Woodville Gardens School B-7 and Inner West Birth to Year 7 Schl CPC

2016 Annual Report to the Site Community

Government of South Australia

Department for Education and Child Development

Woodville Gardens School B-7 Number: 1904

Inner West Birth to Year 7 Schl CPC Number: 1205

Partnership: Inner West

Name of School Principal: _____

Name of Governing Council Chair: _____

Date of Endorsement: _____

Site Context and Highlights
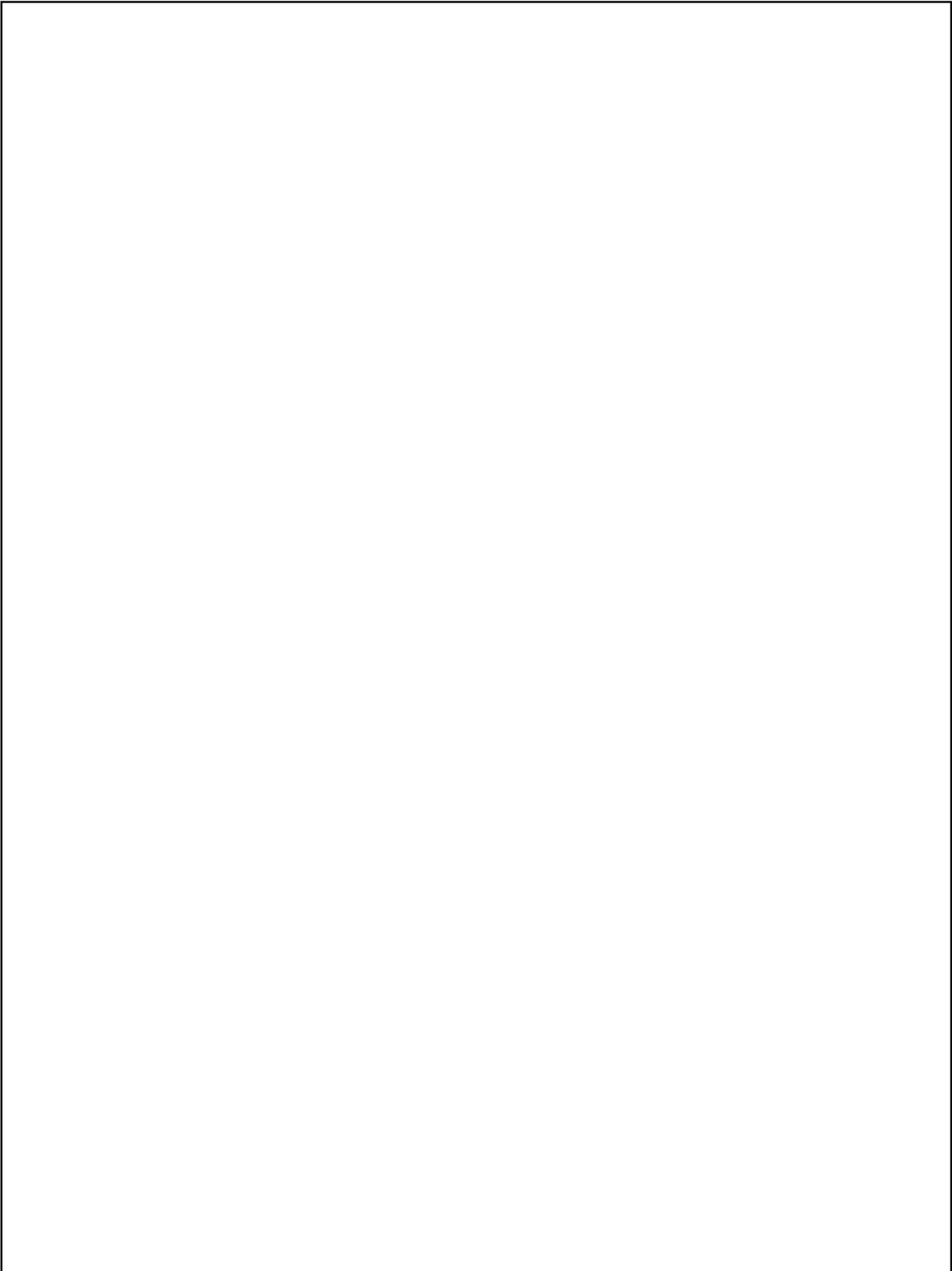
# Governing Council Report
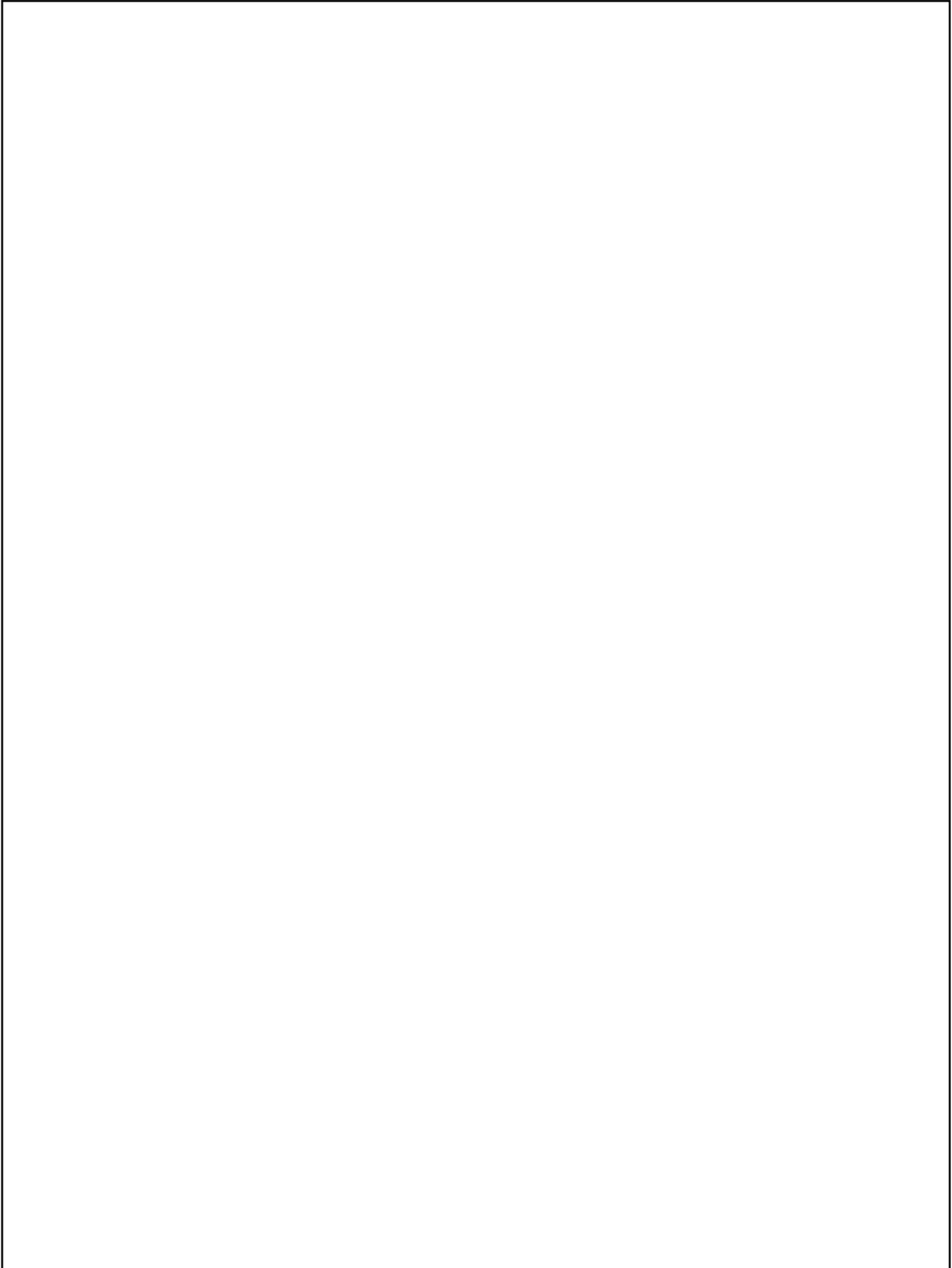
Quality Improvement Planning (Preschool)
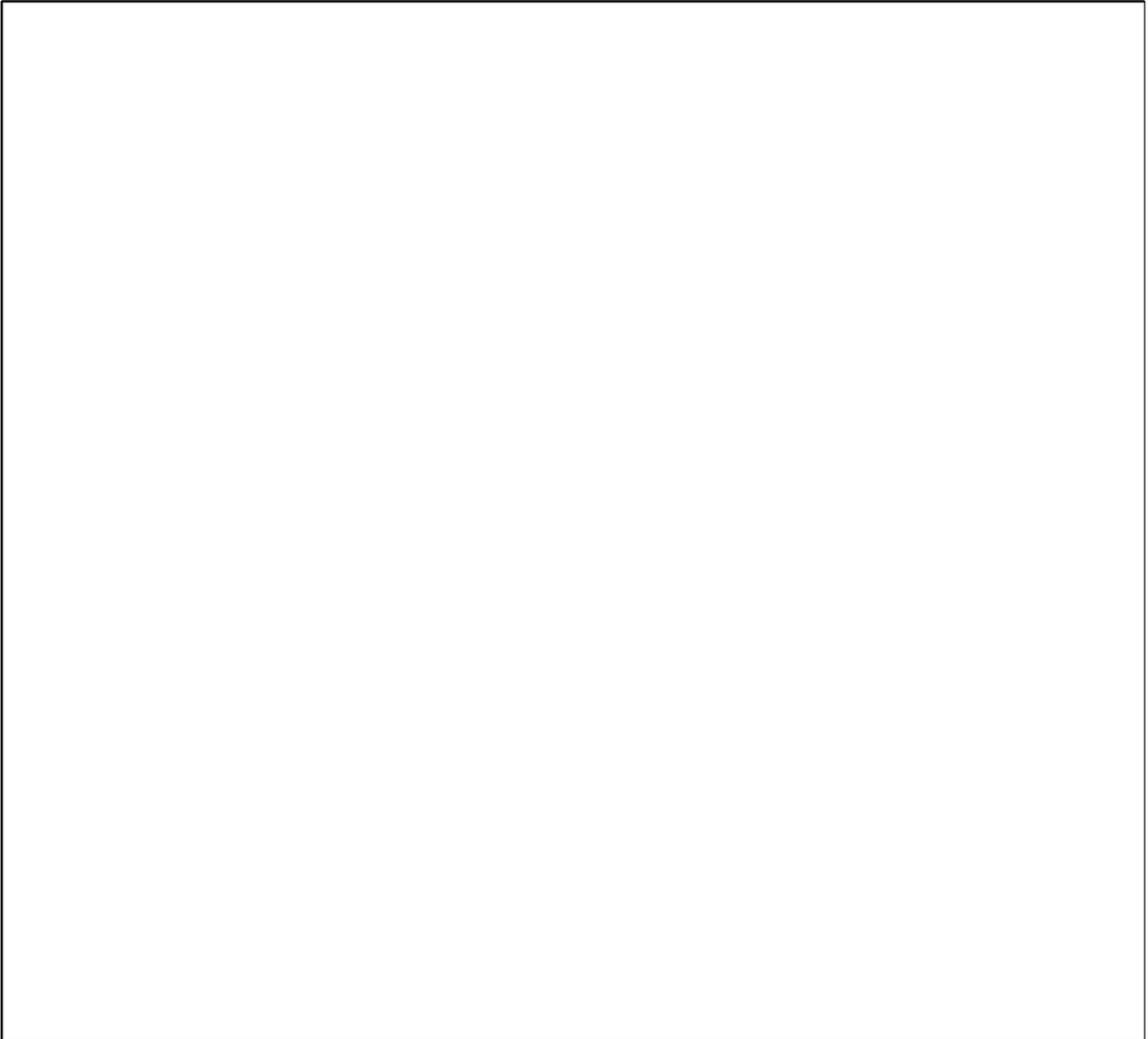
Improvement Planning and Outcomes (School)

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
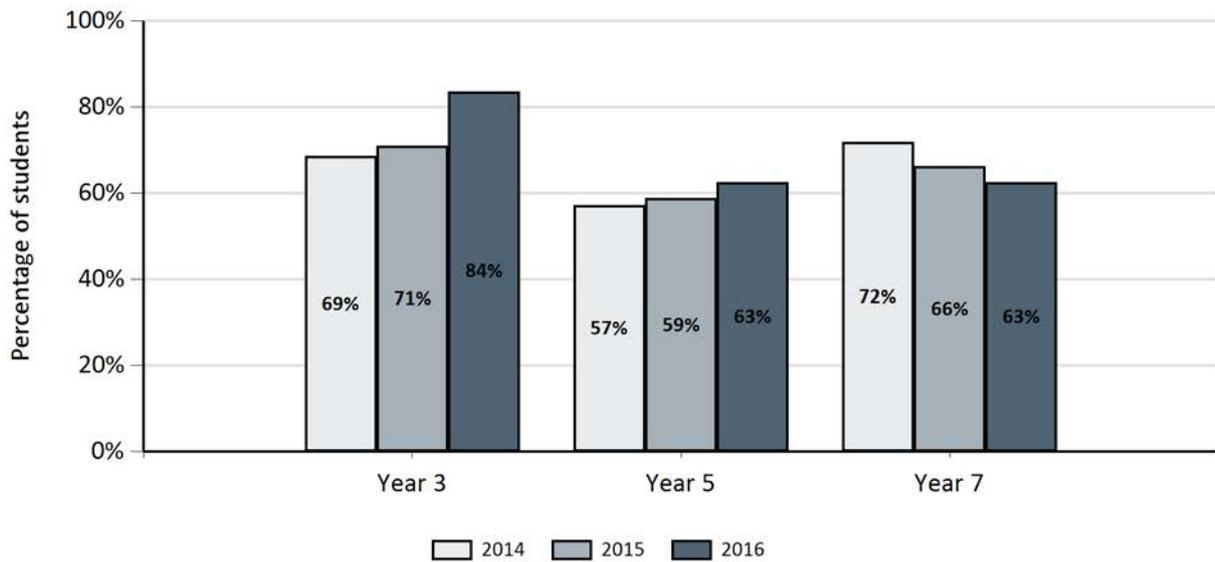
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
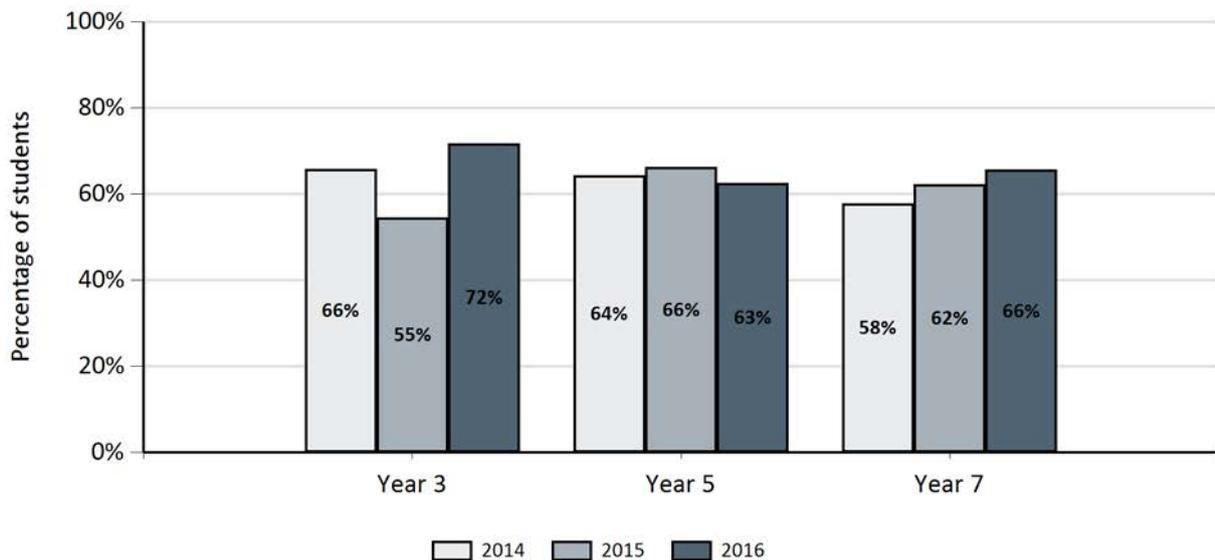
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	22%	19%	25%
Middle progress group	48%	56%	50%
Upper progress group	30%	25%	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	30%	25%	25%
Middle progress group	48%	59%	50%
Upper progress group	22%	16%	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	67	67	18	9	27%	13%
Year 3 2014-16 Average	64.0	64.0	17.7	8.3	28%	13%
Year 5 2016	72	72	14	7	19%	10%
Year 5 2014-16 Average	70.0	70.0	11.7	10.0	17%	14%
Year 7 2016	64	64	10	11	16%	17%
Year 7 2014-16 Average	67.3	67.3	13.7	11.7	20%	17%

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 Site nearest whole number.

School Performance Comment

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	85.4%	84.1%	80.7%	80.6%
2015 Centre	87.8%	83.3%	77.1%	77.9%
2016 Centre	90.5%	76.4%	81.3%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal.
Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	85.5%	90.1%	89.8%
Year 1	87.0%	86.6%	88.1%
Year 2	90.7%	89.4%	88.7%
Year 3	87.2%	91.2%	88.3%
Year 4	91.2%	91.1%	89.6%
Year 5	89.5%	92.1%	90.1%
Year 6	90.3%	91.0%	92.6%
Year 7	92.2%	90.1%	88.2%
Primary Other	89.8%	88.5%	87.0%
Total	89.1%	90.1%	89.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	96	107	109	108
2015	98	108	109	104
2016	84	89	91	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Behaviour Management Comment

Client Opinion Summary
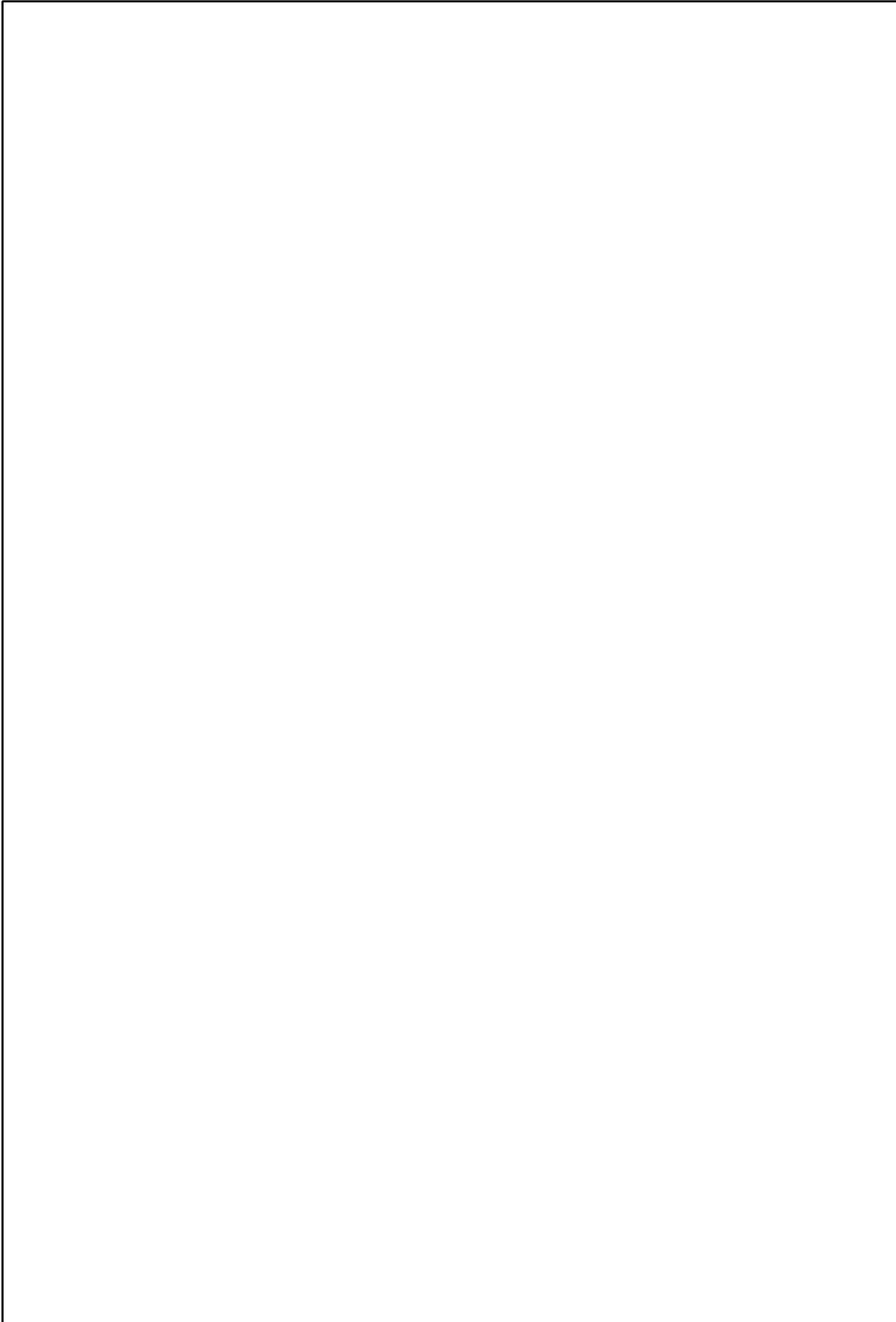
Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0457 - Walkerville Primary School	0.9%	0.0%	0.0%
0714 - Challa Gardens Primary School	0.9%	0.0%	0.0%
1273 - Pennington Junior Primary School	0.9%	0.0%	0.0%
1904 - Woodville Gardens School B-7	79.6%	95.3%	94.4%
8313 - St Dominic's Priory College	0.9%	0.0%	0.0%
8364 - St Paul's College	0.9%	0.0%	0.0%
9018 - St Margaret Mary's School	2.8%	0.0%	0.0%
9033 - Nazareth Catholic College	0.9%	0.0%	0.0%
9040 - St Francis School	0.9%	0.0%	0.0%
9042 - St Patrick's School	4.6%	3.7%	3.3%
9069 - Our Lady of Mount Carmel Parish Sch	1.9%	0.0%	0.0%
9070 - St Bernadette's School	0.9%	0.0%	0.0%
9089 - Whitefriars School	3.7%	0.9%	2.2%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	9	7.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	13	11.1%
Transfer to SA Govt School	93	79.5%
Unknown	2	1.7%
Unknown (TG - Not Found)	0	NA

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

Destination Comment

DECD Relevant History Screening

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	96
Post Graduate Qualifications	19

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	44.9	1.0	20.0
Persons	1	50	1	28

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

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy		
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities		
Improved outcomes for children with additional language or dialect		

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

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		
	Improved Outcomes for Students with Disabilities		
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding		
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.