



Williamstown Primary School and Williamstown School-Based Preschool

2020 annual report to the community

Williamstown Primary School Number: 482

Williamstown School-Based Preschool Number: 1628

Partnership: Greater Gawler

Signature

School principal:

Ms Lynette Simons

Governing council chair:

Jamie Brooks

Date of endorsement:

5 March 2021



Government
of South Australia
Department for Education

Context and highlights for the combined site

Williamstown lies 60 kilometres from Adelaide, on the border of the Barossa Valley region and the Adelaide Hills. The school has continued strong community support for children's learning across both the preschool and R-7 school year levels. The location and setting of the school provides for many opportunities for authentic learning, especially in Environmental Education and Science. The students use the grounds for environmentally sustainable plantings and nature play. There is a strong commitment to recycling and educating about waste management and the school links with the Northern Resource Management (NRM) for ideas and support in this area.

In 2020 there were 204 students in the school Reception to Year 7 and 32 in Preschool. The school is a Category 6 school.

The school population in 2020 included:

- * 15% of families eligible for School Card assistance
- * 2% ATSI students
- * 12% Students with Disabilities on One Plans
- * 1 family from a Non-English Speaking background

In 2020, the position of deputy principal was held by Louise Denton in an acting capacity. Louise was successful in winning the position for the next five years.

2020 saw the continuation of the Site Improvement Plan for all Department for Education schools and Quality Improvement Plan to all preschools. These SIPs and QIPs are focused plans for literacy and numeracy development in sites which encouraged a sustained approach to site improvement and student learning outcomes. As in past years, the school continued with strong staff collaborative practices to improve teaching and learning for all. Targeted support was provided for students with additional needs through individualised learning programs and SSO support in classrooms.

While 2020 brought with it challenges and, at times, disappointments the resilience of staff, students and families shone through. This was ever present in the creative and adaptive ways that we were able to have Sports Day, Book Week, excursions and preschool and year 7 graduations. We thank our students and families for their support during these challenging times.

Many upgrades to the grounds and learning areas occurred in 2020 including the refurbishment of Rooms 10 and 11 and the Science room, the creation of garden areas with recycled plastic seating and the major upgrade of the northern court. The preschool used its DfE grant to paint the centre and install a new bike track and stage in their grounds. All of the preschool windows were replaced to ensure compliance. ICT upgrades continued with all learning areas receiving interactive TVs and the purchase of new computers. Changes to infrastructure ensured faster and more reliable internet to the school.

Governing council report

Chairperson's Report

As we ease into a new year, our children have settled into their classes and daily routines. Covid-19 vaccines are being rolled out across Australia and we have adapted to our new normality. This time last year most parents were taking a crash course in home schooling while our teachers on the front line quickly adapted teaching to be delivered online. Leadership and teachers have done a magnificent job during this time.

The governing council during 2020 in conjunction with leadership and teachers were able to achieve some great outcomes. Classrooms received some fresh paint and ageing and weathered damage rooms were fixed. ICT improvements were rolled out across the school with new electronic boards, computers and software updates throughout the school. The facilities throughout the school underwent upgrades such as a new basketball court, new lawn and movement of playing facilities to better locations within the school.

The external school review report that was conducted during 2019 highlighting that we as a school are moving in the right direction with reading and numeracy improvements and the continuous approach to evidence based practices. For our school to continually improve our education levels we must continually ensure teaching practices are being consistently implemented, students play a part in their learning and parents and care givers receive continual updates.

During 2021 our committee will continue to work with Leadership and teachers to ensure we draw on evidence-based learning for our students and work on an easy transition for our year 6 students as this is the year that they will now be taught in year 7 at primary school. We will also continue to ensure the best outcomes for our school community during 2021.

Many thanks
Jamie Brooks

School quality improvement planning

The Site Improvement Plan (SIP) has two goals focused on improving student numeracy skills and writing abilities.

Goal 1 - Increase the number of students who maintain or improve in NAPLAN Numeracy in Years 5 and 7
Due to the Covid imposed cancellation of NAPLAN this year, we did not have comparative NAPLAN numeracy data. PAT Maths testing did occur late in term 3 and this will form the basis of this data analysis of progress toward this goal. All students, with the exception of 5 students, Year 2 – 7, completed a test at their year level. The following data indicates the number of students in each year level who met or exceeded the DfE SEA Scale Score in PAT Maths: Year 3 – 85%, Yr 4 – 93%, Yr 5 – 65%, Yr 6 – 86%, Yr 7 – 82%. Of the cohort of twenty year 5 students, three have a verified disability and three identified learning difficulties which is reflected in the lower percentage meeting the SEA in year 5 when compared to the 2019 year 5 results of 67% of students who met or exceeded the SEA. In 2019, 70% of year 7 students met or exceeded the SEA in PAT Maths while 82% of year 7 students met or exceeded the SEA in 2020.

In 2021, students requiring additional support with aspects of mathematics will be identified through testing identifying gaps in learning and misconceptions and supported through targeted intervention groups. Funding has been put in the 2021 budget to ensure that this intervention can occur. The deputy will support the training of the SSO to run the intervention, source materials to support the intervention and track and monitor the success of the intervention. In all classes, students will be encouraged to explain their thinking and learning through number talks and participate in problem solving tasks to stretch their thinking. Whole school agreements are in place indicating the requirement to plan for number talks and problem solving tasks in class maths programs.

Goal 2 - Increase the number of students achieving at or above School Index in writing in Years 3, 5 and 7 Vocabulary, Text Structure and Sentence Structure

All teaching staff participated in professional development in week 0, 2020, in the 7 Steps to Writing Success Program and whole school agreements were developed in the consistent delivery of the program.

As mentioned above, no NAPLAN data is available this year. We have used the Brightpath writing moderation as one tool for measuring student writing progress for the process of evaluation of the success of our writing goal. Analysis of the collected data between the term 1, 2019 results and the term 3, 2020 results indicate growth in the mean score for year levels between 69 points to 135 points. The mean score for each year level is now near or at the Brightpath WA norms, a significant improvement on the previous year's mean scores. Teachers have used the analysis of the Brightpath samples and next teaching points to support the writing progress of individuals and cohorts of students. In 2021, staff will again use Brightpath to moderate two narrative writing samples and the teaching points to progress learning. We will continue to monitor whole school Brightpath data and 2021 NAPLAN Writing, Spelling and Grammar results.

All classes will continue to use the 7 Steps to Writing Success program to develop a whole school approach to text structure and authorial skills. Further training will be available in term 2 to ensure the fidelity of implementation of the program.

Preschool improvement planning - review and evaluate

The preschool had two goals on their Quality Improvement Plan in 2020. These goals were:

1. To support children to become effective communicators (oral language)

All of the preschool educators were involved in the Emergent Literacy project with a DfE speech therapist. Involvement in the project had an impact on how the educators work with the children with a shared understanding, common language and consistent implementation. It has extended the ideas for developing the children's oral language through play, shared books and targeted teaching moments and these ideas are now being used automatically by educators. Group sessions targeted language development, phonemic awareness, early phonics, letter recognition and writing.

2. To support children to become effective communicators through mark making with a mathematics focus

The children were provided with multiple opportunities to talk about and use drawings and mark making to record messages, ideas and learning symbolically. Book making was promoted with the children and materials made available daily. The children saw themselves as writers and were excited to share their stories with staff and families. Teachers videoed children reading and writing as a form of self-reflection and sharing with families. Educators observed that the children were accessing daily opportunities to explore number, numerals, shape and measurement in free play and targeted sessions. Children in intervention groups demonstrated improvement and retention of knowledge of basic concepts.

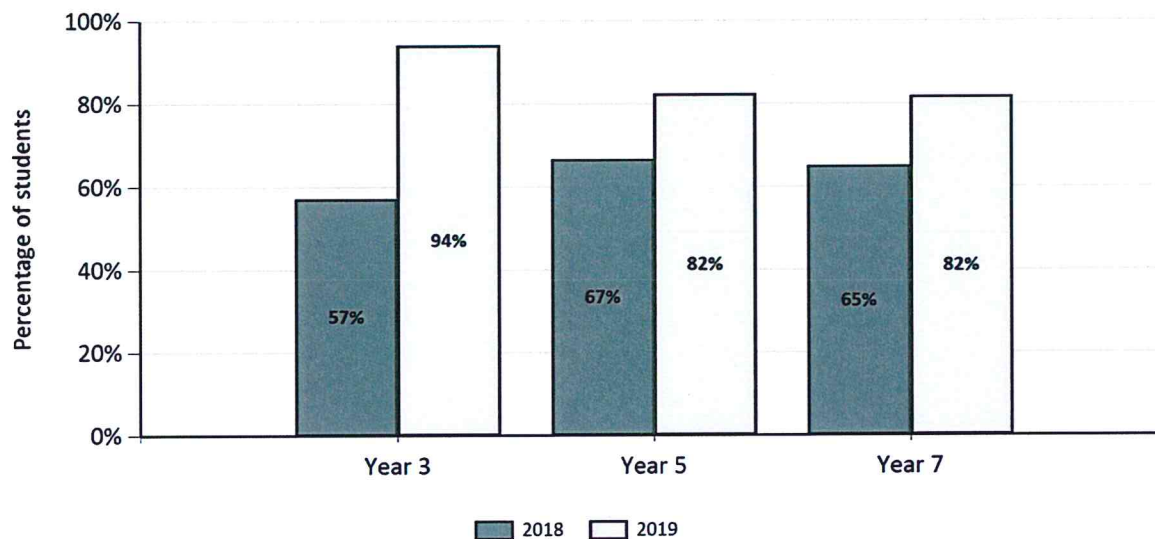
These goals support the Site Improvement Plan goals in the school and provide a basis for future literacy and numeracy learning for the children. In 2021, the oral language and mark making goals will continue with the preschool staff achieving goals through professional reading, training, collaborating with other professionals and critical reflection.

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

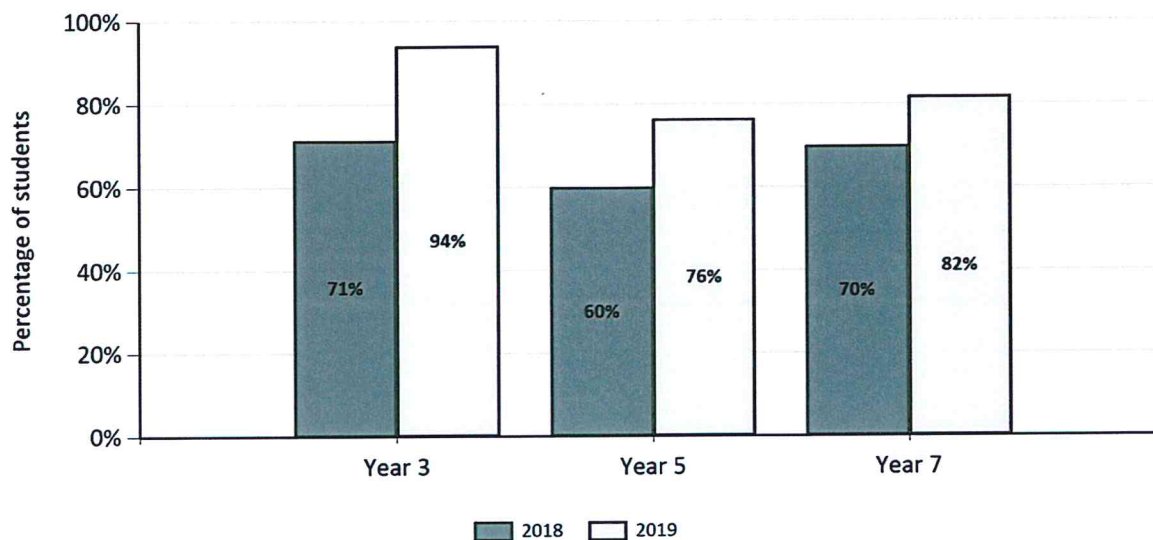


*NOTE: No NAPLAN testing was conducted in 2020.

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 | 69% | 53% | 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%.

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | * | 35% | 25% |
| Middle progress group | 77% | 41% | 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%.

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 | 17 | 17 | 8 | 4 | 47% | 24% |
| Year 3 2017-2019 Average | 20.7 | 20.7 | 6.3 | 3.7 | 31% | 18% |
| Year 5 2019 | 17 | 17 | 5 | 2 | 29% | 12% |
| Year 5 2017-2019 Average | 25.3 | 25.3 | 6.3 | 2.7 | 25% | 11% |
| Year 7 2019 | 22 | 22 | 5 | 3 | 23% | 14% |
| Year 7 2017-2019 Average | 20.7 | 20.7 | 3.0 | 2.0 | 15% | 10% |

*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

The results of 2020 Year 1 Phonics Screening test indicated that 75% of the students met or exceeded the DfE Standard of Educational Achievement. This is an improvement on the 2019 result of 50% and the 2018 result of 18%. These results can be attributed to good teaching practice in the preschool and school and the authentic implementation of the Jolly Phonics and phonemic awareness programs.

Late term 3 of each year, the Running Record level for Year 1 and 2 students is collected and compared to the SEA expected level. The results indicated that 77% of Year 1 students met or exceeded the SEA level 13 and 83% of Year 2 students met or exceeded the SEA level 21. Support, in the form of participation in the MiniLit program or individualised reading programs, was put into place for those students not meeting the Standard of Education Achievement expected level.

PAT Reading Comprehension testing occurred in term 3 with students in Years 2 – 7, with the exception of 5 students, completing the test at their year level. The following data indicates the number of students in each year level who met or exceeded the DfE SEA Scale Score in PAT Reading: Year 3 – 89%, Yr 4 – 86%, Yr 5 – 59%, Yr 6 – 93%, Yr 7 – 65%. Analysis of the PAT results indicated that many students were not able to successfully comprehend higher order thinking about the text by inferring the author's intent. In 2021, staff will engage with an outside consultant who will provide additional training on how to plan for predicting and inferring a text. This will form part of the collaborative work of year level teaching teams.

Preschool attendance

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2017 centre | 96.3% | 89.5% | 90.3% | 92.7% |
| 2018 centre | 93.0% | 88.3% | 90.8% | 94.5% |
| 2019 centre | 96.2% | 91.3% | 80.0% | 82.9% |
| 2020 centre | 92.9% | 90.4% | 88.0% | 76.3% |
| 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 | 89.8% | 92.2% | 93.2% | 88.0% |
| Year 1 | 92.6% | 86.9% | 91.5% | 89.6% |
| Year 2 | 91.8% | 92.6% | 91.9% | 89.4% |
| Year 3 | 91.9% | 92.4% | 94.3% | 86.3% |
| Year 4 | 92.8% | 90.1% | 89.7% | 88.9% |
| Year 5 | 92.5% | 91.2% | 92.0% | 89.2% |
| Year 6 | 91.2% | 91.1% | 90.8% | 90.6% |
| Year 7 | 87.5% | 92.4% | 91.1% | 89.3% |
| Primary Other | N/A | 58.9% | N/A | N/A |
| Total | 91.3% | 90.9% | 91.8% | 88.8% |

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

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

Attendance comment

Regular and on time attendance is essential for the academic, social and emotional development of children and students. It is the collective responsibility of parents, students and school staff. Parents are encouraged to contact preschool/school staff concerning student absences either directly to the class teacher, through the front office or via a phone message. Class teachers and preschool staff follow up on unexplained absences to ensure accurate details are kept.

Covid concerns and shut downs impacted on the attendance rates in 2020 with some families electing to keep their children home and others with health concerns accessing school on a part-time or reduced basis.

Collectively, the preschool attendance sits at 86.9% for the year and the Williamstown PS reception to year 7 attendance is 88.8% for the year. Further analysis of site attendance data indicated a small number of students with regular absences due to chronic non-attendance. In each of these cases, staff have made regular contact with families in order to determine the reason for the absence and work towards improved attendance. Ongoing concerns were followed up with DfE Support Services.

Preschool enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2017 | 43 | 44 | 44 | 44 |
| 2018 | 43 | 41 | 39 | 40 |
| 2019 | 21 | 23 | 23 | 21 |
| 2020 | 35 | 34 | 34 | 33 |

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

The enrolment of children in the preschool followed the DfE Preschool Enrolment Policy. The new immunisation requirements were adhered to including the required keeping of records. Two children with additional needs accessed early entry and extended transition processes in 2020 and have enrolled for full time preschool in 2021.

Behaviour support comment

In 2020, suspension and take home rates fell significantly when compared to the previous two years. To support students with social skills and self regulation difficulties, specific social skills programs, additional SSO support in the yard during play times and alternative learning programs were enacted. The Friendly Schools program was introduced across all year levels in the school. This program addresses bullying and the development of social and friendly behaviours. As part of the program, the Student Representative Council (SRC) representatives worked with classes to identify unfriendly areas of the school and improvements that could be introduced to improve play in the yard. This information was shared with leadership. Improvements included deciding on use and layout of the new courts, the development of the mud kitchen and a quiet area on the lower balcony. Future plans include improvements to a nature play area near the sandpit. The Friendly Schools program will continue into 2021 and beyond.

Client opinion summary

Seventy two parents completed the online opinion survey that was electronically sent to all parents. An overview of the surveys found:

- * 78% of those who responded indicated that teachers, students and others treat each other with respect at the school with 19% neither agreeing nor disagreeing with this statement.
- * 71% of respondents indicated that they receive enough communication from the school with 12% neither agreeing nor disagreeing. Most respondents indicated that they like to receive communications via a variety of means including email, newsletters, phone calls, text messages, the Skoolbag and Dojo apps and parent/teacher interviews.
- * 98% of respondents indicated that they talk to their child about what happens at school often or sometimes.
- * The majority of respondents indicated that they think that education at school is important to their child's future and that they have good routines around reading and learning at home.
- * 24% of parents indicated that they disagree or strongly disagree that the school provides an opportunity for them to have input about their child's learning.
- * 24% of parents indicated that they would like useful tips from the school on how to help students learn at home.

We thank the families for taking the time to complete the survey and have used this feedback to reflect on successes and areas for improvement. On an ongoing basis, students and families are encouraged to speak to teachers or members of leadership should they have any concerns or feedback.

Intended destination from Preschool

| Feeder Schools (Site number - Name) | 2017 | 2018 | 2019 | 2020 |
|-------------------------------------|-------|-------|-------|-------|
| 9102 - St Jakobi Lutheran School | 5.0% | 10.0% | 4.4% | 9.1% |
| 482 - Williamstown Primary School | 90.0% | 81.0% | 91.3% | 90.9% |

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 | 2 | 3.8% |
| Other | 1 | 1.9% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 16 | 30.8% |
| Transfer to SA Govt School | 33 | 63.5% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

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

Destination comment

Of the 33 children who attended our preschool, 28 have enrolled in reception at our school, 3 will be attending a local private school and two will be attending other Department for Education sites closer to their residences.

The majority of the year 7 students are transferring to DfE sites for high school at the beginning of 2021.

Relevant history screening

Williamstown Primary School and School-Based Preschool complies with the relevant History Screening as guided by the Department for Education Screening and Suitability policy. All employees, volunteers, external third-party providers and tradespeople have a current Department for Communities and Social Inclusion Screening (DCSI). In 2020, five parents completed the DCSI screening in order to volunteer at the school, during excursions and sporting events once these commence again.

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 | 19 |
| Post Graduate Qualifications | 2 |

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 | 11.4 | 0.0 | 10.0 |
| Persons | 0 | 13 | 0 | 13 |

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

Financial statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | \$2,896,808 |
| Grants: Commonwealth | \$2,950 |
| Parent Contributions | \$89,971 |
| Fund Raising | \$10,231 |
| Other | \$24,522 |

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 | Additional funding was used to support students with engagement in learning and social skills and decrease inappropriate behaviours. This was supported by funding SSOs and additional time for our Pastoral Care Worker. | Students have shown increased engagement in learning and safe yard play. |
| | Improved outcomes for students with an additional language or dialect | Two students in the school received additional funding to develop English language and literacy skills including the development of phonics, phonemic awareness skills and reading comprehension. | Gains in English language and literacy skills was observed in both children. |
| | Inclusive Education Support Program | With targeted support, students verified with a disability or specific learning disorder were assisted to work toward personal goals as indicated in their One Plans and aligned to the Australian Curriculum. | Individual learning growth and social skill development was demonstrated. |
| 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 | The preschool IESP funding provided for additional SSOs to work with individual children developing skills in self-regulation, play and social skills. Individual and small group speech and language sessions were carried out by educators under direction of speech therapists. | Progress was observed in all children with some requiring ongoing support when transitioning to school and to engage in learning. |
| Program funding for all students | Australian Curriculum | Professional learning was provided for all staff in the use of 7 Steps to Writing Success and the program was implemented in all classes R - Year 7. | Moderation indicated all students made growth in writing skills over the year. |
| Other discretionary funding | Aboriginal languages programs Initiatives | N/A | N/A |
| | Better schools funding | The Better Schools funding provided targeted support for students with learning difficulties with a focus on developing literacy skills through MiniLit and individualised support programs run by SSOs and Deputy. | Data indicated literacy growth in all students participating in interventions. |
| | 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 | All staff were involved in the Emergent Literacy Program which has led to a further shift in the ways that the adults encourage, discuss and work with children with communication and writing processes. Explicit literacy and numeracy skills are taught to children during group time using the new knowledge gained. | All children benefited from the development of staff knowledge in supporting literacy and numeracy through play based learning. |
| Improved ECD and parenting outcomes (children's centres only) | N/A | N/A |
| Inclusive Education Support Program | IESP funding was used to support children with speech/language difficulties through targeted individual and small group learning as directed by DfE therapists. Two students received individualised funding to support the development of independent personal care, social and learning skills in the preschool setting. | All children receiving funding made progress toward their individual goals. |
| Improved outcomes for non-English speaking children who received bilingual support | N/A | N/A |

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