School Name: Watervale Primary School
Principal: Mrs Wendy Burge
School Number: 0470
Region: Yorke & Mid North

Building on the school’s rich tradition, Watervale Primary School empowers students to strive for excellence. The school community actively encourages a respect for individuals in a caring and nurturing environment.

At Watervale Primary School we value: Respect, Honesty, Excellence and Joyfulness.

These important values were affirmed through an extensive consultation and review process during Term 1, following the return from our whole school Camp.

2013 began with an enrolment of 46 students, increasing to a total of 50, with 64% being boys. There was one Year 7 student.

2013 Highlights

Whole school Camp to Victor Harbor
Class Day Trips and Theme Excursions

Community Competitions:

• WPS was once again successful in *Max Fatchen Literary Awards* and received 3 prizes for their poetry, including two First and one Highly Commended places.
• 15 entries were received for University NSW Competitions in Computing, Spelling, English, Science and Maths. Results attained included 7 x Credits and 1 x Distinction.
• Once again WPS participated in the *Premier’s Reading Challenge* as a whole school, receiving acknowledgement from Certificate through to Hall of Fame. 88% students completed the challenge.
• Students achieved success with their Clare Show entries and local cooking competitions.
• All senior students received a prize in the state-wide *PMA Maths Challenge* for their innovative maths projects. 3 groups achieving State Winner.
• WPS was highly successful in being shortlisted for a state-wide French competition, with three students receiving major prizes for their fairy story artwork.
Australian Curriculum:
- Teacher training and curriculum work around the Australian Curriculum in the areas of Maths, Science, English, History and Geography led to ongoing implementation, planning and assessment during 2013.
- Indigenous aspects integrated throughout all curriculum areas, supported by key visiting personnel.
- 2013 provided two teachers and one SSO the opportunity to participate in a Literacy Project focusing on synthetic phonics (Jolly Phonics).
- Principal completed the Principals as Literacy Leaders program.
- Learning is celebrated each week at Assembly.
LOTE – French:
R-7 French is an important part of the curriculum:
- more widely integrated across the school
- French Day is an annual highlight
- Happy Birthday is sung in French at assembly
- classroom practices and resources have evolved to better suit each learner

Eat Well Be Active:
- Swimming Carnival well attended and successful
- Senior students (14 entries) actively chose to participate in SAPSASA sports including cricket, tennis, softball, athletics, cross country and football.
- A fine team effort and great determination led to success at Sports Day with two shields being brought home to Watervale, and Rhiana winning the Sportsmanship Medal.
- SRC continued to promote guidelines for eating recess snacks, reducing playground litter and aiming for an approach compatible with Nude Food Day
- Vegetable garden continued to thrive and produce used in class and whole school cooking
- Final year within Eat Well Be Active project, receiving an Exemplary School award
- Initiated steps to join the Hot Shots tennis program in collaboration with the Watervale Tennis Club
- Three Yr 6/7 students participated in the Horrocks Hill Hub Student Leadership program, involving at least one event each term
The Arts:

- Ongoing and varied public speaking opportunities
- Visual arts; Drama; Music
- Visiting artists and performances
- End of year Concert
School – Community Partnerships:

- Ongoing active community and parent involvement at all levels throughout the year
- Strong response across the Horrocks Hill Hub (HHH) for Yr 6/7 Student Leadership program, funded through ICAN grant for the second consecutive year
- LAP program helpers are a small but crucial group
- Competitive parent teams at Sports Day and Swimming Carnival
- Much input to work in vegetable garden, cooking days and Activities Morning
- Great response and support for class excursions especially when requiring parents to work with small groups of students; Grandparents Day
- Successful fundraising programs to support students and school projects eg commercial stove in Activity Room; Canberra Trip; local, state and overseas charities
- Visiting instructors and tutors in specialist skills eg cricket, hockey, yoga and football
- Links with community services and events eg Public Library, Anzac, visit to Kara House
- Brave initiative and consultation process to explore option of establishing an OSHC service at Watervale Primary for 2014
School Surrounds projects:

- Education set of 10 iPads used across all classrooms
- New roof on stone building
- Ramps restored with non-slip surfaces
- External repair work and painting of Resource Centre; removal of louvres and window ‘hobs’ inside and installation of roller blinds to all windows; installation of large whiteboard
- Major sort and cull of library resources, surplus sold or redistributed to enable the building to be reconfigured as a senior classroom alongside the smaller Library area; senior class moved into larger end of building mid-year
- Drinking fountain installed, connected to mains
- Salt damp work began on the northern wall of the stone building
GOVERNING COUNCIL AGM – Kerry Hadley, Chairperson

Welcome.

Each year I say that it’s been a very busy year, and 2013 was no exception. I feel that each year is getting busier and busier, and so far this term’s events indicate a similar pattern.

2013 began with the swimming lessons & Carnival in Term 1 with Treloar taking the shield. We also started with 46 students in 3 classrooms & projected numbers looked very promising. With good student numbers, for the first time in a long time we found ourselves with a full Governing Council. Giving an indication of the parent support & commitment of Watervale Primary. Hopefully, we can continue this for 2014.

We had another first with teachers providing information sessions on their work ahead and the planned curriculum. These sessions again have been a success. Throughout the year staff targeted The Big 6 of Literacy – the oral language, phonics and spelling, fluency, vocabulary and comprehension. Also work in English, Maths, Science and History.

Sharyn, Marissa and Julie worked within the Literacy Project, focusing on synthetic phonics and especially Jolly Phonics. The Ackland family donated Jolly Phonics readers helping the junior class and assisting those with difficulties. Marissa continued with the Multi-Lingual Literacy project, integrating French across the school. Kel continued with Natural Maths, and we had 3 way interviews, which almost all parents attended.

2013 also saw the return of Kathy Mitchell in Kathy Milburn’s absence as an SSO and the introduction of Ingrid Lewis, as an SSO with her main focus being with Abigail.

The whole school camp to Victor Harbor was a success with plenty of activity days to come throughout the year. To start with we had Harmony Day as soon as the campers returned where the school values were reviewed and decided, resulting in Respect, Joyfulness, Honesty and Excellence. We also had circus and puppet performances, Hub football and netball, Hot Shots Tennis Coaching, SAPSASA Cross Country, and football and cricket coaching clinics. Little Heroes Day, drumbeat performance, R-1 circus performance, and a visit from Clare High band. SSO week was a chance to say thank you to Lyn, Lisa, Julie, Michael, Kathy, Ingrid, Matthew and Darren for their support within the school in many different ways. Book week, French Day, Nude Food Day, the performances by the 6 musicians from The Adelaide Symphony Orchestra, Jane’s yoga classes in the 2-3 class, and Sports Day, bringing home 1 ½ shields. Congratulations went to Rhianna for her sports person of the day award. A successful, yet stressful Validation Day, where we received an outstanding report.

The Years 3, 5 & 7 students participated in the well known NAPLAN tests, the PAT-R & PAT-M testing for years 2-7, and the state maths challenges in the senior class where many awards were collected.

Still with awards, Mrs Sharyn Williams represented our school at the Eat Well, Be Active Awards, which we have been a part of for the last 5 years. Here the school was awarded the Exemplary School Certificate. We also had good representation at the Max Fatchen Literary competition and
the year saw both students & staff receive awards. Congratulations went to those students and all should feel proud of 2013.

The senior class had an extremely busy year with their cooking, various excursions to the Maritime Museum, Triple M, SAFM, The Advertiser, & the Central Market. Cybersafety information, Grip Leadership Day, Rock & Water Day, Red Banks Conservation Day, Year 7 Canberra Trip, and the Graduation Dinner. To add to all that, was the culling of the library and the relocation of the senior classroom. Leaving us with the dilemma of no assembly meeting area, which we hope will be rectified shortly with the addition of a new building.

We had students represent the school at the ANZAC Service, the Pioneer Service & the Remembrance Service. We also had visiting student teachers, and relieving teachers. They were Miss Zoe Hier, Miss Loren Bennett & Miss Nagamma Hill.

In 2013 we participated in the Woolworths Earn & Learn program and thank you to those who supported it. The school received class whiteboard sets, magnetic alphabet and maths games.

The school had several improvements happen too. The revamping of the Resource Centre, the painting externally, blinds internally, & roof repair on the southern side. The ramps made non-slip and salt damp repair in the main building. The purchase and installation of the long awaited stove/oven and range hood, thanks to PAWS who also catered on Election Day, organized the movie night and the electives for the last week of school.

The ground work for our OSHC was well under way and made possible for use in Term 1 2014. That committee consisted of Lyn, Jackie, Helen, Kathrynn and Wendy who worked tirelessly.

Throughout the year we had several children transition with 10 transitioning in Term 4 on school photos day. We finish the year with 52 and projected numbers for 2014 still looked strong.

In conclusion, I would like to say that 2013 saw many gain awards, students excel in their learning, and the school grow and maintain a coherent learning environment. I would also like to thank my fellow Governing Councillors for their support in 2013, & the teaching staff, SSO’s & parent body.

I am looking forward to another busy year. Thank you.

**Governing Council 2013 (a full complement of members):**

Kerry Hadley (Chair)  
Kathrynn Ackland (Secretary)  
John Peet  
Jackie Scott  
Maria Holst-Salomonsen  
Rebecca O’Leary  
Claire Stone

Helen Maloney (Vice Chair)  
Donna Cowan (Treasurer)  
Simon Pringle (Finance Committee/Community)  
Jane Olssen (PAWS Chair)  
Sharyn Williams (Staff)  
Julie Cutten
Site Improvement Planning

2013 saw the consolidation of our Statement of Common Practice

- Summary of ongoing and embedded practices
- Those elements that the school community values and ‘assumes’ will be maintained
- Have become the foundation of the school culture

2013 Site Improvement Plan

- Targets and goals for specific and identified areas for improvement
- Assumes that all students strive for improvement and aim for high levels of academic success
- High expectations and quality teaching and practices are critical
- Founded on strong school and family partnerships

Priority 1: LITERACY

Goals set for The Big 6

- Oral language
- Phonics & Spelling
- Vocabulary
- Fluency
- Reading for understanding

Outcomes

- Oral language areas generally strong [Literacy Project]
- Overall strong growth in R/1 knowledge of letter names and sounds [Jolly Phonics]
- 86% of Yr 1&2 students confidently read at or above their year level [Running Records]
- 80% of Yr 2-7 students confidently read at or above their year level [PAT-R]
- 47% of Yr 2/3 students increased in spelling age by at least one year [Waddingtons]
- All Yr 3, 5 & 7 students achieved above National Minimum Standard in Literacy and Numeracy (4 students exempted) [NAPLAN]
- 43% students scored in the top two proficiency bands in Reading, Grammar & Numeracy; 36% students scored in the top two proficiency bands in Writing & Spelling. One student excelled with scores in the top two proficiency bands in all areas.
- Professional development and quality teaching relevant to Australian Curriculum – including familiarity with History and Geography curriculum - involved work as a Hub and pupil free days
- Supported through targeted projects eg TIEF framework, Principals as Literacy Leaders (PALL), Literacy Project (synthetic phonics), Multilingual Literacy (French focus)
- Targeted SSO / Special education support within classrooms including development of Wave Intervention Model
- Three classes: R/1, Yr 2/3, Yr 4-7

Recommendations for 2014

- Three classes: R/1 (17 students), Yr 1/2/3 (17), Yr 3-7 (25)
- Priority on both Literacy & Numeracy
- Numeracy to be strengthened through PAT-M testing; focused PD to consolidate Natural Maths approach
- Literacy to attain balance across all areas of the Big 6; consolidate synthetic phonics
- Re-commence Reading Recovery for eligible Yr 1s
- Planning, assessing and reporting alongside Australian Curriculum in Maths, Science, English, History and Geography
- Broaden employment of SSO / both general and special needs support; PAT-R and PAT-M assessment tools implemented twice a year Yr 2-7
Priority 2: COGNITIVE, EMOTIONAL, SOCIAL, SPIRITUAL & PHYSICAL WELLBEING

Goals set for
- Confidence, risk taking and connectedness
- Continuity of learning and transition
- Environmental awareness
- Whole school attendance rates

Outcomes
- Explicit emotional support through LAP, Student Welfare Worker, self-esteem skill sessions, Hub student leadership events each term [funded – including Rock & Water; Drumbeat], transition programs, Joke of the Week, house points
- Strong and valued staff, school and family partnerships as seen in LAP work, willing volunteers at sports events, fund raising, committees, preparations, celebrations, gardening and cooking, working bees, concert costume and prop making, holiday vegetable garden watering roster, daily classroom reading, interviews and whole school events, initiatives such as OSHC services
- SRC generated initiatives to maintain pride, involvement and ownership – including fundraising for Philippines and Cambodia
- Edible gardens tended, produce used in food preparation and/or sold – on needs/seasonal basis
- *Eat well be active* program – final year; received Exemplary School Award
- Successful whole school camp and class trip experiences for all ages
- Active involvement in daily fitness, swimming & PE lessons, Swimming Carnival, Sports Day, SAPSASA, visiting coaching opportunities, lunchtime activities, Fun Days
- Formal review of school values
- Revisited function of school’s reed bed and harvested water
- Planned transition days at all levels
- Attained attendance rates of 93.6% [target 93%]

Recommendations for 2014
- Embed work of Student Welfare Worker, edible garden & healthy food preparation, and *eat well be active* philosophies in *Statement of Common Practice*
- Re-educate students about our solar energy and analyse its function
- *Child Protection Curriculum*; incorporating relationships, bullying, behaviour and cybersafety
- Behaviour and bullying review and audit
- Sustain HHH Yr 6/7 Student Leadership program (without funding)
- Class camps / day trips – with a particular curriculum focus
- Bike and road safety and Riesling Trail ride
- Build increased awareness around nude food
- Strengthen house point system
Student Achievement

PAT-R (Reading Comprehension) Growth – biannual

Trends in scores show strong overall growth and development. Testing tools support the identification of level or dipped results, leading to a shift in teaching strategy or practice.

Deeper analysis of PAT-R results shows that explicit or literal comprehension is of a high standard. Greatest area of challenge is around inferring and reflecting.

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<th>Diagnostic Test</th>
<th>Purpose</th>
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<td>Yr 1-2 Reading</td>
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<td>14</td>
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47% Yr 2/3 students showed improvement in spelling ages of a year or more.

Reading Running Records show 86% of Yr 1/2 students are reading at or above their recommended reading level. 36% of these students showed growth in the Medium quartile over the year. 80% of Yr 2-7 students are reading at or above their chronological age.
NAPLAN – 18 students eligible

Year 3 Literacy and Numeracy

Figure 1: Year 3 Proficiency Bands by Aspect

Four Year 3 students were exempted from all Literacy testing, and three from Numeracy.

All Year 3 students who completed the testing achieved above National Minimum Standard (NMS) in all areas of Literacy and Numeracy.

Collectively, WPS Yr 3 scores were above the National mean in Persuasive Writing and Numeracy. The Yr 3 strengths were in Writing, Grammar and Numeracy.

One student scored in Band 2 (working at NMS) for Spelling.

43% students scored in the top two bands in two or more literacy areas, with Spelling attaining the lowest collective band scores.

Highest consistent scores were achieved in Numeracy.
50% students attained scores in the top two bands, with no students working below Band 4 level.

Mean scores show marked improvement over the past year.
Year 5 Literacy and Numeracy

Figure 2: Year 5 Proficiency Bands by Aspect

Figure 5: Year 5 Mean Scores

All Year 5 students achieved NMS in all areas.

Collectively, WPS Yr 5 scores were above the National mean in all areas.

The Yr 5 strengths were in Reading and Spelling.
One student scored in Band 4 (working at NMS) for Numeracy and Grammar.

67% students scored in the top two bands in two or more Literacy areas, with one student scoring in the top two bands across all areas. No students scored below the “middle 60%” in Reading, Writing or Spelling.

While 33% students scored in the top two bands in Numeracy, 83% scored within the “middle 60%”. One student scored exceptionally in Numeracy.

Mean scores show overall strengthening of results, or at least very similar to those attained in 2012.
Progress since 2012 was recorded across Reading and Numeracy. Most students were rated with Upper growth in Reading and Medium in Numeracy.

Year 7 Literacy and Numeracy

There being a very small cohort of Yr 7 students, no identifying data is being presented within this document. All results were well above NMS in all areas. Mean scores over the past two years show sound improvement across all aspects of Literacy and Numeracy, with Grammar showing as the weakest area. There were no Yr 7 students in 2011.
Enrolments overall remain stable to strong, with growth especially in the early years. There was one Year 7 student in 2013.

Attendance rates generally remain sound at 93.6%, although slightly lower than in 2012. The current attendance rate target is 93%, which has been achieved. However the proposed new target of 95% will be more difficult to consistently achieve. One raw percentage score was below 90%, with attendance rates improving in Reception, Yr 3 & 5 since last year.

Most absences are supported by explanations.

The gender spread across the school is gradually becoming more balanced, shifting to 64% of boys.
Client Opinion

Parent, student and staff opinion surveys were not issued or collated centrally in 2013. WPS surveyed families and senior students via paper only, based on 2012 questions, and collated manually. Staff responses were collected informally during performance management meetings and the Planning Day. 16 families (43%) responded to the survey, and 14 senior students.

Staff expressed a high level of personal and professional satisfaction.

Key action points raised by parents:

- Greater inclusion in decision making and educational programs
- Clearer information about learning programs and individual progress
- More materials and resources for learning

Key action points raised by students:

- Awareness of own learning progress and how to improve
- Student behaviour
- Greater inclusion in decision making

Comments expressed: [praise and issues raised]

I am unsure if the students are aware of outside support and community resources eg Kids Helpline

At assembly I would like visitors to be given the opportunity to ask questions of the students’ work.

I would like to see more exposure of the children to world issues and their role in it.

Jolly Phonics has really helped – fantastic!

Small country schools are great – please support them!

Give consistency and regularity to learning in the garden and the kitchen and provide more reference material and support for teachers and students.

The way the assemblies are run by the children in the school is wonderful and very confidence building.

We are proud that the school embraces special needs children.

Give enough support staff hours to ensure that all children get plenty of attention from the teacher.

There is a lovely feeling of community at the school.

Have a permanent suggestion box for parents to provide ideas other than through Governing Council.

There is a well-rounded approach to learning. The term summaries given at the beginning of each term are excellent.

More learning information and what is happening in the classroom during the term would be useful.

I think they have great teachers and my child has improved at this school.

I am not sure bullying and behavior is always handled effectively.

I think it is a very good quality of teaching. The teachers help me set goals.

I think my teacher is clear and kind. She is strict, but to me that’s good.
I can tell my teacher my problems. I am glad I came here.

I enjoy working with other students to learn more.

I need to say I love this school.

There are lots of ways to make a decision and there are lots of leadership courses.

Everyone talks happily with one another.

I like everything I’m learning at school.

I enjoy working at school. It helps me prepare for the future. It is important to have an education.

Accountability

WPS was involved in a comprehensive Validation and review process on site during 2013. Validation Day took place before an external panel of four, and actively involved students, staff and parents throughout the day. WPS is next scheduled for Validation in 2016.

Commendations included:
- Living the school values and mission statement
- Fostering empowered and articulate students
- Enthusiasm, commitment and professionalism in providing high quality teaching and learning environment

Staff

Teacher Qualifications

All teachers at Watervale Primary School are qualified and registered with the SA Teachers Registration Board.
No teaching or non-teaching staff member is indigenous.

Financial Statement

Watervale Primary School has an Index of Disadvantage (IOD) of 6, based on social and economic factors including employment, income and stability of residence.

2013 Profit and Loss Statement – please see attached appendix