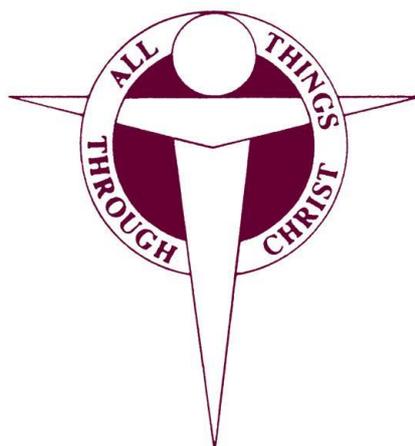


*Waikerie Lutheran Primary School*



*2016 School Performance  
Information Report*

## Waikerie Lutheran Primary School

### 2016 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 2015 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 87, mid-ranking on the scale of disadvantage. The student enrolments from Reception to Year 7 at the end of 2015 were 121; 68 females and 53 males, with the student numbers being greater in the middle primary years. 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 2015 was 98.7%

##### 2. TEACHER RETENTION

When comparing the retention rate of teachers between 2015 and 2016, the changes to occur were:

- Employment of a 0.7FTE Business manager (increase and investment of 0.2 FTE from previous Bursary position)
- Nil movement in Support hours; support roles were reviewed and updated.

It should also be noted that teachers who are engaged as supervisors to replace teachers who are ill (TRT's) 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**

The majority of teachers at Waikerie Lutheran Primary School meet full accreditation requirements for the Teacher's Registration Board of South Australia (three on provisional registration). The majority of teachers 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 in Teaching	1
➤ Bachelor of Education	7
➤ Graduate Diploma in Theology	4
➤ Graduate Certificate in Education (Theology)	2
➤ Bachelor of Early Childhood Education Honours	3
➤ Master of Education	2

### **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 2015, the average expenditure per teacher on professional development was \$1 986.48. 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 2015, Waikerie Lutheran Primary School officially undertook and invested in training and development with a focus on the foundational teaching areas in Literacy and Numeracy.

In Literacy, the school invested in the THRASS tool as a way to implement best practise orthography (the beginnings of learning how to read, write and spell) across the school. This whole school implementation saw both teachers and support staff trained in THRASS (external days) and a supporting consultant contracted for a number of days on site to support the on site development of a program to surround this tool.

In Numeracy, the school had begun its roll out of a whole school approach to foundational Numeracy development through the *Natural Maths* approach to teaching and learning Mathematics. This whole school implementation saw both teachers and support staff trained in *Natural Maths* (external days) and will be followed up in mid-2016 with on-site support from a *Natural Maths* consultant.

Whole school professional learning for 2016 has been targeted through determining a school improvement plan informed by a learning support review conducted with staff and also a survey that was filled in by parents in August of 2015.

## 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 2015, the average attendance rate was 95.5%. Below is a breakdown of attendance by year level:-

Reception:	98.1%
Year 1:	96.3%
Year 2:	96.4%
Year 3:	93.4%
Year 4:	95.4%
Year 5:	95.0%
Year 6:	95.1%
Year 7:	93.9%

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 most students travelling to school by bus have no means of getting to school. No more than five such days occurred this year. Many families can only take their annual leave due to seasonal factors that affects 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 2014 and 2015. Given the size of the number of children at each year level, one child below a benchmark can generate a percentage variation of up to 16%.

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.

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

<b>% students who achieved National Minimum Standards</b>										
	<b>Reading</b>		<b>Writing</b>		<b>Spelling</b>		<b>Punctuation &amp; Grammar</b>		<b>Numeracy</b>	
	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>	<b>2014</b>	<b>2015</b>
<b>Year 3</b>	73	95	91	100	82	100	91	100	64	90
<b>Year 5</b>	93	100	64	79	86	100	93	100	100	100
<b>Year 7</b>	88	100	100	100	100	75	100	100	88	100

### 6. CHANGES IN BENCHMARK RESULTS FROM THE PREVIOUS YEAR.

The following chart indicates the statistical variation when comparing the 2014 results with those of 2015. 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. 2011 Year 3s / 2013 Year 5s
2. 2011 Year 5s/ 2013 Year 7s have their benchmark results compared.

<b>Comparison of the Student Cohort Results (% students passing benchmarks) Over a Two Year Period</b>										
	<b>Reading</b>		<b>Writing</b>		<b>Spelling</b>		<b>Punctuation &amp; Grammar</b>		<b>Numeracy</b>	
	<b>2013</b>	<b>2015</b>	<b>2013</b>	<b>2015</b>	<b>2013</b>	<b>2015</b>	<b>2013</b>	<b>2015</b>	<b>2013</b>	<b>2015</b>
<b>Cohort 1 Yr. 3&gt;Yr.5</b>	100	100	100	79	100	100	100	100	100	100
<b>Cohort 2 Yr.5&gt; Yr. 7</b>	100	100	70	100	82	75	100	100	100	100

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.

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 which are unique to an individual child will be addressed through a Negotiated Educational Plan or an Individual Education Plan.

## **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 2015 that added value to the educational experience at Waikerie Lutheran Primary School.

### **➤ Spiritual Development**

- Daily Staff Devotion
- Daily Class Devotions
- Weekly School Chapel services (hosted by classes on a rotational basis)
- Christian Pastoral Support Worker
- Christian Studies discussions at staff meetings
- Harmony day celebrations
- Seasons for Growth Program
- Australian Lutheran World Service Day (ALWS) - cultural learning

### **➤ Curriculum Related Activities**

- Learning Week (learning about learning to begin school)
- Primary Years Program of the International Baccalaureate
- What's the Buzz social skills program
- School concert night
- In-School Specialist support (school audit of students with learning difficulties)
- Educational specialists visits (on a needs basis)
- Specialist PE Lessons
- Specialist LOTE Lessons - Indonesian
- Specialist Music lessons
- Riverland Music Festival Choir
- Student Representative Committee (Year 1 - Year 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 activities
- Upper Primary leadership program and excursion (Term 1)
- Negotiated Education Plan Meetings with parents for students with learning difficulties

- Buddy activities (different class year levels working together at various times throughout the year)
- Transition - Kindy to school visits; Year 7s high school visits
- Recycling - paper, plastic bottles etc
- School garden scheme
- Solar energy collection feeding into the grid
- Year 6/7 Exhibition
- Cricket and football clinics

➤ **Community**

- Parent Information evening
- "Music is Fun" involvement by all students
- Advent Pageant involvement
- Waikerie Pageant - voluntary involvement
- Chapel offerings and fundraising each term for selected charities.
- Reading with your child workshop for parents
- Book Week Dress Up Day
- P&F functions - Sports Day catering, Variety Bash catering
- Waikerie Ladies Guild at the school
- Youth Environment Leaders forum (host to event)
- Working Bees (one per term)
- Flower show involvement
- Art gallery involvement
- Jesus' Birthday Party (end of year celebration)
- Student attendance at Anzac day service
- Student Involvement in Remembrance Day Ceremony at school
- Choir attendance at RSL gathering
- Class and school newsletters
- Student diaries/parent communication book
- 3 way interviews (end of Term 1)
- Student led conferences (end of Term 3)
- Parenting Courses (valuing Safe Communities)
- Yr 6/7 Exhibition
- Choir singing at Senior Citizens
- Carols by Candlelight school choir
- Employment of Indigenous Trainee in front office
- Volunteers' appreciation morning tea

➤ **Sporting and cultural**

- Annual School Sports' Day
- Annual District Sports' Day
- Splash Carnival
- Visiting artists/performers

- SAPSASA Athletics representation
- Faith Challenge
- Cricket clinic R - 2
- Football Clinic R - 7
- Premier's Be Active Challenge

➤ **Camps and Excursions**

- Foundation/Year 1 sleepover
- Year 2/3 - overnight camp at Kingston on the Murray
- Year 4/5 & 6/7 - 3 day outdoor camp at El Shaddiah
- 8 days of swimming Lessons - Reception to Year 7
- Waikerie Library visits R - Yr 4
- Farm excursions for Units of Inquiry (UOI)
- Year 2/3 excursion to supermarket for UOI
- 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 Learning support review, 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 supportive and appreciative.

During 2015, very positive parent and student feedback was received about:

- Approachability of staff
- Positive student/teacher relationships
- Excellent facilities and school resources
- Uniform shop arrangement and opening hours convenient
- Play based learning in Foundation a success
- Committed teaching staff
- Very good access to ICT

Areas that have been identified for closer attention through parent and student feedback through the learning support review include:

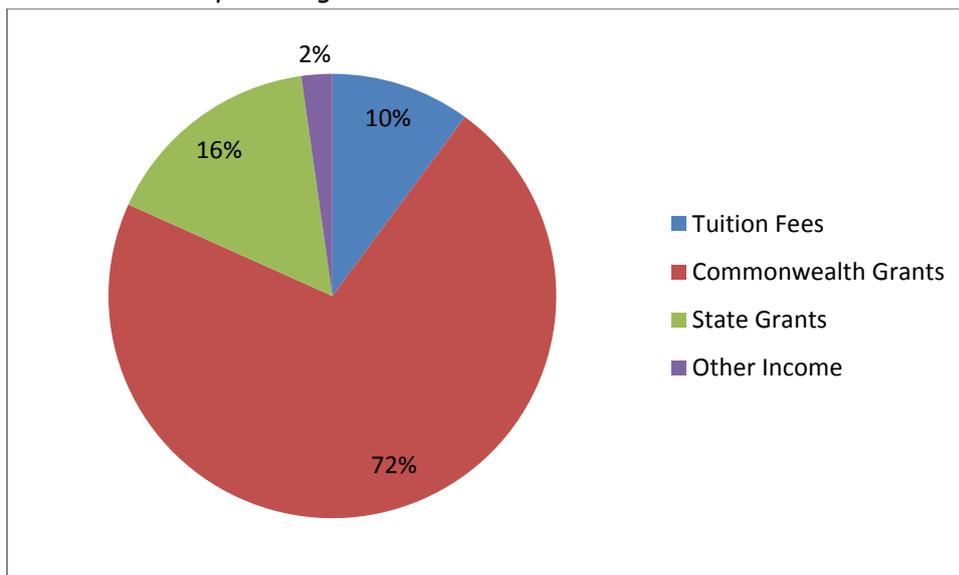
- Need for core literacy and numeracy to be strengthened
- High level of support for all children is our goal (quality differentiated teaching practise).  
In class, supporting the effectiveness of curriculum implementation.
- Students must meet a minimum benchmark and classrooms build skills and knowledge (scope and sequence). A full repertoire of strategies to try.

- Learning at the level of the learner (Zone of Proximal development) that holds children's attention interest while learn.
- A structured process that identifies needs ASAP
- Educator communication -channels for clear understanding so teachers and parents know what it looks like and sound like to operate as an effective team.
- Review of Uniform needed - particular reference to three items of uniform.
- Review of Homework/ Home activity policy needed to promote meaningful learning and a positive home/school connection.

During 2015, teacher satisfaction appeared very strong in regard to:

- Authentic professional development through weekly coaching.
- Whole-school activities balanced with fulfilling the requirements of the curriculum in the classroom.
- Promoting the values and culture of the school together as a team.

#### 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

It is an exciting time to be working and studying at Waikerie Lutheran Primary School. In 2015 we began to reinforce the sustainability of school leadership with assistance to the principal provided by

the hiring of a Business Manager. During 2015, the educational support coordinator announced her retirement and WLPS has again invested in the sustainability of our school's leadership by hiring a Learning Support Coordinator at 0.8FTE. These staffing changes have seen the core areas of business management and learning support covered by two staffers - the principal and a staff member designated with the core business of the business management of the school, and another staff member with the core business of monitoring teaching and learning improvement.

During the school year, the council in consultation with an architect have completed a Master Plan of school facilities in preparation for planned growth if the community required the school to expand its services. 2016 is planned for a year in which we complete a plan for ensuring consistency of academic standards throughout our classrooms, by providing our teaching staff with programs that ensure a high base standard of fundamental skills in literacy and numeracy, allowing all students the opportunity to achieve their potential.