



Port Lincoln Primary School

2021 annual report to the community

Port Lincoln Primary School Number: 0359

Partnership: Port Lincoln

Signature

School principal:

Miss Teleah Wilson and Mr Rory Hunt

Governing council chair:

Ms Emma Anderson

Date of endorsement:

18 March 2022



Government
of South Australia
Department for Education

Context and highlights

Port Lincoln Primary School is located 650kms from Adelaide in the regional town of Port Lincoln. The town has a diverse socio economic mix and this is reflected in the school. Over recent years the make-up of the student population has become more diverse. Within the student population of 469 students we have a district Special Small Class, 26.44% students with identified disabilities, 16.42% Aboriginal students, 1.07% NESB and 30.49% of students receiving School Card. The schools values are Team Work, Inclusion, Responsibility, Respect and Resilience.

The year commenced with Miss Teleah Wilson as Principal. However after Term 2 she won a position as Principal Consultant for Port Lincoln 2 Partnership. Mr Rory Hunt was then promoted to Acting Principal and Mrs Hannah Pedlar as Acting Deputy Principal. Karen McFarlane won the position as Acting Wellbeing leader, Jess Lester (Special Education) and Amy Kayser (Curriculum Coordinator) continued in their leadership roles. There were not many changes to the teaching staff from the previous year.

MacqLit and SKILLS intervention continued to be successful programs in 2021, with many students graduating with high levels of fluency and comprehension. PAST screening and phonological awareness activities were introduced to intervention to enhance these programs with pleasing growth shown. Diagnostic testing and activities for numeracy were also introduced into classrooms to ensure intervention and differentiation was occurring for mathematics. Students achieving in the high bands for PAT Maths participated in the Australian Maths Trust Challenge. The students were stretched in their thinking with some complex problem solving questions.

A highlight for 2021 was our Aboriginal Education Team being a finalist for the Aunty Josie Agius Award at the Public Education Awards.

They have been committed, innovative and inspiring for our school community, particularly our students. They led with projects such as - Cultural Handbook, Indigenous T shirts, EALD Hub, Community Yarns, Nunga Kids Cafe, STAYS (Service To Aboriginal Youth) Program, YASTSA (Young Aboriginal Stem Thinkers of South Australia) and many more.

The Open Space Unit and Canteen had a much needed paint job and the school grounds continue to be improved with the development of the school's Specky Space.

The student leadership team continue to develop from the previous year and the year 6/7 leaders introduced the Breakfast Club to our site for 2021. This was always well attended by our students.

Market Day was also hugely successful and enjoyed by all. Over \$4000 was raised for the school and West Coast Youth Service.

Governing council report

2021 was year of challenge and change for the Port Lincoln Primary School Community. The school saw the last year 7 students pass through its doors and they transitioned in 2022 to be part of the secondary education system for the first time in SA. We said goodbye to Principal Teleah Wilson as she resigned to become the Principal Consultant for the Port Lincoln 2 Partnership and we thank her for the positive legacy created during her tenure. Teachers and support staff contended with educating students throughout disruptions created by Covid 19 for a second year. The Council acknowledges the large amount of extra time and work involved in successfully delivering the curriculum in this environment.

The Council is grateful to Rory Hunt for fulfilling the position of Principal so well for Terms 3 and 4 and congratulate former Port Lincoln Junior Primary School Principal Kathy Davison who was appointed as our Principal commencing 2022.

During 2021, Council meetings incorporated presentations from key staff members to give parents more insight into the educational process. We thank all staff members involved in these sessions.

The Governing council would like to congratulate Student Leaders for their initiative and successful planning, enabling them to establish a breakfast club during 2021.

Other achievements include receipt of a grant from the Minister for Recreation, Sport and Racing to develop the "Specky Space" play area and other funding for school improvements.

The Governing Council is responsible for the provision of a school canteen and acknowledges the difficulties in maintaining a profitable model in the wake of 2020 and 2021 Covid lockdowns and lack of volunteer support. The Council is unified in the opinion that a canteen is an integral part of the school's community and an important resource for parents. We are working together to ensure its survival into 2022 and beyond.

Being part of the schools Governing Council is interesting, enlightening and rewarding. Your school community needs parental contribution and input whether it be on this council, in the canteen or as mentors to students in need of support. You are needed here and can make a tangible difference in the life of both staff and students through giving a very small amount of your time.

Quality improvement planning

There was a shift in teacher pedagogy with Explicit Direct Instruction Project. This project was so successful for the small group that took part, that the whole site will participate in PD in 2022.

MacqLit, SKILLS, PALS intervention continue to provide growth for this cohort of learners. Uninterrupted learning blocks for English and Mathematics were highly important for our SIP as well as the literacy and numeracy agreements which were created with staff consultation.

SSOs were trained and provided diagnostic testing and learning activities for students for the Big Ideas in Number. Our site continued to engage with external Professional Development in Mathematics through Margaritta Breed. The model of learning in Year level teams was extremely beneficial and as a result teachers improved their depth of knowledge and teaching practice of mathematics. Referenced texts built upon teachers knowledge and opportunities to stretch students was given through the Australian Maths Trust - Maths Challenge.

Likewise the LEAP training provided quality in depth learning for writing improvement. Teachers developed a greater understanding of the intricacies of writing in English and how to scale students work using the LEAP writing criteria. From there teachers were able to illicit areas for growth for certain students and provide targetted goals for improvement. This in conjunction with the EALD Hub, coaching, genre mapping, mentor texts and internal PD for writing enabled positive growth in writing data. This was particularly true for EALD students. Our staff presented our success story and data to partnership meeting.

At PLPS we shaped the future SIP (2022 - 2024) in collaboration with our Curriculum Coordinator, leadership team and Principal Consultant. We empowered staff to have input by analysing data against our previous SIP goals and prioritising a future direction. There was a consensus amongst the teaching staff that noticeable improvement had occurred even when all goals were not met. This was particularly true for writing and it was unanimous to move onto reading for our future SIP. Staff also gave valuable feedback using an impact vs cost crosshair diagram which gave information that the resources, training and support from the leadership team was having positive effects on the teaching and learning. This then assisted with the 2022 implementation planning and actions for further school improvement.

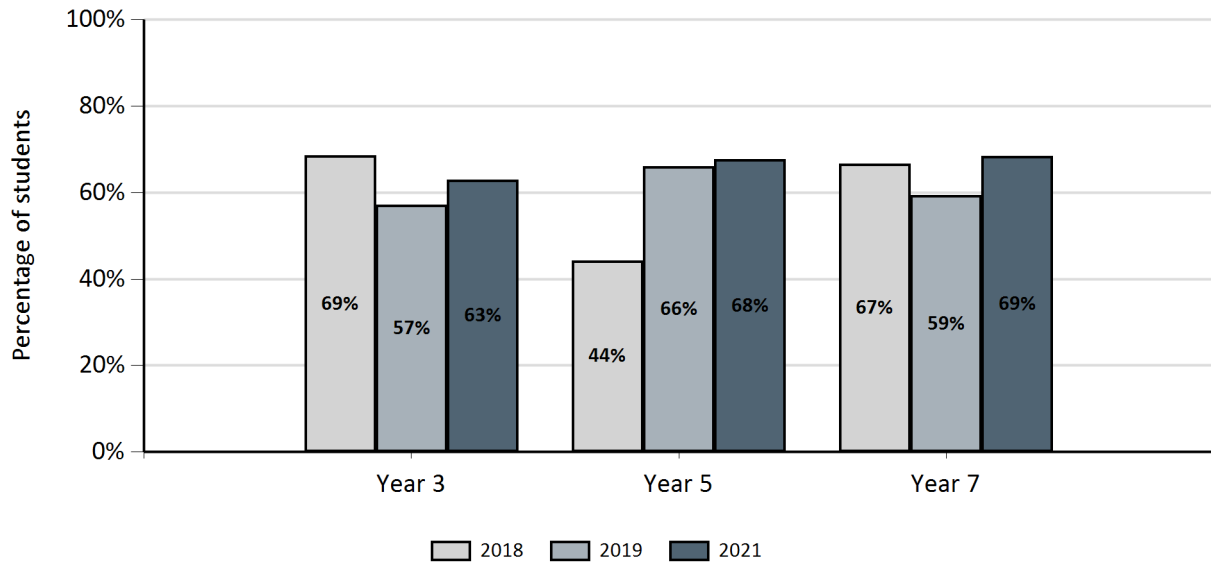
Please see School Performance Comment for data analysis.

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

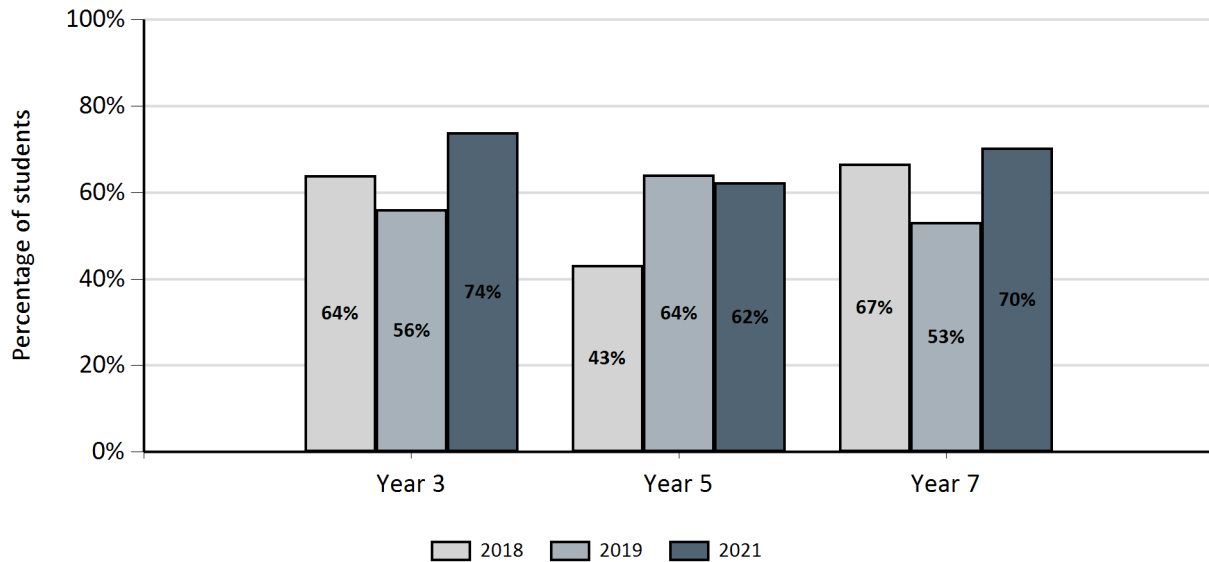


*NOTE: No NAPLAN testing was conducted in 2020.

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	26%	18%	33%
Middle progress group	47%	43%	48%
Lower progress group	27%	39%	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	22%	16%	33%
Middle progress group	49%	47%	48%
Lower progress group	29%	36%	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	73	73	13	10	18%	14%
Year 3 2019-2021 Average	85.5	85.5	17.5	10.0	20%	12%
Year 5 2021	93	93	15	8	16%	9%
Year 5 2019-2021 Average	98.0	98.0	17.5	7.5	18%	8%
Year 7 2021	108	108	14	11	13%	10%
Year 7 2019-2021 Average	102.0	102.0	10.5	9.5	10%	9%

*NOTE: No NAPLAN testing was conducted in 2020.

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

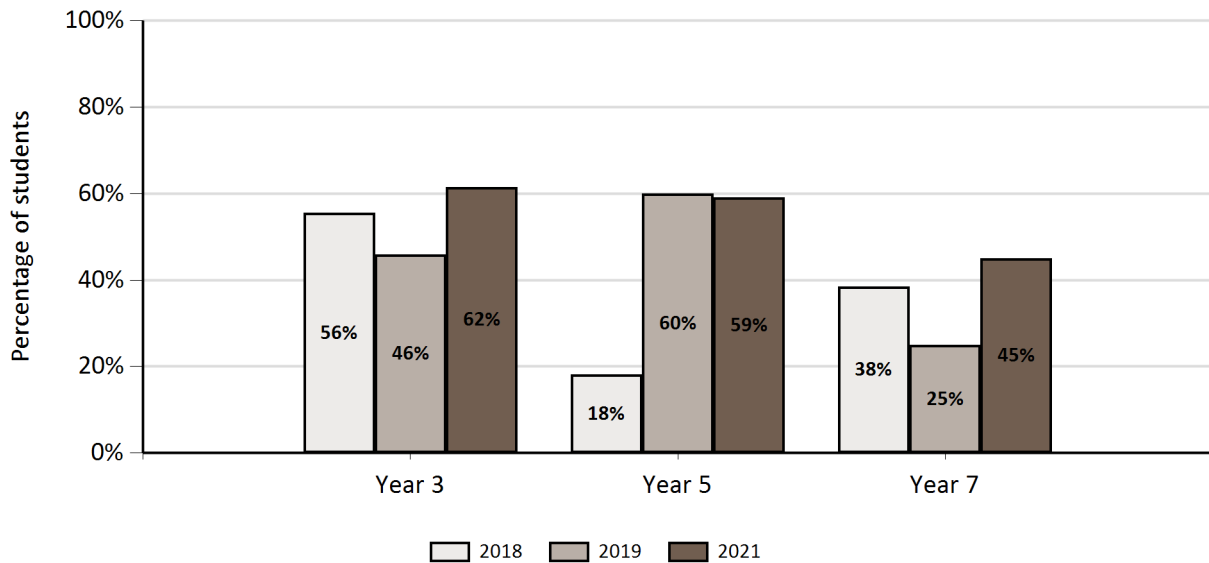
[^]includes absent and withdrawn students.

*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



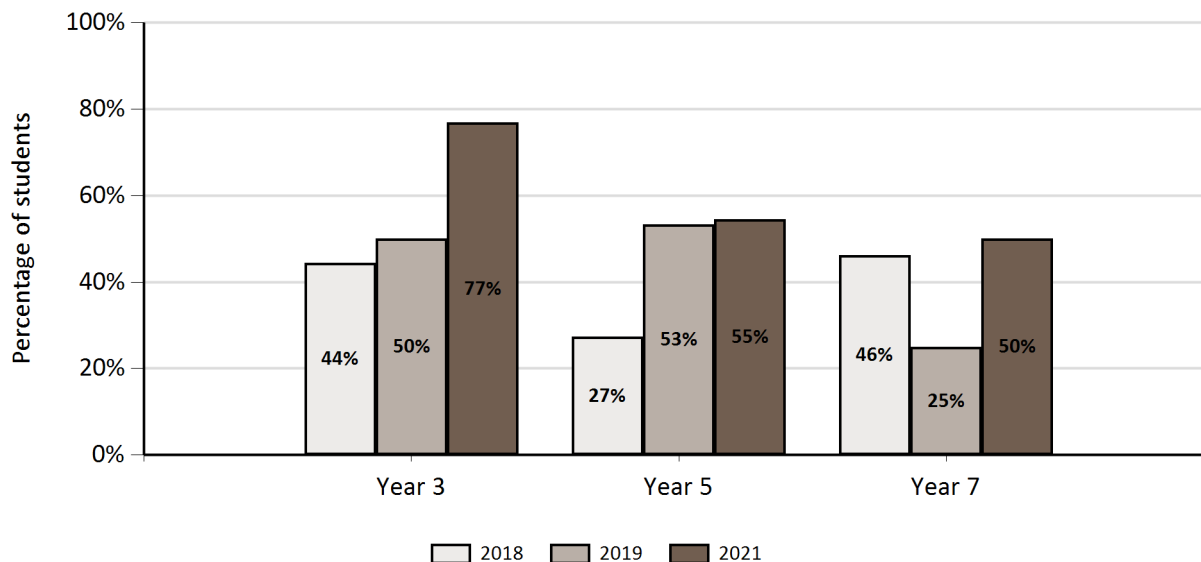
*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	35%	*	47%
Lower progress group	35%	67%	25%

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	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	44%	*	48%
Lower progress group	38%	50%	25%

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	13	13	3	1	23%	8%
Year 3 2019-2021 Average	18.5	18.5	3.5	1.0	19%	5%
Year 5 2021	22	22	1	1	5%	5%
Year 5 2019-2021 Average	18.5	18.5	1.5	0.5	8%	3%
Year 7 2021	20	20	1	1	5%	5%
Year 7 2019-2021 Average	16.0	16.0	0.5	0.5	3%	3%

*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: Tracking & Monitoring

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

Our site was heavily engaged in the EALD Hub through EALD Hub Coach, Jodi Kennedy. During leadership and Aboriginal Education meetings we reviewed our ALALR placemat and developed data informed planning in relation to our SIP. It was identified that we needed to improve across key elements 1, 2 and 3 and that the EALD Hub and LEAP levelling would be ways in which we can improve in these areas. Historically there has been data-informed planning. However we needed to improve how we have data informed planning, tracking and monitoring for our Indigenous students. One of our ACEOs an leaders were able to create a new set of data for our Indigenous students using a thermometer scale. This indicated which students needed targeted intervention for reading, writing and numeracy. We also went deep with learning of English through the LEAP training, moderation and analysis of data. This along with the EALD Hub and EALD coaching allowed for more quality teaching to occur across our classrooms.

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

NAPLAN Numeracy and Reading Assessments for 2021 showed some pleasing results compared to historical data. There was an upward trend in Years 3, 5 and 7 for numeracy. The Year 3 cohort had 77% achievement in Numeracy SEA, well above the 44% and 50% from the previous 2 years of testing. Reading also had an upward trend although only minor. An area of further improvement is required for Indigenous learners to show more growth as they progress through the Year levels and those achieving in high bands. However it was pleasing to see 23% of our Year 3 Indigenous students reached the high bands for Reading. We tracked and monitored LEAP levels with our SIP targets being : 100% of students to increase at least 1 LEAP level, with 50% of students increasing more than 1-year LEAP level. We achieved 4 of our 8 writing targets for our Indigenous students and the other 4 targets were close (70 - 80% out of 100% and 41% out of 50%). The highlights: 100% of our Year 4, 52% of Year 5 and 60% of Year 6 students showed more than a year's growth. Individual highlights were a Year 3 Indigenous student reaching the high bands for writing and a Year 6 student improving 2 LEAP levels after his Term 3 moderation due to targeted coaching and teaching.

School performance comment

The School Performance Score for NAPLAN rose to 0.40 which was an increase of 0.4 from the last NAPLAN year of 2019. This result was the highest performance score since 2014. Our aim is to keep increasing this performance score by 0.2 each year until we reach our long term target of 0.54 by 2028. Likewise the Aboriginal students of our school achieved much improved results with a performance score of 0.32 which is an all time high with the previous best being 0.26.

NAPLAN Reading results remained stable against SEA. For Numeracy PLPS scored results above the historical range for SEA attainment for each year level. Year 3 students had their best results against SEA since 2014 and there was an increase on students attaining SEA for the Year 5 and 7 cohorts from their previous tests in 2019.

Growth PAT-M 2021 SIP Goals

70% of students will achieve at least 1 year's growth (trending/some growth (PATRACKER)

30% of students achieve high growth (significant growth PATRACKER)

Here are how our students tracked:

Year 4 - 55% growth, 25% significant growth

Year 5 - 55% growth, 39% significant growth (achieved)

Year 6 - 32% growth, 5% significant growth

Year 7 - 42% growth, 26% significant growth

PAT-M 2021

Yr 3 - 65% achieve the SEA (66% achieved), Yr 4 - 85% achieve the SEA (83% achieved), Yr 5 - 85% achieve the SEA (77% achieved)

Yr 6 - 92% achieve the SEA (80% achieved) , Yr 7 85% (75% achieved) achieve the SEA

NAPLAN Numeracy 2021 (results in brackets)

Yr 3 - 65% (74%) achieve the SEA & 10% in High Bands (14%) - Achieved both goals.

Yr 5 - 85% (67%) achieve the SEA & 15% in High Bands (9%) - Did not achieve goals, however SEA increased by 2% for this cohort.

Yr 7 - 85% (67%) achieve the SEA & 8% (9%) in High Bands - Achieved 1 goal.

Data shows that improvement occurred over this SIP cycle but not as much as we aspired to achieve hence numeracy is part of 2022-2024 SIP.

NAPLAN Writing 2021 (results in brackets)

Yr 3 - 60% (64%) achieve the SEA, 20% (17%) in High Bands

Yr 5 - 70% (58%) to meet the SEA, 10% (0%) in High Bands

Yr 7 - 65% (53%) to meet the SEA, 8% (0%) in High Bands

Year 3 data showed positive progress for writing. Despite not achieving some writing goals for NAPLAN, other data sources such as EALD LEAP data showed positive growth. Our LEAP EALD data showed 52% (goal of 50%) of students improved more than 1 years growth in writing.

Attendance

Year level	2018	2019	2020	2021
Year 3	93.1%	91.8%	89.7%	89.8%
Year 4	92.3%	91.5%	86.8%	92.2%
Year 5	89.9%	90.8%	89.4%	90.2%
Year 6	91.2%	90.3%	85.7%	92.1%
Year 7	88.2%	89.0%	85.6%	88.8%
Primary Other	82.3%	79.8%	73.9%	79.9%
Total	90.8%	90.5%	87.1%	90.3%

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

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

Attendance comment

PLPS attendance for 2021 was 89.7%. With 3.6% unexplained absence, 3.2% ill without certificate and 2.8% family absence. ATSI attendance for 2021 was 79.8%, whilst Non ATSI was 91.7%. Attendance is entered daily into a roll book, this is taken to the office where an administration officer will enter the data into EDSAS. If there are 3 unexplained absences in a row, the teacher will try and make contact. If unsuccessful, the Wellbeing Leader will be notified and try to make contact and refer to Social Work/Truancy support where necessary. The ACEO and Wellbeing leaders have attendance meetings regularly with senior advisors and undertake home visits when needed. Families explain absences via SeeSaw or phone.

Behaviour support comment

We reviewed the school's Behaviour Support Plan and removed the extra consequence of missing camps and excursions within 6 weeks of a suspension school rule to align with Suspension, Exclusion, Expulsion (SEE) Policy. Behaviour Support Advisors provided support for complex behaviour situations. Leaders provided behaviour support on a daily basis for high level behaviour incidents. Parents were always contacted and data entered in EDSAS. Berry St trauma informed practices were occurring in classrooms. There was a particular increase in quality of morning check in times. With this structure of circle time prevalent in classrooms across the school: Greetings, Values, Expectations, Tracking the Speaker, Announcements, Positive Primer, What Went Well. This check in time gave students a positive start to the day and allowed teachers to check in on the wellbeing of students. Zones of Regulation check ins and learning complimented this as well.

Parent opinion survey summary

It was pleasing to see 94 parents/carers participated in the school survey. The increase in participants could be attributed by sending an easy access link via SeeSaw. There was an increase in most domains of the parent opinion survey. The main increase was that students and teachers are respectful at PLPS. Another major increase was the positive 86-88% of parents felt that communication was sufficient and effective. Comments attributed this to Facebook and SeeSaw for Schools which was used more prevalently in 2021. Conversely parents would like more communication around student learning engagement and feedback, input into student work, consistency in homework across year levels. One parent commented that the effects of COVID made it difficult for parents to engage with teachers around student learning as they were less able to attend the site and discuss student learning. More feedback from teachers to home using SeeSaw is a way of combating the issue during COVID effected times.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	9.2%
NT - LEFT SA FOR NT	1	0.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	97	89.0%
VI - LEFT SA FOR VIC	1	0.9%

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

To work in SA government education sites and services (including Department for Education corporate offices) you must have a current working with children check (WWCC). Some volunteers in public schools, preschools and early childhood services also need a WWCC.

At PLPS copies of staff clearances, registrations etc. are kept in secure personal files and data entered onto Eduportal. Excursion and Incursion packs ensure that any parent/carer/community member/third party provider involved are screened if required. Use of the "screening tool" on website guides this process. All volunteers inducted by Well-being Leader and screenings arranged through online application process. Copies are filed with Staff Services Officer.

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	50
Post Graduate Qualifications	16

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	1.0	29.9	3.6	16.8
Persons	1	35	5	25

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

Financial statement

Funding Source	Amount
Grants: State	\$5,745,552
Grants: Commonwealth	\$9,155
Parent Contributions	\$200,580
Fund Raising	\$88,650
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	Additional 0.5 funding provided by the school to employ a full time Wellbeing Leader. Whole class, small group and 1:1 support for students via SSOs and our mentoring program.	Greater student wellbeing enhances learning.
	Improved outcomes for students with an additional language or dialect	Funding used to increase Curriculum Coordinator. LEAP PD and student free day dedicated to moderating and improving EALD writing. Coaching by EALD coach and Curriculum Coordinator.	Enhancing teacher knowledge improved student writing outcomes. See ALALR section
	Inclusive Education Support Program	Intervention programs such as interoception (Nest), sensory, MacqLit, SKILLS and PALS offered 1:1 or small group. 1:1 support provided to eligible student. Waves of intervention document created to highlight IESP support	Students continued to graduate intervention programs at a consistent rate.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>Rural and Isolated Students: Funding was used to support students travelling to sports carnivals, visiting artists, emergency lunches, assisting families with payments of uniforms, camps and excursions (social justice).</p> <p>IESP: Used to support individuals with in class SSO support and/or out of class intervention programs.</p>	Over 300 students accessed interschool sports opportunities. PAT and NAPLAN data showing gradual improvement in relation to SEA.
Program funding for all students	Australian Curriculum	PD with Margaritta Breed via Pupil Free Days and small group coaching. Release time to work with EALD Hub coach on LEAP learning and leveling.	Improved numeracy and writing results.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Increase Wellbeing Leader to full time	Greater wellbeing leads to better learning outcomes
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

