

# Beachport Primary School and Beachport Preschool

## 2022 annual report to the community

Beachport Primary School Number: 519

Beachport Preschool Number: 1559

Partnership: South East Coast & Vines

Signature

School principal:

Ms Jane Lucas

Governing council chair:

Melissa Reilly

Date of endorsement:

22 February 2023



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

Beachport Primary and Preschool is situated to the north of Millicent in the South East of South Australia, 380 km's south of Adelaide. Located within the township, the school and preschool caters for families living within the town boundaries and in the semi-rural area surrounding the town. Beachport Primary and Preschool is a part of the Mount Gambier 2 Partnership of schools and preschools, ranging between Penola and Kingston. Beachport offers viable employment and lifestyle opportunities for families, through its stable fishing, farming and tourism industries. Students travel by bus for secondary education at Kangaroo Inn Area School.

Beachport Primary and Preschool is a dynamic Preschool to Year 7 site with strong links to the community. The site's focus is to develop the whole child: intellectually, academically, physically, and socially/emotionally. The learning opportunities at Beachport Primary and Preschool are stimulating and challenging, with an emphasis on Literacy and Numeracy. The site is proud of its commitment to the provision of a wide variety of programs and activities, including, Indonesian and SAPSASA.

In 2022 the school offered three multi-aged classes, Rec /1 /2, 3/4 and 5/6/7 plus the Preschool. The school was staffed by a Principal, 2 full time 3 part time teaching staff, a preschool teacher, 3 school support officers and a grounds person. The school maintains a Category 6 index of disadvantage. A Commonwealth funded child care service operates from the site one day per week.

During 2022, enrolments remained stable at 40 students in the primary school and 6 in the preschool. The preschool also offered a supported play program for 3 and 4 year olds, with 6 students attending throughout the year. In term 4 each year preschool children are involved in a transition to school program, featuring the involvement of families and children, learning about routines at school.

Our school receives Tier 2 funding and provides additional support for individual and small groups of students, identified through a range of assessments. This year intervention programs - MiniLit, MultiLit and QuickSmart were used with identified students.

At Beachport Primary and Preschool we know and respect each student and family. Relationships are built through shared curriculum activities and celebrations, including multi-school Sports Days, an active Parent Club, camps and concert. Student Voice development is a priority, with leadership and opportunities for student negotiation with learning an increasing aspect of our school. The staff maintains regular communication with parents around achievement and wellbeing, and are responsive to concerns. The core values of the school, Care, Attitude, Responsibility and Effort provide an overarching framework which informs our practice.

2022 saw another year of schooling being delivered differently in a COVID-19 world. Despite this, the school was still able to hold many modified events and the students were still able to be involved in some great learning opportunities. Some of these included School Sports Day, whole school attendance at Peter Combe, Parliamentary and Patch Theatre excursions, Sporting Schools programs for Basketball, Golf, Surf Lifesaving and Gymnastics, many SAPSASA events as well as the end of year concert.

Projects around the school were limited this year due to the availability of services, COVID -19 restrictions and limited supply of materials. On a positive note, two projects that were completed included the playground upgrade and and ICT upgrade which included a new photocopier, Promethean Panel for the Upper Primary Class and new lap tops for all students in years 2-7.

Beachport Primary Schools involvement in the Small Schools Collaborative this year, brought many opportunities for staff moderation, training and development and collaborative planning across like year levels.

# Governing council report

Reflecting on the school year for 2022 has brought up great feelings of getting back to some normality after a couple of years amongst COVID-19. I'm looking forward to 2023 being even more 'back to normal' with a fresh outlook on what the community wants to see for our school.

I have been part of the Governing Council at Beachport Primary School since 2016 and have thoroughly enjoyed being part of the wider vision of the school. Being part of Governing Council allows parents and friends of the school an opportunity to be more involved in the day to day running of the school and in some of the decision making. I welcome anyone who may have an interest in joining the council to come along to the AGM held on 27th February 2023. We will have several vacancies for members and will therefore be looking for some new members. You do not need to have children attending the school to be part of Governing Council. Please see the varying communication channels for details of the AGM. Being part of the Governing Council need not be a big obligation or onerous commitment as there are only two meetings held each term and they are held on weeknight evenings. You may be surprised by the big difference that your small contribution can make towards the continued success of the school.

2022 saw the construction of the long-awaited new playground, constructed by Climbing Tree. After much planning and some set-backs, the students have now been thoroughly enjoying the new addition and the new challenge that parts of the playground have brought. As compensation for a maintenance issue on the playground, Climbing Tree have kindly donated another addition to the playground which is a portable 'cubby-like' structure that the students can move around and construct cubbies over the top of the structure. I'm sure they will have lots of fun and creativity with it.

At the end of the year we farewelled all year 6 & 7 students in-line with the year 7 transition to High School. This brought lots of discussion between Governing Council and the Finance Committee about future plans for student numbers given that we have lost the Year 7 student numbers. Governing Council have committed to supporting 3 classrooms which is in the best interest of the students, school, and maintaining learning opportunities.

The school's IT had a significant upgrade during the year with 30 laptops being purchased to be distributed through the school and also a promethean whiteboard installed into the Upper Primary Classroom.

As a governing council we are excited about the future of our school and preschool heading into a new year. We would like to thank Jane Lucas for her work in 2022 and all the staff for their commitment to working in partnership with parents to support new learning opportunities for our children. A big welcome to Jess Herrewyn, our new Principal who has joined us on a 5-year tenure. I'm sure she will settle in quickly.

Governing Council Chairperson  
Melissa Reilly

## School quality improvement planning

The school went through an external school review in late 2021 and new directions were set:

1. Embed consistent curriculum planning and pedagogical practices R-7 to ensure students in multi-year level classrooms are accessing their learning progression entitlements.
2. Strengthen staff ability to review and evaluate the impact of their teaching practice on student learning through a deeper analysis of diagnostic and formative assessment data.

The school will be reviewed again in late 2024.

The goals on our SIP for 2022 were:

1. Increase student achievement in numeracy.

With the challenge of practice: If we explicitly teach using the Australian Curriculum, then we will improve numeracy development.

Our target was that 75% of year 3 students perform in Higher Bands in NAPLAN numeracy and 75% of year 5 students perform in Higher Bands in NAPLAN numeracy. Unfortunately we did not reach these targets.

Our self-review identified that numeracy will remain a focus in 2023.

In 2023 we will:

Participate in collaborative training, planning, moderation & assessment of numeracy through the Small Schools Collaborative Project and associated PLC's

With the changeover in staff, we will allocate time at the beginning of the year to work collaboratively as a staff team to set our actions for improvement for 2023. We look forward to sharing our Site Improvement documents with our Governing Council and school community, and working together towards continuing success and improved learning outcomes.

# Preschool quality improvement planning

In 2022 our goal on our Preschool Quality Improvement Plan (PQIP) was:

To extend children's ability to share their ideas and knowledge, and listen and build on the ideas of peers.

Our Challenge of Practice was:

If we incorporate strategies for sustained shared thinking alongside and with children, then we will extend children's ability to share their ideas and knowledge, and listen and build on the ideas of peers.

Some of the evidence collected that demonstrated this goal includes:

Analysis of pedagogical documentation that showed children:

- communicating their thinking with others
- negotiating and sharing new understandings
- Seesaw videos illustrate children verbally expressing thoughts and views constructively.
- Preschool children were eager participants in school assemblies, book week activities, buddy activities with the UP students and the end of year concert.

Preschool staff also completed the 'Orbis Literacy Leadership Program'

The Preschool and Junior Primary teachers, being in adjacent and connected rooms, collaborate closely to provide opportunities for Early Years combined learning opportunities, strengthening social connections for our students.

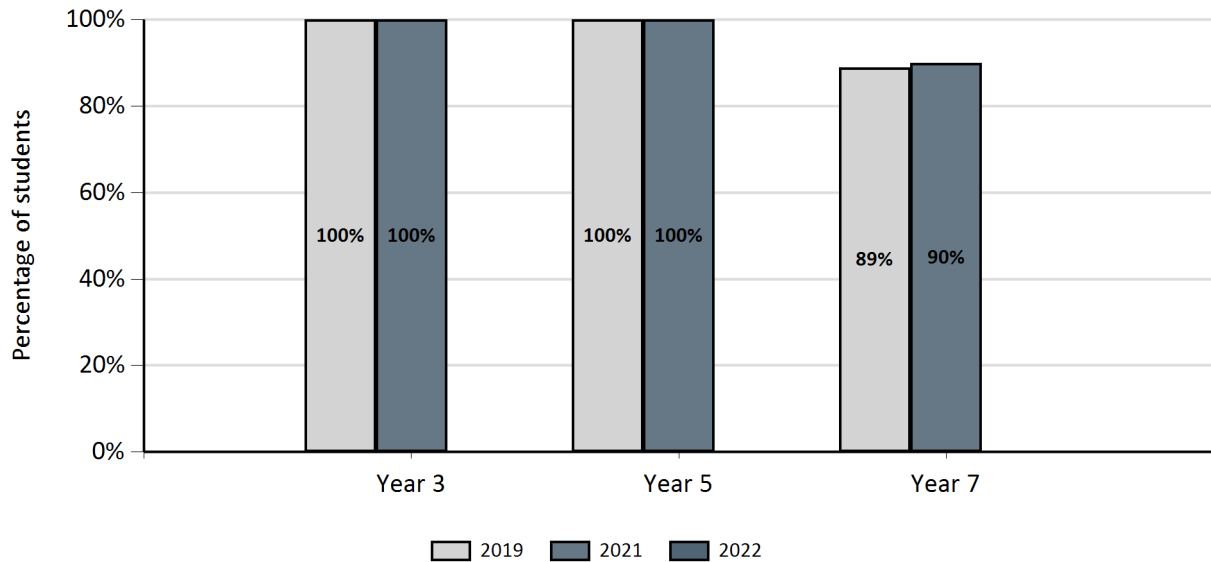
Connections continue to be strengthened through the involvement of parents and families with a supported play program for three and four year olds - not enrolled at preschool, and Playgroup. Communication is enhanced through the use of seesaw and floor books to communicate learning.

# 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

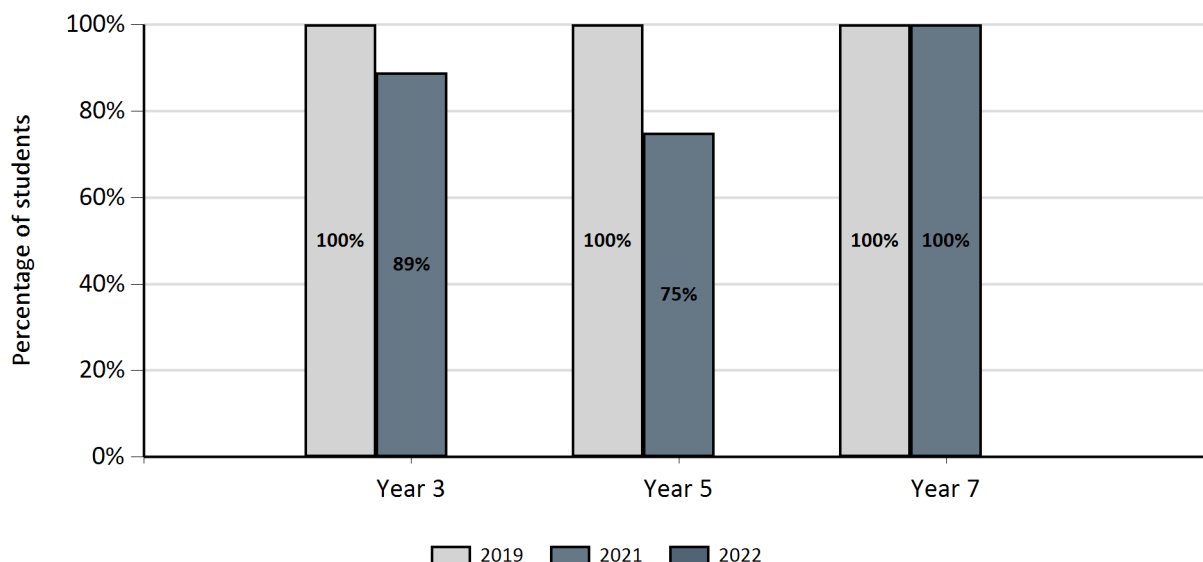


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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	6.5	6.5	2.5	2.5	38%	38%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	6.0	6.0	2.5	0.5	42%	8%
Year 07 2022	*	*	*	*	*	*
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: Intervention & Support

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

Training & Coaching for staff provided by the Behaviour Support Coach  
Implementation of Routines for regulation as required  
1:1 Classroom Support

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

Improved attendance  
Improvement in literacy and numeracy achievement

## School performance comment

A range of student achievement data including NAPLAN, PAT and Phonics data is used to identify impact. The current results show almost all students reaching SEA. In our analysis this year we have identified numeracy as an area of focus across the school with actions and planning put into place for 2023.

### NAPLAN

As a school that regularly has fewer than 6 students eligible to sit NAPLAN in each year level, data regarding proficiency and progress is often not provided in these reports. However what we do as a site is analyse individual results and plan for change/adaptations to programs where applicable. The data dashboard is also used to track individual students.

In 2022 in NAPLAN Reading we had 50% of year 3 students and 100% of year 5 students at or above SEA and 100% of year 7 students achieved HB. This was above other similar schools.

In Numeracy we had 25% of year 3's at or above SEA , 75% of year 5's at or above SEA and 100% of year 7's in HB. This was similar to, or other like schools.

### PAT- M and PAT-R

Students in years 2-7 completed the PAT-M and PAT-R assessments.

All year 7's achieved in the HB for achievement in Pat M and Pat R

All year 6 students achieved SEA with 3 obtaining high achievement in Pat M with 4 of 5 achieving SEA and 2 achieving in the HB for PAT-R

All year 5's achieved SEA in Pat M with 2 obtaining high achievement. 2 of 3 students achieved SEA in PAT R with one achieving in HB

5 of 6 year 4's achieved SEA in PAT R with 2 students achieving in HB and 5 of 6 achieved SEA in PAT M with 2 students achieving in the HB,

### Running Records

Students were targeted from Running Records data for intervention in 2022 and this intervention will continue for 2023.

### Phonics Screening

Phonic Screening Check scores this year were satisfactory – with only 1 student identified below target of 28/40 and several significantly high achieving.

Our latest Wellbeing and Engagement Collection results show that academic self concept is on the improve again after a dip in 2020/21.

All data is showing majority of students have demonstrated 12 months growth in 12 months across all areas. Individuals who are not demonstrating this growth are students of focus for 2023.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	93.3%	94.2%	76.1%	83.3%
2020 centre	86.9%	95.6%	86.9%	86.9%
2021 centre	73.9%	82.6%	95.2%	95.3%
2022 centre	88.3%	79.7%	90.6%	92%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

\*Note: Term 2 2020 data may not be available for all preschools.

## School attendance

Year level	2019	2020	2021	2022
Reception	81.7%	92.7%	84.1%	80.2%
Year 1	91.0%	91.2%	90.7%	73.6%
Year 2	87.3%	87.9%	84.5%	80.7%
Year 3	92.1%	91.2%	90.9%	79.1%
Year 4	90.8%	91.8%	87.1%	82.9%
Year 5	93.8%	89.7%	92.5%	75.8%
Year 6	90.3%	89.5%	91.1%	78.3%
Year 7	90.0%	89.0%	91.6%	94.4%
Total	90.4%	90.3%	89.6%	79.1%

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

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

## Attendance comment

Small cohorts in the Preschool (6 students) and year levels - 4 students in year 2 and 3 in year 3, 4 in year 5 and 1 in year 7 etc, have a significant impact on data analysis. Since COVID-19 absences for illness have increased as families play their part in stopping the spread by keeping their children home when unwell. Absence rates sit at about 30% on average across the student cohort for the year.

We have been actively working with our community about the importance of regular attendance and being mindful of timing of extended seasonal travel. We work with and support our families with attendance concerns. In line with the site Attendance Policy, staff do their utmost to follow up 'Unexplained Absence' and address late arrivals.



## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	7	6	6	6
2020	6	6	6	16
2022	6	6	6	6
2021	9	9	9	6

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.  
Term 2 2020 data may not be available for all preschools.

## Behaviour support comment

Generally, behaviour at Beachport is of a high standard, However this year there were several incidents in relation to 3 students. Those that were reported or noted in 2022 were followed up directly with students and parents notified. The Regional Office Behaviour Coach works with the school to support positive behaviour for students as needed and provided support in our Upper Primary Class with whole class introception and regulation strategies. Funding was topped up with support from the school to create a safe environment for students in the class and yard. This resulted successful management of disruptive behaviour both in the yard and in the class. The Child Protection curriculum is used across all year levels to foster a safe environment for all children.

## Parent opinion survey summary

There is a high level of satisfaction with the school and preschool from both families and staff. We had approximately 28 responses to the Parent Opinion Survey that was distributed by the Department for Education.  
88% of respondents feel that their child is important to the school.  
88% agree that they receive enough communication from the school.  
88% either strongly agree, agree or neither disagree/agree that the school provides an opportunity for them to have input into their child's learning.  
Assemblies, were very well attended. We held several very successful community days including Book Day, Sports Day and Special Persons Day with adults from almost all families in attendance. Feedback on these events and our School concert was very positive.  
Families support the preschool and we have consistent attendance at Playgroup. Informal chats with parents indicate that, together with the "Supported Play Program" it is highly valued.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
519 - Beachport Primary School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.  
Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

## Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	33.3%
VI - LEFT SA FOR VIC	1	33.3%
WA - LEFT SA FOR WA	1	33.3%

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.

## Destination comment

5 or 6 children enrolled at Beachport Preschool in 2022 are enrolled at Beachport Primary School for 2023. The Preschool runs a strong transition program with Beachport Primary School. Students from Beachport Primary School generally transition to Kangaroo Inn Area School for their secondary education. However, this year our year 7 student is moving to Adelaide, 2 of our year 6 students are enrolling at KIAS, 2 and MHS and 3 are enrolling in private schools in Mount Gambier. All year 6 students participated in various transition programs at their prospective high schools.

## Relevant history screening

The school maintains a database for current relevant history screening. An induction is conducted for new staff and volunteers.

## 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	7
Post Graduate Qualifications	1

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	4.6	0.0	2.7
Persons	0	6	0	5

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

## Financial statement

Funding Source	Amount
Grants: State	\$481
Grants: Commonwealth	\$4,900
Parent Contributions	\$11,537
Fund Raising	\$9,100
Other	\$14,500

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	Smaller class sizes, SSO support for targeted students to run programs such as "What's the Buzzt" and introception & Regulation Training & Development for staff.	Student progress towards SMART goals and assisting to meet SEA
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Classroom support , SSO using visual aids, speech, numeracy and literacy intervention (individual and group), e.g. MiniLit, MultiLit and QuickSmart	Student progress towards SMART goals and assisting to meet SEA
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	Supported access to learning programs, experiences and opportunities including excursions and sporting activities e.g. through funding transport to enable attendance. Teacher professional development and release from class to collaborate with others, assess students and analyse data to inform teaching and learning plans.	Working towards medium to high growth for all students. Improvements in higher band retention in year 5 and year 7.
Program funding for all students	Australian Curriculum	Improved pedagogy through staff T&D	Student progress towards meeting or exceeding SEA
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Continued focus on technology, capability and development, collaborative opportunities for staff and students.	Progression towards upgrading learning spaces equipped for 21 century learning including Promethian interactive Panel in UP Classroom and individual laptops for all year 2 - 7 students.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

## 2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding supported staff attendance at professional learning opportunities related to literacy and numeracy improvement e.g. Orbis Literacy Leadership for Preschool, Small Schools Collaboration for Numeracy Improvement, Big Ideas in Number, as well as PLC's.	Staff further developed understanding around the Big Ideas in Number and attended PLC's to build on their knowledge and understanding. Student work moderated. Improved staff pedagogy in Numeracy teaching.
Inclusive Education Support Program	Students participating in Speech, Mini Lit, Multi Lit and Quick smart programs as well as receiving 1:1 Support	Progress towards achieving SEA in Literacy and Numeracy
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.