



Warooka Primary School and Warooka Child Parent Centre

2021 annual report to the community

Warooka Primary School Number: 0467

Warooka Child Parent Centre Number: 1787

Partnership: Southern Yorke

Signature

School principal:

Ms Beth Purdy-Dart

Governing council chair:

Mr Josh Harkin

Date of endorsement:

25 March 2022



Government
of South Australia
Department for Education

Context and highlights for the combined site

Warooka Primary School and School Based Preschool (Warooka Schools) have a strong commitment to providing a wide range of relevant learning experiences for students. The School Based Preschool (SBP) is an integral part of the school and appears as another classroom. In 2021, the students were in 5 classes: SBP, Reception/Year 1, Year 2/3, Year 4/5 and Year 6/7. Many students (approx 85%) travel on buses to attend school via one of 3 bus routes (Marion Bay, Corny Point and Point Turton).

At Warooka schools, there is a strong emphasis on environmental initiatives. Students and staff members are involved in caring for the environment through tending the school garden and compost heaps, recycling programs and tree planting. There is also a strong focus on the arts with children engaged in 2 community initiated arts activities through a Country Arts SA grant with a mosaic workshop and a mural workshop in 2021. We were also fortunate to host through our 2 Playcentres a Peter Combe concert where we invited our local community and other local schools.

Warooka students also have fantastic sporting facilities with the gym space and a strong commitment to the Sporting Schools program weekly inclusive of students from Preschool – Year 7. In 2021, our students participated in many local and SAPSASA events and had our yearly tennis coaching program for our students. There is a high level of parent and community involvement in Warooka schools which was affected again by COVID restrictions in place in 2021. Operating in a COVID safe way we were able to hold our tuck day program, a uniform swap, our book fair and a colour run that will potentially become a yearly tradition. In 2021, we had our first ever combined 6/7 graduation with both a year 6 and 7 dinner for families and students as part of the year 7 into high school program. We were able to safely host our end of year celebration that was well received by families and the community. Students were able to attend our aquatics camp for 6/7, our Adelaide camp for 3/4 and this year students attended Mylor Adventure Camp which was very well received by students.

In 2021, we ran our playgroup on Monday's at Warooka school only briefly having to pause due to COVID restrictions. We also operated our Marion Bay Play Centre and our Corny Point Play Centre held on a Monday and Wednesday respectively. Our aim is to provide a strong early years educational program for our prior to preschool children. In 2018 our School Based Preschool underwent assessment and rating by the Australian Children's Education & Care Quality Authority (ACECQA). Our service was rated as meeting the National Quality Standards in Quality Areas 1, 2, 3, 4, 6 and 7, and exceeding in Quality Area 5, which is relationships with children. This means that overall we were rated as meeting the National Quality Standards. Our On track evaluation was undertaken in Term 1 2021 and we were classed as on track for our directions. We were given more strategic directions which will continue to influence our school focus for 2022. An Education Standards board review is scheduled for Term 3 2022 and a new External School review is scheduled for Term 4 2022.

Governing council report

This past year has been an exciting and challenging one for many with quite a lot happening during the school despite numerous restrictions, health mandates and a State-wide lockdown. It is a credit to staff, students and families with how well we were all able to adapt to home learning while still maintaining a sense of normality for our children. Despite the ever-present pandemic, the school was able to go on camps, host the wider community at a Peter Coombe concert and have families on site for our end of year celebrations. None of this would have been possible if it wasn't for the hard work and resilience of our staff and parent volunteers. Thank you to Beth Purdy-Dart, Ed Sataneck, Dean McDonald, Jess Powell, Rachel Cook, Karen Ramsay, Belinda Hickman, Rachel Snewin and Amy Murdoch for your leadership, direction and tutelage over the past school year. Also, thank you to Carmen Webb, Jo Piller, Bev Dobie, Emma Bennett and Georgia McEvoy for the support they give our students every day.

This year in Governing Council we discussed many issues – school crossings, new uniforms, improvements to facilities and OSHC to name just a few. We saw the site improvement of the Preschool in order to meet requirements for running a OSHC program in the future. The new shade structure, student-led makeover of the Arts space and the upgrade of the old library building to make way for a new 3 / 4 classroom were other big projects throughout the year. It's amazing what has been achieved over the last 12 months despite being in the midst of a pandemic. As a school, we farewelled Rachel Snewin and Dean McDonald who have moved onto other opportunities, along with Jess Powell, who went on early maternity leave and Ed Sataneck who has taken long service leave. We thank them for their amazing contributions to our school. It is also with great sadness that we farewelled Bev Dobie who passed away. Bev's impact on staff and students alike was significant and she will be missed greatly.

A big thank you to outgoing Governing Council Chairperson, Josh Harkin, for the commitment and contributions of him and his family to the school. I also want to thank fellow Governing Council members Jo Rowe, Chris Hayes, Andy Bennett, Jamie Murdoch and Cara-Lee Mullen, as well as P&F rep Simone Hayes for their support and counsel this past year. I look forward to what 2022 brings.

Thanks, Nicole Redman

School quality improvement planning

Goal 1 - Increase student understanding in number sense R-7

Challenge of practice - If we develop a common structured evidence based approach to the teaching of place value and number through a balance of explicit teaching with hands on problem solving activities then we will increase the number of students both reaching SEA and reaching and maintaining SEA and the higher bands in numeracy.

Strengths and progress -

- All staff began using the Van de Walle maths resource as a framework for improving numeracy including the task design process
- Maths online interview undertaken across all year levels with students tracked with pre and post data to identify areas for stretch and areas for need.
- Staff began using the Department units of work for numeracy 3-7 and using the Department scope and sequence for maths to ensure consistency of practice.
- PAT maths diagnostic data was shared across staff and individual strengths and goals for students were identified to develop a plan for teaching in 2022

Actions for 2022 - All staff will undertake Orbis numeracy from preschool through to year 6. Teachers will continue to use the maths online interview and PAT testing for data collection. All teachers will engage in formal observations both in and across sites.

Goal 2 - Increase student ability to interpret inferred and explicitly stated information from a range of texts.

Challenge of Practice - If we develop a common structured evidence based approach to the teaching of comprehension strategies then we will increase students ability to interpret inferred and explicitly stated information from a range of texts.

- Strengths and progress -
- All staff used new planning template - BDA (before, during, after planner) for developing mentor text plans.
 - New phonics program LLLL began use with all JP teachers trained in program and assessment requirements.

Assessments for LLLL undertaken 3 times per year.

- Acadience fluency and comprehension testing undertaken 3 times a year with data showing growth for every student.
- PAT data for reading demonstrated improvement in student growth in comprehension
- Cluster day twice a term focus on mentor text use and the writing revolution beginning with improving student understanding of sentence structures and grammar to in turn improve student comprehension.

Actions for 2022 - Focus will remain use of mentor texts to improve student understanding of grammar and sentence structure which will improve students reading and writing.

Preschool quality improvement planning

Goal 1 - Children will extend their understanding of number sense to increase their ability to record and communicate mathematical ideas and concepts.

Challenge of practice - If educators have a consistent approach to extending children's understanding of number sense then children will be able to record and communicate mathematical ideas and concepts effectively.

Strengths and progress -

- Pedagogical documentation focus on data analysis using a numeracy PQIP lens.
- Preschool planning strengthened using template from Early years curriculum support team with a focus on numeracy added for one section including educator actions
- Use of formative assessment processes linking in to the preschool planning cycle.
- Staff engaged in significant amount of professional learning including Maths is all around you, Early Childhood Australia membership and Mathematics in the Early Years.
- Preschool classroom environment focus on number.

Actions for 2022 - focus for PQIP will narrow to mathematical language around number and staff will engage in Orbis numeracy preschool

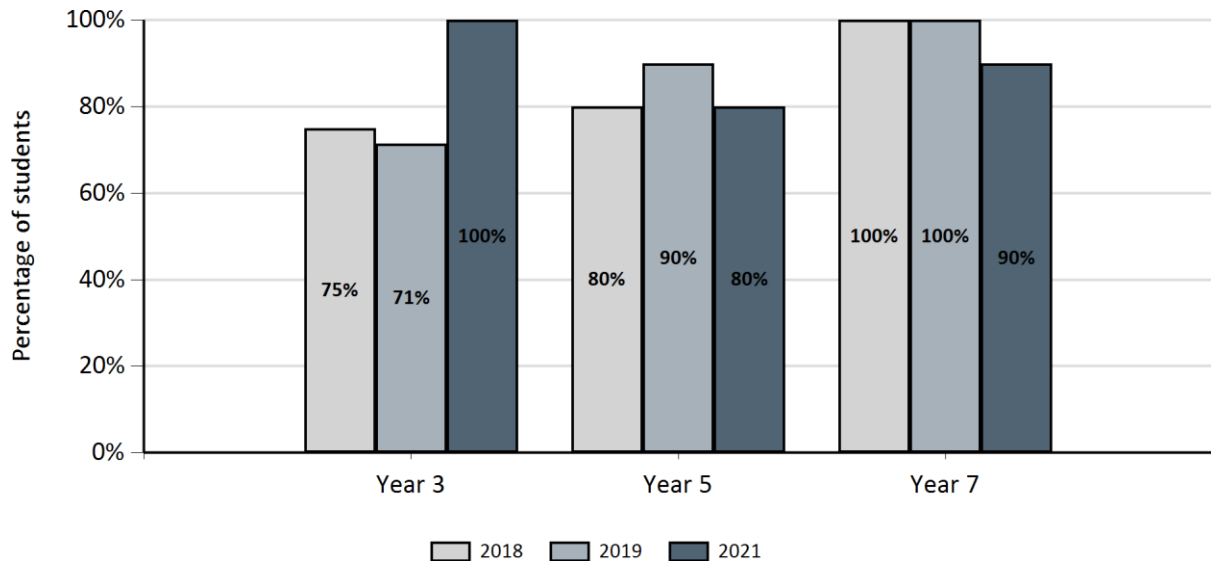
- will continue to strengthen continuity of learning with preschool teacher in R-2 class on a Wednesday and R-2 teacher attending preschool planning meetings.

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

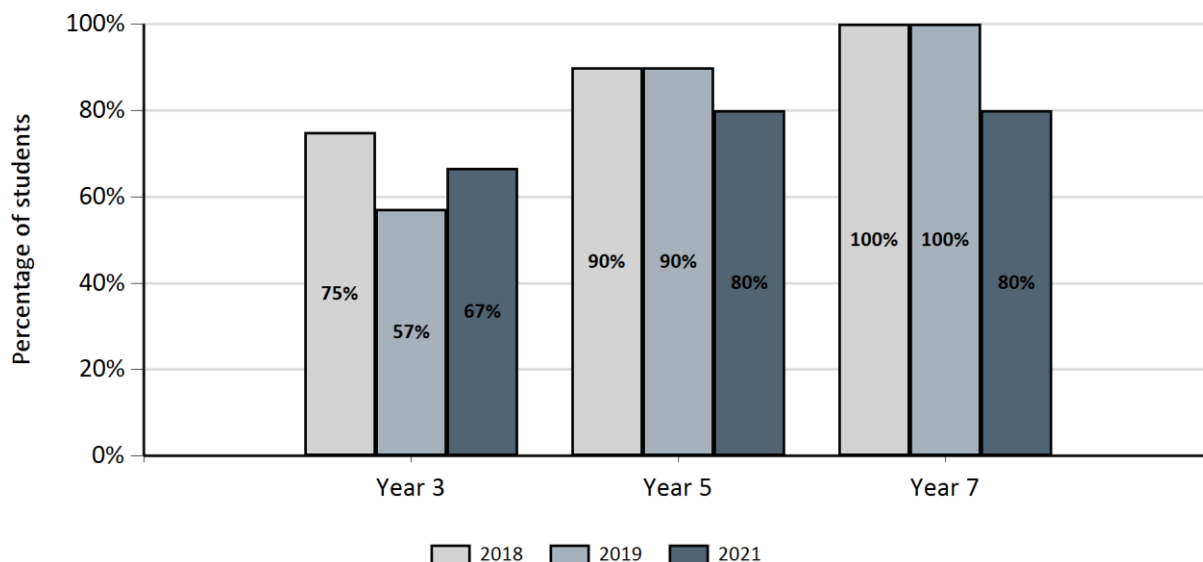


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	*	33%
Middle progress group	*	78%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	9	9	2	3	22%	33%
Year 3 2019-2021 Average	8.0	8.0	2.0	2.5	25%	31%
Year 5 2021	10	10	3	0	30%	0%
Year 5 2019-2021 Average	10.0	10.0	3.5	1.5	35%	15%
Year 7 2021	10	10	3	3	30%	30%
Year 7 2019-2021 Average	8.5	8.5	2.0	3.5	24%	41%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

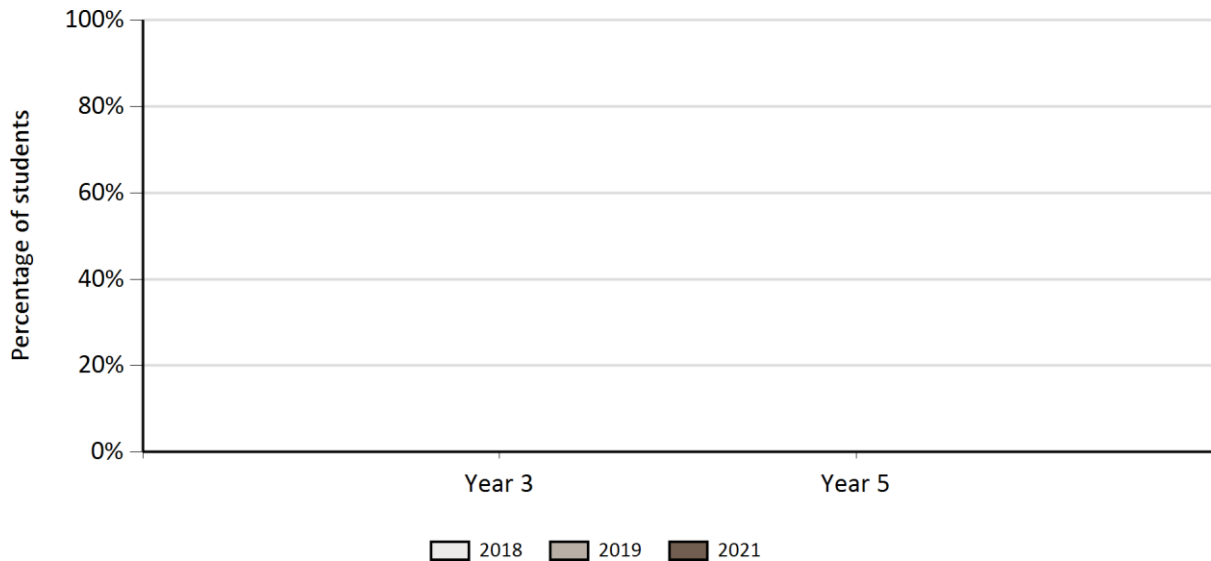
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



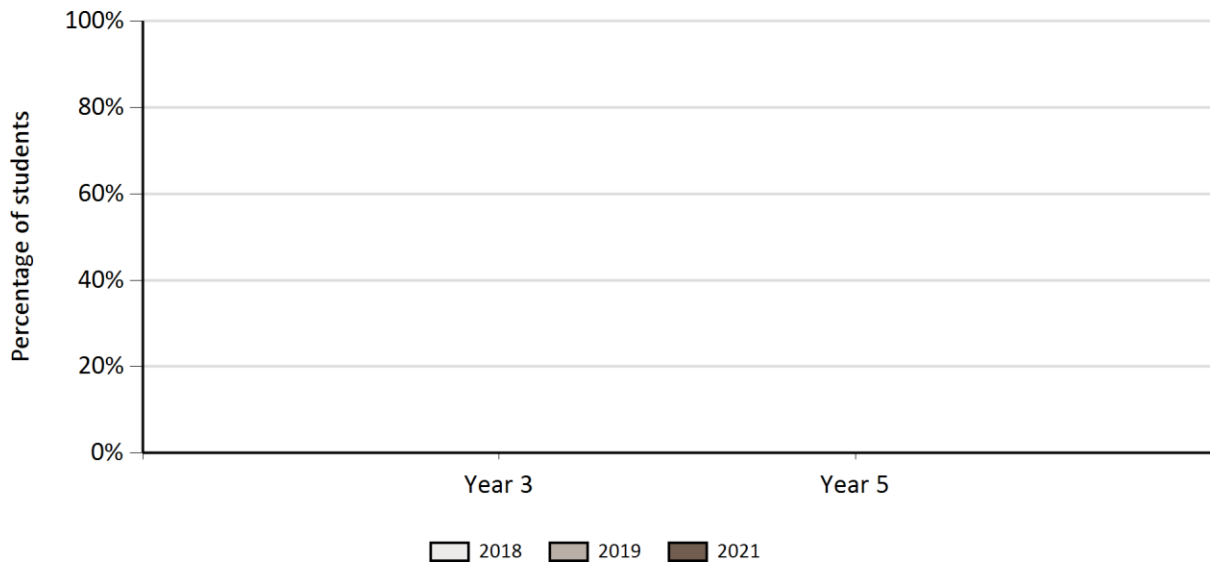
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

All aboriginal learners placed at top of school data collection template to monitor growth and next steps. Data improvement timeline discussion focus in staff meetings with a focus on aboriginal learner achievement and next steps.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Most aboriginal learners demonstrated growth in literacy and numeracy and students who did not demonstrate growth were provided intervention support. 2 students demonstrated achievement of higher bands in literacy and numeracy in Naplan, PAT and in school based testing.

School performance comment

2021 NAPLAN -

Reading

100% of students in year 3, 80% in year 5 and 90% in year 7 achieved SEA in reading.

22% of students in year 3, 30% in year 5 and 30% in year 7 achieved higher bands in reading.

63% of students maintained their achievement in literacy and 16% increased their achievement in reading with 2 students new to higher bands in 2021.

Numeracy

67% of students in year 3, 80% in year 5 and year 7 achieved SEA in numeracy.

33% of students in year 3 and 30% of students in year 7 achieved higher bands in numeracy.

63% of students maintained their achievement in numeracy and 16% increased their achievement in numeracy in 2021.

2021, PAT R data

- 66% of students achieved SEA across years 3-7 with 27% in higher bands.

- Longitudinal gain data indicates improvement for the majority of students with particular improvement in the 3-5 year cohort.

Focus on SIP IE and II questions indicate continued focus on IE and II questions

2021, PAT M data

- 79% of students achieved SEA across years 3-7 with 23% in higher bands.

- Longitudinal data indicates improvement for the majority of students with particular improvement in the 3-5 year cohort.

Focus on SIP number - continued focus on number and relative high achievement across the school in statistics and measurement

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	83.0%	88.4%	90.7%	86.2%
2019 centre	98.3%	91.5%	88.8%	98.4%
2020 centre	82.4%	91.4%	89.6%	88.0%
2021 centre	89.6%	95.8%	96.4%	90.0%
2018 state	90.7%	88.3%	87.1%	87.3%
2019 state	90.4%	87.6%	86.0%	86.6%
2020 state	89.3%	81.9%	84.9%	86.0%
2021 state	87.9%	85.4%	86.9%	82.6%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. *Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2018	2019	2020	2021
Reception	92.2%	92.9%	87.7%	87.9%
Year 1	92.9%	86.6%	90.2%	89.8%
Year 2	94.0%	89.4%	86.9%	88.6%
Year 3	94.9%	89.0%	90.3%	94.9%
Year 4	91.8%	88.4%	86.5%	85.1%
Year 5	92.7%	94.5%	90.8%	87.5%
Year 6	96.3%	94.6%	93.5%	92.1%
Year 7	95.7%	95.5%	93.7%	91.2%
Total	93.7%	91.3%	90.1%	90.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Children's attendance at preschool has been consistent with the majority of preschool children attending their preschool days.
School attendance at 86% in 2021 was possibly linked to COVID 19 disruptions and specific family reasons.
Attendance was followed up with daily phone calls to absent families and reminders in newsletters.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	9	9	9	10
2019	12	12	13	13
2020	7	6	6	5
2021	12	12	11	11

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

The school has a strong behaviour process in place and our behaviour policy was reviewed in 2021. Generally students are respectful towards each other and adults at the school. On the few occasions that students have reported negative behaviour concerns these have been followed up with individual students and parents have been notified. The school uses a restorative approach to behaviour management with a focus on positive behaviour management. The school continues to have a strong link between parents and the school and most behaviour problems are directly resolved with agreed actions between all parties.

Parent opinion survey summary

During 2021, our parent information survey was completed by 19 families. The data indicated that generally the majority of families felt welcomed and respected by the school and felt that communication was effective. The data indicated that many families felt that they would like to know more about their individual child's progress at school and how they can further support this learning at home. In response to this teachers will continue to post information onto seesaw and put in individual student learning goals and follow up ideas for home learning. We completed a parent education session in 2021 in partnership with SPELD on supporting literacy at home and we will continue to provide parent education workshops in 2022.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
467 - Warooka Primary School	100.0%	100.0%	66.7%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	6.7%
OV - LEFT SA FOR OVERSEAS	2	13.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	80.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

The majority of our Primary students left to attend high school at Yorketown Area School with 3 students leaving to attend a private high school on the peninsula. . Some families moved interstate and to different areas in the peninsula which led to a change of schools. The majority of our preschool children will remain at Warooka for 2022.

Relevant history screening

All staff and volunteers have appropriate screening clearances prior to undertaking roles. NDIS and other providers working on site all provided relevant screening information. All contractors had relevant screening 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	11
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	5.9	0.0	2.9
Persons	0	7	0	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$1,266,952
Grants: Commonwealth	\$2,537
Parent Contributions	\$18,990
Fund Raising	\$8,628
Other	\$17,020

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

2021 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 2021 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	Funding was used to upskill staff further in trauma awareness and to purchase additional sensory processing resources	Implementation of trauma based strategies into the classroom.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Support given to funded students. Students were supported individually or in small groups by SSO. Support given to students identified with learning difficulties. All students who were eligible had a one plan developed.	Extra SSO's were employed in 2021
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	Funding supported small class sizes. Provision of access to wider life experiences via travel and subsidies to offset distance. Additional purchase of literacy and numeracy resources and early years resources. Classes had access to SSO support with additional hiring of SSO's to support individual learning needs.	Students were tracked and data used to identify students who intervention was needed due to high or low achievement. Additional resources targeted achievement.
Program funding for all students	Australian Curriculum	Funding was used to focus on increasing teaching skills and knowledge of staff in literacy and numeracy in particular through Primary Cluster work.	Data indicated growth for students particularly in 3-5 student cohort.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Reduced class sizes - operated 4 classes across R-7 and employed additional SSO's.	Smaller classes with targeted interventions.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Purchasing of synthetic phonic resources, numeracy resources and intervention materials.	School wide agreements on evidence based program implementation for numeracy and literacy consistency across R-7
Inclusive Education Support Program	Funding used to employ additional SSOs and resources to support students on one plans.	All students on one plans made progress towards their goals.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.