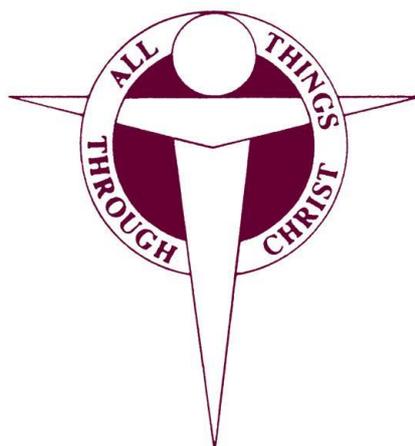


Waikerie Lutheran Primary School



*2014 School Performance
Information Report*

Waikerie Lutheran Primary School

2014 School Performance Information Report

As part of our funding agreement with the Australian Government, we are required to ensure that specific 'School Performance Information' is made publicly available to the school community. This collated information which relates to the 2014 school year, appears in this report under the headings specified by the Australian Government.

If you have any questions regarding this information please feel free to contact the Waikerie Lutheran Primary School Office to make an appointment to see the Principal.

CONTEXTUAL INFORMATION

Waikerie Lutheran Primary School is located in the Riverland of South Australia, approximately one hundred and seventy kilometres from Adelaide. The region is primarily farming, with citrus, vineyards and stone fruit existing along the river. The population of Waikerie and surrounding districts is approximately 4,000.

Waikerie Lutheran Primary School is classified as having a SES score of 89, mid-ranking on the scale of disadvantage. The student enrolments from Reception to Year 7 at the end of 2014 were 121; 67 females and 54 males, with the student numbers being greater in the junior end of the school. The student cohort is primarily mono-cultural.

PROFESSIONAL ENGAGEMENT MEASURES

1. STAFFING ATTENDANCE

The average attendance rate is an indicator of the time required to be at work that is actually spent at work. The larger the percentage figure the less time is spent away from work due to illness, carers leave, bereavement leave, short term parenting leave and the like. It does not account for staff on long term leave for reasons such as maternity leave, long service leave etc. where a replacement employee has been contracted to fulfil this person's duties.

The average attendance rate of staff (teaching and non-teaching) at Waikerie Lutheran Primary during 2014 was 98%

2. TEACHER RETENTION

When comparing the retention rate of teachers between 2014 and 2015, the changes to occur were:

- Increase of 8 hours to Learning Support staff (a continuing appointment made for 20 hours per week, replacing 12 hours per week)

It should also be noted that teachers who are engaged as supervisors to replace teachers who are ill (TRTs) and those on replacement contracts to fill in for those on long service leave or maternity leave

etc, are not included in the calculation. They do not form part of the permanent teaching staff and would be expected to leave when the teacher they are replacing returns from leave.

3. TEACHER QUALIFICATIONS

All teachers at Waikerie Lutheran Primary School meet full accreditation requirements for the Teacher's Registration Board of South Australia. All Teachers of Christian Studies have also completed their accreditation status to teach in Lutheran Schools. At this point in time Waikerie Lutheran Primary School does not employ any indigenous staff, teaching or otherwise.

Below is a listing of all qualifications held by our teaching staff:

➤ Diploma of Education	3
➤ Graduate Diploma of Teaching and Learning	1
➤ Bachelor of Education	7
➤ Bachelor of Early Childhood Education Honours	1
➤ Graduate Diploma in Theology	4
➤ Graduate Certificate in Theology	5
➤ Master of Education	1

Below is a listing of all qualifications held by our support staff:

➤ Certificate 3 in student support	3
➤ Certificate 4 in student support	3
➤ Certificate 3 in children's services	1

4. EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All teachers at Waikerie Lutheran Primary School are required to be involved in professional learning activities. These take a variety of forms from whole staff professional development, specific curriculum focus activities for whole staff, and attendance at workshops, seminars and conferences for individuals or small groups of teachers.

While associated costs can be identified for most of these activities, there are many for which it is not possible to allocate a cost. Teacher professional development activities that are not costed include:

- The ATSiL appraisal process
- Mentoring of new staff
- Induction of new staff
- Mentoring practicum teachers
- Out of hours meetings to review curriculum, assessment etc
- Membership on advisory committees

In 2014, the average expenditure per teacher on professional development was \$1702. This figure is based on the number of recorded days where teachers attended training and development, multiplied by

the cost of employing a replacement teacher and divided by the number of full time equivalent teachers on staff.

This calculation does not include the privately funded professional learning activities undertaken by teachers who are engaged in post graduate studies and other courses. Nor does it include travel costs incurred by staff in order to attend conferences and workshops, or the school's commitment to providing professional learning activities for its non-teaching staff.

In 2014, Waikerie Lutheran Primary School undertook a professional learning week for the first time at the end of the first semester. This was to take advantage of the opportunity to join our sister schools St John's Lutheran Primary School, Eudunda and Good Shepherd Lutheran Primary School, Angaston. In this learning week, all teachers were invited to undertake two workshops: 'Differentiation in literacy in the PYP' and 'MLats' courses to complement our whole school focus on numeracy.

All teachers also joined Loxton Lutheran and Glossip Christian School for professional development in the Australian Curriculum. Three teachers went to Thrass workshops (spelling program) to train them in this whole school approach and our two teacher coaches attended a Robert J Marzano workshop to support them in their coaching journeys. Two teachers also attended the Asia pacific IB PYP conference in Singapore, to keep abreast of the developments in the PYP system.

Implementing the Australian Curriculum in multi-age classes will also be a focus for 2015, with a great opportunity for staff to develop professionally in a teaching team of two, Year 2/3 classes. Staff are also looking forward to setting goals for improvement using the *Australian Institute for Teaching and School Leadership (AITSL)* standards and practices and having these monitored to measure their professional development and continuous improvement in this field.

KEY STUDENT OUTCOMES

5. STUDENT ATTENDANCE

The percentage figure for the average student attendance rate shows the proportion of days that each student, on average, attended school over the whole year (the higher the percentage, the smaller the number of days that students are absent from school). In 2014, the average attendance rate was 93%. Below is a breakdown of attendance by year level: -

Reception:	93%
Year 1:	93%
Year 2:	95%
Year 3:	91%
Year 4:	93%
Year 5:	92%
Year 6:	94%
Year 7:	90%

It must be acknowledged that a high number of our students travel to school by the DECD buses. This means that when the public schools incur a pupil free day many students travelling to school by bus have no means of getting to school; four such days occurred in this year. Many families can only take their

annual leave due to seasonal factors that affect their work, so term time is the only option for them to take holidays.

PROPORTIONS OF STUDENTS MEETING NATIONAL BENCHMARKS

The following chart expresses the percentage of students in Years 3, 5 and 7 who achieved national benchmarks for Reading, Writing and Numeracy for 2013 and 2014. Given the size of the cohorts (class numbers) of children at each year level, one child below a benchmark can generate a percentage variation of up to 10%.

Where there are less than 5 students within a class the percentage of students achieving benchmarks will not be available to protect the anonymity of those children (NA will be displayed).

Waikerie Lutheran Primary School encourages all children to sit these tests.

% students who achieved National Minimum Standards										
	Reading		Writing		Spelling		Punctuation & Grammar		Numeracy	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Year 3	100	72.7	100	90.9	100	81.8	100	90.9	100	63.6
Year 5	100	92.9	70	64.3	82	85.7	100	92.9	100	100
Year 7	NA	87.5	NA	100	NA	100	NA	100	NA	87.5

6. CHANGES IN BENCHMARK RESULTS FROM THE PREVIOUS YEAR.

The following chart indicates the statistical variation when comparing the 2014 results with those of 2013. It should be noted that **variations will occur** as the same cohort of students was not tested in each of the two years. Any meaningful comparison is therefore difficult to make. A more useful exercise would be to do a longitudinal study of a specific group of students as they move through the school (i.e. a comparison of their performance at Year 3, Year 5 and Year 7). Such a comparison is made in the table below, where 2 groups of children are tracked:

1. 2012 Year 3s / 2014 Year 5s
2. 2012 Year 5s/ 2014 Year 7s have their benchmark results compared.

Comparison of the Student Cohort Results (% students passing benchmarks) Over a Two Year Period										
	Reading		Writing		Spelling		Punctuation & Grammar		Numeracy	
	2012	2014	2012	2014	2012	2014	2012	2014	2012	2014
Year 5 cohort 2014	100	92.9	100	64.3	100	85.7	100	92.9	93.3	100
Year 7 cohort 2014	100	87.5	89.9	100	100	100	100	100	89.9	87.5

It needs to be pointed out that new students to the cohort, as well as students leaving the school will affect performance comparisons in any 2 year period (up to 10% per student). Students with learning needs as well as students without any learning difficulties take the NAPLAN tests, and the above results are an average of the year level.

Teachers look at individual student results then the entire class to see if there are consistencies which need to be addressed through professional learning. Results are unique to individual children and are addressed through Negotiated Educational Plans or an Individual Education Plans.

7. VALUE ADDED

The term 'value added' relates to those areas of school activity which go beyond the statutory curriculum requirements expected of schools. Waikerie Lutheran Primary School adds value to the educational experience of its students and the experience of the wider school community by its ethos, culture and environment, and by the opportunities provided. Listed below are a range of examples of activities undertaken during 2011 that added value to the educational experience at Waikerie Lutheran Primary School.

➤ Spiritual Development

- Daily Staff Devotion
- Staff Bible Study
- Daily Class Devotions
- Weekly School Chapel services (hosted by classes on a rotational basis)
- School Chaplain
- Christian Studies discussions at staff meetings

➤ Curriculum Related Activities

- Primary Years Program of the International Baccalaureate (inquiry curriculum)
- Spelling and Reading Intervention programs with additional classroom assistant support
- Classroom support for all students to assist all learners on their learning journeys
- In-School Specialist support (school audit of students with learning difficulties)
- Preliminary Vision screening
- Educational specialists visits (on a needs basis)
- Specialist Visual Art Lessons
- Specialist LOTE Lessons - Indonesian
- Specialist Music lessons
- Swimming lessons (9x lessons in Term 4)
- Riverland Music Festival Choir
- Student Parliament (Student Representation by Year 6/7)
- Scholastic Book Fair and Book Club
- Premier's Reading Challenge
- Premier's Be Active Challenge
- Uni of NSW Competitions - Science, Maths, English, Spelling, Computing
- Book Week celebration
- Upper Primary leadership program (and biannual excursion)

- Negotiated Education Plan Meetings with parents for students with learning difficulties
- 3 Sports days
- Buddy activities (different class year levels working together at various times throughout the year)
- Transition - Kindergarten to school visits; Year 7s high school visits
- Recycling - paper, plastic bottles etc
- Solar energy collection feeding into the grid
- Year 6/7 Exhibition
- Cricket, tennis and golf clinics
- Social skills programs for students with an identified need

➤ **Community**

- Parent Information evening
- Voluntary Parent/teacher sharing encouraged
- Advent Pageant involvement
- Waikerie Pageant - voluntary involvement
- Chapel offerings and fundraising each term for selected charities.
- Book Week Dress Up Day
- P&F functions - Food and Wine Festival
- Waikerie Ladies Guild at the school
- Open Days
- Working Bees (one per term)
- Jesus' Birthday Party
- Anzac Day commemorations
- Student Involvement in Remembrance Day Ceremony at school
- Book Week
- Class and school newsletters
- Student diaries/parent communication book
- 3 way interviews (end of Term 1)
- Student led conferences (end of Term 3)
- Parenting Involvement Course (Valuing Safe Communities)
- Cultural lessons - invited guests
- Yr 6/7 Exhibition
- Carols by Candlelight choir
- Employment of Indigenous Trainee in front office
- Volunteers' appreciation morning tea

➤ **Sporting and cultural**

- Annual Sports Day
- Splash Carnival
- Visiting artists/performers (1 per Term)
- SAPSASA Athletics representation
- Faith Challenge

- Cricket clinic R - 2
- Football Clinic R - 7
- Premier's Be Active Challenge

➤ **Camps and Excursions**

- Year 6/7 - 3 day outdoor camp at Woodhouse
- Year 3/4/5 - 2 day camp at West Beach/Adelaide City
- Year R, Year 1 and Year 2 school sleepovers
- Yr 2/3 - excursion to local dry land farm
- Reception excursion to dry land farm and fruit block.
- Waikerie Library visits R - Yr 7
- Various interschool sporting competitions

SATISFACTION

8. SCHOOL COMMUNITY

Feedback from parents occurs through a number of sources, both formal and informal. It includes responses to the Principal's appraisal (conducted by the Lutheran School's association), a report feedback survey 1:1 discussions with principal and class teachers, feedback on the various units of inquiry; comments through the P&F committee and various parent support groups; and specific feedback to teachers and the Principal. Such feedback is always welcome.

The overwhelming message in this feedback is positive, supportive and appreciative.

During 2014, very positive parent and student feedback was received about:

- Excellent facilities and school resources
- Additional support given to student/s needing help appreciated
- Positive student/teacher relationships
- Information sessions for parents
- Great facilities and sports equipment
- Standard of Yr. 6/7 students presentation at Exhibition very high
- Behavioural issues addressed efficiently and satisfactorily
- Catering for individual students' needs
- Parent concerns addressed promptly
- Parents very happy with the inquiry approach to learning
- Positive perception about the behaviour and attitude of our students
- Academic achievement in the UNSW competitions
- Open days very successful, parents made to feel welcome
- Students enjoyed the rollout of iPads across Yr. 4-7
- Reading program well received and welcome of continued Numeracy focus for 2015

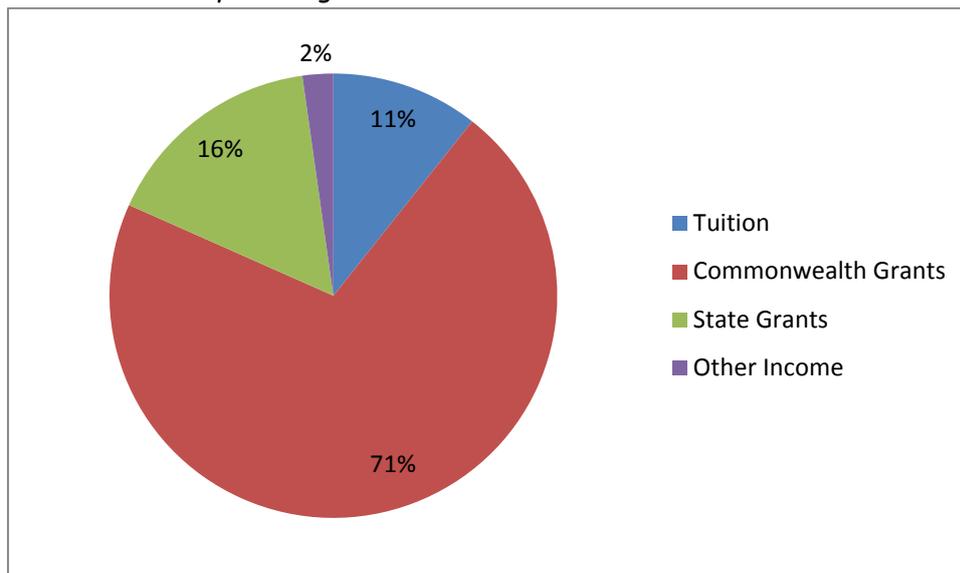
Areas that have been identified for closer attention through parent and student feedback include:

- Assurance that there is equity in financial support for families in need (stringent financial assessment)
- Increased extra-curricular activities for the students.
- The ongoing and accurate reporting of student progress throughout the term (both formal and informal)
- Consistency in the application of the Behaviour Management Policy within the classroom
- Connectedness to peers (student's relationship with their peers)
- Parent input in decisions made
- Parents needing avenues to initiate conversation with teachers

During 2014, teacher satisfaction appeared very strong in regard to:

- Being utilised in their areas of strength and as a team
- Being included in the decision making process of items affecting them (consultative)
- Professional learning opportunities
- Appraisal process identifying strengths and areas for further growth
- Consistency throughout the school with expectations
- Support with Behaviour Management decisions (although staff do find this ongoing)
- Learning Support interventions
- Additional classroom assistant support to work with students with special needs
- Increased focus in literacy excellent - strategic and consultative

9. School Income by Funding Source



In summary, Waikerie Lutheran Primary School is viewed as a school with a strong Christian focus and sense of community. It is a school with an excellent educational program that enables the students to direct the learning through their own inquiry. It is a school that has quality, caring staff that cater for the education of the whole child; spiritual, emotional, intellectual, physical and social.

THE FUTURE

Waikerie Lutheran Primary School continues to champion teacher coaching as model professional practice amongst its teachers. Early intervention continued to be a focus in 2014, and in 2015 the school has increased its learning support commitment to support all students at their level of educational need with in classroom support. The school is continuing to grow. It is important to be vigilant in maintaining a whole school approach to Behaviour Management, focusing on restorative justice. Direction for professional learning for staff is to be in the area of numeracy for 2015. Research into best practice will drive educational change at Waikerie Lutheran Primary School.

Apple iPads will continue to be rolled out across Years 4-7, while a class set of Apple MacBooks and two pods of six iPads are used school wide. The change in funding model in 2014 meant that ICT funding was reviewed along with all other budgetary areas. The school will have a reliable set of government funding levels from 2014 to guide spending in 2015, including the continual upgrading of wireless technology. This model of ICT supports the PYP philosophy. It is an exciting time as many new changes are being implemented to further enhance the quality education already being offered.