



# Port Wakefield Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Port Wakefield Primary School Number: 366

Partnership: Lower Mid North

**Name of School Principal:**

Jenny Gordon

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**Name of Governing Council Chair:**

Wendy Amos

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**Date of Endorsement:**

20th February 2017

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## School Context and Highlights

Port Wakefield Primary School is located 98 kms from Adelaide CBD. It is a school that was established in 1866 and in 2016 celebrated 150 years of providing education to the community. We are a member of the Lower Mid North Partnership that has a very cohesive and collaborative intent to provide education for students from Birth to Year 12 and beyond. We had 73 students enrolled in 2016 with a noticeable increase in student's enrolments from the predicted enrolment of 50 students at the beginning of 2016.

In our Site Operational Plan, improved students learning outcome in Literacy and Numeracy aligned with DECD SEA (Students level of Educational Achievement) levels and Students and Families "Well-being" are our site priorities. Port Wakefield Primary School is classified as a Category 3 school on the DECD index of Educational Disadvantage. Approximately 41% of our Students are eligible for School Card assistance.

The school population includes; 9 students with English as an Additional Language or Dialect (EALD) and this is increasing with additional employment being offered in a major business within the geographical area of Port Wakefield. We have 6 students with disabilities with at least 3 students awaiting assessments for verifications of their learning needs. We also have outsourced services providing support to an additional 3 students within our school.

Port Wakefield Primary School liaises closely with our feeder local preschool and neighbouring high school. We have a total of 4.4 teaching staff (FTE) and 5 School Support officers and over the last four years we have maintained all staff at the school for consistency of learning programs and relationships with all. In our Literacy and Numeracy block each class has an SSO with them to support the improved learning outcomes of all of our students.

Some of the highlights of 2016 were our 150 Year celebrations in September which included tours, performances by students, memorabilia on display, morning tea and lunch. We had many guest visits to the school from Responsible Pets, Silly Scientist, Kesab excursion, High School Music bands, Marra dreaming, Jembatan Indonesian group, swimming and Sports day with Bute Primary School.

## Governing Council Report

Once again thank you to the other members of Governing Council, giving me the opportunity to be the Chairperson for Governing Council 2016.

We closed 2016 with saying goodbye to a group of 8 year 7 students going to Balaklava High School, Horizon Christian College & Clare High School and the big world beyond. We wish them all the very best for the future. Their farewell graduation was held at the Rising Sun Hotel organised by the students.

2016 program included NAPLAN, Quick Smart, Jolly Phonics, Jolly Grammar, Kimochi program. Students assessing their own learning goals and striving to reach their targets. Drumming sessions well liked from attending students. Audits – Well-Being Audit, External Audit with positive results.

PWPS celebrated our 150th Anniversary in September. A huge effort from all staff, students and volunteers who made the day a special day. The photo display of past & present students was the highlight. Coffee cups & books marks for souvenirs. The Parent Club continued their tireless work, lunch orders, raffles & fund raisers. An enormous thanks to the ladies who are continuously donating their time to the Parent Club lunches. Without you ladies it would not be the success it is. Parent Club purchased a fridge, kindy outdoor mat and worm farm.

Mrs Pierson organizing the Book Fair fantastic sales, great to see all the enthusiastic readers in our school. SCR fund raisers, fabulous work to all the students involved. Donating \$320 to Pt Wakefield CFS. Uniform Bear is still working as a great incentive for students to come to school in uniform.

PWPS staff and SSO's continuous training, developing, learning new programmes and data collection of student's achievements. Thank you to the Staff & SSO's for the effort you all put into the students and the school community. This year there has been minor changes to our staffing with Mrs Pam Thorpe leaving UP & now working 1 day a week in MP and NIT in all classes 2 days a week. With Ms Pauline Baker full time teaching in UP. Welcomed & said good-bye to both new Kindy Directors L Miley & Bronwyn Ruciak, awaiting appointment of new Kindy Director from term 2 onwards.

A big thank you to the follow Governing Council members and to all the volunteers in Parent Club, Community Mentors and Merry Bennett. With your support, time & effort great things are achieved within our school. It would be lovely to see some fresh faces to various volunteering roles within our school.

Kind Regards  
Wendy Amos



## Improvement Planning and Outcomes

In June 2016 we had our external school review and will have our next external school review in 2020. Key directions from this review state that we need to develop further in; engaging learners and provide challenging tasks by consistently deepening the intellectual quality of all teaching in all classes. Also to improve and sustain student achievement by building teacher capacity through a coherent school- wide approach that is planned, implemented and evaluated. Finally to record and use student achievement data, and other measures, to continuously track individual student learning growth over time and to devise differentiated teaching for all students.

With these three directions we are expanding on triangulating all students' data by including social/emotional information, attendance and behaviour data. As well, with all student's individual learning plans including the "next steps" in their learning with a particular focus on their literacy and numeracy learning outcomes by using a variety of challenging tasks as well as providing feedback to students with specific strategies to improve the quality of their efforts.

This year we have identified through all of our data results, including NAPLAN and PAT that an area that we can develop further in our professional role to support students is in writing and also numeracy. This year, we as a school, are involved in DECD BrightPath (writing) trial across the state, to support the development of students writing to attain DECD Standard of Educational Achievement. Staff are being trained and we will also moderate students work against other schools in the state. This will provide us with more professional training and development in teaching writing to all of our students. Another area that is a continual focus this year is numeracy. Our data indicated that our students need to improve in their numeracy results. This is also a focus for our partnership. Our staff will undertake further training in numeracy which will incorporate Visible Learning and feedback as areas to support students' development.

Our 2017 Site Improvement Action Plan is still in draft form until we have discussed this plan and acted on their input with students (S.R.C) and our Governing Council. In 2017 our priorities are a Focus on Learning – specifically Literacy and Numeracy with whole school compliance in all aspects of our literacy and numeracy agreements with clear consistent teaching approaches R-7. We will further develop our collection of data, analyse it deeply to inform future teaching points and use agreed data sets for all students. We have made realistic adjustments to our targets in relation to DECD SEA. Through our Professional learning, self-reviews and staff meetings we will continually address the learning needs of our students with regular communication with and working alongside Parents and Students to achieve this.

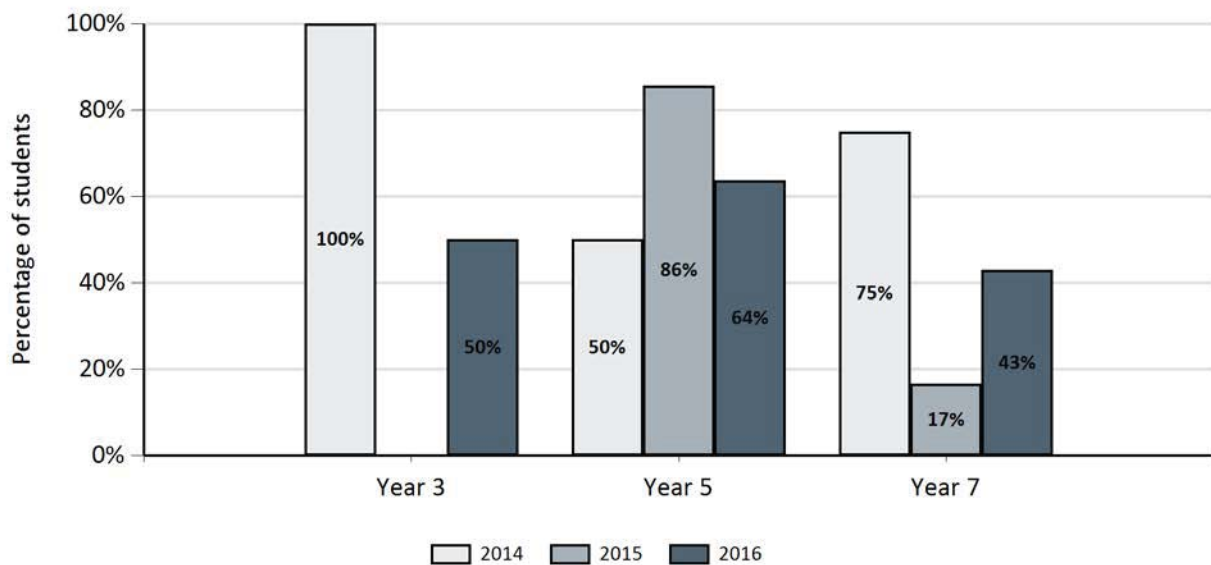
Each term we conduct a self-review of our teaching practices, students' data and feedback from students and parents of how the term has progressed. We then use this information to inform future developments in Student's Individual Learning Plans, intervention/ extension groups and our teaching practices to improve students learning and wellbeing outcomes. We take a holistic approach when looking at each individual student that also encompasses their home life and wellbeing. Discussions are then held where we plan the next steps in each child's learning and how we as a school can enhance their learning outcomes. This information is then added onto their Individual learning plans and informs the class teacher's practices when working with the students by deepening their knowledge of all students and providing for their specific needs.

## Performance Summary

### NAPLAN Proficiency

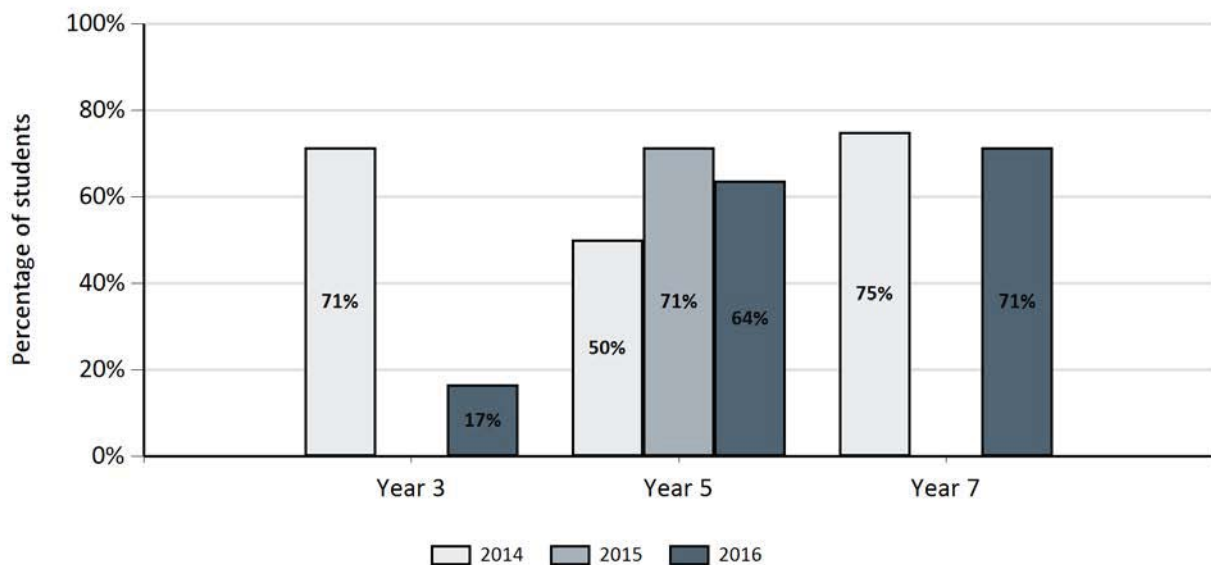
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	14%	0%	25%
Middle progress group	86%	100%	50%
Upper progress group	0%	0%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	14%	100%	25%
Middle progress group	29%	0%	50%
Upper progress group	57%	0%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	6	6	0	0	0%	0%
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	11	11	1	1	9%	9%
Year 5 2014-16 Average	8.0	8.0	0.7	1.0	8%	13%
Year 7 2016	7	7	2	1	29%	14%
Year 7 2014-16 Average	7.0	7.0	1.0	0.7	14%	10%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## School Performance Comment

In 2016 our school had mixed results in our NAPLAN, PAT Maths and Reading results, which was disappointing to us all. Students' data has been analyzed and will be used for future teaching points as well as adapting our Site Improvement Action Plan and teaching practices.

Our Year 7 cohort of students in 2016 results showed an improvement in both reading and numeracy from 2015, however we only managed a very small percentage of students achieve in the Upper bands.

Our Year 5 students in 2016 did not achieve to the same level as what was recorded in 2015, with a slight decrease in numeracy. Also in the year 5 group there was only a minimal percentage recorded in the upper bands.

Our Year 3 results for 2016 were disappointing in both reading and numeracy and as a staff we have analyzed these results and have looked at our literacy and numeracy programs in an endeavour to improve these results in 2017.

Our PAT results for 2016 have been varied. In 2016 our younger students participated in the PAT Early Years Reading and Maths and all students were comfortable with this experience. At this stage we do not have DECD SEA to compare our results to. We had 19 year 2 students participate in the test and of these 11 students achieved the Year 3 Standard for Educational Achievement in PAT Comprehension and 12 students achieved DECD SEA scores for PAT Maths. Our Year 3 group of students (4 students participating) 2 achieved SEA for comprehension and none for maths. In year 4 there were 4 students participating and 3 achieved SEA for comprehension and 3 for maths. Year 5 had 12 students participating and 8 achieved SEA in comprehension and 12 achieved SEA in maths. Our Year 6 group had 8 students participating and 7 achieved SEA in both comprehension and maths. In year 7 we had 7 students participate and 5 students achieved SEA in both comprehension and maths.

Running records data is collected at least twice a term for all students Reception to Year 3 and fortnightly for students who we have identified as not progressing at the development expected with all data collected. DECD Standard of Expected Achievement is level 5 after 4 terms at school in Reception, we had 3 of our Reception students exceed this data reading at levels 9 or above. The other students in this group are identified students. Our year 1 cohort had 3 students achieve level 20 or above and 2 who did not achieve level 15, once again these two students are identified students' who receive support. In year 2 we had all students who achieved the expected achievement level of 21 with all of this cohort achieving beyond level 24. In year 3 we had 5 students who achieved reading levels of 26 and 2 who did not and once again these students are being supported with their learning at school.

## Attendance

Year level	2014	2015	2016
Reception	93.2%	94.6%	83.8%
Year 01	95.4%	94.5%	92.4%
Year 02	86.9%	93.0%	94.2%
Year 03	92.3%	93.2%	85.0%
Year 04	93.8%	94.7%	95.7%
Year 05	91.1%	90.6%	90.3%
Year 06	94.1%	96.0%	94.0%
Year 07	95.2%	89.1%	95.7%
Total	93.1%	93.4%	91.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Our attendance decreased to 91.9% in 2016. Some attendances were due to families moving schools, illnesses and some children adjusting to a new school.

Our attendance policy addresses nonattendance in numerous ways and we acknowledge attendance of students over 95% by presenting these students with certificates each term.

We also send home to Parents their children's attendance record for each semester.

Meetings are held with Families whose children have habitual attendance issues and we devise an attendance plan and monitor attendance each day and follow up with phone calls daily.

## Behaviour Management Comment

Each term we undertake our Well-being audit with each student that addresses incidents at school. When our audits are completed we analyze that data, conduct interviews with the children individually to gather appropriate information. We then act on this information by counselling, restorative practices and if required devise a student support plan using SMART practices.

Parents are also informed by meetings and letters when a problem has arisen and we work together to support the children. Continual monitoring occurs and issues are discussed weekly at our staff meeting.

We continue to offer positive yard play (Special Play) on a Friday to all students that have followed school values, class code of conduct during each week.

## Client Opinion Summary

Opinion surveys were undertaken by Parents, Students and Staff as part of our ongoing self review processes during 2016. These surveys were completed late November 2016.

The Students survey was done individually by the Upper primary children and both Junior and Middle primary classes were done using a voting method for each question, (after the questions were explained to them). All of these answers complied in the below responses. There were 59 responses.

Overall the responses for the questions were either strongly agree, agree and two consistent strongly disagree to all questions. All students with the few exceptions believed that the teachers expected them to do their best, provide feedback that supports them, treat students fairly, they feel safe, can talk about concerns, teachers listen to their concerns, motivate them and provides opportunities to do interesting things.

These responses also relate to the Middle development Index survey of Wellbeing and Student Engagement that Year 6 and 7 students do on line showed that our students have a 77% connectedness with adults at school (South Australia's average 59%), emotional engagement with teacher 100% (state average 70%), cognitive engagement that includes students willingness to put effort into their learning to succeed 62% (state average 52%) and school climate that is about the way students and teachers interact 69% (state average 46%).

Staff's survey showed that there was a strongly agree or agree to the majority of the questions that involved answers to Supportive leadership, role clarity, coworker interaction, participative decision making, goal development and employee development.

We had 14 Parent responses to our survey and once again the majority of their responses were positive. In reply to the questions regarding teachers and their children they were either agree or strongly agree with responses of feedback provided, treating students fairly, children's motivation, learning needs being met and expectations from the staff wanting students to do their best. There is a strong collaboration between staff and parents with all parents agreeing that the school listens to their concerns and also supports parents when they are working with their children in the home environment. Parents agree that Staff value their opinions seriously.

Our survey of our Pastoral Care Worker showed that we were all extremely happy with this position at our school.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	6.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	14	87.5%
Unknown	1	6.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

Our history screening is carried out on an ongoing needs basis being provided to volunteers by our Principal using DECD guidelines/ power point presentations/ reference material to support the delivery of this training. Information is stored in both paper form and on EDSAS.

Volunteers training is completed by all of our volunteers, community members', Governing Council and Parent Club members. This training must be completed before volunteers can support in classrooms or with school activities. All staff are required to have the appropriate screening as part of their employment in schools.



## Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	6
Post Graduate Qualifications	1

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	4.4	0.0	3.3
Persons	0	5	0	6

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	\$863528.44
Grants: Commonwealth	\$54859.46
Parent Contributions	\$19399.51
Fund Raising	12577.62
Other	

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2016 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Social skills program - Kimochi's (Toys with Feelings inside) staff trained. Mentoring of identified students and small group support for specific learning activities. - specifically social skills and resiliency	MDI index showed greater engagement and positive attitudes to school.
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Individual, small group support on specific subject vocab. Reading comprehension, use of tenses etc. New students to Australia understanding basic language features and adjusting to Australian school life	Most students in this group achieved DECD SEA and some are now being extended.
Targeted Funding for Individual Students	Improved Outcomes for Students with Disabilities	Individual programs provided, working both in class individually or small group on specific goals. Attendance issues being addressed by providing appropriate programs	some attendance improved, others being closely monitored. Some growth achieved
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	2 Pupil free days for Australian Curriculum - moderation and learning design planning in PLC's and Partnership groups. Moderation at site with A-E grades. Staff trained in Aboriginal Cultural resources - planned units of work Principal Leading Numeracy Improvement Modules 1 & 2 Professional reading books provided to staff for professional dialogue at staff meetings and for work in classrooms to improve students learning outcomes. Professional observations of others at site and at partnership school. Students provided with intervention programs to help them achieve DECD SEA	More coherent guidelines for moderation and alignment with A-E grades Staff further trained in numeracy learning dispositions language used across the site -
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	Quicksmart program for identified students, intervention programs for wave 2 and 3 intervention used. Oral language intervention program. Parent information sessions on PAT data, Homework, classroom expectations	Parents awareness increases, students engagement with learning more positive.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		