Westport Primary School and Westport Preschool

2022 annual report to the community

Westport Primary School Number: 1203

Westport Preschool Number: 1619

Partnership: Le Fevre Peninsula

	Signature
School principal:	Mrs Rebecca Huddy
Governing council chair:	Kayte Muir
Date of endorsement:	**17 March 2023**

Government of South Australia

Department for Education

Context and highlights for the combined site

Westport Primary School caters for learners Preschool to Year 6 and is located in the western suburbs, which is part of the LeFevre Peninsula Partnership. 2022 saw a school enrolment of 314 students and 50 children in the Preschool, totalling 364. The primary site is a category 2 and the preschool a category 1.
The student population includes approximately:
35.9% School Card Holders
15.2% Aboriginal and Torres Strait Islander
8.2% Students with Disabilities
28.6% Students from Non-English speaking background
Westport is a high-achieving school. Students are encouraged to reach their full potential through high-quality teaching, curriculum continuity and a sharp focus on core priorities. Site priorities include Reading, Mathematics, Writing, Student Well-being & Engagement. Students come from a variety of socio-economic and cultural backgrounds. Westport has outstanding resources and facilities.
2022 Highlights included:
Buddy – well-being dog
Twinning Tuesdays
Reception 100 days of school, Reception 'L' plates
Shell We Dance Disco
Acquaintance Night – Westport on the Green and School Tours
Japanese Festival – Nihongo Matsuri
Westport Instagram
R-2 SeeSaw
Bookweek lunch activities, parade and author, Adam Cece visit
JP and staff bathrooms makeover
Specialist Sport, Tri-Skills Gymnastics, Tribes and Westport Rocks, Tribes mural in COLA, Sports Days
SAPSASA: Cross Country, Swimming, Athletics, Soccer, Netball
Nude Food Mondays, Birthday Meal Deals
SSO Week - Westport Cruise and World Teachers Day - Hats Off High Tea
Year 6 Graduation and Preschool Graduation
Co-Principals and new office built,
$4 million for Early Learning Centre
Westport Staff Yoga
Improved NAPLAN/PAT results & T4 staggered, 1 day, release - report writing, innovative staffing & timetabling due to COVID
Working with new ED and LET and new staff – teachers, SSOs, CPSW, ACEO
Y3 Historical Semaphore Excursion and Photography Club Adelaide City Excursion
Home Learning start to 2022
Nurture Class
STEM lessons with Mr Taylor B2 & B4
Y6 Canberra Trip, Y5 Mylor Camp, Y4 Zoo Snooze, Y3 AFL MAX sleepover, AFL MAX Leaders Camp
Westport Presentation and pizza lunch, Community Service, new certificates and celebratory pizza lunch
Y5/6 Choir and Wau Bulan floor performance at Festival Theatre
Westport Volunteers - thank you afternoon drinks & nibbles
Community Library
Reconciliation Week and cultural learning activities
Rock 'n' Water
Beach Day
6.4 National Simultaneous Storytime – Family Tree
Westport lunch clubs: photography, sewing (Adelaide Show entries and winners), yoga, finale troupe, Nunga, sports training
Westport's Got Talent
Musical - Lights, Westport, Action! – a night at the movies
PJ & Movie Day
Christmas Fun Day
Christmas Assembly
Community Christmas Evening
Freedom Hill Christmas Choir

Governing council report

I cannot believe that it is the last term of the year. Once again, I am honoured to have represented the parent body as chairperson in 2022. This year started a little bit rocky with only Preschoolers, Receptions and Year 1s starting in person. Students in Years 2–6 started for two weeks with remote learning and joined, in class in Week 3. The teachers learned from previous years' lockdowns and remote learning, doing an amazing job, once again, pivoting and adapting to the ever-changing environment. The students, no matter when they started, walked through the doors to gorgeous classrooms for kids. The effort that goes into making the space they learn in every day, beautiful, and vibrant, while also calming, makes the world of difference. We welcomed Buddy to the school, the wellbeing mascot! Most of the kids were incredibly excited. He has helped a few kids transition back into school and has some very special helpers who are incredibly grateful for him. For those few students who do not love dogs so much, adaptions occurred. This year there was the addition of the school's specialist sports program for students in Year 4 and above. They could apply for Soccer, Netball, and Athletics. The students accepted into each program spent Friday afternoons working with four highly trained specialist teachers and then represented the school at the SAPSASA level. Our first community event was the ''Westport on the Green'' Acquaintance Evening, where we saw an incredible turnout for a blend of Festival vs Acquaintance Night. We had Simon Wilson and his live music, a free sausage sizzle and the Fundraising Committee selling drinks and popcorn! The atmosphere was amazing, and it was another night that Westport can tick off as a huge success. Sports Day was at the beginning of the year, the Sports Day Committee worked tirelessly with the teachers and it was a huge success. The community was invited along to make the day as memorable for the kids as possible. The Spirit Cup winner was Nakudla and the overall Sports Day winner was Wirltu. A Student Voice initiative this year was ''Nude Food Monday,'' created to encourage wrapper-free lunchboxes. Teaching the importance of healthy eating and the environmental impact. Reconciliation Week was a standout. B6 had visits from native Australian animals. B4 participated in contemporary Indigenous Dance workshops and B2 learned the traditional art of weaving. Simon Wilson created a fun museum of culture and all the kids walked away with some knowledge. Preschool kids talked about the meaning of reconciliation. Indigenous families were invited to our Reconciliation Assembly. It was such a special event, which was truly moving for us. Winter Sports Day, was at AFL MAX where Nakudla won the flag again and Tarnda took out the Spirit Cup. The school introduced a meal deal for each kid's birthday, which was a great way to celebrate all the kids. What school does that? Other special days celebrated included: Beach Day, Harmony Day, Tutu Tuesday, 100 days at school, Positive Pancake Day and the Japanese festival. The musical just keeps getting better and better every single year! Ms Riley and her helpers did an incredible job and nothing beats seeing every single child on stage shining! Site Improvement over the last 12 months: Painting of the COLA Tribes mural, JP bathrooms makeover, Westport Community Library. Let us finish off with the incredible NAPLAN scores, wow! It really is a testament to the hard work of the teachers and staff, who constantly put in huge efforts, ensuring our kids have the best education. Relentlessly working with each child's individual needs to bring out the best in them, creating an incredible space for them to learn and grow. Finally, thank you to every person who contributed to making 2022 an incredible year for our children. Thank you to the staff, teachers and all the volunteers who step up and contribute where they can. It is, what makes Westport so incredible. Kayte Muir.

School quality improvement planning

Reflecting on our actions shows:
- We surpassed our set target for higher bands growth in NAPLAN Writing in Y3 but did not meet our target for Y5; 9 Y5 students who sat
    NAPLAN writing achieved less than the range for the Year level (21%)
- We moderate accurately, with like Year level classes achieving close mean scores
- Students can evaluate their writing using Tier 2 and 3 vocabulary and Bump It Up Walls, as evidenced in Walkthroughs and student
    video

Reflection on our improvement planning and implementation
 Next Steps:
- We have chosen Promoting Continuity of Learning as our next stage to focus on in 2023 for Aboriginal Learner Achievement
- As a result of our whole staff Indigenous Cultural Training with Paul Vandenbergh we want to document our practice in a Reconciliation
    Action Plan to sit alongside our Site Improvement Plan and Whole School Agreements
- We need to develop Westport mean scores and ranges for narrative, persuasive, informative/recount genres
- Extend and develop moderation practice across Levels of Schooling
- Lift NAPLAN Writing higher bands achievement using Seven Steps strategies and Brightpath teaching points in conjunction with the
    Bump It Up Walls

Reflecting on our impact shows:
- Consistency of practice brings results
- Consistency of practice, despite unforeseen disruptions due to COVID this year, has not impacted our results
- Tracking ATSI data as a cohort highlights students who receive intervention and family support for attendance, health & wellbeing (2 of
    our exceptional Westport News presenters this year are ATSI)
- We are on track with our ESR directions

Staff working pairs analysed data at our SIP PFD Term 4 Day 1: here are collated reflections:
- NAPLAN data results are incredible, above national in most aspects, so many students in high bands
- Students below SEA level can be explained and access intervention
- Many new students to Westport in low PAT bands
- Student feedback from teacher PIVOT surveys were outstanding and consistent across Y3-4 and Y4-6 classes e.g. highest scoring
    question Y4-6 In this class, we learn different ways to solve maths problems and Y3-4 My teacher cares about me
- So much green across all data sets!
- Wellbeing Survey results showed we had school/peer belonging and an important adult at school
- 9 individual students were nominated and shared as data success stories, and the growth of the Y2 Literacy intervention group

Preschool quality improvement planning

Quality Area 1: Educational Program and Practice: During 2022, the preschool educator team continued to focus on developing children's phonological awareness skills and development. We undertook the PreLit training, an evidence-based program, to enable us to further our understanding of and practice in the intentional teaching of phonological awareness. Throughout the year, these strategies embedded within the preschool environment and were utilised during group time and in play opportunities. As a result, of consistent intentional and spontaneous teaching, we saw a dramatic increase in children's ability to clap out syllables, match rhymes and generate rhymes. These skills were assessed, monitored and analysed using PASM. By the beginning of Term 4, 91% of children could clap out syllables, 86% of children could match rhymes and 60% of children could generate rhymes independently. This was a very impressive result, especially relating to generating rhymes, as this is an end of reception benchmark. Throughout 2022, we continued to document children's learning and interests using snapshots on Seesaw and learning stories, allowing us to create flexible planning cycles that not only reflected the children's voice but which also extended their understanding of inquiry topics. We believe that we improved our pedagogical documentation this year. We recorded learning stories that were more detailed and which included the children's voice and an in-depth analysis of the learning evident during their play. The use of inquiry projects continued this year. Having two teachers on the floor, supported by an ECW, meaning we could engage more deeply with smaller groups during inquiry sessions. During inquiry projects, children engaged in high-level collaborative learning and shared sustained thinking. This allowed children to research, investigate, hypothesise, imagine, create, experiment and discuss many elements that evolved from the inquiry. Our projects were on display throughout the preschool and digitally via Seesaw to share learning with families and the school community. At the end of each inquiry, we compiled a detailed overview of each child's engagement and learning, shared with the children and their families in their portfolios.
Next Steps:
New teacher training PreLit, Plink training on sensory awareness and emotional regulation
Professional Development with Partnerships Occupational Therapist on emotional regulation – PQIP focus 2023

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
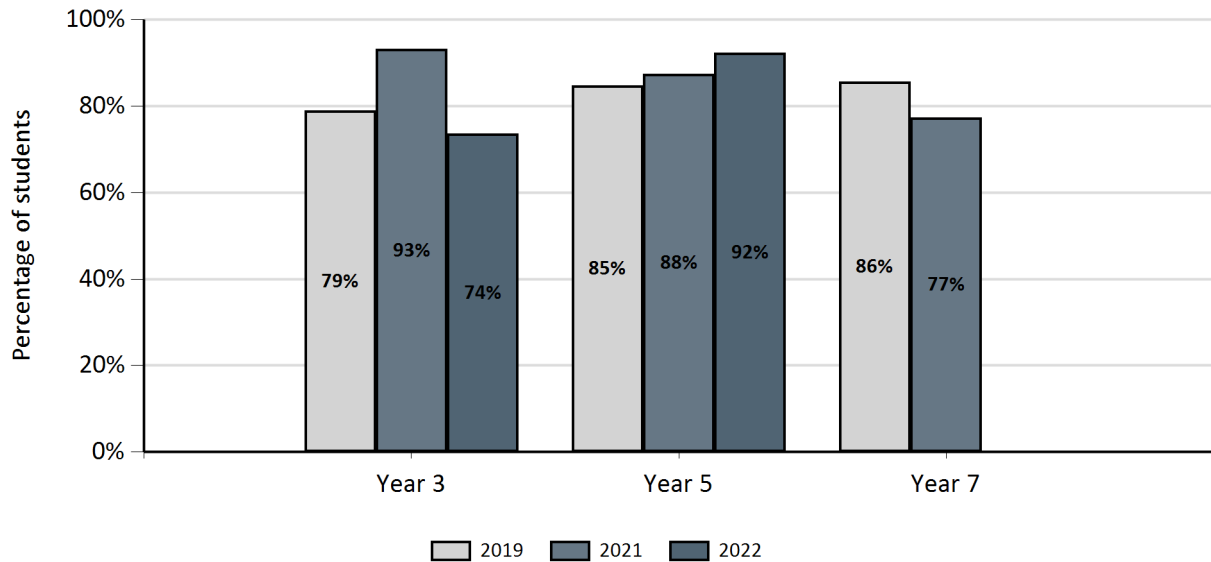
*NOTE: No NAPLAN testing was conducted in 2020.

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.
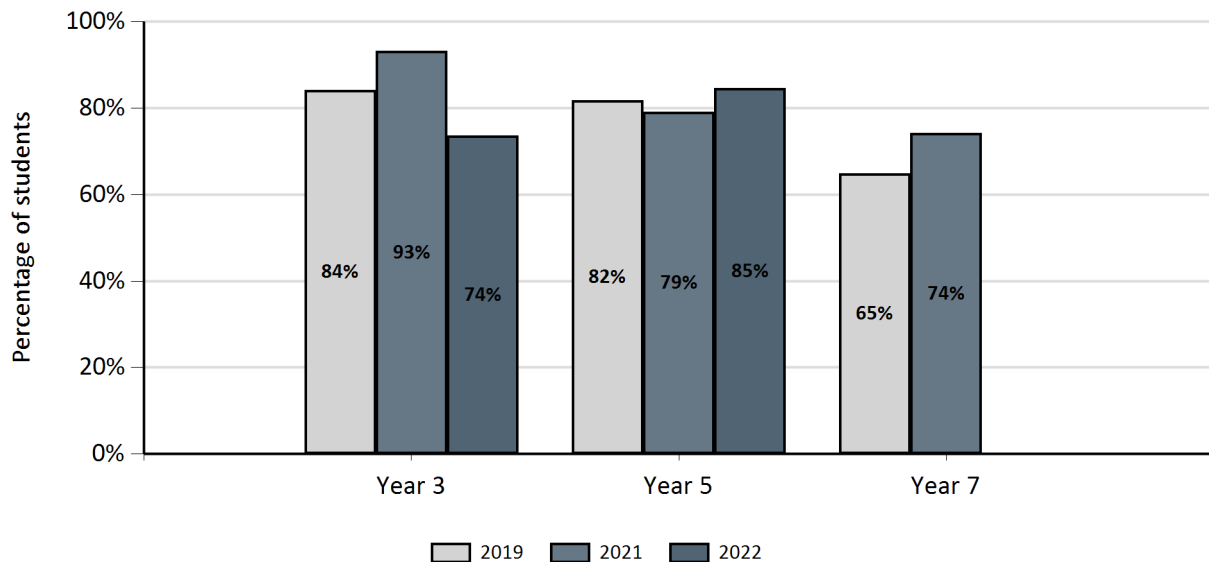
Numeracy

*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	38	38	22	9	58%	24%
Year 03 2021-2022 Average	41.0	41.0	26.0	13.0	63%	32%
Year 05 2022	39	39	19	11	49%	28%
Year 05 2021-2022 Average	31.5	31.5	14.0	7.5	44%	24%
Year 07 2021-2022 Average	31.0	31.0	11.0	13.0	35%	42%

*NOTE: No NAPLAN testing was conducted in 2020.

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

^includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
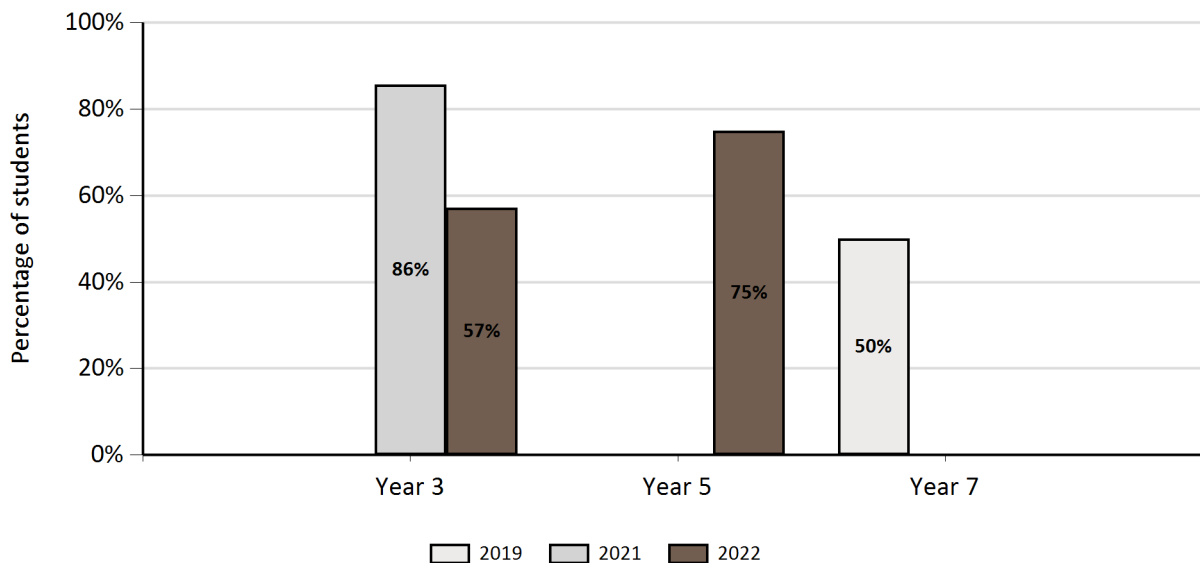Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

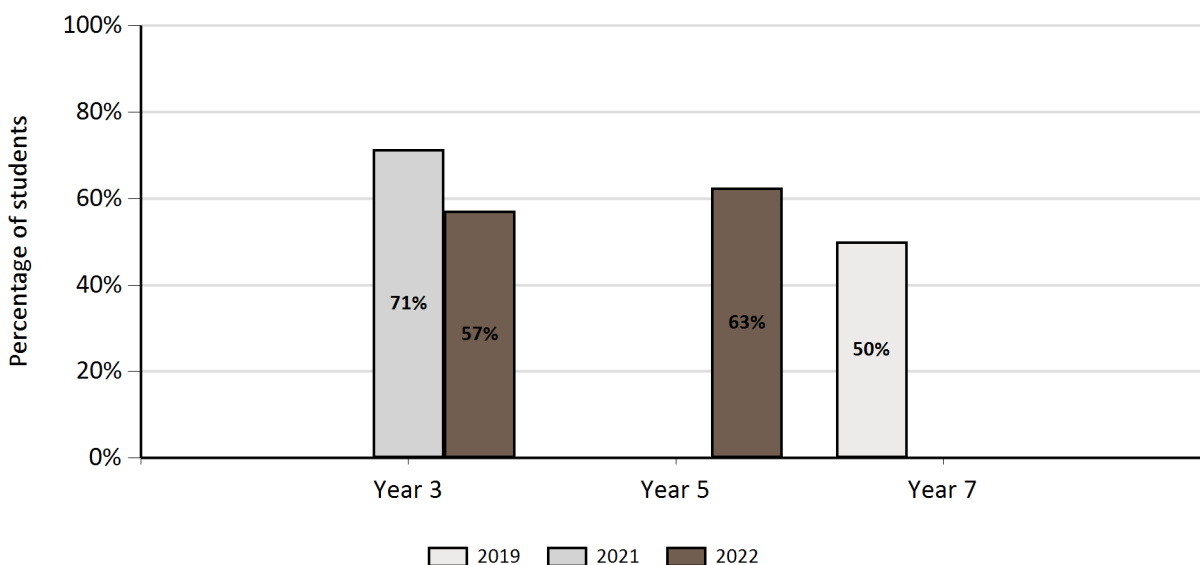|	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	7	7	3	1	43%	14%
Year 03 2021-2022 Average	7.0	7.0	3.5	0.5	50%	7%
Year 05 2022	8	8	2	2	25%	25%
Year 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.
^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:

In 2022, we focused on Element 2 Tracking and Monitoring Growth and Achievement. We included specific actions for our ATSI students in the Site Improvement Plan.
SIP Actions: Teachers will analyse ATSI data, particularly in Reading and Maths growth bands, as well as by cohort, year level and achievement. Teachers set their class goals based on SIP priorities with data collected from: InitiaLit, Running Records, Star and Accelerated Reader, ZOOM (Levelled Literacy Intervention), AGAT, PAT M & R, NAPLAN as per Data Schedule and Whole School Agreements. Teachers measured individual student achievement and growth against DECD SEA and national, state, school means, higher bands growth. We investigated and tracked the ATSI intervention data, finding 50% of our cohort accessed a school-based intervention program and 20% of our cohort accessed more than one intervention program. Thus ensuring equity of intervention and meeting the needs of individual students to improve student learning. We did not trial Arcadience in a JP and MP class for ATSI students, to collect more data, due to demands on Early Years Coordinator who had investigated the program.

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

Achievement of SIP Goals 2022 for our ATSI students was growth in the higher bands of Reading and Maths in PAT. Our reading target was 85% of Y3-6 ATSI students will achieve at or above DfE SEA in PAT R (25/30). We achieved 77% adjusting our target after review for 2023. Our Maths target was 75% Y3-6 ATSI students to achieve at or above DfE SEA in PAT M (22/30). We achieved 72%. 2 ATSI students were Chronic non-attenders (0.05%). All our attendance measures, were actioned and implemented with ACEO support, to no avail. Out of 22 suspensions, only one was an ATSI student (0.05%), demonstrating how our ATSI cohort feel belonging at Westport. SFD T4 we reviewed data for 2022 identifying students with outstanding achievement. ATSI boy who was quiet, anxious, shy in Maths and Reading is now achieving in the highest bands of Year 3 NAPLAN Reading, achieving second highest score. He had second highest score in Year 3 PAT M and achieved band 6 in Year 3 NAPLAN Numeracy. ATSI boy entered Nuture setting in Reception and this year successfully transitioned to mainstream fulltime, with SSO support achieving Running Records Level 30, 12pts above the DfE SEA for PAT M and 2pts above for PAT R.

School performance comment

NAPLAN
Growth for 2022 Year 5 students cannot be calculated, as NAPLAN tests were not administered for Year 3 in 2020.

Maths
Y3 86% of students met SEA achievement and 39% achieved high band growth
Y5 95% of students met SEA achievement and 17% achieved high band growth

Reading
Y3 79% of students met SEA achievement and 51% achieved higher bands, we set 35%
Y5 97% of students met SEA achievement and 46% achieved higher bands, we set 40%

Writing
Y3 % of students met SEA achievement and 51% achieved high band growth, we set 35%
Y5 % of students met SEA achievement and 26% (improved %) achieved high band growth, we set 35%

PAT Maths
91% of Y1-6 students achieved the DfE SEA or above and 88% Y3-6, 5% above last year.
100% Y1 students achieved scale score 90 or above and we set 90%
91% Y2 students achieved scale score 95 or above and we set 85%
86% Y4 students achieved DfE SEA or above and we set 90%
82% Y6 students achieved scale score 95 or above and we set 70%
63% (72% Y1-6) Y3-6 ATSI students achieved DfE SEA or above and we set 75%

PAT Reading
85% of Y1-6 students achieved the DfE SEA or above and 91% Y3-6, 5% above last year.
81% Y1 students achieved scale score 90 or above and we set 85%
86% Y2 students achieved scale score 95 or above and we set 75%
94% Y4 students achieved DfE SEA or above and we set 90%
93% Y6 students achieved scale score 95 or above and we set 75%
77% Y3-6 ATSI students achieved DfE SEA or above and we set 85%

Writing
We used the DfE endorsed Brightpath tool, to set our SIP targets, for the first time at all year levels
100% Rec students achieved 100-120 Brightpath Narrative Range, or above and we set 90%
98% Y1 students achieved 160-180 Brightpath Narrative Range, or above and we set 85%
62% Y2 students achieved 230-250 Brightpath Narrative Range, or above and we set 90%
84% Y3 students achieved 280-300 Brightpath Narrative Range, or above and we set 90%
94% Y4 students achieved 320-340 Brightpath Narrative Range, or above and we set 85%
98% Y5 students achieved 350-370 Brightpath Narrative Range, or above and we set 85%
78% Y6 students achieved 370-400 Brightpath Narrative Range, or above and we set 60%

As we are using decodable readers for Reception we devised our own decodable reading records for Levels 1-10.
71% Rec students achieved our EOY target of level 7, 84% met DfE level 5 (↑3% from 2021)
87% Y1 students achieved our EOY target of level 15, 87% met DfE level 13 (↑4% from 2021)
77% Y2 students achieved our EOY target of level 23, 77% met DfE level 21 (↓3% from 2021)
81% Y3 students achieved our EOY target of level 26

Y1 Phonics Check We did not meet our SIP target of 85%, as we had 2 new students enrol with learning needs.

81% of Y1 students achieved at or above 28/40.

SIP PFD 17/10 Term 4, with LET Curriculum Lead, working in teams to analyse our data to measure our performance and determine new actions with student success criteria for the second of our 3 year cycle starting in 2022. Our new ED and LET Principal Consultant provided positive feedback as it aligned with our 2020 External Review Directions and improvement priorities.
We set and achieved 85% of Rec students to achieve growth in the Westport Big Ideas in Number Subitising Tool
86% of Rec students achieved at or above 60% in the T3 InitiaLit Cumulative Review and we set 75%. It is the first year of implementation with rollout to Y1 2023, Y2 2024.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	83.5%	90.4%	87.1%	92.3%
2020 centre	88.0%	88.8%	87.3%	90.8%
2021 centre	88.5%	95.1%	89.9%	89.2%
2022 centre	87.3%	90.8%	88.1%	81%
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	92.7%	90.8%	90.3%	89.0%
Year 1	91.0%	90.5%	90.2%	89.1%
Year 2	90.2%	90.0%	91.7%	87.9%
Year 3	90.4%	90.4%	92.1%	90.1%
Year 4	92.6%	87.3%	89.7%	87.3%
Year 5	90.9%	90.9%	92.4%	88.0%
Year 6	90.2%	87.6%	90.3%	83.1%
Year 7	89.6%	89.0%	84.4%	N/A
Total	90.9%	89.7%	90.2%	88.1%

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

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

Attendance comment

Our 2022 attendance rate was 89%. We had 2 non-attenders throughout the year and another in Terms 3 and 4. Multiple referrals to attendance officers, attendance plans, home visits and constant support were provided, however unfortunately, no improvement was made for these students. While we pride ourselves on providing a culture and environment where all students want to come to school, measures are in place to support attendance when necessary. These include: Daily SMS messages sent to parents of students who have not attended and the reason is unexplained. Phone calls, either from administration staff or from classroom teachers. Weekly tracking from leadership. Formal letters are sent home where there are attendance concerns. Meetings with the Deputy Principal with families, providing support and referrals to external agencies. Home visits by leadership and the ACEO to meet with families and develop strategies to support them in getting their children to school. Where minimal or no improvement is made to attendance, referrals are made to DfE attendance officers, however, they make no difference.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	35	34	35	35
2020	42	41	40	39
2022	49	50	50	50
2021	39	39	38	50

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

Consequences for inappropriate behaviours, are dealt with promptly and match the severity of the behaviour displayed. In 2022 there were: 22 Suspensions: 10 Threatened or perpetrated violence; 2 Threatened good order; 10 Threatened safety or wellbeing. We had 1 Suspension Pending Exclusion due to Threatened or perpetrated violence and 1 Exclusion due to Threatened or perpetrated violence. Aligned with our inclusive culture, we employ a number of proactive strategies to support student behaviour such as Rock and Water, Better Buddies program, Interoception, student-wellbeing check-ins and various teacher intervention strategies.

Parent opinion survey summary

Parent Engagement 2022
People are respectful
Westport 96%   up2 %
State 74%
Teachers and students are respectful
Westport 97% up 6%
State 76%
Child is important
Westport 94% up 1%
State 70%
Receives enough communication
Westport 90% up 1%
State 71%
School communicates effectively
Westport 86% =
State 68%
Knows standard of work
Westport 87% down 5%
State 64%
Receives useful feedback
Westport 82% down 1%
State 63%
Has useful discussions
Westport 80% up 1%
State 57%
Talks with child
Westport 93% up 5%
State 88%
Has input into learning
Westport 65% up 3%
State 47%
Has good home learning routine
Westport 90% down 5%
State 60%
Education is important
Westport 94% down 6%
State 94%
Equipped to plan pathways
Westport 77% up 3%
State 71%
Encouraged to help child learn
Westport 85% =
State 57%
Receives learning tips
Westport 67% up 1%
State 37%

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1203 - Westport Primary School	96.4%	100.0%	100.0%	98.0%

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	3	21.4%
NT - LEFT SA FOR NT	1	7.1%
OV - LEFT SA FOR OVERSEAS	2	14.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	57.1%

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.

Destination comment

18.5% of Y6 students will be attending a non-government secondary education in 2023
0.5% will be traveling Australia with family in 2023, resuming government secondary education in 2024
0.5% of Y6 students will be attending an interstate government secondary education in 2023
80.5% of Y6 students will be attending a local government secondary education in 2023
92% of Preschool children will be attending Westport Primary School in 2023
6% of Preschool children will be attending a non-government school in 2023
2% of Preschool children are undecided about schooling in 2023

Relevant history screening

Westport vigilantly adheres to DfE Relevant History Screening requirements as set on DfE website. All staff have required DfE screening, recorded into the Management Portal. Reminders are sent in advance for staff to reapply if their screening is due to expire. Volunteers and external providers have to provide DHS screening evidence, kept on-site and is current.

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	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	22.7	1.8	8.6
Persons	0	25	2	12

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

Financial statement

Funding Source	Amount
Grants: State	$4,043,410
Grants: Commonwealth	$3,400
Parent Contributions	$142,000
Fund Raising	$8,903
Other	$51,069

Data Source: Education Department School Administration System (EDSAS).

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

2022 Preschool annual report: Improved outcomes funding

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
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable): 2 Wellbeing leaders released 1 day a week, small complex needs class to support extreme and challenging students, SSO Interoception release to supervise and conduct intervention.	Outcomes achieved or progress towards these outcomes: Whole school, small group and individual student use of Interoception daily.
		Educators used Pre-Lit and PASM as evidence-based tools to develop, monitor and extend children's phonological awareness development. To support these tools, educators invested in a variety of resources to support children's phonological awareness development that could be used for spontaneous play and learning opportunities. Educators invested in a variety of high quality resources to promote and develop children's numeracy skills and thinking. Educators used Ann Baker's Natural Maths Top 20 to assess and evaluate individual numeracy development.	Literacy: Consistency in practice of preschool team. Documentation and assessment of improved phonological awareness skills. Wellbeing check-ins for individual students.
Targeted funding for individual students	Improved outcomes for numeracy and literacy Improved outcomes for students with an additional language or dialect	2 Brightpath leaders released 1 day week to oversee whole school training, moderation, assessment, collection, data entry, genre writing schedule and consistent explicit teaching.	Numeracy: Consistency in practice of preschool team. Documentation and assessment of improved numeracy skills. Students meeting individual writing targets and increasing Brightpath writing levels.
	Inclusive Education Support Program	A 0.4 Intervention Leader to oversee and manage. Creation of a complex needs class, based on UK Nurture evidence-based success with 1.0 teacher and 1.0 SSO.	Funding was creatively and specifically tailored to provide intentional, intensive, targeted support for students to achieve their One Plan goals.
Inclusive Education Support Program	Additional support for eligible students	A relaxing Interoception Room staffed by SSOs in the morning and after breaks to support students, which is a systematic whole-school approach and data-based. Flexible and targeted SSO in-class support. 0.4 teacher for students with dyslexia, dyscalculia and/or dysgraphia, building skills and strategies to transfer into all learning. MiniLit intervention for Year 1 and 2 students with an SSO. What's the Buzz? and Girlwise social skills with an SSO.	Speech and language were tracked and improved throughout the year. Routines developed for specific behaviour needs. Students with One Plans demonstrate greater achievement and engagement.
	Not applicable.		Not applicable.
Improved outcomes for non-English speaking children who received bilingual support	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	ACEO and ATSI SSO provides support for ATSI students and families, including attendance well-being and engagement. Early Years Coordinator supported the Early Years team with training and resources to roll out InitiaLit from Reception to Year 1. Teacher release days to align Reception words and homework to InitiaLit Tricky Words. IESP support is diligently provided by matching SSOs to students on flexible and intentionally fluid, online timetabling.	81% of students met or exceeded the expected achievement in the Y1 Phonics Check. 75% of Y1 ATSI students met or exceeded the expected achievement.
Targeted funding for groups of students			
Program funding for all students	Australian Curriculum	1.0 release for 3 Maths teachers to coach and mentor rich tasks and problem-solving in classrooms and extend small, targeted Maths Enrichment groups.	PAT Maths – 91% of Yr 1-6 students at or above DfE SEA – growth of 8% from 2021.
	Aboriginal languages programs Initiatives	Not applicable.	Not applicable.
	Better schools funding	More intervention for students not meeting literacy and numeracy targets and diagnosi/es. Programs: Levelled Literacy Intervention, MultiLit, Dynamic, Literacy support.	Increased reading levels and increased PAT Maths and Reading results.

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

Other discretionary funding	Specialist school reporting (as required)	Not applicable.	Not applicable.
	Improved outcomes for gifted students	Maths Enrichment – working with a small group (JP, MP, UP) of students to extend and enrich their mathematical knowledge and understanding through exploring mathematical concepts in collaboration. STEM Enrichment – 1 teacher released 1 day a week to work with small groups Y2-6 with technology to enrich their understanding of essential life skills of critical thinking, creativity, learning to fail and experiment. STEM enhances general capabilities: Literacy skills in Science/Numeracy skills in Technology.	Growth in PAT Maths & higher band achievement. Growth in the skill set of students' use of STEM equipment and editing suite.