



2024 Annual Report to the Community

Westport Primary School and  
Westport Preschool

Westport Primary School number: 1203

Westport Preschool number: 1619

Partnership: Le Fevre Peninsula

School Principal:	Rebecca Huddy		 Government of South Australia Department for Education
Date of endorsement:	11/02/2025		

# Context Statement

Westport Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 402. Westport Primary School is classified Category 2 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 11% Aboriginal students, 12% students with disabilities, 10% students with English as an additional language or dialect (EALD) funded background, 2% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Information about Westport Preschool is available on the centres website, as well as the Australian Children’s Education and Care Quality Authority (ACECQA) website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

## Governing Council Report

Once again, it has been an incredible year at Westport Primary School. From exciting events to outstanding achievements, our community has come together in the spirit of learning and celebration, making this year truly special.

### Term 1 Highlights

We kicked off the year with *Westport on the Green*, a fantastic evening where the community gathered outside the school on a perfect night, under the glow of the festoon lights. Families enjoyed live music, a free sausage sizzle, and the chance to meet their child’s teacher in their new classrooms. The Governing Council once again set up their popular stall, offering popcorn, donuts, and drinks, creating a warm and welcoming atmosphere for all.

*Beach Day* was another highlight, with the entire school heading down to the beach for our inaugural sandcastle competition. It was a fun-filled day for everyone, and once again, we saw a wonderful turnout of families who came to enjoy the beautiful weather and join in the fun and excitement.

Our specialist sports students made their way to the *Port Districts Athletics Day*, which was another successful day, with the cohort making it two years in a row as *Back-to-Back Champions!* A huge congratulation to everyone who participated and supported the day.

This year, Westport introduced something a little different for our new Student Voice and Tribe Leaders. Their *Leadership Incursion Day* was a treat, which started with pancakes with Mrs. Ratcliffe. Followed by outdoor games focused on communication with Mr. Haines, building Sphero chariots to promote teamwork with Mr. Taylor. They got to listen to a motivational former student Zane and then enjoyed a lunch at Fasta Pasta. The day was finished off with a public speaking workshop with Mrs. Ratcliffe and Mrs. Huddy. It was a fantastic day of learning, teamwork, and leadership. I personally know the kids absolutely loved this day!

The term ended on another high note with *Sports Day*. Thanks to feedback from last year’s event, the Sports Day Committee worked hard to reshuffle the layout, improve the tabloid events, and make the sprints run a little smoother with the growing number of kids now at the school. With the Governing Council’s breakfast stall and coffee van keeping families refreshed, it was a day of friendly competition and community spirit. Wirltu taking out the win and Kadli taking out the Spirit cup.

### Term 2 Highlights

*Swim Week* was a little different this year too, with the R-5 students heading to the beautiful Largs Bay venue for their lessons. It was a fantastic experience, and the feedback from families was overwhelmingly positive, with many enjoying the chance to watch the kids in action.

*Reconciliation Week* was full of learning and celebration. Students participated in activities such as cooking with Ms. Kyla, Indigenous games in PE and they heard from guest speaker Klynton Wanganeen. The students also did art workshops with Ms. Evanna, learning traditional art techniques and creating their own artwork. The week closing out with a beautiful *Reconciliation Week Assembly*, where students dressed in the Aboriginal and Torres Strait Islander colours and shared their experiences with the community. It was a powerful display of cultural awareness and unity.

We were thrilled to bring back the *Nihonho Matsuri* Japanese Festival, which was another massive success. Students participated in a variety of activities including a tea ceremony, chopstick races, fan decorating, sushi making, a Pokémon hunt, hachimaki making, Wasabi Kids performances and even bubble tea making. It was an exciting and educational day that brought Japanese culture to life for the students. A huge thank you to Sensei Fisk and Sensei Huddy for organizing such a memorable event.

The term ended with the *Mid-Year Preschool Graduation*, a heart-warming celebration of our youngest learners. It is always joyful to see photos of the event where they receive their graduation certificates. Students leave with big smiles, ready for the next chapter of their school journey.

The *Winter Games* followed shortly after, with the students heading to AFL Max for a day of competition between the tribes. Kadli Tribe emerged victorious, and Tarnda taking home the Spirit Cup!

### Term 3

This is always a big term, and this year was no exception, as we anxiously awaited the *Musical Theme* announcement. "Crikey! Westport's Down Under!" Work had already begun on the Merch thanks to Staff and GC helpers through the break. The students wasted no time as rehearsals started for what was sure to be another showstopper.

While the musical preparations were underway, there was still more going on around the school!

*Science Week* kicked off with a visit from the *Silly Scientist*, a wacky and fun incursion that the students absolutely loved. A big shout out once again to Westport's own wacky scientist, Emy Nicholson, for bringing the magic of science to life!

Some of our Year 5/6 students headed to Kidman Park for the annual *Hiragana Competition*, where they had the opportunity to put their Japanese language skills to the test. The day capped off with a well-deserved lunch at Sushi Train, a favourite treat for the students.

*Book Week* this year was themed "Where Magic is Made," and our students fully embraced the theme with activities like bookmark making, a scavenger hunt, reading with buddy, and a magical performance of *Misty's Magical Book of Discovery*. The week finished with the magical *Book Week Parade* under the COLA, where students showed off their costumes and shared their love for reading.

Then, we had the *State Soccer Champions* and *Festival of Music* to look forward too! The girls' SAPSASA soccer team did us all proud, battling it out at the SERVICEFM stadium for the championship. It was an incredible achievement, and we could not be prouder of their dedication and teamwork.

At the *Festival of Music*, our choir took the stage at the Festival Centre, joining hundreds of other students from across the state to perform in front of a packed audience. It was a day full of excitement and pride, and a huge thank you to Miss Ginni, Miss Megs, and Miss Dodgson for supporting our choir and making this experience possible.

Which of course brings me back to, the *Musical*! Once again, the students blew us all away with their dance moves, stage presence, and incredible performances. What makes the musical so special is that every child has the chance to shine. It is an event of massive proportions, and it would not be possible without the hard work and dedication of Ms. Riley, Ms. Fisk, and our newest member of the performing arts team, Ms. Higgs. A huge thank you to the committee who helped bring this unforgettable experience to life.

### Final Thoughts

As I reflect on this year, it reminds me of the incredible community we have at Westport Primary School. Each event, each achievement, and each special moment has been a testament to the dedication and spirit of our staff, students, and families.

### On a Personal Note

It has truly been a privilege to be part of this school's incredible journey over the past 10 years. When I first looked at Westport, it was because a close friend of mine, who had done some relief work here, told me that this school was "going places." At the time, Ryan was adamant that the girls would attend a private school, even though we are not religious. I attended the principal's tour on my own. From the moment I finished the tour, I knew this was where I wanted my children to go.

I was incredibly grateful when Rebecca told me, "If your daughter is 3, she can start straight away"—a wonderful opportunity that I know was possible because Westport was not as full as it is now. Back then, the Preschool teacher was Mrs. Miller, and what a treasure she was! Aleriya started that same year, and Kaiya the next. The journey since then has been one full of opportunities, experiences, and an education that I know they would not have received anywhere else. For that, I am deeply grateful.

My own journey alongside my girls has been incredible as well. I have loved every moment of playing an active role in this school community—something I never took for granted. It has been an honour and a privilege to serve as Chairperson for 8 years, leaving my own little mark on Westport. The close relationships and partnership I have formed with the staff and school over the years, along with the lifelong friendships I have now made, have left me feeling incredibly grateful for my time here.

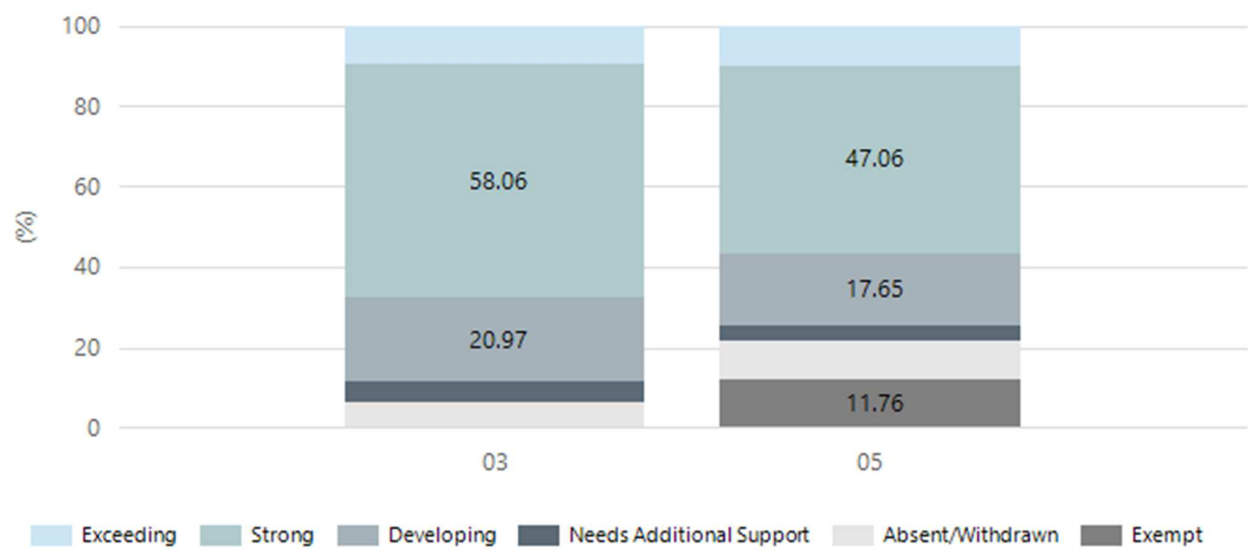
Thank you to everyone who has contributed to making 2024 such a memorable year. Your passion, support, and enthusiasm continue to make Westport a truly special place.

# Performance Summary

## NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

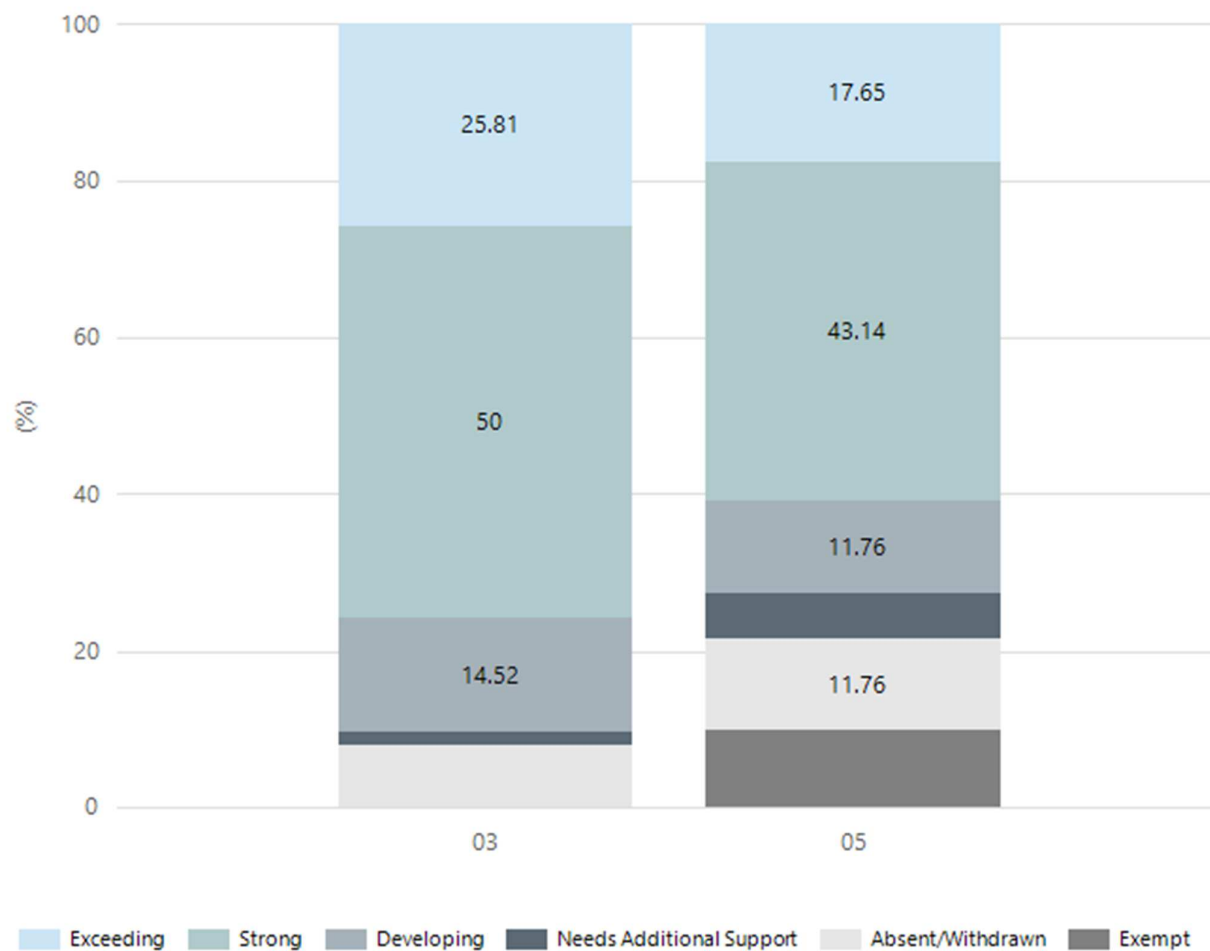
### Numeracy



Year Level	03	05
Exceeding	6	5
Strong	36	24
Developing	13	9
Needs Additional Support	3	2
Absent/Withdrawn	4	5
Exempt		6
Total	62	51

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

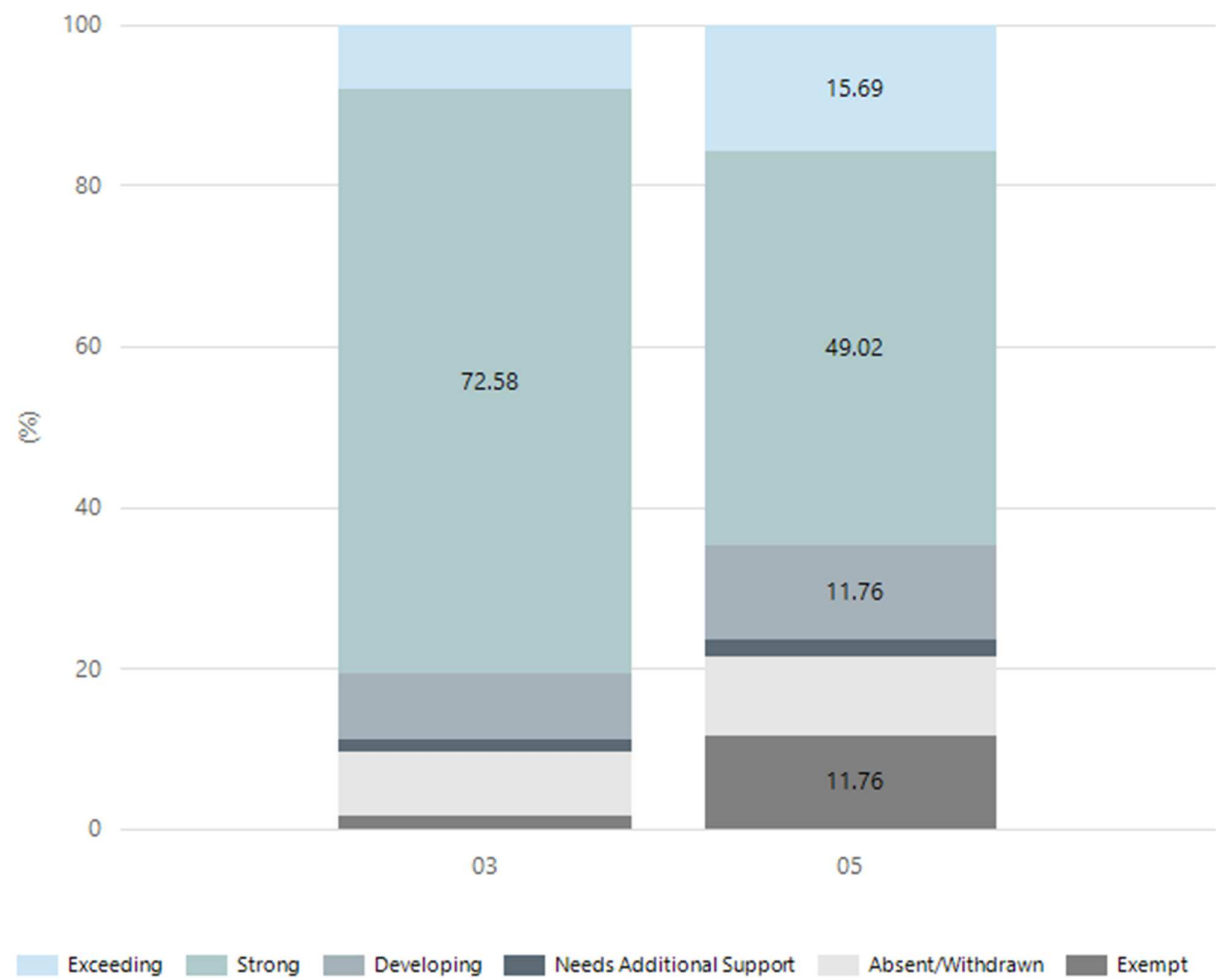
## Reading



Year Level	03	05
Exceeding	16	9
Strong	31	22
Developing	9	6
Needs Additional Support	1	3
Absent/Withdrawn	5	6
Exempt		5
Total	62	51

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

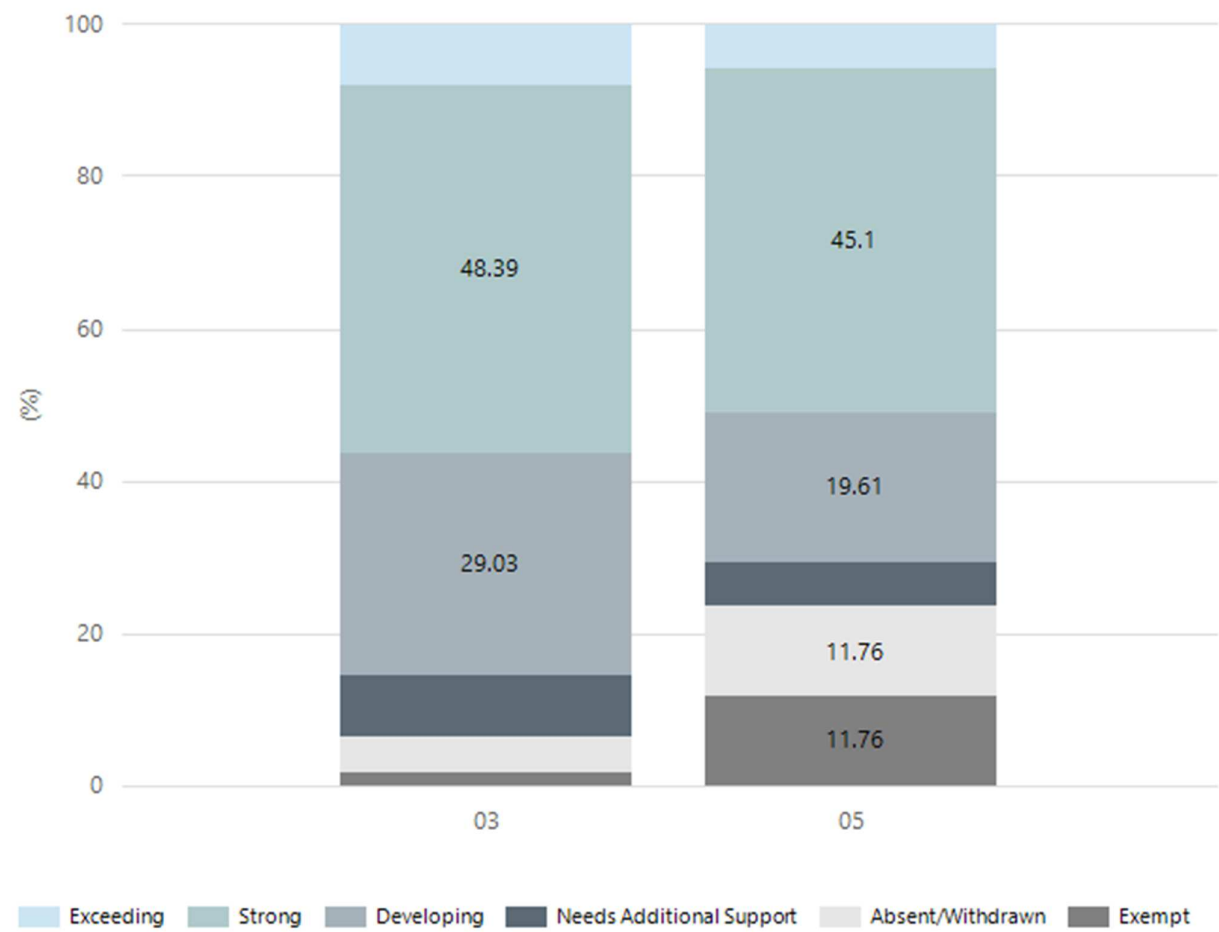
Writing



Year Level	03	05
Exceeding	5	8
Strong	45	25
Developing	5	6
Needs Additional Support	1	1
Absent/Withdrawn	5	5
Exempt	1	6
Total	62	51

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

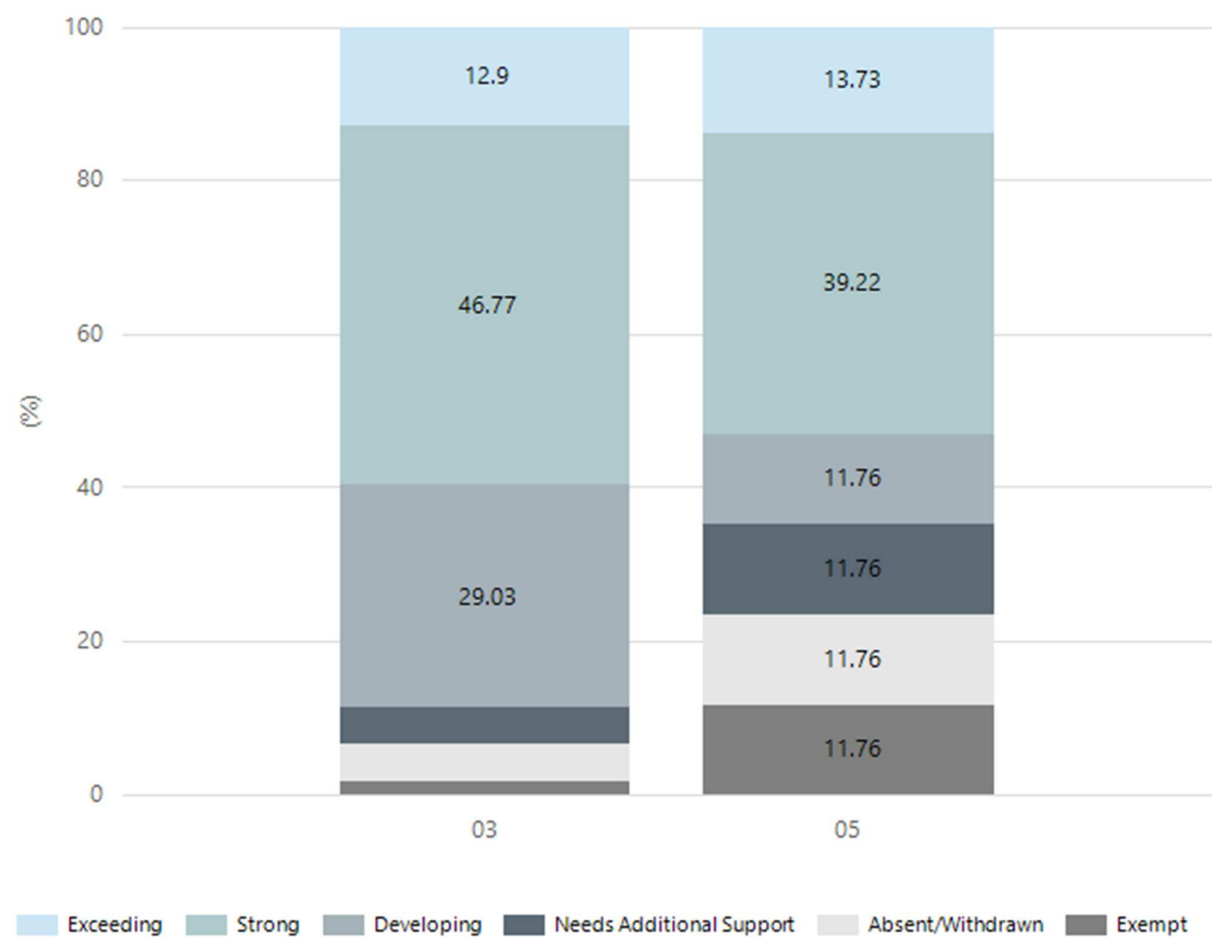
Grammar



Year Level	03	05
Exceeding	5	3
Strong	30	23
Developing	18	10
Needs Additional Support	5	3
Absent/Withdrawn	3	6
Exempt	1	6
Total	62	51

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



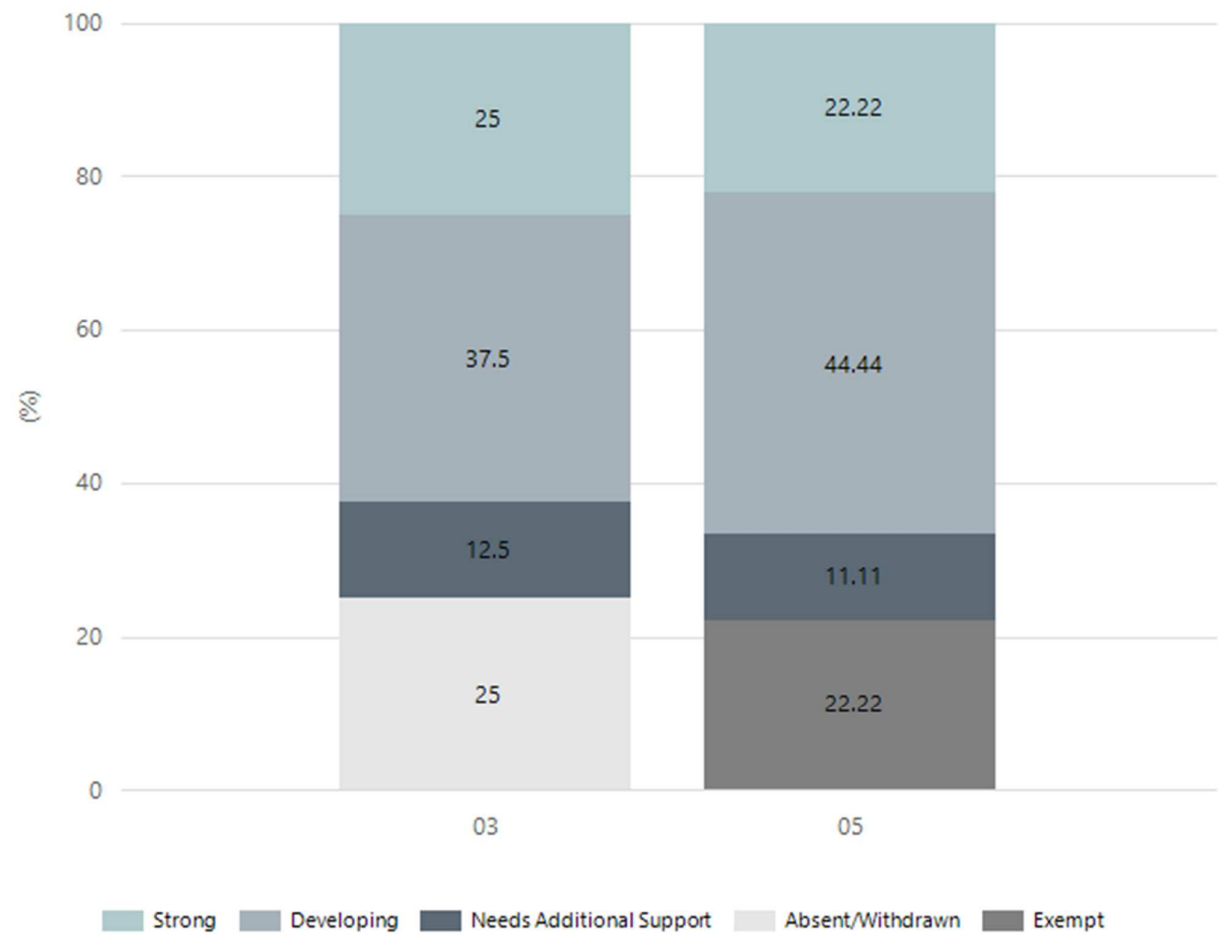
Year Level	03	05
Exceeding	8	7
Strong	29	20
Developing	18	6
Needs Additional Support	3	6
Absent/Withdrawn	3	6
Exempt	1	6
Total	62	51

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.



# NAPLAN Proficiency - Aboriginal Learners

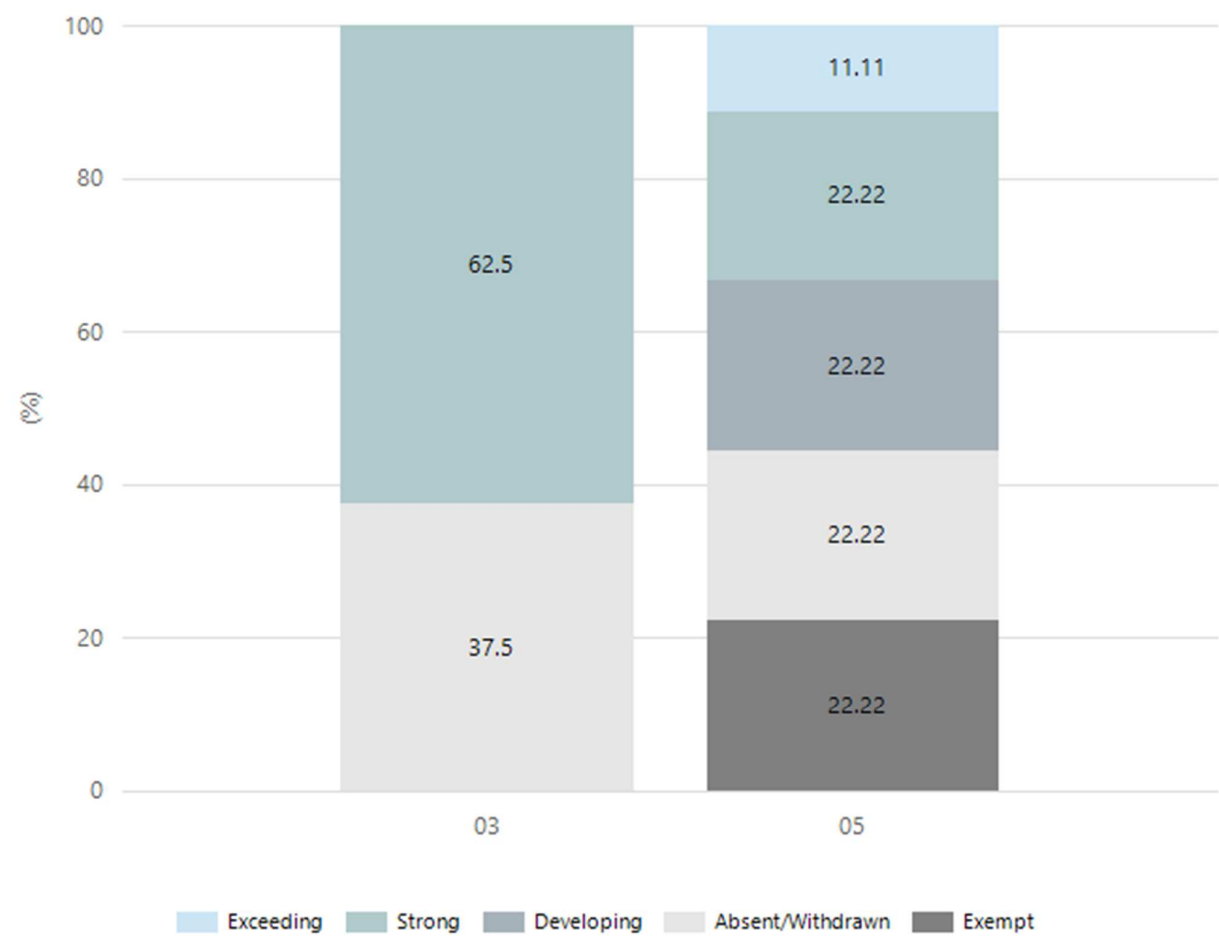
## Numeracy



Year Level	03	05
Strong	2	2
Developing	3	4
Needs Additional Support	1	1
Absent/Withdrawn	2	
Exempt		2
Total	8	9

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

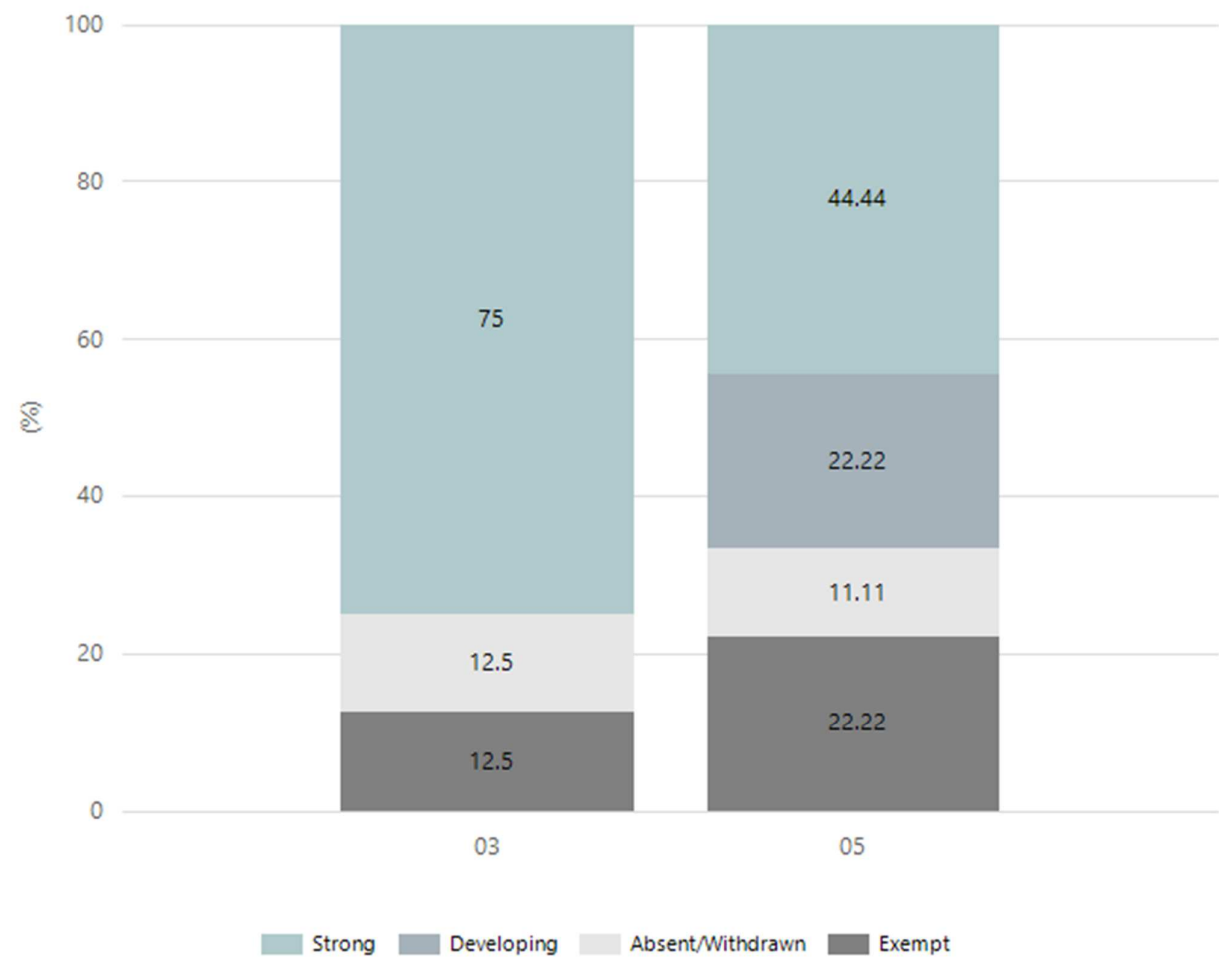
Reading



Year Level	03	05
Exceeding		1
Strong	5	2
Developing		2
Absent/Withdrawn	3	2
Exempt		2
Total	8	9

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

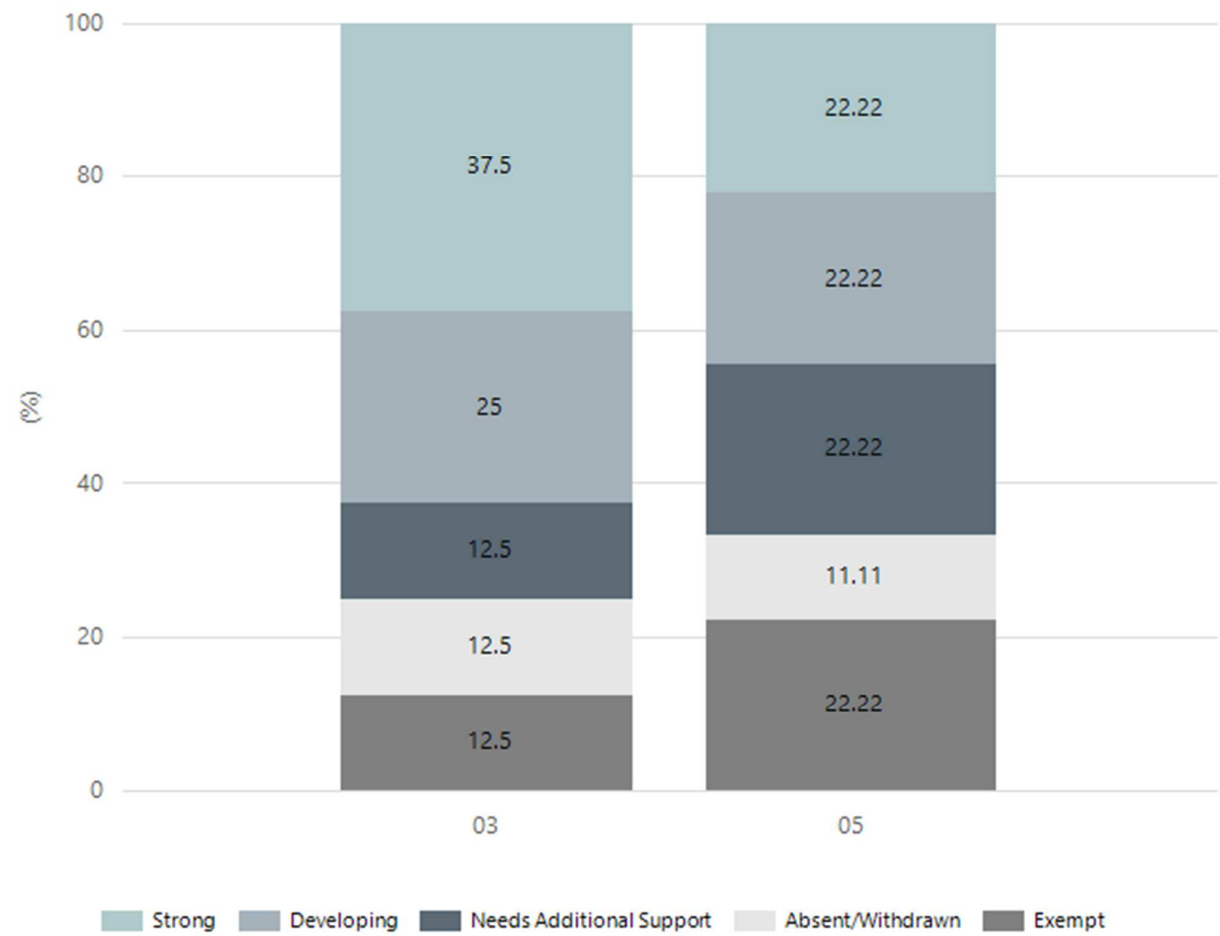
Writing



Year Level	03	05
Strong	6	4
Developing		2
Absent/Withdrawn	1	1
Exempt	1	2
Total	8	9

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

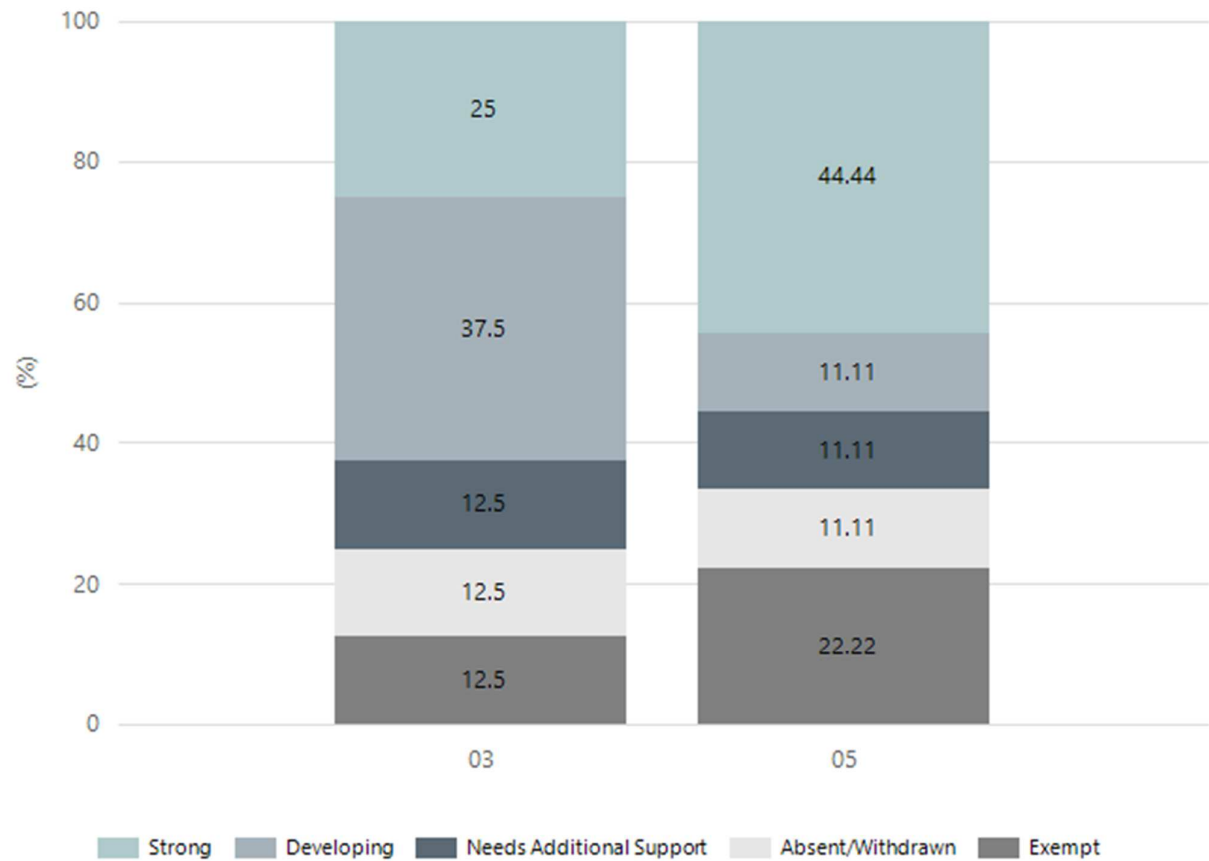
Grammar



Year Level	03	05
Strong	3	2
Developing	2	2
Needs Additional Support	1	2
Absent/Withdrawn	1	1
Exempt	1	2
Total	8	9

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

Spelling



Year Level	03	05
Strong	2	4
Developing	3	1
Needs Additional Support	1	1
Absent/Withdrawn	1	1
Exempt	1	2
Total	8	9

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

## Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	87.1%	94.2%	90.3%	89.5%
2022 centre	87.3%	90.9%	88.1%	92.1%
2023 centre	89.9%	89.8%	91.3%	91.8%
2024 centre	89%		81.1%	

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. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

## School Attendance

Year Level	2022	2023	2024
Reception	89.1%	92.6%	90.9%
Year 01	88.5%	90.7%	91.6%
Year 02	87.2%	89.0%	91.1%
Year 03	90.1%	88.1%	90.8%
Year 04	86.0%	89.0%	86.0%
Year 05	88.0%	86.5%	86.3%
Year 06	81.9%	86.7%	85.2%
Primary Other			91.7%
Total	87.6%	89.1%	89.1%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

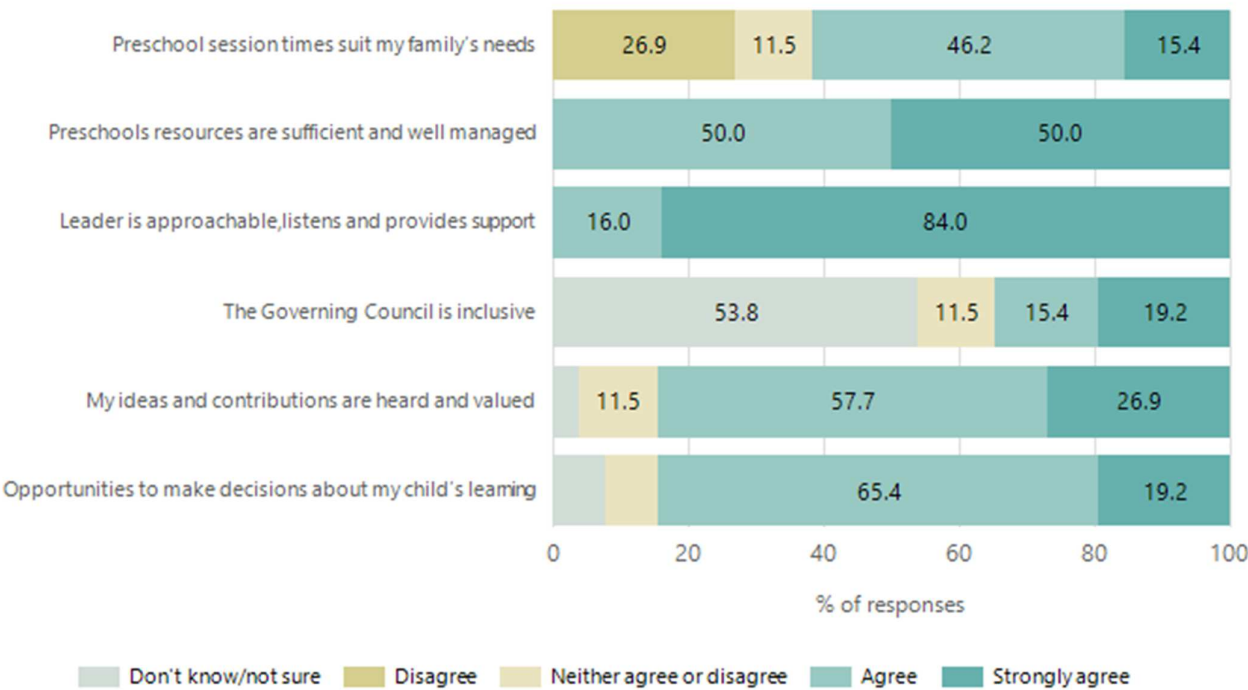
## Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

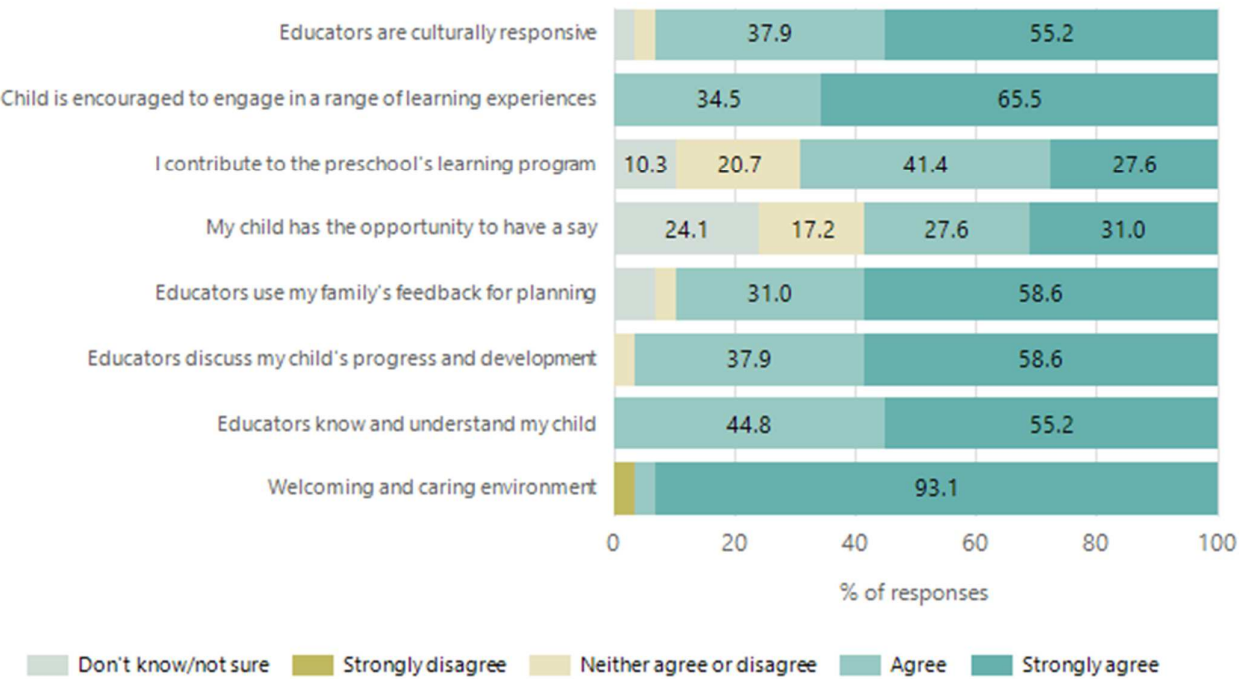
# Preschool Family Opinion Survey

## Governance, Leadership and Management



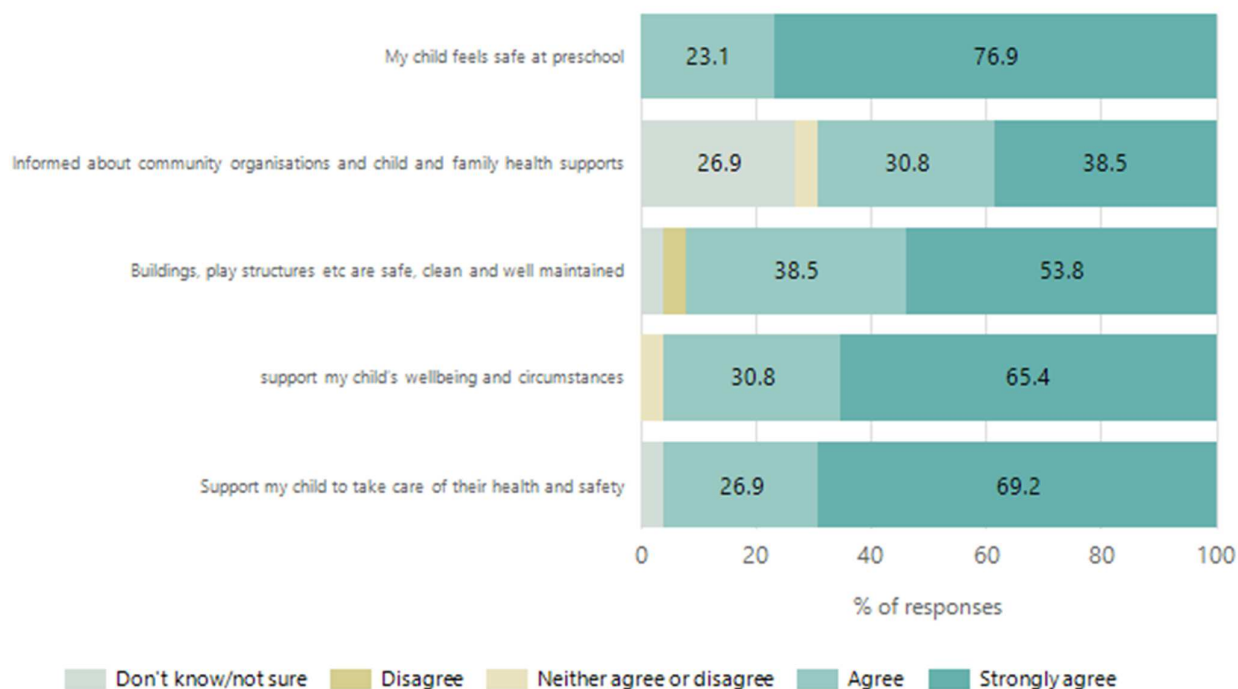
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Quality of Teaching and Learning



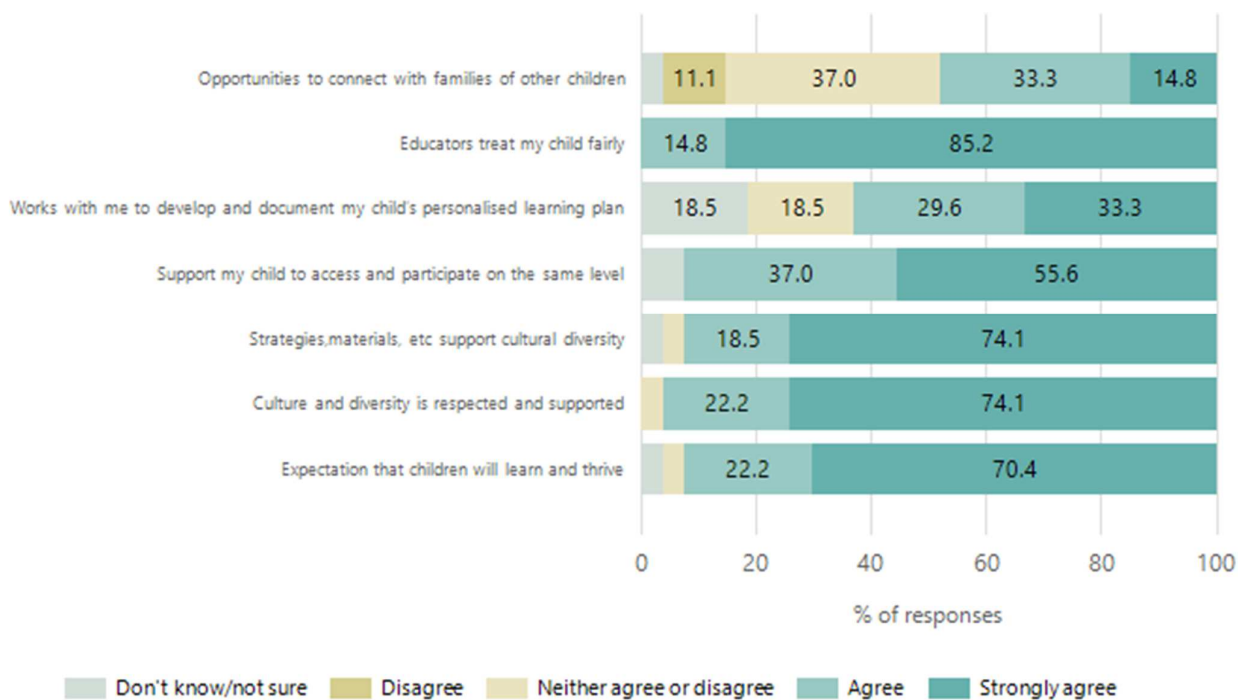
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

## Safety, Health and Wellbeing



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

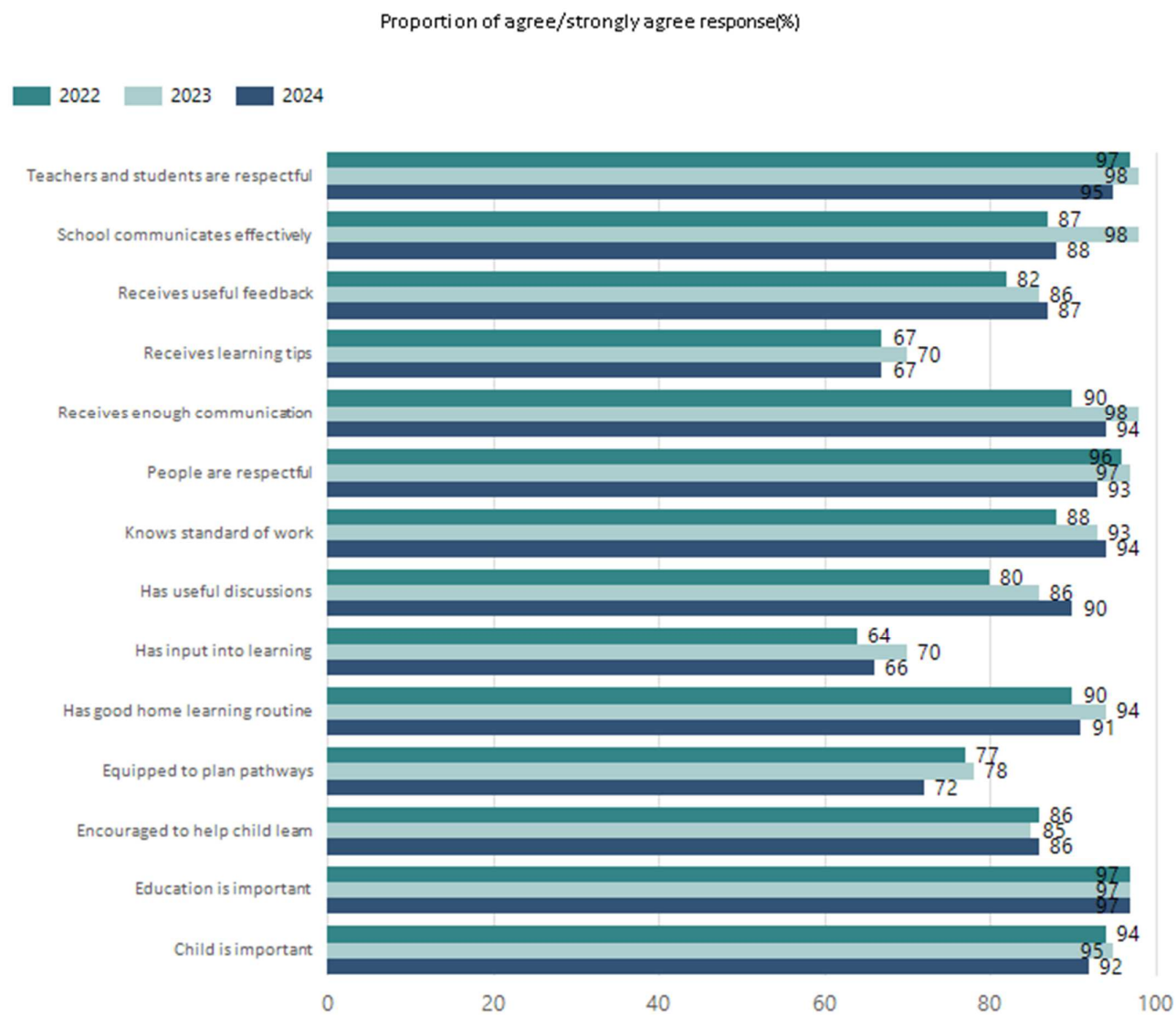
## Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.



# School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

# Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
1203 - Westport Primary School	96.0%	94.3%	92.4%
1246 - West Lakes Shore School		4.3%	

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

# Intended Destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	73.0%
U - UNKNOWN	3	27.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

## Highest 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's degrees or Diplomas	28
Postgraduate Qualifications	9

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

### Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	31.4	1.9	12.4
Persons	0.0	37.0	2.0	16.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave.  
"Indigenous category" is self-reported by staff in the system.

## Financial Statement

Funding Source	Amount
Grants: State	\$5, 889, 134
Grants: Commonwealth	-
Parent Contributions	\$274, 309
Fund Raising	\$23, 708
Other	\$72, 426

Data Source: School supplied data.