Port Wakefield Primary School

2022 annual report to the community

Port Wakefield Primary School Number: 366

Partnership: Lower Mid North

	Signature
School principal:	Mrs Melanie Leslie
Governing council chair:	Ms Sandra Smith
Date of endorsement:	**16 December 2022**

Government of South Australia

Department for Education

Context and highlights

Site context:
Port Wakefield Primary School was established in 1866 and in 2016 we celebrated 150 years of providing education to the community. The town is located 98km from the Adelaide CBD. The student population consists of students local to the area and we have second and third generational families returning to their family beginnings. Port Wakefield Primary School is part 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.

The school has the values of Learning, Respect, Honesty and Teamwork and the school vision is: "Port Wakefield Primary School empowers its community to be positive, courageous and dynamic learners". We are committed to the development of a challenging curriculum with a strong focus on literacy and numeracy. Specialist learning areas for all students include Physical Education, Science, The Arts, Humanities and Social Sciences (HASS) as well as Spanish through Open Access College. The students are actively involved in the 'Patch to Plate' program which sees them plant the seeds, nurture and pick the produce and prepare meals using the ingredients grown in the garden.

In 2022, year levels range from R-6 across 2 classes: R/1/2 and 3/4/5/6. The school had 20 students at the February Census and finish the year on 17 enrolments. Port Wakefield Primary School is a Category 2 school on the Department for Education Index of Educational Disadvantage. Approximately 52% of our students are eligible for School Card.

Port Wakefield Primary School prides itself on knowing and respecting each student and their family and relationships are developed through celebrations such as 'Patch to Plate' shared lunches, excursions and school concerts. Opportunities are available for students to work with different ages and interest groups through the collaborative work between our teachers and the kindy. Students are encouraged to have a voice through an active Student Representative Council and School Captains. The SRC and Captains worked hard all year to provide some memorable experiences for our school community. These included dress up days, digital technology days, Easter Day, special lunches and selling ice blocks to fundraise towards the toilet block painting.

Port Wakefield Primary School continues to place student learning and the individual student at the centre of all that we do. A committed and highly professional team of staff have delivered high quality and engaging learning programs. The support of parents through Governing Council, Parent Club or volunteering continues to be a highlight. As always, our students will face challenges and hurdles in their learning and growing but we hope that they continue to develop the personal skills, qualities and mindset to work through the challenges and overcome the hurdles through informed, evidence-based support and interventions.

Congratulations to our year 6 student on graduating primary school. We hope you remember your time at Port Wakefield Primary School as a positive, enjoyable and rewarding experience. In celebration of this milestone, we participated in a whole school excursion which was enjoyed by all.

Thank you to all our staff members, teaching and non-teaching, who have continually worked hard to create a safe, happy learning environment for our students. To Sandra Smith (Governing Council Chairperson), Amanda Castle (Parent Club President) and all members of both committees, I would like to thank you for your time and effort throughout 2022.

There were a large number of highlights and special events in 2022. These included:

• Footy clinic
• World Day of Maths
• Purchase of iPads for students 1:1 devices
• NAPLAN
• Book Fair
• Bus Safe SA visit
• Book Week Celebration
• Buddies
• RAA visit
• Sports Day
• PAT testing
• Painting of the toilets by Holly Geyer
• Maritime Museum excursion
• Kindy transition
• Student Leaders Public Forum
• Footsteps dancing lessons
• Painting of the Resource Room by Scott Rathman
• Patch to Plate shared lunch
• "Paint & Talk' sessions with the kindy.
• Bounce excursion to celebrate end of year and graduation
• End of Year Concert with the Kindy

The school had a number of upgrades over the year including:
• Replacement of JP roof
• New playground equipment
• Toilets were painted inside
• New shade replaced
• Flagpoles repaired
• New sign
• Screens added to windows

Governing council report

Thank you to all the staff and parents of Port Wakefield Primary school that volunteered their time to come to the meetings of Governing Council during the school terms of 2022.

Students received a new iPad in term 2 after they had the cases put on to protect them. The students were happy to get a new iPad each to use as their own for the year.

SRC fundraising committee was run by Megan Parish and some of the students. They raised money by having school lunches on Fridays. The SRC was greatly appreciated for all donations from parents, teachers and the Parent club to help with supplying food for their lunches. The money made from the SRC lunches went towards the Toilet Block murals to brighten them up. Plus, Megan got a grant of $5000 to go towards the toilets as well. Thank you for Megan for organising this. A big thankyou goes to Holly Geyer for doing all the painting with help from the students organising what they wanted painted on the Toilet Block. They look great.

Megan also organised to get an Aboriginal mural on one of the outside walls of the Resource Room. The mural was painted by Scott Rathman, with help from the students who designed what they wanted on the wall.

Thank you goes to the Rising Sun Hotel Social Club for donating $500 to go towards the paint and talk sessions which was organised by Megan Parish. This has paid for paint and other stuff for the students to paint the big planter pots out the front of the office. Which the Kindy kids and Occasional Care kids came over to help paint.

For all the work and volunteering Megan Parish has done this year for the school, we, the Governing Council, put her down to receive the Rowan Ramsey MP School Community Award for our school. We do appreciate everything Megan has done this year.

The students went on an Excursion at the start of term 4 to the Maritime Museum. Plus, also at the end of Week 8 on Friday, 9th December the students are heading to Bounce and Mc Donald's. While at Mc Donald's they will have Mandy's year 6 Graduation. Thank you to Tracey McGrath for organising this excursion.

Playground has been fixed and some new equipment put in as well.

Thank you to Lauren for organising the Kids Club on Thursdays after school for an hour. Hopefully this can be continued in 2023, the kids enjoyed going.

School concert being held at the SM Hall this year on Tuesday 13th December. Followed by Santa's helper delivering Christmas show bags to Kindy and the School on Wednesday 14th December.

Would like to say thank you to Kerri Blackwell for her 5 years as principal at our school.

Big thank you goes to Melanie Leslie for being our Term 4 2022 acting principal. For all the work she has put in for our school in her short time at PWPS. We are so grateful for all her hard work.

We say farewell and congratulations to Megan Parish as she leaves us for a year's maternity leave.

Looking forward to welcoming and meeting our new principal Peter Mitchinson in 2023.

Quality improvement planning

The Site Improvement Plan goal is to 'Accelerate improvement in reading so that all students are stretched' with the challenge of practice being 'If we prioritise a consistent and explicit daily timetabled reading program and focus on task design that supports differentiation, then we will accelerate improvement in reading.'

The Success Criteria is when we see each student:

• Knowing and talking about their reading goals, and able to talk about how they achieved them
• Using phonological awareness and phonics skills in line with the Department for Education Scope and Sequence
• Interpreting, analysing and evaluating texts using skills in line with the Department for Education Scope and Sequence

Smart targets for student learning were established, with teachers tracking and monitoring each student's progress over the year. Success was also measured by student achievement in NAPLAN, PAT-R, PAT-M and A-E assessments.

Evidence of improvement was seen with regard to the Phonics Screening, and this was largely attributed to self-initiated professional learning by the junior primary teacher in conjunction with the introduction of a Systematic Synthetic Phonics program in 2021.

The school had a number of Student Free Days throughout the year. Staff appreciated the opportunity to participate in professional learning with a focus on different modes of reading. Learning sprints were held earlier in the year where staff trialled different reading modes. 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. However, COVID impacts, staff absences and changes meant that implementation of these sprints was challenging and follow up was inconsistent.

Jenni Hewett, Curriculum Lead, provided a session that focused primarily on the Units of Work and how to apply them in the multiyear level classes we have at Port Wakefield. There are plans to continue the work with Jenni in 2023, as well as other professional learning opportunities, to support staff to link with curriculum, pedagogy and the use of evidence-based approaches.

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.
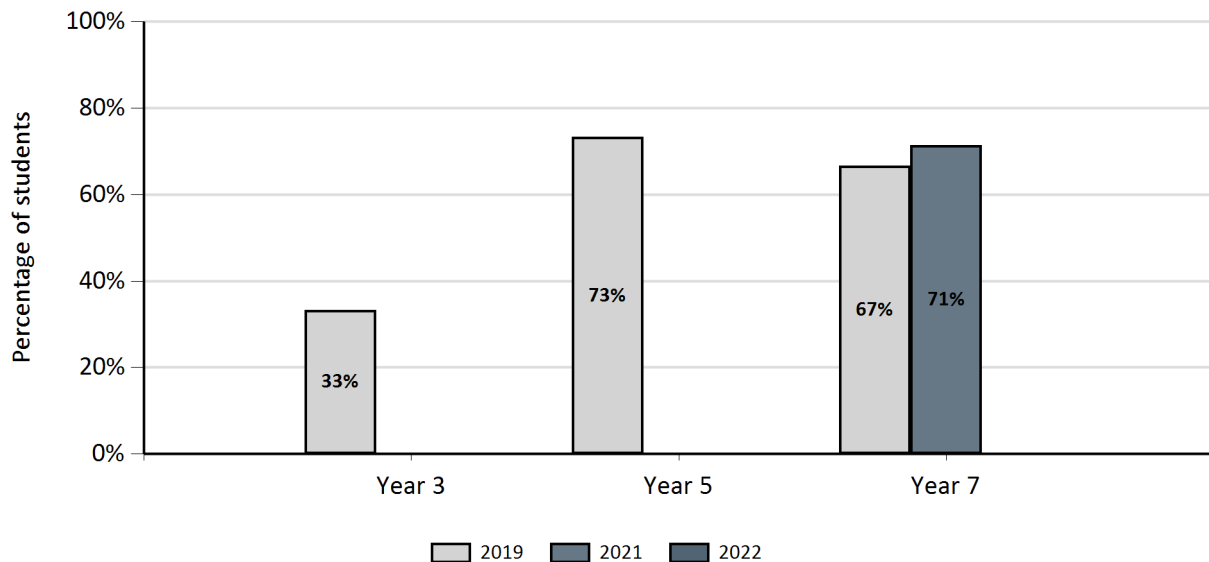
Reading
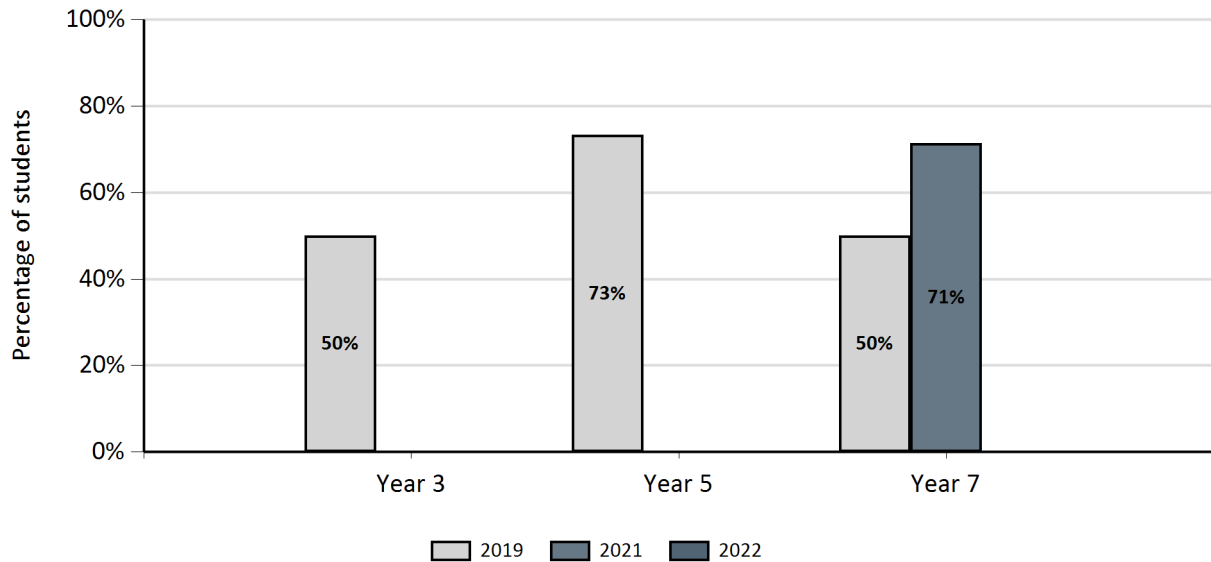
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	7.0	7.0	0.0	2.0	0%	29%

*NOTE: No NAPLAN testing was conducted in 2020.

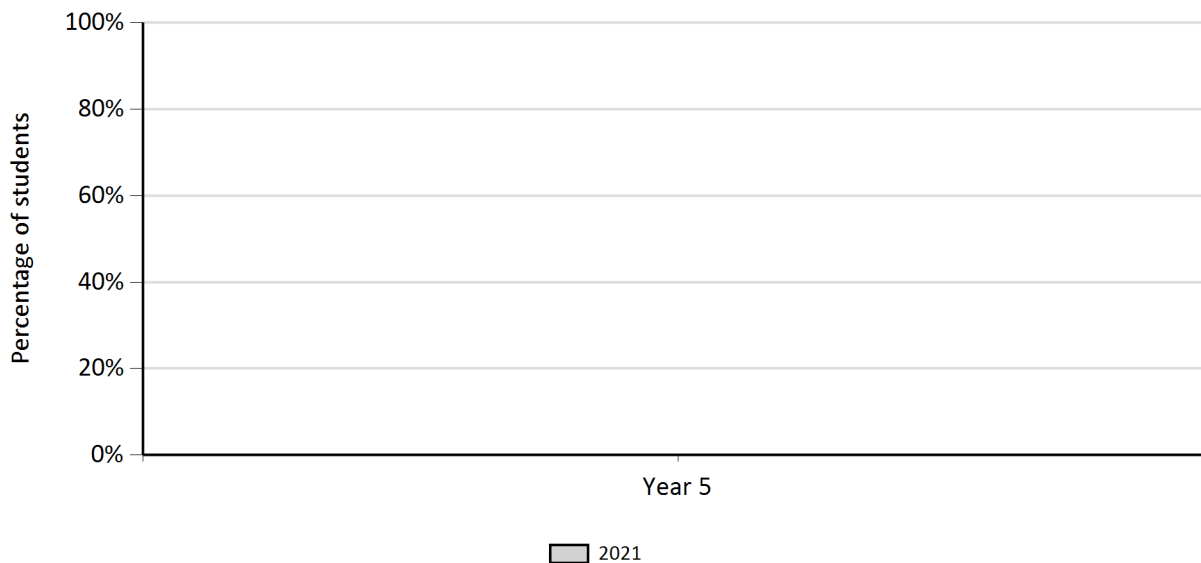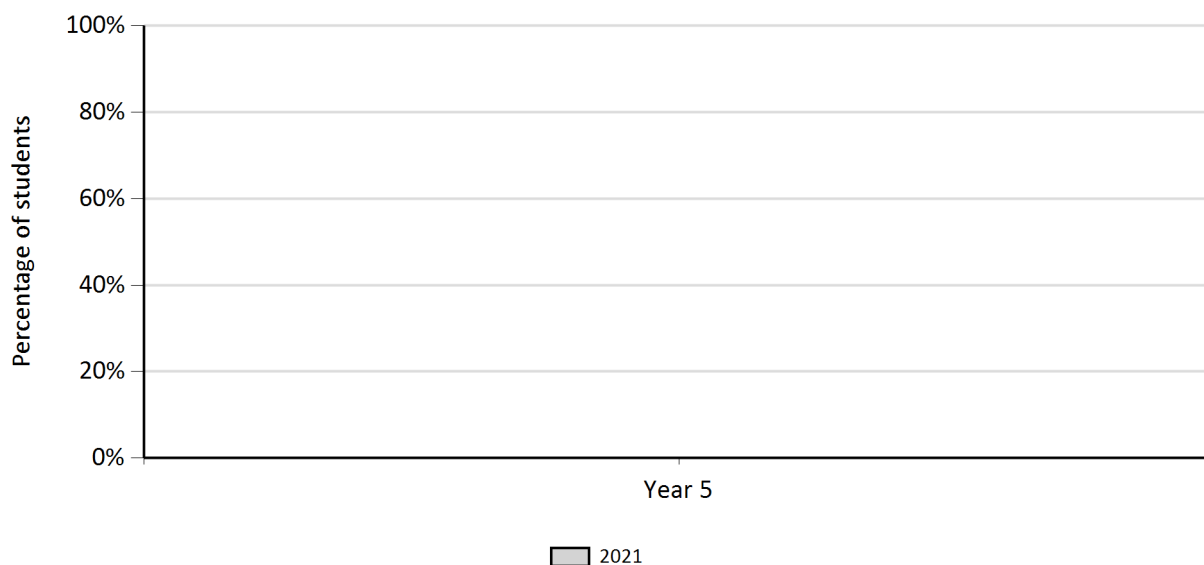Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^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

Numeracy

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 05 2021-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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 2022: Tracking & Monitoring

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

Staff were supported to make more use of all available school data to more effectively track, monitor and review the growth of every Aboriginal learner. This was done by the introduction of a Baseline Data Record to support more targeted data analysis to review the effectiveness of strategies on individual growth.

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

Due to having a small cohort of Aboriginal learners, data cannot be given without identifying individual students. All students have made good progress in their literacy and numeracy learning in 2022.

School performance comment

Due to the small numbers in each year level, data cannot be provided without identifying individual learners. However, it is important to note that as a school that had fewer than 10 students eligible to sit NAPLAN across both year levels, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

7 students completed NAPLAN with the target of 28% achieving SEA in reading being exceeded at 58%.

Of the 7 students, the target of 42% achieving in the high band was not met. Only 28% of our students achieved in the high band.
A number of contributing factors resulted in the challenge of practice not being implemented with fidelity. In term 4, professional development was provided to make links with curriculum, pedagogy and the use of evidence-based approaches.

The target of 100% achieving 35 or higher in the Phonics Screening Check was met - this was reflective of the self-initiated professional development accessed by the JP teacher and the provision of a systematic phonics program in line with the DfE Scope and Sequence.

The 2022 data shows that we will need to focus on the follow:
Reading:
• Investigating and embedding effective strategies to improve inferring and making connections in texts.
• Strategies for effective teaching of reading and comprehension through shared, modelled and guided reading.

Attendance

Year level	2019	2020	2021	2022
Reception	80.1%	81.4%	88.8%	N/A
Year 1	88.3%	92.3%	82.5%	76.7%
Year 2	94.4%	91.1%	89.4%	76.3%
Year 3	86.4%	89.6%	90.7%	87.8%
Year 4	92.8%	88.7%	91.5%	76.6%
Year 5	92.6%	95.3%	85.8%	80.4%
Year 6	90.7%	90.7%	94.5%	90.3%
Year 7	91.9%	93.0%	91.0%	N/A
Total	90.5%	89.7%	89.4%	80.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance at school for 2022 was 80.4% which was lower than previous years. Strategies to improve attendance included sending text messages, phone calls to families and making referrals to work in partnership with outside agencies and support services to develop action plans.

We will need to continue to develop school attendance improvement plans to improve these figures and make improvements especially in in order to meet the Education Department target.

Possible Strategies could include:
• Individualised attendance reports sent to families at the end of each term.
• Teachers to follow up on unexplained absences and lateness more effectively.
• Regular focus in school newsletter.
• Identify trends from attendance data each term as staff and target students with poor attendance.
• Work closely with outside agencies and support services.

Behaviour support comment

At Port Wakefield Primary School, we regard the wellbeing of our students as an important foundation for learning. This is promoted through:

• Site based programs/strategies
• Funding of additional SSO support
• SRC events
• Structured activities at break times

Bullying Audits are conducted every term in week 5. This is an opportunity for students to let staff know of any issues they may be having. In 2022, the Bullying Audit reflected that there were zero instances of bullying at Port Wakefield Primary School.

We constantly strive to create the safest possible learning environment for our students where they understand and develop positive personal skills, characteristics and relationships.

There were no recorded incidents of suspension or exclusion at Port Wakefield Primary School in 2022.

Parent opinion survey summary

A positive response to the Parent Engagement Survey with 20 parent responses for 17 families. The questions focused on school climate with 19 out of the 20 responses agreeing that "People respect each other at school".

It was identified that the most favoured forms of communication are emails and text messages followed by phone calls, newsletters and parent teacher interviews.

Some areas for discussion and/or improvement that came out of the survey include:
• Learning at school – families requesting more help to address their child's needs or to see the school addressing the needs of their child

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All People working or volunteering with children in South Australia must, by law, have a Working with Children Check before being allowed on our site to work or assist staff in the classroom.

A Working with Children Check is an assessment of whether a person poses an unacceptable risk to children. As part of the process, the Screening Unit will look at criminal history, child protection information and other information.

Teachers are also screened through the Teachers Registration Board - this screening is applicable to teaching positions only.* These
categories are described in the Screening and Suitability- Child Safety policy definitions. This screening needs to be updated every 3 years.

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 2022 .

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 2022 .

Financial statement

Funding Source	Amount
Grants: State	$70,849,155
Grants: Commonwealth	$0
Parent Contributions	$4,975
Fund Raising	$1,828
Other	$310

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

2022 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 2022 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	Increased and targeted SSO support in class, small group or 1:1 basis as required to meet the wellbeing and engagement needs of students.	Students are more engaged and completing work in class more consistently. There has also been a decrease in behaviour incidents.
	Improved outcomes for students with an additional language or dialect	Salary to employ an SSO to support students through MultiLit and MiniLit.	Students applying and utilising strategies in written and verbal communication.
	Inclusive Education Support Program	Funding used to provide SSO support and resources to make modifications to curriculum making it more effective in meeting the needs of the student.	Students able to access curriculum on same basis of their peers.
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	One Plans developed for students based on diagnostic analysis of achievement and wellbeing data. Targets were determined in partnership with the families and shared with the student. On-going monitoring was conducted throughout the year. Additional SSO staffing allocated to support transition programs in Terms 4. MIni-Lit, Macq-Lit and Multi-Lit literacy intervention programs Connect to culture through work with Scott Rathman and painting of a mural designed by the students	Targeted and informed interventions put in place More students able to access intervention programs
Program funding for all students	Australian Curriculum	Funding was used to support staff to participate in Professional Development Funding was used for SSO support for all students to access relevant curriculum at an age and ability appropriate level	All students accessing Australian Curriculum areas with some support
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Smaller class sizes and SSO support	All students assessed and identified for support needed and delivered.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable