



# Port Broughton Area School

## 2022 annual report to the community

Port Broughton Area School Number: 741

Partnership: Northern Yorke

Signature

School principal:

Ms Joelene Anderson

Governing council chair:

Carly Barnes

Date of endorsement:

19 March 2023



Government  
of South Australia

Department for Education

## Context and highlights

Port Broughton Area School is located 170km north west of Adelaide and serves the local communities of Mundoorra, Clements Gap, Wokurna, Wards Hill and Fisherman Bay.

Students are able to access the required areas of study through the implementation of the Australian Curriculum in mathematics, english, science, the arts, technologies, humanities and social sciences and health and physical education from reception to year 10. Year 9 and 10 students have the opportunity to choose from performing arts, outdoor education, photography, visual arts, food tech, metal technology, wood technology, agriculture and year 10's complete the personal learning plan. Students in year 11/12 access a wide range of SACE subjects according to their individual interests and needs. Japanese is offered from reception to year 6.

It was a very disruptive start to the 2022 school year with the first 2 weeks of the school year heavily impacted by COVID. Students in reception, year 1, year 7, year 8 and year 12 were at school learning face-to-face, while other students participated in remote learning.

Sports Day with Snowtown and Bute Primary Schools was a successful event and it was wonderful to see so many parents and community members in attendance.

Our Agriculture students had a very successful year. They won ribbons at the Adelaide and Kadina shows with both our goats and sheep. A major highlight was the students winning the most professional goat team for the second year in a row.

Our Site Improvement Plan focused in increasing the number of students achieving a B or higher in the end of year English report. Staff meetings and student fee days were used for whole school professional learning to support this goal. The staffs' dedication and commitment to our students and the school was reflected in learner achievement.

## Governing council report

On behalf of the Governing Council, I would like to thank Principal, Joelene Anderson and Deputy Principal, Jessica Noble-Bawden for their support throughout the school year.

SRG have been very active this year, lead by Ashleigh Schrader and Cassidy Bowley, all students have enjoyed the activities, dress up days and fundraising for the school.

Thanks to Peter Button for his dedication to making our grounds the best they can be for our students to enjoy, and for the newly established garden beds.

It was great to see some activities return after the struggles of COVID. Such as the intergenerational activities where some of the primary students put on a performance and had a sausage sizzle with Barunga Village House Members. School camps also resumed with the 5, 6 and 7 students enjoying the camp at Errappa and the 8/9s heading to the Murraylands.

This year was another successful year for our Agricultural students winning numerous awards at the Royal Adelaide Show and Copper Coast Show, including The Most Professional Show Team. Port Broughton Area School students are enthusiastic and proud of their achievements and are looking forward to continuing to build on their successes in 2023. Andrew Smith has been the driving success behind our award winning agricultural program and he will be missed next year.

For the first time this year we saw our year 5 and 6 boys' basketball team make the state finals for SAPASA basketball, congratulations to all involved.

Once again Sean Broughton-Wright put on a wonderful book week parade for the students and parents to enjoy, with the teaching staff leading the way with some excellent pirate costumes.

The Governing Council would like to acknowledge Nick Turra on a successful 2022 sports day, hosting the Bute and Snowtown primary schools for this event. We appreciate his effort to bring the event together each year on behalf of our school.

# Quality improvement planning

Goal 1: To increase the number of students achieving a B or better in English in their end of year report. Challenge of Practice: If we maintain a focus on reciprocal teaching and the simple view of reading by prioritising and embedding these in teacher practice, then we will increase the number of students achieving a B or higher in English in their end of year report.

Whole school training and development to support the goal, including:

- Reciprocal teaching
- Science of Language and Reading
- The Writing Revolution

All teachers conducted termly learning sprints to develop, teach and critically reflect on their pedagogical practices directly linked to improving reading comprehension. Teachers shared their learning with their peers in PLCs.

English Teachers devised termly goals for their students, assessed, tracked and monitored these goals, and revised against diagnostic and formative assessment.

Mathematic teachers ensured the integration of literacy and comprehension strategies to support students to apply mathematical language.

We met or exceeded our 2022 targets in 60% of the year levels.

An extensive review of the 2022 SIP has guided the new SIP. The goal will remain the same; to increase the number of students achieving a B or better in English in their end of year report. The student success criteria have been refined to accurately reflect what students know, do and understand. Teachers critically analysed data sets to identify students just below the B grade band in English to specifically track and monitor. This was used to set new 2023 targets. Teachers will collect evidence of the students' learning, review annotated student portfolios (connected to the Australian Curriculum) and share evidence at PLCs.

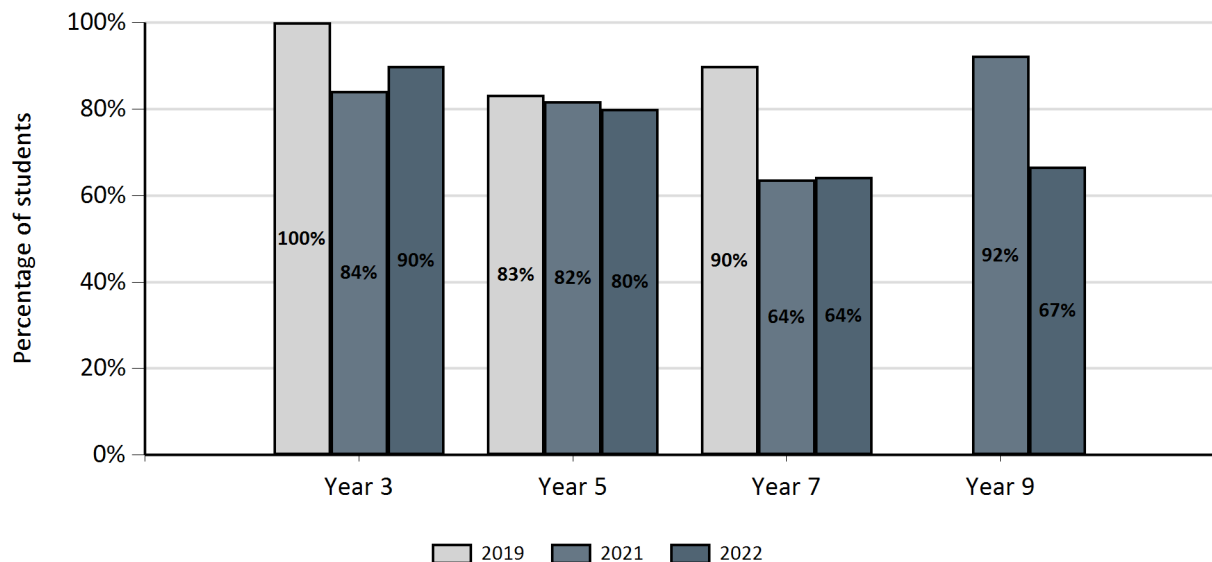


# Performance Summary

## 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

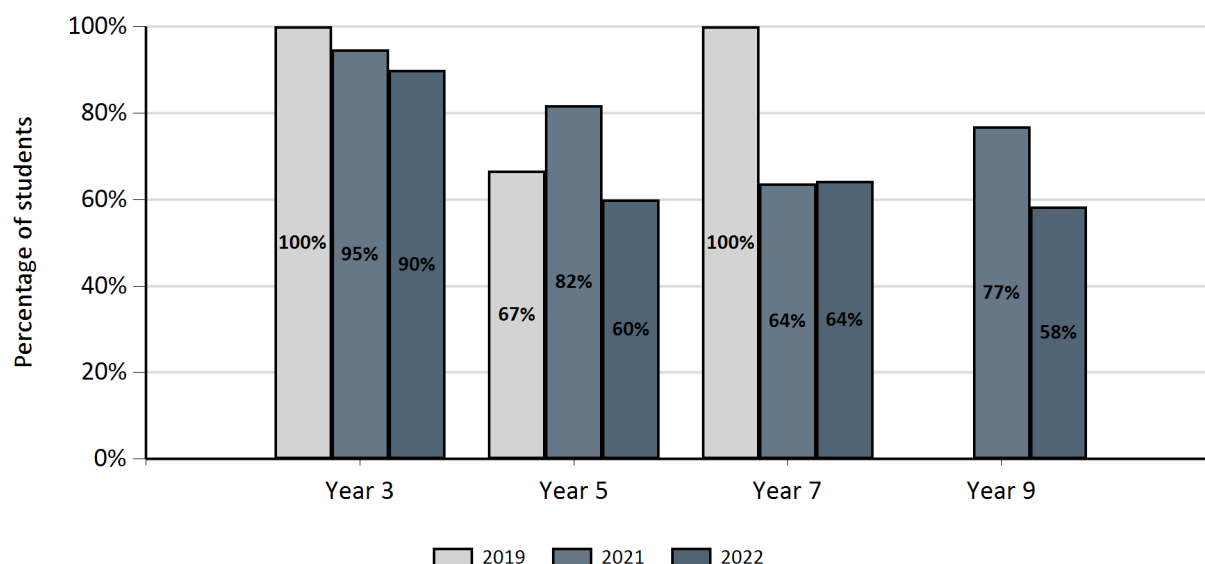


\*NOTE: No NAPLAN testing was conducted in 2020.

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	10	10	5	1	50%	10%
Year 03 2021-2022 Average	14.5	14.5	7.0	4.5	48%	31%
Year 05 2022	10	10	2	0	20%	0%
Year 05 2021-2022 Average	10.5	10.5	2.5	1.0	24%	10%
Year 07 2022	14	14	2	3	14%	21%
Year 07 2021-2022 Average	12.5	12.5	2.0	2.0	16%	16%
Year 09 2022	12	12	1	1	8%	8%
Year 09 2021-2022 Average	12.5	12.5	1.5	1.5	12%	12%

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

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

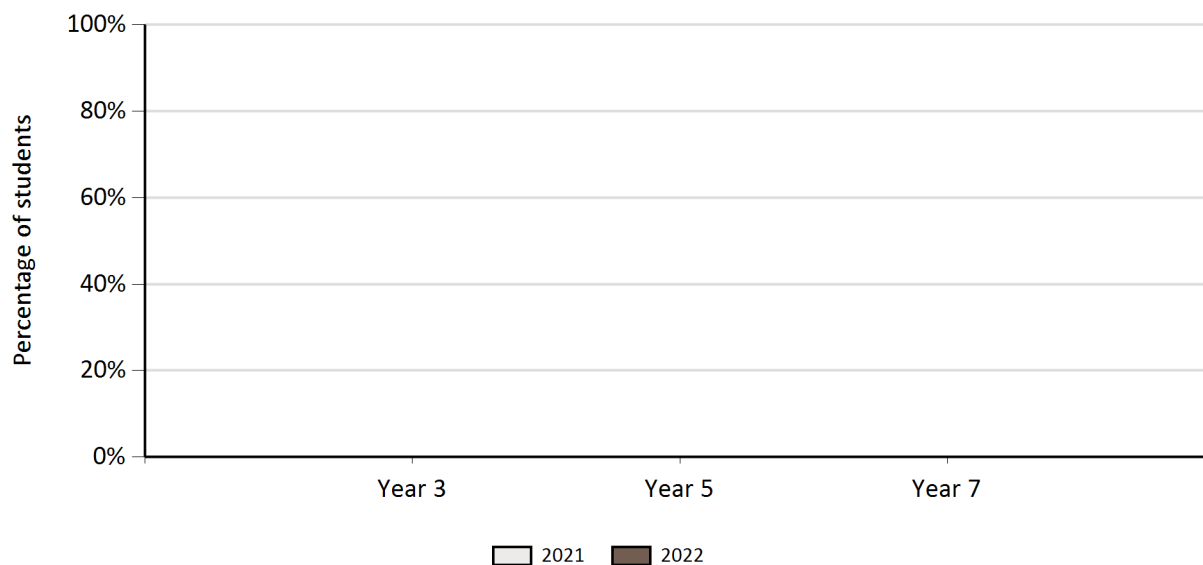
<sup>^</sup>includes absent and withdrawn students.

\*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



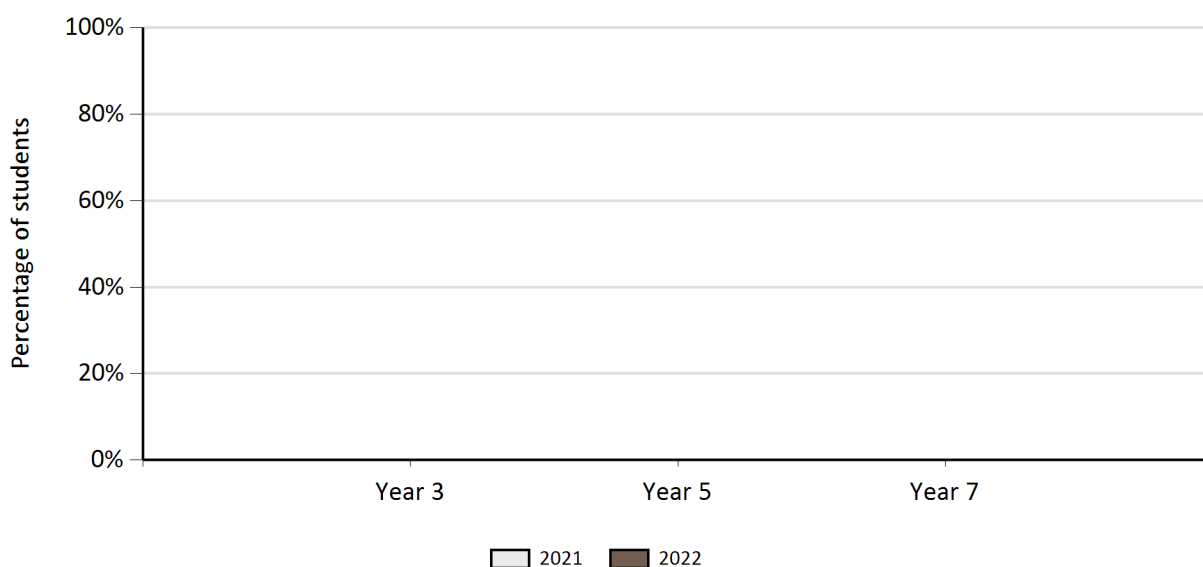
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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 2021-2022 Average	*	*	*	*	*	*
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: Tracking & Monitoring

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

The element we focused on for Aboriginal Learner achievement was the tracking and monitoring of growth and achievement. At Port Broughton Area School, we use student profiles to track the progress and growth of every ATSI student. We collect diagnostic data and NAPLAN results of ATSI students which enables us to analyse and inform us whether intervention is required. Student profiles also help set literacy and numeracy learning goals for their One Plans. This is reviewed at the end of each term and the goals updated if required. Staff collaborate in teams to discuss the individual student, and monitor progress to establish common strategies to enhance the needs of individual students by adding this to their One Plan each term.

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

Our overall improvements in literacy and numeracy were seen in our annual PAT Reading and Maths for Year 2-9. Students met the benchmark in both reading and Maths. The process of our ATSI student profiles allows us to track, monitor and use this information to develop One Plan literacy & numeracy goals with staff and share them with families.

# South Australian Certificate of Education - SACE

## SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
100%	96%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2022

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A	0%	8%	0%	0%
A-	3%	0%	5%	3%
B+	6%	8%	18%	24%
B	23%	13%	18%	28%
B-	3%	8%	18%	17%
C+	29%	33%	14%	21%
C	23%	17%	27%	3%
C-	13%	8%	0%	3%
D+	0%	4%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
99%	99%	67%	83%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2019	2018	2020	2021
Percentage of year 12 students undertaking vocational training or trade training	#Error	#Error	#Error	33%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	#Error	#Error	#Error



2022
47%
100%

# School performance comment

100% of potential SACE completers gained their SACE. There was an increase in the percentage of grades greater than a C and no student achieved less than a C-. 24% of grades were B and 26% B, this is a pleasing increase (2021 B = 18% and B = 18%).

Year 3 NAPLAN - 100% of student achieved above NMS (National Minimum Standard) in numeracy and writing and 95% above NMS in reading, spelling, and grammar and punctuation. 50% of students achieved the higher bands for reading (an increase in our 3yr average and 10% achieved in the higher bands for numeracy, an improvement on 2021).

Year 5 NAPLAN - 100% of students achieved above NMS in numeracy, reading, spelling and grammar and punctuation. 89% achieved above NMS in writing. 20% of students achieved in the higher bands for reading.

Year 7 NAPLAN - 86% of students achieved above NMS in numeracy and reading. 85% achieved above NMS in writing. 13% of students achieved in the higher bands for reading and 19% achieved in the higher bands for numeracy.

Year 9 NAPLAN - 100% of students achieved above NMS in numeracy, writing and spelling. 90% achieved above NMA in reading. 8% of students were in the higher bands for both numeracy and reading.

82% of students achieved SEA (Standard of Educational Achievement) in PAT M and 80% achieved SEA in PAT R.

64% of year 1 students met or exceeded the target for the phonics screening assessment

When looking at our data, we need to be mindful that small numbers of students in some year levels impacts the percentage breakdown. In some year levels, one student represents between 10-12% of the cohort.

2022 SIP targets. We meet or exceeded our targets in 60% of the classes. 45% of students (Years 1-10) achieved a B grade or higher on their end of year English report.

Our 2023, SIP targets are again focused on increasing the number of students achieving a B grade or higher on the end of year English report.

## Attendance

Year level	2019	2020	2021	2022
Reception	91.9%	89.8%	92.7%	87.8%
Year 1	92.7%	88.0%	92.1%	85.5%
Year 2	96.5%	90.1%	92.2%	87.6%
Year 3	94.1%	88.9%	92.3%	84.4%
Year 4	90.2%	91.8%	89.0%	86.4%
Year 5	94.5%	89.8%	89.8%	87.1%
Year 6	89.5%	89.5%	90.2%	90.7%
Year 7	91.8%	92.1%	88.6%	83.0%
Year 8	89.4%	82.5%	93.3%	80.9%
Year 9	92.2%	82.6%	87.4%	83.4%
Year 10	89.4%	94.7%	77.8%	89.7%
Year 11	91.0%	94.3%	78.3%	86.7%
Year 12	93.9%	83.4%	89.8%	81.9%
Secondary Other	N/A	N/A	93.2%	100.0%
Total	91.9%	88.8%	89.1%	86.1%

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

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

## Attendance comment

2022 attendance was the lowest it has been in the past 5 years (average 86.1%). Term 1 was impacted by COVID and parents were extra cautious throughout the year, keeping their child/ren home with minor illnesses. Students are supported to attend school and all absences are followed up. Parents/caregivers are reminded about the importance of regular attendance through newsletters and are encouraged to make appointments during times that best support their child's attendance. The process of following up absences with SMS and letters has seen a marked decrease in unexplained absences

## Behaviour support comment

Behaviour management is supported by strong classroom practice and the school's behaviour management policy. In 2022, there were 117 focus room referrals (similar to 2021). Some students received only the one referral, but others receiving many. There were 197 behaviour interventions (includes phone confiscations under the new policy). The parents/caregivers of all students receiving a focus room or behaviour intervention are contacted via SMS or phone. The majority of incidents were categorised as 'threatening good order'.

## Parent opinion survey summary

The parent opinion survey was well supported with 48 families participating, giving representation R-12. 97% of respondents agreed or strongly agreed that education is important. 64% agreed or strongly agreed that they receive enough communication from the school. 61% of respondents stated they agreed or strongly agreed that they receive useful feedback regarding their child's learning. 74% of parents feel equipped to help their child plan their pathways.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	15.4%
PE - PAID EMPLOYMENT IN SA	1	7.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	23.1%
U - UNKNOWN	7	53.8%

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 recording of relevant history screening is kept on a spreadsheet with tabs for staff, students and volunteers. They are listed in alphabetical order by name, with the screening type, the date it was approved and the expiry date.

# 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	29
Post Graduate Qualifications	8

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	15.7	0.0	6.6
Persons	0	17	0	11

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

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$7,400
Parent Contributions	\$118,281
Fund Raising	\$3,385
Other	\$53,227

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	SSOs were employed to work with students 1:1 as well as in small groups and provided in class support	A high proportion of our students were able to engage in a broad curriculum.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	SSOs were employed to work with students 1:1 as well as in small groups and provided in class support	A high proportion of our students were able to access broad curriculum.
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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Funding was used to support an ACEO visit to our school during the year where she worked with the students on cultural awareness. She worked with families and students to develop and share their culture. Rural and Isolate funding was used to help fund transport for our students to a variety of educational opportunities including performances, excursions, activities and camps. Students that were identified with learning difficulties from data were provided with additional support both by teachers and SSO's. SSO's were employed to work with students 1:1 and groups.	A high proportion of our students and were able to access a broad curriculum and a wide variety of activities despite their location.
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to release teachers to plan and program together and attend T & D for new initiatives.	This further developed teachers AC knowledge.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding was used for SSO support and to provide intervention programs in literacy and numeracy across the school targeting individual and small groups of students.	Targeted intervention has seen an increase in engagement and positive outcomes.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

