

**WAIKERIE LUTHERAN
PRIMARY SCHOOL**



All things through Christ

Waikerie Lutheran Primary School

2019 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 2019 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 an SES score of 86, mid-ranking on the scale of disadvantage. The student enrolments from Reception to Year 7 at the 2019 were 101: 58 females and 43 males, with the student numbers being greater in the upper primary years. The student cohort is primarily mono cultural.

PROFESSIONAL ENGAGEMENT MEASURES

1. STAFFING and STAFF ATTENDANCE

Workforce Composition

No staff identified as Indigenous.

	Number	FTE	Indigenous
Teachers	9	7.2	0
Non-Teachers	10	3.8	0
Total	19	11	0

The average attendance rate is an indicator of the time required to be at work that is 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 2019 was 96.55%

2. TEACHER RETENTION

When comparing the retention rate of teachers between 2018 and 2019, the changes to occur were:

- Teaching and Learning Coordinator (0.8 FTE) new appointment as previous appointment resigned.
- Foundation teacher - Employment of a Graduate foundation teacher
- Learning support officers - Addition 10 h per week to assist with student wellbeing

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 as they do not form part of the permanent teaching staff.

3. TEACHER QUALIFICATIONS

In 2019, three teachers were on provisional registration at Waikerie Lutheran Primary School. This reflected their status as developing teachers meet full accreditation requirements for the Teacher's Registration Board of South Australia. The majority (exception of 2) of teachers have also completed their accreditation status to teach in Lutheran Schools. During 2019, Waikerie Lutheran Primary School did not employ any indigenous staff, teaching or otherwise.

Below is a listing of all qualifications held by our teaching staff in 2019:

➤ Diploma of education (Teaching and Learning)	3
➤ Bachelor of Education	6
➤ Graduate Diploma in Theology	3
➤ Graduate Certificate in Education (Theology)	4
➤ Master of Education	1
➤ Bachelor of Arts	1
➤ Bachelor of Maths and Computer Sciences	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 that are identifiable for most of these activities, it is not possible to allocate a cost for some activities. Teacher professional development activities 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 2019, the average expenditure per teacher on professional development was \$1 009.22. 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 2019, Waikerie Lutheran Primary School officially undertook and invested in training and development with a focus on the foundational teaching areas in Literacy, Numeracy and Wellbeing.

In Literacy, the school invested in the Speech, Sound, Pics programme as a way to implement best practise orthography (the beginnings of learning: how to read, write and spell) across the school.

In Numeracy, the school had continued its roll out of a whole school approach to foundational Numeracy development through the *Natural Maths* approach to teaching and learning Mathematics.

The school continues to investigate best practise in wellbeing education as a critical area of learning and teaching. The Learning and Teaching coordinator supports the teaching staff in recording and activating their professional learning plans.

KEY STUDENT OUTCOMES

5. STUDENT ATTENDANCE

Waikerie Lutheran Primary School maintains a high level of student attendance.

The School provides multiple channels by which student absence can be notified. As part of our duty of care we as school contact the parents/ guardian of a student that is absent without explanation, via a SMS text message -that is sent to the parent or guardian by 10.00 am seeking clarification of the reason for the absence, as well as a phone call or email when required. Longer-term absences are arranged through parental communication with the Principal.

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 larger the percentage, the smaller the number of days that students are absent from school.

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 2019, the average attendance rate was 94.11%. Below is a breakdown of attendance by year level: -

Foundation:	95.11%
Year 1:	97.22%
Year 2:	93.75%
Year 3:	97.40%
Year 4:	96.88%
Year 5:	85.42%
Year 6:	92.82%
Year 7:	95.11%

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 two such days occurred this year, as WLPS has aligned it's

student fee days with Waikerie High School. 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 2018 and 2019. 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 12% (Year 3 and 5, 2019).

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

% students who achieved National Minimum Standards										
	Reading		Writing		Spelling		Punctuation & Grammar		Numeracy	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Year 3	100	100	100	100	100	100	100	100	100	100
Year 5	89	100	94	100	100	100	94	71	100	86
Year 7	100	95	90	90	90	95	100	95	100	100

6. CHANGES IN BENCHMARK RESULTS FROM THE PREVIOUS YEAR.

The following chart indicates the statistical variation when comparing the 2019 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. 2017; 6 students/ 2019 7 students - 2 new students
2. 2017 20 students/ 2019 20 students - 1 new student

Comparison of the Student Cohort Results (% students passing benchmarks) Over a Two Year Period										
	Reading		Writing		Spelling		Punctuation & Grammar		Numeracy	
	2017	2019	2017	2019	2017	2019	2017	2019	2017	2019
Cohort 1 Yr. 3>Yr.5	71	100	86	100	86	100	86	71	86	86
Cohort 2 Yr.5> Yr. 7	90	95	90	90	95	95	90	95	90	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. These results display some positive changes that are a result of gains in our learning programs of which we are very proud.

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. Some student's learning needs are 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 2019 that added value to the educational experience at Waikerie Lutheran Primary School.

➤ Spiritual Development

- Daily Staff Devotion
- 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
- Australian Lutheran World Service Day (ALWS) - cultural learning
- Koorong Christian Book Fair

➤ Curriculum Related Activities

- Learning Week (learning about learning to begin school)
- Primary Years Program of the International Baccalaureate
- Ophelia program; 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 Leadership (F-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
- Play-based and Environmental learning in junior years
- 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
- Waikerie Pageant - voluntary involvement
- Chapel offerings and fundraising each term for selected charities.
- Book Week Dress Up Day
- Food and Wine evening
- Families Amongst the Vines community event
- Kiddy Gym in Hall
- Waikerie Lutheran Ladies Guild visit
- Involvement in Youth Environment Leaders forum
- Art gallery involvement
- Jesus' Birthday Party (end of year celebration)
- Student attendance at Anzac Day service
- Student Involvement in Remembrance Day Ceremony at school
- Parent communication via Seesaw app, class and school newsletters
- 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 various community events
- Carols by Candlelight school involvement
- Volunteers' appreciation afternoon wine and cheese

➤ **Sporting and cultural**

- Annual School Sports' Day
- Annual District Sports' Day
- Splash Carnival
- Visiting artists/performers (1x per term)
- SAPSASA Athletics representation

- Cricket clinic R - 2
- Football Clinic R - 7
- Premier's Be Active Challenge
- **Camps and Excursions**
 - Foundation/Year 1/2 sleepover at school
 - Year 3 / 4 Australian Wildlife Conservancy
 - Year 5 / 6 Overnight Zoos Adelaide,
 - Year 7 - 3-day outdoor camp at Woodhouse
 - 8 days of swimming Lessons - Reception to Year 7
 - Waikerie Library visits R - Yr 4
 - Farm excursions for Units of Inquiry (UOI)
 - Various interschool sporting competitions

SATISFACTION

8. SCHOOL COMMUNITY

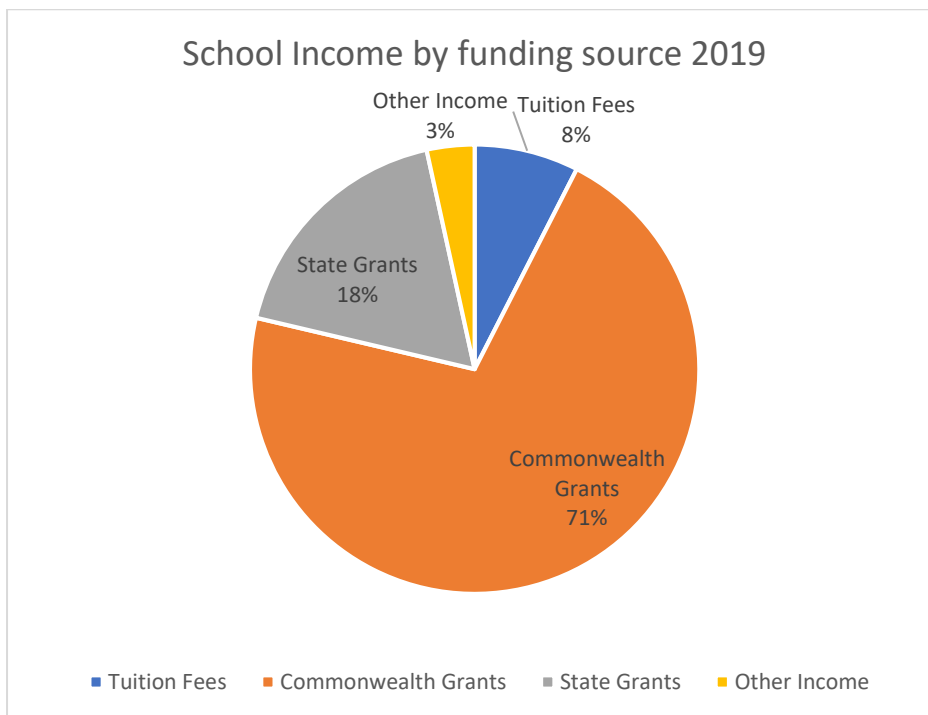
Feedback from parents occurs through a number of sources, both formal and informal. It includes responses to the principal's 360-degree review; strategic planning surveys and verbal feedback from within this process; feedback on the various units of inquiry; comments through the P&F committee and various 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 2019, very positive parent and student feedback was received about:
 - - Points of contact with multiple staff (not just the classroom teacher)
 - The SSP program catering for all student levels.
 - The school undertaking change in it's teaching and learning program
 - Positive student/teacher relationships
 - Excellent facilities and school resources
 - The strategic planning process completed in a timely, professional and consultative way
 - Play based learning in Foundation a success
 - Committed teaching staff
 - Areas that have been identified for closer attention through parent and student feedback through the learning support review include:
 - - Ongoing need for core literacy and numeracy to be strengthened
 - Quality differentiated teaching practise in class, supporting the effectiveness of curriculum implementation.
 - Students meeting a minimum benchmark and classrooms building 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 and interest while learning.
- 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 Homework/ Home activity policy needed to promote meaningful learning and a positive home/school connection.
- During 2019, teacher satisfaction improved due to:
 - A local appointment of a learning and teaching coordinator, and structured role for this position to assist and support teachers in continuous improvement.
 - More flexibility in teaching delivery as enhanced PYP focusses on engagement of students.

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 that is reviewing its pedagogy to ensure that children learn through explicit teaching while working within an inquiry framework. It is a school that has quality, caring staff that are focussed on working in partnership with parents and the wider Waikerie Community to educate the whole of the child; spiritually, emotionally, intellectually, physically and socially. Staff are committed to ensuring that WLPS has programmes addressing each of these learning needs.

THE FUTURE

In 2019 we continued to reinforce the sustainability of school leadership with assistance to the principal provided by the Business Manager and Learning and Support Coordinator. During 2019, this role has been revised to cover all Learning and Teaching coordination and therefore has also meant there will be a new element in leadership for 2020. As a staff, we continue to investigate the needs of our students in Wellness and Social and Emotional Learning.

During the school year, the council constructed a future planning process, which reviewed the 2018 strategic plan, while reviewing the 2012 buildings and grounds Masterplan. WLPS is again planned for continuous improvement in both the administration and learning programs of our school. We again will be focussing on 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.