



West Beach Primary School

2022 annual report to the community

West Beach Primary School Number: 1004

Partnership: Western Adelaide Shores

Signature

School principal:

Mr Kevin Kennedy

Governing council chair:

Mr. Pat Smith

Date of endorsement:

22 February 2023



Government
of South Australia
Department for Education

Context and highlights

The school year began with a smaller number of students, with the year sevens now part of the high school program. We started the year with 286 students enrolled down from the 340 the previous year. The drop had no noticeable effect on the day to day operation of the school.

If anything the school benefited from the extra space.

At the start of the year COVID19 restrictions were lessening but the threat of shutdowns were still looming. Managing social distancing was still a challenge and resulted in the school offering a virtual Acquaintance Night and still unable to have school assemblies and face to face staff meetings. Outbreaks were not uncommon and one junior primary class had 16 students away on one day. However, as the year progressed school life return to the pre COVID norms. We were able to run numerous school events such as assemblies, sports day and a end of year concert with family members in attendance.

Sports day was success with Yakanthi (Green) winning the Spirit Cup and the fundraising Colour Run netting \$20,792 in donations. A wonderful contribution from our families and local community.

The school was involved in numerous community events and activities. Our students developed their green thumbs through the My Tree Project. Each student in the school had a seedling to plant in the area behind the pool. We are endeavouring to create a mini botanical gardens featuring local native species, the area will also feature a butterfly garden.

Another successful community activity was a partnership with West Torrens Council in creating local artwork displayed in the West Beach area. The 'Bird Art' sculptures are a colourful feature, adding brightness and fun to West Beach Parks and reserves.

Our graduation ceremony featured just our year six students graduating for the first time since the year sevens moved to high school. It was a wonderful evening of reflection and acknowledgement. Volunteers and families that had made a contribution to the school over an extended period were also acknowledged.

The following students were acknowledge for their contributions to the school at the graduation:

Mary Colton Award: Daisy Kluzek

Hindmarsh Award: Elsie Stewart

Principals Award: Alex Olsen

The end of year concert was wonderful event and a fitting celebration to end the year. It was fantastic to have an event that occurred with minimal restrictions, where families could mingle and enjoy the picnic atmosphere. Our students performed their hearts out and loved every minute of it.

I would like to thank all the staff and students for all their efforts this year. I would also like to acknowledge our parent volunteers for their valuable contribution to the school and community. I would also like to acknowledge our governing council, their support throughout the year has been invaluable.

Governing council report

We acknowledge the Aboriginal and Torres Strait Islander people as the First Nations of Australia. We recognise the people as the traditional owners of the land and waterways throughout this country. West Beach Primary School is on Kurna land. We pay our respects to the Kurna people acknowledging Elders past, present and emerging.

In 2023, we reflect on a progressive year for the families, children, school staff and the community. Once again we should be proud of how we have pulled together to meet the challenges presented by the pandemic. The community spirit is strong in and around our school, which adds to the feelings of respect, safety, participation and inclusion for our students. The Governing Council and staff continued to review and implement a vision for the children's education despite restrictions. Our valued sub-committees operated with the dedication of our volunteers. The presence of principal Kevin Kennedy, Vicky Jones, staff reps and Governing Council members kept school business professional and transparent. Decisions were driven by budget, policy, equality, the Department of Health protocols and always in the best interests of children.

Our community's due diligence and can do attitude has led to some fantastic moments throughout the year and some highlights included:

- Casual day in term 1 raised \$410 in gold coin donations for the flood relief appeal.
- U12 Seniors 'Westies' team a combination of West Beach and West Lakes Shore Primary won their final in the NWJSA 'Cup Competition' coached by Ryan Mattschoss.
- A planting incentive with over 300 different types of plants were planted by students. The species are all native to West Beach and will attract native fauna.
- A school crossing was added at the back of the school to improve safety thanks to the tireless work of one of our members and our principal Kevin Kennedy.
- Science Week included a parent guest speaker Katherine Pegg who is a space engineer, scientist and Director of Space Technology for the Australian Space Agency. Katherine has contributed to building parts of the international space station, the Orion vehicle and about 8 satellite missions.
- West Beach Primary School were the showcase winners at the Kids in Space event at the Space Discovery Centre. Channel 7 News filmed Susan Close interviewing some of our students.
- We acknowledged the importance and fantastic work carried out by our Student Support Officers. SSOs play a vital role in the successful running of our school by working with our teachers and students in classrooms.
- We celebrated Reconciliation Week enjoying a welcome to country by two lovely Kurna women. The theme for 2023 was "Be Brave Make Change." a challenge to all Australians to tackle the unfinished business of reconciliation so we can Make Change for the benefit of all Australians.
- We had a wonderful time dressing up during book week this year's theme was 'Dreaming with Eyes Open'. It was about stepping into your own story, dreaming with eyes open, listening to Country as the first storyteller, learning from friends who help you along the way.
- West Beach also took home 2nd place in the Airport small schools category for athletics competing in the Airport/Western District Athletics Carnival.
- West Beach combined with Henley Primary students to compete in the State Wide Knockout Football Competition and progressed to the Grand Final.
- West Beach competed in the Inter-School Hiragana Competition seeing who is the fastest at reading in Japanese.
- The west wing mural has given the staircase a stunning makeover incorporating suggestions and quotes from the Upper Primary students.
- We participated in a National Day of Mourning to mark the passing of Her Majesty Queen Elizabeth II.
- We completed the upgrade to our Yarning Circle. A fantastic new space with four poles representing the four corners of Kurna land.
- We celebrated world teachers day and the SSO's spoiled our excellent team of educators.
- The West Beach disco was a huge success thanks to a very motivated Council Member.
- All students from West Beach attended an information session from either Autism SA or Kilparrin Teaching and Assessment School on Disability Awareness day.
- The end of year concert and Enterprise Night were a huge success while acknowledging Daisy from West Beach Primary School receiving a Mary Colton Award.

The council continued to assist the leadership team to help provide the best learning environment possible for the children and deepen our engagement with parents and the wider school community. The success of the Governing Council is due in most part to the commitment and contribution of its membership. We would like to thank all of the 2022 council members, school staff and parents for volunteering their support. In addition, we would like to thank those that are leaving the council in 2023 for their time and dedication.

Quality improvement planning

This year was the start of a new Site Improvement Cycle (SIP). The two main goals were in reading and writing:

Goal 1: Students use and vary language features including sentence structures, topic specific vocabulary and literary devices when writing.

Goal 2: Students identify the language features of texts including, topic specific vocabulary and literary devices which will increase reading comprehension.

Reading received greater focus, particularly in the junior primary where greater consistency was needed in the way reading was taught. The appointment of Vicky Jones to the Deputy Principal role was critical in driving significant change in the teaching of reading across the school.

The implementation of the IntiaLit program across the junior primary saw our Phonics Screening test results rise from 57% in 2021 to an impressive 87% in 2022. IntiaLit is an evidence-based whole-class literacy program which provides all children with the essential core knowledge and strong foundations to become successful readers and writers. The program has been a overwhelming success and has reinforced the commitment of the school to develop greater consistency in other curriculum areas.

Whilst writing didn't feature as prevalently in our planning and work throughout the year it wasn't completely ignored with staff undergoing training and development in the Brightpath program. Brightpath is assessment and reporting software that allows teachers to make highly reliable assessments of student achievements in a range of curriculum areas based on classroom tasks. The program allows students and teachers to set individual writing goals and continue to develop their writing. Writing will have a greater focus in 2023.

In line with the schools plan to develop greater consistency in curriculum delivery teachers have engaged strongly with the Departments for Education units of work. The department has generated numerous units of work in several curriculum areas. Teachers at West Beach Primary have used both English and Math's Units of work from year 3 to 6. This means that regardless of what class the students are in their respective year levels will be exposed to exactly the same program. The benefits of this are; less planning time, more collaboration of staff, greater ease in identifying successes and challenges in analysis of whole school, cohort, and individual data based on what has been taught.

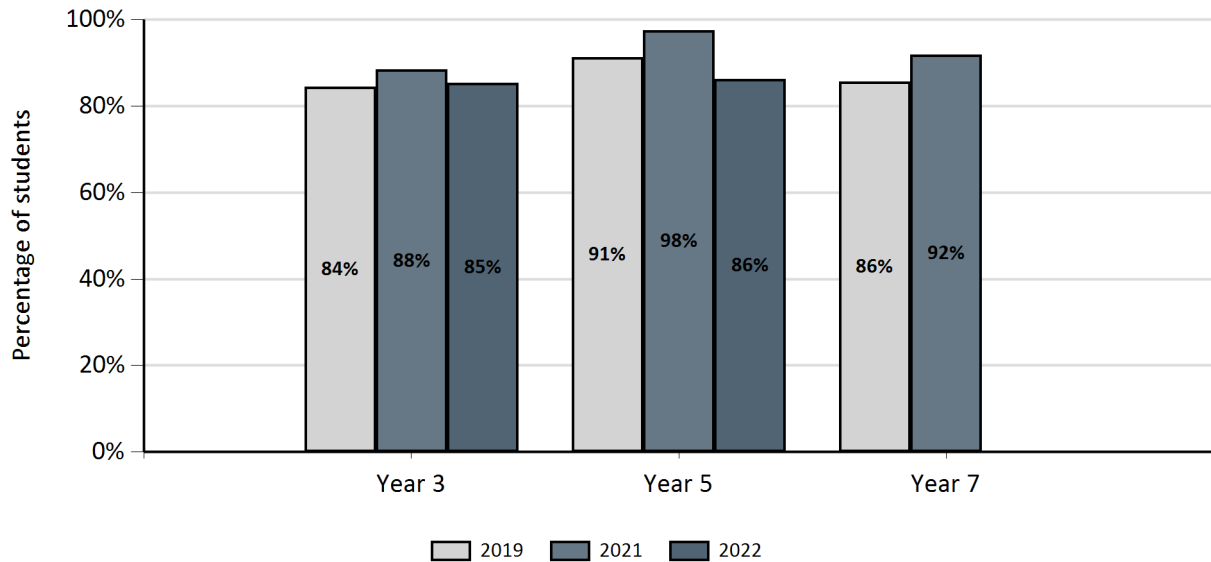
Consistency will be a continued theme over the next two years, until the completion of the current Site Improvement Plan in 2024.

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

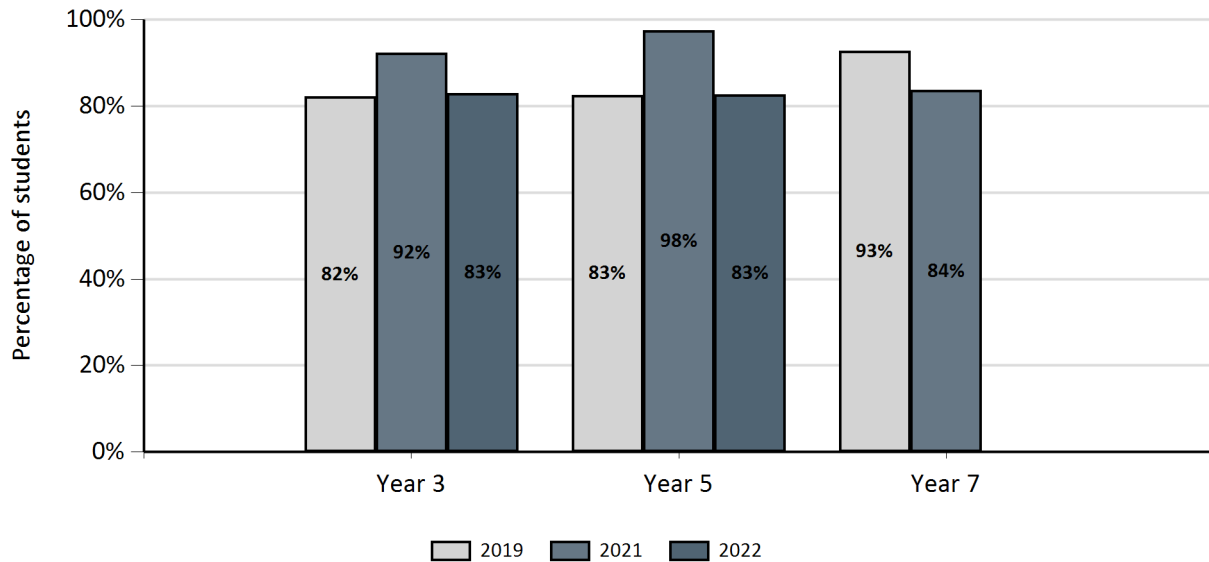


*NOTE: No NAPLAN testing was conducted in 2020.

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	41	41	27	22	66%	54%
Year 03 2021-2022 Average	46.5	46.5	32.0	21.5	69%	46%
Year 05 2022	29	29	13	8	45%	28%
Year 05 2021-2022 Average	34.5	34.5	14.0	8.5	41%	25%
Year 07 2021-2022 Average	37.0	37.0	17.0	18.0	46%	49%

*NOTE: No NAPLAN testing was conducted in 2020.

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

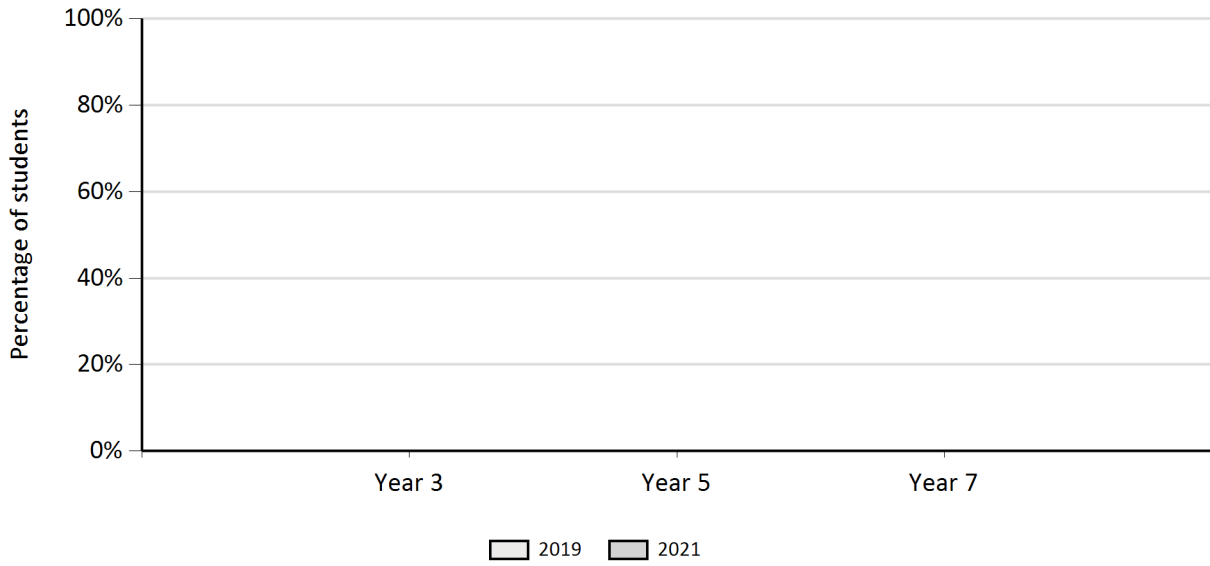
[^]includes absent and withdrawn students.

*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



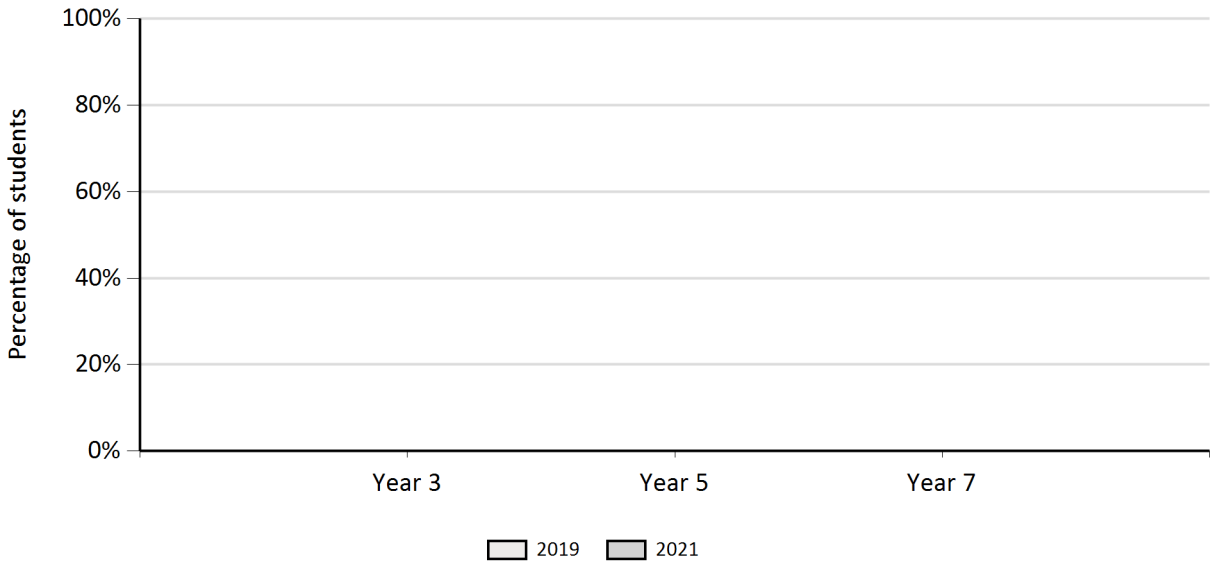
*NOTE: No NAPLAN testing was conducted in 2020.

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 2021-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

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

Individual students' performance scores were identified and specific goals were set by classroom teachers. A more individualised approach than previous years when we focused more on groups of learners. This is in keeping with the broader school focus of differentiated teaching and learning.

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

Our Aboriginal students once again performed well in NAPLAN and PAT data. All aboriginal students reached the NAPLAN and SEA benchmarks in 2022 Out performing non Aboriginal students in some areas. PAT data was equally positive with all assessed students at the level expected for their age.

School performance comment

The Department for Education strategic plan is to have more students achieve higher in reading and numeracy in all levels, the measure of this is students achieving the Standard of Academic Achievement. West Beach Primary has consistently had high levels of students achieve the Standard of Academic Achievement (SEA). It has steadily increased over the last nine years.

The NAPLAN performance score is combination of all NAPLAN scores. After a record high score in 2021, our overall NAPLAN score dropped. Our year seven cohort, who sat the test at their respective high schools, recorded some low scores. Due to COVID this particular cohort missed out on NAPLAN in year 5, we were unsure of what to expect but the low result was in keeping with PAT and other assessments held in previous years.

There was an increase of year 3 students in the Numeracy higher bands, 54% up from 34% in the previous year. The number of students who met the SEA dropped this year. However, 83% that meet the benchmark was above our long term average.

In Reading 65% of our year 3 students achieved scores in the higher bands, 66% met the SEA. This was below our long term average and highlighted a large range of reading abilities in this year level.

Our year 3 students had 61% in the higher bands for writing whilst 85% were above the NMS (National Minimum Standard).

The year 5 students in Numeracy had 54% in the higher bands, well above average and also a high percentage of students, 82% met the SEA.

In reading 54% of year 5 students were in the higher bands and 86% met the SEA benchmark.

In writing our year 5 students scored 21% in the higher bands of achievement and 76% met the NMS. Lower than our long term average.

Phonics screening results for year 1 students was higher than expected. Phonics screening identifies students who are struggling to read and are in need of intervention. It supports schools in the teaching of phonics and reading in the school.

In 2021 57% of our students demonstrated expected achievement in the assessment, a noticeable drop from the 69% in 2020. A strong focus on the teaching of reading in junior primary in 2022 and the implementation of a new reading program (IntiaLit) has led to greater consistency in the teaching of reading. This resulted in 87% of year 1 students meeting the benchmark.

The school's academic performance for the year could be best described as mixed. Individualising the data to identify high band students to ensure they are challenged and extended will be a key strategy in 2023. Also a greater focus on consistency of curriculum delivery will feature in 2023, this will center around the units of work created by the department that were used across the school in 2022.

Attendance

Year level	2019	2020	2021	2022
Reception	93.4%	89.7%	95.0%	91.8%
Year 1	92.1%	90.9%	93.9%	90.7%
Year 2	94.2%	89.0%	95.5%	92.2%
Year 3	92.1%	88.9%	94.9%	90.6%
Year 4	92.4%	88.7%	93.7%	88.5%
Year 5	92.0%	86.2%	94.8%	88.7%
Year 6	91.9%	88.0%	93.0%	91.4%
Year 7	93.7%	89.4%	92.8%	N/A
Primary Other	81.4%	74.4%	76.1%	88.8%
Total	92.3%	88.5%	93.7%	90.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
 NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

93% of our students attended 80% of school calendar days last year. One again our junior primary attendance was the strongest but only marginally over the rest of the school.

Whilst our overall attendance figures were pleasing there were still several students who were classed as habitual non-attenders. Staff including teachers, the Well-being team and in some cases the AECO made contact with families to offer support and discuss strategies to ensure students were at school as often as possible.

Behaviour support comment

The school has continued a downward trend in suspensions and exclusions. In 2019 there were twenty suspensions, in 2021 there were six and only two in 2022.

There are several reasons for the reductions. The well-being coordinator, working in conjunction with a pastoral care worker was key in a proactive, rather reactive approaches to managing and supporting student behaviours. Also the continuation of school leadership programs helped significantly.

Parent opinion survey summary

The parent opinion survey sought feedback in a variety of areas that relate to teaching and learning. These include school climate, communication, learning from home and learning at school. There was a drop in participants in the 2022 survey, down from 120 to 97. Overall the responses were similar to those of 2021, and can be generally categorised as being positive.

The survey respondents indicated the following:

- 86% felt teacher and students were respectful
- 4% either disagreed or strongly disagreed that teacher and students were respectful
- 66% felt the school communicated effectively
- 18% thought the school didn't communicate effectively
- 64% would like more help for their child
- 97% think education is important

There were two areas that stood out as having a higher negative percentage:

- 26% either disagreed/strongly disagreed they had input into learning.
- 28% either disagreed/strongly disagreed that the school provided me with tips for learning.

These two categories pose similar challenges for families as the schools who serve them. Greater parent and community participation in the creation of the Site Improvement Plan may be of some use as would be more correspondence about learning strategies.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	6.3%
QL - LEFT SA FOR QLD	2	12.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	75.0%
VI - LEFT SA FOR VIC	1	6.3%

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.

Relevant history screening

All staff have current approved relevant history screening. Volunteers are asked to attend RAN training sessions before coming onsite and must have the relevant screening checks to work with children.

Parents that are members of, or participate in the following; Governing Council, attended overnight camps, excursions, coached sports teams in 2022 have current approved relevant history screening.

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	6

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	18.6	0.9	7.2
Persons	0	24	1	10

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

Financial statement

Funding Source	Amount
Grants: State	\$11,589
Grants: Commonwealth	\$12,000
Parent Contributions	\$115,761
Fund Raising	\$23,276
Other	\$12,000

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	Targeted support has been provided to individual students. Strategies were developed to manage behaviours and support emotional well-being. The strategies have supported students to remain engaged in their learning. Intervention programs in Literacy and numeracy and been applied. Also support was provided by Pastoral Care Worker and Wellbeing Coordinator, providing support to students to remain engaged through a variety of intervention programs and strategies.	Students spent more time in classrooms and all students who received targeted support showed growth. Bot academically and behaviourally.
	Improved outcomes for students with an additional language or dialect	Literacy intervention provided by EALD teacher provided targeted support/intervention for EALD students. This included BSSO support in classrooms.	Planning and curriculum outcomes were guide by LEAP assessments and also Brightpath. 100% of EALD students made in year 3 made the SEA benchmark in 2022. In year 5, 50% met the SEA benchmark and in year 7, 33% met benchmark.
	Inclusive Education Support Program	The funding has been used to provide individuals and small groups with support (including SSO support) in the areas of literacy, numeracy as well as wellbeing support.	All students have demonstrated progress and with the majority of One Plan goals achieved.
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	Intervention support focused on literacy and to a lesser degree numeracy. Programs such as MultiLit, MiniLit and Quicksmart we implemented. These programs lifted targeted students, either closer to or beyond SEA. Funding through IESP supported students with both academic and behavioural needs, mostly through SSO support. Either one to one or as part of a targeted group. Release time for teachers to differentiate the curriculum to better support students with a range of abilities was also provided.	Most students showed improvements and benefited from targeted support. However a number of students continued to be challenged, in particular our year seven cohort whose NAPLAN results confirmed some ongoing learning difficulties. 31% of year seven students didn't meet the SEA, the most since 2015.
Program funding for all students	Australian Curriculum	Australian Curriculum Funding has been utilised to provide opportunities for staff to be released from classrooms to collaboratively design learning task, examine assessments and plan accordingly.	All areas of the Australian Curriculum implemented and reported against.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	The funding was used to provide opportunities for staff to develop and improve pedagogical practice through working with mentors and education specialists in the area of Literacy and Numeracy.	Higher levels of collaboration amongst staff, greater consistency in curriculum delivery and content.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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