



# Woodcroft Primary School

## 2022 annual report to the community

Woodcroft Primary School Number: 1776

Partnership: Panalatinga

Signature

School principal:

Kristian Mundy

Governing council chair:

Bronwyn Fielke

Date of endorsement:

29 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

At Woodcroft Primary School we inspire engaged, resilient and creative learners. We are driven by students and community for lifelong learning and wellbeing. Woodcroft Primary School caters for students Foundation to Year 6. It is situated 24kms from the Adelaide CBD. The local Department for Education partnership is the Panalatinga partnership. The school is located within the Onkaparinga City Council and in the state electorate of Hurtle Vale. The school has an ICSEA score of 1013, and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The enrollment in 2022 was 467 in 17 classes. The school population includes

1.28% Aboriginal students

18.36% students with disabilities

16.05% from Non English speaking backgrounds (NESB)

13.06% students receiving English as an additional language or dialect (EALD)

1.28% children/young people in care

27.62% of students eligible for School Card assistance.

Student learning includes specialist lessons in Physical Education, Performing Arts and Japanese.

The school community is supportive and very involved through the Governing Council and various school committees, including: Canteen, Finance, Fundraising, Out of Hours Sports, OSHC, Grounds and Environment, as well as various other working groups and events teams as required. The school places high priority on the quality of the communication processes used. These include a school Facebook page and a smartphone app for whole school and class communication. Students and families are involved in many organised school-based activities, and the school places a high priority on the ongoing development of a strong learning community. Interaction with external community groups is a focus for the school.

Highlights

- \$6 million school upgrade classroom build and renovation. Four new classrooms and break out learning spaces have been designed by architects at Brown Falconer and constructed by builders, Fusco, for use from the beginning of 2023.

Upgrades to four courtyard classrooms, four primary classrooms and the adjoining outdoor space will be completed by the beginning of term 2 2023.

-30th birthday celebrations

- We asked big things from our staff, students and community in 2022 in order to respond appropriately to COVID-19.

The positive feedback we received was a strong indicator of the professionalism of our staff

- Student achievement is key in tracking and monitoring data sets, including NAPLAN and progressive achievement tests (reading and mathematics). The data collected indicated strong performance in students reaching standards of expected achievement

- Student participation in SAPSASA school, district and statewide competition continued to involve large numbers of WPS students. The school was successful again in the district athletics carnival

- Student participation in the annual Festival of Music continued with students performing in 2022

- Community activities including the Colour Run, Quiz night, Cultural day, Sports day and End of year concert were strongly supported community events

- WPS was selected to be a part of the Department for Education, Positive Behaviour for Learning project (3 year project)

## Governing council report

I am pleased to present the governing council report for 2022, which outlines the activities and achievements of Woodcroft Primary School.

There was a continuation of COVID related disruption at the start of the year, including a delayed start to the school year. Woodcroft staff adapted to the restrictions with their usual skill and expertise and had the novel idea of introducing teachers via video posts on Seesaw in lieu of Acquaintance Night. This was all part of a dedicated shift for Year 2-6s to online learning at the start of the school year. Special thanks must go to everyone that made the challenging start to the year as smooth as possible.

The start of this unusual year also meant that the first Governing Council's AGM was held much later in the year than normal. As always, with help from the fantastic team at Woodcroft Primary, we were able to make the most of the online shift to meet virtually for nearly every meeting.

As unique as the start to the year was, we had a wonderful celebration on 2/2/2022. There won't be another date with that many 2s for another 200 years! Students had the chance to wear a variety of different clothing combinations including tutus and kicked the fundraising off for the year with a colourful start. Fundraising opportunities moved into March, continuing the colour theme, with a number of events including Harmony Week and the 2022 Colour Run. Happily, the Colour Run raised a record amount and was a lot of laughs despite the weather. Thank you to parents and staff that volunteered their time to help on the day.

Throughout the year, Woodcroft Primary continued to raise the bar with events that made lifelong memories such as the Charter Ambassadors programme with the Child Development Council, Reconciliation Week, Embrace your Body, NAIDOC Week, Market Days and Science Week, not to mention sporting achievements on both an individual and team level.

In September, the installation of the Peace Pole by Rotary at the front of the school was well celebrated, and Japanese Culture day in September saw a visit from Pikachu and an opportunity for students to immerse themselves in another culture for the day.

Building wise, the year had 2 major installations which brought enormous excitement. The concrete slab was poured at the end of May for the new \$6m modern modular building that will be home in 2023 for the upper primary years and demolition of the junior playground at the end of June in readiness for the new and improved replacement.

On October 19 this year, Woodcroft Primary School turned 30! A huge party, including an appropriately huge cake, birthday balloons, frisbees and bouncy balls made the most of this momentous occasion. The final fundraising event of the year was the Annual Quiz Night which stuck with the 30 years theme and celebrated the nineties. Monies raised went toward the courtyard redevelopment.

A successful Sports Day at the end of November led into the final busiest month of the year, December, which saw the welcome return of the junior primary Christmas concert and the Woodcroft Primary School choir joining the Community Carols event.

We said goodbye to the Year 6 cohort as they finished their primary school studies and wish them all the best as they move on to new adventures in high school in the new year.

A report would not be complete without a huge thank you to all the teaching staff, support staff, volunteers, parents and friends that give their time and expertise to help in any way they can.

Lastly, but certainly not least, I would like to personally thank our members of the governing council. We are lucky to have such a dedicated group of individuals who have committed to making a positive impact on Woodcroft Primary and its students.

I look forward to the opportunity of working with you all again in 2023.

Bronwyn Fielke (Joss)

Woodcroft Primary School Governing Council Chairperson

# Quality improvement planning

Staff professional conversations and observations have been focused on whole school approaches in reading and mathematics, tracking and monitoring targeted students and pedagogical improvement.

Literacy improvement focused on implementing several key changes to the delivery of phonics instruction and aligning our literacy programme with Science of Reading principles. Pedagogy Leader Sarah Nursey-Bray worked closely with the Literacy Reference Group to explore various models for the explicit teaching of reading and comprehension skills. Significant work was undertaken to develop resources which support explicit and systematic phonics instruction.

Early years literacy focused on high impact teaching strategies, including an explicit and systematic phonics instructional routine. Teaching staff trialed specific aspects of the new routine, including card drills, mouth awareness lessons and phonological awareness assessments as part of their professional development. The intention is to implement the new instructional routine in full in the 2023 school year.

Year 2 teachers participated in an Oral Reading Fluency Trial. The trial gave teachers an opportunity to reflect on the importance of fluency and to consider how this skill can be consolidated in the classroom.

The Heggerty Phonological Awareness programme continued, and primary classes (3-6) tried using the digital Heggerty platform with great success.

Year 1 Phonics Screening Check results were 66% which was a decrease of 10% from 2021. It is anticipated that we will see a significant increase in our Phonics Screening Check results in the next year or two as a direct result of the new phonics instructional routine.

Numeracy improvement focused on designing mathematics learning that includes scaffolding strategies and providing opportunities for students to experience concepts. Deputy Principal Richard Maynard and the Numeracy Reference Group worked closely with Mathematics consultant Maureen Hegarty for a third consecutive year to support students' Mathematics knowledge, skills and understanding. Professional learning was supported by team engagement in ongoing collegial learning design opportunities which focused on high impact teaching strategies, learning design and lesson structure.

Progress and success is evident in student mathematical learning, exceptional teacher collegiality, sharing of practice and building of teacher capacity. The Numeracy Reference Group worked with classes across the school. Feedback from students shows a more positive disposition towards mathematics. Leaders saw a positive change in the implementation of interactive, engaging, authentic, differentiated mathematics teaching practice across the school.

The work of our leaders in working alongside teachers as coaches and mentors, is having a positive impact on student achievement, engagement, dispositions, and is building the capacity and confidence of our teaching staff. Teams of teachers worked collaboratively, learning from and alongside each other, and building teacher capabilities, accelerating school improvement. This process strongly built upon the work of our local preschools, and enables a smooth transition for children between preschool and school.

The Deputy Principal and the Pedagogy Leader worked collaboratively with teachers across the school, stretching teacher practice and student achievement, celebrating progress and sharing key elements of effective practice with other educators. The reference group strategy, initiated in 2022, proved to be a highly successful differentiated approach to professional learning for teachers.

As the expertise of teachers has been built, we are seeing a growth in student achievement. A larger percentage of students achieve in the high bands, as evidenced by A-E grades and PAT testing results in English and Mathematics. WPS teachers have shared practice with colleagues at Grange, across the partnership and state wide. The use of the High Impact Teaching Strategies (HITS) generated significant improvement, particularly in setting goals, explicit teaching, metacognitive strategies and differentiated teaching. In literacy, the agreements reached about an explicit and systematic phonics programme, utilising the newly developed phonics scope and sequence will underpin further reading improvements. In mathematics, 'structured lessons- warm up/body of lesson and wrap up' generated growing consistency and high improvement impact.

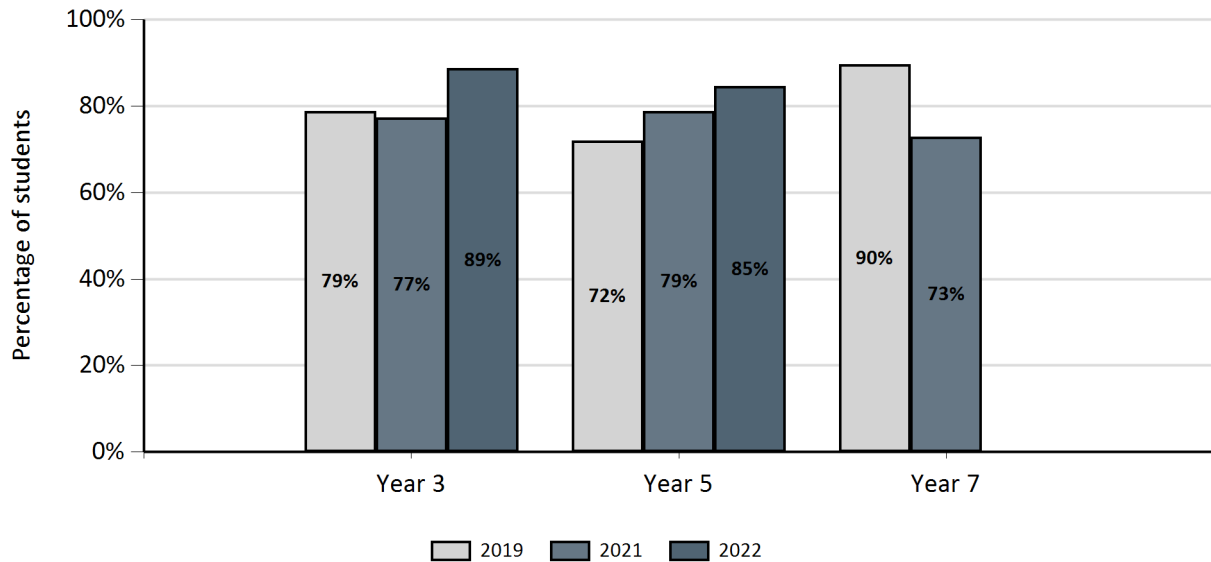
In 2023, we will continue our focus on evidence-based literacy and numeracy practices, further developing the high impact teaching strategies of differentiation, formative assessment / feedback and metacognition (student voice in learning). A closer linking of the site plan priorities and teacher professional development plans will develop a greater teacher ownership and commitment to the site plan improvement areas (HITS) and will continue as a focus on the Site Improvement Plan for 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

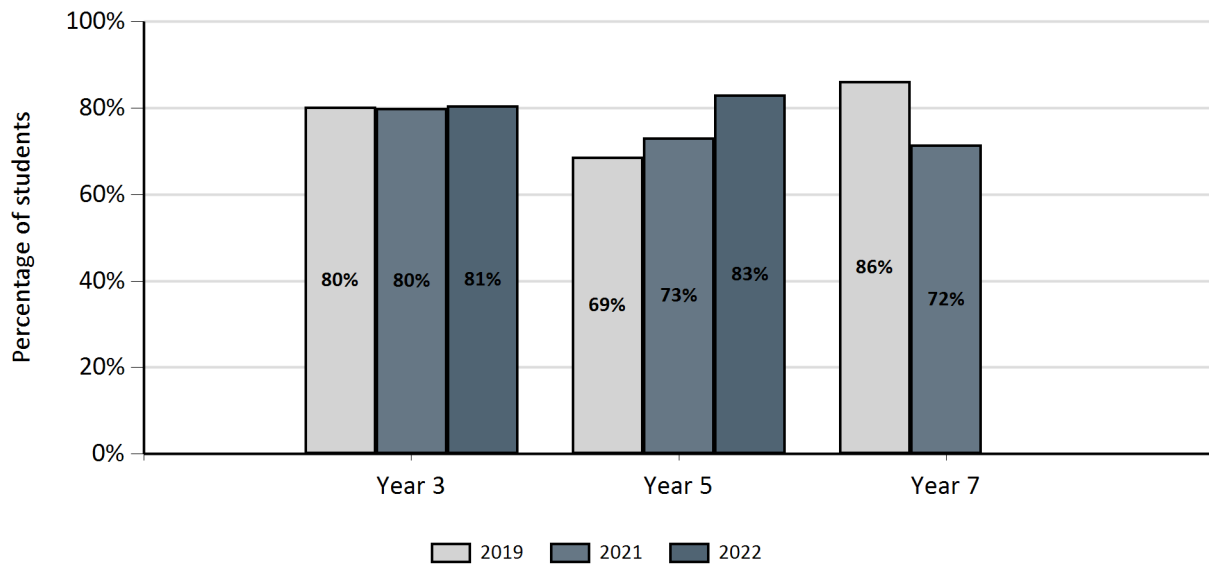


\*NOTE: No NAPLAN testing was conducted in 2020.

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.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*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 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	62	62	26	14	42%	23%
Year 03 2021-2022 Average	68.5	68.5	29.0	15.5	42%	23%
Year 05 2022	65	65	27	11	42%	17%
Year 05 2021-2022 Average	68.0	68.0	20.0	10.5	29%	15%
Year 07 2021-2022 Average	81.0	81.0	17.0	14.0	21%	17%

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

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

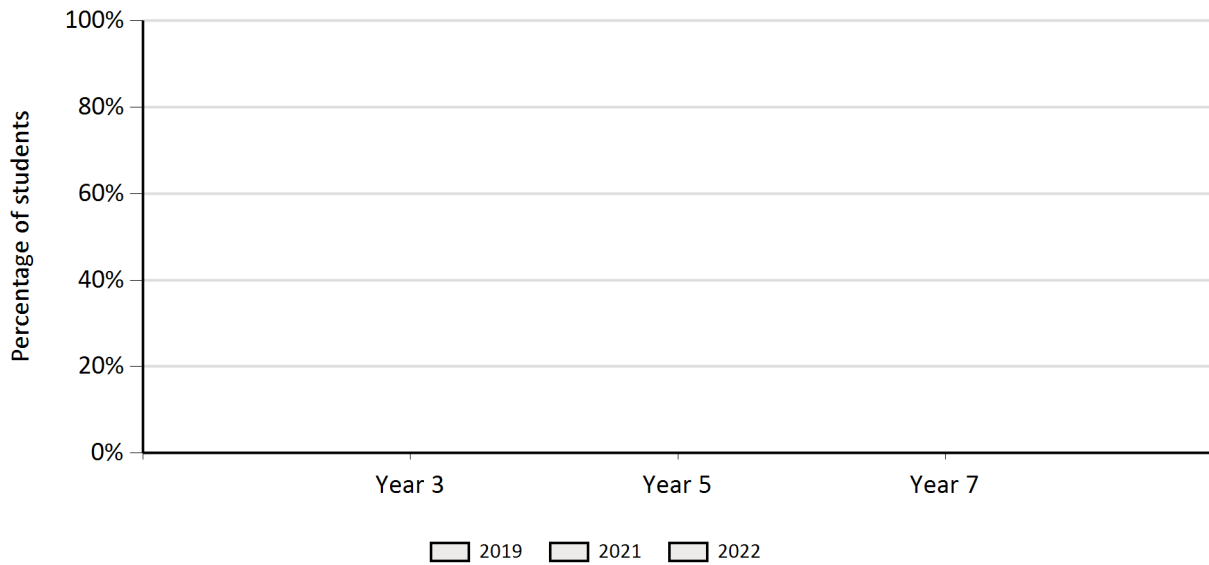
<sup>^</sup>includes absent and withdrawn students.

\*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



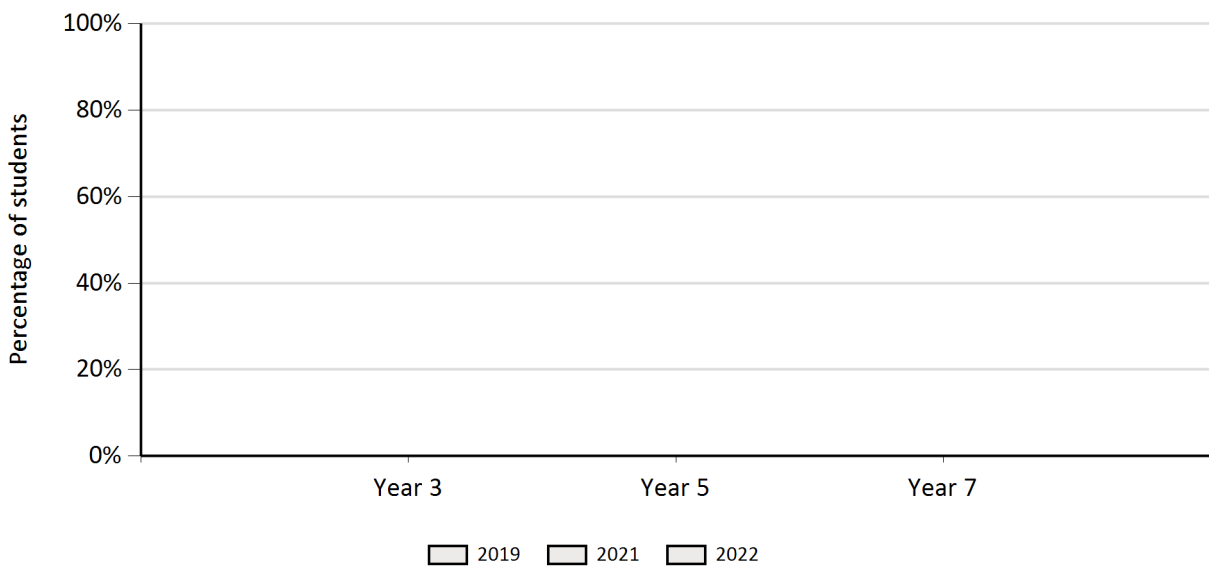
\*NOTE: No NAPLAN testing was conducted in 2020.

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.

## 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 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.

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

\*\*Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Tracking & Monitoring

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

In 2022 the school identified element 2 of the ALALR – tracking and monitoring growth and achievement as the focus. The implementation of ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goals setting. The school reviewed systems that track and monitor individual Aboriginal students and the case management approach, which supports the creation and implementation of plans to meet individual targets and goals. Case management teams, together with students and families, work to develop, monitor and review these individual plans. This includes key elements such as, student learning being informed by student achievement data (phonics NAPLAN, PAT, learning evidence, achievement grades) as well as social and wellbeing needs. Collaboration between the Aboriginal Education Teacher, student support leader, Aboriginal Community Education Officer, class teacher and family has improved through this approach.

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

70% of students are achieving expected results in reading as measured by diagnostic testing. Academic achievement (A to E) indicates 43% of students are achieving an end of year grade of C or higher in English as measured by end of year reports.  
100% of students are achieving expected results in Mathematics as measured by diagnostic testing. Academic achievement (A to E) indicates 60% of students are achieving an end of year grade of C or higher in Mathematics as measured by end of year reports.



# School performance comment

## Reading

In 2022, the reading results, as measured by NAPLAN, indicated

- 89% of year 3 students demonstrated the Department for Education standard of expected achievement (SEA)
- 85% of year 5 students demonstrated the Department for Education standard of expected achievement (SEA).
- 42% of year 3 students demonstrated high band achievement (upper two bands)
- 42% of year 5 students demonstrated high band achievement (upper two bands)

## Numeracy

In 2022, the numeracy results, as measured by NAPLAN, indicated

- 81% of year 3 students demonstrated the Department for Education standard of expected achievement (SEA)
- 83% of year 5 students demonstrated the Department for Education standard of expected achievement (SEA).
- 23% of year 3 students demonstrated high band achievement (upper two bands)
- 17% of year 5 students demonstrated high band achievement (upper two bands)

These results indicate

- The percentage of students achieving the Department Standard of Expected Achievement in both reading and numeracy in 2022 is the highest since 2019.
- The percentage of students achieving in the higher bands reading at both year 3 and 5 is the highest result since 2019.
- The percentage of students achieving in the higher bands numeracy at year 3 is equal to 2021 result.
- The percentage of students achieving in the higher bands numeracy at year 5 is the highest result since 2019.

Phonics screening results, Progressive Achievement tests results were used as important diagnostic data for teachers and the school to track and monitor individual students and apply appropriate differentiation and intervention identified where required.

A to E achievement grades in Mathematics and English are also used to provide teachers, students and families with additional evidence in addition to standardized testing to support next steps in learning.

A focus on increasing the number of students who achieve the standard of expected achievement and increasing and retaining students in the NAPLAN higher bands will continue to be a focus in 2023.

# Attendance

Year level	2019	2020	2021	2022
Reception	93.5%	87.1%	91.5%	87.2%
Year 1	93.3%	87.7%	92.3%	89.6%
Year 2	94.6%	89.4%	94.1%	88.8%
Year 3	93.3%	90.5%	92.3%	87.6%
Year 4	93.4%	87.7%	93.6%	87.1%
Year 5	92.0%	88.9%	91.5%	87.6%
Year 6	92.8%	88.7%	91.6%	86.5%
Year 7	93.8%	85.2%	89.6%	N/A
Total	93.3%	88.2%	92.0%	87.8%

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

## Attendance comment

The 2022 attendance rate 87.8% which is a decrease from the 2021 result. Regular communication with our school community along with data that outlined specific attendance rates and targets. An attendance action plan guides the school support for students and families with attendance. This structure is led by the Senior Leader – Student Support, with families receiving

- Daily communication around absences
- Formal written notification where their child (ren) are absent and/or late on 10 or more occasions in any one school term.

## Behaviour support comment

The Behaviour Support Policy at WPS is aligned with Department for Education policies and procedures. The school has a strong focus on developing personal and social capabilities through pro-social learning activities and reflection. In supporting student behaviour, we access the Better Behaviour Unit, Learning Centre and interagency support staff. In 2022 students participated in programmes concentrating on daily school transition, friendship, problem solving, mindfulness, interoception and specialised social skills groups. Staff received training to assist with working with children who have experienced trauma, mindfulness, restorative practices and problem solving. Parents attend meetings where goals are set, timelines put into place, and ongoing case management is carried out for identified students. When necessary, we include Take Home and Suspension, however we recognise that neither of those by themselves create change in behaviour. In 2022 there were 47 suspensions compared with 62 in 2021. There were no exclusions in 2022.

# Parent opinion survey summary

The school had 130 responses to the parent opinion survey in 2022.  
The survey continued to show a high level of family satisfaction with the school.  
The areas of strength identified in the 2022 survey included (% agree/ highly agree)

- Education is important 94%
- Teachers and students are respectful 90%
- People are respectful 88%
- Child is important 82%

The areas of focus for growth in the 2022 survey included (% agree/ highly agree)

- Receives learning tips 55%
- Has input into learning 57%
- Equipped to plan pathways 72%
- Knows standard of work 72%

In 2023 the school will work with Governing Council, families and the community in learning at home. Increasing opportunities for conversations with families on increasing opportunities for input into student learning and increasing communication in learning at home.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	9.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	72.7%
VI - LEFT SA FOR VIC	2	18.2%

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

In line with the Department for Education policy all Woodcroft Primary School employees, volunteers and third party providers must undertake the 'Working with children check (WWCC)' screening process before working with children or working on the school grounds. Teachers are provided with a list of parents/caregivers who have a current relevant history screening when volunteers are required, and expiry dates are closely monitored and reminders sent to complete the necessary form for renewal.

# 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	52
Post Graduate Qualifications	11

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	30.8	0.0	19.3
Persons	0	36	0	29

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

## Financial statement

Funding Source	Amount
Grants: State	\$5,381,310
Grants: Commonwealth	\$0
Parent Contributions	\$156,735
Fund Raising	\$17,256
Other	\$4,000

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	A Senior Leader position has a focus of wellbeing to support the wellbeing and engagement priorities within the school. Targeted funding and staffing for individual student intervention and support through various strategies and programs. Additional SSO hours were invested to support identified students.	Decrease in class withdrawal, suspensions and exclusions
	Improved outcomes for students with an additional language or dialect	WPS employed an EALD Teacher (0.4) and BSSO's to support EALD students. In class support and small group intervention for identified students in collaboration with teaching and support staff.	Improved continuity between EALD and class teaching and learning programs
	Inclusive Education Support Program	Embedding of tracking, monitoring and review processes across the school. Individual student plans and alignment to a clear improvement cycle with regular review opportunities. Teachers were supported in the development of student One Plans and implementing differentiated teaching and learning that met the diverse needs of all learners. Support staff were funded to provide individual, small group and in class support. Intervention programs for students on One Plans and below benchmark students were provided.	Individual growth for identified students is tracked and reviewed termly. The targeted intervention by support staff operated with success in 2023.
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 used to support inclusion teachers, Aboriginal Education Teacher, Aboriginal Community Education Officer and class teachers to work collaboratively in support of personalised ATSI student goals. FLMD funding employed Urdu teacher 0.1 to work with groups of students.	APAS supported students have identified individual goals for successfully planning, monitoring and regular review in line with whole school improvement cycle.
Program funding for all students	Australian Curriculum	AC funding facilitated staff professional learning days focused on site improvement priorities – Curriculum units and learning design. Opportunities for teacher collaboration have also increased.	Alignment of across the school in learning teams has increased. Progress was achieved in reading and mathematics data sets. Teacher capacity has been developed enabling teachers to be better able to cater for the diverse learning needs of all students in their class.
	Aboriginal languages programs Initiatives	ACEO used funding for language and culture initiatives	Increase in profile of Aboriginal languages within the school community.
	Better schools funding	Personal and social capabilities interventions targeted towards junior and primary students in line with whole school approach and improvement cycle	Improvement in cohesion of intervention and alignment to improvement cycle. Decrease in suspension and exclusion data.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A