2023 annual report to the Community

Woodville Primary School

Woodville Primary School number: 497

Partnership: Inner West

School principal: Kirsty Maclean   *Signature*

Date of endorsement: 13/02/2024

Government of South Australia
Department for Education

Context Statement

Woodville Primary School caters for students from R-6. At the time of this report, the enrolment in 2023 is 199. Woodville Primary School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 7% Aboriginal students, 8% students with disabilities, 16% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Principal comments:

The Leadership Team comprises of a Principal Kirsty Maclean who has won a 5-year tenure to start 2024-2028, a Deputy Principal Lisa DeCandia who has won a tenure for 2024-2026 and a Wellbeing Leader who finished their tenure at the end of 2023. The Pastoral Care worker retired at the end of 2023, we celebrated Kathy Blazewich's extensive time at Woodville Primary looking at all the programs and supports she has put in for the students.

2023, saw the start to the rebranding of Woodville Primary School with the new school logo and school uniform coming in at the beginning of term 2. Additionally, some marketing signs and stationery were implemented. The new school website was launched in term 2 with a new design and layout, making it more modern and user friendly. We have seen students' pride in the school elevate which we are hoping is a contributing factor to the improved PAT Reading and Maths scores we are seeing.

In Literacy our staff took on new literacy assessments such as DIBELS and decodable to analyse up to minute data to implement strategies and repetitive, short bursts of learning that support not only students with dyslexia but all students to increase their recall to go into their long-term memory. Staff engaged in training and development with Bronwyn Custance to have staff moderate writing samples more effectively and to identify next steps in student learning. The Literacy Guarantee Unit coach around decodable assessments, OG intervention lessons and Dyslexia training.

In maths our students have engaged in the George Polya four-step method for solving problems. The objective is to use the four-step problem-solving method and select the appropriate strategy to solve the problem. The student as Researchers identified that we required a whole school approach to problem solving as this was an area that they felt their peers needed support in their learning and would help with common language from class to class. One of the problems for our students in mathematics is on how to solve worded/multi step problems correctly and accurately. The Polya four-step method is a clear understanding/process on how to understand the main idea of the problem and how to deal with it and solve it. Students use the process: Understand the problem, Make a plan, Execute the Plan/Solve the Problem, Look back and reflect/Review. Additionally, we introduced the Quicksmart maths intervention targeting our Year 4/5 students to support their mental recall in the 4 operations.

Woodville Primary families have also been able to place their children into the new OSHC provider program with Camp Australia. As the year has progressed, we have seen teething issues ironed out and additional excursions added each week for the school holiday program for 2024.

Our students have participated in many SAPSASA events with a highlight of placing first in the Small Schools sports Athletics Category. Additional events held; Leaders Day, Festival of music, Instrumental Music programs, Premiers Reading Challenge and the highlight being the end of year concert. Additionally, we had students participate in the Aboriginal STEM congress and radio program, with a development of the Yarning Circle and totem poles being redesigned with students using school colours with Uncle Harley Hall.

Governing Council Chairperson report:

Governing Council members for 2023 were Principal, Kirsty Maclean, staff rep. Kylie Tiboldo (Secretary), Shareena White (Chairperson), Karlie Perkins, Heidi Harwood (Treasurer), Melissa Pryor, Cherie Bowden, Danelle Woods, Brooke Williams and Anna Schkabaryn.

The Governing Council, along with our associated subcommittees, worked on multiple improvements throughout the year, with some of the key outcomes listed below.

Both the SunSmart and Homework policies were reviewed with updated versions endorsed and made available to families. Fundraising has continued to provide Mother's Day and Father's Day stalls, 2 x discos.

ATSI developed a Reconciliation Action Plan; building strong foundation to implement changes to establish the best approaches to advance reconciliation at Woodville Primary School.

Finance had a change in administration systems from EDSAS to EMS, which allowed for greater monitoring of canteen finances, enabling us to maintain viability.

Our canteen manager of 30 years, Lee Linke, has retired, leading us to recruit a new manager, Kylie Macfarlane, who started with us in Term 4.

Our OSHC service also saw a change, with Camp Australia being endorsed as the new provider and starting on site in Term 2. And last but certainly not least, our new playgrounds have been built and the temporary fencing will be removed in the coming days.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.
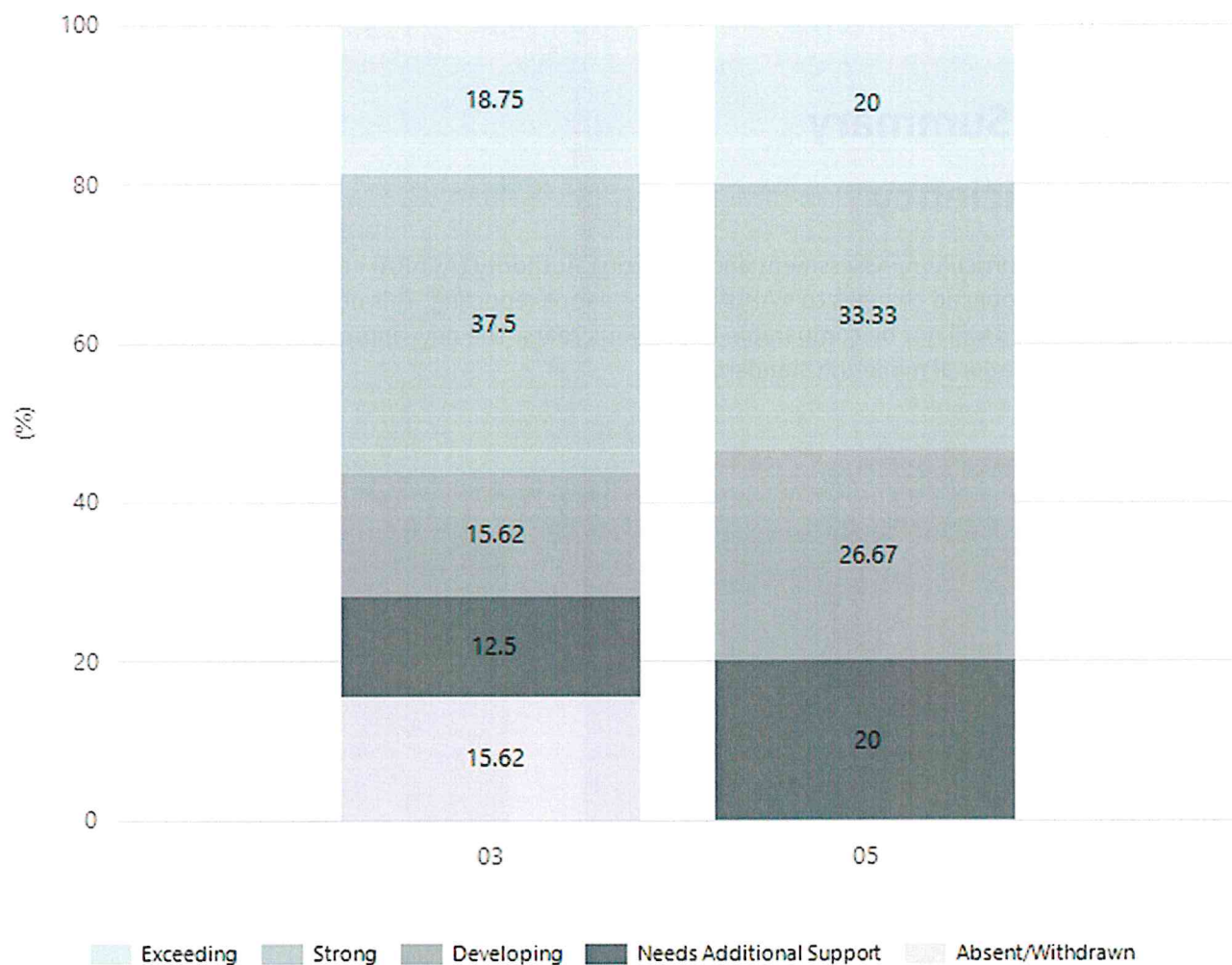
Numeracy
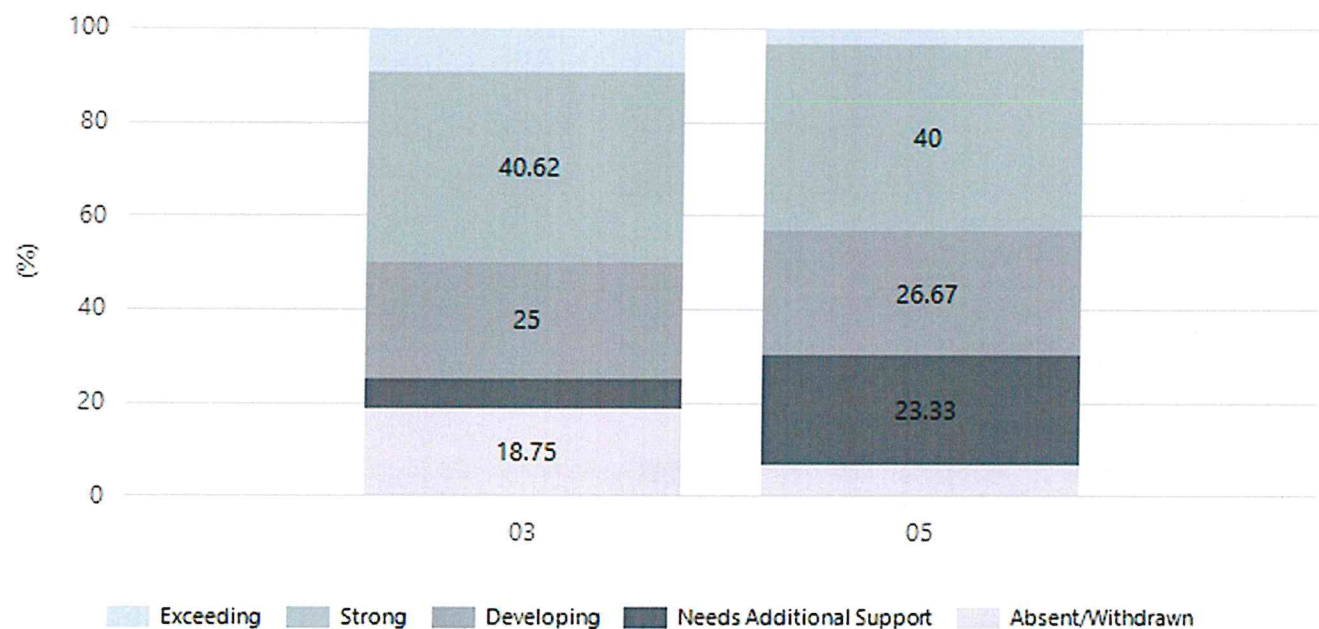
Year Level	03	05
Exceeding	3	1
Strong	13	12
Developing	8	8
Needs Additional Support	2	7
Absent/Withdrawn	6	2
Total	32	30

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Reading

Year Level	03	05
Exceeding	6	6
Strong	12	10
Developing	5	8
Needs Additional Support	4	6
Absent/Withdrawn	5	
Total	32	30

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.
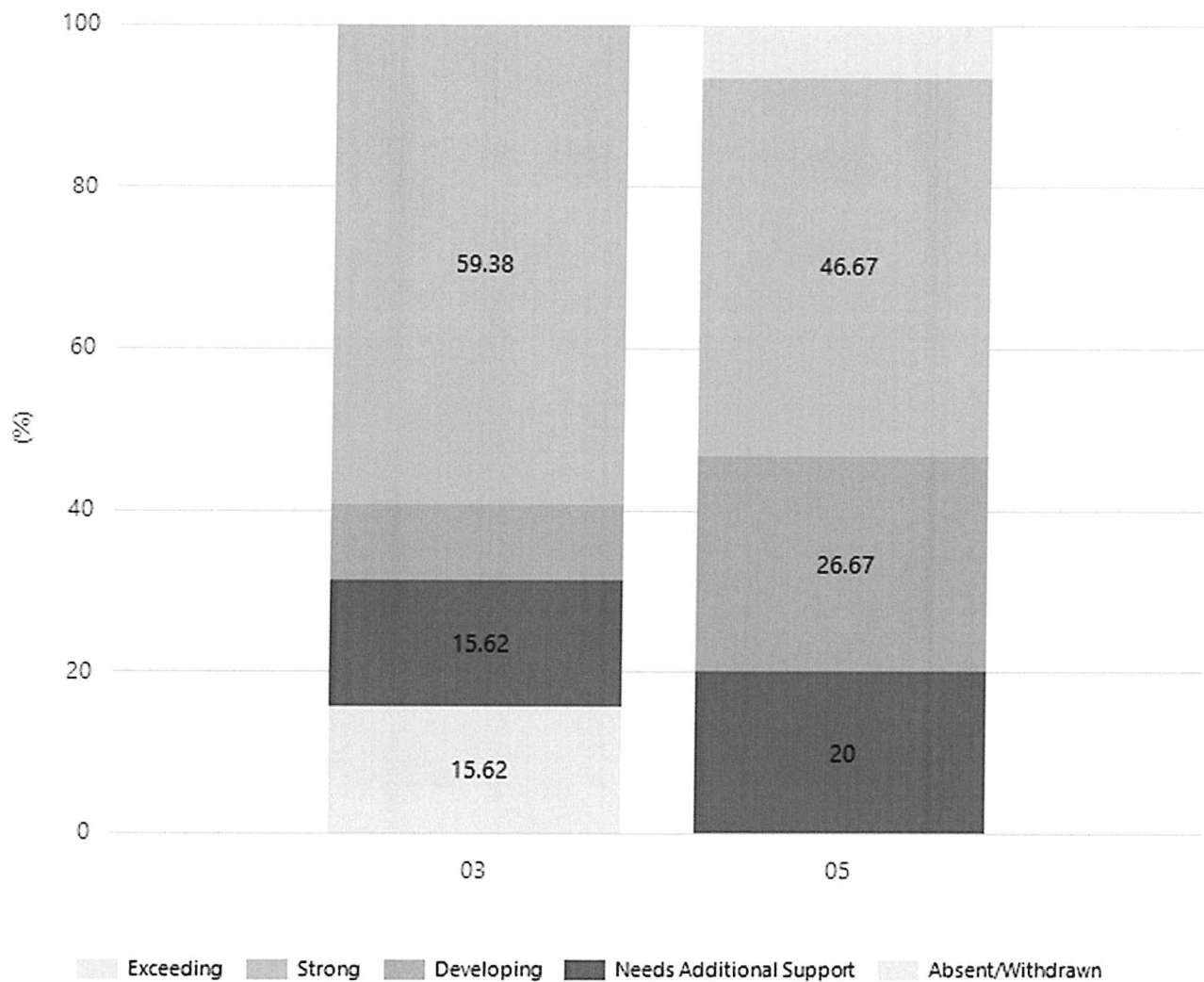
Writing

Year Level	03	05
Exceeding		2
Strong	19	14
Developing	3	8
Needs Additional Support	5	6
Absent/Withdrawn	5	
Total	32	30

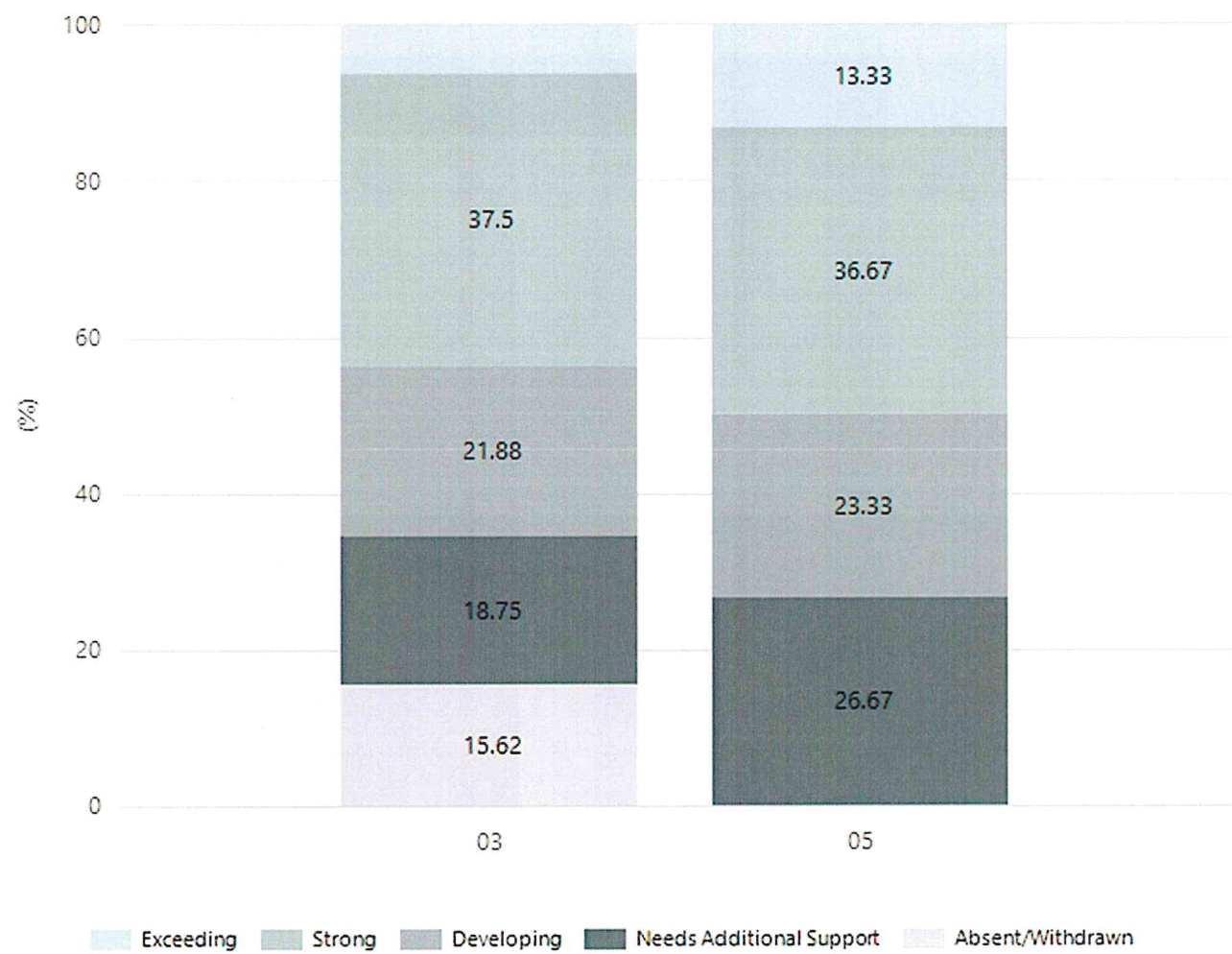Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Grammar

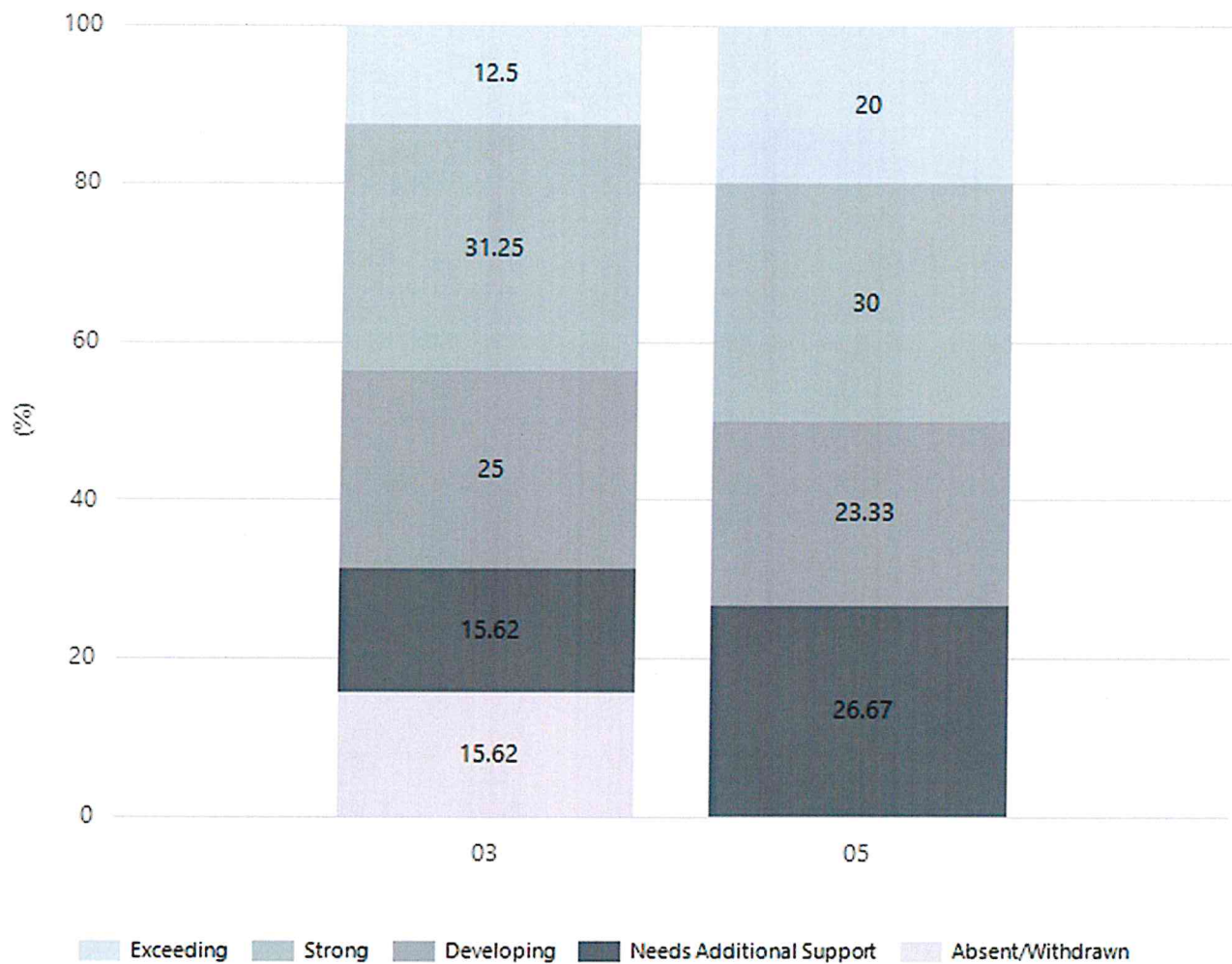| Year Level	03	05
Exceeding	2	4
Strong	12	11
Developing	7	7
Needs Additional Support	6	8
Absent/Withdrawn	5	
Total	32	30

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling

Year Level	03	05
Exceeding	4	6
Strong	10	9
Developing	8	7
Needs Additional Support	5	8
Absent/Withdrawn	5	
Total	32	30

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

Numeracy

Year Level	03	05
Developing	2	1
Needs Additional Support		3
Absent/Withdrawn	2	
Total	4	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.
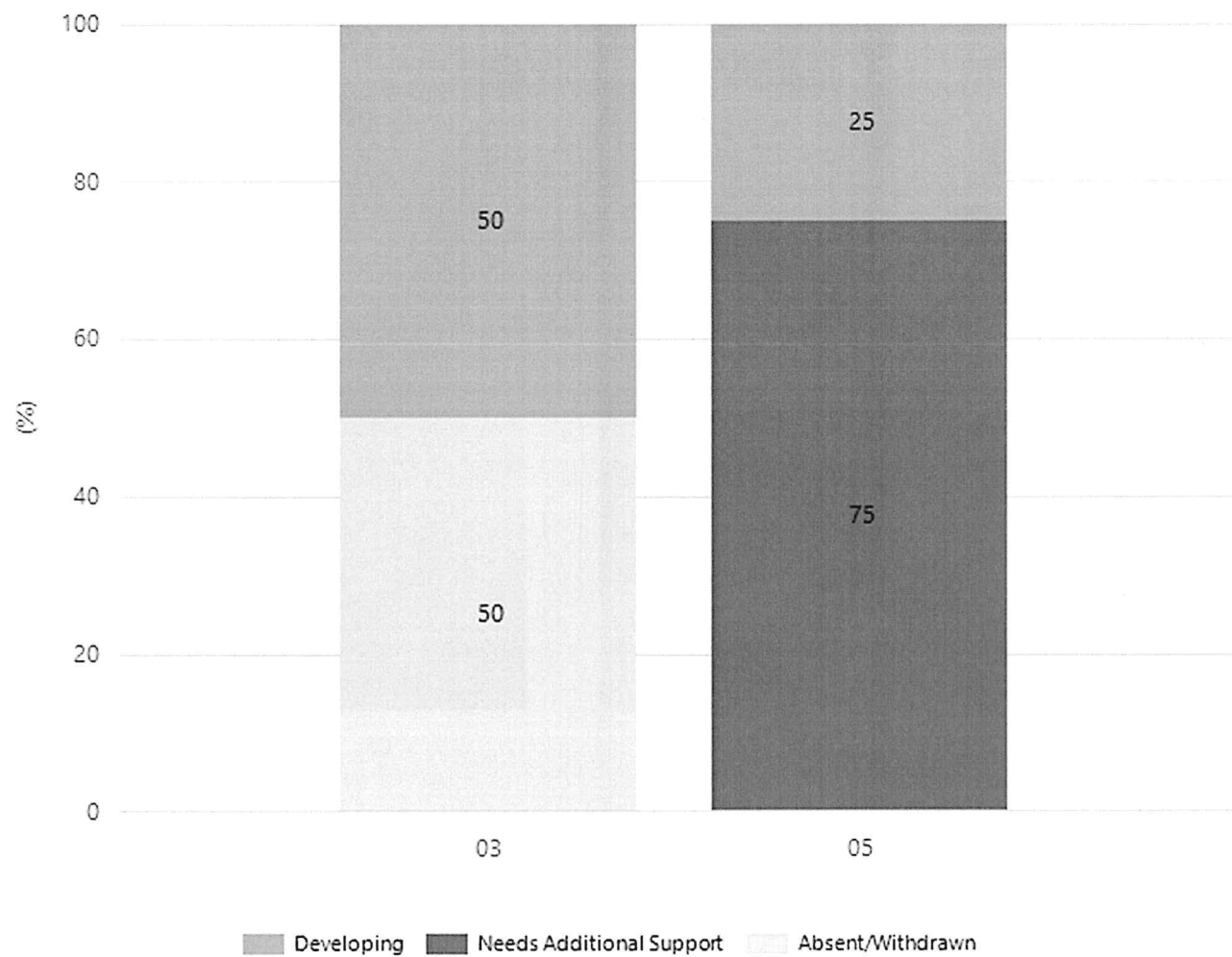
Reading

Year Level	03	05
Strong		1
Developing	2	1
Needs Additional Support	1	2
Absent/Withdrawn	1	
Total	4	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.
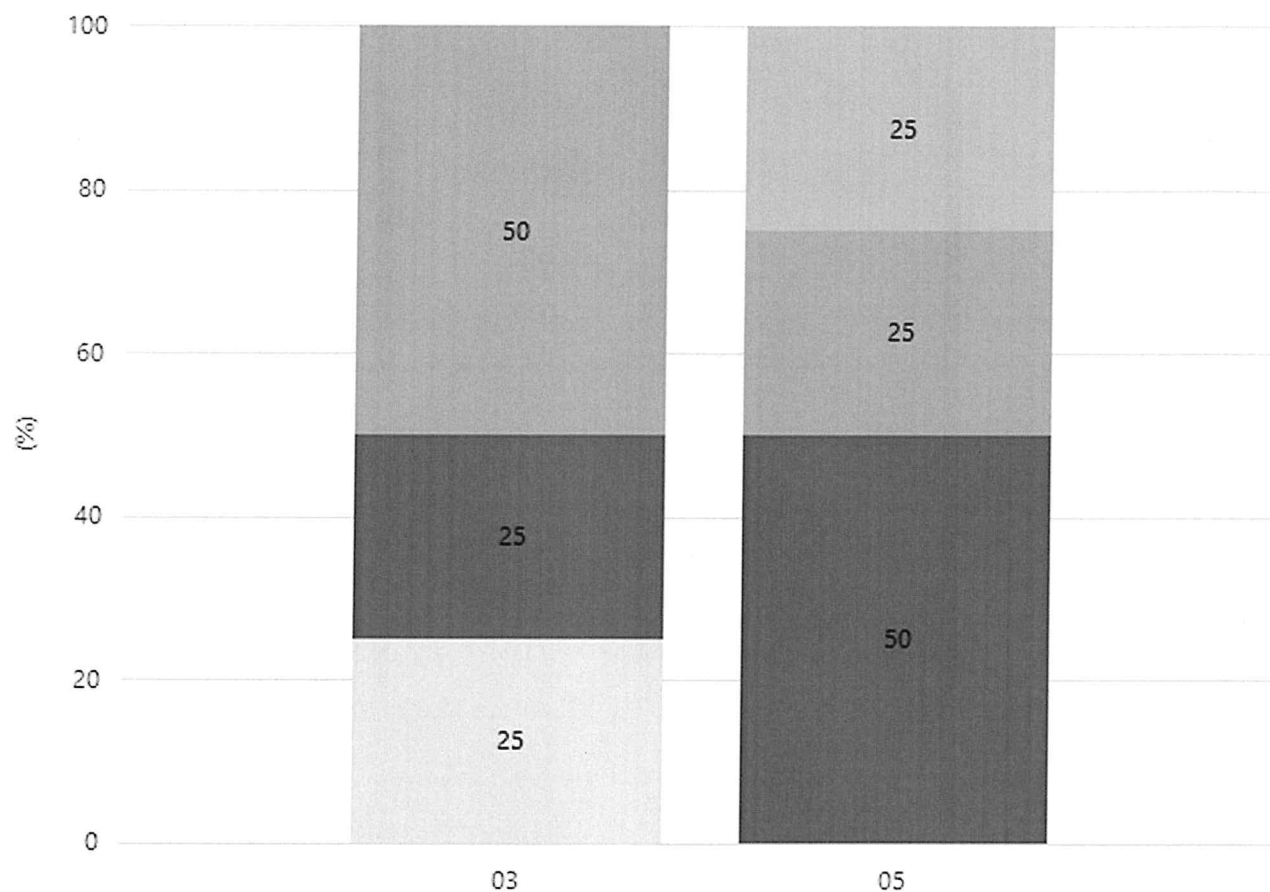
Writing

Year Level	03	05
Strong		1
Developing	1	1
Needs Additional Support	2	2
Absent/Withdrawn	1	
Total	4	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.
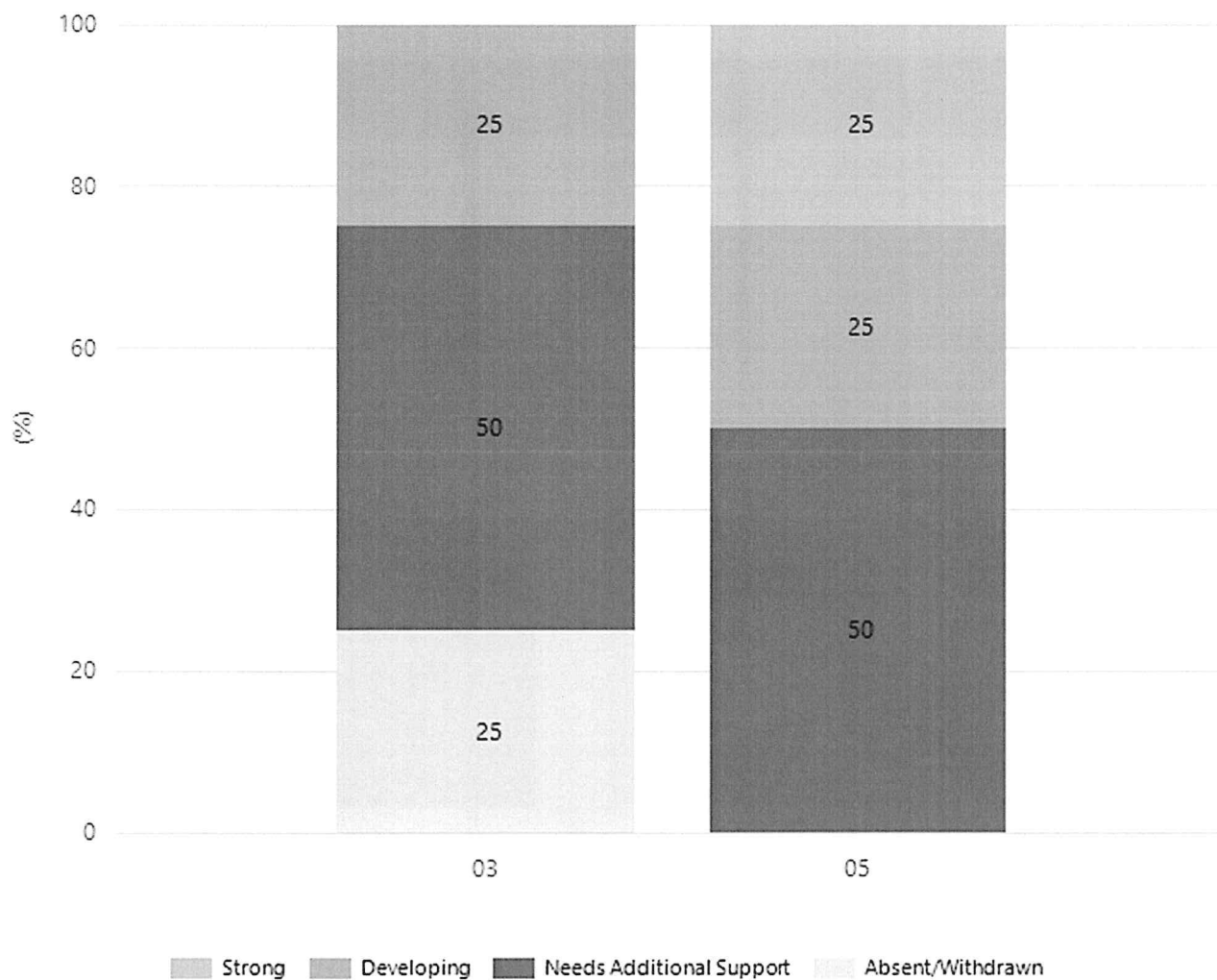
Grammar
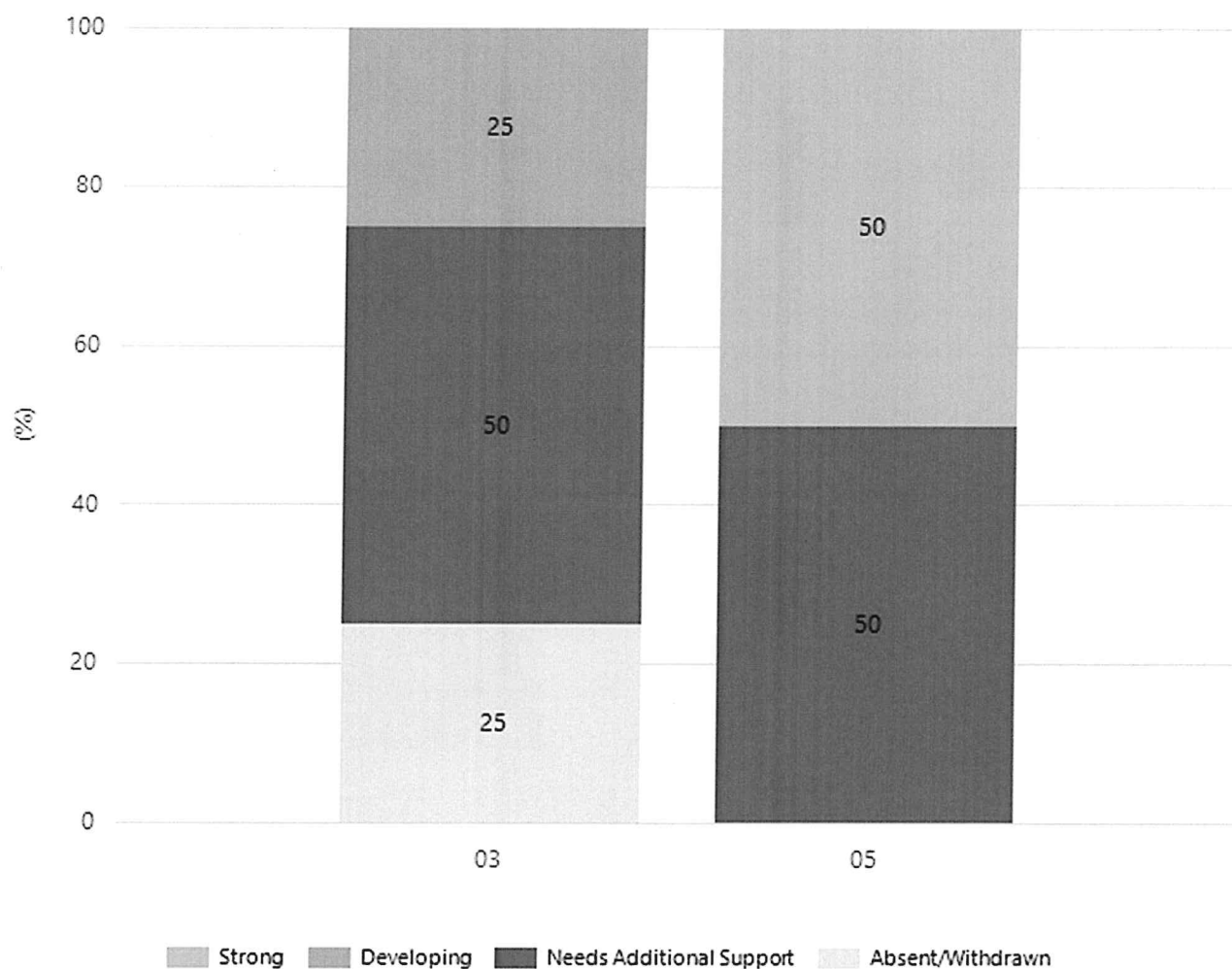
Year Level	03	05
Strong		2
Developing	1	
Needs Additional Support	2	2
Absent/Withdrawn	1	
Total	4	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling

Year Level	03	05
Developing	2	2
Needs Additional Support	1	2
Absent/Withdrawn	1	
Total	4	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.
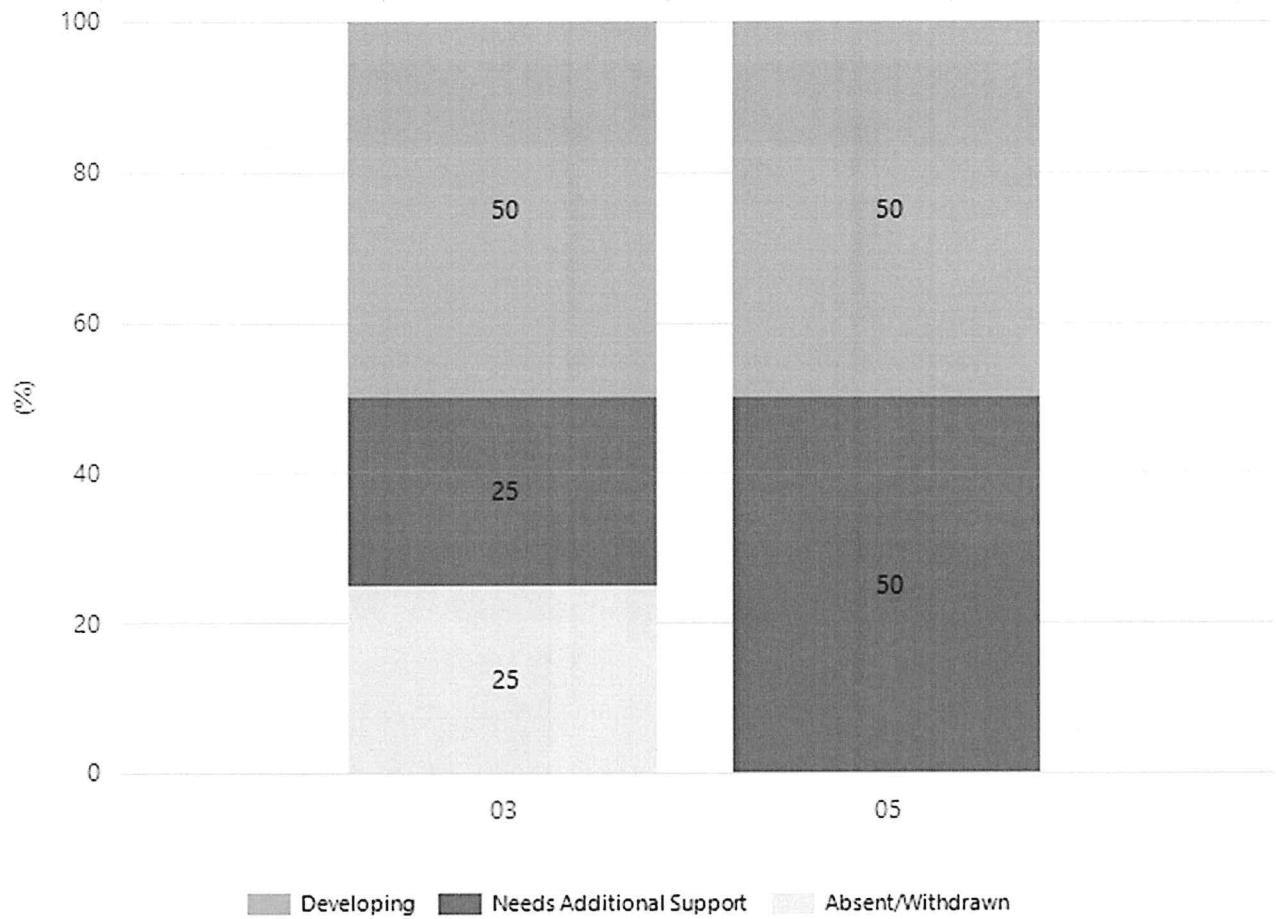
School Attendance

Year Level	2021	2022	2023
Reception	87.7%	83.3%	76.3%
Year 01	86.8%	88.4%	83.7%
Year 02	85.7%	81.4%	85.5%
Year 03	87.2%	86.6%	86.5%
Year 04	86.8%	79.3%	82.1%
Year 05	88.1%	85.3%	81.8%
Year 06	84.0%	83.0%	87.1%
Year 07	85.4%		
Primary Other		89.7%	90.9%
Total	86.5%	83.6%	83.5%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.
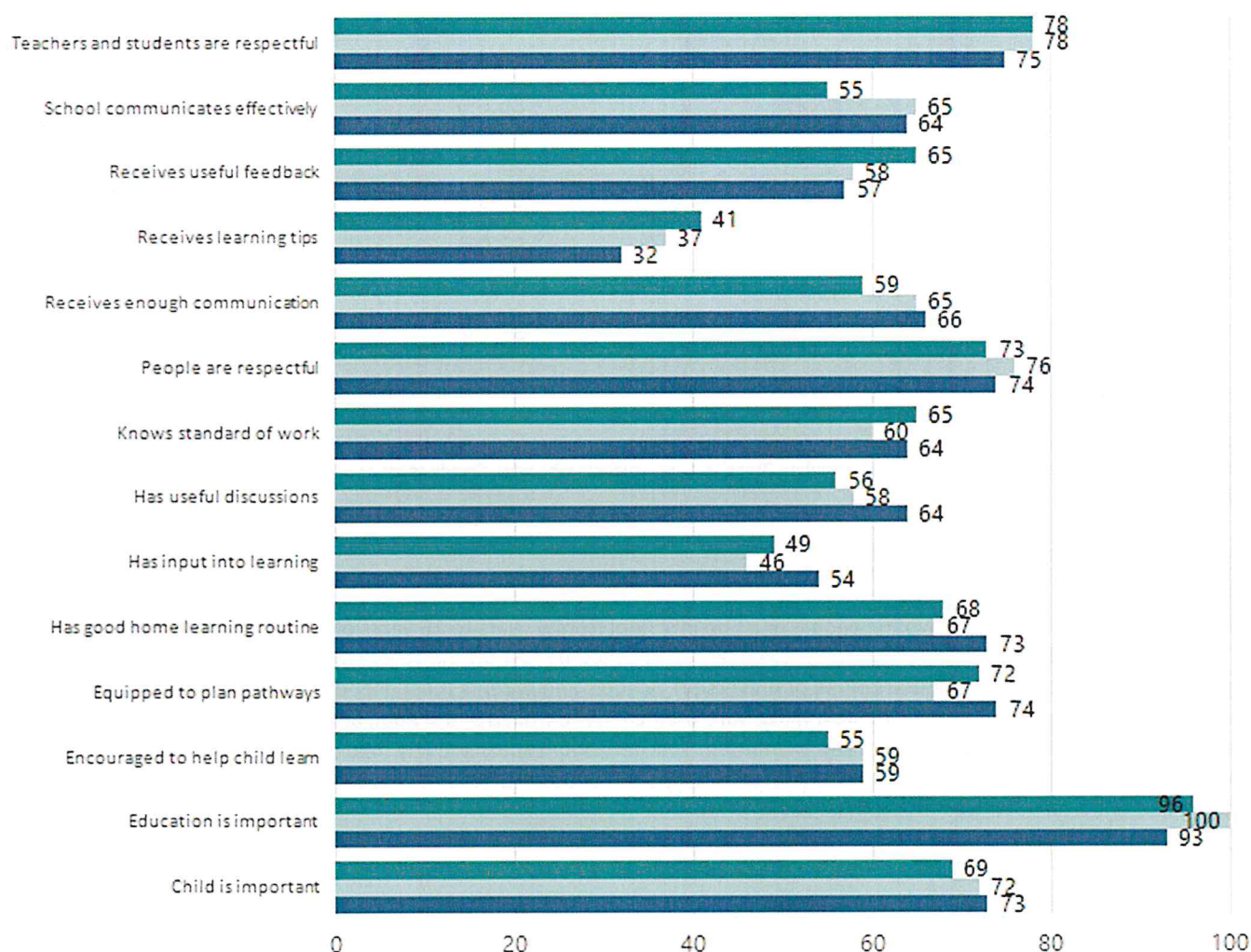
Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)

Legend: 2021 | 2022 | 2023

Category	2021	2022	2023
Teachers and students are respectful	78	78	75
School communicates effectively	55	65	64
Receives useful feedback	65	58	57
Receives learning tips	41	37	32
Receives enough communication	59	65	66
People are respectful	73	76	74
Knows standard of work	65	60	64
Has useful discussions	56	58	64
Has input into learning	49	46	54
Has good home learning routine	68	67	73
Equipped to plan pathways	72	67	74
Encouraged to help child learn	55	59	59
Education is important	96	100	93
Child is important	69	72	73

Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	21.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	38	67.0%
U - UNKNOWN	7	12.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	12
Postgraduate Qualifications	5

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	15.4	0.8	6.3
Persons	0.0	17.0	1.0	9.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	$ 19,900.00
Grants: Commonwealth	$ 2,972,619.61
Parent Contributions	$ 47,721.50
Fund Raising	$ 9,109.70
Other	$ 154,855.08

Data Source: School supplied data.