

# Port Noarlunga Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Port Noarlunga Primary School Number: 362

Partnership: River Hub

**Name of School Principal:**

Marie Wright

**Name of Governing Council Chair:**

Danielle Carr

**Date of Endorsement:**

## School Context and Highlights

Context: Port Noarlunga is an area that is growing and developing which has led to the school being at capacity for 2018. We are unable to enrol any students who are living 'out of zone' due to our high numbers and lack of space. With 67% of our students residing out of the school zone we have an enrolment management plan in place and are tracking future enrolments and trends. There are ....% of students receiving a School Card allowance, ...% are identified with a disability, ...% with English as a second language and ...% identifying as Aboriginal.

In 2017 the school ran 17 classes and offered Health and Physical Education, Performing Arts, History and French as specialist areas.

One of the State's Aquatics Centres is based at the school and strengthens our links with the local beach and river environment.

### Highlights:

A change of Principal occurred at the start of Term 3. Marie Wright joined Port Noarlunga Primary School taking over the reins from Jo Rowell who had led the school for the previous 12 months. Jo's ability and willingness to step into the Principal role meant that the school was able to continue developing and building while persisting to hire a new Principal. This provided all with stability due to Jo's passion and dedication for the school and it's students.

Community events such as our annual Twilight Dance Night, Open Night and Beach Carnival were all successful and well attended.

There were opportunities for teachers to lead in a variety of curriculum areas both in the school and across the River Hub Partnership.

The shared learning opportunities in Assessment and Moderation were useful and further developed teacher skills in this area. Kingsley Heard and Brett Horsfall took on a leadership role in the delivery and facilitation of the Upper Primary sessions.

One significant highlight was the work of Desma McMillan's class in Numeracy. Early in the year the students identified the amount of litter generated in class and in the yard as a concern and an area of focus. They managed to reduce the waste in their classroom to barely a scrap over the course of the year. The impact was great and students took ownership of the waste issue across the school culminating in a Wipe Out Waste assembly and the class project being written up for publication.

## Governing Council Report

As always 2017 was an interesting and enjoyable year for the Governing Council. Some highlights include:

- being a part of the panel selection committee which appointed Marie Wright as principal
- establishing an Environmental Committee
- deciding how to spend fundraising monies; bin enclosures, Aboriginal flag, defibrillator, Beebots (coding robots)
- organising different fundraising events eg. Family Photo Day, FunRun
- considering how best to meet the needs of students in regards to camps
- becoming a part of AUSSI (Australian Sustainable Schools Initiative); a network of schools committed to sustainability
- discussing the new report format and the language used within
- working towards getting the school siren fully functional
- setting up a Litter Free fundraising opportunity for the school and its community

Being a part of the Governing Council is a rewarding and valuable experience for anyone wanting to play a part in our school and how it runs. It gives you the opportunity to play a positive role in this community of committed teachers and staff, dedicated parents and care givers, and hardworking students. We are always looking for new members, and everyone is welcome, so please consider joining in 2018.

## Improvement Planning and Outcomes

Track and Monitor Every Learner's Growth - Priorities:

- Improvements in educational outcomes for priority groups are sustained
- Evidence based improvement, accountability processes and data analysis are used to plan, monitor and review for improved learning outcomes

Outcomes:

The schools continued use of Scorelink to track and monitor every students' learning outcomes has ensured that all data is at hand and ready to analyse and use when planning for teaching and learning. The move to the 'cloud' has enabled teacher access out of hours and off site. The whole of site data schedule has supported all to ensure that data collection and entry timelines are adhered to.

Intervention programs drew upon the data collected and were individualised where appropriate for those students not meeting the SEA.

Have a Numeracy and Literacy Improvement Cycle - Priorities:

- Students achieves and maintain higher standards of learning achievement in Literacy and Numeracy

Outcomes:

All teaching staff participated in cross partnership assessment design and moderation training and development. This deepened understanding of A to E grading in Maths and how to effectively design assessment tasks.

Staff PD meetings were focused on Literacy and Numeracy improvement and PLC discussions centered around this.

The BrightPath writing trial enabled teachers to plan and moderate writing tasks twice in 2017 and this will continue in 2018.

Enact Changes in Pedagogical Practice - Priorities:

- Continue to improve teaching quality and leadership capability
- Staff members build their skills, knowledge and understanding of task design, moderation and assessment, with a focus on improved pedagogy in Literacy and Numeracy

Outcomes:

The assessment and moderation learning opportunities above supported the growth in teacher quality and leadership capability for some.

4 teachers and a member of the leadership team participated in a Numeracy project which developed their knowledge and skills in executive function and the Australian Curriculum

The introduction of PLCs in year level groupings proved successful and will be built upon in 2018.

Identify and Enact Clear Intervention Processes - Priorities

- Whole school intervention processes are implemented and reviewed
- The school's attendance data will reflect the DECD targets

-Improve learner resilience and cognitive engagement through the development of a growth mindset in out students and community members

Identified students were provided with intervention through Speedy Smarties, QuickSmart and through the site teacher release and intervention process that targets students with specific needs.

A new attendance process was investigated and trialled in Term 4 to target late students and unexplained absences. We will see the results of this in 2018.

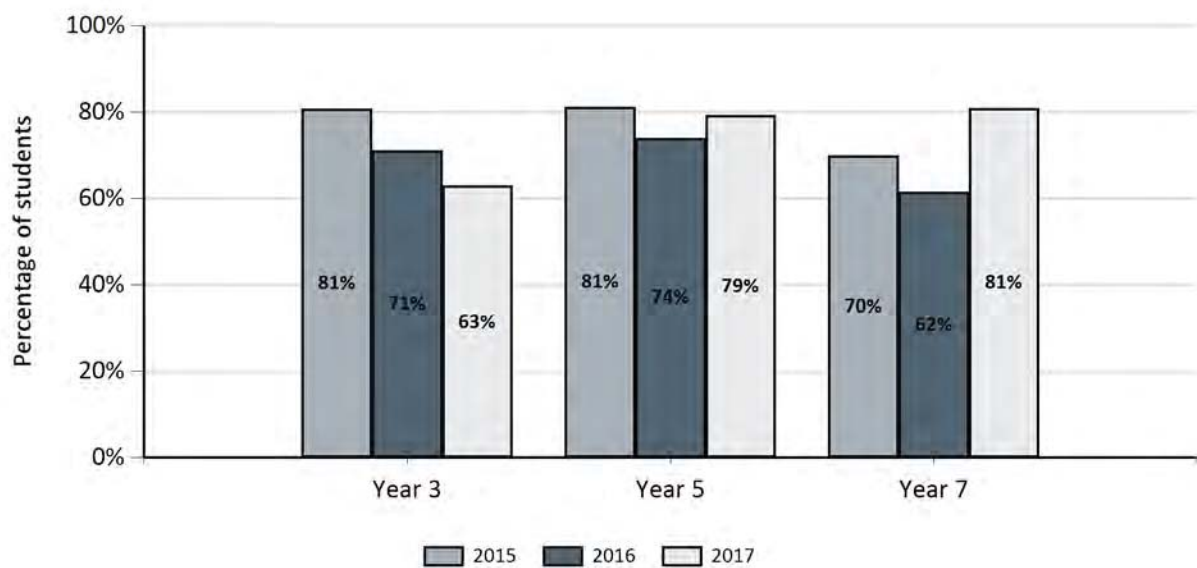
The Early Years Drawing Tool demonstrated that students in Reception and Year 1 have a strong understanding of growth mindset and they were able to explain what the Pit is and how to get unstuck.

## Performance Summary

### NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

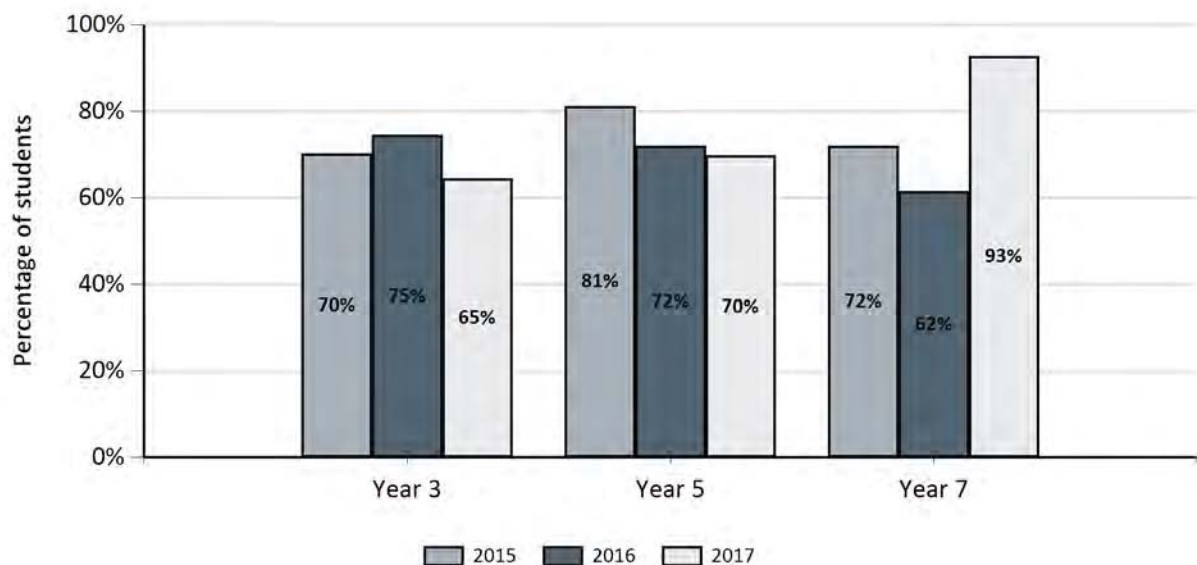
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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 2015 to 2017 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	26%	25%	25%
Middle progress group	53%	50%	50%
Lower progress group	21%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

### Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	35%	20%	25%
Middle progress group	57%	58%	50%
Lower progress group	8%	22%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	62	62	18	10	29%	16%
Year 3 2015-17 Average	59.3	59.3	18.7	9.0	31%	15%
Year 5 2017	53	53	13	7	25%	13%
Year 5 2015-17 Average	50.3	50.3	15.0	7.7	30%	15%
Year 7 2017	42	42	10	6	24%	14%
Year 7 2015-17 Average	39.3	39.3	6.0	5.0	15%	13%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>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.

## School Performance Comment

The NAPLAN results in Reading and Numeracy show improvement with fewer students in the lower bands in all areas and an increase in the highest bands in all but the Year 5-7 Reading. The Year 5-7 Numeracy progression was particularly positive with only 8% of students in the lower progress group. This can be attributed to a consistent and shared approach to maths teaching across the Year 6 and 7 classes. There needs to be a focus on improving the number of students retained in the Upper Bands through stretch strategies.

It is important that we focus on the Standard of Educational Achievement when analysing NAPLAN data as the National Minimum Standard is set at a lower level and this is not an appropriate expectation for our students. Upon analysis and comparison of SEA and NMS we found that there were a number of students who were not achieving SEA in Reading and Numeracy in Year 3. In Year 5 there were only 3 students not reaching SEA in reading but a number who did not achieve SEA in Numeracy. The Year 7 analysis showed that more students reached the SEA in Numeracy than Reading however there were more students who did not achieve in both learning areas.

The Term 3 Running Records data showed that there were classes (not all) that demonstrated very low growth in a 6 month period with some students demonstrating no growth at all. This led to each teacher meeting with the Principal to explain their reading program and why there was very little or no growth.

### Future direction

The PLCs in 2018 will focus on Reading and Numeracy improvement strategies and it is expected that they will undertake research based trials to ensure that these areas show growth.

Students who did not meet the SEA in 2017 will be noted in their classroom teachers Professional Development Plan and will be discussed at each Professional Development Meeting held with the Principal in 2018.

Targeted support will be provided to these students.

There will be regular analysis of reading levels of the R-2 students and interventions put in place early if there is little or no growth each term.

## Attendance

Year level	2014	2015	2016	2017
Reception	92.5%	94.6%	92.8%	95.4%
Year 1	94.0%	92.8%	91.5%	93.4%
Year 2	94.7%	94.1%	93.6%	93.6%
Year 3	93.1%	93.9%	93.9%	93.0%
Year 4	93.3%	93.2%	93.2%	94.1%
Year 5	93.4%	94.4%	93.5%	91.3%
Year 6	91.8%	92.9%	93.8%	91.0%
Year 7	90.1%	92.7%	88.8%	91.0%
Total	93.0%	93.6%	92.9%	93.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

There has been a stable attendance of 93% over the past 4 years and we are aiming to raise that figure to 95% in 2018. The attendance figures in Year 6 and 7 were impacted by students who were on part day and alternate programs and one student that we were unable to locate at times due to mobility. The Attendance Officer supported in these cases. We see that our Reception students have the best attendance due to the high levels of parental involvement in the Early Years. The introduction of the Academy attendance system is expected to improve unexplained absences and lateness.

## Behaviour Management Comment

Student behaviours involving bullying or violence for 2017 have shown a dramatic increase from 2016. These are behaviours which required a serious consequence as per the DECD guidelines. There were 88 incidents of Take Home or Suspensions however 58 Take Homes and 43 Suspensions involved only 5 students. One student moved school before the exclusion process was completed. The school has worked with parents, social workers, interagency personnel, CAMHS, DCP and a range of other support agencies with regard to supporting these students. Data reported to Governing Council explained strategies used to support all students' behaviour. Victoria Corbett's role as SWL supported students, teachers and parents with wellbeing, including behavioural issues.

## Client Opinion Summary

We used the National Parent, Student and Staff Surveys as a means of gaining opinions from all members of our school community.

Parent surveys were sent home to all families and 52 parents returned their responses. Overall, the responses were very positive, with all levels of agreement at 70% or above. The management of student behaviour has continued to be of most concern to parents, with this issue recording the lowest level of agreement (70.8%). While we believe that our behaviour management practices are very well managed and effective, the whole school staff will undertake Restorative Practices training in 2018 in order to further improve consistency of approach. The highest level of agreement (87%) was that our parents believe that their children feel safe at our school. This was closely followed by strong agreement (86.5%) that our parents believe that their children like being at our school and that our parents believe that they can talk to their children's teacher about any concerns (85.6%). There was also the opportunity for parents to provide written comments about aspects of the school that they felt were working well or needed some improvement. Many of these comments were shared with the whole school community, along with clarification or comments where it was deemed appropriate.

The student surveys were completed by students in Years 5 to 7. Of most concern to students was management of student behaviour (60.6%). They most strongly agreed that their teachers expect them to do their best (91.3%) and also that school gives them the opportunity to do interesting things (86.1%).

The staff survey was completed by 30 staff members. As in previous years, these were very positive, with the lowest level of agreement being at 77.1%. This area of concern was around student learning needs being met, and is an area where we are continually striving to improve. Appropriately, the highest level of agreement (89.7%) was around the statement that the school looks for ways to improve. The 2018 school year will bring an increased focus on literacy and numeracy. New programmes and strategies will be implemented to ensure that each student receives the support that they need to achieve their goals.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	23.3%
Transfer to SA Govt School	45	75.0%
Unknown	1	1.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

Jo Rowell manages the Relevant History Screening process for staff members and parent volunteers. We adhere to the DECD policy. Volunteers also need to undertake the RAN training for volunteers and there will be an updated version of this offered in 2018. All clearances are entered into EDSAS, as well as being recorded in an Excel spreadsheet for ease of access and sorting.



## Teacher Qualifications 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	41
Post Graduate Qualifications	16

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: 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	25.6	0.6	11.8
Persons	0	30	1	17

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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

## 2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Not applicable (less than 6 students)	Not applicable
	Improved Outcomes for Students with an Additional Language or Dialect	All students identified as EALD students were assessed using the Language and Literacy Levels and these were recorded in EDSAS as required. Support provided one to one, small group and differentiated curriculum	Students demonstrated improvement in language and literacy levels and BrightPath
	Improved Outcomes for Students with Disabilities	Students with a verified disability were supported in small groups, 1:1 and in class. Intervention and support was determined through assessments linked to NEP goals set with teachers, parents and Special Educ' teacher	Students progressed at individual rates as per their Negotiated Education Plans
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Our Aboriginal Community Education Officer, Jake Burgoyne, worked with our Aboriginal students in a range of ways, including supporting their learning and building their cultural identity. He was employed as an SSO to provide targeted learning support as funded by APAS funding. A range of intervention programmes supported our students with their literacy and numeracy skills. AN emphasis was on supporting our students to reach the DECD Standard of Educational Achievement (SEA). A Special Education teacher is employed 0.6 to support assessment, learning and intervention programs across the site. Australian Curriculum was fully implemented	All students were supported to achieve against agreed goals. Teacher training focused on improving teaching and learning in literacy, numeracy and moderation
Program Funding for all Students	Australian Curriculum	N/A	
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	This finding was used to support intervention programmes for targeted students identified through assessment data analysis. Programmes included Speedy Smarties, Quick Smart Numeracy and Literacy and EY reading interv'n	Students showed improvement against agreed goals and measures
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	The Student Wellbeing Leader position was funded for 0/59 but increased to fulltime. The role involves working closely with outside agencies and support services. There is a teaching role providing What's the Buzz	Students/families were supported with regard to a range of school/family issues