

Site details

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| Site name | Wandana Primary School |
| Site ID | 0994 |
| Name of school principal | Ms Robyn McLachlan |
| Name of preschool director | Ms Robyn McLachlan |
| Name of governing council chairperson | Cindy |

Overview

Wandana Primary School caters for learners Preschool - Year 6 and is located approximately 12 km from the Adelaide GPO. In 2022 our enrolment numbers grew from the.... start of the year to ... at the end of the year. The primary site is a category 2 and the preschool a category 1.

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

Wandana Primary School is a strong multicultural community that values and respects the learning and success of its students. Our school vision of empowering our community to flourish in their relationships and learning, is taught through the overarching philosophy of P.E.R.M.A (Positive Emotion, Engagement, Relationships, Meaning and Accomplishments.) Students are encouraged to use the twenty four character strengths from the Positive Education program to establish strong connections between personal emotional growth, learning and community relationship building.

The school core values of Respect, Belonging and Learning are explicitly taught with the collaboration of students, teachers and families. This is achieved by goal setting, deep analysis of the Australian Curriculum, using innovative pedagogies and keeping open communication channels.

Site context and highlights

Highlights 2022: Book Week Parade, the Colour Explosion Fun Run, a beautiful end of year concert which was held on the oval. Families and friends picnicked on the oval while watching the performance. Some other highlights throughout the year have included:

Celebration of Terrific Kids at the end Term 3 and Term 4.

Rugby, Bowling, AFL, Gymnastics, Yoga and Volleyball clinics

NAIDOC week - Basket weaving, jewelry making, cooking, boomerang throwing and storytelling, storytelling around the bonfire

Book Week Parade activities and book fair

Year 6 aquatics

Class excursions

an extended transition program for our pre-schoolers who are attending school in 2023

Whole school end of year excursion

All educators to be involved in PD on the development of mathematical language and concepts in the early years to build capacity in providing authentic numeracy learning experiences, in both intentional and play-based learning.

Continue the development of educator capacity in Pedagogical Documentation to support staff to capture learning moments and work towards collaboratively publishing a piece of Pedagogical Documentation.

With educators modelling conceptual language children are growing in confidence to describe what they are noticing (this was seen through the SPRINTs the educators participated in).

As a result of using HIT strategy (multiple exposures) the children's capacity to use mathematical concepts to notice attributes (spatial, quantity and size) increased.

Our data indicates that 2/3rds of the students in our target group moved on from simply noticing a difference to and naming the difference in relation to size, space and quantity".

Upon analysis of data from our term 3 inquiry project (Look see that thing there! Noticing bugs in our environment) we observed the following increases in a targeted group of children;

- they confidently noticed and described key mathematical concepts related to size, spatial and quantity of items.
- they confidently investigated their working theories, i.e trying multiple ways of doing things to achieve a desired outcome.
- they demonstrated problem solving and hypothesising in their exploration.
- they used positional language for co-learning and modelling.
- they compared, classified and sorted items to support their investigations of bugs and insects.

NEXT STEPS:

To support analysis of pedagogical documentation all educators to continue to develop a strong understanding of mathematical concepts and awareness of how children express their numeracy experiences

Having dedicated mathematical play spaces and enhancing the numeracy learning/play by increasing the mathematics in all aspects of our environment

Choosing intentional teaching strategies to enhance mathematics and numeracy

Have we improved our goals, targets and success criteria

Results towards targets:

Target - Year 3: 50% at SEA Result Year 3: 61% at SEA

Target: Year 5: 50% at SEA Result: Year 5: 42% at SEA

Target: Reception: 50% Result – 84%

Target: Year 1: from 31% in 2021 to 47% in 2022 – Result – 36%

Target: Year 2: from 33% in 2021 to 55% in 2022- Result – 37%

Preschool quality improvement planning

Improvement planning - review and evaluate (school)

Target: Year 3: from 47% in 2021 to 61% in 2022- Result – 50%

Target: Year 4: from 75% in 2021 to 81% in 2022- Result – 56%

Target: Year 5: from 30% in 2021 to 63% in 2022- Result – 46%

Target: Year 6: from 20% in 2021 to 54% in 2022- Result. – 71%

Evidence - has this made an impact? The results reflect that we are still in the early stages of developing a consistent pedagogical approach to implementing the TLC. However we have observed an increase in teacher implementation, engagement, planning, knowledge and confidence in teaching.

All of the actions outlined in our SIP have been accomplished and have had a big impact on teacher development and as a result on student learning

Teachers have been supported to work collaboratively through common PLT release time with our Literacy coach and external support providers (LGU, Curriculum Lead, Speech path and Brightpath consultant) this has supported teachers to build

their capacity around a consistent approach to planning, assessing and moderating effectively.

The biggest lift has been identified in the Early Years as indicated through the reception Brightpath writing results. This is because of the continual extensive PD, increased resourcing (human and material resources) and support the Early Years

teachers have received along with implementing an instructional leadership approach from leaders.

In both classrooms we observed a lift in rigour, teachers and students maximising learning time, all elements of literacy taught and evidence based practices used and data informed teaching, engagement levels increased and a reduction in

behaviour. We didn't get the lift in the Primary Years as a result of the increased focus on building capacity of the EY teachers.

The data sets that were the most useful in tracking progress were observations, walkthroughs, RWI, Brightpath, phonics screening, Heggarty

As we move into 2023 we need to focus on the HITS that are outlined in the SIP, continued instructional leadership model, a greater focus on the PY, maintaining high expectations for the EY teachers in regards to their literacy block.

Improvement Planning processes have been highly effective in bringing about informed change at our site. It has made our sites goal and visions transparent to staff and has ensured that we have stayed focused and on track without deviating from

the goals or actions outlined in the SIP.

Families are communicated regularly around successes that are linked to the SIP, however involvement in improvement planning needs to be increased and will be a focus for 2023

By ensuring leadership embrace a team approach that is transparent and highly consultative with staff; planning strategically and regularly with staff...this has allowed us to continually refine and reflect in a timely way on next steps

As we move into 2023 we need to refine our targets and actions (in particular PD around the HITS)

ALALR

Please indicate which one of the six key elements was focused on as part of school improvement this year?

Tracking & Monitoring

What NEW improvement actions were implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement of Aboriginal learners?

Following the Teaching and Learning cycle to build background knowledge and develop Tier 2 vocabulary with teaching reading and writing. All teachers consistently use a structured synthetic phonics program to support strong decoding and encoding abilities.
Commitment to developing understanding of Indigenous students and seeking opportunities to integrate indigenous culture. Analysing data in PLTs to track student achievement and set targets to ensure teachers adopt HITS to target stretch for all students.

What improvements in literacy and numeracy outcomes for Aboriginal learners have been achieved? (Including individual student successes)

Progress was made on all students OCOP goals.

Preschool enrolment

Number of children enrolled at the preschool for term 4 2022:

38

Performance and attendance

Please enter the % of children that attended your preschool in Term 4

80

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- they confidently investigated their working theories, i.e trying multiple ways of doing things to achieve a desired outcome.

School performance comment

- they demonstrated problem solving and hypothesising in their exploration.

- they used positional language for co-learning and modelling.

- they compared, classified and sorted items to support their investigations of bugs and insects.

Our next steps:

- To support analysis of ped doc all educators to continue to develop a strong understanding of mathematical concepts and awareness of how children express their numeracy experiences

- Having dedicated mathematical play spaces and enhancing the numeracy learning/play by increasing the mathematics in all aspects of our environment

- Choosing intentional teaching strategies to enhance mathematics and numeracy

Attendance comment

Attendance remained steady throughout the year with an average of 30 students attending most days. We have seen high numbers of families travelling overseas for prolonged periods this year, as borders reopened. Just under half of our 38 children (17) are enrolled to continue at Wandana Primary School in 2023. A very small number of children are continuing to other public primary schools, Dernancourt School (2), Highbury Primary School (1) and Golden Grove Primary School (1).

Destination comment

A number of our children are enrolled at private schools for 2023, Pinnacle College Gilles Plains (9), Pinnacle College Golden Grove (3), Garden College (2), St Paul's College(1) and St Andrew's School ELC (1). We have two Aboriginal early entry enrolments who will be continuing with us at preschool next year.

Behaviour and parent opinion

This year we have reviewed our behaviour support plan - with a particular focus on yard behaviour. The main elements included positive relationships, modification of the classroom environment, differentiated instruction, understanding individual student behaviour and social skill instruction.

In 2022 we had:

35 classroom timeouts

133 admin timeouts

1 internal suspension

31 take homes

23 suspensions

2021:

22 classroom timeouts

105 admin timeouts

9 internal suspension

55 take homes

30 suspensions

Behaviour support comment

Students with trauma and disabilities account for the majority of suspensions. This year we have introduced the "What's the Buzz" program to support with reducing behaviour incidences.

Students exhibiting a pattern of unsafe behaviour have individual behaviour/safety plans. Staff also use Restorative Practices, Goal Setting, Student Voice and SMARTAR Strategies to engage students with their learning. An analysis of engagement data shows a significant shift towards student's having a clearer understanding of the learning intent as well as an increase in student ability to identify teacher actions that support their learning.

Out of 129 students we had 16 parents take part in the Opinion Survey.

Parent opinion summary

The results were really good. The standout for our site as we move in to 2023 will be to address the "want more help" with 29% wanting support to address student needs and 43% would like the school to address their students need better.

There will be some support for parents in 2023 with helping them understand standards.

It was pleasing to see that Education is important, however our attendance data doesn't correlate to this opinion.

The majority of our families feel respected, and their child is important at school. Communication also scored highly.

Screening history

Relevant history screening

The preschool and school have clear processes for volunteers and service providers that are on site. All visitors and volunteers are screened following Department for Education guidelines and polices. The screening and preparation of our volunteers is an important part of Wandana School, ensuring all requirements by DfE are followed and that our students gain the maximum benefit from the involvement of our community in their learning. Each staff member, volunteer and service provider have the relevant training, WWCC clearance and RRHAN training prior to starting at the site. Wandana supported Aboriginal members of the community to successfully apply for WWCC to volunteer and support language programs within the school. A copy of all WWCC clearances, RRHAN and teacher registrations are kept on site.

Financial statement

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|----------------------|---------|
| Grants: State | 2346705 |
| Grants: Commonwealth | 7000 |
| Parent contributions | 46416 |
| Fundraising | 5701 |
| Other | 17166 |

Tier 2 Funding (part 1)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

This year we introduced the 'What's the buzz' program ran by our wellbeing leader and an SSO. Our Wellbeing Leader was released an extra 0.2 to implement intervention programs across the school including cognitive wellbeing strategies.

We had extra teachers on yard duty during break times to support students navigate friendship and them sports. Teachers worked with Wellbeing leaders to establish clear expectations and to implement social learning in daily routines through explicit teaching and engaging students in their learning program. Extra SSOs were on duty during play times to support with wellbeing and social skills.

Outcomes achieved or progress made towards these outcomes

- Decreased yard issues
- re-established rules and expectations
- enhanced approaches to wellbeing for staff and students
- stronger connections with parents/carers through collaboration and partnership
- stronger student voice, empowerment and collaboration approaches
- building capacity in educators' skills, capacity and confidence in social and emotional learning

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Focus was on Writing in 2022
Teacher employed 0.6 to support all EALD students in class
Literacy Coach
Upskilling of teachers though PD and coaching
Teachers moderating with a coach

Outcomes achieved or progress made towards these outcomes

Growth in NAPLAN Year 5 data. A growth in Reception Brightpath data (in 2021 31% were at benchmark, in 2022 86% were at benchmark). Built teachers capacity. More rigour and intention teaching.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

- Speech and language program imbedded
- Extra SSO support during literacy and Numeracy Blocks
- PD around high impact teaching strategies

Outcomes achieved or progress made towards these outcomes

A growth in Year 3 NAPLAN Numeracy and Writing results
Growth in Brightpath writing data

Tier 2 Funding (part 2)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

- Smaller class sizes
- 0.2 focus literacy teacher
- SSO employed 3hrs a week to teach students Kurna and Ngarrindjeri culture and language
- ACE and AET worked closely with our Well-Being Leader to monitor attendance, well-being and learning achievement of aboriginal students-high levels of pastoral care provided for student

Outcomes achieved or progress made towards these outcomes

- Learning and well being was closely monitored
- Increased attendance data

Tier 2 Funding (part 3)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Staff involved in targeted PD opportunities to Build their capacity in the Teaching and Learning Cycle (TLC) and High Impact teaching Strategies (HITS) with focus on HITS: Structuring Lessons, Setting goals, Questioning Feedback, Differentiation

All teachers' deepened expertise and embed best practice through PLTs/teaching sprints focused on Setting goals and differentiation informed by summative and formative assessment using Brightpath and LEAP levels
Targeted professional learning focussed on Learning design that address the criteria of sentence structure, text structure and vocabulary and Links writing and reading.

Outcomes achieved or progress made towards these outcomes

Increased Literacy results. In particular the reception Brightpath data.

Tier 2 Funding (part 4)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

- FLM implemented
- Cultural days and learning for all students
- Aboriginal boys and girls' groups

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

- Providing funding for PD for teachers and SSOs in numeracy and literacy as well as release for planning, moderation and data analysis.

Outcomes achieved or progress made towards these outcomes

Increase in literacy and numeracy fluency

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

N/A

Outcomes achieved or progress made towards these outcomes

N/A

Briefly describe how the funding was used to improve

Teachers provide clear feedback on how to increase identified student's grades.

the relevant Standard of Educational Achievement (SEA) outcomes

Outcomes achieved or progress made towards these outcomes

Intentional learning design and clear teaching sequence allowing students to be challenged and to take their learning as far as possible.

Maintained student in the HB and their grade averages

Improved outcomes funding

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Outcomes achieved or progress made towards these outcomes

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Outcomes achieved or progress made towards these outcomes

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Outcomes achieved or progress made towards these outcomes

All educators engaged in a number of numeracy sessions facilitated by Lisa Jane O'Connor from Primary Maths Association to further their understanding of Mathematics. This intentionality developed educator capacity on what we taught to the children and how we taught mathematics.

Data collected around the children's developing use of mathematical concepts and language enabled educators to focus on making this a continued learning goal for 2023.

Gains made in educator capacity to notice children engaging in mathematics and scaffold their developing understandings.

2022 Funding was used to support 1 child with a high level of complex needs in term 1-3 who was receiving extensive support, and 7 other children with varying levels of needs across the year.

1 child was later allocated and extensive IESP Funding of 13 hours per week from week 9 of term 3 which continued for all of term 4. Targeted adjustments were provided based on children's functional needs. SMARTAR goals were written for children, with the child's family and other support services and were carried out by teachers and the 1:1 trained support staff assigned to each child.

4 children were able to access a speech program that was delivered in consultation with DfE speech pathologist and implemented by a trained educator.

Support for children to participate 1:1 or in small learning focused groups with a trained SSO supporting them with speech and language and social development and engagement within the preschool environment. Increased children's ability to communicate and interact with others successfully. 1:1 Support provided to promote successful engagement with the preschool environment for one child.

Funding allowed a number of Bi-lingual Support Staff to be employed throughout the year to work with a large number of children to further support the development of their home language, to provide 1:1 guidance in building confidence in children to aid their engagement in the preschool program, support the development of their independence and strengthen their ability to connect with others. We continue to struggle with finding someone to support our Uyghur and our Pitjantjara speakers.

Increased children's engagement in reciprocal relationships with their peers and educators as well as increased their participation in the overall preschool program.