

RESPECT • EMPATHY • RESILIENCE

South Port Primary School

2022 annual report to the community

South Port Primary School Number: 1207

Partnership: River Hub

Signature

School principal:

Mrs Nikki Garner

Governing council chair:

Mark Wooding

Date of endorsement:

17 February 2023



Government
of South Australia
Department for Education

Context and highlights

South Port Primary School is an outer metropolitan primary school located in Southern Adelaide, close to the picturesque coastline of Port Noarlunga South. It is situated on beautiful open grounds and is co-located with the South Port Preschool which enables a smooth transition for many of our families. Close by, Seaford Secondary College also provides another clear transition point for our Upper Primary students and their families.

The beginning of 2022 was impacted due to COVID-19, but as the semester progressed restrictions reduced and staffing and attendance stabilised. Despite this, our focus on improved learning outcomes remained and we have made great improvements on our School Improvement Plan, especially in reading.

Our enrolments throughout the year were on average 280 students, with eleven mainstream and two special classes. Staff remained stable and included 10 part time and several contract teachers with the rest permanently employed. Margaret Ray retired this year after many years at the school. The Regional Junior Primary and Primary Special Small Classes on site, with 20 students enrolled under the Students with Disabilities Policy, work collaboratively with mainstream teams to plan and program, especially in Literacy and Numeracy and in response to the home learning that took part due to COVID. In the mainstream, 19 students were identified for extra support funding. We also have a 0.2 AET and an ACEO to support our 16 Aboriginal students, 6 non-English speaking background students and a small number of students under the Care of the Minister enrolled at the school. Specialist subjects at South Port continued to be Physical Education, Japanese and The Arts, and the 0.6 for the Wellbeing Leader, who supported student's wellbeing and engagement, including the continuation of Breakfast Club and work with the SRC. A Pastoral Care Worker works closely with our Wellbeing Leader to help support our families.

Highlights for the year included: Aquatics and school swimming, Sports Day, the lambs who came to stay, school performances, Y6 trip to Finders University, Graduation and Leavers' Week, SAPSASA events, ATSI excursions, Book Week, school crossing training, Mothers' and Fathers' Day Stalls, a Christmas Market, Book Week Parade and a School Disco.

Governing council report

2022: A sense of normality.

It seems things are getting back to normal after the pandemic, rebranding and separation of the South Port Kindergarten from South Port Primary School councils.

The school has kept up with ongoing maintenance and upgrades, including getting the budget for the replacing the outside shelter by the oval; also the funds raised from the fundraising sub committee who have been busy, with the relaxing of COVID policies, have had a great year. The monies raised, going to equipment in the arts and drama department, will be greatly appreciated by all.

We must wish all those students who are graduating, or leaving from South Port Primary School all the best in their next level of studies and for their future, also the same for the staff that are retiring or changing.

As this was my last year, I would like to thank everyone who has supported and contributed the School and Kindergarten governing councils present and past. I wish all the best to the Councils in the future in creating a safe and fun place to learn.

South Port Primary School
Chairperson
Mark Wooding

Quality improvement planning

The 2022 South Port School Improvement Plan continued to focus on improving outcomes for reading, writing and maths as informed by our 2021 External School Review.

Reading Goal- To increase the number of students achieving Higher Bands in NAPLAN for reading in Years 3 and 5.

Our key actions were:

- Y1-6 teachers timetabled lesson 1 every morning for reading groups.
- Literacy Lead Teacher determined groups by ability and needs every term.
- Teachers began to use consistent reading strategies and common language.
- Teachers conferenced students and each student now has a personalized reading goal that is fed back to students and parents/ caregivers.
- Leaders led teachers in discussion around reading data and identifying HB students.
- Guided reading books and decodeables organized so they fit on with Units of Work or scope and sequence.

Writing Goal- Increase the number of students achieving Band 3 or above for Year 3 and Band 5 or above for Year 5 for writing in NAPLAN.

Our key actions were:

- Y3- 6 teachers started to use the Units of Work to plan their writing outcomes with support from the HAT.
- Teachers had training from the Brightpath team regarding grammar and how to use this knowledge to improve student writing outcomes.
- Teachers had time with the HAT and the Brightpath team regarding scaling of work.
- HAT and Brightpath team collaborated on writing planning outcomes for 2023 by aligning Brightpath and Units of Work.
- Teachers were introduced to “Bump It Up Walls” and their uses.
- HAT coached a group of teacher on how to conference students in their writing.

Maths Goal- Increase the number of students achieving SEA for Maths in NAPLAN.

Our key actions were:

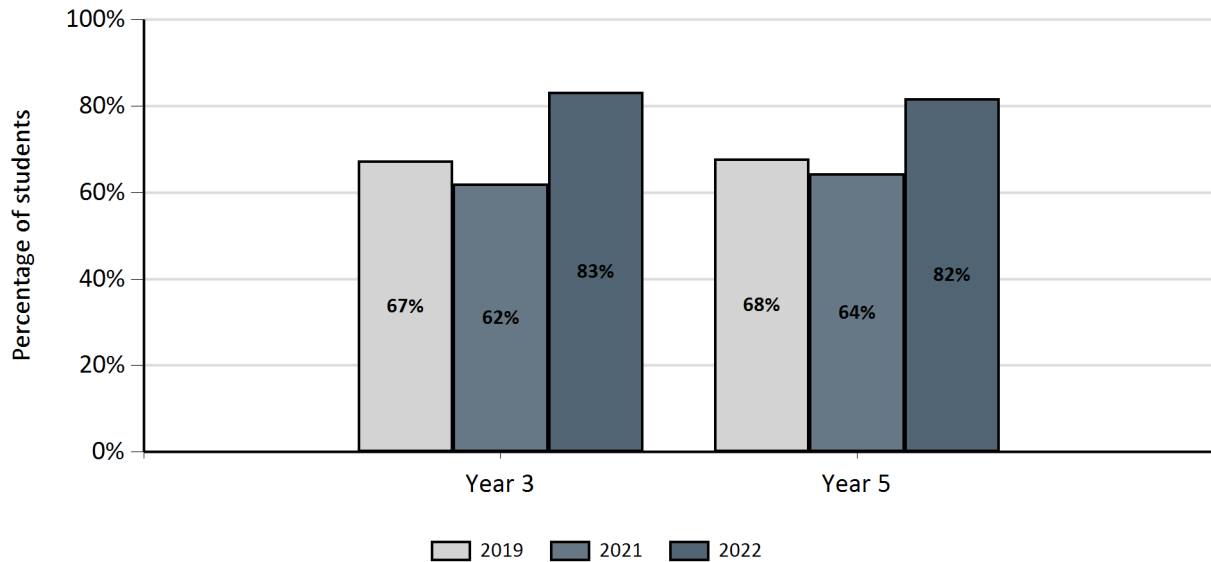
- All teachers released to work with the Partnership Curriculum Leader to learn how to use the Units of Work.
- All teachers trained on how to use Power BI and PAT resources to track data and improve teaching outcomes.
- Y3-6 teachers attended Partnership Moderation.
- Teachers introduced to positive maths norms and focused on how mistakes are valuable in learning.
- Teachers have started to use the scope and sequence to identify students’ next steps.

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

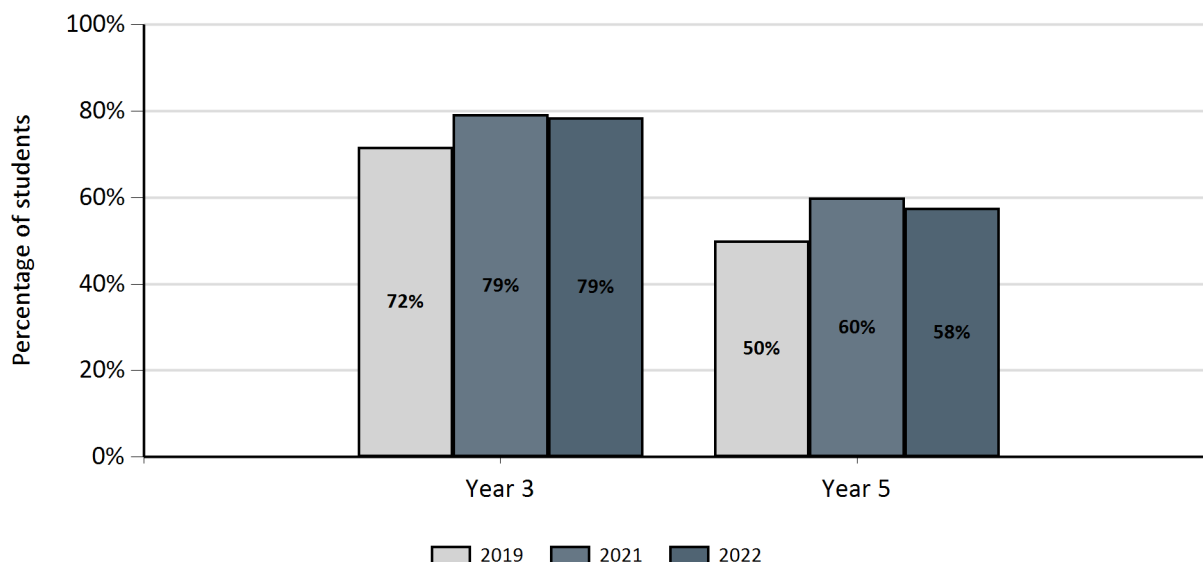


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		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	42	42	19	8	45%	19%
Year 03 2021-2022 Average	35.5	35.5	13.5	6.0	38%	17%
Year 05 2022	33	33	6	2	18%	6%
Year 05 2021-2022 Average	39.0	39.0	5.5	2.0	14%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

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

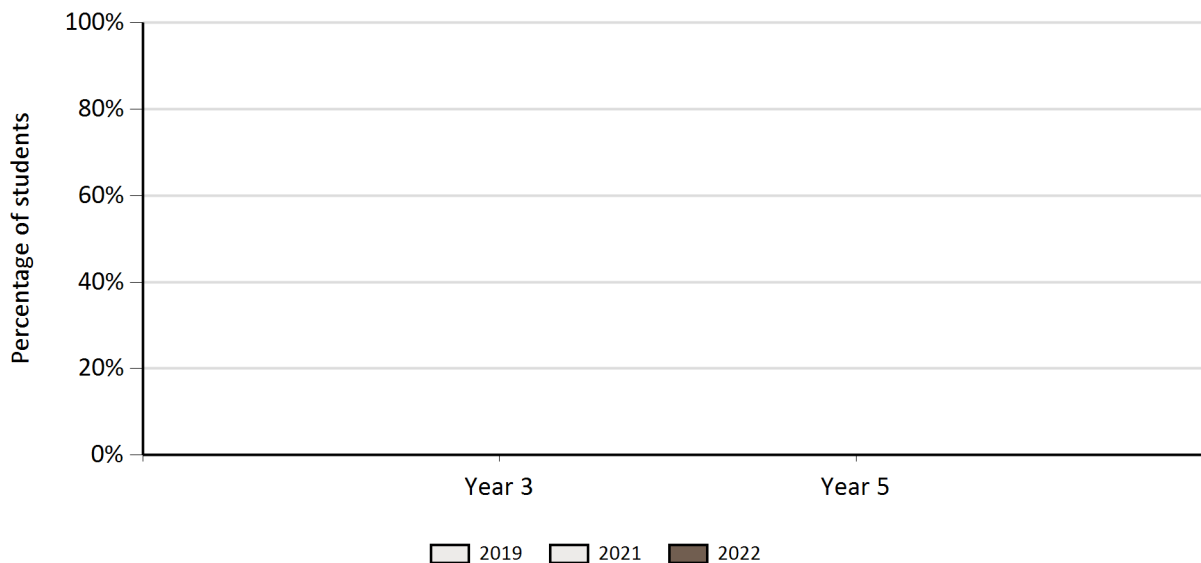
[^]includes absent and withdrawn students.

*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



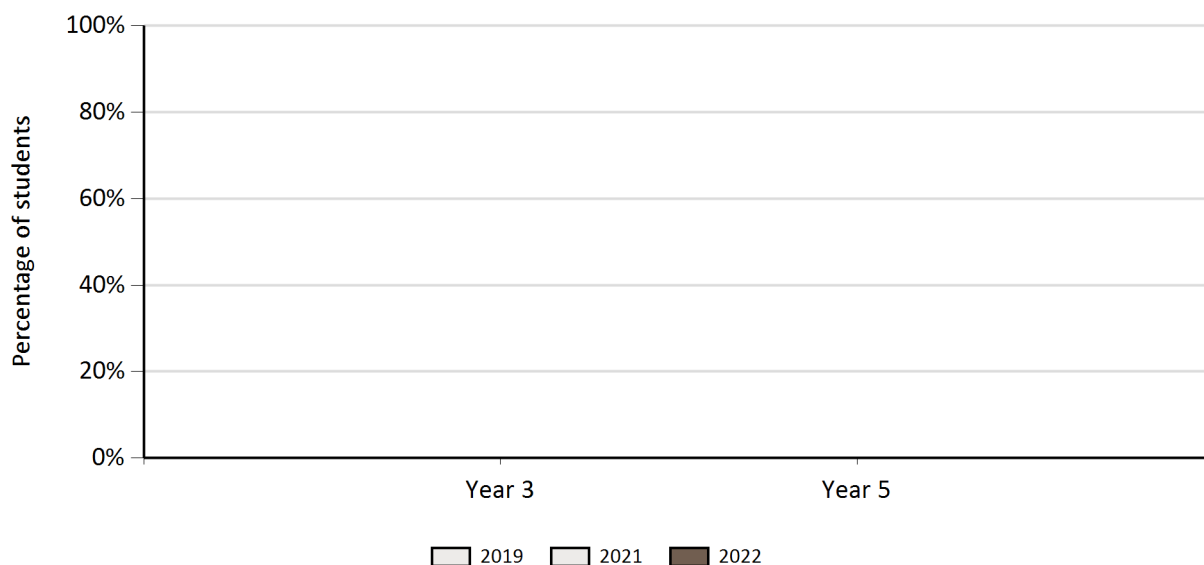
*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 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: Intervention & Support

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

In 2022 we had an AET and an ACEO supporting our Aboriginal learners. The AET worked with some of our higher achiever readers and the older students who needed support with their maths. The ACEO worked with our families and we were able to engage in most of the partnership events. Our APAS funding was used to support Aboriginal reading improvement in Y2-4. Our Reconciliation Plan is now in place and we are reviewing this yearly. The AET meets with the team termly around the students' data in reading, writing and maths, and this then informs One Plan targets, and teaching and learning. We also had Scott Rathman visit to school and work with our Aboriginals students to plan a mural for the front of the school. As a result of this many people have commented on how welcoming the school looks.

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

We had a few Aboriginal students participate in NAPLAN in 2022 and the results for these students was general good. Most achieved the SEA and one achieved HBs in reading and writing. Our reading groups across site are differentiated and these groups allow for personalised learning, hence our improved reading data over the past couple of years.

School performance comment

Y1 Phonics Screener

Whilst our 2022 screener data percentage (69%) was lower than in 2021, we did have 5 students start SPPS in 2022 from other states or out of area that began Year 1 well below the SEA for reception. These children received intervention, and whilst they didn't achieve 28/40 for the screener, they were able to access the screener and achieve some success. We will continue to work with these students in 2023. A small number of students received wave 2 intervention from an SSO in either term 2 or 3 and the majority of these students met the SEA.

Running Records

Our Running Records results continue to show good progress across Reception to Y2, with the vast majority of students making the expected or more growth. Our reading data in Y1 and Y2 continues to improve every year.

NAPLAN 2022

When looking at our NAPLAN data it is worth considering that we also have 2 special classes that the majority of students are exempt from participating in NAPLAN.

Writing

In Y3 31% achieved higher bands which is in line with 2021. In Y5 55% achieved the NMS, which is slightly down on 2021.

Reading

Our reading results in Y3 are the highest percentage of students achieving a higher band of 45%. In Y5 more children are now achieving higher bands and the SEA. 82% of Y5 students achieved the SEA, which is our highest result on record.

Numeracy

Our numeracy data is showing signs of improving in Y3 and Y5 with more students achieving HBs.

PAT M and PAT R

Every year around September Y3-Y6 students undertake the PAT Reading assessment and Y3- Y6 take the PAT Maths assessment online.

PAT M

The majority of students in Y2- Y5 achieved the SEA or above.

PAT R

Our reading data continues to show improvements in the Y3- Y6s. Most students are achieving at or above benchmark for their year group.

A-E Achievement Data

Our A-E data continues to show a gradual shift towards more students achieving an A or B in English and Mathematics by the end of the year. The majority of students achieve a C.

Attendance

Year level	2019	2020	2021	2022
Reception	93.0%	83.2%	91.2%	86.2%
Year 1	92.5%	87.8%	89.4%	87.8%
Year 2	91.0%	85.6%	91.6%	87.9%
Year 3	90.9%	87.8%	88.1%	84.9%
Year 4	89.0%	88.1%	91.7%	84.5%
Year 5	91.1%	86.1%	88.4%	86.3%
Year 6	93.1%	85.1%	90.6%	85.1%
Year 7	N/A	N/A	N/A	N/A
Primary Other	86.7%	85.5%	87.8%	84.7%
Total	91.3%	86.3%	90.0%	86.0%

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

Attendance comment

Attendance data was lower than previous years, with the attendance percentage being on average in the mid-80s. Factors that attributed to the attendance rate were:

- Families taking leave for holidays
- Illness, particularly but not limited to COVID

On a lesser degree but still an impacting factor, families also stated they were experiencing issues related to financial stress, mental health concerns, moving home, having a new baby, hospitalisation, and domestic violence.

Teachers and Leaders contacted families through several avenues, including speaking with them directly, messaging via Dojo, calling or sending text messages. In some cases, leadership sent attendance letters, which detailed absences for individuals and requested reasons and to contact the school for further supports.

Behaviour support comment

This year we introduced the Zones of Regulations throughout the whole school. Students are able to recognise the Zone that they are in and give strategies for how to get themselves back into the Green Zone (optimal learning Zone). SSO's have supported students to access the Zone Room, where they are able to do a range of activities to regulate and return to the Green Zone and then back to class. We will continue to work on this next year. We have clear processes for managing and documenting behaviour and in partnership with parents/carers and staff we reinforce appropriate choices, positive plans and restorative conversations with students to improve their behaviour. We have continued to implement break time activities to engage students during lunch and recess; this included sports club, choir/ music club and we have used the library at recess to support students that need help engaging with play. We have continued Interception time after lunch and timetabled SSO support for identified students. Small wellbeing groups were also implemented in the afternoon for identified students with the focus on social skills. As a result of these groups a small group of student's showed an imp

Parent opinion survey summary

In 2022 78 responses were recorded, which is similar to 2021. There were lots of positive information about our school culture and communication. However, some comments were about wanting more communication from teachers to parents. In the past few years more information than ever has been communicated to our community as we have had restricted practices in place due to COVID. This year the focus will be on ensuring that all the community is aware of the practices that we have and being able to have parents and caregivers on site again will support this.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	26.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	19	73.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

To work in SA government education sites and services (including Department for Education corporate offices) you must have a current working with children check (WWCC). Some volunteers in public schools, preschools and early childhood services also need a WWCC. The check must be updated every 5 years. At SPPS employees are encouraged to apply for their new WWCC 6 months before their current child-related employment screening expires. The WWCC is a checking process undertaken by the Department of Human Services (DHS) Screening Unit. It involves checking the person's criminal history and any other relevant information that is lawfully available to the Screening Unit. The check can include information from the police, courts, prosecuting authorities, child protection and professional registration bodies.

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	0.8	18.8	0.0	16.0
Persons	1	21	0	26

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

Financial statement

Funding Source	Amount
Grants: State	\$3,781,242
Grants: Commonwealth	\$6,000
Parent Contributions	\$63,152
Fund Raising	\$13,623
Other	\$25,529

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	Continued with our work on The Zones of Regulation. In 2021 staff worked with a team of OTs to learn about the Zones. In 2022 we rolled out the program and staff were coached by leadership to achieve improved outcomes in the classrooms.	We now have a specific room for students who need further support with the zones of regulation. Behavior strategies are now related to the Zones of Regulation.
	Improved outcomes for students with an additional language or dialect	Our Literacy Lead Teacher supported teachers through the moderation process so that next steps were identifies, planning improved and students aware of their next steps.	Students were able to identify their next steps and use this feedback in their writing.
	Inclusive Education Support Program	Leadership coached teachers on their goal setting and review. This then supported IESP applications and improved planning.	Students were able to move onto new personalized goals throughout the year.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>The AET led her team (ACEO and SSO2) to ensure ATSI students had targeted reading intervention.</p> <p>The reception teachers worked with the LGU on their phonics teaching, whilst the Y1 teachers focused on phonics and phonics intervention.</p> <p>JP teachers released for phonological awareness screening twice a year and SSOs led intervention for small groups and 1:1 (as designed by the teachers).</p>	<p>ATSI students achieved SEA in Running Records.</p> <p>Y1 phonics screener data was lower than 2021 but based on the reception phonics 2021 data was improved due to targeted intervention.</p>
Program funding for all students	Australian Curriculum	Teachers worked with the Partnership Curriculum Leader on their familiarisation with the Units of Work. This led into targeted intervention to meet the needs as identified by indepth data reviews.	Differentiation was improved and goal setting more relevant.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	N/A	N/A
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

