

# Whyalla Stuart Campus R-7 Annual Report 2015



## 1. CONTEXT

<b>School Name:</b>	<b>Whyalla Stuart Campus R-7</b>	<b>School Number:</b>	<b>0625</b>
<b>Principal:</b>	<b>George Hewitson</b>	<b>Partnership</b>	<b>Whyalla</b>

Whyalla Stuart Campus R-7 is a small Reception to Year 7 Primary School with 4 composite year level classes to cater for the enrolled students. The student population comes from the local Whyalla Stuart geographic area. We are a Category 1 site with over 90% of parents entitled to receive school card assistance. Approximately 53 % of our student population identify as Aboriginal or Torres Strait Islander. In demographic data provided by DECD, some 89% of the school population is identified as being in the lowest 25% cohort of socio economic wealth in Australia.

In 2015 we began a process of becoming a Wellbeing Classroom School with professional development in working with children who come to school having experienced trauma. We have a significant percentage of students who live with or have experienced significant trauma in their life.

We have also been at the vanguard in setting up the Whyalla Stuart Collective Impact Group working with a number of agencies in Whyalla to assist in cultivating a greater purpose of hope for the community of Whyalla Stuart. Collective Impact is a framework to tackle deeply entrenched and complex social problems. It is an innovative and structured approach to making collaborative work across government, business, education, philanthropy, non-profit organisations and citizens to achieve significant and lasting social change.

## 2. REPORT FROM GOVERNING COUNCIL

A small group of dedicated parents met monthly throughout the year. They: -

- approved and monitored the annual budget and made recommendations for the 2016 budget.
- reviewed and endorsed a number of school policies.
- presented the Year 7 Student of the Year Awards and other awards.
- contributed to the Whyalla Stuart Collective Impact Group formed in Term 3.
- attended Professional development on the Wellbeing Classroom project. Contributed and endorsed the 2016 Site Improvement Plan.
- continued discussion re the closer ties between Whyalla Stuart Campus R-7 and Stuart High School.

*Corrina Haines (Chairperson)*

## 3. 2015 HIGHLIGHTS

During 2015 there were a number of highlights. Some of them include:-

- Appointment of a Lead Teacher, Kim Kloeden, to work primarily with our three graduate teachers on classroom practices, curriculum delivery and assessment and reporting.

- Parent interviews again produced over 90% parent/carers coming into the school to receive the first semester report and discuss future learning goals.
- Combined 100th ANZAC DAY Assembly with Stuart High School with Afghanistan War Veteran Terry Ledgard, addressing the students and presenting our students each with a Gallipoli Centenary Commemorative Medal.
- Years 4-7 undertook a history unit on John McDouall Stuart's explorations and celebrated Stuart's 200<sup>th</sup> anniversary of his birth with guest, Mr. John Lyons, the Vice President of the John McDouall Stuart Society and inaugural Principal of Stuart High School.
- Our Soccer team won the B-Division Grand Final at the combined Whyalla Schools Soccer Carnival, very ably coached by Mrs. Cusselli and Mr. Vincent.

#### 4. SITE IMPROVEMENT PLANNING AND TARGETS

The premise of the Priority targets for improvement levels of *Student Wellbeing including School Culture, Behaviour Education, Attendance and Engagement* was the school being successful in becoming a **Wellbeing Classroom School**. Although all the groundwork was completed throughout the year, financial assistance was not able to be secured in 2015, thus the sections on *Play is the Way* of the SIP was not met. We were, though, successful in acquiring a Pastoral Care Worker and this position commenced in late Term 3.

We met our targeted reductions in suspensions and exclusions and anticipated improvement in the follow up of unexplained/unacceptable student absences.

Our numeracy data showed that of our regular attenders, our target of 75% reaching the appropriate standard in Number was reached. The continuation of the Quicksmart has again not only assisted in numeracy achievement, but has also increased numeracy engagement markedly. A recommendation of increasing the number of students able to take up the Quicksmart program in 2016 will occur, with an extra SSO to be trained to help facilitate this.

As part of our Self Review of the priorities of the 2015 SIP and the data on student achievement collected and analysed throughout 2015, we have agreed, through a wide consultation, to target the writing process for teacher professional development and student improvement in our 2016 SIP. The school is due to be part of the External School Review Process in Term 2 of 2016.

#### 4.1 Junior Primary and Early Years Scheme Funding

The Early Years funding was spent on keeping Early Years class numbers as low as possible. Extra SSO support was included to allow for the Jolly Phonics program and Spelling Mastery Program to be delivered more effectively. Extra numeracy equipment was also purchased to support learning programmes.

#### 4.2 Better Schools Funding

The BSF was used to purchase the programs of Spelling Mastery and Quicksmart. We doubled the number of students taking part in the Quicksmart program this year.

Extra SSO hours were provided to support classroom teachers with a range of students in their classrooms.

## 5. STUDENT ACHIEVEMENT

Spelling Mastery and Quicksmart were both very useful programs for the majority of our students in assisting them to learn the basic rules/skills that support both their spelling and numeracy skills. SSO's have also been utilised to support these two programs.

**RUNNING RECORDS:** With such small numbers in each age/year level criteria, it is difficult to make generalisations as to the school's Running Records data. For example, the school generally was below the State average reading levels, but for the high levels of 16-20 we are more than twice the state percentage. With one very good reader in such a small cohort, the statistics become unreliable to make broad statements or conclusions. What the Running Records analyses has done though is to quickly indicate students who we will target in 2016 with the Fountas & Pinnell Literacy Level Intervention Program we are about to introduce.

Our PAT R and PAT M data generally reflected the data indicated in the NAPLAN Literacy and Numeracy. Analysis of all this, conducted over a number of staff meetings has indicated the priorities to the formation of the 2016 SIP, and the emphasis on intervention processes for 2016.

### 5.1 NAPLAN

#### Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

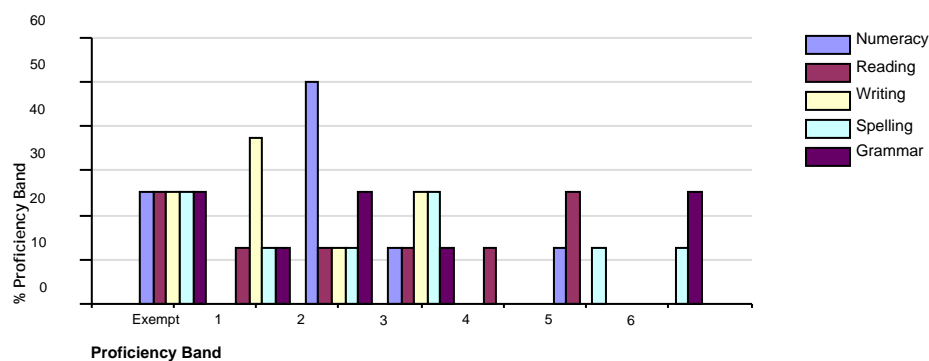
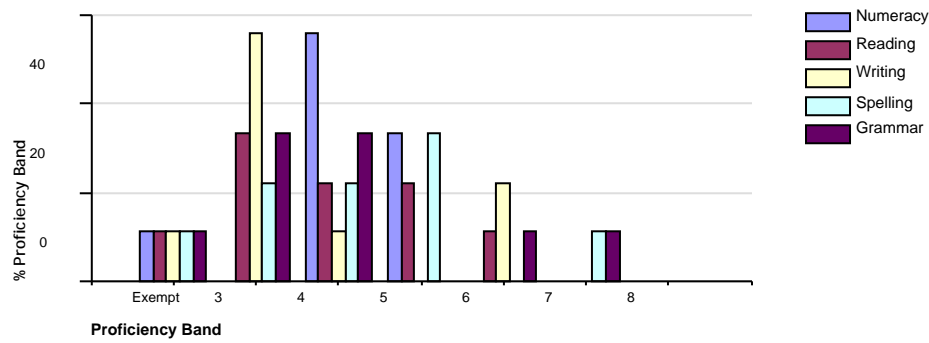


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy	25.0		50.0	12.5		12.5	
Reading	25.0	12.5	12.5	12.5	12.5	25.0	
Writing	25.0	37.5	12.5	25.0			
Spelling	25.0	12.5	12.5	25.0		12.5	12.5
Grammar	25.0	12.5	25.0	12.5			25.0

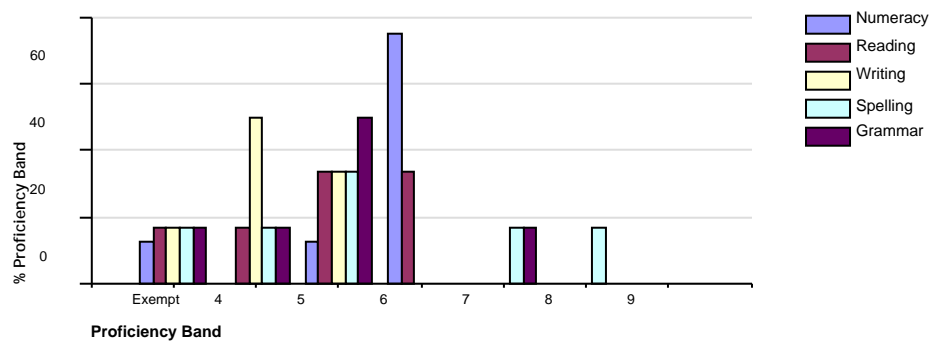
**Figure 2: Year 5 Proficiency Bands by Aspect**



**Table 2: Year 5 Proficiency Bands by Aspect**

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy	11.1		55.6	33.3			
Reading	11.1	33.3	22.2	22.2	11.1		
Writing	11.1	55.6	11.1		22.2		
Spelling	11.1	22.2	22.2	33.3		11.1	
Grammar	11.1	33.3	33.3		11.1	11.1	

**Figure 3: Year 7 Proficiency Bands by Aspect**

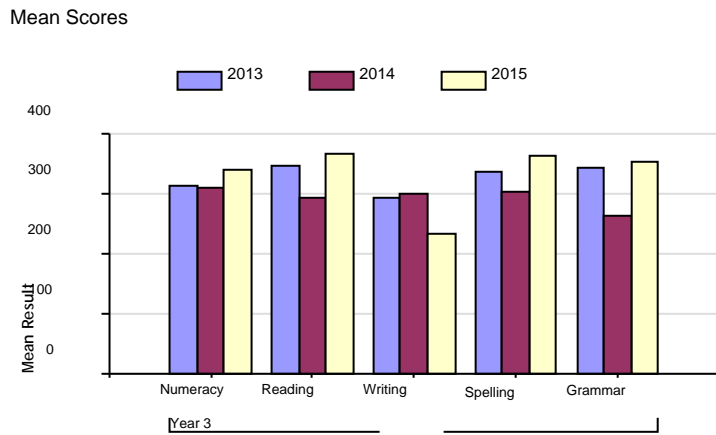


**Table 3: Year 7 Proficiency Bands by Aspect**

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy	12.5		12.5	75.0			
Reading	16.7	16.7	33.3	33.3			
Writing	16.7	50.0	33.3				
Spelling	16.7	16.7	33.3		16.7	16.7	
Grammar	16.7	16.7	50.0		16.7		

**Student Mean Scores**

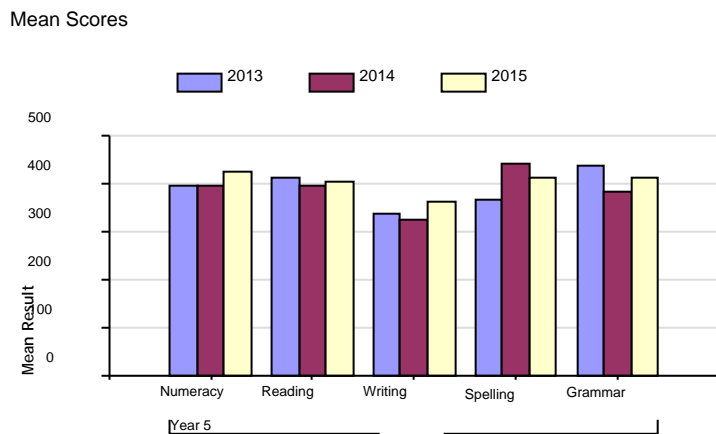
**Figure 4: Year 3 Mean Scores**



**Table 4: Year 3 Mean Scores**

Mean Scores by Test Aspect	Year 3		
	2013	2014	2015
Numeracy	314.0	311.7	339.8
Reading	346.7	295.1	365.9
Writing	294.3	299.0	232.3
Spelling	337.4	305.2	364.6
Grammar	342.1	263.0	355.3

**Figure 5: Year 5 Mean Scores**



**Table 5: Year 5 Mean Scores**

Mean Scores by Test Aspect	Year 5		
	2013	2014	2015
Numeracy	395.8	396.7	425.8
Reading	414.1	396.5	406.2
Writing	336.4	323.1	360.9
Spelling	367.7	443.0	413.4
Grammar	436.8	385.2	412.1

**Figure 6: Year 7 Mean Scores**

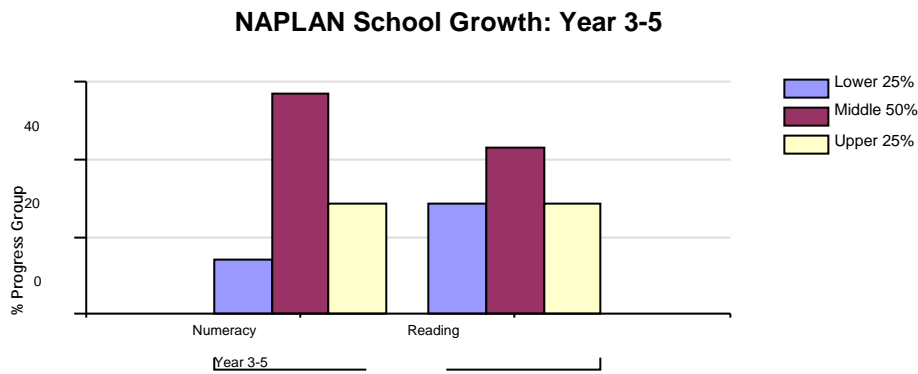


**Table 6: Year 7 Mean Scores**

Mean Scores by Test Aspect	Year 7		
	2013	2014	2015
Numeracy	473.0	465.5	491.7
Reading	487.6	478.3	459.8
Writing	484.0	417.2	402.8
Spelling	532.4	484.6	495.7
Grammar	489.1	472.7	458.3

**Growth**

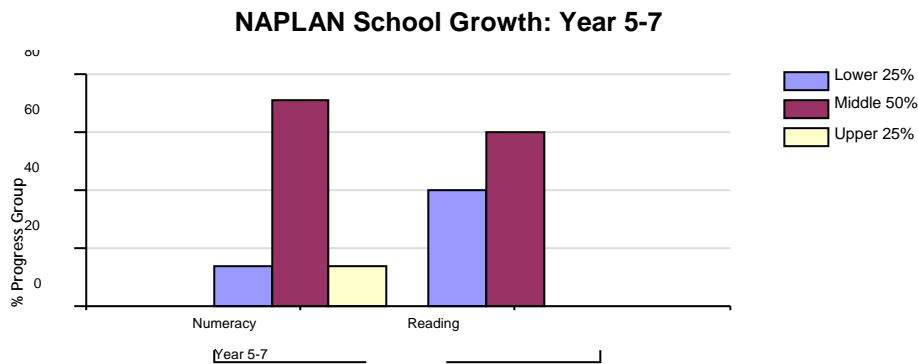
**Figure 7: Year 3-5 Growth**



**Table 7: Year 3-5 Growth**

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	14.3
	Middle 50%	57.1
	Upper 25%	28.6
Reading	Lower 25%	28.6
	Middle 50%	42.9
	Upper 25%	28.6

**Figure 8: Year 5-7 Growth**

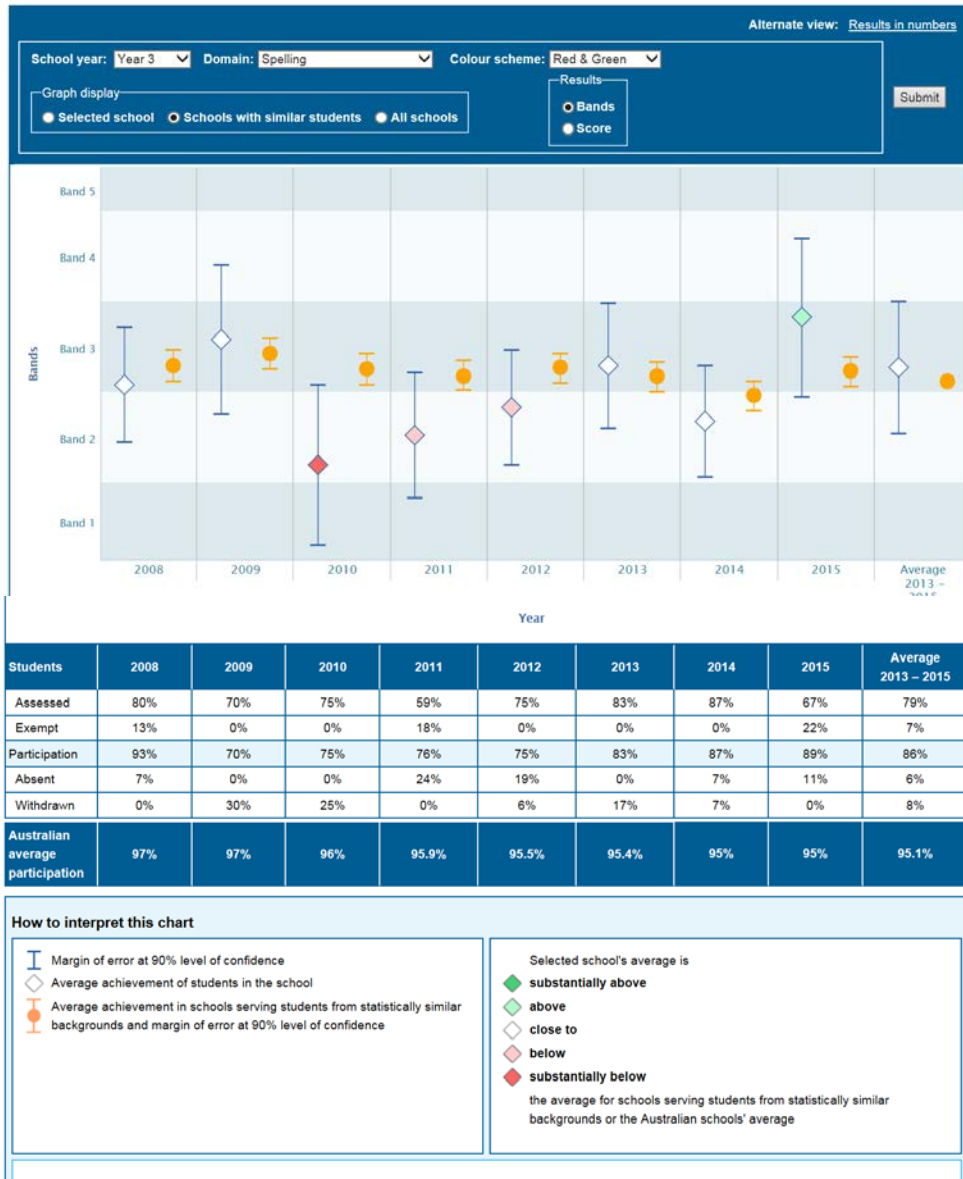


**Table 8: Year 5-7 Growth**

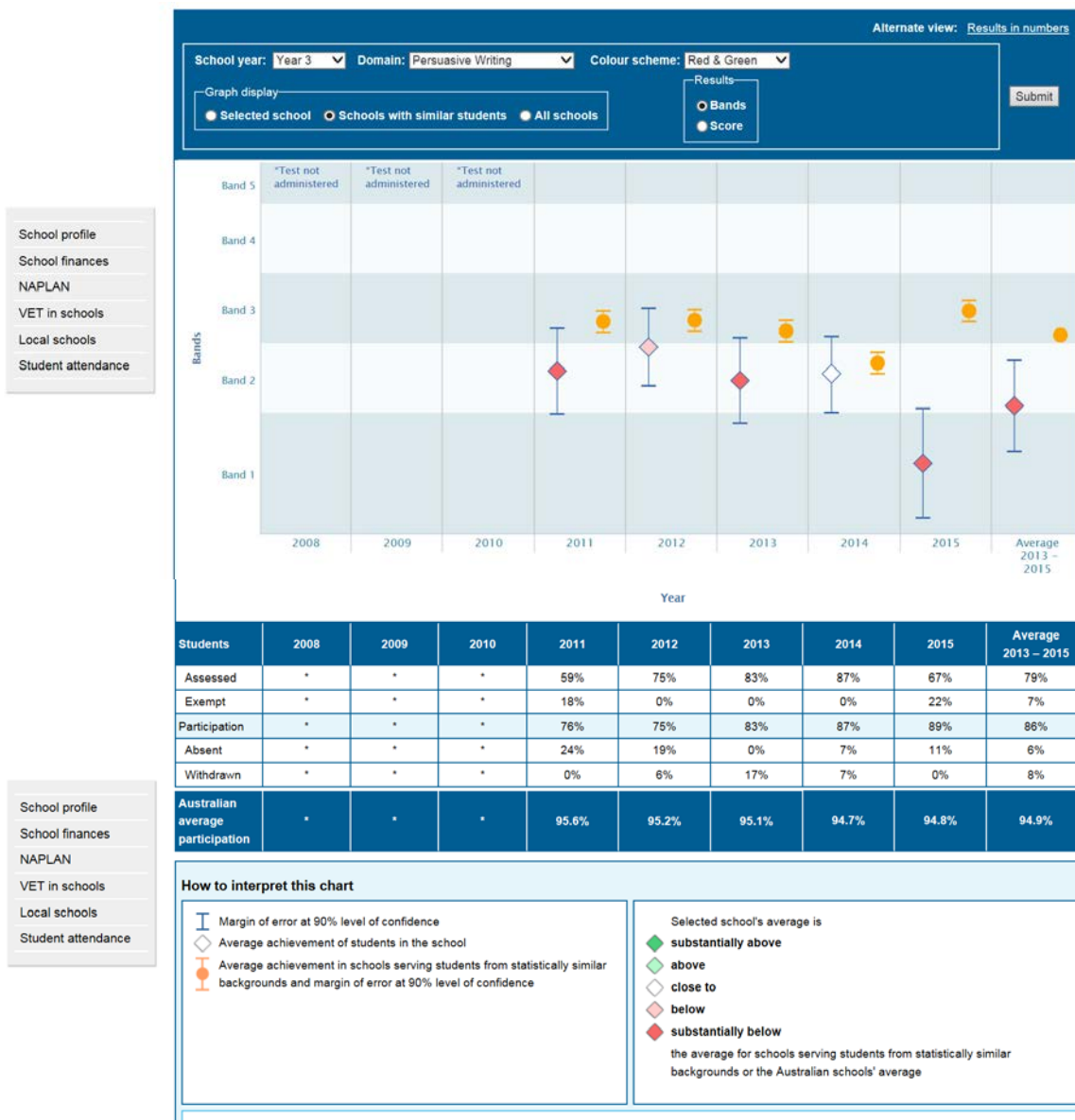
Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	14.3
	Middle 50%	71.4
	Upper 25%	14.3
Reading	Lower 25%	40.0
	Middle 50%	60.0
	Upper 25%	



- School profile
- School finances
- NAPLAN
- VET in schools
- Local schools
- Student attendance



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**COMMENTS:**

The Myschool (NAPLAN) data displayed in graph form indicate that for a school with the number of issues we have, has also displayed improvements from previous years and significant achievement compared to the Myschool selected schools in Australia considered 'schools with similar students' Of the fifteen categories tested in NAPLAN we had ten areas where 2015 showed improvement over the previous year's results. The graph above shows achievement in Year 3 Spelling, which our own self review had picked up on and continued to focus on in the 2015 Site Improvement Plan. The graph for Year 3 Persuasive Writing also backed up the 'in-school self-analysis' that the writing process should be a high priority focus for our 2016 Site Improvement Plan, which would include a significant examination of intervention practices and well as focus for teacher professional development.

## 6. STUDENT DATA

## 6.1 Attendance

Figure 9: Attendance by Year Level

National Attendance Rates Semester 1

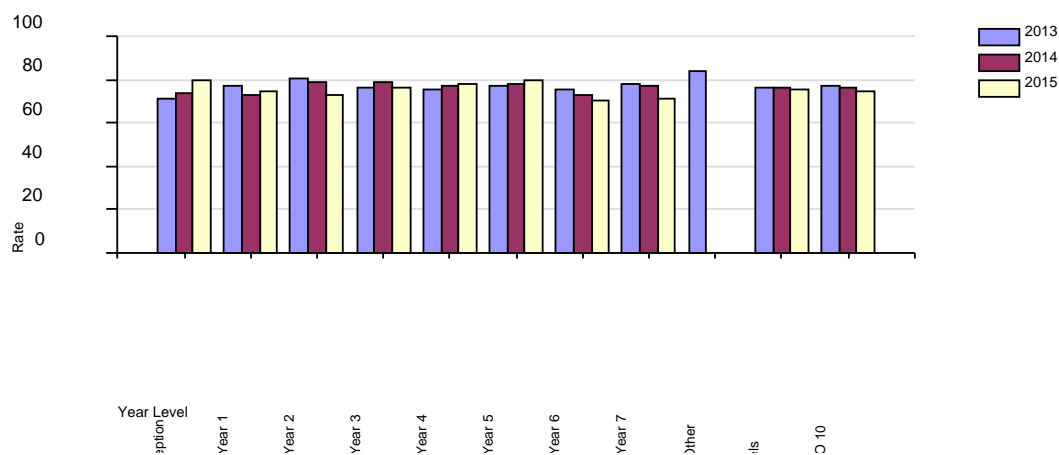


Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	71.6	73.5	79.4
Year 1	77.0	72.9	74.8
Year 2	80.4	78.6	73.3
Year 3	76.0	79.1	76.4
Year 4	75.8	77.2	77.7
Year 5	76.8	78.2	80.1
Year 6	75.8	72.8	70.2
Year 7	77.7	77.5	71.2
Primary Other	84.1		
Total All Year Levels	76.5	76.2	75.4
Total ACARA 1 TO 10	77.4	76.7	74.8

**COMMENTS:**

Although a priority in the SIP and with a huge amount of time and effort put in, attendance rates have remained fairly constant over the last three years, although the intense effort in the Pre-school to Reception Transition Programmes appears to have improved the statistics for attendance on the Reception cohort for 2015.

## 7. CLIENT OPINION

### PARENT SURVEY:

Unfortunately, no responses were received to this survey.

## 8. ACCOUNTABILITY

### 8.1 Behaviour Management

In 2015 there were a total of 66 suspensions compared to 72 suspensions in 2014. Of the 66 suspensions in 2015 33 were for incidents of violence and bullying, an increase from 22 incidents in 2014. The number of students, as a percentage though, enrolled in 2015 with trauma in their lives, has also increased. The behaviours of our student population is a major focus of the Whyalla Stuart Collective Impact Group as well as a planned reintroduction for 2016 of the Community Police lessons to be run by local SAPOL Officers.

### 8.2 Relevant History Screening

With a relatively small number of non-teaching staff and only a small number of volunteers, the process has been conducted by the Business Manager SSO and the Principal throughout 2015. All people working on site have had the relevant check paperwork site and recorded as per DECD Policy.

### 8.3 HUMAN RESOURCES - Workforce Data

#### 8.3.1 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	16
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*

**8.3.2 Workforce Composition including Indigenous staff**

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	8.80	1.66	5.97
Persons	0	9	2	9

**9. FINANCIAL STATEMENT****Income by Funding Source for 2015:**

	Funding Source	Amount
1	Grants: State	\$44320.00
2	Grants: Commonwealth	\$26412.00
3	Parent Contributions	\$18362.50
4	Other	\$7923.00