

# Wilmington Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Wilmington Primary School Number: 483

Partnership: Flinders

**Name of School Principal:**

Julianne O'Dea

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**Name of Governing Council Chair:**

Karen Wallace/Kylie Woolford

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**Date of Endorsement:**

01/03/2017

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## School Context and Highlights

Situated about three hundred kilometres north of Adelaide, Wilmington Primary School sits at the base of the southern Flinders Ranges. The closest regional centre, Port Augusta, provides employment for some of our families, whilst others work as farmers or in business within the township. We are a feeder school to Booleroo Centre District School, Wilmington Primary offers a tranquil environment in a regional setting, with a vision that includes trust and respect. Community partnerships are integral to the school's educational philosophy.

During 2016 our numbers increased slightly with the addition of two families. We have three classes on site. R-2, Year 3/4 and Year 5/6/7. Our student numbers totaled 56 by the conclusion of the year. Our reception class also saw 4 new families to the school.

Highlights: Sports Day, Premiers Challenges, Sleepovers, Upper Primary Camp, Harmony Day, Casual Dress Days, Fun Run, Wheels day.

We had 18 children participate in the Premiers be Active Challenge, 45 children participated in the Premiers Reading Challenge. At our Annual Sports Day at BCDS we had one female student who broke four records, We had three people qualify for SAPSASA events during the year, two for Athletics in Adelaide against other SPSASA areas from around the state. One of the male students won a silver medal in the 10year old high jump. In addition our 10 year old girl ran 13th in the cross country which was a great effort against over 300 competitors.

Harmony Day was celebrated by the whole school. A large percentage of students and staff came dressed in their orange outfits.

Our SRC organized Casual dress days, Wheels Day and donated the funds raised to the RSPCA. They also organized a Fun Run whereby they raised over \$1000 which assisted in the purchase of much needed Sports equipment

Construction of the new Preschool facility began in week 3 of term 2. Although progress was slow we now have a new building ready for occupation at the beginning of 2017. The Nature Play area is rather small but will look great on completion.

The Kindy have visited on a number of days to assist in transition to the new site.

A transition day was set up for the Year 6 students who will be moving on to BCDS in 2017 and 2018. This was a new initiative. The Year 7 went on a camp with BCDS and Melrose Primary to get to know the students they will be in class with next year.

## Governing Council Report

### 2016 Governing Council Report

Following the AGM in term one, positions for 2016 were finalised. Members included: Karen Wallace, Kylie Woolford, Janine Searle, Karen Barnes, Louise Searle and Lauren Wild.

Last year in term one Governing Council, with Sam and Nicole (as leaders); signed an expression of interest to look into the feasibility of Wilmington Primary School and Wilmington Kindergarten Amalgamating. Council expressed community concern about the future of pre-school education in Wilmington and that children in rural communities have equal access to a locally provided quality early childhood education program delivered by teachers.

Council were pleased to learn that the amalgamation was approved and processes started re facility management and planning with building works starting in term this year. Now nearing completion Wilmington R-7 will begin in term 1 2017 which is an exciting conclusion to this process and a significant achievement for the community.

An important aspect of our council meetings is to represent the views of the broader school community on significant issues.

Council discussions have provided an important forum to discuss issues relating to the education of our children and school culture in general.

In 2016 our Fundraising Committee has continued to be extremely active raising \$3000 from a range of activities held during the year. The committee have spent time consulting with families, students and staff as to how money should be spent now and in the future. GC has decided that it is important to ensure that any money spent is visible to the community and adds value to the learning experiences of our children.

Council recognises the contribution of GC member, and current Chair, Kylie Woolford who leaves council at the end of this year. We also thank WPS staff for their hard work and support for our children and their learning.

We would like to acknowledge Julianne's commitment this year - stepping into an amalgamation process in a new school was certainly no easy task. We wish Julianne all the very best in the future as she returns to Orroroo Area School and look forward to working with Cathy Bornholm as our new Principal and the school community in 2017.

WPS Governing Council 2016

## Improvement Planning and Outcomes

2016 Priorities were established early in Term 1. As a new Principal and here for a short tenure it was important to develop a Site Improvement Plan which could be managed over a twelve month period.

Our focus was on  
Developing a Whole School Numeracy Agreement

This was written in Term 2 and has been revisited to determine progress. SENA testing has occurred with Junior Primary students, PAT M, NAPLAN and One Minute Maths for Upper Primary. Details of NAPLAN results is commented on in School Performance comment.

To develop a whole school Literacy Agreement which is written but needs to have some supplements to further explain each strand. Once again this was done as a whole staff, but needs revisiting at the beginning of 2017 to complete last sections. New staff will need to go through both agreements to determine what is agreed upon for 2017 and beyond. It was agreed that all classes will use the WRAP (A Writing Approach to Reading), therefore this will need to be allowed for in the 2017 budget so staff not trained may access this training. Running Records (Fountas and Pinnell) for older students has been utilized so we can determine reading levels of older students. Some components of this agreement need to be completed by the new staff in 2017.

To establish a data wall for displaying student results so growth is visual (Putting a face to data)  
Regular analysis of data to occur to monitor progress and identify students needing intervention.  
PAT data and NAPLAN results have confirmed targeted students and the intervention required to maximize growth and maintain students in the higher bands.  
Individual data for each student has been compiled and kept on file for additions to be made each year.

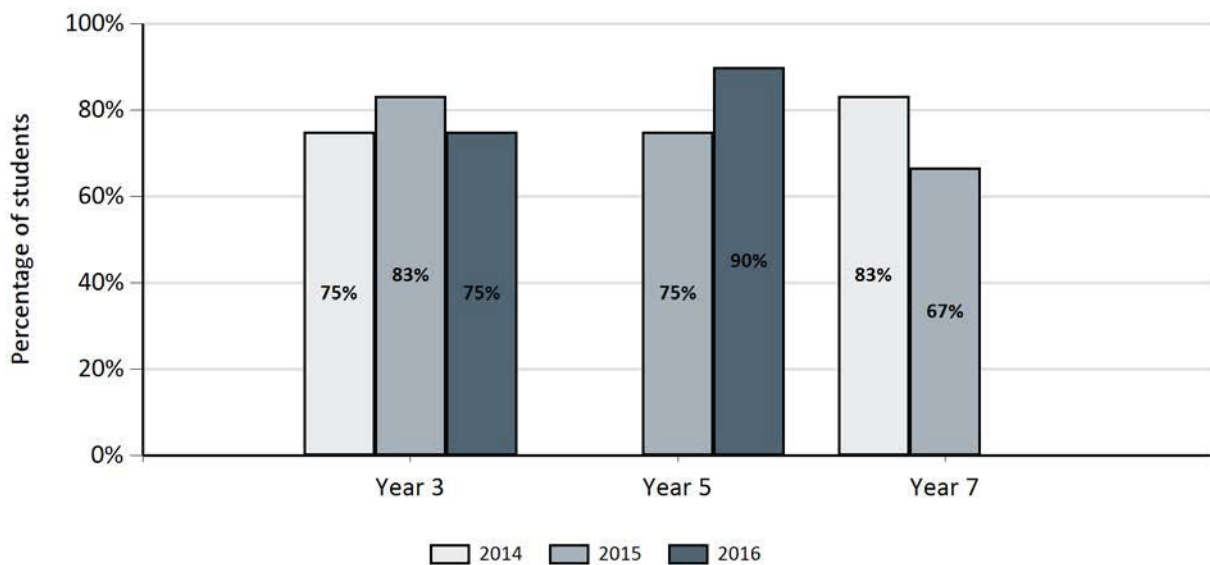
Over 80% of our year 1 students have reached the required standard, 9% at standard and 9% below. All students have shown growth.

## Performance Summary

### NAPLAN Proficiency

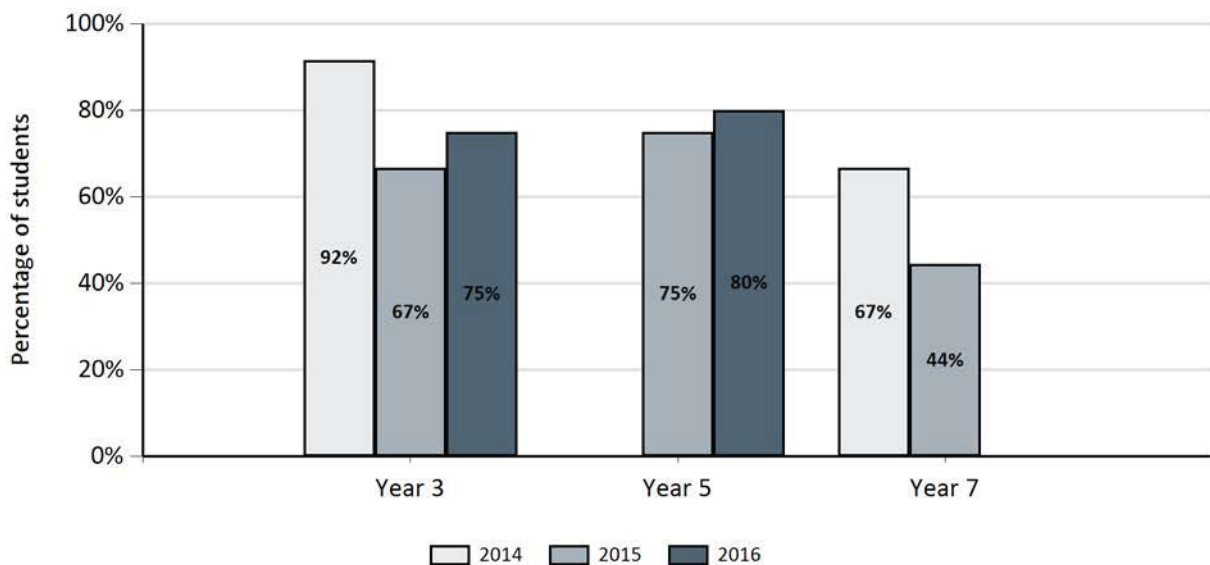
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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 2014 to 2016 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)
Lower progress group	11%	*	25%
Middle progress group	56%	*	50%
Upper progress group	33%	*	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	22%	*	25%
Middle progress group	67%	*	50%
Upper progress group	11%	*	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2016	8	8	3	1	38%	13%
Year 3 2014-16 Average	8.7	8.7	3.7	1.3	42%	15%
Year 5 2016	10	10	4	0	40%	0%
Year 5 2014-16 Average	7.7	7.7	2.7	0.3	35%	4%
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	6.0	6.0	1.7	0.3	28%	6%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

## School Performance Comment

As indicated in the November 2016 Performance Report, the site has shown an 11% improvement in demonstrating the required SEA (85% of students).

NAPLAN results in Year 3 and 5 in both Reading and Numeracy they have met or exceeded the target (6 of 8 and 9 of 10 in Reading, 6 of 8 and 8 of 10 in Numeracy respectively. Our Year 7 cohort is three so information about data is not available . Our 2016 data shows that 75% of our Year 3 students have achieved above their expected SEA in both Reading and Numeracy. 90% of our Year 5 students have achieved above in Reading and 80% in Numeracy. The graphs in our report indicates that no Year 7 students are working in the higher bands, but this is incorrect as one of the three students is working at one or two levels above the expected SEA.

Our Year 1 Running Records results for 2016 are also pleasing. 92% of students have reached the expected reading level for a Year 1 student. We have only one Year 2 student therefore the information about data is not available.

Our PAT data; 38 students who attempted the PAT Comprehension, 27 showed growth, 5 of these only slightly, 5 lower than 2015 and 5 had no comparable data. In PAT Maths 37 students completed the relevant test, 22 showed growth from 2015, 4 only minimal improvement, 7 were lower and 4 had no comparable data. We also trialled the Early Years Maths and Reading. Our maths showed 13 students didn't meet the SEA, 6 students are on NEP's and should be tested on a lower level. Our Comprehension results showed 10 students didn't meet the SEA, 5 students on NEP's and should be tested at a lower level. This would ensure a better indication of level of understanding. This confirmed our targeted children.

Our Running Records show 100% positive growth. All gained at least 5 levels. Only 2 not meeting the SEA by end term 3.

## Attendance

Year level	2014	2015	2016
Reception	77.5%	95.4%	97.4%
Year 01	95.0%	86.9%	93.3%
Year 02	92.6%	96.6%	93.1%
Year 03	90.3%	94.0%	95.2%
Year 04	95.1%	92.5%	94.5%
Year 05	89.0%	94.6%	91.7%
Year 06	94.7%	90.6%	94.0%
Year 07	88.9%	93.3%	95.9%
Total	92.2%	94.0%	94.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

Our attendance for 2016 again was good, but we were unable to reach our site goal of 95%. 6 out of our 8 Year levels attendance rate was greater than 92%. One year level has only one student 91.4% attendance, the other had a student who's father passed away and did not return to school for a term.

Attendance for all students was 94.1%

Attendance for ATSI Students was 95.8%

Days Late

## Behaviour Management Comment

We are pleased that we have had no 'take homes' or suspensions all year.

We do see some low level bullying in the yard but this is addressed and parents are contacted.

## Client Opinion Summary

Surveys were sent out but we only received a 17% response rate.

100% of our parent responses agreed or strongly agreed that the school expected their child to do their best and provided them with useful feedback. All parent responses indicated that parents' opinion were taken seriously and they could talk to their child's teacher about concerns, teachers were motivating their children to learn and the school supported them in their child's learning. They all felt that the school was well maintained and that student behaviour is well managed.

We had only two responses that showed that they disagreed, one that their child didn't feel safe at school and the other was that their child did not enjoy being at school. Overall a very positive result from parents.

44% of staff responded to the staff survey. 100% of responses agreed or strongly agreed that teachers expect students to do their best and provide them with useful feedback and that they themselves are supported at this school. Staff feel that students are feeling safe at school, enjoy being at school and they can talk to their teachers about their concerns. Staff also feel that the site is looking for ways to improve and that they motivate their students to learn and cater for the learning needs of the students. All staff that responded felt that the school worked with parents to support the students' learning and that they themselves were well supported at this school. Only one staff member felt they did not get useful feedback about the work they do at this school. On the whole staff are happy working at this site.

75% felt that behaviour management is managed well and that staff opinion were taken seriously. They felt that the school was well maintained, the other 25% neither agreed or disagreed. Once again a positive response from staff.

Student responses came from 66% of our middle and upper primary classes. At least 80% of the responses strongly agreed or agreed that students felt that teacher expected them to do their best, provided useful feedback, motivated them to learn, that the school was well maintained, and they felt safe at school. They also felt that the school looks for ways to improve.

26% of student responses indicated that they didn't feel that behaviour management was well managed at the site, something we will have to look at carefully.

Overall the responses were relatively positive, and parents, staff and students are generally happy with the school and its performance.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	12	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

Employees all have the necessary current screening in place.  
Our volunteers (as appropriate) receive a history clearance before working on site.



## Teacher Qualifications 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	10
Post Graduate Qualifications	2

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	4.4	0.0	2.2
Persons	0	5	0	5

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	813605.51
Grants: Commonwealth	3500
Parent Contributions	13767.35
Fund Raising	5238.25
Other	17919.54

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

## 2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	SSO time given to follow up on absences	Attendance rate for 2016 94%
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	EALD money used to assist Chinese student in development of literacy/language	Student becoming more literate
	Improved Outcomes for Students with Disabilities	Funding placed into extra SSO support in class to assist a student on an 'I' level. Support time given to all students with an identified level.	Students making progress with assistance
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Hired bus to get students to performances and excursions in nearby town/s. Teacher Resource materials and resources suitable to be used with students Reconciliation Day at Orroroo Area School, All students were involved.	All students involved
Program Funding for all Students	Australian Curriculum	Harmony Day celebrating other cultures. This included all students Conversation days. TRT used to replace teachers who are doing T&D on Australian Curriculum,	Teachers becoming more confident programming and delivering the Australian Curriculum
	Aboriginal Languages Programs Initiatives	NA	
Other Discretionary Funding	Better Schools Funding	Mathletics and Reading Eggs computer programs to assist students improve with reading and maths	Students making progress in maths and reading
	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	NA	