

Winkie Primary School



Annual Report 2013



Context

School Name: Winkle Primary School

School Number: 0486

Principal: Paul Haenen

Region: Murray Mallee

The following is a summary of the student cohort:

- 59% of students receive school card assistance
- 78% have active referrals to relevant department assistance
- 38% students are aboriginal

2012 Highlights

Our achievements this year have been quite diverse including individual and group academic achievements, whole school programs and physical changes to our school. 2013 has been another amazing year for Winkle Primary School. The work completed in 2013 will provide the foundations for further development and improvement to the way students learn at Winkle Primary in future years. Built on the foundations laid over the last 2 years the school continues to grow as it establish clear ideas of how best we can suit the needs of each individual student.

Whole School Developments:

- School Motto - Success For All - implemented
- New School Logo
- Whole School Approach to English finalised and implemented
- Whole School Approach to Mathematics finalised
- Development of Fun Friday
- Community School Sports Day
- Development of 3 Tier Assessment Chart in a range of areas including both academic, behaviour and attendance.

Physical Developments

- Art Room Created
- Front Gardens planted
- Bush Tucker Garden developed
- Metal representation of Old Stone Building erected

Successes

- Shaun and Keanu third in State Science Competition and Hailey and Eliza represented Winkle at Royal Adelaide Show in the final
- Student School Leaders went to Student Leaders Conference in Mildura
- Year 6/7 team performed well at Riverland Spelling Bee
- Won Riverland Ten Pin Bowling Competition

Excursions & Visits

- Student lead Environment day at Barmera Primary
- 5-7 Aquatics at Barmera
- Bike and road Safety
- Various RYT Dance and Lantern making
- Preschool and JP Class community morning at Gerard Crèche

Curriculum Development

- Small Schools PLC - twice a term teachers met with staff from other small schools to discuss relative matters including Tfel, curriculum development and teaching of writing genres.
- Gillian Casey was employed to develop the Jolly Phonics learning program for the receptions and year 1s. This program was exceptionally successful.
- Cheryl Broughton continued her role as English Coach for teachers. This broadened the teaching and learning opportunities in English in all classes.
- Belinda Kinsella worked with students from preschool to yr 7 on various performing arts programs in the second half of the year culminating in a very successful end of year performance.

Report from Governing Council

Government Council Chairpersons Report

First of all I would like to say thank you to Bec, Monique, Matt and Belinda for their efforts on Governing Council this year.

We have had a good year around the school with some more stability in staff, starting with the appointment of Paul as principal for 5 years and Lee taking on the role as grounds-person. This year we finished planting up the garden beds and had the silhouette of the old building made.

We can see that with more stability in staffing our school has been a better place for the education of our children.

Our end of year concert was one of the best the school has produced. Well done to Belinda Kinsella for her efforts and skills in this production. It is great to see the improvements done at the school over the past few years are being utilised like the kitchen, shade area and music shed.

Again with all the things happening at the school we have finished the year with a sound and workable budget setting the school up to complete more projects this year.

Again I would like to thank everyone involved at Winkie Primary School this year for all the successes and achievements we continue to achieve.

Peter Rayner
(Governing Council Chairperson)

Site Improvement Planning

This year our two foci were Attendance and Literacy.

ATTENDANCE

Aims

- Increase attendance across the school
- Decrease the amount of serious non-attendance students

Achievements

- Achieved 90% attendance (5% higher than our goal)
- No year level decreased in their % attendance from 2012
- Teachers became more familiar with new attendance processes
- Processes and communication strengthened by ACEO worker's support

Areas to be looked at in 2013

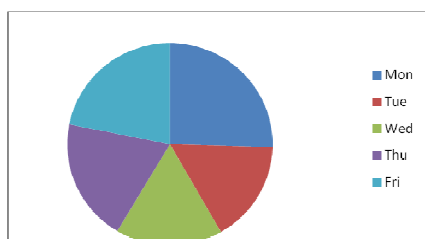
- Continue to strengthen understanding of processes

- Continue to reduce unexplained attendances

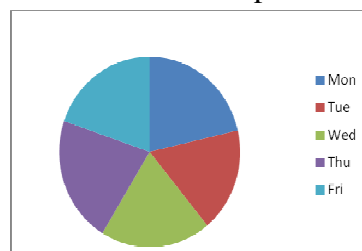
Attendance by Year Level	% Attendance		
	2011	2012	2013
Reception	83.5	79.2	
Year 1	81.5	85.7	91.7
Year 2	82.2	74.4	90.6
Year 3	88.7	86.5	92.5
Year 4	92.2	91.8	100.0
Year 5	79.7	82.8	82.0
Year 6	75.2	85.2	90.0
Year 7	72.5	78.6	90.0
Total All Year Levels	81.2	82.8	90.3
Total ACARA 1 TO 10	80.8	83.4	90.3

Percentage Days Absent Graph
Comparison 2012 to 2013

2012 Graph



2013 Graph



2011/12 Days Absent
Data

	Monday Absences	Serious Absences	Achieved school goal of 93%	ATSI	Non ATSI	Total
2012	25%	7 children	45%	74%	91%	85%
2013	21%	8 children	52%	75%	94%	90%

The Data Indicates

- School attendance improved by 5%
- ATSI attendance improved by 1%
- Every year level had their best attendance average for the last 3 years
- Monday attendance improved by 4% relative to other days
- The number of students with greater than 40 absences for the year increased by 1
- Percentage of children achieving school goal of 93% or higher for the year raised by 7% (4 children)

Analysis of Data

With the more consistent application of our School Attendance Policy and the more consistent application of processes and notifications we have seen a dramatic improvement in attendance.

Serious non attendance trends are still a major concern especially among ATSI students. As a small school with most families having multiple children at our school, whole family absences dramatically affect our attendance averages and working with whole families and the Aboriginal community is a focus for 2014. This has started in term 4 2013 with Stephanie Semmler given the role of working to engage the Aboriginal Community more in school life.

In 2012 Monday attendance was identified as a concern. On discussions with relative families we found that supplying lunch on Mondays can be an issue. We subsequently changed our Tuck (lunch orders) from Wednesday to Monday along with the promotion of Monday Band practise. This has seen a good decrease in the relative absences on Monday compared to other days of the week. Through programs like our School Engagement Program we have also seen a decrease in minor absences with 15 students achieving our school goal of 93% or better for the year an increase of 4 students from 2012.

Improve Literacy

Aims

- Finalise and apply a Whole School Approach to English
- Increase writing levels
- Increase reading levels

	<i>Achieved NAPLAN Writing NMS</i>	Achieved NAPLAN Reading NMS	Achieved proficiency band in Reading Comprehension	Achieved school expectations in reading levels
2012	40%	68%	56%	19%
2013	92%	100%	58%	26%

Achievements

- Whole School Approach to English finished and application initiated.
- Development and training of teachers in the use of EALD Levels for application as a whole school assessment and planning tool for writing
- Implementation of Jolly Phonics Program
- Large improvement in NAPLAN results
- Improvement in both Reading Comprehension levels and Reading levels in tested areas
- All books catalogued in library and all literacy and numeracy teacher resources also catalogued

Areas to be looked at in 2013

- Vocabulary teaching
- Ongoing diversification of English teaching
- Library development continued.

The data indicates

- We had a 53% increase in students achieving National Minimum Standards in writing
- We had a 32% increase in students achieving National Minimum Standards in reading
- School testing in both reading comprehension and reading levels reflected more consistent results.

Analysis of Data

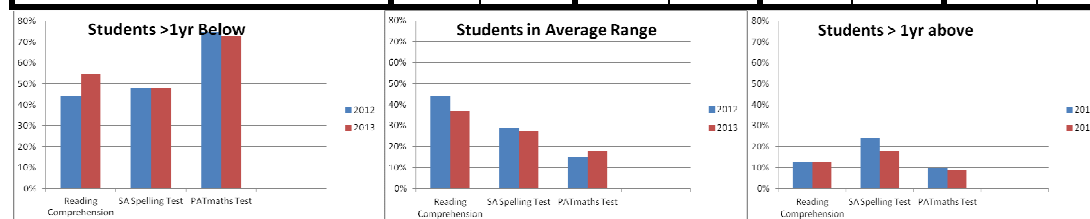
While NAPLAN shows a large improvement in both reading and writing this can be distorted by different year groups being tested. The fact that we had 100% inclusion in NAPLAN for the first time in at least the last 15 years and we had only one student below the National Minimum Standards gives greater value to the high level of improvement shown in NAPLAN results at least at the lower level. While school testing does not show this improvement this may be due to the relatively higher levels set in school expectations. 50% of students showed moderate to significant improvement in reading (see School Based Testing Overview below). This may have moved students out of the lower levels to higher levels but not higher enough to move into the school expectations range. This is something

that I expect over time will start to see as students undertake 3, 4 or even more years of working with the clearer guidelines of the Australian Curriculum, Tfel and the Winkie Primary's Whole School Approach to English.

Student Achievement

School Based Testing Overview

	Amount of Tests completed		Number of Students >1yr below		Number in average range		Number of Students >1yr above	
	2012	2013	2012	2013	2012	2013	2012	2013
Reading Comprehension	24	24	11	12	11	9	3	3
50% achieved moderate to significant improvement			44%	55%	44%	37%	13%	13%
SA Spelling Test	21	22	10	12	6	6	5	4
90% achieved moderate to significant improvement			48%	48%	29%	27%	24%	18%
PATmaths Test	20	22	15	16	3	4	2	2
62% achieved moderate to significant improvement			75%	73%	15%	18%	10%	9%
EALD Writing		25		16		8		1
				40%		32%		4%
PATVocabulary		16		9		3		4
				56%		19%		25%



The data indicates:

- 52% and 45% of the tested students have average or above average spelling and reading ability respectively
- Only 27% of tested students have average or above average in maths
- 62% of tested students showed a moderate to significant improvement in maths
- There was no significant change in students moving from '>1yr below' to 'average' to '>1 year above' in any testing area
- Over 50% of tested students showed an improvement in all tests from 2012

Analysis of Data

The focus on individual learning and ongoing assessment of student learning needs has assisted in gaining an improvement for most students. At this stage children are not changing sections and moving into 'average' or '>1 yr above' but with time and a consistent approach to the teaching of both English and Maths these changes should start to appear.

The exceptionally low number of students at average or above in mathematics is concerning. While improvement was shown by 62% of students, the application of our Whole School Approach to Mathematics along with the ongoing work with Anne Baker should expand these improvement levels to movement of students into different tiers of support.

With Writing Levels and Vocabulary are new the low number of students achieving average or better in vocabulary highlights a concern that will need addressing in 2014

NAPLAN

In 2013 no students were exempted from the NAPLAN test and all students completed all 5 test areas.

Test completed

Year	Student Numbers	Writing	Reading	Spelling	Grammar	Numeracy
3	6	6	6	6	6	6
5	3	3	3	3	3	3
7	4	4	4	4	4	4

Growth

Figure 7: Year 3-5 Growth

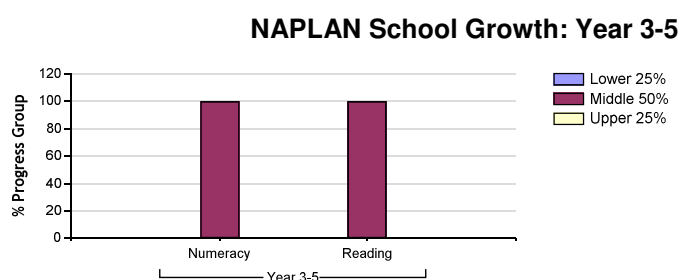
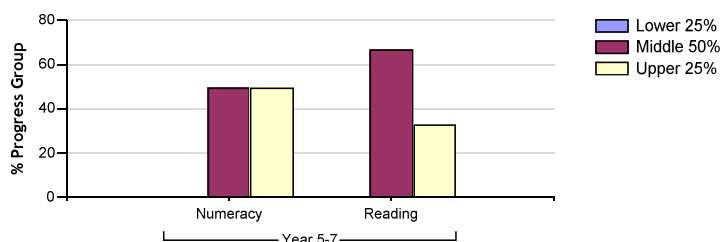


Figure 8: Year 5-7 Growth

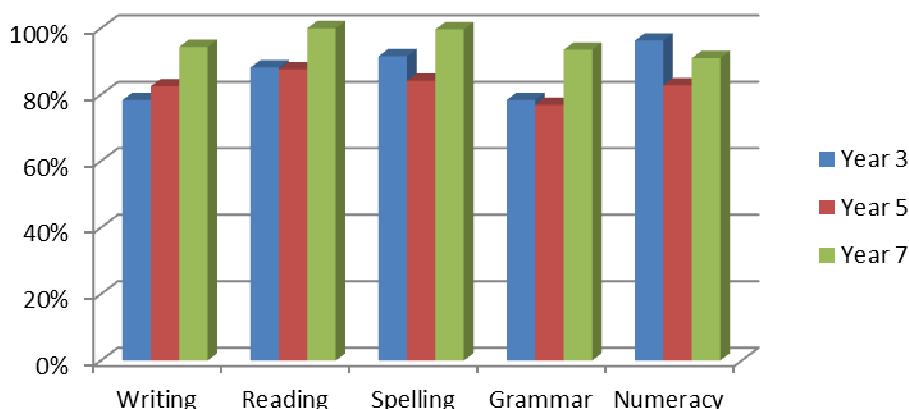
NAPLAN School Growth: Year 5-7



Students below the National Standard Benchmark

	Numeracy	Reading	Writing	Spelling	Grammar
Year 3					
Year 5	1		1	1	1
Year 7					

Comparison of Year Level Averages Against State Average



The data indicates

- We had 100% participation in all areas of NAPLAN
- 100% of students achieved middle to upper level of improvement in year 5 and 7
- No students were below the benchmark in Reading
- 2 students achieved below the national Standard Benchmark in at least one area
- On average grammar was the lowest areas for year 3 and 5
- On average writing was poor in all year levels

Analysis of Data

With the small amount of students in each year level this data represents a small number of students. Considerable amount of time was put in to children feeling comfortable in the NAPLAN testing week. This was reflected in the 100% participation in all test area a potential first for the school. The recent work put into English in both our Whole School Approach to English and the employment of a Literacy Coach was reflected in us having no students below the minimum standard in Writing. However more work needs to continue in this area to get class averages closer to state averages.

Student Data Client Opinion

Unfortunately we had no responses to our parent opinion survey even though both online and paper options were given to our parent group

Our children's survey reflected some positives and areas we still need to improve.

Areas of strength with no children disagreeing:

- I am listened to and the teacher answers my questions or responds
- I have clear goals and standards to aim for
- The teacher does things to really make us think
- I get to choose different ways to learn that make learning enjoyable

Areas reflected in the survey to be further looked at were:

- Giving students greater opportunities to demonstrate their learning
- Giving students more opportunities to rate their own learning

In our staff survey there was strong evidence about the improved processes in assessment. The staff survey also reflected the strong bond all staff have with both the students and school. No staff disagreed with the following points:

- This school caters for all cultures and backgrounds
- I feel I belong at this school
- I am happy to be at this school
- Staff and students care about each other

Accountability

Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	5
Post Graduate Qualifications	1

Please note: Staff that 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

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	3	.31	3.01
Persons	0	3	1	4

Financial Statement

Income by Funding Source

	Funding Source	Amount
1	Grants: State	\$500
2	Grants: Commonwealth	\$18942
3	Parent Contributions	\$5226
4	Other	