

RESPECT • EMPATHY • RESILIENCE

South Port Primary School

2021 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:

25 February 2022



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.

2021 was another interesting and unpredictable year, however, the students, parents/carers and staff at South Port continued to attend, perform well and stay positive considering the unprecedented circumstances our community was facing. As a site, we worked together to support each other to not only stay healthy but to strive to achieve improved learning outcomes, especially in Literacy and Numeracy.

In 2021 the site felt the impact of moving from a category 4 to a category 5 financially. We had to make decisions regarding our staffing and intervention and tailor according to funding and evidence that the programs supporting improved outcomes for students. Our Material and Services charges remained the same and approximately 40% of our families were eligible for school card.

Our enrolments throughout the year were on average 272 students, with ten mainstream and two special classes. Staff remained stable and included 7 part time and several contract teachers with the rest of being permanently employed. The Regional Junior Primary and Primary Special Small Classes on site, with 19 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 during both COVID lock downs. In the mainstream, 28 students were identified for extra support funding and 5 with an additional level of support. We also have a 0.2 AET to support our 18 Aboriginal students, 4 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.

Highlights for the year included: a Y5/6 Narnu Farm Camp, a Y3/4 school sleepover with a magician, aquatics and school swimming, Sports Day, Trixie the piglet who came to stay, Animal Capers, School Performances, Y5/6 trip to Finders University, Graduation and Leavers' Week, SAPSASA events, ATSI excursions and a very successful External School Review.

Governing council report

2021 the end of an era....

During the name changing process of both campuses the education department advised the joint governing council members of the primary school and kindergarten, that they should be separated and from 2022 form their own councils. So, this will be the last Joint report. Having said that we must try and continue the great relationship between the two sites as it benefits all those within.

In 2021 we welcomed the new director to the kindy, Carly Smith, and with her staff they have continued to grow and develop the site with the help from fundraising through Fun Fit Day and grants. With this funding they have added shade sails and blinds also painted the veranda. The children also have been able to do off site activities which included, local beach trips and visits to the Hopgood Theatre.

South Port Primary School has, over the year, continued with the rebranding of the school and developed a new logo, school colours and, with that, web sites and uniforms that are well underway, also the school underwent an External School Review which we came out of with more smiles than frowns giving the school good guideline to follow, which will only improve the site. With much pushing of contractors, the school has revamped the area by the old canteen, got new fences and much improved the looks with upgrading the front garden areas.

Finally, we must wish all those students who are graduating from both South Port Kindergarten and South Port Primary School all the best in their next level of studies and for their future, and the staff that are leaving the same.

Mark Wooding
Chairperson

Quality improvement planning

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

In maths our goal was to improve the number of achieving SEA particularly in the number strand.

Our key actions were:

- Teachers to learn use Oxford Maths Dashboard
- Y3-6 Teachers to work with our partnership Curriculum Leader around the scope and sequence and new AC resources
- Teachers to plan lesson content according to student needs using PAT M data
- Daily subitising and place value activities integrated into daily maths lessons

In reading our goal was to increase the SEA for reading.

Our key actions were:

- Y1 teachers to monitor and track phonics improvement throughout the year and implement relevant intervention as required
- HAT to work with Y3- 6 teachers on their implementation of Daily 5 to ensure a consistent site approach
- HAT to provide T and D for staff
- Regular monitoring and tracking of Running Records to ensure strategies ensure improved reading outcomes

In writing our goal was to increase the number of children achieving the expected proficiency for writing

Our key actions were:

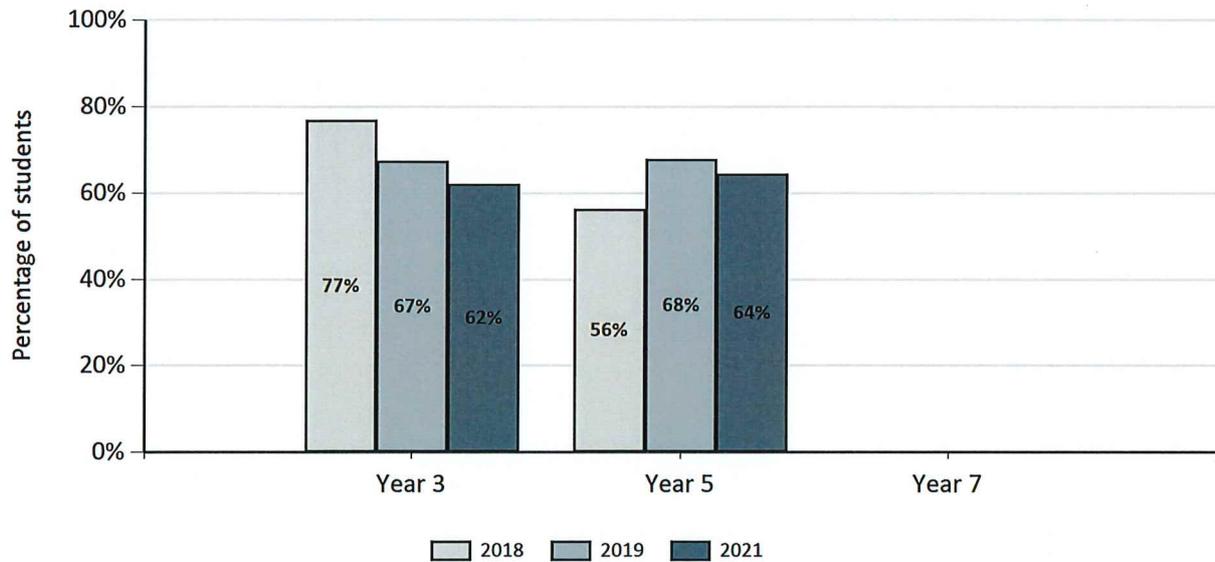
- Whole school Brightpath focus on moderation and T and D related to this
- Genre specific T and D for staff
- Teachers using the Brightpath data to recognize the gaps in the student writing and then use this information to improve outcomes
- EALD moderation linked to Brightpath student improvement

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

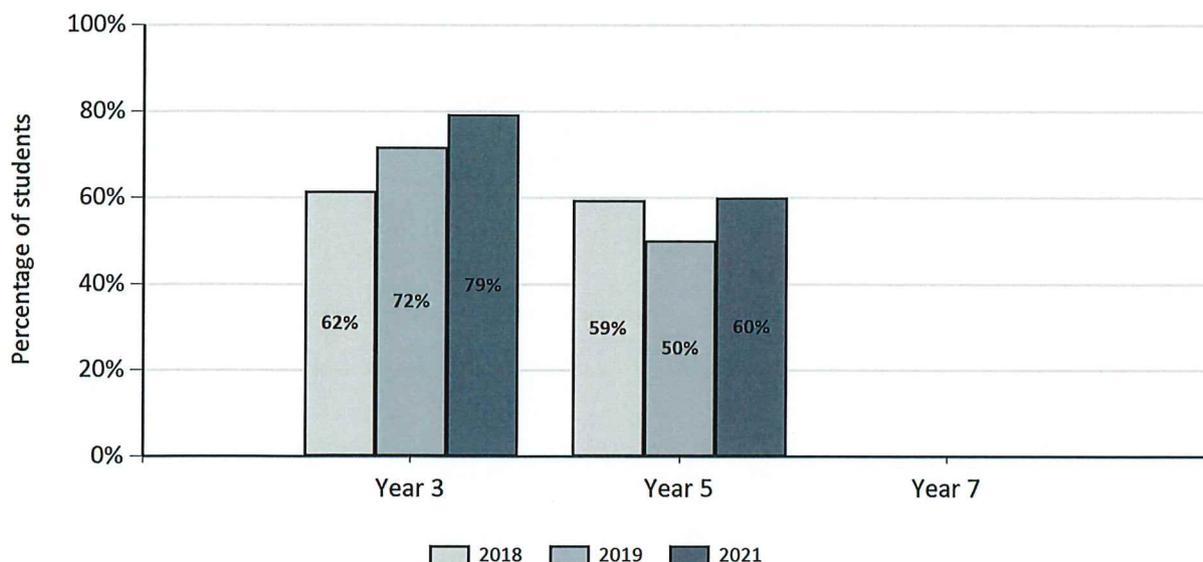


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	28%	*	33%
Middle progress group	41%	*	48%
Lower progress group	31%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	26%	*	33%
Middle progress group	47%	*	48%
Lower progress group	26%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

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 3 2021	29	29	8	4	28%	14%
Year 3 2019-2021 Average	37.5	37.5	11.0	5.5	29%	15%
Year 5 2021	45	45	5	2	11%	4%
Year 5 2019-2021 Average	36.5	36.5	2.5	1.0	7%	3%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

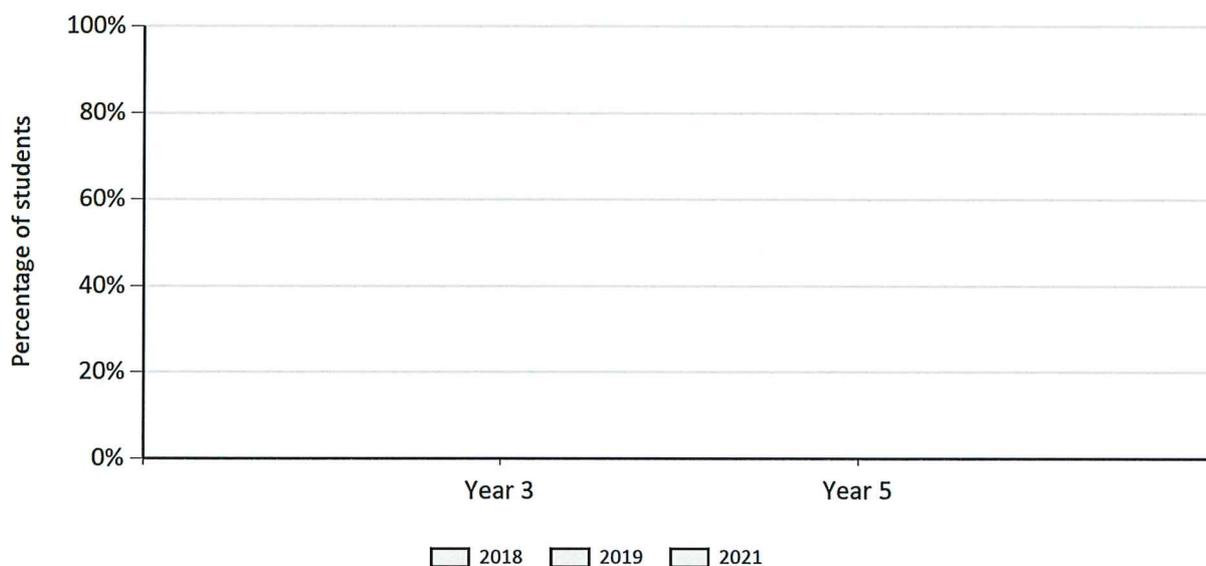
[^]includes absent and withdrawn students.

*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



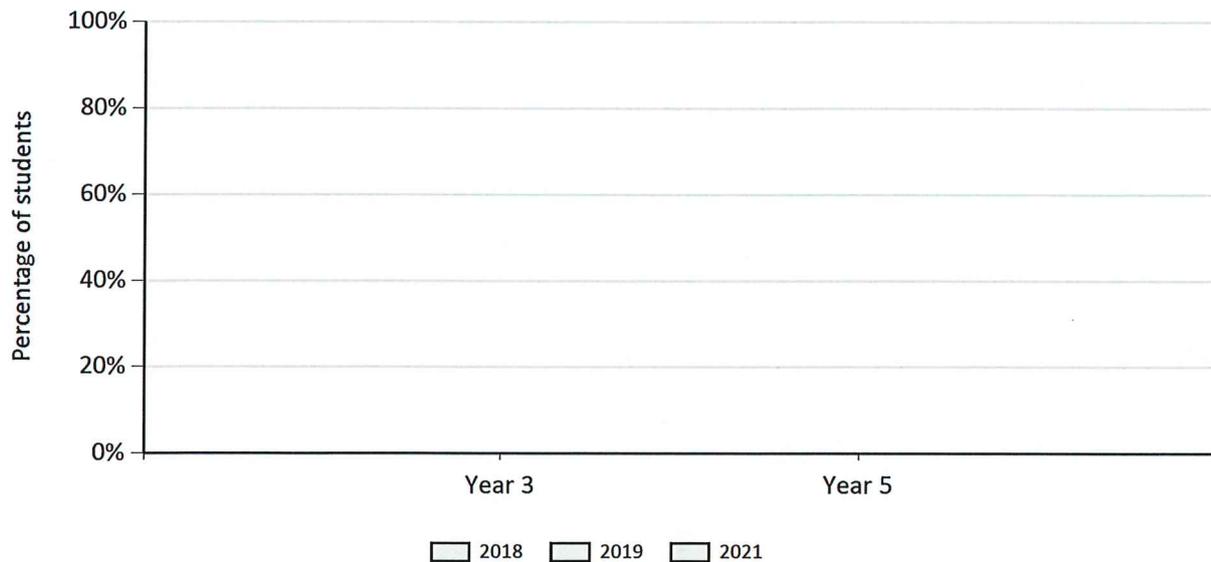
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Intervention & Support

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

2021 was the first year South Port had an ACEO for some time. We also implemented a targeted intervention approach using the APAS funding to appoint an SSO 2 to work with the students. Together the ACEO, the SSO and the AET worked together to ensure students literacy and numeracy needs were met. Tracking and monitoring was also a key part of this.

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

In 2021 we had an AET and an ACEO supporting our Aboriginal learners. The AET worked with some of our higher achiever readers and also 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. This was our first year of having a team around our Aboriginal learners and it was great to see improved reading outcome for all. We have also started to work on a Reconciliation Action Plan with the staff and community. One Plans continue to be a document that is used to drive targeted improvement with student, staff and parental/ caregiver voice.

School performance comment

Y1 Phonics Screener

There is much to be celebrated in the Junior Primary as our phonics results improve each year. In 2021 the improvement was dramatic as 86% achieved the expected achievement compared to 51% in 2020.

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 2021

When looking at our NAPLAN data it is worth considering that our school numbers are steadily increasing and we also have 2 special classes that the majority of students are exempt from participating in NAPLAN. We also didn't have any Y7s participate in NAPLAN in 2021 as our students usually transition to Seaford Secondary at the end of Y6.

Writing

In Y3 34% achieved higher bands which is our highest percentage on record. In Y5 62% achieved the NMS, which is our highest percentage since 2016.

Reading

Our reading results in Y3 are consistent with the 2019 results, with a quarter of the Y3s achieving higher bands. It's a similar pattern in Y5 but more children are now achieving higher bands.

Numeracy

Our maths data is showing signs of improving in Y3 and Y5 with more students demonstrating the expected achievement. We now need to continue this work and focus on higher band achievement.

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 vast majority of the Y2s, Y3s and Y4s exceeded the expectation for that year group. In Y5 and 6 we are seeing a significant shift towards more students achieving at or above the expected benchmark.

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 is showing 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	2018	2019	2020	2021
Reception	93.7%	93.0%	83.2%	91.2%
Year 1	93.4%	92.5%	87.8%	89.4%
Year 2	94.0%	91.0%	85.6%	91.6%
Year 3	90.8%	90.9%	87.8%	88.2%
Year 4	93.7%	89.0%	88.2%	91.7%
Year 5	91.9%	91.1%	85.9%	88.4%
Year 6	90.7%	93.1%	85.1%	90.6%
Year 7	59.9%	N/A	N/A	N/A
Primary Other	82.8%	86.6%	85.5%	87.8%
Total	91.6%	91.3%	86.3%	90.0%

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

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

Attendance comment

Attendance in 2021 was quite regular for most families, with a small percentage of families requiring extra support and/or truancy involvement to help them with attendance. Staff work closely with families to help with any attendance barriers and, when required, the Student Wellbeing Leader meets or speaks with the family to assist where appropriate. We increased the percentage of our whole school attendance from 2020 to 2021 and met the attendance target of 91%.

We will continue to work hand in hand with our families to support students to attend school every day.

Behaviour support comment

We have clear processes for managing and documenting behaviour and in partnership with parents/carers and staff 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 choir/music club, developing nature play areas, visiting the local skate park and in Term 4 an SSO outside twice a week to teach games and skills that students can then use independently in the yard. The library and computer room have also been open and well used by those seeking quieter activities. Interception time after lunch and timetabled SSO support for identified students has continued to decrease the number of students in the Reflection Room at lunch times. We have had whole school training by the Department for Education and Child Development Occupational Therapists.

Parent opinion survey summary

This year we had 88 responses, which is an improvement on 2020. Parents and caregivers find that our community are respectful towards each other and communication is effective. Feedback between school and home has improved and the community view education as important. We need to work on ensuring that any work sent home is clear to the parents and caregivers so they understand the value and meaning of the task. They would like more learning tips so they can support their child better and also input more into the learning in the classroom. Teachers need to ensure parents and caregivers are clear about the standard of work expected in that year group and communicate clear success criteria through examples of work.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	12.8%
QL - LEFT SA FOR QLD	2	4.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	39	83.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. 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 registr

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 2021 .

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 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$5,403
Grants: Commonwealth	\$11,500
Parent Contributions	\$88,104
Fund Raising	\$9,200
Other	\$11,766

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

2021 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 2021 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	Whole school focus on the Zones of Regulation through targeted work with Department OTs. Environments were audited and improved. OTs supported teachers in the JP team.	Students developed greater emotional regulation and began to use strategies them
	Improved outcomes for students with an additional language or dialect	Our Literacy Lead Teacher supported teachers through the moderation process so that the next steps were identified and actioned through class differentiation.	Individuals were tracked and next steps linked with the Brightpath moderation.
	Inclusive Education Support Program	Leadership coached teachers through the One Plan process ensuring goals were relevant and meaningful to the child.	Students were able to achieve their goals and move onto the next one.
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	The AET focused on the ATSI students who were above SEA in reading, whilst the SSO2 (with the APAS funding) targeted students who needed support to achieve the SEA in reading and mathematics. Comprehension and trusting the count were the main areas of development. Intervention programs like MiniLit and a phonological awareness intervention program were the main focus in the Junior Primary to support identified students. Early Years teachers were released for phonological awareness screening termly whilst Y1 teachers developed a phonics intervention program.	ATSI students improved their comprehension skills using an agreed common approach. In the JP our Running Records data improved as did our Y1 Phonics Screener.
Program funding for all students	Australian Curriculum	Y3-6 teachers participated in maths T and D led by the partnership curriculum leader with a focus on the use of the new curriculum documentation and how to use this in their planning for their specific class.	Our PAT M data in Y3-6 is starting to show improvement.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	We implemented Literacy intervention, such as MiniLit and phonological awareness, and Numeracy intervention, such as Maths 4 Learning Inclusion, for targeted students.	Improvement for targeted students in their reading and number data.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A