2013

Annual Report
Woodside Primary School is situated in the Adelaide Hill’s town of Woodside. All facilities of the school are brand new after a redevelopment and through the Government’s BER projects. We value being STRONG and CARING and our EXPECTATIONS are HIGH.

**Highlights**

- Student Leadership
- Sports Day.
- Knockout netball.
- Science week and Lab on Legs.
- New Maths work.
- Year 7 class musical: “Danger Kids”.
- House sports competitions.
- Multicultural evening.
- Camps.
- School fete.
- End of term bike rides and walks.
- Grandparents Day.
- Remembrance Day.
- Discos.
- Woodside’s Got Talent
- JPFH
- Volleyball
- School Rock Band.
- SAPSASA Sport.
- End of Year Concert.
- Buddies.
- Year 7 Graduation.

**Overview: 2013**

Over the last few years the school has been all but completely rebuilt due to a redevelopment and the BER projects. The 2013 school year started with ongoing plans to chip away at the landscaping needed in various pockets around the school.

We continued to aim to set appropriate and challenging standards for our students and placed high expectations on them to reach these standards during 2013. This was especially the case with our senior students. The expectation being that they are good role models and leaders for all students and so contribute positively to the culture of the school. Privileges these students earned included student leadership training, school camps, dance and performance lessons, the establishment of a school rock band, whole class play for Year 7s, interschool sports, organisation of house sports and the Year 7 Graduation.

Strong links between our senior and junior sectors of the school are strengthened through an active and dynamic Buddy programme. This is an effective way to build relationships across the school and foster our dedicated focus on Caring for one another.

Teachers and support staff continued to work at identifying students with specific learning needs. This was particularly the case with our junior students where we view getting them off to a solid start, socially and academically, as paramount. Teachers spent time identifying areas of need in each child’s progress then employed strategies to address these needs. Through the practice of targeted, short-term intensive programmes, these needs are addressed. Strategies include working with support staff, using Reading Recovery methods, using short term intensive targeting and explicit one on one teaching. Evidence of improvement was collected and modifications to the interventions were made. The ‘special needs’ teaching position continued to be used to assist in peculiar cases as the needs were identified.

2013 also saw the continuation of major changes to a whole school Maths programme. Following on from our work with Ann Baker, staff members were able to benefit from presentations from Tierney Kennedy. This led to changes to classroom practices and the involving questioning techniques to identify misconceptions. Formative assessment practices continued to be used across all classes.
To follow is information about the school from the 2013 school year.

ENROLMENTS-
The table below shows the breakdown of numbers of students enrolled at the school over the last 3 years.
Since a sudden rise in student numbers during 2010 and the necessity for an additional class (the 9th) at the beginning of 2011 our enrolments have remained constant. At the beginning of 2011 we were advised to ‘zone’ the school so as to reserve places for local children. Zoning was not a permissible option for public schools and so we removed this restriction at the end of 2012. This has not realised a sudden influx of students and our numbers have continued to be steady.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>112</td>
<td>119</td>
<td>109</td>
</tr>
<tr>
<td>Girls</td>
<td>130</td>
<td>124</td>
<td>109</td>
</tr>
<tr>
<td>Total</td>
<td>242</td>
<td>243</td>
<td>218</td>
</tr>
</tbody>
</table>

ATTENDANCE
The table below shows percentage figures for attendance of students at the school over the last 3 years in comparison with the average across schools in the Region and across all DECS schools. In all cases, our attendance figures are above those of the Region and all DECS schools.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.4</td>
<td>91.0</td>
<td>90.8</td>
</tr>
<tr>
<td>Region</td>
<td>93.3</td>
<td>90.8</td>
<td>89.9</td>
</tr>
<tr>
<td>DECS</td>
<td>89.9</td>
<td>94.6</td>
<td>93.5</td>
</tr>
</tbody>
</table>

STAFF INFORMATION
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>27</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>2</td>
</tr>
<tr>
<td>Number of teaching staff:</td>
<td>15</td>
</tr>
<tr>
<td>Number of non-teaching staff:</td>
<td>5</td>
</tr>
</tbody>
</table>

SUMMARY OF NATIONAL LITERACY AND NUMERACY TESTING
In 2013 students in Years 3, 5 and 7 participated in the National Assessment Program for Literacy and Numeracy (NAPLAN).
Comparisons can be made of students’ skills in some aspects of Literacy and Numeracy across the country. The table below shows the mean (average) score across the school and State for each area (Spelling, Grammar and Punctuation…) in each year level.

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>School</th>
<th>Region</th>
<th>DECQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Spelling</td>
<td>424.0</td>
<td>408.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Punctuation</td>
<td>430.0</td>
<td>431.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>412.8</td>
<td>411.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>438.7</td>
<td>432.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>387.7</td>
<td>393.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Spelling</td>
<td>487.2</td>
<td>483.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Punctuation</td>
<td>490.7</td>
<td>498.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>468.0</td>
<td>470.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>507.9</td>
<td>504.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>468.6</td>
<td>476.9</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Spelling</td>
<td>564.2</td>
<td>564.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Punctuation</td>
<td>547.8</td>
<td>547.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>553.7</td>
<td>553.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>546.8</td>
<td>546.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>532.1</td>
<td>532.1</td>
<td></td>
</tr>
</tbody>
</table>

Data was not available to make comparisons across the State but we were able to measure our results against those of the region. No clear pattern stands out apart from our results in Numeracy which in each year level is below those of the region. This aspect will need to be investigated in 2014.
We were pleased with our Spelling results which show to be above those of the region for this year.

TARGETTED STUDENT GROUPS
Special Needs Students:
Individual student learning plans have been developed or reviewed and modified in consultation with teacher, SSO, School Counsellor and parents. These have been aligned with the student’s specific learning needs.

The school has used its own funds mainly to provide time for SSOs to work with individual students or in small groups. Time was provided for teachers and SSOs to meet to tailor programmes for specific students. In some cases SSOs worked in classrooms and were able to assist all students when required not just those with special needs.
This is a great help to students and the teacher and the assistance is not seen as just a focus on the special needs students.

Our future focus is to make more use of diagnostic test data and assessment for learning techniques to check on understanding, design intervention and map the progress of our special needs students.
All students identified for extra support work with the teacher and an SSO where learning targets are set and are precise, assessment for learning strategies are used and the student knows that it is ok not to know but important to take responsibility to know.

Defence Force Students:
ADF enrolments at the start of the year were 13 students from 8 families. These numbers remained fairly stable throughout the year.

Although we no longer qualify for support funding from the ADF, staff members are always on the lookout for the wellbeing of our ADF students. We have asked ADF parents to keep us informed of possible moves or transfers as well as significant deployments or postings of relatives.

The relationship with the 16th Air Land Defence Regiment at Inverbrackie continued to grow during 2013. The CO of the Regiment presented the shield to the winning team on Sports Day and organised a catafalque party to help us commemorate Remembrance Day.

2013 SITE LEARNING PLAN PROGRESS

Literacy
Time was spent in 2013 analysing our data from NAPLAN and using this to identify and address deficiencies in our curriculum. We continued to maintain our focus on the Jolly Phonics programme with success. This has been used across all JP classes and into lower primary classes. We will continue its movement up the school as the programme and resources become available.

Using the strategies of the ‘Big 6’ reading continued in 2013 with particular focus on comprehension. We will also continue our focus on short-term learning targets, with teachers and SSOs working closely together to address these targets.

Learning practices and the strategies we used from Ann Baker. This was decided at a pupil free day and a whole school approach was set up.

During 2013 we attended workshops presented by Tierney Kennedy and started to use her strategies with our classes. In 2014 we will continue this work using questioning techniques to identify misconceptions in student’s learning in Maths.

Maths
Our major focus in 2013 was to draw together the threads of the AC (especially looking at Fluency+ proficiencies), our work using Assessment for Resources to support it. Teacher began to phase out the Society and Environment curriculum and teach, assess and report about history.

Assessment for Learning
This was an ongoing focus in 2013 and included SSOs. We used a pupil-free days to attend a workshop presented by Dylan Wiliam on Formative Assessment. This provided a chance to review and modify our approaches to A for L. Each time we reflect on the work we are doing there is an increased understanding by staff of the purpose and methods of formative assessment. This will be an ongoing approach to teaching and learning. This focus (especially the feedback aspect) linked with the work we had started on student voice, school values and ‘critical friends’ processes.

History
Teachers made use of the various workshops available to develop an understanding of the requirements of the new AC in History. This included our own workshop on a pupil free day where we looked at the skills and understanding of the History curriculum and the

Teacher Learning Communities
This project came from the workshop of Dylan Wiliam at the end of 2012. Staff agreed that the importance placed on TLCs by Dylan Wiliam could not be ignored
and that we should develop our own TLCs for the benefit of teachers’ learning and so that of the students in our classes. We sort advice from DECD and from schools/regions with established TLCs. Our approach was to move in small steps so as to form a sound basis for our community, with good understanding and time to practice strategies. By the end of 2013 we had established a TLC to focus on the practices from Tierney Kennedy that we were trialling with our students. This will be ongoing for us in 2014.

**Student Voice**

Work continued in 2013 to give students the opportunity to be meaningfully involved in the management, running and decision making of the school. This was achieved through our student leadership system and our assessment for learning practices.

The important aspect of our student leadership system is to focus on leadership and good role modelling for all our students not just those elected. We changed the student survey process and collected feedback from students through a system of open forums. Answers and opinions from students about learning programmes, school life and student engagement were sought.

In 2013 our students continued to played an important role to demonstrate and explain school values, school culture, learning programmes and the role of student leadership to new parents and special guests.

Next year we will advance the development of our system of collecting student feedback through open forums. We will also continue to instil in our students the significance of good leadership and role modelling and highlight the importance and benefits of being good school and community citizens.

**Performing Arts Programme**

Our Performing Arts programme continued with a more ‘hands-on’ approach and a broader coverage of music, dance and drama. Students’ enjoyment and engagement was enhanced with this methodology. Teamwork was clearly on display as groups of students performed at school assemblies, at the end of year concert and at special events including Remembrance Day, Multi-cultural night, Every Generation celebrations and Grandparents’ day.

**SCHOOL COMMUNITY FEEDBACK**

We did not collect data from our community via the normal and formal survey process in 2013. However we provided and encouraged parents to give feedback on various aspects of the school from their perspective. This was especially the case with events such as sports day, multicultural night and end of year concert.

Over the last few years we have been pleased that parents are making more use of emails to communicate with teachers and administration staff. This included providing feedback and comments on various aspects of the school. The school’s newsletter continues to be a steady medium for communication about the school for parents. We also use the newsletter to ask for feedback from the community. As previously outlined our student voice structures provide a vehicle for gaining feedback.