



Port Wakefield Primary School

2021 annual report to the community

Port Wakefield Primary School Number: 0366

Partnership: Lower Mid North

Signature

School principal:

Miss Kerri Blackwell

Governing council chair:

Ms Sandra Smith

Date of endorsement:

2 March 2022



Government
of South Australia
Department for Education

Context and highlights

Opening in 1866, Port Wakefield Primary School is a R-7 school located approximately 100km north of Adelaide. The school vision: PWPS empowers its community to be positive, dynamic and courageous learners.

The core business of PWPS is to provide quality teaching and learning programs to meet the needs of all students to enable them to be successful at school and beyond.

In 2021 the school had 3 classes: R/1, 2/3/4 and 5/6/7. The school had 39 students at the February Census.

2021 Highlights included:

Swimming, NAPLAN, PAT testing, Phonics Screen for year 1's, Sports Day, Excursion to Para Wirra Conservation Park, Book Fair, Buddies, Whole School Fitness, Spanish lessons, End of Year Excursion to Flip Out, End of Year Concert as well learning in each of the subjects at school. 2021 had students Learning from Home utilising Online Learning for a short period of time. The students, parents and teachers coped extremely well with this curveball and then back to Learning at School in a short timeframe.

2021 saw the unique situation of a double cohort of year 6 and 7 students graduate to High school. This year, year 6 and 7 students were captains and vice captains as well as separate graduations for them.

The SRC was active throughout the year holding a number of special days as well as selling things like ice blocks at lunch time.

Pastoral Support Worker, Nancy Gates continued her work in the school with Breakfast Club on a Monday as well as a variety of other activities.

Staff had a full year of learning attending different professional development (PD) sessions. PD included Oral Language with Sheena Cameron, Phonics Screen and teaching Phonics for all staff

Staff spent time every term participating in Learning Sprints based around the Big 6 of Reading.

The Heggerty Phonological Awareness program was implemented school wide.

The school had the External School Review On Track Evaluation. The Review Officer and Principal were impressed with the work the staff have undertaken in 2021 to improve teaching and learning in Reading. This found the school is On Track to meet the Directions in 2024.

The school had a number of upgrades throughout the year including: finishing the fencing on the southern side and the gates to the oval, salt damp remediation in the Upper Primary classroom which included repainting the room, toilets were reroofed, the exterior of the Resource Room, Junior/Middle Primary building and Sports Shed were painted. The carpet in the Upper Primary Computer room was replaced.

The school participated in the ACE computer scheme. This meant the school was able to purchase 16 new laptops for students to use. These will be paid over a 3 year period.

Governing council report

Thankyou to all the staff and parents of Port Wakefield Primary School that volunteer their time to come to the meetings of Governing Council during the school terms of 2021.

The kindergarten decided to have their own Governing Council this year instead of joining with us.

The students were lucky this year to have Kerri sign the school up for an online Charanga music site for 2 years which gave the school \$550 to put towards instruments. The students started this in Term 2 with all students getting to play different instruments. Some of the students showed us at the end of the year school concert.

Naplan was successful this year, which was all done online with no problems with the IT.

Wakefield Regional Council surveyed the community about Before and After Care in Port Wakefield for all the working parents in 2022. If that doesn't go ahead straight away Kerri was going to try and organise Before and After school Care for the children who go to our school in 2022, as some of the students older siblings head off to high school and have no parents at home due to them working.

The Parent Club did a few special lunches for Easter, Mother's Day and Father's Day. As well as organising raffles for Easter and Christmas. Great job from everyone on the Parent Club.

Well due to Covid again. The students had 7 days off of school and did online learning with only a few hiccups. I know that some of the middle primary students enjoyed chatting with each other after their lessons were done online.

We had Sports Day in Term 4 which was organised by Bob Ellis getting the students to practice their running, hurdles etc during term 3. It turned out to be a fun day for all who were there.

We also farewelled the year 7s and year 6s this year which meant 11 students would be leaving the school. This is due to 2022 being the start of year 7 as a part of High School. Unfortunately for our school we had to go to 2 classes for 2022 as we have only 18 students left. This meant that we lost 1 teacher which was Mr Sam Otta. Hope all goes well for Sam at his new school in 2022.

Quality improvement planning

The school's Site Improvement Plan goal 'Increase student achievement in Reading' with the challenge of practice 'If we prioritise a rigorous daily, timetabled reading program which integrates the Big 6, we will increase student achievement in reading'.

An audit of teacher programs identified that phonological and phonemic awareness was being taught, but not in a systematic manner which included the more challenging components. As a result of this, the school purchased the evidenced based 'Heggerty Phonological and Phonemic Awareness program and implemented it in all classes. As this is a constrained skill, this will become a Junior Primary program and used as an intervention program for older students who are yet to master the skills. The introduction of Heggerty in the Upper Primary class saw all students show an improvement in their weekly dictation tests that had previously stagnated. Students were getting exposed to new vocabulary and the staff were taking time to explain the meaning of words when the students asked.

The school had a number of Student Free Days throughout the year. In term 2, all staff attended an online professional development session on Oral Language teaching with Sheena Cameron. Early Term 4, the school had Chris Keynes from the Literacy Guarantee Unit and Vicky Ireland (Principal Consultant) run a day on Data Analysis, Pedagogy, Guiding Reading and Reciprocal Reading. Late term 4, the focus was on writing our Site Improvement Plan for 2022.

The staff have updated the Reading Statement of Practice and Data testing schedule to align with learning that occurred during the year. Every child has an Individual Baseline Data Record sheet for better tracking and monitoring of student progress.

This year saw the introduction of Student Learning Portfolios. These were sent home for the first time at the end of term 3. Every child had a portfolio where samples of their learning from the term in each subject were included with some information about the task. Portfolios were sent home for students to share their learning with their families.

Staff have participated in Learning Sprints. These have been related to an aspect of the Big 6 of Reading. Learning sprints have been an opportunity for staff to increase their knowledge about the science behind the teaching of reading and a chance to work collaboratively.

Staff began peer observations of each other beginning with observing a lesson of Heggerty Phonological Awareness being observed. Peer observations will be continued in 2022 with a focus on the different aspects of reading that will be covered in the Learning Sprints.

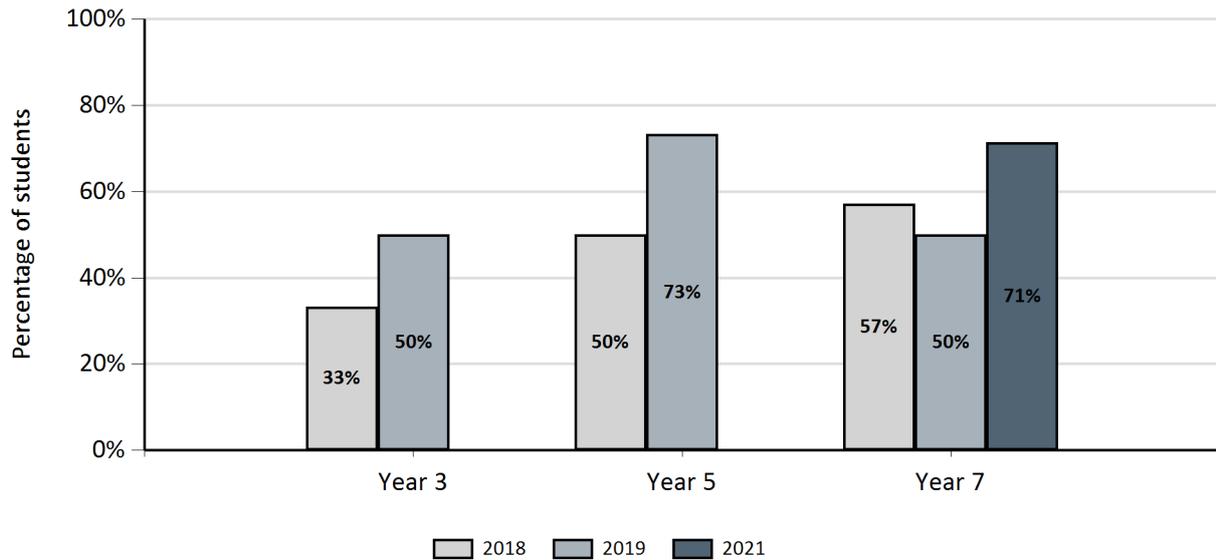
PAT Maths demonstrated good growth for the majority of students who undertook the testing in 2021. The results in Maths were better than reading, the staff have begun investigating how their teaching in Maths is different to reading and if some of these strategies can be applied to their teaching of reading.

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

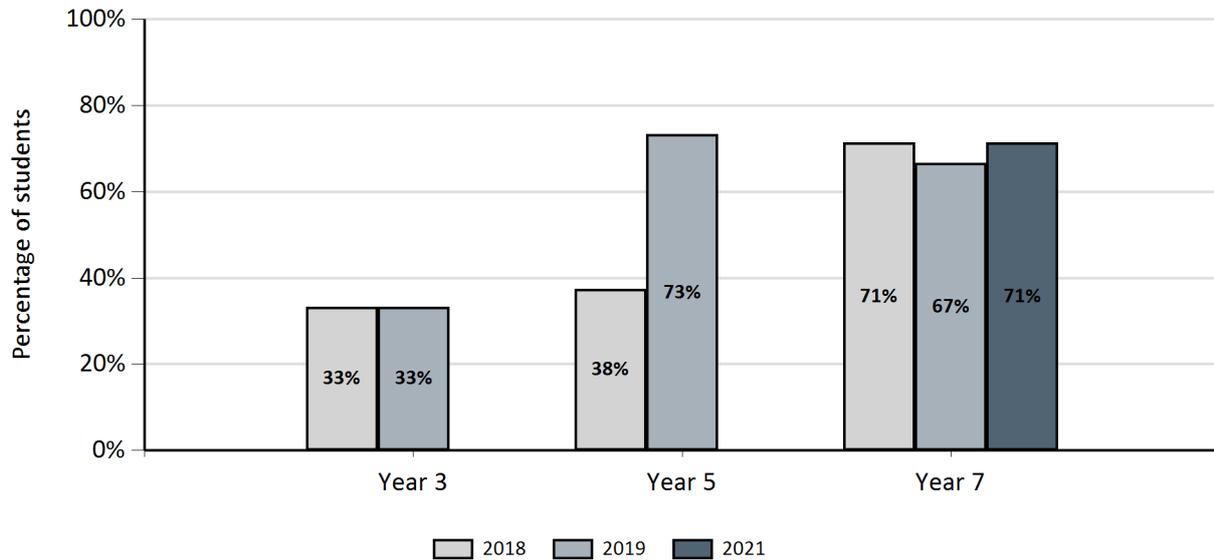


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	8.5	8.5	1.5	2.0	18%	24%
Year 7 2021	7	7	0	2	0%	29%
Year 7 2019-2021 Average	6.5	6.5	0.5	1.5	8%	23%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

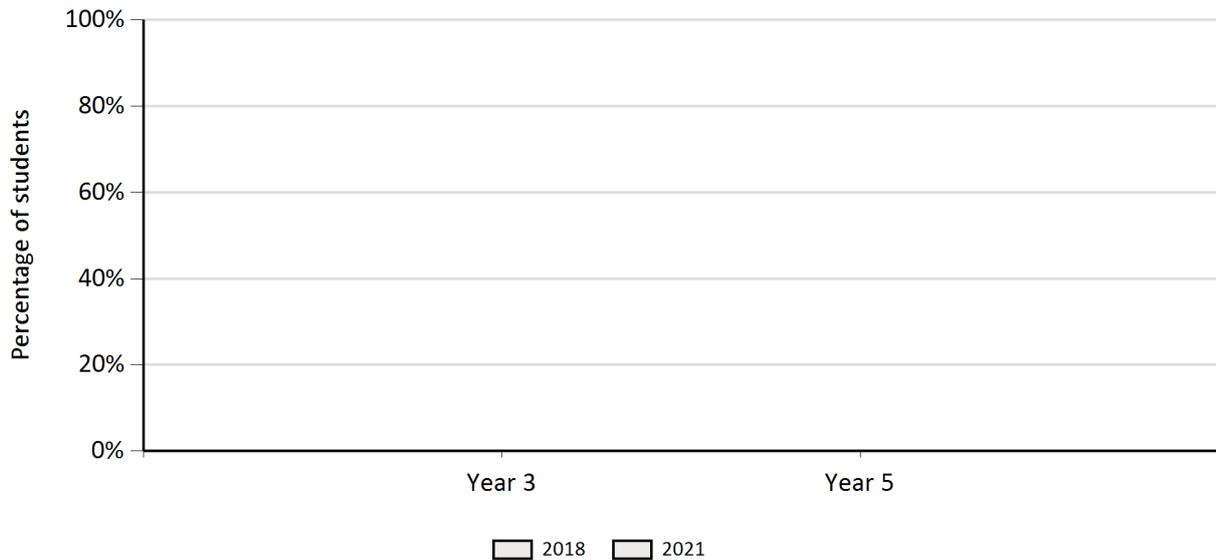
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



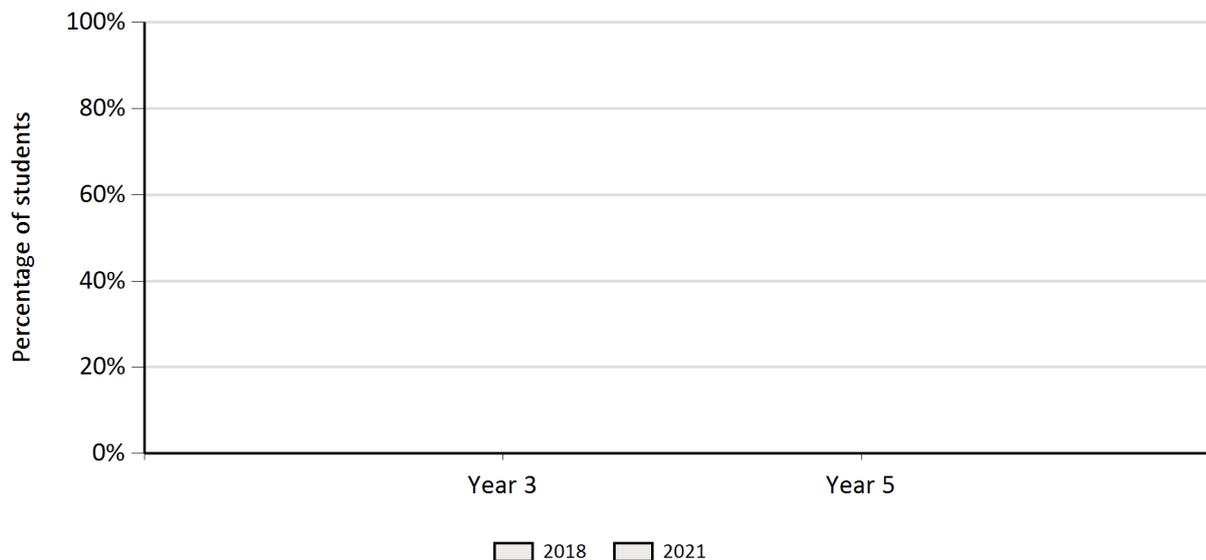
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Staff completed the 'Working Together - Cultural Awareness Introduction Plink PD. When data analysis occurred, some time was spent looking at the progress of our Aboriginal students.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Due to having a small cohort of Aboriginal students, data cannot be given without identifying the individual students. All students have made good progress in their literacy and numeracy learning in 2021.

School performance comment

Due to the small numbers in each year level, data cannot be given without identifying individual students.

The school set individual targets for students based on the:

Year 1 Phonics Screen Check and NAPLAN.

11/18 of the targets set for students were reached.

Of the 7 that did not reach the target, 3 of them still met the Department Standard of Educational Achievement. We were aiming for them to reach the High Bands.

Student growth in PAT Reading has been a focus. The school is aiming for all students to have at least 12 months growth in 12 months.

11/23 students had 12 months or more growth in PAT-R in 2021, with one student having almost 3 years growth in 12 months.

The school had an amazing 19/23 students show 12 months growth in 12 months in PAT Maths. The 4 students who did not achieve 12 months growth, all 4 students almost achieved 12 months growth.

The school is investigating what happens in the teaching of Maths and how it can be applied to the teaching of reading.

Attendance

Year level	2018	2019	2020	2021
Reception	89.1%	80.1%	81.4%	88.8%
Year 1	90.9%	88.3%	92.3%	82.5%
Year 2	84.9%	94.4%	91.1%	89.4%
Year 3	93.6%	86.4%	89.6%	90.7%
Year 4	92.8%	92.8%	88.7%	91.5%
Year 5	89.8%	92.6%	95.3%	85.8%
Year 6	95.3%	90.7%	90.7%	94.5%
Year 7	90.4%	91.9%	93.0%	91.0%
Total	91.2%	90.5%	89.7%	89.4%

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

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

Attendance comment

Attendance at Port Wakefield Primary school has shown a steady decline since 2018. The decrease in enrolments over this time and Covid-19 has seen an impact on this. In 2021, as soon as students show any signs of being unwell, they are to stay home. This has shown a significant impact on attendance as students would normally attend school. The school will be looking at how they can increase attendance in 2022.

Behaviour support comment

The school conducts Bullying Audits each term in week 5. This is an opportunity for students to let staff know of any issues they may be having. In 2021, the Bullying Audit form was adjusted to see if we could reduce the occurrence of students including people on the audit that they had a disagreement with. This had the desired outcome as the Bullying Audits this year have seen a reduction in the occurrence of students putting down someone they had a disagreement with.

Parent opinion survey summary

This year saw a fantastic response to the Parent Engagement survey with 25 parent responses from 23 families. Overall, the responses to the questions were positive.

95% of responses either agreed or strongly agreed with the statements: The school encourages parents to help students to learn, I know what standard of work the school expects of my child.

87% of responses either agreed or strongly agreed with the statements: People respect each other at school, Teachers and students respect each other at school.

86% of responses either agreed or strongly agreed with the statements: The school provides an opportunity for me to have input about my child's learning, I have useful discussions with the school about my child's learning.

82% of responses either agreed or strongly agreed with the statement: Teachers at the school provide my child with useful feedback.

78% of responses either agreed or strongly agreed with the statements: I feel like my child is important to the school.

77% of responses either agreed or strongly agreed with the statements: I receive enough communication from the school, The school communicates effectively with me.

75% of responses either agreed or strongly agreed with the statement: The school provides me with useful tips on how to help students learn at home.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	33.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	66.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff and volunteers are expected to have appropriate Working with Children checks and met this requirement.

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	6
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	4.6	0.0	2.2
Persons	0	5	0	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$891,028
Grants: Commonwealth	\$237
Parent Contributions	\$9,459
Fund Raising	\$1,926
Other	\$0

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

2021 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 2021 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	Reducing the Face to Face Teaching time for the principal	Reduction in the number of Bullying incidents occurring.
	Improved outcomes for students with an additional language or dialect	Funding was used for SSO support and smaller class size.	Students have demonstrated progress in their goals.
	Inclusive Education Support Program	Funding was used for SSO support and smaller class size.	Students working towards One Plan goals. Data demonstrates growth in learning.
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	SSO support and reduced number of students in each class. Partnership ACEO	Individual students received targeted intervention. Tracking and monitoring of students showed most made good growth in multiple data sets.
Program funding for all students	Australian Curriculum	Funding was used to support staff to participate in Professional Development and to purchase resources to support the implementation of evidence based programs.	Building staff knowledge and capacity to implement evidence based programs.
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	Smaller class sizes and SSO support	Students made growth in line with their individual goals.
	Specialist school reporting (as required)	Not Applicable	Not Applicable
	Improved outcomes for gifted students	Not Applicable	Not Applicable

