



Whyalla Stuart Campus R-7

2020 annual report to the community

Whyalla Stuart Campus R-7 Number: 625

Partnership: Whyalla

Signature

School principal:

Mrs Linda Weetra

Governing council chair:

Samatha Welk

Date of endorsement:

18 December 2020



Government
of South Australia
Department for Education

Context and highlights

Whyalla Stuart Campus R-7 is a small school where the student population primarily comes from the Whyalla Stuart geographic area on the west-side of Whyalla. It is a Category 1 site with 65% School Card approvals. Enrolments have dropped slightly this year finishing with 97 students, 7 less than in 2019.

Enrolling families say they are choosing our school because they have been told we cater for student needs well and we have a positive school culture. This has also been reiterated by many visitors to our school over the year. We have maintained 5 composite classes with two new teachers in 2019 with an addition of a 1.0 support teacher from the beginning of the year. This teacher has released staff for professional development, covered classes when teachers have been absent, supported in classrooms where there has been challenging behaviours and collected relevant data eg Running Records. This has meant we have not had to rely on the PRT/TRT pool in our Partnership as most of our requests over the last few years have been unable to be filled. We have budgeted for the support teacher role again in 2021.

This year has been unusual with interruptions caused by COVID-19. However, staff have risen to face the challenges head-on and demonstrated flexibility, professionalism, and a strong commitment to ensuring learning for students has continued. We have learned to work and support our students in different ways while maintaining high expectations of growth and progress for each one.

Restrictions to activities meant that many were either cancelled or postponed to later in the year.

In response to COVID restrictions we introduced daily Zoom meetings for announcements, celebrations and items of interest. Class hosted assemblies were also held over Zoom and they provided opportunities for family members to join, some from out of Whyalla who had never been able to see their grandchildren, nieces, and nephews in an Assembly before.

We have maintained our focus on reading, celebrating Library Lovers' Day which was once again a highlight, combined with National Children's Book Week.

The Golden Yoda Award was introduced in Term 2 for staff and students who have demonstrated a growth mindset. A fortnightly award presented to one student in each class and a staff member that has become very prestigious and highly sought after.

Mud Day was postponed to Term 3 - a popular event involving all students and staff.

Our first Learning Expo was held in Term 3 where students presented to an audience, something they had mastered. It was a showcase where students as young as 7, became the teachers.

Governing council report

A small but very committed group of dedicated parents met in weeks 3 and 8 each term. In this time they approved and monitored the annual budget for 2020 and contributed to the management of the school.

We started the year with a full quota of members, however, this number dropped as the year progressed. We finished the year with only 3 parents and 3 staff members.

We have sought to increase communication between school and home with the use of a school Facebook page to supplement the Skoolbag app. There has been significant take up by families as they are discussed at length in enrolment interviews with parents. Providing families with up to date and immediate information has certainly increased the positive feedback from parents.

Members engaged in discussions about the goals in the School Improvement Plan and the progress towards our targets in Literacy - Reading and Numeracy - Trusting the Count & Place Value.

Major facility upgrades that happened this year approved by Council: internal painting of the main building, floor to ceiling pin boards in all classrooms, corridors and office spaces, refurbishment of the Meeting Room, erection of a new shed for Loose Parts Play equipment, approval for security door in front office area (to be completed early 2021) and carpet will be laid in the corridors of main building in 2020/21 Christmas holidays.

Governing Council was unable to support fundraising this year because of COVID-19 restrictions except for our traditional Christmas raffle. The Target vouchers presented early in the year were used to purchase a drink bottle for every student.

Governing Council members selected Trina Holland as the worthy recipient of the Rowan Ramsey Community Award for her service to Whyalla Stuart Campus R-7 as a Governing Council member and Chairperson.

I'd like to thank each member of Governing Council:- Angie Welk, Shannon Mercer, Stacey Scott, Alex Gordon and Linda Weetra for their commitment and dedication to the work of Council in 2020.

Sam Welk
Governing Council Chairperson

Quality improvement planning

The addition of a Literacy Coach as part of our staffing in 2020 has ensured that we have maintained our priority of improving achievement in Reading with a focus on the development of oral language and vocabulary. The Coach has mentored teachers by providing professional development throughout the year, giving feedback following observations, collecting and analysing data and being a valuable member of the Leadership Team. A major review of the Literacy Agreement was led by the Coach and a comprehensive one was trialled then ratified as a whole school agreement. This detailed document now guides our teaching of Literacy across all year levels.

The SLLIP for our Partnership has supported staff individually and as a whole, mentoring through professional development and observations of Numeracy. The focus has been on Trusting the Count and Place Value. The employment of a B2 Leader to our staff in 2021 will ensure the momentum continues in moving forward with the improvement agenda for our school. A Numeracy Agreement will be designed and explicitly detail the teaching and learning expectations at Whyalla Stuart Campus. An SSO and Senior Leader were trained to implement the QuickSmart Numeracy intervention program. 12 students were identified for the intervention program and received 4 X 30mins sessions each week.

Staff have worked in either a Literacy or Numeracy Professional Learning Team at least 3 times a term during a staff meeting. The groups looked at data, used the Literacy and Numeracy Guidebooks, and monitored and tracked how students were progressing against our targets. Evaluation of the SIP, using the 'traffic light' model was a regular agenda item for both PLTs.

Goal 1: Increase the number of students meeting the SEA for Numeracy
2020 Target: 54% of students in Years 4-6 will maintain At or Above SEA and a further 5% will achieve at or above SEA as measured by PAT-M.

This target was not achieved although tremendous growth was seen between 2019 and 2020 - 43% achieved At or Above SEA

2021 target will be: 43% will maintain At or Above SEA and a further 9% (or 2 students) will achieve At or Above SEA

Goal 2: Increase the number of students meeting the SEA for Reading
2020 Target: 23% of students in Years 4-6 will maintain At or Above SEA and a further 5% will achieve At or Above SEA as measured by PAT-R.

This target was exceeded! 49% in total achieved At or Above SEA

2021 Target will be: 49% will maintain At or Above SEA and a further 5% (or 2 students) will achieve At or Above SEA.

Improvement: Aboriginal learners

In 2020 there were 49 ATSI learners at WSC making up 50.5% of the total school population.

ATTENDANCE

8% (4/49) of these students' attendance rate for the year was 90% and above.

18% (9/49) have improved their attendance from the beginning of 2020.

LEARNING

5% of JP (1/18) ATSI learners are At Standard for Reading as measured by Running Records.

20% of Yr 1(1/5) ATSI learners are At or Above Standard as measured by the Phonics Screening Check.

10% Yr 3-7 (3/29) ATSI learners are At or Above Standard as measured by PAT-R. However, 62% (18/29) have shown growth and progress from the 2019 PAT-R.

10% Yr 3-7 (3/29) ATSI learners are At or Above Standard as measured by PAT-M. 38% (11/29) have shown growth and progress from the 2019 PAT-M.

35% (17/49) ATSI learners were identified for Levelled Literacy Intervention 4 times a week, 30mins per day. 59% (10/17) of those students made progress in PAT-R from 2019 to 2020

BEHAVIOUR

38% (23/60) of Suspensions were for ATSI learners - 13% (8/60) were for 'Perpetrated Violence' or 'Threatened Safety or Wellbeing'.

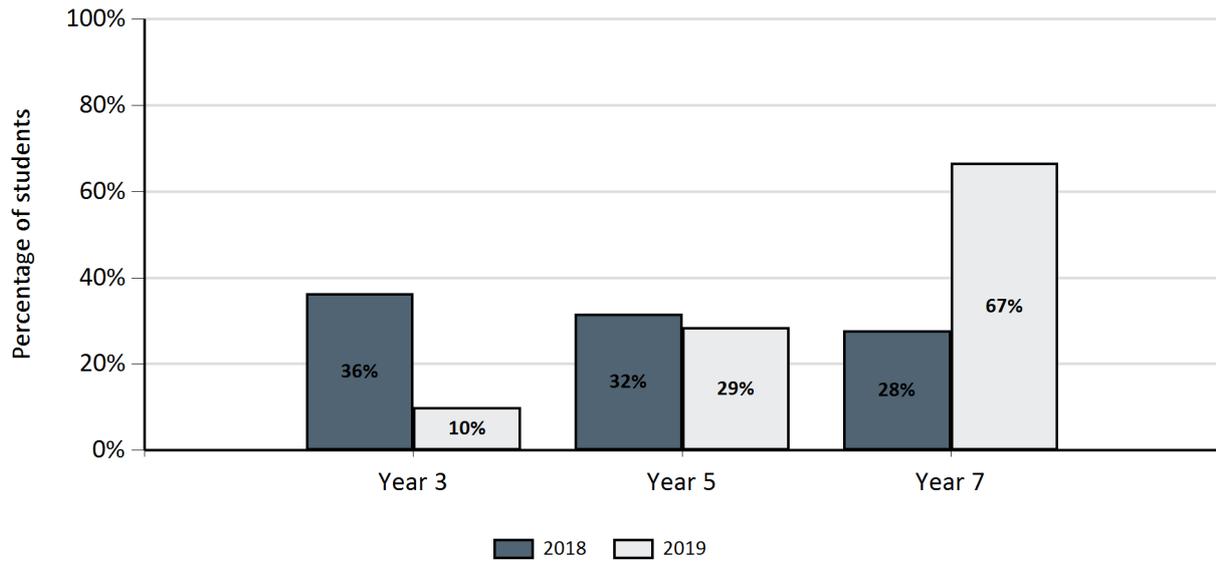
To raise the achievement of our Aboriginal learners we have focussed on Element 2 of the Aboriginal Learner Achievement Resource - 'Tracking & Monitoring Growth & Achievement'. The AET has led staff familiarisation of this element and provided data to be analysed. Each teacher has been released to meet with the AET to review data and set goals in the OCOPs for every ATSI learner.

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

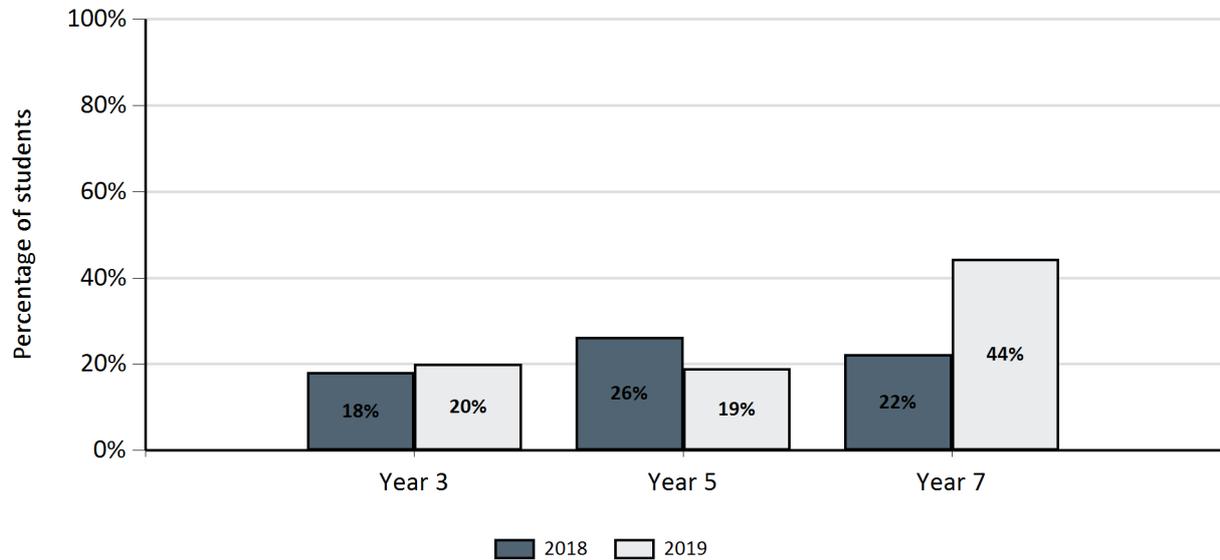


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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)
Upper progress group	*	*	25%
Middle progress group	62%	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	64%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	10	10	0	0	0%	0%
Year 3 2017-2019 Average	11.7	11.7	1.0	0.3	9%	3%
Year 5 2019	21	21	2	0	10%	0%
Year 5 2017-2019 Average	15.0	15.0	1.7	0.7	11%	4%
Year 7 2019	9	9	0	0	0%	0%
Year 7 2017-2019 Average	12.3	12.3	0.3	0.3	3%	3%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

School performance comment

Due to the absence of NAPLAN data for 2020 please refer to the following student achievement data for Whyalla Stuart Campus R-7

Running Record data:

We collect RR data for all students R-7 and track and monitor growth. Only RR data for Year 1s and 2s is collected by DfE.

51 students R-7 progressed 2 or more levels from the end of Term 1 to Term 4. The majority of our students are below standard, however, our focus is on growth and progress, and some of our students have made 18 months to 2 years growth for 12 months of teaching!

Phonics Screening Check - Year 1s:

7 Yr 1s tested - 1 student achieved the Standard

Our Reading results in PAT-R exceeded our target set in the School Improvement Plan for 2020 for students in Years 4-6.

The summary below is for all students in Years 3-7:

22 students (51%) achieved Below SEA

3 students (7%) achieved At SEA

18 students (42%) achieved Above SEA

Analysis of the PAT-R data identified the 22 students who achieved Below SEA and highlighted the lack of phonological awareness as a contributing factor. The Literacy Coach tested students in Years 2-7 using the Phonics Screening Check - several students in each year level have now been identified as requiring explicit teaching of phonics as part of an intervention program in 2021 as well as teachers using the information to inform their teaching of Literacy.

The Challenge of Practice in the SIP for 2021 will be: If we adopt a common approach to explicitly teach synthetic phonics as part of our comprehensive focus on Reading strategies, we will increase achievement in Reading for all students.

We will continue to maintain oral language and vocabulary development (as described in the 2020 SIP)

Our Numeracy results for students in Years 4-6 fell short of the target set in the SIP.

The summary below is for all students in Years 3-7:

21 (57%) students achieved Below SEA

6 (16%) students achieved At SEA

10 (27%) students achieved Above SEA

The Challenge of Practice in the SIP for 2021 will continue to be: If we adopt a common approach to the teaching of Trusting the Count and Place Value using the Big Ideas in Number we will increase student achievement in Numeracy, particularly the Number Strand.

A B2 Leader has been appointed for 2021 whose role will be to provide coaching in the teaching of Literacy and Numeracy to all staff.

Attendance

Year level	2017	2018	2019	2020
Reception	72.4%	68.5%	51.4%	66.5%
Year 1	82.5%	74.4%	68.2%	64.6%
Year 2	67.6%	70.8%	80.8%	57.0%
Year 3	81.0%	74.5%	75.7%	71.7%
Year 4	79.2%	74.6%	71.7%	58.2%
Year 5	77.8%	74.3%	66.0%	67.1%
Year 6	67.6%	73.7%	71.5%	58.2%
Year 7	75.2%	69.7%	67.7%	53.9%
Total	74.8%	72.5%	69.9%	61.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

YR LEVEL 2019 2020	While COVID-19 cannot be held responsible for the low attendance rates across all year levels in 2020 attendance was much higher pre-COVID, averaging 78% - still far from DfE target of 95%.
Reception 51.4% 66.5%	The number of Chronic non-attenders has increased to 48 students (32 in 2019), while the number of unexplained absences has decreased a further 2% from 17.7% to 15.7%.
Year 1 68.2% 64.6%	Families are contacted via text message every day their child is absent.
Year 2 80.8% 57.0%	We work closely with Support Services for families
Year 3 75.7% 71.7%	
Year 4 71.7% 58.2%	
Year 5 66.0% 67.1%	
Year 6 71.5% 58.2%	
Year 7 67.7% 53.9%	
TOTAL 69.9% 61.3%	

Behaviour support comment

We have continued to use Play is the Way to teach students social and emotional learning. A common language is used across the school R-7.

The use of the Chill Zone has remained popular with students.

Several students enrolled in 2020 have complex and challenging behaviours and have contributed to the rise in behaviour incidents this year.

138 Take Homes - 60 of those were consequences for 3 students

60 suspensions - involving 22 students

1 Exclusion

8 students are case managed by the Behaviour Coach and we receive supplementary funding to support them.

Client opinion summary

Staff - Perspective Survey

86% of staff participated in the survey this year compared to 36% in 2019

74% of staff members are moderately to highly engaged in their work at our school.

The top 10 dimensions that scored highly and are clearly strengths are:

- connectedness, expert teaching, personal job perceptions, collaboration, shared leadership, and goal focus

The 5 lowest scoring dimensions: - Student safety climate, communication, site improvement perceptions, performance and development and instructional leadership.

We have agreed, as a staff, to focus on 1. Student Safety Climate 2. Performance & Development in 2021.

Students - Wellbeing and Engagement Survey - Years 4-7

WSC students were 17% above APS (All Public School Students) for having 'an important adult at school'

16% reported high wellbeing in relation to their overall health, compared to 29% of APS

WSC students were 13% below APS for high wellbeing in 'Emotional Engagement with Teachers'

60% of WSC students reported high wellbeing in relation to their academic self-concept. This was on par with APS at 61%

WSC students reported the lowest level of high wellbeing in relation to verbal bullying (33%), compared to all other forms of bullying.

47% of WSC students reported low wellbeing relating to 'worries'. This compared to 27% for APS and was the lowest wellbeing result in the entire survey for our students.

Parents - Parent Engagement Survey

12 parents responded to the survey which was emailed to them in the latter part of the year.

The top 5 dimensions that scored highly:

75% believe they receive enough communication from the school

75% believe that the school communicates effectively with home

70% believe that they are equipped to help their child plan what they will do after they leave school

66% believe that teachers provide their child with useful feedback about their schoolwork

63% believe that the school encourages parents to help students to learn

The lowest scoring dimensions to focus on in 2021:

50% believe they know what standard of work the school expects of their child

54% believe their child has a good routine around reading, studying and learning at home

Intended destination

Leave Reason	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	5	12.2%
Transfer to SA Govt School	36	87.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Compliance ensured by maintaining hard copies of all Working with Children Checks for staff, volunteers and 3rd party providers. These are recorded in EDSAS per DfE requirements. This information is also in the front office and is easily accessible by staff.

The site monitors and complies with changes to the WWCC procedures and requirements.

Anyone who does not have the required clearance is not permitted on site until this is rectified.

The school funds all volunteer clearances

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	19
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	12.0	1.0	5.7
Persons	0	12	1	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$2,194,358
Grants: Commonwealth	\$0
Parent Contributions	\$25,545
Fund Raising	\$328
Other	\$0

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

2020 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 2020 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	Employment of a 1.0 B2 Leader - Wellbeing, Support and Engagement - to support individual, small group and whole class behaviour education and attendance and mentoring early career teachers in management strategies.	less class exits, more students using the Chill Zone and Interception
	Improved outcomes for students with an additional language or dialect	Identified students received additional intervention support via SSOs	Ongoing progress towards learning goals documented in OCOPs
	Inclusive Education Support Program	9,545 hours for 21 students supported by SSOs	progress towards learning goals regularly reviewed and documented
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	ACEO - 35hrs pw to support engagement of students & their families OCOPs documented with learning goals regularly reviewed 0.4 teacher employed to support Literacy Intervention for identified students 10hrs - SSO time to support Levelled Literacy Intervention program SSOs employed to support Literacy Block in each class each day IESP funding - 9545 hours of SSO support for SWDs and challenging behaviours 1.0 teacher employed to release teachers, work with small groups, reduce class sizes, decrease teacher to student ratios	Progress towards learning goals as documented in OCOPs home-school connections strengthened attendance improvement data shows progress
Program funding for all students	Australian Curriculum	Coach and SLLIP provided ongoing relevant training & development in Australian Curriculum, Learning Design and Moderation Teachers released for coaching sessions each term	Improvement in the quality of task design and student engagement
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	SSO hours supplemented daily to support targeted intervention programs for Reading and Numeracy	Ongoing progress towards learning goals - monitored and tracked
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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