



Victor Harbor Primary School

2022 annual report to the community

Victor Harbor Primary School Number: 453

Partnership: Fleurieu

Signature

School principal:

Mr Brenton Robins

Governing council chair:

Dr. Kate Hancock

Date of endorsement:

14 February 2023



Government
of South Australia
Department for Education

Context and highlights

Victor Harbor Primary School (VHPS) is the only public primary school in the regional city of Victor Harbor. There are also two independent schools that have primary enrolments. Students often transfer between the three schools. VHPS has a Department for Education (DfE) Index of Disadvantage of 4 and an ICSEA (National Disadvantage Indicator) of 977. This degree of disadvantage is an indication of the changing demographics across the community over recent years. 2022 was the first year of Reception to Year 6 only enrolments. After an initial reduction with Year 7 relocating to secondary schools, student numbers remained constant at approximately 470 with some growth in the last two terms. There were approximately 35 Aboriginal students and approximately 40% of families received School Card support with Materials & Services charges. Over 100 students were supported through the DfE Inclusive Education Support Program (IESP) funding.

The principal and deputy principal were supported by a leadership team of: senior leader of the Disability Unit, and Intervention & Learning Support Co-ordinator, a Teaching & Learning Co-ordinator, a full-time Student Wellbeing Leader and focus teachers in Literacy and Numeracy. New initiatives in DfE staffing processes enabled Katie Hodgson's position (Intervention & Learning Support Co-ordinator) to be extended until the end of 2025. Two junior primary contract teachers' positions – Tegan Fleming & Leila Gould were also converted to permanency. These extensions will support high level consistency for teaching & learning at VHPS.

2022 also saw the return to the name "Victor Harbor Primary School". The sign to Victor Harbor Primary School has been upgraded with a sign that connects our school with both Ngarrindjeri culture and the local environment. In the face of potentially disruptive events such as the continuation of COVID and its implications for attendance, and significant damage from a flood event, 2022 was a successful year finishing with the positive community reaction to the installation of garden beds including a weather station.

Governing council report

The Victor Harbor Primary School Governing Council had its name confirmed at the start of the year with a change in constitution. This was very important to align with the name of the Victor Harbor Primary School. The school community has continued to be supportive of the Governing Council with the council membership being at capacity. Governing Council training was held during the year to help ensure that all members understand the processes and requirements of being on the Governing Council. This was very useful for both new and old members.

The canteen had a successful year with a new canteen worker and finished the year positively. The Governing Council continued to work with YMCA to provide an OSHC at Victor Harbor Primary School. The Governing Council recommended that the YMCA continue to provide these services for a further 3 years.

Rotary and See Optometry contacted the school and Governing Council to seek support in eye sun protection for our students and staff. We are optimistic that all our students will be provided sunnies early in 2023 to ensure this sun protection.

Governing Council continued to have guest speakers from the school. This helps keep the Governing Council up to date on current school policies such as the behaviour policy. Governing Council also reviewed the uniform and attendance policies.

The Grounds Committee had a very productive year, planting fruit trees, setting up wicking beds and installing a weather station and soil moisture probes. All of these became possible due to the support from the school as well as a grant from the National Resource Management Board.

Towards the end of the year, Governing Council approved a school fair in March 2023 and a fair committee was set to work with the preparations. The Victor Harbor Governing Council would like to acknowledge the effort of all the staff, volunteers and families that help provide supportive and inclusive learning environments for all our students.

Kate Hancock

Victor Harbor Primary School Governing Council Chairperson

Quality improvement planning

Our School Improvement Plan (SIP) goals for 2022 were focused on Reading, Writing and Numeracy and aimed to:
Goal 1: To retain and increase the number of students achieving Standard of Educational Achievement (SEA) and Higher Bands (HB) in Reading.

Goal 2: To increase and retain the number of students achieving SEA and HB in Writing.

Goal 3: To increase and retain the number of students achieving SEA and HB in Numeracy.

All staff's Actions and Challenges of Practice included:

- Implementing a daily, balanced timetabled reading program integrating the Big 6 components of Reading across all year levels.
- Explicitly teaching reading comprehension strategies.
- Developing individual reading goals for students.

- Using a consistent teaching & learning cycle to build writing skills.
- Incorporate daily writing activities, explicitly teach written texts, language, grammar and vocabulary

- Implementing a daily numeracy program.
- Focus on problem solving and using data to inform planning.
- Referencing a whole school Mathematics text.

Results:

Targets – Goal 1: Reading

Year 1: 65% of students achieve SEA in phonics screen. [Result: 65%] 30% of students achieve HB in phonics screen (Score 35 or above) [Result: 42%]

Year 3 & 5: 85% of students achieve SEA in NAPLAN reading. [Result: Year 3 – 84% / Year 5 – 90%]

Year 3 & 5: 38% of students achieve HB in NAPLAN reading. [Result: Year 3 – 43% / Year 5 – 32%]

Year 4 & 6: 85% of students achieve SEA in PAT reading. [Result: Year 4 – 82% / Year 6 – 89%]

Year 4 & 6: 10% of students achieve HB in PAT reading (stanine 7, 8 & 9). [Result: Year 4 – 16% / Year 6 – 17%]

Targets – Goal 2: Writing

Year 3: 90% of students achieve SEA in NAPLAN writing. [Result: 89%]

Year 3: 35% of students achieve HB in NAPLAN writing. [Result: 39%]

Year 5: 75% of students achieve SEA in NAPLAN writing. [Result: 82%]

Year 5: 25% of students achieve HB in NAPLAN writing. [Result: 15%]

Targets – Goal 3: Numeracy

Year 3: 80% of students achieve SEA in NAPLAN numeracy. [Result: 82%]

Year 3: 20% of students achieve HB in NAPLAN numeracy. [Result: 27%]

Year 4: 80% of students achieve SEA in PAT-M (based on Year 3 2021). [Result: 88%]

Year 4: 10% of students achieve HB in PAT-M (stanine 7, 8 & 9). [Result: 7%]

Year 5: 80% of students achieve SEA in NAPLAN numeracy. [Result: 78%]

Year 5: 25% of students achieve HB in NAPLAN numeracy. [Result: 32%]

Year 6: 90% of students achieve SEA in PAT-M (based on Year 5 2021). [Result: 78%]

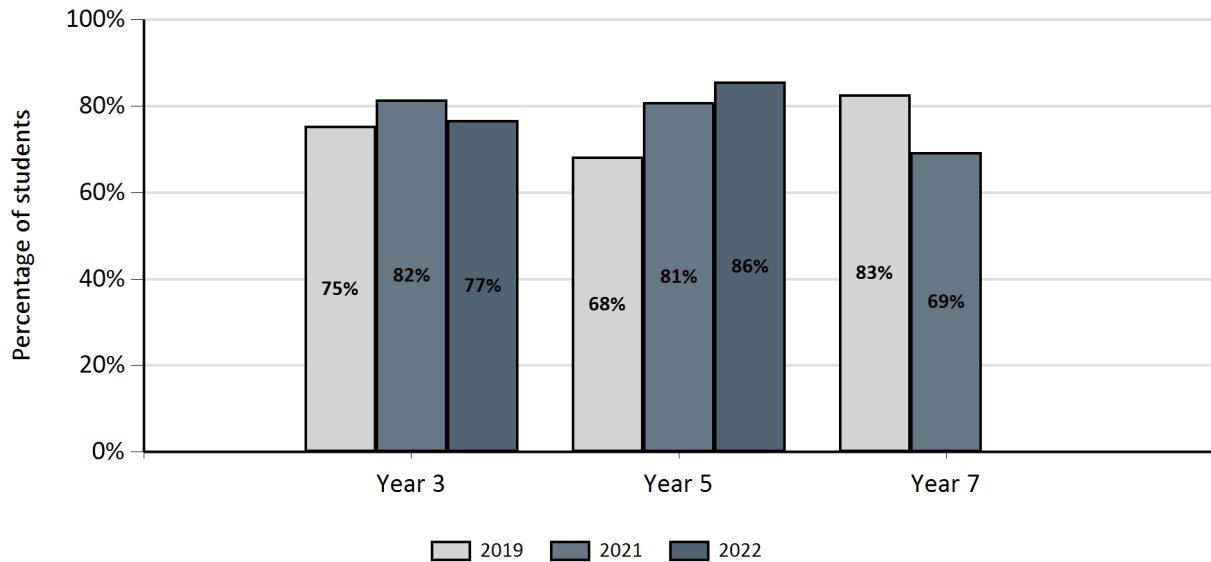
Year 6: 15% of students achieve HB in PAT-M (stanine 7, 8 & 9). [Result: 11%]

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

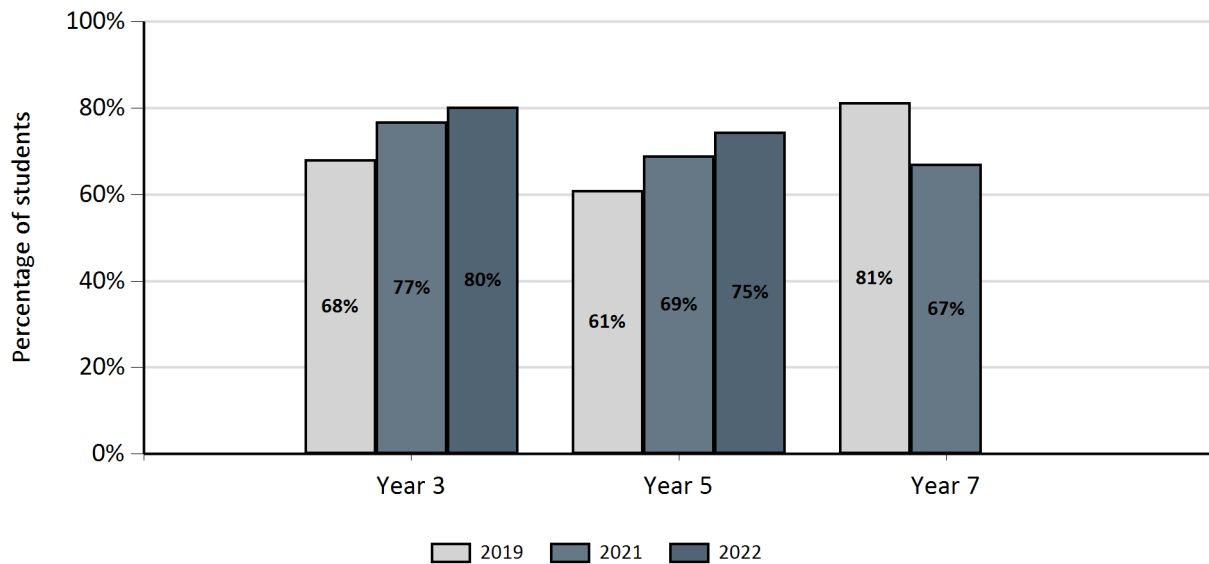


*NOTE: No NAPLAN testing was conducted in 2020.

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	56	56	22	14	39%	25%
Year 03 2021-2022 Average	60.5	60.5	23.5	11.5	39%	19%
Year 05 2022	63	63	19	10	30%	16%
Year 05 2021-2022 Average	65.5	65.5	21.5	12.0	33%	18%
Year 07 2021-2022 Average	85.0	85.0	16.0	17.0	19%	20%

*NOTE: No NAPLAN testing was conducted in 2020.

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

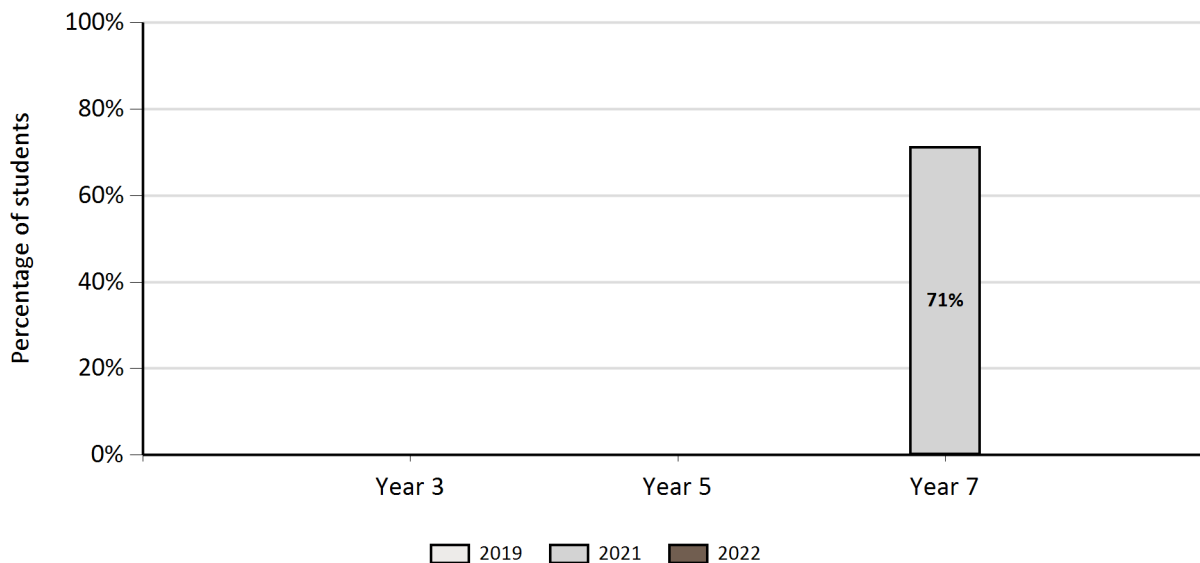
[^]includes absent and withdrawn students.

*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



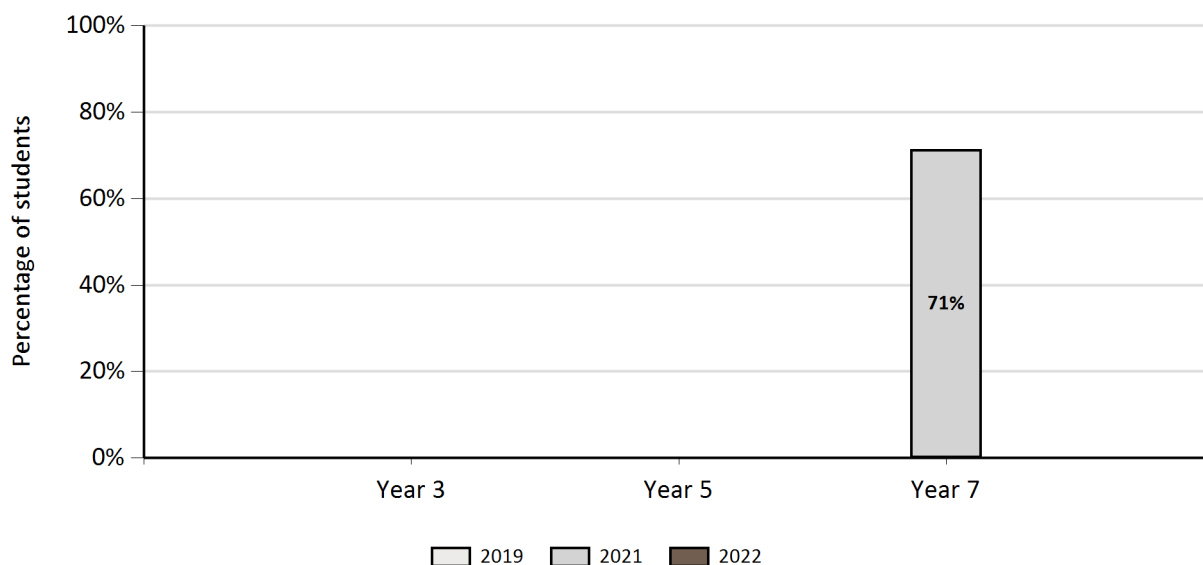
*NOTE: No NAPLAN testing was conducted in 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

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

*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: Data Informed Planning

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

Key Element one of the ALALR – Data Informed Planning was a focus toward the end of 2022 in conjunction with Milly Smart, Teaching & Learning Coordinator. This also led into Key Element two – Tracking and Monitoring Growth and Achievement.

A staff meeting was held to gain staff perspective of where we sit within element one, with most responses being not evident to low. This was a good starting point to direct the focus of where we need to head with our ATSI learners.

As a part of her role, Milly developed an online data record for each year level that encapsulates the key assessments in literacy and numeracy for all students at VHPS. After discussions as to how our two roles could work together on this, we ensured that the data collection had an ATSI filter that could be used to identify our ATSI students. This data was then easy to use for teachers to know more about their ATSI learners and work towards improving outcomes in literacy and numeracy for them.

Key Element two -Tracking and Monitoring Growth and Achievement was touched upon within this same meeting and using the same format.

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

Using PAT M and R data: In reading, 2/5 students achieved SEA in 2021 which increased to 3/5 in 2022. In maths, 3/5 students achieved SEA and this stayed the same in 2022.

In the year 5 cohort of 2022, 3 /4 students increased their SS in both reading and maths. In 2021 reading, 3/4 achieved SEA and this was 4/4 in 2022. Maths SEA was 3/4 in 2021 and stayed the same in 2022 with 3 / 4 students achieving SEA.

In year 4, 1 in 4 students achieved SEA in PAT maths in 2021 which increased to 4/4 in 2022. Reading in 2021 saw 1 in4 students meet SEA & this increased to 3/4 in 2022.

School performance comment

Summary of NAPLAN results

Year 3

Percentage of students who achieved SEA

	2021	2022
Year 3 Reading	83%	84%
Year 3 Writing	90%	89%
Year 3 Numeracy	78%	88%

Year 5

Percentage of students who achieved SEA

	2021	2022
Year 5 Reading	85%	90%
Year 5 Writing	71%	82%
Year 5 Numeracy	76%	78%

Year 3

Percentage of students who achieved Higher Bands

	2021	2022
Year 3 Reading	39%	43%
Year 3 Writing	33%	39%
Year 3 Numeracy	14%	27%

Year 5

Percentage of students who achieved Higher Bands

	2021	2022
Year 5 Reading	37%	32%
Year 5 Writing	20%	15%
Year 5 Numeracy	23%	32%

The School Improvement Plan for 2023 will focus and consolidate Numeracy achievement. In particular, the 27% of Year 3 students and 32% of Year 5 students who achieved Higher Bands in Numeracy will be monitored to maintain their positive achievements. Numeracy intervention programs are planned for 2023 to increase the percentage of students achieving SEA in Numeracy.

Attendance

Year level	2019	2020	2021	2022
Reception	88.7%	88.1%	89.9%	85.9%
Year 1	88.8%	88.4%	90.0%	86.9%
Year 2	89.8%	89.8%	89.7%	84.9%
Year 3	91.0%	88.5%	89.8%	84.6%
Year 4	89.9%	90.6%	89.3%	85.3%
Year 5	90.5%	89.2%	90.6%	81.1%
Year 6	91.6%	89.1%	88.9%	85.6%
Year 7	92.2%	89.1%	88.4%	N/A
Primary Other	77.6%	70.7%	72.9%	62.9%
Total	90.0%	88.6%	89.0%	84.4%

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

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

Attendance comment

The school addresses non-attendance through monitoring by classroom teachers and administration staff using the Sentral program. Regular communication occurs with families (e.g. personal, online and newsletter articles) as well as follow-up from teaching staff, the Student Wellbeing Leader and leadership staff. Email and texts are also used by families and staff to communicate absences. Home visits and welfare checks are conducted when data indicates a need. Social justice issues impacting on attendance are addressed through the school pastoral care worker, Aboriginal Community Education Officer (ACEO), student wellbeing leader and community resources. The school funds a bus to collect students identified as at risk.

Behaviour support comment

Victor Harbor Primary School's behaviour policy reflects the DfE's guidelines and is closely connected to the school's values of Respect, Responsibility, Honesty, Safety and Trust. Roles, responsibilities and consequences for positive and negative behaviour choices are clearly stated and available on the school's website. Student surveys reflect the majority of students believe physical bullying and harassment are addressed positively at school and that they are clear about the link between the school's values and positive behaviour. Programs such as the Berry Street Education Model, Zones of Regulation and Interception implemented in classes as well as the 'Tidal Room' have had positive effects on behaviour. Data continues to indicate the highest and most complex behaviour issues and challenges are in the Early Years and, in particular in Reception in 2022. There will be a re-focus on the transition process between pre-school & school in 2023.

The Student Wellbeing and Engagement Survey indicated that students feel safe from bullying at school.

High to medium student satisfaction results were –

Physical bullying: 95%

Verbal bullying: 90%

Social bullying: 90%

Cyber bullying 96%

Parent opinion survey summary

The results from DfE's Parent Survey indicated an overall positive attitude to our school from the school community. Implications from COVID need to be considered, however.

Growth areas from 2020 include "We receive learning tips" (45% in 2020 – 53% in 2022) and "Effective communication" (69% in 2021 – 73% in 2022).

Areas to address in 2023 are: "Input into learning" and "Ideas to help my child"

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	27.3%
OV - LEFT SA FOR OVERSEAS	1	4.5%
QL - LEFT SA FOR QLD	3	13.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	50.0%
VI - LEFT SA FOR VIC	1	4.5%

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 employees, prescribed volunteers and other persons designated by legislation or DfE policy have been screened for their suitability to work or volunteer with students at Victor Harbor Primary School. All required staff screenings are current and recorded.

- All employees of a part-time, full-time or casual basis, have a current 'Working With Children' Certificate as required by Department for Education.
- Registered teachers also get a new 'Working With Children' check before their current teacher registration expires.

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	68
Post Graduate Qualifications	10

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	34.6	0.9	30.9
Persons	0	45	1	50

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

Financial statement

Funding Source	Amount
Grants: State	\$6,466,867
Grants: Commonwealth	\$0
Parent Contributions	\$176,086
Fund Raising	\$1,059
Other	\$158,455

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	Individual and One Plans co-developed with students & families and AET, Student Wellbeing Leader (SWL), Pastoral Care Worker. Small group work with SSO', Intervention & Learning Support Co-ordinator & SWL.	NAPLAN, Running Records and PAT-R achievement showed increase rate of growth.
	Improved outcomes for students with an additional language or dialect	Targeted support in Reading with SSO in class and withdrawn. Leadership from Intervention & Learning Support Co-ordinator.	Increase in participation in oral and written literacy programs.
	Inclusive Education Support Program	Individual and small group programs focussed on literacy goals. Intensive SSO support programs in intervention area & in classes. Interoception programs for resourced students in Tidal Room. Wave 1 & 2 support from teachers. Leadership from Intervention & Learning Support Co-ordinator.	Increased rate of growth in Literacy for resourced students.
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	Literacy and Numeracy support programs for Aboriginal students including SSO support and AET (Aboriginal Education Teacher) monitoring and review of One Plans. Aboriginal students' wellbeing supported through links with culture and close work with ACEO (Aboriginal Community Education Officer). Extensive intervention and support programs through R-6. Both in-class and withdrawal programs with teacher and SSO's. Leadership through Intervention & Learning Support Co-ordinator. Professional development for teaching staff & SSO's linked to Literacy improvement focus	Increased growth and achievement in NAPLAN Reading & Numeracy, Running Records, PAT-M, PAT-R for targeted groups of students.
Program funding for all students	Australian Curriculum	Extensive professional development for staff in Literacy teaching & learning. Release time for staff for team and individual planning. Literacy resources increased. Maths Pathway resource & program implemented	The provision of a balanced, rigorous Literacy program across all classes.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Educational disadvantage addressed through improved Literacy programs. Leadership capacity increased across staff to support SIP. Aboriginal Learner Achievement Leaders' Resource plan introduced – Data Informed Planning.	Increased growth for primary Aboriginal students & DfE Phonics screen.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

