



Port Wakefield Primary School

2020 annual report to the community

Port Wakefield Primary School Number: 366

Partnership: Lower Mid North

Signature

School principal:

Miss Kerri Blackwell

Governing council chair:

Mr Brett Dodd

Date of endorsement:

25 February 2021



Government
of South Australia
Department for Education

Context and highlights

What a year 2020 was. The unpredictability Covid-19 brought saw students at home for a period of time at the end of term 1. Teachers planning for Learning at Home as well as Learning at School for term 2, then turning up at the beginning of term 2 to teach with the majority of our students back at school. The Covid-19 curveball at the end of term 4 added complexity to planning end of year events, such as End of Year Concert, Year 7 Graduation and the Whole School Excursion. Staff, students and families handled the complexities Covid-19 threw at us with a minimum of fuss and we all continued with teaching and learning.

In 2020, the school had 3 classes: R/1, 2/3/4 and 5/6/7. The school had 42 students at the February census.

The school was staffed with:

- Principal
- 4 teachers: 3 full time and 1 part time
- 5 SSO's
- ACEO
- IT contractor

2020 Highlights included:

Swimming, PAT testing, Sports Day, year 2-7 camp to Glenhaven, Book Fair, Dress up day, Buddies, Whole School fitness, Spanish lessons, End of Year Activity Day Incursion, End of Year Concert, for some students NAPLAN being cancelled.

Staff had a full year of learning, attending different professional development (PD) sessions. PD included Orbis Numeracy for two teachers, Ann Baker Big Ideas in Number sessions, these were both face-to-face and online, Lower Mid North Partnership Learning Design, as well as many readings on the teaching of Oral Language.

Staff participated in a Learning Sprint in term 4 on teaching Oral Language.

Governing council report

As Chairperson I would like to thank the committee who took their time to attend meetings and take the online training which no doubt cemented the importance of the role/s you may have taken on for the year of 2020. Thank you to the staff of Port Wakefield Primary School (PWPS) and Kindergarten who attended and last few remaining governing council members for 2020 for your assistance in the running of the Governing Council in my second year as chairperson. It was unfortunate that through the year there were several family departures from the town and or committee resignations which had a direct effect on us all. Farewelled in 2020 was four Year 7 Students who graduating to high school in 2021. I wish all of those students the best for the future.

The council wishes to thank the teachers and SSO's for their efforts throughout the year it has been an ever-changing environment especially from late term 1 into term 2 to with the challenges brought upon us with COVID-19. Thank you to Andrew Jettner who has taken his time and effort to redesign area's with efforts in the front garden while working towards other grounds improvements. We also wish Andrew all the best as he moves on from the school.

There has been some progress made in rectifying and improving processes highlighted in audit reports received in 2020. It is unfortunate the council can not assemble a finance sub-committee with the current numbers of members. It is very important that efforts are made by the committee to assess proposed budgets and monitor expenditure.

The school with reducing class numbers, transition of year 7 to high school, and aging facilities may see annual expenditure increase. There will be challenging times ahead with class sizes not just at the school the kindergarten as well. That said I have noticed a small boom in local younger residence who have 1-2 children under 4 this is a good sign for the future as long as the community gain access to childcare or at least before and after school as a majority of the parents are working or have taken extended leave for the first year.

The PWPS Parent Club has again continued their tireless work organising fundraising events such as mother's and Father's Day lunches with trading table's, Easter and Christmas lunches & raffles. That said an enormous thanks' to the ladies who are continuously donating their time to the Parent Club and without you ladies it would not be the success it is.

I wish the entire school community all the best for the 2021 school year.

Quality improvement planning

Port Wakefield Primary School's planning and improvement goals were as follows:

1 - Increase student achievement in Maths

The challenge of practice was: If we, adopt a common approach to teaching Maths, with a focus on Big Ideas in Number and use concrete materials, we will increase student achievement in Maths.

Our target was: In 2020, 85% of students year 2-7, will achieve 12 months growth in 12 months in PAT-M.

In 2020, 36% of Middle Primary students achieved the target of 12 months or more growth in 12 months. 65% of Upper Primary students achieved 12 months growth or more in 12 months.

The school created the Whole School Maths Agreement. The next steps are to ensure a common understanding amongst all staff about what enacting the agreement looks and sounds like in each of the classes.

2 - Increase student achievement in Reading

The challenge of practice was: If we, adopt a common approach to teaching oral language, with a focus on the Big 6 of Reading, we will increase student achievement in Reading.

Our target was: In 2020, 85% of our students will show 12 months or more growth in PAT-R.

In 2020, 73% of Middle Primary students achieved 12 months growth or more in 12 months. 29% of Upper Primary students achieved 12 months growth or more in 12 months.

The school created the Whole School Reading Agreement. The next steps are to ensure a common understanding amongst all staff about what enacting the agreement looks and sounds like in each of the classes.

In term 3, the External School Review was conducted.

From this the school was given two directions to meet in 2021.

Direction 1 - Differentiate curriculum planning and instruction based on the provision and analysis of formative and summative data from multiple measures.

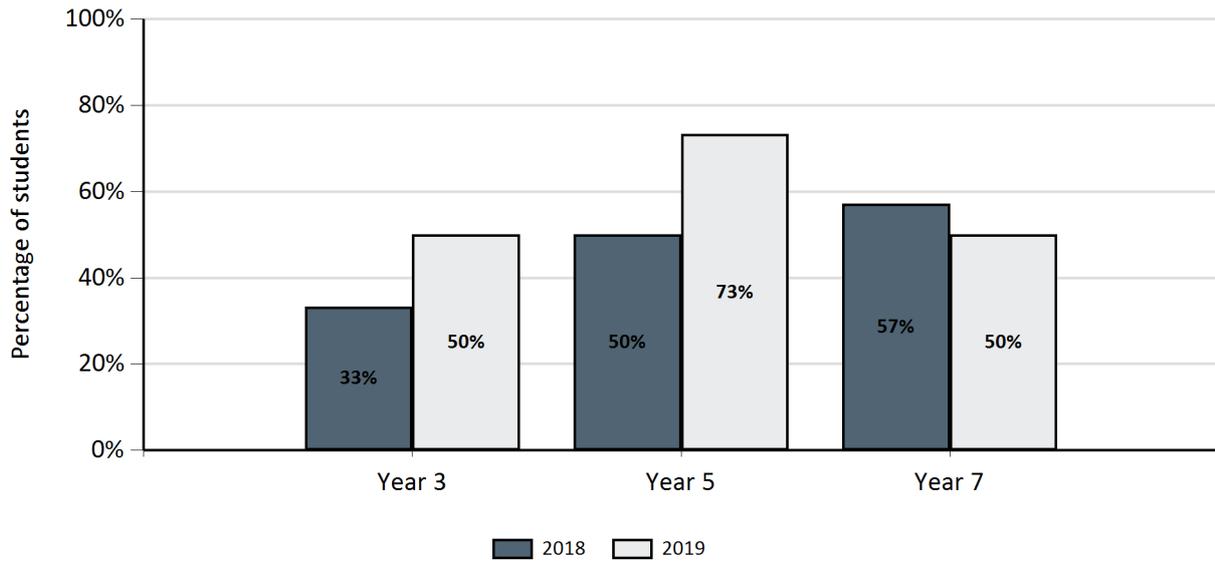
Direction 2 - Develop a collaborative culture and greater teacher efficacy to implement agreed evidence-based teaching practices and regularly monitor and track the students' progress to provide more responsive instruction.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

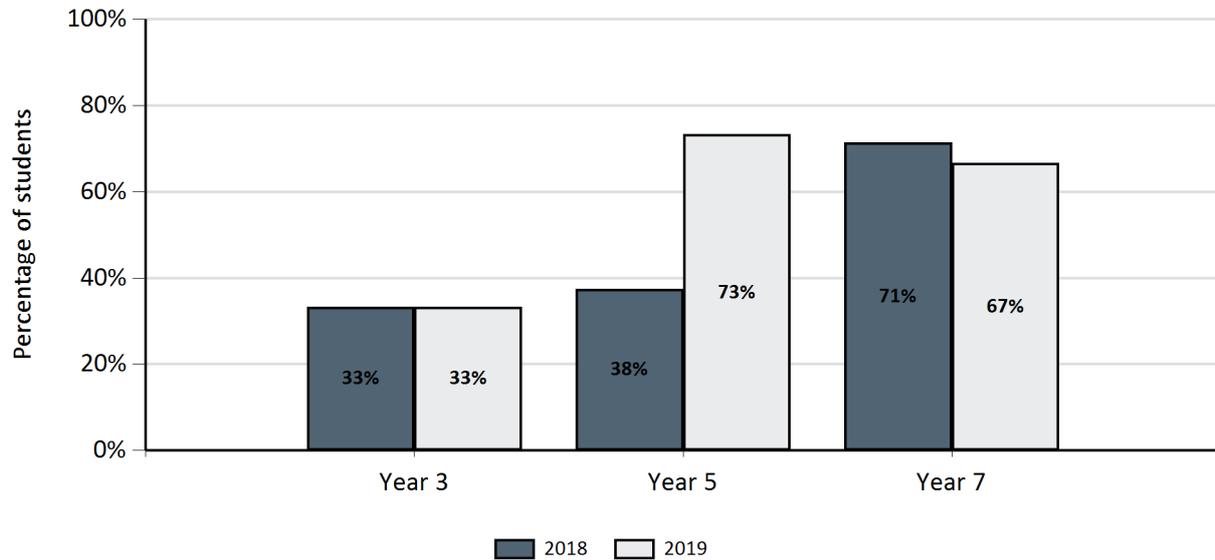


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2017 to 2020 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)
Upper progress group	*	*	25%
Middle progress group	43%	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	43%	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	6	6	0	0	0%	0%
Year 3 2017-2019 Average	10.0	10.0	3.0	0.7	30%	7%
Year 5 2019	15	15	3	4	20%	27%
Year 5 2017-2019 Average	9.7	9.7	1.0	1.3	10%	14%
Year 7 2019	6	6	1	1	17%	17%
Year 7 2017-2019 Average	6.7	6.7	0.7	0.7	10%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

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

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

School performance comment

The Covid-19 curveball saw NAPLAN testing cancelled in 2020. The students in years 3, 5 and 7 were very happy to hear this news.

Phonics Screen Check

Due to the small number of students in year 1, the results of the Phonics Screen are not able to be shared.

Running Records

Due to the small number of students in year 1, the Running Records results are not able to be shared.

The Department has the Standard of Educational Achievement (SEA) they aim for students to achieve PAT Maths

Year 3 - 80% of students achieved SEA .

Year 4 - 25% of students achieved SEA.

Year 5 - 40% of students achieved SEA.

Year 6 - 67% of students achieved SEA.

Year 7 - 75% of students achieved SEA

PAT Reading

Year 3 - 80% of students achieved SEA

Year 4 - 25% of students achieved SEA

Year 5 - 0% of students achieved SEA.

Year 6 - 78% of students achieved SEA.

Year 7 - 25% of students achieved SEA.

Included in these percentages are 11% of Students with verified Disabilities and 11% of Students who are English as an Additional Language or Dialect.

Student growth over 12 months is a high priority for the school. The school is able to measure this for students who have completed PAT testing in two consecutive years.

54% of students showed 12 months or more growth in Maths for 2020.

36% of the students who showed 12 month or more growth in Maths, show growth of over 2 years.

3 students went from being below SEA in 2019 to achieving SEA in 2020.

46% of students showed 12 months or more growth in Reading for 2020.

25% of the students who showed 12 months or more growth in reading, show growth of over 2 years.

Attendance

Year level	2017	2018	2019	2020
Reception	94.3%	89.1%	80.1%	81.4%
Year 1	88.7%	90.9%	88.3%	92.3%
Year 2	93.9%	84.9%	94.4%	91.1%
Year 3	95.0%	93.6%	86.4%	89.6%
Year 4	94.2%	92.8%	92.8%	88.7%
Year 5	94.9%	89.8%	92.6%	95.3%
Year 6	90.8%	95.3%	90.7%	90.7%
Year 7	90.2%	90.4%	91.9%	93.0%
Total	92.9%	91.2%	90.5%	89.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

In a small school, one student can create a large difference in the attendance percentage. Covid-19 had a significant impact on attendance percentages at the end of term 1 and the beginning of term 2 with many families choosing to keep their children at home for learning.

Behaviour support comment

In 2019 and 2020, the school has been involved in Positive Behaviour Support (PBS) with a Behavioural Scientist. PBS involves looking for the functions of behaviours, replacing them with socially acceptable ones, using restorative methods rather than punitive ones and teaching students how to behave in a proactive, positive manner. The school conducts bullying audits in week 5 of each term. We have found on most occasions, there are not bullying incidents, rather disagreements between people. In 2021, the school is going to adjust the Bullying Audits to see if we can reduce the amount of times arguments are included on the bullying audits. In term 2, there was one student reporting being bullied. The school put in proactive strategies to prevent this and by the term 4 Bullying Audit, it was no longer an issue.

Client opinion summary

In 2020, the school had 10 families respond to the new Department survey. Overall, the responses from parents were positive with most questions having 70% or more agreeing or strongly agreeing with the statements in the survey. 7 out of 13 questions had 10% strongly disagree. 6 out of 13 questions had 10% disagree. In 2020, the school started using email as a form of communication. All families that responded said they like to communicate via email. This will be continued in 2021. 60% of families would like more help from the school to help with their child's learning. The school will look at ways they can do this in 2021. The school communicates effectively with me had 10% strongly disagree, 10% disagree and 10% don't agree or disagree. This is something the school will look at addressing in 2021. In 2021, the school will be looking at how we can improve our results in the survey further.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	21.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	15.2%
Transfer to SA Govt School	17	51.5%
Unknown	4	12.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff and volunteers have relevant criminal history screens before they begin working with children. We use the department volunteer policy and procedure to guide us in our work with volunteers. The department has a reminder system in place to ensure all staff have a current relevant history screen.

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 Degrees or Diplomas	5
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	4.8	0.0	2.2
Persons	0	5	0	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$91,306,534
Grants: Commonwealth	\$0
Parent Contributions	\$15,800
Fund Raising	\$1,023
Other	\$5,565

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Funds spent in line with individual student plans. Staff were involved in professional development on Positive Behaviour Support.	Students are able to better engage with peers and in the class room.
	Improved outcomes for students with an additional language or dialect	Funds spent on SSO support for relevant students.	Students showed good growth in PAT testing.
	Inclusive Education Support Program	Fund spent on SSO support for relevant students.	Progress toward individual goals was made.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funds were spent on SSO support and to support funding three classes in the school to reduce the complexity if there were two classes.	Students made progress in line with the relevant plan (One Plan, individual goals set in class).
Program funding for all students	Australian Curriculum	Funds spent to support teachers to attend partnership Professional Learning Days with like year level teachers.	Staff have adjusted planning proformas to incorporate more LDAM in planning.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding was used to provide intervention support for identified students.	Students made progress in line with the relevant plan (One Plan, individual goal
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A