



# Whyalla Town Primary School

## 2022 annual report to the community

Whyalla Town Primary School Number: 478

Partnership: Whyalla

Signature

School principal:

Mrs Meleika Hobba

Governing council chair:

Mrs Clare Story

Date of endorsement:

16 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

This year has had very stable staffing with Meleika Hobba (Principal), Jessica Williams (Deputy Principal) and Julie Dunn (Senior Leader Wellbeing) continuing in their roles for this year. Lisa Parsons continued as Literacy Coordinator and Sophie Drilling was newly appointed Numeracy Coordinator for the year. 2022 began with COVID disruptions with many students learning from home and staff balancing online teaching with face-to-face teaching with was certainly a first and a challenging start to the year. We have averaged 330 students throughout the year, a slight decrease from last year and have maintained 13 classes. There are 3 specialist subject offerings of Science, Indonesian and The Arts delivered R-6. 4% of our student body is Aboriginal, 3% are from NESB, 3% have a verified Disability and 23% of students are supported by our IESP Grant in a variety of learning intervention programs.

This year we began implementing the new SIP which was a key driver for our SFDs and staff data teams. We chose three goals to focus on for the next three years; Goal 1 Increase the number of student's achieving in the higher bands in writing, Goal 2 To maintain and increase the number of students achieving within the higher bands in Reading and Goal 3 To increase student achievement in Mathematics (R-6), with a particular focus on the number strand and initiated implementation of the actions from the ESR (External School Review): Direction 1: 'Embed and refine the SIP processes to support learning for all students with a focus on stretch and challenge'. Direction 2: 'To continue a narrow and deep focus to consolidate and embed school agreements into classroom practice coherently across the school'. Direction 3: 'Build student capacity to use data to develop learning goals and identify the next steps in their learning as a continual process'.

This year, SFDs focused on whole school consistency in the explicit teaching of reading instruction and guided reading, developing a writing genre map, developing a whole school agreement in formative assessment, and reviewing our SIP progress. Professional Learning Communities were trialed this year with staff given the option of joining Literacy, Numeracy and Wellbeing PLCs. We completed our final Berry Street training and successfully won funding for the school wide implementation of The Zones of Regulation and a new Interception space.

## Governing council report

This year we welcomed Meleika Hobba into the Principal position, for her first full year.

2022 has again been a slower year for fundraising with COVID-19 impacting our ability to hold fundraising events at the school. We have been able to hold a few fundraisers notably the Mother's Day and Father's Day stalls and the annual Fun Run.

We are proud to see our canteen constantly providing excellent service and quality food to our students, unfortunately we have been unable to have volunteers in the canteen this year but look forward to seeing them return in the future.

OSHC has seen two directors leave throughout the course of the year. We end the year with an Acting Director taking the role until a permanent replacement can be found. Due to staffing shortages the maximum capacity for student places has been capped at 30 to ensure that a quality service can still be provided for the school community. The OSHC is still a profitable service, with sourcing qualified staff as the main concern in 2022.

We have seen more improvements to our grounds and facilities this year including a new grass area in the Junior Primary area, repurposing the old toilet block, improvements to the upper primary yard area, and the resurfacing of the quad.

2022 saw the initial phase of the re-branding process with the new logo approved. The first items to be rolled out with our new logo are the student school bags and reader folders. This will be a gradual process continuing into next year.

# Quality improvement planning

2022 was the first year of our new three-year site improvement plan. Our first goal was centered around increasing the number of students achieving in the higher bands. Using the Australian Curriculum outcomes and Literacy Continuum, and assessment processes already in place, detailed writing rubrics with accompanying checklists were created for the mechanics of writing and the narrative, informative, persuasive, response and recount genres. A yearly genre map has been developed, and we are in the process of allocating texts for specific genres and learning areas, with the intention of integrating more writing into the specialist teaching areas. We collected student writing samples to create a bank of exemplars to be used in ongoing planning. Teachers became more aware of the specific components of writing mechanics, and our assessment processes improved and became more rigorous. We fine-tuned and improved the assessment and moderation process to help reduce the amount of teacher judgement previously involved in marking writing. This process contributed to the increase in writing achievement across our site, improved teacher practice, and consistency with grading across year levels and within year level cohorts.

Reading continued to be a focus for our school throughout 2022 and we made some excellent progress toward our goal; to maintain and increase the number of students achieving within the higher bands in reading. Guided by the WTPS reading 'challenge of practice', we established a whole school reading block that follows the gradual release of responsibility model, with a more rigorous approach to whole class explicit instruction. We were able to create consistency across year levels and classrooms, develop teacher knowledge and improve teacher practice around the components of reading. Using The Big 6, Scarborough's Reading Rope, the DfE Literacy Stretch and Inspire Guidebooks, and Sheena Cameron, we have established a whole-school daily reading lesson structure. Staff training has been conducted on the word recognition strands of phonics, phonological awareness and orthographic mapping, and the language comprehension strands of oral language, vocabulary, fluency, comprehension and language structures. Observations and planning documents indicate that all staff are integrating these components rigorously. A literacy PLC was developed, with members researching specific aspects of reading instruction, then conducting whole school PD sessions.

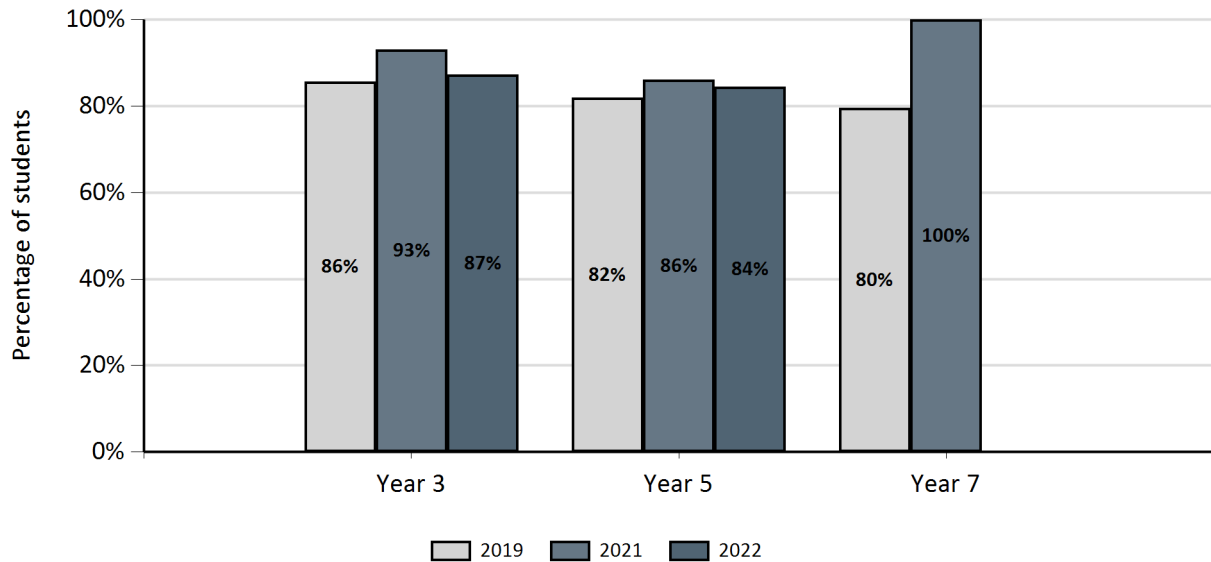
We continued work from previous years, towards increasing student achievement in Mathematics (R-6), with a particular focus on the number strand. As a site we updated and embedded our collaborative planning process which ensured that all the teachers included pre and post assessments, number talks/math warm up and the explicit teaching focus using the gradual release of responsibility model. Collaborative teacher planning allowed all students from the same year level to be exposed to the same lesson sequences and ultimately improve the whole cohort's achievement in mathematics as per their A-E grades. We continued to embed differentiation across our site and introduced tiered differentiation. Teachers tiered their lessons into three categories: sliding in, confident and challenge. This allowed students to be grouped and supported in each math lesson while still accessing their year level curriculum and building their confidence as learners in mathematics. This action improved teacher practice and we saw significant growth in our A-E grades in mathematics. PLCs were a new addition to our site this year and allowed interested staff to collaboratively work alongside leadership to research and create a process for formative assessment and feedback for students. Together we have been able to create a process that will upskill teachers to refine formative assessment and feedback practices and support their students in setting personal learning goals in mathematics.

# 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

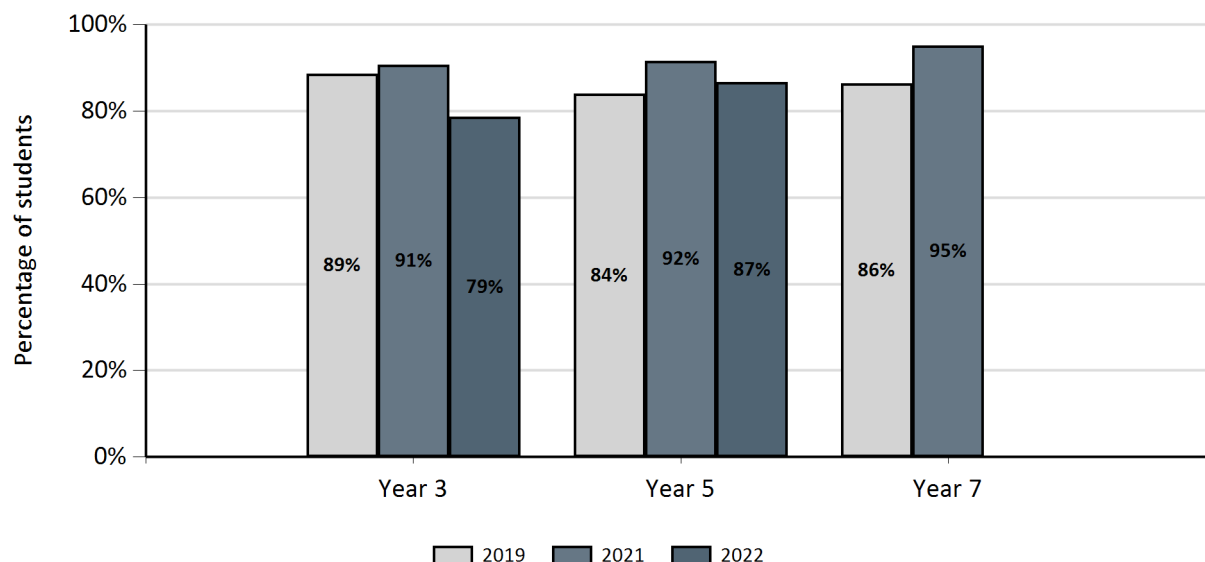


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	47	47	19	13	40%	28%
Year 03 2021-2022 Average	45.0	45.0	22.0	16.5	49%	37%
Year 05 2022	45	45	13	7	29%	16%
Year 05 2021-2022 Average	40.5	40.5	13.5	7.5	33%	19%
Year 07 2021-2022 Average	41.0	41.0	17.0	15.0	41%	37%

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

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

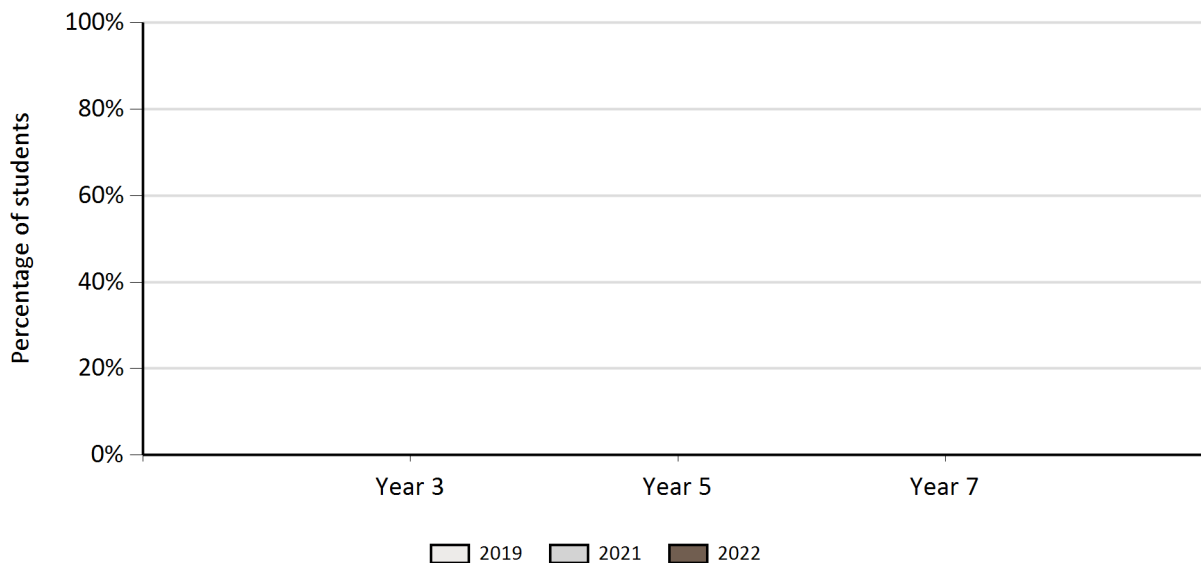
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



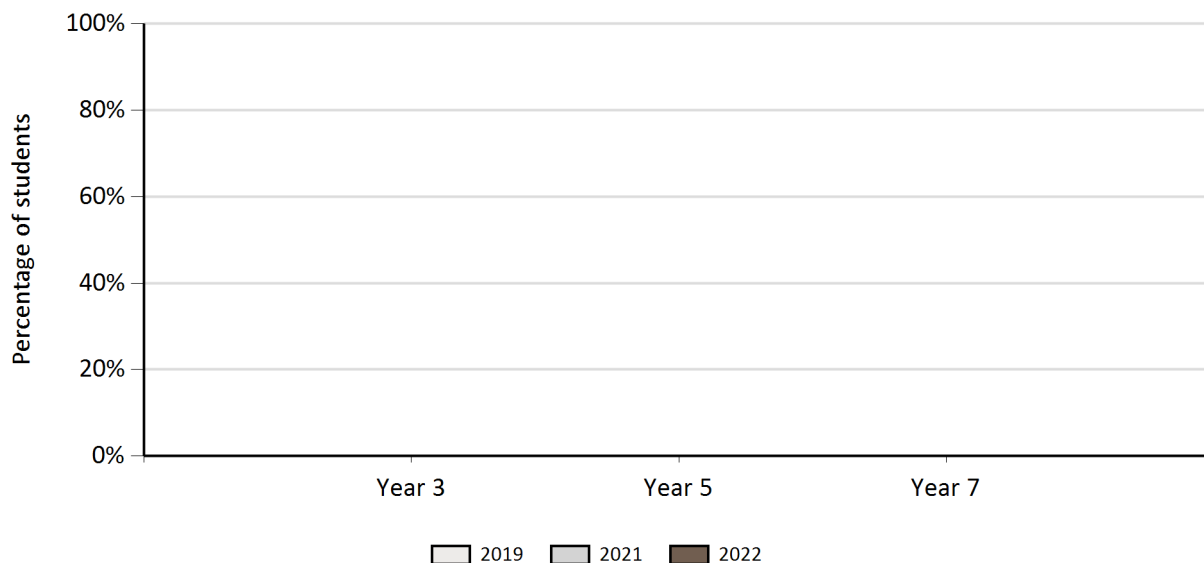
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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



\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	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	*	*	*	*	*	*

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

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

<sup>^</sup>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:

Our focus in 2022 for our Aboriginal students has centered on the Aboriginal Learner Achievement Leaders' Resource (ALALR) with a particular focus on Key Element 2, Tracking and Monitoring Growth and Achievement. This year we have continued to effectively use Data Team meetings to moderate student work with a focus on monitoring learning growth and achievement in Literacy and Numeracy. During the moderation process Aboriginal student's work is analysed and reviewed and any identified intervention or differentiated teaching practice is then implemented to support growth across the curriculum. Data is analysed from student assessments and reviewed regularly in order to create new clear, targeted and achievable learning goals designed to stretch learning outcomes. These goals are written into their individual One Plan and then communicated with families to help support the growth, achievement and success of their child.

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

In 2022 we continued to focus on numeracy skills and increase student achievement as measured by PAT-M data with a focus on Number. The introduction of daily number talks and a site wide differentiation model saw 90% of Aboriginal students achieve the Standard of Education Achievement for PAT-M in their assigned test and 75% meet National Minimum Standards for NAPLAN numeracy.  
100% of our ATSI students who participated achieved National Minimum Standards for Reading in NAPLAN with 78% achieving the Standard of Education Achievement for PAT-R in their assigned test.

# School performance comment

Our data this year saw us achieving a performance score of 0.51. Our NAPLAN testing looked increasingly different this year with the Year 7s moving onto high school, however the Year 7 data was still included and factored into our school data and performance score. Although, we did not meet our specific targets outlined in our Site Improvement Plan we saw a significant number of our students meeting S.E.A/National Minimum Standard in Reading, Writing and Numeracy. Within the Year 3 cohort we had some excellent results particularly in Reading and Writing. Reading results indicated that 83% of students met SEA and 40% of students achieved within the higher bands, confirming our strong focus on explicitly teaching reading within our site improvement plan was implemented successfully within classrooms. Year 3 PAT-R results revealed a similar trend with 80% meeting SEA benchmarks. Our Year 5 students also demonstrated sound achievement across all areas particularly in Mathematics with 86% of students meeting SEA and 15% achieving within the higher bands in NAPLAN. As with our Year 3 cohort, our Year 5 PAT-M results showed similar achievement to NAPLAN with 80% of students meeting SEA benchmarks. Our strong focus on Number and the embedding of daily math warm-ups and number talks has strengthened teacher practice and is having a significant impact on student achievement and learning outcomes.

Our Term 4 Running Record data indicated sound growth for our Junior Primary students. Our Reception cohort demonstrated excellent achievement with 57% (26/45 students) attaining reading levels in the high bands as per school/department benchmarks and showed significant growth throughout the year. An analysis of the Year 1 Running Record data revealed that 90% (63/70 students) of the cohort is achieving year level benchmark, with approximately 52% (37/70 students) achieving in the high bands as per school/department benchmarks. Our 2022 Year 2 data demonstrated a notable growth from 2021 with 77% (30/39 students) of students achieving year level benchmarks and 64% (25/39 students) of students exceeding year level benchmarks.

The Year 1 Phonics Screener provided us with some excellent data and results with 90% of the Year 1 cohort achieving the 28 or higher correct benchmark. In addition, 80% of our students achieved results within the higher bands as per our school benchmarks.



## Attendance

Year level	2019	2020	2021	2022
Reception	88.8%	92.0%	92.8%	90.0%
Year 1	90.5%	90.4%	92.6%	90.4%
Year 2	93.2%	91.4%	91.7%	89.9%
Year 3	90.8%	90.3%	93.9%	90.2%
Year 4	91.0%	89.8%	92.3%	91.7%
Year 5	92.2%	88.5%	92.6%	90.5%
Year 6	91.9%	90.1%	91.7%	89.6%
Year 7	90.1%	89.7%	92.7%	N/A
Total	91.1%	90.3%	92.5%	90.3%

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

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

## Attendance comment

Attendance data from 2022 has shown a slight decrease in attendance when compared to that of the previous years. During 2022 the total attendance rate was 89.85%. We have continued to implement an extensive focus on attendance throughout the year and we have maintained rigorous and proactive strategies to address habitual and chronic non-attendance. Attendance data is reviewed every 4 weeks where students of concern are identified. Contact is then made with the family to discuss the concerns, the student attendance is then monitored, and an attendance plan implemented if needed to support improvement. We have additionally worked alongside Student Support Services with families who require extra support with school attendance. The attendance trophy and certificate presented to the class with the highest weekly percentage has continued to generate enthusiasm for the prestigious acknowledgement. Despite these strategies the school has still not achieved the department's target of 95%. Attendance will continue to be a focus for all students in 2023 with an aim to increase the yearly attendance percentage rate.

## Behaviour support comment

School behaviour data demonstrated a positive lift in majority of student behaviour and reaffirmed our strong behaviour management approach in classrooms across the school. Continued whole school training in the Berry Street Education Model and Zones of Regulation provided positive behavioural and regulation strategies to implement within teacher practice. This resulted more preventative behaviour management strategies being put in place at a classroom level and decreasing the number of behaviours being escalated to an administrative level. The introduction of care group and morning circle has provided teachers with the opportunity to build strong relationships with students, set consistent predictable routines, clear rules and expectation and create classroom cultures that promote a sense of belonging. Time in care group was also allocated to engage students in learning about Interoception, Zones of Regulation, Growth Mindset and Executive Functions.

## Parent opinion survey summary

90 parents completed the Parent Opinion Survey. This is a slight decrease from last year (93 parent responders) but there has also been a decrease in student enrolments from 369 down to 331 this year.

The strongest positive trends were: people being respectful (88%) and teachers and students being respectful (86%), talks with children often (92%) and (96%) of parents surveyed believed that Education is important. (19%) of parents would like more help to address their child/ren's needs and (17%) would like the school to do more to address their child/ren's needs. (80%) of responders believe that they receive enough communication from the school and (81%) feel that the school communicates effectively.

Our survey data suggested that 69% of parents who completed the survey utilised the Remind App for communication. They found this to be an effective tool as they were able to communicate directly with their child's teacher. All modes of communication used by the school are well received by families and they would like this to continue. Our families value regular communication and like to be kept up-to-date and involved in their child's educational journey.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	13	48.1%
OV - LEFT SA FOR OVERSEAS	1	3.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	48.1%

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

The Office Manager Kylie Buckley is the verifying Officer for the DHS Screening at our site. Kylie creates applications on behalf of staff members and volunteers, verifying 100 points of identification when required

# 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	34
Post Graduate Qualifications	16

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	22.2	1.0	8.1
Persons	0	23	1	11

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

## Financial statement

Funding Source	Amount
Grants: State	\$3,656,048
Grants: Commonwealth	\$6,000
Parent Contributions	\$55,086
Fund Raising	\$16,140
Other	\$19,892

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	SSO hours to support student break time supervision to enable them to be more successful with their peer interactions through play.	Students had minimal, low level conflict that was able to be quickly intervened upon and supported by an adult.
	Improved outcomes for students with an additional language or dialect	SSO hours to support phonics, reading, comprehension and spelling mastery groups.	Students were able to receive targeted differentiated support to focus on their specific learning need. This was tracked with SMARTAR Goals and reported to families. Goals were updated as they were achieved on a termly basis.
	Inclusive Education Support Program	SSO hours to implement targeted learning programs including Heggerty, phonics, reading comprehension, Quicksmart, Too Smart, Speech programs and Interoception.	95% of students achieve their SMARTAR Goals within the term and exit the programs or progress towards the next sequential goal until they reach SEA.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	Funding is used to support students access metropolitan educational experiences, a Wellbeing Leader 0.8 and learning intervention programs, Heggerty, phonics, speech, reading comprehension, Spelling Mastery and Too Smart.	Students were able to receive targeted differentiated support to focus on their specific learning need. This was tracked with SMARTAR Goals and reported to families. Goals were updated as they were achieved on a termly basis. The wellbeing leader tracks ATSI students and communicates progress regularly with families.
Program funding for all students	Australian Curriculum	SFD's and staff release time dedicated to upskilling staff in the Australian Curriculum and research based pedagogy. Staff design common assessment tasks and planning documents. They are provided with time to collaboratively moderate student work samples to accurately assess.	Student data was closely tracked and monitored to ensure student progression and achievement. Common tasks were used across the school and assessment and moderation processes are an embedded practice at the site.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding is allocated to Literacy and Numeracy Coordinators to drive the SIP priorities.	We achieved our SIP Goals.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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