NAIDOC week - Basket weaving, jewelry making, cooking, boomerang throwing and story telling
- Book Week Parade, activities and book fair
- Grow your Mind open morning- based on Science

Governing council report

The role of the Wandana Preschool - Year 7 Governing Council is to work with the Principal and consult with the school community to:

- develop and approve priorities
- setting the broad direction of the school
- monitoring and reviewing the site improvement plan

The Council consists of the Principal, one staff member and 6 elected members. The Governing Council in 2020 was a small but dedicated group who met twice per term where restrictions were eased.

Highlights and achievements from 2020 included:

- approval of the 2020 Site Improvement Plan and Quality Improvement Plan
- hosting students and classroom teachers while they presented learning on STEM and Writing strategies
- hearing from the School House Captains about their roles and responsibilities at Wandana

Being part of Governing Council is a great opportunity to become more familiar with how the school operates and contributes to making Wandana Preschool – Year 7 a great place for learning, excellence and fun.

2020 has been a quiet year for the Governing Council due to COVID-19 and hope next year will return to a more normal status. I would like to take this opportunity to thank all Governing Council and staff members for their time, effort and energy. I highly recommend being part of the School Governing Council to anyone who is interested in joining.

Thank you

Cindy Wills
Chairperson

School quality improvement planning

The two, 2020 site improvement goals 'To increase student achievement and growth in Mathematics, leading with Number & Problem Solving' and 'To increase students writing achievement, leading with text and sentence structure' mentioned in the site improvement plan, were continued through the deep and targeted data analysis of PAT, Brightpath, EALD leveling and formative/summative assessment methods. Through staff meetings, PDP sessions, leadership support, professional training and release time, teachers were encouraged to collaborate and co-plan differentiated experiences to target both focus areas. Tracking of student progress and accountability of site improvement actions were monitored and evaluated by the Review and Planning Team. This ensured that the challenge of practice for both goals were on track and that teachers were able to collect data against the success criteria.

In 2021, we will continue to develop teacher pedagogy and knowledge in both numeracy and literacy focusing to increase student achievement in mathematics and writing results. Revisiting both the literacy and numeracy agreement, as well as developing a pedagogical agreement incorporating the high teaching impact strategies from the PLT processes. Student Voice and differentiated planning to increase powerful learning and stretch in students, will be driver to inform teacher practice through each check-in.

This year staff continued their work in Professional Learning Teams (PLT) based on the partnership model, delivered and created by Simon Breakspear. Within the three communities, teachers worked on small action research tasks focused on oral language, writing and mathematics. These areas were intentionally selected to align with the Site Improvement Plan actions. Teachers were able to commit to improving teacher practice whilst feeling supported in a structured collegiate process. The feedback from partnership and school based levels was that this was an extremely successful structure, as not only did the teachers see improvements in student outcomes but they were able to successfully implement new teaching strategies. The lead teachers who supported the PLT's will train new Pillars in 2021 to coordinate the teams, lead new learning and amplify high teaching impact strategies.

Preschool improvement planning - review and evaluate

In 2020 Wandana Preschool chose to focus on one learning goal for our Preschool Quality Improvement Plan. A goal was developed around the development of oral language as, given our cohorts of children, this has always been an area for improvement at Wandana.

Our goal for 2020 was "Children will engage in sustained reciprocal verbal conversations to express their thinking."

Educators focus was on modelling quality verbal exchanges that providing opportunities for our students to engaged in sustained reciprocal verbal conversations to express their thinking. We worked collaboratively to build educator capacity and understanding of sustained reciprocal conversations and to analyse pedagogical documentation through the lense of oral language.

Through using the RRR focusing on quality verbal exchanges, educators learnt more about the RRR, recognizing and understanding how it can influence practice. It has specifically educators to attune ourselves to children's responses, listening, modelling and responding to attempts by children to engage verbally.

Analysis of pedagogical documentation at the end of term 3, showed children were more likely to engage in conversations with others and share in sustained conversations.

Educators engaged collaboratively with school staff on Teaching Sprints to develop and embed a shared understanding of pedagogy and learning possibilities around oral language. Regular meeting were held to scheduled to critically reflect and program for improvement.

Improvement: Aboriginal learners

Wandana Preschool- Year7 strives to embed specific teaching and learning opportunities that will assist students to develop an understanding of Aboriginal and Torres Strait Islander community, cultures, values and traditions. The Australian Curriculum outlines three interconnected elements to be addressed in the teaching of Aboriginal and Torres Strait Islander histories and cultures including Country / place, Culture and People.

The launch of the Aboriginal Education strategy 2019-2029 guided our work and planning to ensure our students flourish academically, culturally and socially throughout their learning journey. This is done both on a whole-school basis and within the regular teaching and learning activities planned. As a whole site we used Data informed planning and consistent High Quality classroom practise to effectively collect and analyse data for our Aboriginal learners. We used PAT R, PAT M and Running Records to monitor and track our students growth. The EALD Hub guided our professional learning to ensure a commitment to action from all staff. In 2021 the EALD coach will continue to build teacher capacity and to guide staff to implement different strategies to improve Literacy and Numeracy outcomes for our Aboriginal learners.

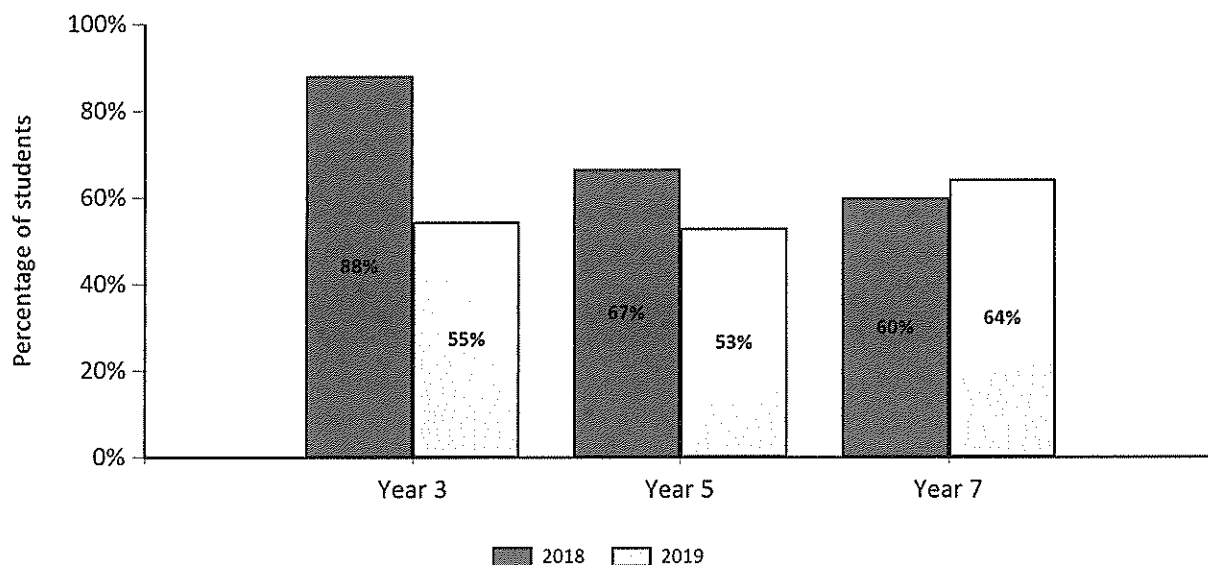
2020 highlights included all staff attending workshops on the film 'In My Blood It Runs'. NAIDOC and Reconciliation week remained an important part of our year with whole school activities and community members sharing their skills and knowledge. Boys and Girls group met weekly with a focus on literacy, numeracy and social well being. Some of the highlights included cooking with local bush tucker, learning Narrindjeri language, exploring the local environment and our annual excursion to Encounter Bay. Students showered leadership presenting at significant assemblies such as Reconciliation week and mentoring our younger students.

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

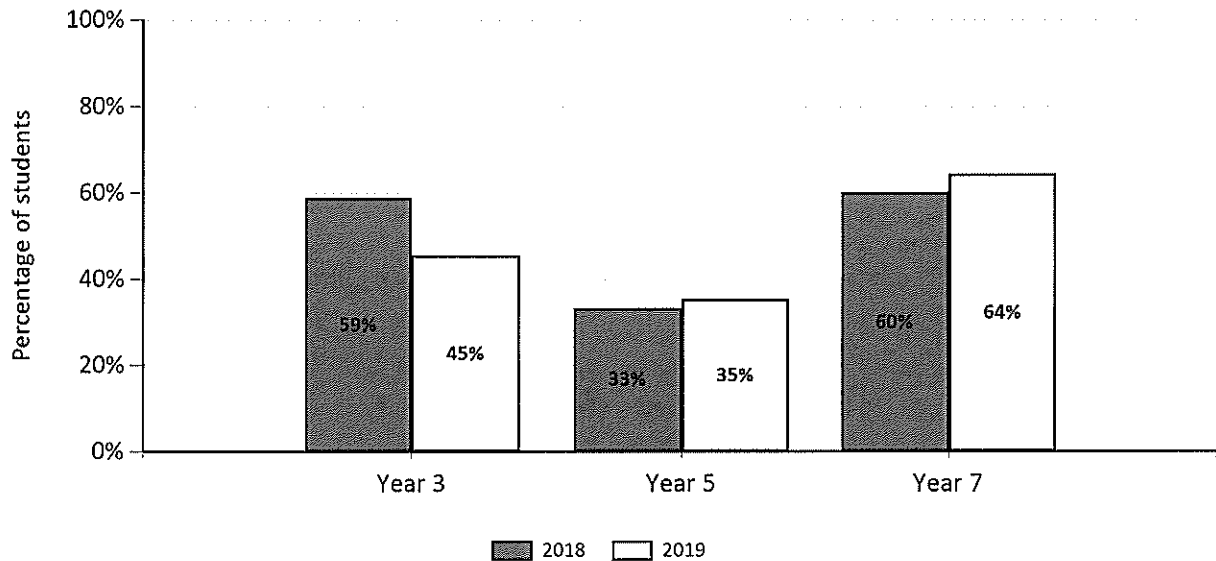


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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	*	*	25%
Middle progress group	*	73%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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%.

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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 3 2019	11	11	2	1	18%	9%
Year 3 2017-2019 Average	15.0	15.0	4.7	1.3	31%	9%
Year 5 2019	17	17	3	2	18%	12%
Year 5 2017-2019 Average	14.3	14.3	3.3	1.3	23%	9%
Year 7 2019	14	14	2	3	14%	21%
Year 7 2017-2019 Average	15.3	15.3	1.3	2.3	9%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

School performance comment

Literacy and numeracy have remained a focus for 2020, with teachers attending and implementing both Brightpath and The Big Ideas in Number training sessions to develop and improve their skills. Through the tailored support, release time and co-planning, teachers were able to work with students on writing samples and trusting the count activities. In Brightpath data, there were clear improvements in all student samples and the results data reflected this with an effect size of 0.6. Through the mathematics data in the early years, teachers were able to see marked improvements in students' oral language and concepts of trusting the count. Read, Write Inc. and Fresh Start continued to support students' phonic awareness in Years R-7. All classes saw large increases of individual student sound knowledge with 12, Year 5, 6 and 7 students achieving 100% on their assessments. This program has been extremely worthwhile as teachers find it's a practical approach to phonics, grammar and comprehension. The Progressive Achievement Test data for both numeracy and reading comprehension showed many of the students Year 3-7 achieved the Department's standard of educational achievement. The Year 4 and Year 7 cohorts were both the two highest achieving levels with near 70% of students at or above SEA in reading comprehension. Two additional tests of spelling and grammar/punctuation were tested and teachers were able to triangulate the data with NAPLAN to gain a clear picture of individual misconceptions and areas of development. The 2019 NAPLAN results have shown some small improvements with 64% of Year 7 students achieving SEA for Reading and Mathematics. As in previous years, our results show a decline in numeracy achievement at the Year 5 level with only 35% achieving minimal standard. This is still an area of work that the staff and students at Wandana continue to focus on and implement new pedagogy and interventions. There was also a decline in this years' cohort of Year 3 students scoring 55% of SEA in reading. We did see however, some huge growth with 40% of students currently in Year 7 scoring in the upper progress section from when they were tested in 2017. It is excellent to see that again we had 21% of Year 7 students achieve in the upper two band of achievement meaning that they are testing well above the minimal standard in numeracy.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	91.0%	83.9%	84.8%	84.0%
2018 centre	81.7%	86.5%	91.0%	92.4%
2019 centre	77.1%	69.0%	80.6%	77.9%
2020 centre	82.3%	N/A	81.4%	82.1%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	77.6%	87.8%	87.4%	79.3%
Year 1	81.2%	83.6%	87.5%	80.5%
Year 2	87.1%	85.7%	81.2%	80.8%
Year 3	83.0%	91.4%	80.6%	75.4%
Year 4	82.3%	83.5%	88.7%	64.2%
Year 5	85.7%	87.5%	85.8%	80.5%
Year 6	85.8%	86.9%	73.8%	77.9%
Year 7	84.9%	83.6%	89.1%	77.2%
Primary Other	89.6%	82.8%	80.8%	74.9%
Total	83.8%	85.6%	84.2%	77.4%

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

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

Attendance comment

In 2020 the staff at The Wandana School continued to follow our attendance policy and procedures, to ensure that all students' attendance are explained, monitored, recorded and that we communicated and connected with our families on a regular basis. Teachers, leadership and service providers worked collaboratively to work with 'at risk/vulnerable' families. This will continue in 2021 and beyond.

COVID-19 and transience influenced our attendance data, along with some students attending differentiated, part-time programs. The Department for Education target for 2020 was 95%. We are working to continue to improve our attendance and reach 95% whole-school attendance.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	44	47	44	42
2018	48	49	49	50
2019	44	44	40	41
2020	39	N/A	39	40

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.

Preschool enrolment comment

In 2020, our preschool enrolments have continued to be transient with a few families coming and going throughout the year. We have consistently maintained enrolments at 40, 20 children per session. We continue to offer 2 full days a week and then additional full day sessions (Funky days) to make up the 15 hours per week. This format supports our parents and encourages more children to attend, as the working parents prefer full days. In week 1 of term 1, with approval from our governing council, we trialed half days to support children's transition into the routine of preschool in a way that proved to be much more successful. This is something that we have approval to continue with in 2021.

Behaviour support comment

Classes worked hard to establish positive class culture early in the year and worked on different character strengths. Students developed positive relationships with peers and students from other classes. A number of improvements can be seen in our data in regards to student behaviour. There was a notable decrease in the number of students involved in violent incidents in 2020. We have continued to maintain a strong focus on Growth Mindset and Powerful Learners. Staff were trained in Berry Street and started to implement trauma informed practice to the already established Positive Education Framework. The Well being Leader worked with staff to implement other social skills strategies to support student engagement. Staff also used Restorative Practices, Goal Setting, Student Voice and SMART Strategies to engage students with their learning.

Client opinion summary

Parent/Caregivers

In 2020, the school had 25 responses to the Parent engagement survey.
 81% of parents agree/strongly agree that teachers and students treat each other with respect at the school
 73% of parents agree/strongly agree that the school effectively communicates with families
 72% of parents agree/strongly agree that they have useful discussions with the school about their child's learning
 72% of parents agree/strongly agree that the school encourages parents to help students learn
 An area for improvement in 2021 from parent feedback is for the school to improve is to provide families with support suggestions at home.

The 2020 Preschool Parent Opinion survey was conducted online and returned 2 responses.
 100% of parents agree that there is effective educational leadership and management in the Preschool.
 100% of parents agree that Preschool include them in the decision making processes.
 In 2020 due to staffing changes and COVID-19 there was less continuity in the learning and delivery of the program.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1028 - Charles Campbell College	0.0%	0.0%	0.0%	7.9%
9043 - Pinnacle College	4.0%	13.0%	12.0%	15.8%
994 - Wandana Primary School	70.0%	61.0%	68.0%	65.8%

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 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	4.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	12.9%
Transfer to SA Govt School	49	79.0%
Unknown	2	3.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

In 2020, we have also seen an increased number of children (65%) who started in the preschool chose to continue their schooling at Wandana P-7. The majority of our Year 7 students have enrolled at public high schools with the highest number at The Avenues College.

Relevant history screening

The preschool and school have clear processes for volunteers and service providers that are on site. Each staff member, volunteer and service provider have the relevant training, WWCC clearance and Reporting Abuse and Neglect training prior to starting at the site.

Wandana supported Aboriginal members of the community to successfully apply for WWCC to volunteer and support language programs within the school.

A copy of all WWCC clearances and teacher registrations are kept on site.

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	20
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: 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	13.0	1.0	8.3
Persons	0	14	1	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$2,806,792
Grants: Commonwealth	\$18,090
Parent Contributions	\$43,308
Fund Raising	\$5,045
Other	\$38,069

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

2020 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 2020 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	Wellbeing leader supporting implementation of PERMA and tracking student attendance and wellbeing	Early intervention and consistent pedagogy in through PERMA framework
	Improved outcomes for students with an additional language or dialect	Funding was directed to the EALD teacher who supported intervention programs, team teaching with classroom based teachers to develop EALD strategies and coordination of literacy program.	Tracking and monitoring of students and small group programs.
	Inclusive Education Support Program	Funding was used to support students with disabilities in mainstream classes and supporting teacher in writing One Plans and also professional learning for teachers and SSO's.	1:1 support, tracking, monitoring and regularly updating One Plans
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	Funding was used to target intervention programs in Literacy and Numeracy and What's the Buzz. Funding also supported smaller class sizes to support literacy and numeracy improvements.	Student data was monitored through the Student Intervention Team and placed in appropriate intervention programs.
Program funding for all students	Australian Curriculum	This funding was used as part of the Learning Design and Moderation initiative with support from the Partnership SLLIP and project officer.	Developed teacher conceptual understanding Consistent, research based pedagogy
	Aboriginal languages programs Initiatives	Funding was used to incorporate Ngarrindjeri language into culturally significant experiences. Wandana engaged local elders and supported students on an excursion to immerse and teach language through traditional methods	Increase bi-lingual opportunities for development in student's in oral language
	Better schools funding	We plan for small class sizes. We have developed a highly skilled team of SSO1 and 2's supporting intervention in WAVE 1 and 3 programs	3 out of 5 cohorts demonstrated more than one years growth during 2020
Other discretionary funding	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Targeted Literacy and Numeracy goals for staff in their Professional Development Plans linked to children's learning and outcomes.	Significant gains in literacy and numeracy skills measured against the EYLF and indicators.
Improved ECD and parenting outcomes (children's centres only)	Purchased SeeSaw as a tool for communicating with and supporting families through learning from home during COVID-19.	Stronger connections and communications with families.
Inclusive Education Support Program	A collaborative process embraced by the whole team ensuring successful support for the students with learning needs and disabilities. Integration of IESP funding for early intervention support, 1:1 support, team around the child worked with families to develop individual resources, SMARTAR goals and OCOP's.	Individual reflections showed growth and improvements and achievement of SMARTAR goals.
Improved outcomes for non-English speaking children who received bilingual support	BSSO's are employed each term to support EALD learners and their families to foster a sense of belonging. They build rapport with families and communicate information about children's learning and support staff to provide children with the skills to develop their English, along with their confidence and socialisation.	Significant improvements for those children and their families in gaining access to information and participation levels.

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