School Name: Winkie Primary School and Child Parent Centre
Location Number: 0486
Address: Box 116, Winkie, Sth Aust
Phone: 085832285
Fax: 0885832120
Email: info@winkec7.sa.edu.au
Web page: www.winkec7.sa.edu.au
Category ranking: Category 2
District: Murray and Mallee

On behalf of the school staff it has been an honour and privilege to be able to provide learning to the children at Winkie and the community. We have seen fantastic progress in all our children. To watch them begin Pre-school and observe their learning, their progression into the Junior Primary, gaining confidence as they travel through their years to become lifelong learners is a delight. We are privileged to be able to do this with the support of our community, as parent’s play a vital role in their child’s learning.

Thirty nine children enrolled at the primary school this year, and an average of 8 in the Child parent Centre. Eighty % of CPC children enrolled at the school ensuring the school's population have remained stable. Parents want their children to go to Winkie! Our school has a reputation of a caring place, with 75% of our students are school card, 35 % Aboriginal and 25% Students with disabilities, our school programs in place provide intellectual and social support for our children.

We have continuously strived to improve and provide a fun and stimulating learning environment for all our children where every child at Winkie achieves success in their learning. Our school’s mission is “To Nurture Children for Tomorrow” We value confidence, persistence, organisation, resilience and getting along with others. Our motto is “Smart and Strong”

Our highlights for the year have included a year 4-7 Science excursion camp in first term, and in second term, which provided our student with great hands on experience in “Space” and “The scientific process” The Child Parent Centre great Literacy and Numeracy week learning with Loxton North Preschool was an excellent opportunity for the children to share and learn about the literacy message with the wider community. Small school sports day is always a highlight, and it was truly pleasing to see the confidence in our children grow as they competed with other schools. NAIDOC week and Reconciliation week play an important part in our school life with special days of Cultural activities. This year we held a sports day at Gerard oval. However it went over the week as we were beaten by the weather! In fourth term the students took to the road in a travelling Ngarrindjeri Expo to Kingston on Murray. This was their first time and it was a great success providing opportunity to build on this in 2010. Our End of year celebrations was thoroughly enjoyed by all, particularly the whole school production of “The dragon Returns” which showed the wonderful talents of our students.

With the Federal government BER and National School Pride funding has provided a tremendous boost to our facilities, with the old sports shed and lunch shed ungraded, all louver windows replace with sealed windows to help with conservation on heating and cooling, a new front fence and parent/ staff meeting room upgraded with a new paint and cupboards. The BER funding has ensured we will have a fantastic library resource area with excellent facilities.

Reviewing our yearly progress to continuously improve. Last year we used the DIAF principals and rubrics to understand where we as a school can set targets for improvement. Our focuses for site improvement in 2009 became

- Focus on Learning- a number of students were not achieving success in maths, and engagement was low. In literacy there were highlights of success in writing, and
student learning growth was medium to high. Children were engaged in literacy lessons however this was not across the school consistently.

- **Make Data Count**- We found that although the school was performing well on obtaining the data and the programs set up were based on data, there needed to be more emphasis on teacher assessment practices and use of these to guide planning particularly in maths.
- **Listen and Respond**.- We have information processes in place for positive communication, and timely responses for questions and concerns. The school's ethos in “Smart and Strong” was well developed, but needed to refocus to create deeper student understanding and commitment.

**Focus on Learning**

**Numeracy**

We believe that every child must achieve success in their learning in both literacy and numeracy. Our staff are highly committed in their own professional learning so that they have the best skills to teach and ensure all children achieve success. Their learning commitment saw:

- Joining with a cluster of schools and The Learning Inclusion Team with a focus on maths.
- 100% of our staff undertake professional learning with different presenters in Mathematics in our Cluster maths for Learning Inclusion project on more than three occasions during the year.
- Staff attended training sessions cluster schools twice per term at different schools
- 100% staffs were released to work collaboratively with each other and the maths coordinator on programming and intervention strategies.

This was very successful helping teachers to adopt new and exciting ways to teach maths, sharing their ideas, visiting classrooms to see new ways, developing good intervention programs for children. Our staff developed programs to improve engagement in maths for our children. This has indeed had an excellent result in student's enthusiasm in maths. Children were surveyed and we were very pleased that 70% of the student “loved their Maths lessons”, 20% thought the maths lessons were okay and 10% liked the lessons. There were NO students who did not like maths. Twice during the year (February and November) the students completed a PAT maths test. 75% of students doubled their achievement score and 100% of students increased their score. A highlight for the students was each child made their own maths “Tool Box” which has been stocked with maths equipment. The children look after these knowing their tools are a very valuable and helpful aid in their maths learning. Photos of our tool boxes have reached schools in Queensland with enquiries of “How did we make them?”

**Literacy**

This year we have taken a closer look at our literacy learning, and adopted a number of initiatives to improve our results in reading. We have developed strategies to encourage engagement in reading.

- Children have purchased their own readers by ordering through scholastic. They have really taken to this, and were very excited to receive their orders. These remain in the class as readers for other students
- 100% of our children achieved the ‘Premier’s Reading Challenge and this year for the first time a number of students completed the challenge three times over!
- Continued to work with the Accelerated Literacy Coordinator and further progressed by combing these reading strategies to real life literacy. The years 2-4 published their own recipe book using the genre procedure writing.
- Purchased a number of literacy testing to ensure that our students who require intervention have the teaching they most need, so they can be successful. All students were tested in Phonological awareness, oral language and reading comprehension.
- The implementation of tutoring in reading following this testing has meant that a number of our students have made real progress in phonemic awareness and reading strategies.

**Make Data Count in student learning.**
Our NAPLAN data has informed us that our students in writing, spelling and grammar:

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>80% were in the top two bands, beating the state average! No students were in band 1 and 2</td>
<td>100% were in the upper bands with 50% in the top two bands.</td>
<td>50% were in the middle band of achievement</td>
</tr>
<tr>
<td>Reading</td>
<td>60% were in Band three, and 20% in the top bands (band 6). No students in band 1</td>
<td>75% were in the middle bands, with 25% in top two bands.</td>
<td>25% were in top four bands of achievement, and 50% were in the middle bands</td>
</tr>
<tr>
<td>Grammar</td>
<td>60% were in the top three bands of achievement.</td>
<td>75% were in the top two bands, with no student in the bottom bands</td>
<td>25% were in the top four bands, and 50% were in the middle bands of achievement</td>
</tr>
<tr>
<td>Spelling</td>
<td>The % achievement was evenly distributed achieving with 40% in the highest two bands</td>
<td>50% were in the top two bands with 50% in the middle band. No students in the bottom bands</td>
<td>50% were in the top four bands.</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80% were in middle bands.</td>
<td>75% were in the middle to band 5.</td>
<td>75% were in band 5, and 25% were in bands 4</td>
</tr>
</tbody>
</table>

Graphed below is the NAPLAN mean school for our school and the District, state and national comparisons.

Achieving national Benchmarks-
100% of the year three students achieved benchmark in Reading and writing with 85% achieving benchmark in Punctuation and Grammar, Spelling and Numeracy.
100% of our year five students achieved benchmark in Writing, Spelling and grammar, with 85% achieving benchmark in Numeracy and reading.
75% of our year 7 students achieved benchmark in reading, Numeracy and with 50% in writing, spelling and Punctuation and grammar.

![Year 3 NAPLAN Mean Scores Comparison 2009](image)
In the beginning of term 4 a student free day was granted by the Governing Council to analyse our NAPLAN and school based literacy data to build a common understanding of the teaching of literacy relating to reading and develop a literacy plan based on a critical dialogue of student achievement at Winkie. The importance of Intervention was highlighted, and these strategies for intervention developed in the literacy plan. During the year as a whole school we completed a literacy walkthrough and used this data to develop a common understanding of literacy teaching for every child to achieve success in literacy. What are the issues for every child to achieve and a clear direction for 2010. They are as follows:

- To focus on the developmental stages of reading. The big 6 in reading.
- Develop Smart targets in literacy
- Identify and provide intervention for students to acquire fluency and understanding in reading. ‘Children learn to read then read to Learn’

Analysing the data we will have a focus on reading and reading Intervention. This day was very successful and we held a numeracy planning day in November, where we reviewed our NAPLAN, and school based data of PAT maths, and teacher professional judgement, to write an agreed whole school understanding of the teaching of mathematics for every child achieving success in maths, focusing on

- Teaching lesson structure and learning engagement
- Mapping the maths content for each term so topics are well covered and we are all on the same page.
- Assessment and testing of maths and implementation of Intervention.
- Professional learning
- Focus on the maths language for students to think like mathematicians.

Listen and Respond
As part of our staffing entitlement, the school was eligible to appoint a key teacher / coordinator. The possibility of utilising this entitlement with the staff to investigate what key areas needed addressing was put to the staff. Staff agreed that such a position would be best used in the area of student well-being.

PAC advertised the position internally as a coordinator level 1. From the applicants, the selection panel appointed John Robertson.

The school was already doing a lot for the well-being of students, including: Smart and Strong focus; Kids bites; Tuck; Rules and expectations; Teacher modelling; Kids Hope (mentoring program); Auskick; SAPSASA; Choir; SRC; New sports equipment; Uniform issues; buddy classes; And Camps & Excursions.

This provided a lot of good input but was largely physical and health related – which is great. Being new to the school, John noted that when asked, “What does it mean to be Smart and Strong?” No students were able to articulate it. Smart and Strong was the existing program.

Having being involved with programs such as ‘You Can Do It!’ and ‘Circle of Courage’, John proposed to staff to undertake a whole school approach using the ‘You can Do It’ program. The following reasons were provided.

It compliments and gives students a better understanding of Smart and Strong values. They gain awareness and apply thinking habits in their endeavour to become successful learners. Students and teachers learn and share a common language base to motivate and raise students’ learning successes.

In our site plan, we established that student well-being was a focus requiring improvement. Whilst Circle of Courage was listed, ‘You Can Do It’ offers a wider range of resources and is more explicit in its instruction. Some Circle of Courage principles were used but more for individual students. You Can Do It is better for classroom and whole school tuition.

Many of our students are quite resilient, especially when considering their backgrounds. However, this is not evident in their schooling and learning. We explicitly teach Lit and Num and considering our students backgrounds, there is a strong need to explicitly teach them social and positive thinking skills.

They need the foundations taught by YCDI (Organisation, Persistence, Getting Along, Confidence and Resilience) to assist them to become Life Long Learners. YCDI teaches these essential skills.

The school undertook YCDI training on site led by Leah Koen, who is an accredited YCDI instructor. The day was motivational and helped all staff to understand the principles of YCDI. Resources were purchased and created to enable the program to commence. John also had several release days to program future goals and plans to ensure the YCDI program continues successfully. John also used the time to go into classes and give introductory lessons to students and model YCDI teaching.

The program is running well within the site. Lessons are undertaken from CPC through to year 7. The mentoring program also uses parts of the program. Because of the nature of the program, in that it focuses on ‘thinking for success’, it makes a handy tool to use when dealing with student behaviour issues.

### Site Improvement Plan

<table>
<thead>
<tr>
<th>Outcomes / strategies</th>
<th>action</th>
<th>Target / goal / question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review students Smart and Strong Survey</td>
<td>All students reviewed Information collated and graphed Graphs viewed by staff Students seem to know what S&amp;S is but find it difficult to articulate</td>
<td>Students to use S&amp;S thinking and behaviour more regularly What student suggestions are to be considered or implemented?</td>
</tr>
<tr>
<td>2. Investigate You Can Do It</td>
<td>All Staff attended T&amp;D Resources bought Lessons started CPC-7 John given release time to assist initial lessons and set up Whole School Plan for remainder of 09 and 10. Introduce ‘Wheel of Choice’</td>
<td>Staff and students to use YCDI language Students to understand connections between Happening, Thinking, Feeling and Choice Students understand ‘Hard Yakka’ and Blockers to success</td>
</tr>
</tbody>
</table>

Winkle PS SAPSASA Report 2009
In previous years the school had limited participation with SAPSASA. In 2008, only 1 student was involved and that was with one sport. This year, 18 students participated. 2009 provided year 5-7 Winkie students with the opportunity to engage in a range of SAPSASA events. The school attended the following carnivals:

- Softball
- Tackle Rugby
- Tag Rugby
- Netball
- Basketball
- Athletics

Apart from athletics, the students combined with students from other schools (Glossop, Kingston-On-Murray and Monash). This provided them with an excellent opportunity to get along with different peers and use their getting along skills taught through the You Can Do It program. The Tackle and Tag teams did quite well. The combined girls' team came second in Tackle and third in Tag.

All year 5-7 students participated in various carnivals throughout the year. Several students were selected for district teams in softball and athletics. Many year 4’s also competed at the athletics carnival. With quite a number of year 4’s going into year 5 next year, 2010 will see a greater number of students doing SAPSASA events.

The school purchased sports tops that are issued to the students prior to the event. This gives them a sense of team, belonging, pride and compliments the school's well-being program.

**Aboriginal Education.**

This year all staff undertook professional learning in Cultural Awareness and developing Individual Education Plans for Aboriginal students at Winkie. This gave our staff a very valuable learning in the important significance of understanding Aboriginal culture.

The Aboriginal Education Coordinator Kathleen Sandsbury was appointed in term 1, and has helped our student learning success through making very important home school connections, and supporting our children at school.

All Aboriginal education children have received APAS tutoring funding which employed a tutor with a focus in reading and comprehension. This was widely supported by our parents and we have made further applications for this to continue in 2010.

Australian hearing visits twice per year and all aboriginal children undergo hearing checks, with reports form the audiologists providing both the school and families with important information to support the hearing of these children.

We have had an increase in enrolment in the Child Parent centre this year of eligible three year olds. This is an excellent opportunity which our parents readily take up for their children because they value the early year's program.

All children undertake Aboriginal studies from CPC – year 7, for one hour per week. We also use this time as a focus on Ngarrindjeri Language. During term 4 our year 4-7 children took a Ngarrindjeri Expo to another small school Kingston on Murray. Prior to the date the children researched a topic of culture, planned an activity to take for their talk. This was so successful they have been invited to do this again next year!

**Supporting Students in Learning**

All students at Winkie who have a disability are supported in the classroom and receive one: one assistance with School Service officer support in programs designed by their teacher and identified in the Negotiated Education Plan. The school has bought extra
hours to support students who find learning difficult. This support is on a need basis which is evident through student assessment.

**Early Intervention:**
Our Early Intervention program commences in the Child Parent Centre with
- Student assessment occurring rigorously to implement student focused learning plans in speech and coordination
- Aboriginal Education Coordinator Support with our Aboriginal students and making connection with families.
- The school funds SSO hours in the centre to provide learning programs for all our children.

Programs continue in the Junior Primary with
- Children receiving 1:1 or small group learning focusing on reading and word knowledge with an SSO.
- Testing of children with reading running records Phonemic awareness, and comprehension, and using this data to implement learning programs.

**School Reading Levels compared to Region**

The data indicates that our Intervention program
- Needs to continue into year 2 for all children to achieve level 26 by the end of year 2 which is our target.
- That in year 1 there are a number in levels 6-10 consistent with our knowledge that the Early years experiences are vital to reading acquisition.

**School Mentor Program**
We are highly privileged to have at our side community members who are dedicated to attend weekly to mentor our students. This year our mentor volunteers have increased by 50% and 100% of our students who began in 2008 have continued with the same mentor. The program is organised by a Coordinator, who liaises with our teachers to ensure an excellent social and learning environment is the priority.

**Positive Student Behaviour.**

As the year has progressed our behaviour Intervention and our implementation of Program achieve a reduction in suspensions. The re-entry process at Winkle for students who have been suspended has shown that there have been a greatly reduced number of students who have been on repeated suspensions. We believe in using the School’s Behaviour Code, to support student confidence and learning. The success of this is evident in the Student Opinion Survey indicating student safety and positive student relationships ranking high.
The Smart and Strong year awards are collated each week because we value their acknowledgement of when our students succeed. 100% of the students have achieved these awards, showing high numbers, with well over 60% of the students receiving over 50 awards! The student’s very much enjoy finding the class weekly winners to achieve their acknowledgment.
Student attendance was the lowest in year 6, due to days absent for illness and family reasons, with four grades being over 90% which shows how many of the students at Winkie love coming to school. We also know this because the student opinion survey indicates a high degree of satisfaction in their school, teachers and students. The school’s attendance policy is carefully followed up by each teacher to ensure the reasons for non attendance is addressed with our parents. We thank all our parents who have an excellent understanding of the importance of attendance and ensuring the children attend regularly and by providing reasons for student absence when ill.

### Enrolment 2007 - 2009

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment (FTE)</td>
<td>35.0</td>
<td>30.0</td>
<td>37.0</td>
</tr>
</tbody>
</table>

### Specific Population Enrolment 2009

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Region</th>
<th>DECS</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATSI</td>
<td>29.7%</td>
<td>6.7%</td>
<td>4.9%</td>
<td>10.9%</td>
</tr>
<tr>
<td>NESB</td>
<td>5.4%</td>
<td>4.9%</td>
<td>10.2%</td>
<td>15.5%</td>
</tr>
<tr>
<td>ESL</td>
<td>15.1%</td>
<td>10.3%</td>
<td>12.8%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Disabilities</td>
<td>27.0%</td>
<td>11.6%</td>
<td>9.1%</td>
<td>14.0%</td>
</tr>
<tr>
<td>School Card</td>
<td>73.0%</td>
<td>33.9%</td>
<td>28.5%</td>
<td>46.5%</td>
</tr>
</tbody>
</table>

### Intakes 2008

<table>
<thead>
<tr>
<th>Origin</th>
<th>No. Students</th>
<th>School</th>
<th>Region</th>
<th>DECS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Students</td>
<td>641</td>
<td>5.8%</td>
<td>5.8%</td>
<td></td>
</tr>
<tr>
<td>Re-enrolment</td>
<td>1</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Flexible Education</td>
<td>111.9%</td>
<td>11.9%</td>
<td>11.9%</td>
<td></td>
</tr>
<tr>
<td>Inner Schooling</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Non Government School</td>
<td>49.1%</td>
<td>49.1%</td>
<td>49.1%</td>
<td></td>
</tr>
<tr>
<td>VET Students - Full Time</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>VET Students - Part Time</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Certificate - Full Time</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Certificate - Part Time</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Registered Students - Continuing</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Registered Students - Commencing</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Registered Students - School Enrol.</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Apparent Progression Ratios 2008/2009

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Region</th>
<th>DECS</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>RT 1 to 01</td>
<td>57.1</td>
<td>79.2</td>
<td>71.4</td>
<td>61.4</td>
</tr>
<tr>
<td>U1 to U2</td>
<td>100.0</td>
<td>98.2</td>
<td>100.0</td>
<td>98.2</td>
</tr>
<tr>
<td>U2 to U3</td>
<td>100.0</td>
<td>98.2</td>
<td>98.2</td>
<td>98.2</td>
</tr>
<tr>
<td>U3 to U4</td>
<td>100.0</td>
<td>98.2</td>
<td>98.2</td>
<td>98.2</td>
</tr>
<tr>
<td>U4 to U5</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>U5 to U6</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>U6 to U7</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Enrolments over the last three years show the school’s population remaining stable, allowing for forward planning of class structures.
This graph indicates that the students have very good relationships with the staff at Winkie. All students in the middle and upper Primary class completed the survey. There was a high % who indicated that they find class learning interesting and rewarding, they really want to learn, and are encouraged by their teachers to achieve their best, and acknowledged they learnt about different cultures being at Winkie. This is very rewarding as this was a focus in both Literacy and Numeracy this year. The students indicated highly they feel safe, get on well with others, and are treated fairly, indicating the success of our review of “Smart and Strong” and introduction of Program Achieve.

The parent satisfaction tell us that in all areas there was an improvement in opinion about the teaching, curriculum our relationships with the students, how the school is run, showing our parents are very happy with what’s happening at Winkie! Overall the level of parent satisfaction is in or near the top 75% of all schools.

There is a difference in the staff satisfaction survey relating to teacher quality and support form 2008. This year there was a 50% change in staff, and the focus in our site improvement plan has been to support teachers changing practise to engage students in their learning. This focus will continue in 2010.
Teaching Staff

Attendance
This year there has been less staff away, showing 90% of staff had 0-3 sick days, and 10% over three days due to an unexpected health issue.

Workforce Composition
Our staffing at Winkie reflects our student ratio of population with 29.7% ASTI and 27% Disability. Our workforce composition is 12.5% ATSI supporting our Indigenous Students, 25% Student Learning Support, 37.5% classroom teaching and learning, and 25% Administration. Our focus on student learning is reflected in that 75% of our workforce are committed staff working to improve our learning for our children.

Qualifications
All (100%) teaching staff have a Diploma in teaching or Bachelor of Education. All non teaching staff have qualifications according to their role statement.

Staff Professional Learning
Every staff member undertook the required 37.5 professional learning hours to complete their required hours with a majority undertaking hours much higher. The professional learning undertaken focused on the site improvement priorities, Sandra Knox Maths, Programming in maths, Accelerated Literacy Program Achieve, Computer technology, and the Early years. In 2009 $7,000 was used to support professional learning, of which most supported the site’s Learning Improvement Plan.

Site Finance Report