



# Westbourne Park Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Westbourne Park Primary School Number: 475

Partnership: Mitcham Plains

**Name of School Principal:**

Ms Julie Gallaher

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**Name of Governing Council Chair:**

Mr Nigel Long

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**Date of Endorsement:**

15th February 2017

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## School Context and Highlights

Westbourne Park Primary School is a zoned Category 7 school comprising of 576 students. The Majority of students live in the surrounding suburbs of Westbourne Park, Clarence Gardens, Cumberland Park, however there are approximately a third of the school population who are coming from suburbs out of zone. Annually there is a steady inquiry from prospective families from various overseas locations and from out of zone families wishing to join our school community. Current leadership configuration is a Principal, Deputy Principal, 2 Assistant Principals and an Administration Officer. Our specialist areas of study are Italian, Music, Physical Education, Reception -Year 7 HASS and middle school Visual Arts. In 2016 we had 21 mainstream classes Reception to Year 7.

Among the highlights for 2016 -

Ongoing quality teaching and learning programs in all classrooms, including our specialist learning areas.

Outcomes achieved with our Strategic Directions – Professional Development for staff in Australian Curriculum Mathematics, moderation, transforming tasks and analysis of student data. Four successful training days focusing on using the Teaching for Effective Learning Framework, Australian Curriculum, a moderation day with our Partnership Primary Schools, and Quality Assessment Tasks.

Student Wellbeing - Creating a Quality Classroom, Harmony Day, Mentor Programme and collaboration with the Pastoral Support Worker.

Student Executive attending a Leaders Training day, successfully raising funds for chosen charities, organising activities for their peers i.e. casual days.

Recognition of music with recorder group performing at an Assembly; Peter McPheats Concert evening and the end of year performance.

International Visitors - Alessandro, Italian Intern Teacher, Korean Student homestay and Indonesian Teachers visit.

Pedal Prix Teams 2016 HPV Super Series having another successful year.

Fundraising Group hosting a number of events with one of the most popular being the Quiz Night, Special People's Day and of course raising over \$23,000 to support school initiatives.

School events such as Twilight Sports Day, SAPSASA Sports, Camps, Excursions, visiting performers, Book Week Parade, sleep overs, disco to name a few.

Improved school facilities with the upgrade of the outside toilets, a new kitchen in the hall and the Jenny Harris garden.

Parents/Caregivers and Community support in classrooms, committee work and especially the hard work of our School Councillors.

## Governing Council Report

In this my last report as Chair and parent of Westbourne Park Primary School, I reflect on the enormous changes the school has undergone since my eldest son Jacob commenced in 2004. The school community can be immensely proud of the wonderful facilities we have that enhances the educational environment and experience for our children. Most importantly, the cornerstone of the quality education at Westbourne Park is the teaching excellence we are blessed with.

In 2016, it was a mix of renewal and sadness. Julie Gallaher joined us as new Principal. Julie is a fantastic asset to the school who will continue to drive the education leadership Westbourne Park Primary School has demonstrated for many years.

In November, the school was hit hard by the unexpected death of David Baker who was a respected and loved colleague.

Students loved his humour, and those lucky enough to have him as their teacher, have the fondest of memories and respect. David will be missed.

I would like to thank all councillors for their willingness to give their time to assist in the affairs of the school. The Council is an integral part of the school as the conduit between the parents/caregivers and the leadership group and staff. As a Council and staff it is important that we continue to be responsive to the interests and matters raised by the school community.

Finally I would like to thank the leadership team and staff of Westbourne Park Primary School for their hard work and dedication to providing quality education to our children.

It has been an honour to serve as Chair of the Westbourne Park Primary School Council for the last 4 years and as a member since 2009. I wish the school and community all the very best for the future.

Nigel Long

Chair, Westbourne Park Primary School Council

## Improvement Planning and Outcomes

The Leadership Team works collaboratively with the Team Coordinators to plan, review and set direction for our Site Improvement Plan. All staff are involved in aspects of the planning and review process throughout the year.

### ICT/Technologies

Our students have been engaged in both robotics and coding in line with the Australian curriculum. Our weekly Code Club, run at lunch times on a Thursday by Marisa Karapetsas and Jo Marshall has seen an enthusiastic group of students extend their abilities in coding. Our BYO iPad program has expanded into Year 4 and 5 for those who are interested. Our Upper Carlisle BYO program has completed its 3rd year and iPads are integral to the learning program. All classrooms, except Upper Carlisle, have 8 iPads to support mobile learning.

Workshops on Digital Citizenship (Cyber Safety) have been delivered for Year 5 – 7 students.

### Improving Reading

Sharon (Reading Support Teacher) is released 1 day per week to work with teachers as they introduce Daily 5, CAFÉ strategies and spelling programs to their classroom practice and to support individual students as they work towards achieving the relevant reading benchmark. She sourced relevant resources and investigated new teaching resources and programs.

Daily 5 workshops were offered to our colleagues in the spirit of de-privatising classes and sharing good practice. These have all been very successful and our brilliant teachers have inspired their colleagues from here and other sites to reflect on their pedagogy and to embrace Daily 5. During these sessions we shared our practices, set SMARTER goals, reflected on our pedagogy and then reflected on our goals.

We currently have 18 classes using the Daily 5 framework for the teaching of Literacy. These teachers are also developing their pedagogy to include the explicit teaching of comprehension and other reading strategies.

We are starting to look at developing more consistency of Literacy teaching and spelling across all year levels and will continue to do this during 2017.

### Mathematics

All teachers have been trained in Ann Baker's Natural Maths Strategies. We have unpacked the Mathematic Achievement Standards to develop assessment tasks that give students the opportunity to demonstrate their understanding and to achieve beyond a "c". Teachers have been released to work collaboratively to plan units of work, rich assessment tasks and moderate mathematic work samples.

We have analysed our NAPLAN results and looked at specific areas where our students are not achieving. Our CPAC has supported staff to focus on transform learning tasks to promote problem solving and stretch. She has mentored and demonstrated the teaching of aspects of maths in classes R-7.

Habits of Mind (HoM) is central to all learning areas and is formally reported on twice per year via our Semester Reports. Our HoM Coordinator supports all staff to effectively include HoM in their teaching and learning programmes. HoM is promoted across R-7 via Class Newsletters, School Newsletters and Education Committee.

FRESH Values underpin our practice and relate to students, staff and families.

### Recommendations for 2017

To continue to focus on Mathematics across R-7.

Wellbeing Committee to work with students, staff and families.

Further embed HoM and FRESH Values in all that we do.

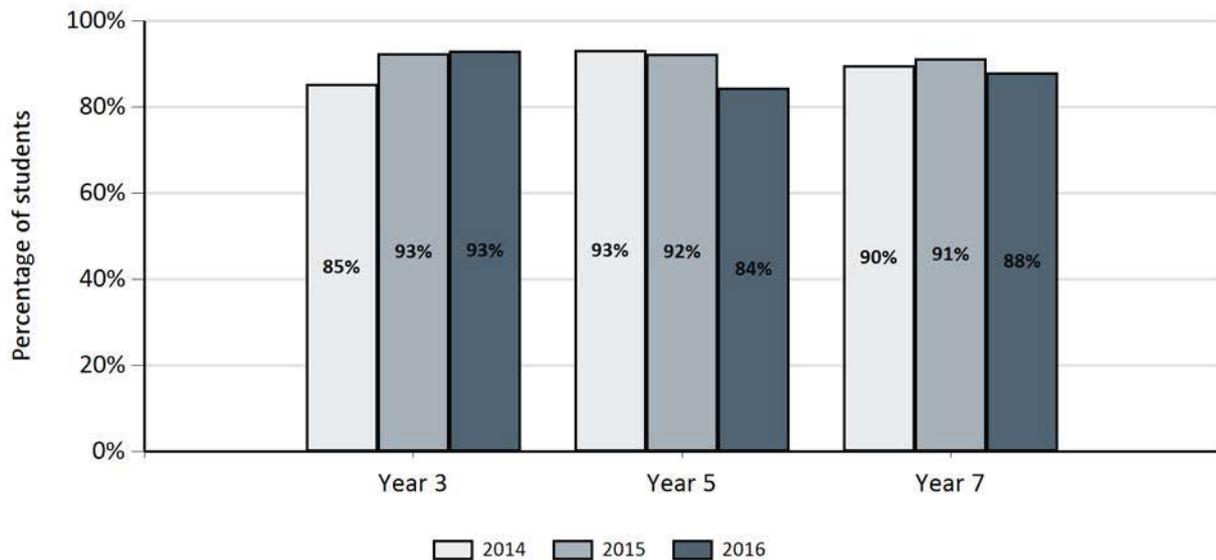
Capitalize on ICT/Technologies/STEM/STEAM to broaden and challenge students with their learning.

## Performance Summary

### NAPLAN Proficiency

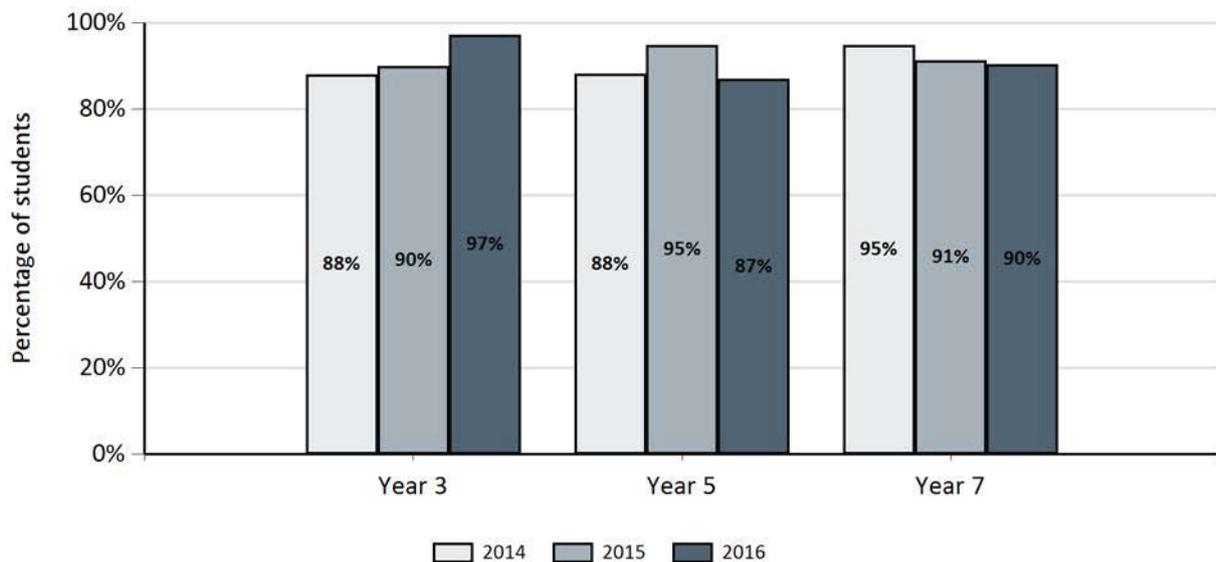
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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 2014 to 2016 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)
Lower progress group	15%	26%	25%
Middle progress group	48%	43%	50%
Upper progress group	37%	31%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	11%	20%	25%
Middle progress group	49%	66%	50%
Upper progress group	40%	14%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2016	73	73	44	28	60%	38%
Year 3 2014-16 Average	76.0	76.0	45.3	30.0	60%	39%
Year 5 2016	77	77	44	30	57%	39%
Year 5 2014-16 Average	71.7	71.7	34.7	25.3	48%	35%
Year 7 2016	42	42	16	15	38%	36%
Year 7 2014-16 Average	42.3	42.3	16.3	16.3	39%	39%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

## School Performance Comment

### Running Records

Twenty Year One students who didn't reach Reception benchmarks in 2015 participated in the MiniLit program. Students attended for an hour a day, four times a week, for intensive literacy work with an SSO. Based on their progress in the program and their Running Record data, most students' literacy improvements have been extremely good with students improving from five to thirteen reading levels.

### NAPLAN

Our students tend to achieve in the mid range bands with few below standard and few achieving in the higher bands. Our CPAC has shared prepared graphs showing our students performance in relation to like schools. Our focus needs to be on the higher bands where our students tend to trend down lower than like schools. Dialogue has begun with teachers of how we can deliver teaching and learning programmes that stretch our students to both improve their results and achieve in higher bands.

### Recommendations for 2017

Site Improvement Plan to continue to have a focus on improving Mathematics across R-7.

Develop further common language, understandings and practice of the teaching of both English and Mathematics across like year levels.

Continue to develop the R-7 Agreements for both English and Mathematics.

Participate in training and development to improve the consistency, quality of teaching, moderation and assessment in both literacy and numeracy R-7 using the Australian Curriculum.

To match and where possible achieve higher results than "Like Schools" in all NAPLAN tests for Year 3/5/7.

We will participate in the Quick Smart Numeracy intervention programme with a focus on Year 5/6 students.

To collaborate with our Partnership Schools to moderate student portfolios in the area of Mathematics.

## Attendance

Year level	2014	2015	2016
Reception	94.9%	93.5%	94.5%
Year 01	95.4%	95.0%	93.4%
Year 02	96.1%	94.7%	94.8%
Year 03	95.3%	95.0%	95.4%
Year 04	95.8%	94.4%	93.9%
Year 05	96.1%	94.8%	94.3%
Year 06	94.6%	95.2%	94.7%
Year 07	95.7%	94.3%	95.6%
Primary Other	91.0%		
Total	95.5%	94.6%	94.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

Our attendance rate is currently at 94.5% and is greatly influenced by family holidays. This year we have reviewed our Attendance Policy. Teachers have monitored and contacted families who have child/ren with low attendance or repeated late arrival. This has occurred via phone, in person and official letters. There has been minimal requirement for DECD Attendance Officer intervention although a minority of chronic non-attenders are being closely monitored.

## Behaviour Management Comment

Classes across the school have followed our Quality Classroom Processes and developed a 'Code of Conduct' with students. These have been signed by all class members and form an important foundation for the classroom culture. This year we had no external suspensions and our Yard Play survey shows a decrease in reports of bullying. The FRESH values continue to be instrumental in guiding behaviour. Each term students are either voted or chosen to receive a FRESH award based on the focus for that term. Students receive a badge and a certificate stating why they have received the award.

## Client Opinion Summary

The 2016 Satisfaction Survey was based on the same format for 2015. Families were chosen at random and were sent the link via email to complete the survey using Survey Monkey. There were 96 families (25%) asked to complete the survey with only 22 returns (14.5%).

The survey was a combination of questions requiring both scaling responses and written responses.

There were 10 questions requiring scaling 1 -10 with our results ranging between 7.5 - 8.5; agree.

Positive comments reflected quality teaching and learning, positive relationships with peers and teachers, differentiated learning, camps/excursions, opportunities such as Code Club, sports, Pedal Prix, learning and instrument, setting and achieving learning goals and developing the student while fostering individuality.

Areas we can work on is improving our communication – timely, accurate and making full use of emails, further develop our Intervention for students requiring extra assistance and extension with their learning and to continue to develop consistency across the site with Student Behaviour Development particularly with student to student interactions and bullying.

The student survey was also a Survey Monkey based on similar questions to the family survey. The student responses were positive at the upper end of the scale from 1 - 10.

Positive comments reflected their high level of satisfaction at school, the variety of programmes they can be involved in, very complimentary of their teachers, felt they were being challenged, thoroughly enjoy the camps and excursions, having opportunities to interact with their peers and generally enjoy coming to school. Many students feel our school to be one of the best.

Areas they would like to see improved is more natural play spaces, more equipment, cleaner toilets, more flexible learning options, less littering, have peers that interrupt learning to take up less time and improved yard supervision.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	6.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	46	48.4%
Transfer to SA Govt School	42	44.2%
Unknown	1	1.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

We follow the DECD Guidelines outlined in relation to Criminal History Screening. A School Support Officer is employed to process applications, input and update the data base and follows up/informs current volunteers/School Councillors/other personnel when their Criminal Clearance is due to expire. We require all volunteers, mentors, committee members, sports coordinators/coaches, regular parents/caregivers working in classrooms, student teachers to have a current Criminal History Clearance prior to working in our school as outlined in DECD guidelines. Volunteer RAN Sessions are offered.

## Teacher Qualifications 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	48
Post Graduate Qualifications	16

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	31.0	0.0	5.9
Persons	0	37	0	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	\$4,560,531.75
Grants: Commonwealth	\$2,830.96
Parent Contributions	\$207,379.00
Fund Raising	\$12,266.12
Other	-

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

## 2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect		
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	12 students were support individually, in small groups and in class as appropriate to their agreed learning goals as documented in the NEP/IEP.	Students worked towards their agreed goals, achievements shared at NEP meetings.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	1.0 Greek First Language Maintenance & Development programme involved 24 students in Year 1-7. 1.0 Hindi First Language Maintenance & Development programme involved 6 students R - 7. Australian Curriculum funding supported teacher release to collaborate with colleagues to programme units of work in a range of curriculum learning areas, develop rich assessment tasks, moderate student work and participate in T&D in small groups with the CPAC in science. The teachers highly valued having quality time to deepen their understanding and application of the Australian Curriculum.	Both language maintenance programmes were actively supported by both students and their families. There was cross-cultural sharing and presentations.
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding Specialist School Reporting (as required)	Funding was used to implement Mini-lit programme R-3 and in class support for students at risk. Strong emphasis on early intervention for ensuring Reception students achieved Level 5 with reading.	Reading R-2 saw minimal students not reaching their benchmark.
Improved Outcomes for Gifted Students			
	Primary School Counsellor (if applicable)	DP/AP shared the 0.2 working in collaboration with staff/families/PCW/Behaviour Coach to support students to positively engage with their learning and develop/maintain sound relationships with teachers/peers.	Retention positive with no recorded suspensions, minimal office/yard referrals.