



Westbourne Park Primary School

2020 annual report to the community

Westbourne Park Primary School Number: 475

Partnership: Mitcham Plains

Signature

School principal:

Mr Jason Munro

Governing council chair:

Diarmid Lee

Date of endorsement:

5 February 2021



Government
of South Australia
Department for Education

Context and highlights

Westbourne Park Primary School started the 2020 school year with 513 enrolments, growing to 526 in December. The year started with a significant change in the leadership of the school. In mid December 2019 the Principal from Eden Hills Primary School was appointed to Westbourne Park in an acting role for the first two terms of 2020. This was extended to three terms while a merit selection process was completed to appoint a principal until 2026. The same principal was successful in the application process and subsequently appointed to the role. Early in term 1, one of the Assistant Principals was seconded to head office in a curriculum role and the position was advertised externally. Effectively 50% of the leadership team was new to the school.

Whilst not being a highlight, the COVID19 pandemic had a significant impact on the school year. At one point we had 198 students attend while the remainder stayed home. This meant we had to develop a hybrid model of learning incorporating face-to-face and digital platform online learning. This was established over 4 days, an extraordinarily short period of time develop such a program.

As COVID restrictions eased students returned and some classes got to participate in activities that were originally planned. 4 classes went on camp to Mylor, some excursions took place and programs such as Bike Ed were able to run. Sports day was held as a teachers/student only event, the end of year concert was filmed without an audience and streamed to families. The year 7 graduation occurred during the day with 1 parent from each family invited to attend. Wakakirri was completed but not in front of an audience. The students performed in the Gymnasium and presented their entry via video.

Many of the planned fundraising activities were cancelled, however a cocktail night was held before the restrictions and, an online auction and wine drive was successfully held. Two of our classes featured on the front page of the Australian Newspaper highlighting a sensible return to normality in schools.

The school had secured \$350,000 funding for a roof replacement and asphalt upgrade. After some lobbying from parents the money allocated for the asphalt was re-allocated to nature play. JPE architects worked with the students and staff to design a concept plan. Twenty students and two teachers took an excursion around Adelaide and assessed some nature play areas. The final plan is due for completion by May 2021. The Marlborough building roof was replaced in Dec/Jan.

In December, tender went out to architects for the \$5 million capital works redevelopment. This is due to commence in 2021 and will improve facilities in the school.

Governing council report

2020 saw us welcome Jason Munro as our new Principal & Sam Kavanagh as Assistant Principal. It has been a pleasure working with Jason & Sam this year & watching how quickly they built rapport & trust with both staff & our community more broadly. Together with Cleo & Kieran, we have a leadership team that is aligned around their vision for our school & have the skills to make that vision a reality.

Managing the impact & risks associated with the COVID-19 pandemic has made 2020 a very challenging year for many within our community, but it has also provided us with an opportunity to demonstrate our ability to come together & support each other in a time of crisis.

Our teachers & support staff have done an amazing job this year, particular with their dedication & adaptability at the end of Term 1 as the pandemic hit, with all the work done to be ready for the transition to online teaching in Term 2.

Fortunately South Australia did a great job in those early stages of the pandemic, & by Week 3 of Term 2 all students had returned to the classroom setting.

This year we've been required to re-think & re-engineer a whole range of school activities including camps, assemblies, sports day, fundraising, Wakakirri, Year 7 Graduation ceremonies & the end of year concert. While it has been difficult to have to change how these events functioned & disappointing that we need to limit parent participation, we appreciate the understanding & support of the whole School Community in managing risk.

It has been a busy year for our Governing Council & I want to thank all Council Members for their commitment & dedication. Key highlights for governing council & its sub-committees this year were:

- Securing an investment of \$150,000 for a nature play redevelopment in Yard C that will hopefully be installed soon.
- Undertaking the annual parent perception survey, that indicated a marked positive shift in a range of areas that indicated parents felt more confident about the direction the school is heading.
- Despite the limitations on holding in person events the Fundraising Committee still raised \$24,463 through Wine drives, online auctions & other activities.
- Renewing the current arrangement with YMCA as our out of hours school care (OHSC) provider for a further 3 years.
- Continuing to manage the Schools finance & facilities to ensure we are operating efficiently & effectively.
- Overseeing our wonderful Canteen that continues to offer a fantastic choice of options for our students & staff.

Quality improvement planning

As the school had change in leadership, the improvement planning started with a review. In term 1, the data of previous years was reviewed and showed a very consistent growth pattern across the previous 10 years. This was shared with staff and the Education Committee.

The staff were aligned to teaching and learning teams with a focus on collaborative practices. As part of this, a review of the school's vision, values and programs was started.

The site improvement plan was scrutinised and re-written with an alignment to PLCs. Every PLC had a staff representative from each learning team to address consistency and continuity. The new plan has 3 main focus areas - Numeracy, Writing and Learner Agency. The school had not previously been involved in writing moderation and it is planned that staff will be trained in the Brightpath Writing program which will drive the writing component of the Site Improvement Plan. Numeracy will focus on the four operations in number ($+$, $-$, \div , \times). Learner Agency will focus on the process of learning and the involvement of students.

Student leadership was identified as an area for development in improvement planning. Processes were put in place to establish better strategies for students to lead the review, evaluation and improvement in 2021. We are focusing on building culture across the school and the students will be integral in identifying strengths and areas of improvement.

Staffing was scrutinised with a needs analysis completed. A 3 year plan was drafted with future projections considered to better establish a staffing profile that focussed on students, teaching and learning.

Improvement: Aboriginal learners

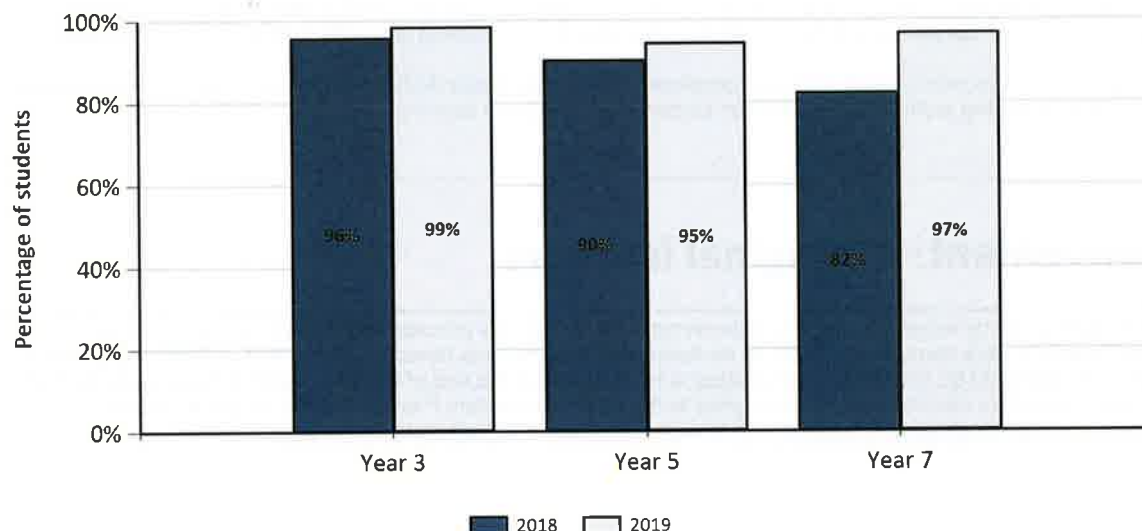
Aboriginal learners were included in the Site Improvement Plan. A review process was undertaken to ensure all Aboriginal Learners were correctly identified as an Administrative error was detected. By the end of 2020, there were 4 students identified as ATSI, one of which graduated to High School at the end of the year. Each of those students had a One Plan completed, or commenced, which aligned to the Site Improvement Plan and individual goals. Where appropriate, intervention programs were utilised to improve literacy and numeracy development.

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

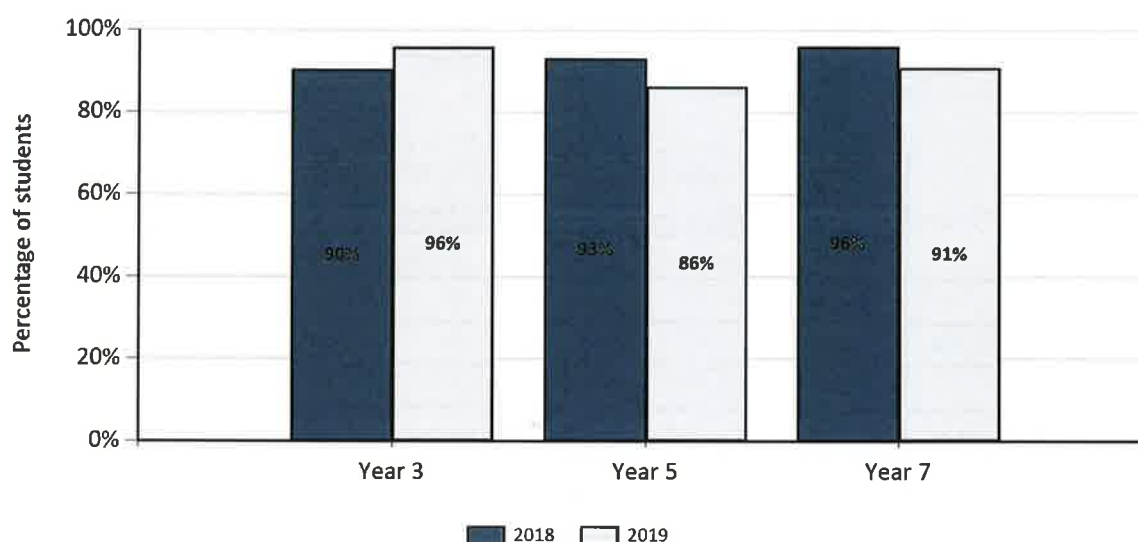


*NOTE: No NAPLAN testing was conducted in 2020.

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	28%	39%	25%
Middle progress group	62%	55%	50%
Lower progress group	10%	*	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%	23%	25%
Middle progress group	57%	52%	50%
Lower progress group	18%	26%	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	72	72	52	37	72%	51%
Year 3 2017-2019 Average	74.3	74.3	43.3	33.3	58%	45%
Year 5 2019	73	73	32	19	44%	26%
Year 5 2017-2019 Average	74.0	74.0	32.3	23.0	44%	31%
Year 7 2019	33	33	9	14	27%	42%
Year 7 2017-2019 Average	44.3	44.3	16.3	16.3	37%	37%

*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.

Behaviour support comment

Our behaviour data for 2020 reflected 1 external suspension, 1 internal suspension and 4 take homes. The district behaviour coach was engaged for one student in particular but worked with a number of families throughout the year. A number of students were involved in positive intervention processes with the school and parents, as well as positive intervention between leadership and classrooms.

Client opinion summary

The client opinion survey was conducted via the Governing Council. This was completed before the rollout of the new Departmental survey. The results of the survey were very pleasing with the notable observations being:

High level observations:

- We've seen a positive improvement in All 18 of the Satisfaction Statements (Question 4)
- Awareness and importance of HoMs (Question 5) remain pretty much the same.
- Very large increase in Confidence of the leadership team (Question 7)
- Large increase in satisfaction of how leaders manage issues (Question 8)
- Small decline in satisfaction of how teachers manage issues (Question 9)
- Increase in intent to finish school at WPPS (Question 13)
- Increase in the number of people seeking to be contacted directly

The comments were extremely positive, especially around leadership. The issue of consistent communication across the school was evident, something being addressed.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	12	10.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	52	46.8%
Transfer to SA Govt School	44	39.6%
Unknown	3	2.7%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

The history screening process is managed well. We have a dedicated SSO who collates and manages the data, which is checked and signed by the principal. All our volunteers are checked before starting in the school. The amount of checks diminished through the middle of the year due to COVID but started to increase by December.

School performance comment

Due to the pandemic restrictions placed on the school, and the decrease in attendance, collecting authentic data was a problematic task. NAPLAN was cancelled nationwide which meant the data used to track and measure growth was not available. However, we managed to complete the PAT Maths and Reading tests.

Our PAT Numeracy data showed high performance with the following percentage of students exceeding the Department for Education Standard for Educational Achievement (SEA) in each year level:

- 77% of year 7 students
- 85% of year 6 students
- 96% of year 5 students
- 99% of year 4 students
- 96% of year 3 students

Our PAT Reading data also showed positive results with the following percentage of students exceeding the Standard for Educational Achievement (SEA) in each year level:

- 73% of year 7 students
- 89% of year 6 students
- 91% of year 5 students
- 94% of year 4 students
- 99% of year 3 students

Our 2020 Year 1 Phonics Screening Test showed pleasing results with 75% of students scoring 28 or above which is a 14% improvement, compared to 2019.

We had many students access our intervention programs, MiniLit, MacqLit and QuickSmart maths and all students showed considerable improvement in their testing scores from the beginning of the program to the completion of the program.

In addition we have used a range of other data sets to inform teaching and learning, including; Running Records (up to level 30), Lexile Levels, Essential Assessment for ongoing maths assessment and Seven Steps for writing moderation.

Attendance

Year level	2017	2018	2019	2020
Reception	95.4%	95.3%	93.7%	92.4%
Year 1	94.7%	94.5%	95.0%	91.6%
Year 2	94.3%	95.6%	95.2%	93.0%
Year 3	95.3%	94.9%	96.1%	93.3%
Year 4	95.8%	95.2%	94.4%	92.3%
Year 5	95.1%	94.4%	95.8%	92.6%
Year 6	94.4%	95.9%	94.3%	91.9%
Year 7	93.8%	95.3%	94.2%	92.0%
Total	94.9%	95.1%	94.9%	92.5%

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

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

Attendance comment

Attendance was severely impacted by the Coronavirus pandemic. At the height of the pandemic we had 198 students attend in person and 320 attend via digital platforms. However, by the start of week 2 in term 3 we had 96% attendance and maintained a high rate for the remainder of the year. Family exemptions were extremely low as interstate and international travel was **suspended**.

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	The funding was used to put towards our Assistant Principal role to develop a whole school wellbeing approach to ensure consistency across classrooms and to support students who were having difficulties at school or home	Positive feedback by staff & students, this will be an ongoing process in 2021.
	Improved outcomes for students with an additional language or dialect	Two part-time EALD teachers were employed to work with students. Literacy development was the priority and the students worked in small year level groups.	Testing showed the student's literacy levels improved after involvement.
	Inclusive Education Support Program	Each student with a verification received their full entitlement of support. Each of those students had a One Plan completed and reviewed. The supplemental grant was used to support students yet to be verified.	Student's attendance and engagement was tracked, and academic testing completed.
	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	Across the school we ran 4 sessions of MiniLit and 7 sessions of MacqLit every week. This involved 44 students with intense literacy support. QuickSmart Numeracy was run for two terms to support Upper Primary students in mathematics although the continuity was disrupted somewhat due to COVID restrictions. Extra SSO staff were employed to work in Junior Primary classes to support individual students in their engagement and literacy development.	All students had an entry assessment and an exit assessment completed. Substantial growth was achieved by the students who engaged and completed the programs.
Program funding for all students	Australian Curriculum	Curriculum development was a priority however, time was spent on developing a hybrid online/face-to-face model of teaching. Planned training and moderation was cancelled and replaced with team planning and development.	A clear plan for 2021 was created, focussing on moderation and shared teaching.
	Aboriginal languages programs Initiatives	No funding received.	No outcomes to report.
Other discretionary funding	Better schools funding	We purchased online programs such as Essential Assessment, Smart Spelling and Literacy Pro to support curriculum development in Literacy and Numeracy.	This contributed to consistency in teaching and learning across classrooms.
	Specialist school reporting (as required)	Not Applicable	Not Applicable

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	40
Post Graduate Qualifications	15

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	27.9	0.0	8.0
Persons	0	32	0	11

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

Financial statement

Funding Source	Amount
Grants: State	\$4,112,865
Grants: Commonwealth	\$14,134
Parent Contributions	\$291,925
Fund Raising	\$24,463
Other	\$475,979

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

	Improved outcomes for gifted students	A maths Olympiad program was run every Friday for students with advanced mathematical abilities. Individual programs were designed for students to widen their knowledge.	The program was run remotely during the height of COVID to keep engagement up.
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