# Woodville Gardens School B-7 and Woodville Gardens School B-7 Chn Ctr

**Government of South Australia**
Department for Education

## 2019 annual report to the community

Woodville Gardens School B-7 Number: 1904

Woodville Gardens School B-7 Chn Ctr Number: 1205

Partnership: Inner West

**Name of school principal:** Fiona Voigt

**Name of governing council chairperson:** Melissa Goddard

**Date of endorsement:** 10/2/2020

# Site context and highlights

Woodville Gardens School, B-7 Children's Centre Preschool is part of a vibrant learning community in the Western suburbs of Adelaide. The Children's Centre incorporates Child Care, Preschool, Speech pathologist 0-3years, a Community Development Officer and an Family Practitioner, both these services work across the site.

The preschool has had steady numbers over the last 4 years. The Westwood Redevelopment is reaching its final stages with the Woodville Gardens suburb the last to be redeveloped. This has had an impact on preschool and school numbers, with families relocated out of the area, houses demolished and new housing built.

The cohort of the preschool population has not changed, with cultural diversity being a strength; challenging our teaching and learning focus. Parents continue to support the preschool program and are active participants with their attendance at the annual concert a strong indicator of their commitment.

A strong foci is our assessing and reporting of children's learning. Twice per year we offer parents and caregivers the opportunity for individual interviews with the teaching staff. In term 2, of the 80 children enrolled, 57 interviews were conducted, in Term 4 60 interviews were conducted. We describe the children's learning through our site specific assessment tools, that shows distanced travelled. This was scaffolded through visual representation of their learning. Parents see and appreciate the distance travelled. We enlist the skills of our Bilingual assistants to truly reflect the learning and growth the children experienced during the year in multiple languages.

Children with special rights continue to receive support through the IESP program. They receive support by the preschool staff who work with Department Special Education services to provide individual programs.

We have continued with our "time together packs"; 80% of our families take advantage of the packs as literacy & numeracy tools to share with their children at home.

Enrollments at WGS, B-7 have stabilised, with approximately 530 at the start of each year. Transience is still significant as over 100 children have come and gone throughout the year, impacting significantly on our achievement outcomes.

Our value added programs, create points of difference for learners at Woodville Gardens School, B-7; during 2019 we entered three teams in the DebatingSA competition. This year the Years 6/7 students managed to rank 20th out of 89 teams with only 2 students experienced from 2018.

The Year 4 children's participation in the Wakakirri Competition, includes storytelling, dance and arts to present a theme. This year's theme of 'Sloth' gave us scope to engage with the impacts of technology on the activity of young people; winning the Story telling aspect of the competition was validating.

Our ongoing participation in the Lego League Robotics competition for a group of Year 5 children provided opportunity for them to develop the ICT skills of coding and programming the EV3 robots. In addition developing the collaborative skills needed to problem solve and create solutions to real world dilemmas such as inclusive use of parks and community spaces.

Students across the school have access to iPads and Laptops at unprecedented ratios in a Primary setting. Community have supported the establishment of an ICT levy which will be used to sustain this access in future years.

The annual 'Showcase of the Arts' placed a spotlight on the talents of both staff and students, with those who participate in the Visual Arts and Instrumental Music program, WGS Band and choir taking to the stage to the delight of their families and friends. The Gallery Walk and 'The Woodies' Portrait Prizes placed a focus on the creativity of our younger students.

The winning of a PA&E Council grant to create a culturally inclusive entrance to the Children's Centre has created significant community acknowledgment and celebration of Aboriginal Culture and Language. A dedication assembly with Kaurna Elder, Michael O'Brien sharing his knowledge and welcome to country was a focal point.

2019 has seen two specific Site Improvement goals as levers for change of practice in Literacy. The implementation of an Early Years Phonics program, Initialit as a cornerstone to one of SIP Goals. The impact has been significant with an increase of 200% of children achieving the phonics benchmark. Responsive to the needs of our EALD data, Years 2-7 learners have focused on improving the complexity of sentences devised, mastering understanding of Grammatical rules and meta-language they need to create texts across a range of genres with intent and purpose. Analysis of NAPLAN and Language & Literacy Scales establishes baseline data.

Our staff farewells were significant this year as we acknowledge the contributions on inaugural members of staff in Carla Zarlegna, Assistant Principal and Sandy Allen, ACEO.

# Governing council report

This year has seen Governing Council refresh with a new membership of four new parents after many of our longstanding families had their last child graduate in 2018. Our Governing Council of 2019 reflects the cultural diversity of our school community.

A key achievement has been the establishment of an OHSC service which the school community have been requesting for several years. This process saw several tenders apply for the service, with the YMCA being the successful applicant. The process itself was significant; with the panel considering the experience, the support and delivery as key parts of the application. The cost to families was a major consideration and how families could be supported to access subsidy. The Service started at the beginning of Term 3 and has continued to grow in numbers. Vacation care averages 13 enrollments, whilst the before school service caters to 8 and after school between 12-14 children.

A focus for 2019 has been to make the role of Governing Council purposeful; with fundraising an opportunity for Governing Council to work with staff. We used the federal election as our first project, running a barbecue. The positive was the number of staff and families who turned up to support the project. Sports day was a greater success with a small group of governing council selling the produce of the kitchen garden, muffins, biscuits and the greens, grown in the garden. No doubt as Governing Council grow in confidence the role of the Fundraising Committee will expand.

Governing Council has also established an OHSC Committee that will serve to ensure that there is ongoing communication between council and the third party provider, YMCA. This committee is scheduled for meetings in the weeks preceding Governing Council meetings, with our first meeting held in November.

A review of the Canteen menu against the 'Rite Bite" Strategy by Governing Council has seen a change in the foods available through the canteen. Greater emphasis has been placed on the 'Green" -everyday foods. There has been clear message from Governing Council that Red foods should not be on the menu and Orange foods are carefully managed. There was also monitoring of the portion sizes for both foods and drinks.

A future action is to access training for Governing Council membership so they have clarity about their responsibilities and role in working with community, this has been shared with the business manager to schedule for 2020.

The school is nearing its 10th year anniversary with ideas to celebrate being floated including a new entrance off of Ridley Grove to compliment the work that the Community Development Officer, Gloria Debba has done to make the Murchison entrance more welcoming an inclusive. Governing Council were proud to endorse a culturally inclusive project that will make families feel value as they come into the school.

I would like to thank all Governing Councilors for their support during 2019.
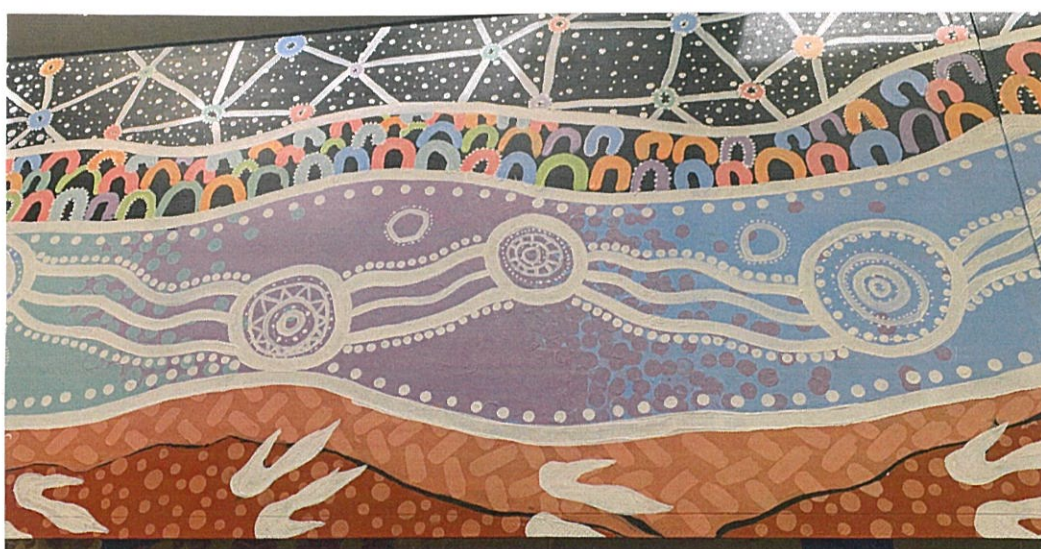
# Quality improvement planning (Preschool)

The Quality Improvement Plan has guided the way forward in 2019.

Oral language and vocabulary development has been our goal, this goal dove-tailed into the school's site learning plan, for continuity of teaching and learning.

Throughout the year we undertook a series of "Learning Sprints", a before and after view of children's understanding of a group of words chosen from the "book of the week". We worked alongside of the speech pathologist to pick out Tier 1 and Tier 2 words. We worked with children intensively within their preschool session. The sprints indicated was that with repetition, familiarity, all the educators exploring the same words, the children's use of targeted words developed and the evidence showed the children were using the words in everyday communication and in the right context.

Family participation increased throughout the year with the various programs on offer. Woodville Gardens preschool has been involved in the "Paint the Town Read" through the persona doll of Parker the Pelican. Each child is able to take "Parker' home over night to share with their family. Families are then encouraged to take photos and upon the return of Parker from the children's home adventure, these are presented in a scrap book along with stories of the adventure. This encourages oral language both within the preschool and the family.

The preschool educators were involved in Pedagogical Documentation and a key element has been working as part of the partnership to refine our documentation. 2020 will see a formal engagement in coaching conversations with Alma Fleet.

The 2020 QIP has been created with the following Goals:
1. Improve and Extend Oral Language
2. Continue to build upon children's creativity and dispositions of curiosity.

# Improvement planning - review and evaluate (School)

In our final year before being reviewed for a second time, the DfE improvement cycle has created renewed rigor in our processes. Staff have seen those processes introduced at a site level in previous years as congruent with those at a systemic level - validating previous attempts to create momentum and coherence.

Goals 1& 2 of the Site Improvement Plan were implemented across the site with Goal 3 being in a research and planning phase. Goal1 targeting the schools 2018 Phonics and Running Records data, with less than 50% of Year 1 and 2 learners achieving Standard of Educational Achievement (SEA). Goal 2 is responsive to the historical writing achievement data and the demographic data, where EALD learners required targeted instruction to improve sentence structure and word choice. Not having the oral language expertise of English as a First Language speakers to draw upon, learners have needed to have the elements of a sentence broken down for them in order to develop control over their expressive language skills and understanding.

A key action for Goals 1 & 2 was engaging with expertise external to site. Goal 1 incorporated the implementation of a commercial phonics program and Goal 2 engaged staff in developing their expertise in Functional Grammar. The commitment by classroom teachers in the implementation of the approaches has required significant change of practice by all. The integrity of staff engagement has been significant; many putting aside their scepticism; understanding that in order to change the outcomes for learners requires a change of practice that is closely monitored and reviewed during each of the phases of improvement.

WGS has previously deployed Learning Sprints as a model of Action Research to create reflective and responsive practice by staff. Compliance was achieved but lacked authentic engagement, as purpose wasn't evident; 2019 with the clear goals and success criteria created the conditions for staff to implement new strategies and then capture and measure the impact. Classroom teachers ran two Learning Sprints interspersed between injections of Professional Learning. Staff were buoyed by the opportunity to implement new practice and then reflect upon the success in quick time. These mini cycles of review sat with the Steps 3 & 4 of the broader Improvement Cycle. Mid-year review showed that the staff engaged with both Goals were experiencing significant successes; however as groups they were voicing significant perceptions of feeling overwhelmed. Students progressed at greater than expected rates confirmed by using a range of measures eg. SPAT-R, Language & Literacy Levels  to validate teacher perception. Students were on track to achieve the targets and success criteria for each of Goal 1&2.

Non-referenced data collection (Phonics Screen, Running Records, PAT-R and NAPLAN) was used during data analysis at the review phase. Step 5: Review and Evaluate considered the data at a range of levels eg Big Picture analysis of achievement and progress considering the impact of strategies on cohorts, year levels etc. to Individual Student Analysis. Staff were challenged to reflect upon: "What questions/ hypotheses are you composing about your children's progress and achievement?" and "What are your wonderings; what information do you have that will allow you to explore your thoughts/hypotheses? Staff used a range of data sets to map student progress against SEA, identifying those who had achieved, exceeded, progressed and not achieved / progressed as expected. This analysis has supported the refinement of Targets and Success Criteria for the next iteration of improvement.

The introduction of the Power Bi app and Dashboards was trialled during this phase.  2020 will see greater focus on Success Criteria.

# 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.
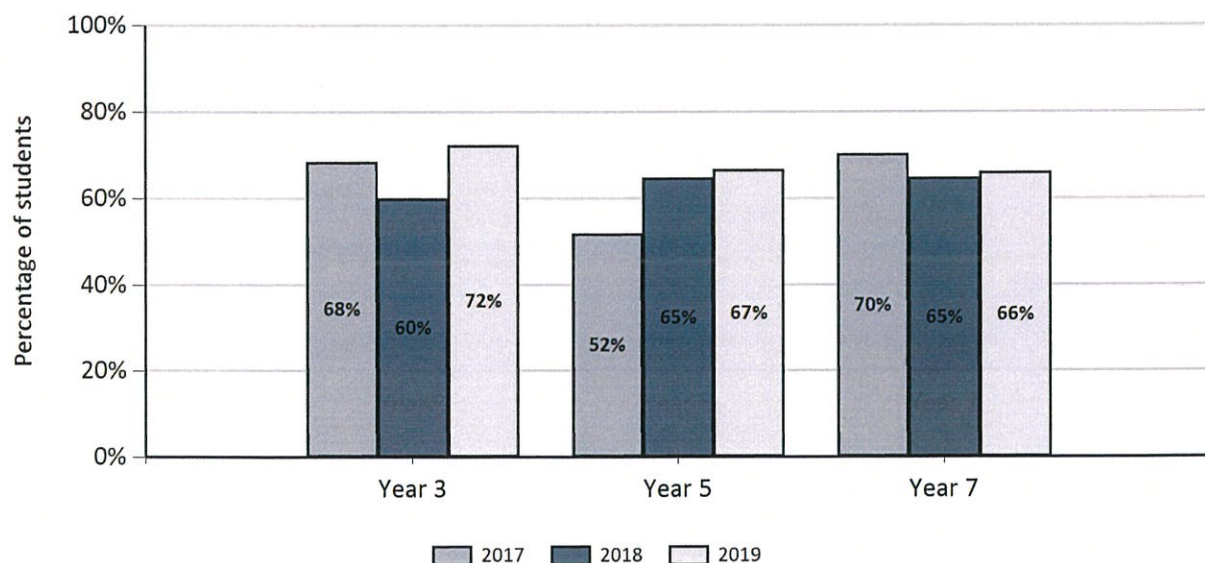
## Reading
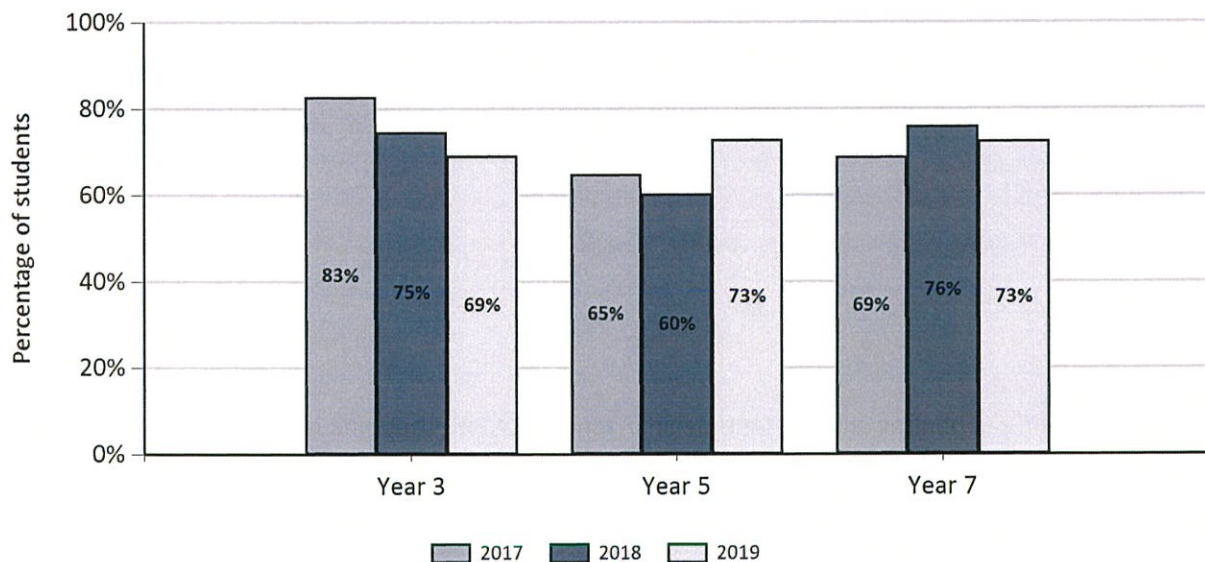


Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



Data Source: Department for Education  special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*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 2019 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 | 27% | 26% | 25% |
| Middle progress group | 50% | 58% | 50% |
| Lower progress group | 23% | 16% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*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 | 28% | 33% | 25% |
| Middle progress group | 49% | 52% | 50% |
| Lower progress group | 23% | 14% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*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 | 65 | 65 | 21 | 10 | 32% | 15% |
| Year 3 2014-16 Average | 72.0 | 72.0 | 21.0 | 12.0 | 29% | 17% |
| Year 5 2019 | 81 | 81 | 18 | 14 | 22% | 17% |
| Year 5 2014-16 Average | 67.7 | 67.7 | 13.7 | 7.3 | 20% | 11% |
| Year 7 2019 | 62 | 62 | 12 | 13 | 19% | 21% |
| Year 7 2014-16 Average | 69.0 | 69.0 | 12.0 | 11.7 | 17% | 17% |

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2019.
^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

Numeracy: In their first year of NAPLAN, 88% of Year 3 students achieved at or above the National Minimum Standard. This equates to 72% achieving the Standard of Educational Achievement.15% of students achieved in the top two bands, with 12% achieving Band 5 and 3% achieving Band 6+. Year 5 Numeracy: 67% of students achieved at or above SEA, up 2% from 2018; however, 18% of students achieved in the top two bands. This is a 10% increase on 2018 results and a 12% increase on 2017's results. In Year 7 Numeracy, 66% of students achieved at or above SEA, down 4% since 2017; however, 21% of students achieved in the top two bands compared to 15% in 2017. Writing: Our Year 3 students performed well in Writing, with 90% of students achieving at or above the National Minimum Standard, with 37% achieving in the top two bands. This result indicates that the school's goal targeting improving students' writing at word, sentence and text levels is effective in yielding positive growth in students' expressive language skills. Similarly, in Year 5 86% of students achieved at or above the National Minimum Standard, an increase of 7% on 2017 figures. 15% of students achieved in the top two bands. 87% of Year 7 students achieved at or above the National Minimum Standard in Writing, a 1% increase on 2017 results; however, there was a decline in the percentage of students achieving in the upper two bands (8% compared to 16% in 2017). In Year 7 Writing, 85% of students achieved at or above the National Minimum Standard, down 2% on last year with a 1% increase on 2017 results. 16% of students achieved in the top two bands or above, a 4% increase since 2017. Reading: 87% of Year 3 students achieved at or above the National Minimum Standard, 6 percentage points lower than 2018; however, 32% of students achieved in the top two bands, an overall higher gain than in 2018. Year 5 Reading results were positive with a gain of 5% on 2017 results. 22% of students achieved in the upper two bands or above. This is down 3% since 2017. In Year 7, 93% of students achieved at or above the National Minimum Standard, an increase of 14% since 2017. 20% of students achieved in the upper two bands or above for their year level.

In summary, results over the last three years from 2017-2019 in relation to students who have demonstrated achievement in NAPLAN proficiency bands at or above the Standard of Educational Achievement, indicate the following:
• Reading: a 14% decline in Year 3; an 8% increase in Year 5, and a 4% increase in Year 7.
• Numeracy: a 4% increase in Year 3; a 15% increase in Year 5, and a 4% decrease in Year 7.

With the introduction in junior primary of the InitiaLit program and the very positive results it has yielded in developing essential early literacy skills, there is a strong indication that this will translate into better learning outcomes for students in reading. Similarly, there is a continuing need for strengthening students' reading and numeracy skills across the school with targeted, explicit teaching and revision of concepts.
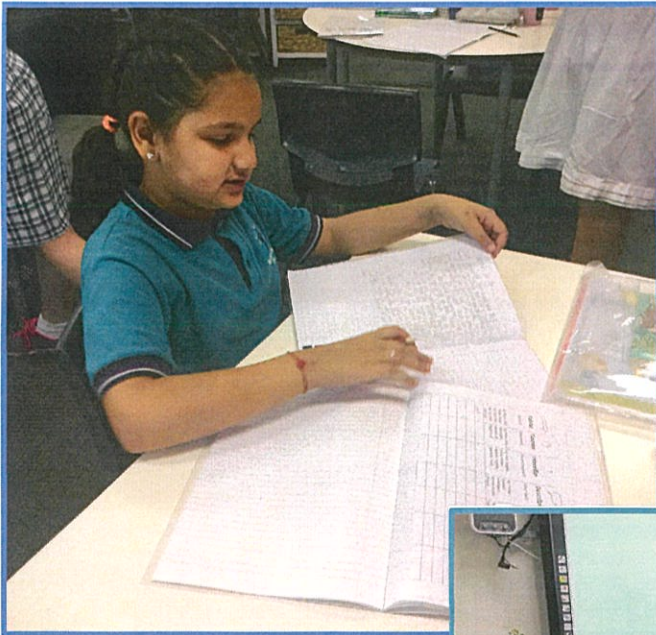
# Preschool attendance

| Year | Term 1 | Term 2 | Term 3 | Term 4 |
|------|--------|--------|--------|--------|
| 2017 centre | 89.6% | 90.7% | 80.8% | 84.5% |
| 2018 centre | 84.5% | 82.7% | 82.2% | 84.3% |
| 2019 centre | 80.6% | 84.9% | 83.8% | 71.8% |
| 2017 state | 90.5% | 88.2% | 85.9% | 87.2% |
| 2018 state | 90.7% | 88.3% | 87.0% | 87.2% |
| 2019 state | 90.3% | 87.4% | 85.8% | |

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.

# School attendance

| Year level | 2016 | 2017 | 2018 | 2019 |
|------------|------|------|------|------|
| Reception | 89.8% | 87.3% | 90.8% | 85.9% |
| Year 1 | 88.1% | 86.1% | 86.5% | 89.6% |
| Year 2 | 88.7% | 88.4% | 87.3% | 88.4% |
| Year 3 | 88.3% | 89.6% | 88.5% | 87.7% |
| Year 4 | 89.6% | 86.1% | 91.1% | 87.3% |
| Year 5 | 90.1% | 88.3% | 86.4% | 86.6% |
| Year 6 | 92.6% | 89.7% | 88.2% | 86.8% |
| Year 7 | 88.2% | 89.2% | 89.8% | 88.6% |
| Primary Other | 87.0% | 87.4% | 89.1% | 88.4% |
| Total | 89.3% | 88.1% | 88.7% | 87.6% |



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

# Attendance comment

Preschool-
Our sign in/out sheets accurately record attendance; we encourage parents to ring through and report attendance issues.
If a child does not attend for more than 2 days in a row with out the staff being advised, the Assistant Principal - Preschool ring and make enquirers.
Sometimes if work schedules/ life circumstances have changed, there is a need to be flexible and offer alternate sessions with in ratio. Because of the multicultural nature of our community many, families travel overseas to visit extended families, this does have an impact on attendance.

The schools attendance data remains below the State target with a slight decline for the fourth consecutive year. The decline of 0.9 % could be considered minimal but the trend is downwards with on overall decline of 1.7% over the past four years.
The students with Habitual attendance issues total 60 children. These children are closely monitored by class teachers, Wellbeing Leaders with Educational Office staff.

# Preschool enrolment

| Year | Enrolment by Term | | | |
|------|--------|--------|--------|--------|
|      | Term 1 | Term 2 | Term 3 | Term 4 |
| 2016 | 82 | 89 | 91 | 94 |
| 2017 | 76 | 80 | 79 | 78 |
| 2018 | 71 | 74 | 74 | 76 |
| 2019 | 81 | 85 | 85 | 86 |

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.

# Preschool enrolment comment

Our enrollments have been steady, with a slight increase in Term 2 which enabled us to employ another a .6 teacher, this enabled us to be more flexible with our sessions times to accommodated parent needs. The centre was capped at 80 children down from the 95 of 2016, which has impacted your future enrollments in the schooling sector.

# Behaviour support comment

In 2019 a whole school program to support wellbeing was introduced - Bounce Back!  This program has been an integral part in the explicit teaching of social and emotional skills and anti-bullying strategies. This is our Wave 1 intervention. We have seen a reduction overall in high level behaviours across the school. New enrollments have impacted significantly on behaviour management data as these students have highly complex needs, which the school needs to address.  Student led lunchtime activities have had a positive impact on yard behaviour - activities have provided structured, supervised activities for disengaged students.
Working with families during re-entry and regular case meetings ensures a coordinated, collaborative approach to successfully engage students. Working with agencies (DfE and other support agencies) has again had a positive impact on overall wellbeing for identified students at risk.  Approximately 100 students have had intervention at a Wave 2 and 3 level.

# Intended destination from Preschool

| Feeder Schools (Site number - Name) | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|
| 9089 - Whitefriars School | 2.0% | 4.0% | 2.0% | 8.5% |
| 1904 - Woodville Gardens School B-7 | 94.0% | 79.0% | 91.0% | 74.4% |

NOTE: The data is collected in Term3. 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), Term3 2019 collection.

# Intended destination from School

| Leave Reason | Number | % |
|---|---|---|
| Employment | 0 | NA |
| Interstate/Overseas | 16 | 11.1% |
| Other | 1 | 0.7% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 10 | 6.9% |
| Transfer to SA Govt School | 109 | 75.7% |
| Unknown | 8 | 5.6% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

# Destination comment

Preschool- Destination data has remained steady though out the years., with the majority of families from preschool choosing WGSB-7, Parents who do not choose to send their child to WGS do so on religious grounds. Another concern was the lack of before and after school care but this has been resolved by an OSHC being established in Term 3 2020.
Most students departing Woodville Gardens, B-7 throughout the year do so as their families relocate to differing suburbs and towns based on housing availability or moving closer to work.
Graduating Year 7 students predominately enroll in Woodville Gardens School or seek specialist programs in schools such as Adelaide High.

# Relevant history screening

All staff have maintained the appropriate screening with the exception of two non-teaching staff who were directed from site due to elapsed certificates. Both had received the reminders but had failed to respond in a timely manner due to overseas travel and issues created by being born overseas.
All teaching staff have made the transition from having their screening occur as part of their registration process to the separate on-line system.

# 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 | 74 |
| Post Graduate Qualifications | 22 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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 | 1.0 | 45.6 | 1.0 | 18.8 |
| Persons | 1 | 50 | 1 | 33 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

# Financial statement

| Funding Source | Amount |
|---|---|
| Grants: State | $7 700 603.77 |
| Grants: Commonwealth | $30 903.00 |
| Parent Contributions | $215 614.00 |
| Fund Raising | $6850.00 |
| Other | $26 763.06 |

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

**Woodville Gardens School Birth to Year 7
Governing Council election information**

| 2019 WGS Councilors: | Election Year | Status |
|---|---|---|
| 1. Melissa Goddard | Elected 2019 | Continuing |
| 2. Emma Archer | Elected 2019 | Continuing |
| 3. Thi Reth Kim | Elected 2018 | Continuing |
| 4. Chheang Mok | Elected 2019 | Continuing |
| 5. Viji | Elected 2019 | Continuing |
| 6. Leanne Jones | Elected 2018 | Position Vacant |
| 7. Wenhai Sun | Elected 2017 | Re-election / Position Vacant |
| 8. Amy Habibovic | Elected 2018 | Re-election / Position Vacant |
| 9. Glenn Clifford | Staff Representative | Position Vacant |
| 10. Tamsin Dickson | Staff Representative | Continuing |
| 11. Leonie Biglow | Staff Representative | Continuing |

WGS Council Membership - 15 positions
Principal as an ex officio member
8 elected parents of the school
3 staff representatives
3 Community members (up to)