



Port Pirie West Primary School

2022 annual report to the community

Port Pirie West Primary School Number: 363

Partnership: Pirie

Signature

School principal:

Mrs Fiona Perry

Governing council chair:

Matt Giles

Date of endorsement:

8 February 2023



Government
of South Australia
Department for Education

Context and highlights

Established in 1877, Port Pirie West Primary continues to make significant contributions to education in the local community. The vision, "A quality learning environment where everyone belongs" encapsulates the culture of the community.

Pirie West strives for continuous improvement and takes pride in its commitment to focus on learning. The qualities for learning are Respect, Responsibility, Confidence Persistence and Kindness and they are reflected in all aspects of the school.

Port Pirie West is part of the Pirie Partnership which comprises of Pre-schools, five Primary Schools and one Secondary School. The campus includes Port Pirie West Children's Centre and the Port Pirie West Dental Clinic.

Port Pirie West is a Category 2 on the Index of Education Disadvantage. The school population reflects the cultural and social diversity at the school. 68% of the total student population receives School Card support. 8% of the student population receive funding via the Inclusive Education Support Program (IESP) for a variety of Learning Differences. This is not reflective of the number of students requiring significant support in Literacy, Numeracy and Social Skills. 21% of the student population identify as Aboriginal and Torres Strait Islanders. The school began with 9 classes and 189 students.

Highlights of 2022 included:

- Improvement of results for reading throughout the school
- Dyslexia OG multisensory 5 day training for teachers
- Book Week celebration, with a focus on Aboriginal Education
- Christmas pageant float with the Book Week theme (Tiddalick the Frog)
- Kindness activities, including Pre-loved Treasure sale
- Remembrance Day Service
- Choir, Sports Day, Graduation, School Concert and Assemblies
- NAIDOC and Reconciliation Week activities, including Acknowledgement of Country for Pirie West
- Monarto Camp
- Aboriginal polo design and presentation by the Student Aboriginal Leader and supporting staff
- Sports Day
- Science Week elephant toothpaste experiment
- Minister, Chief Executive and Principal's visits
- Ongoing sharing of learning via school Facebook Page

Governing council report

It gives me great pleasure to be able to provide this report of the 2022 year at Port Pirie West Primary School. After the past couple of 'COVID affected' years we were able to return to some normality, albeit in a different structure, with the gradual easing of restrictions.

A number of highlights throughout 2022 included a number of successful activities and initiatives, including the annual Sports Day, Book Week and wasn't Tiddalick the Big Green Frog a hit? – both within the school and as part of the Port Pirie Christmas Pageant! The ever-popular End of Year Concert was another huge success, with our students (and staff) displaying their talents. We also farewelled the current Year Six students and wished them the best for their future journey at secondary school, and of course recognition of our staff, student and community members at the End of Year Awards Assembly.

As a school community we should be very proud of the achievements of our school. It was also pleasing to see a whole of school improvement in the area of reading.

The Governing Council continued to meet regularly throughout the year (with minimal impact due to COVID-19) and continue to support the school leadership with decision making in relation to finance, canteen and grounds issues. We look forward to continuing working towards completion of bigger projects next year.

Our school canteen also began providing a lunch order service weekly to Napperby Primary School and this has been quite successful and we hope to continue this service in the 2023 school year. We also farewelled Kerri Bagshaw, our Canteen Manager over the last four years, and thanked her for her dedication and commitment to Port Pirie West Primary School, whilst welcoming our incoming Canteen Manager Sarah Harrison. We look forward to working and supporting her this position.

Lastly, I wish to thank all our dedicated Leadership Team, Staff, Governing Council members and broader school community for their support throughout the year. It is the dedication and commitment from all of these people that continue to make Pirie West the Best!

Quality improvement planning

2021 Goals

- Increase student achievement in mathematics
- Increase student achievement in reading

ACTIONS

Reading

- AR Reading Program
- Reading SSO support daily
- AET working on Literacy and Numeracy with students as per ILPs
- Phonics Screen Assessment PD for Early Years and leadership
- WSA Rubric used for Line management
- Early Years Reading Morning
- Introduction of DIBELS assessment

Maths

- Numeracy Coordinator Term 1 and Term 2 (Teacher observations, modelling and collection of data)
- Back to Front Maths professional learning
- Marvellous Maths Morning to discuss data and provide a game to play with students
- WSA for Maths embedded in classes, interleaving and problem solving weekly

Recommendations for 2022

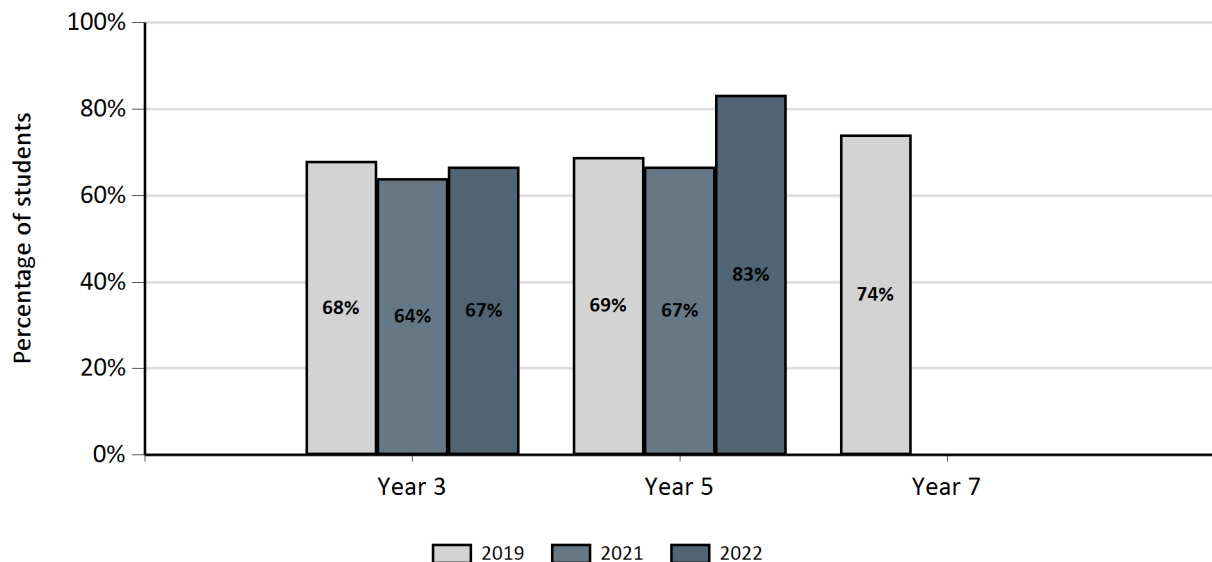
- Continue to increase the number of student's achieving SEA and higher for reading and maths by increasing staff capacity
- Set Teaching Sprints and learning goals to monitor effectiveness of teacher practice and to challenge students
- Introduction of a R-6 Scope and Sequence for literacy
- Orton-Gillingham Dyslexia professional learning for staff
- Ongoing collaborative Learning Team culture
- Use Data Management system (LAPS) to track and monitor growth and use the Evidence and Engagement Schedule to focus staff meetings
- Use the 'Early Learning at Pirie West' Facebook Page to communicate literacy and numeracy information to families
- Leaders to improve feedback cycle to teachers

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

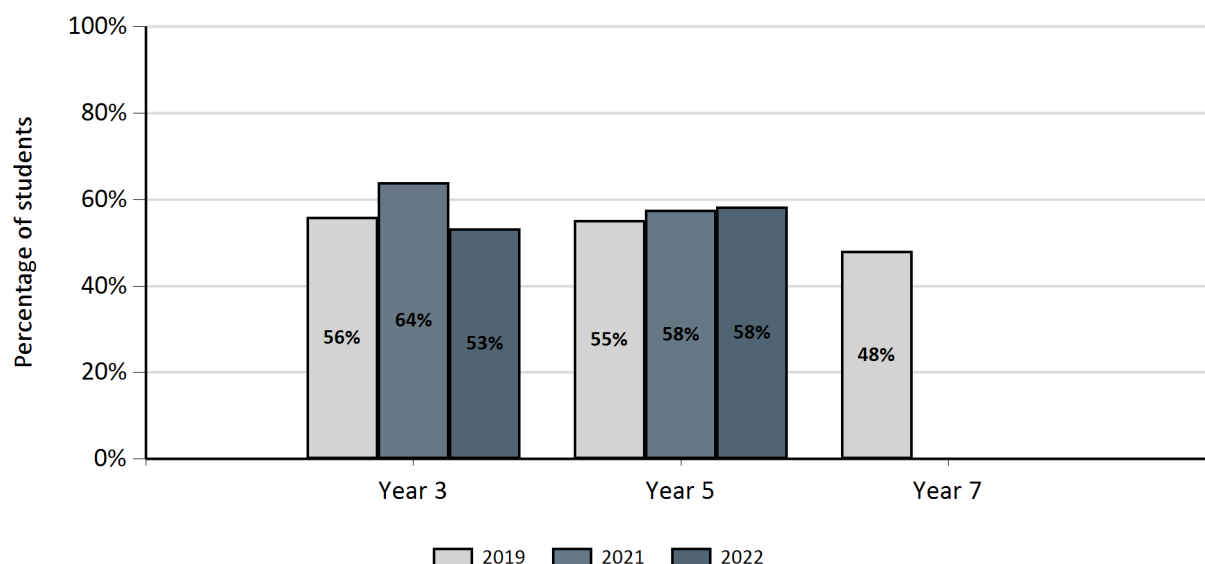


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	30	30	13	6	43%	20%
Year 03 2021-2022 Average	27.5	27.5	10.0	4.0	36%	15%
Year 05 2022	24	24	9	3	38%	13%
Year 05 2021-2022 Average	28.5	28.5	7.0	3.0	25%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

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

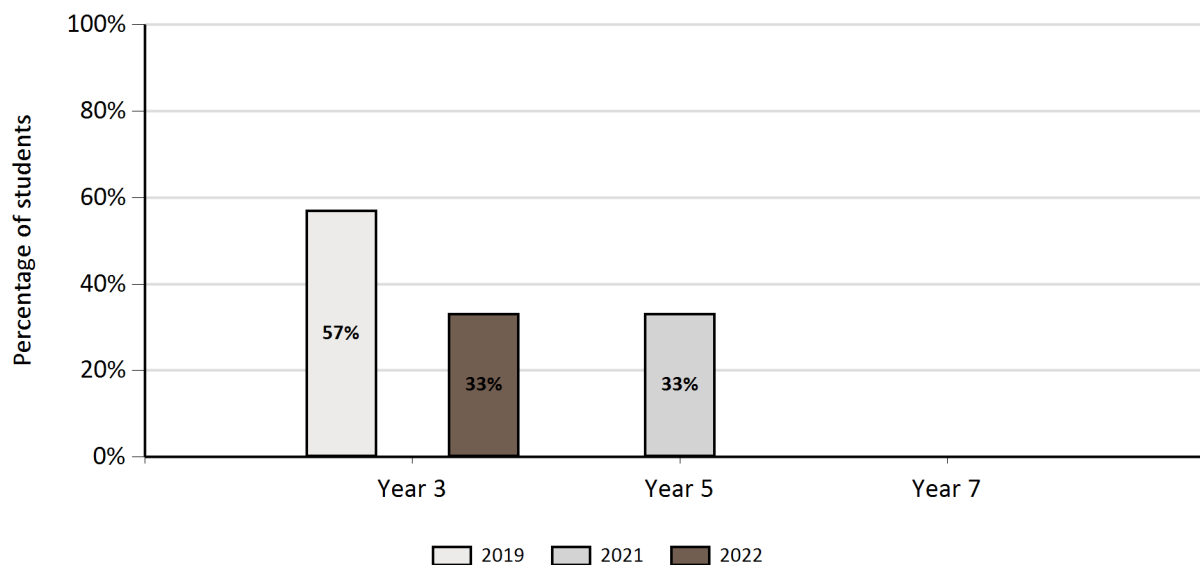
[^]includes absent and withdrawn students.

*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



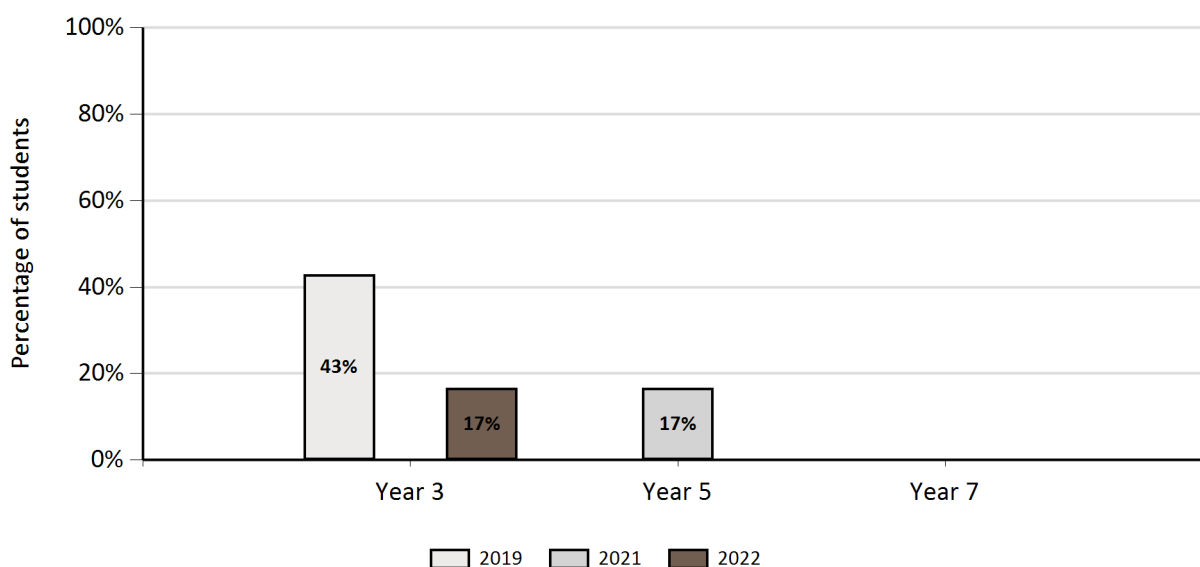
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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



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

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 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 03 2022	6	6	0	0	0%	0%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 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 attended 5 days of literacy training to improve knowledge of reading instruction (OG). This training provided a consistent, systematic literacy structure for all teachers in the Early Years to follow.

The school introduced an electronic data recording system, where Aboriginal students could be filtered from non-Aboriginal students. Staff were able to track and monitor achievement using DIBELS and 1 minute maths checks. Students set individual goals from their data for literacy and numeracy in class. These were reviewed throughout the year but formally in Reports home to families in Term 2 and Term 4.

Data was reviewed from the Education Dashboard by the AET.

Learning SPRINTS were set and reviewed to target individual learners who were just below SEA.

AET worked 1:1 on intervention 2 days a week with identified students who were below SEA in the Early Years. This intervention was based on Heggerty and DIBELS data.

SSOs in classes worked with all Aboriginal students, from Reception - Year 6, on identified reading skills from the data collected.

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

DIBELS data showed improvement for all Aboriginal Students Reception - Year 6.

There was significant improvement for 10 students from Reception - Year 2.

75% of students achieved SEA in the Year 1 Phonics Assessment.

NAPLAN Reading and Numeracy in Year 5 increased by 66% and 83%, respectively.

NAPLAN Numeracy in Year 3 increased by 70%.

PATR scores from Year 3 - Year 6 increased by an average of 14%.

The Aboriginal School Leader won the Spirit of Pirie of West Award and made exceptional growth in her literacy and numeracy results.

7 students in Years 4 - 6 improved more than 2 years, as per effect sized data in PATR and PATM. The largest growth was 3 years in 1 year.

School performance comment

SCHOOL BASED and DEPARTMENT FOR EDUCATION DATA

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

All students improved based on progress monitoring of the DIBELS data and there was some outstanding improvements from Reception to Year 6.

HEGGERTY - PHONOLOGICAL AWARENESS

Using the Heggerty Phonological Awareness Screener 57% of students from Reception and Year 1 have age-appropriate Phonological Awareness skills (R - 69%, Yr 1 - 44%).

DFE Based Data

PHONICS SCREENING

43% of students in Year 1 achieved SEA according to the Departments Phonics Screening Tool.

PAT Reading and PAT Maths

Effect size data from PAT-R and PAT-M testing has shown that in the last year, most students in Years 3 - 6 have improved more than one years growth in Reading and Maths.

Year 3 PATR 0.65 and PATM 0.61 (one year's growth is equivalent to 0.4)

Year 4 PATR 0.80 and PATM 0.65

Year 5 PATR 0.36 and PATM 0.21

Year 6 PATR 0.51 and PATM 0.45

PAT-R

73% of students in Year 3 to Year 6 achieved SEA in PAT R (Year 3 75%, Year 4 68%, Year 5 84%, Year 6 66%)

PAT-M

65% of students in Year 3 to Year 6 achieved SEA in PAT M (Year 3 73%, Year 4 57%, Year 5 72%, Year 6 62%)

NAPLAN

Year 3 Reading: 67% of students reached SEA and 43% were in the High Bands

Year 3 Numeracy: 53% students reached SEA and 20% were in the High Bands

Year 5 Reading: 83% students reached SEA and 38% were in the High Bands

Year 5 Numeracy: 58% students reached SEA and 13% were in the High Bands

Attendance

Year level	2019	2020	2021	2022
Reception	84.3%	84.4%	84.0%	79.7%
Year 1	85.6%	85.7%	81.7%	77.6%
Year 2	81.6%	86.0%	78.7%	79.5%
Year 3	89.8%	85.6%	85.5%	78.9%
Year 4	87.2%	88.3%	83.0%	81.1%
Year 5	88.8%	85.2%	88.5%	80.9%
Year 6	89.1%	88.2%	82.0%	81.3%
Year 7	81.6%	88.9%	N/A	N/A
Total	86.1%	86.4%	83.4%	79.8%

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

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

Attendance comment

Support has been designed to encourage students to attend regularly and absences are responded to promptly. Due to COVID, illnesses and Health SA Guidelines there were still an increased number of absences. A range of strategies to address attendance were in operation, including:

- Families contacted by Front Office SSO and classroom teachers in response to unverified absences
- ACEO, AET and Leadership home visits and intervention for students
- Attendance referrals and support from District Truancy Officer and Child Wellbeing Practitioner

2022 average attendance was 81%.

Behaviour support comment

Student behaviour continues to be of concern. This has been managed by employing positive strategies and responses to behaviour that is not acceptable and affects the learning of other students. Behaviour interventions, such as Office Time Outs were lower than in 2021 (192 to 133). The amount of suspensions was lower than in 2021. This is due to continued consistent approaches to behaviour management and interventions (73 to 68). The school recorded 1 exclusion in 2022.

Current strategies in place to support behaviours are:

- Lunchtime activities to reduce yard incidences
- Acknowledgment of positive behaviours and recognition of students displaying the school values
- Inter-agency support
- Modified timetables and programs
- Access to the Interoception room
- Interoception activities in every class after recess and lunch every day
- 1:1 support and activities with identified students
- Proactive use of strategies to regulate behaviours (Tool boxes and Check-in Charts)
- Student access to Counsellor/Wellbeing Educator

Parent opinion survey summary

School families were invited to input into the DfE Parent Survey and results were shared with the school in late Term 3. Overall, the results from 38 responses were positive, indicating that the school are either maintaining current positive practices or making further improvement.

Data is compared with other schools within our region that have similar complexities and characteristics.

Major positives were:

- families feeling the school demonstrates respect (86% positive at PPWPS compared to 78% in other local schools)
- families feeling they have useful discussions with the school (82% positive at PPWPS compared to 71% in other local schools)
- families feeling they are encouraged to help their children learn (91% positive at PPWPS compared to 79% in other local schools)

The survey also identified areas of concern:

- the number of families who feel they do not have good home learning routines (33%)
- the number of families who feel they do not have input into their child's learning (24%)

Many survey responders commented that they feel the use of Class Dojo to communicate is very effective and would like this to continue.

Positives

- 85% of responders believe staff and students are respectful
- 97% of responders actively talk with their children at home
- 97% of responders identified education as important
- 82% of responders said they know what standard of work the school expects from students
- 27% of responders indicated they would like further support to help their child(ren) with learning at home

Negatives

- 25% of responders feel they do not receive learning tips
- 33% of responders feel they do not have good learning routines at home

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	70.6%
U - UNKNOWN	1	5.9%
VI - LEFT SA FOR VIC	3	17.6%

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 relevant history screening information is recorded in EDSAS. The school has been audited and found to be compliant with all documentation. Processes are followed as per Departmental policies. Pirie West Primary is registered via the website for online applications, and all staff and volunteers have a Working With Children Check (WWCC).

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	24
Post Graduate Qualifications	

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	15.0	0.8	12.8
Persons	0	16	1	18

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$3,012,891
Grants: Commonwealth	\$8,600
Parent Contributions	\$58,115
Fund Raising	\$4,725
Other	\$14,515

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	Use of Tier 2 funding this year changed from 2021. Intervention was more 1:1 instead of small group. Progress monitoring every 2 weeks (using DIBELS resources) was implemented for students with the highest needs. A school counsellor was employed part time, using complexity funding, to work in collaboration with the Wellbeing Coordinator. The counsellor supported staff, students and families with their wellbeing. She also provided valuable PD for staff and families.	Staff attended PD to support students in their ability to regulate and manage emotions. This resulted in fewer extreme behaviours (suspensions and exclusions).
	Improved outcomes for students with an additional language or dialect	SSOs supported the 2 EALD students daily to improve their phonological skills and reading comprehension skills. They also supported students to access all areas of the curriculum.	One Reception student began the year well below standard in the DIBELS assessment (composite score) and finished the year at standard (composite score from 0 to 446). One Year 1 student learnt 9 letters in 6 months and increased his DIBELS composite score from 347 to 393.
	Inclusive Education Support Program	The IESP funding was used in a variety of ways depending on the needs of the identified students. SSO and Leaders time was used to implement social skill programs for students identified with complex social and emotional needs and evidence-based learning programs were used for students identified with intellectual and language delays.	There has been a significant reduction in behaviour incidents for students identified with complex social and emotional needs. All students receiving IESP funding made growth in reading development. Students on part time programs are on track to meeting goals to increase time at school.
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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Funding was used for allocating extra SSO time to each class for intervention, creating an extra class to reduce class numbers, and for Staff PD (OG & DIBELS).	Outcomes included decreased 'big' behaviours and improved academic results. Every IESP student made growth academically and socially.
Program funding for all students	Australian Curriculum	Funding was used for Staff PD (AC with LET, OG, DIBELS) which included Curriculum mapping, reviewing new DfE units and further knowledge of the Whole School Approaches (which are based on evidence-based research).	As a result of the funding staff improved their knowledge of the Australian Curriculum and supporting resources, and staff were able to begin using the DfE Units in their classes.

Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding was used to employ SSOs to work with identified students, to reduce class sizes and attend PD.	Teachers tailored support for all identified students based on data collected. The teacher or SSO supported the child, depending on the need. There was improved phonics results in Year 1 and in NAPLAN (7/8 areas assessed improved). Early Years Staff and Leadership attended PD to improved reading knowledge.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A