



Port Pirie West Primary School

2018 annual report to the school community



Government
of South Australia
Department for Education

Port Pirie West Primary School Number: 363

Partnership: Pirie

Name of school principal:

Fiona Perry

Name of governing council chair:

Matt Giles

Date of endorsement:

Tuesday 12th February 2019

School context and highlights

Established in 1877, Port Pirie West Primary continues to make significant contributions to education in the local community. The vision, "A quality learning environment where everyone belongs" encapsulates the culture of the community.

Pirie West strives for continuous improvement and takes pride in its commitment to the focus on learning. The qualities for learning, Respect, Responsibility, Confidence and Persistence are reflected in all aspects of the school.

Port Pirie West is part of the Pirie Partnership which comprises of four Pre-schools, five Primary Schools and a Secondary School. The campus includes Port Pirie West Children's Centre and the Port Pirie West Dental Clinic.

Port Pirie West is a Category 2 on the Index of Educational Disadvantage. The school population reflects the cultural and social diversity at the school. 72% of the total student population receives School Card support. A significant number of students require support in literacy, numeracy and social skills. 17% of the student population are identified as Students with Disabilities and Negotiated Education Plans are in place for these students. 17% of the student population identify as Aboriginal and Torres Strait Islander students.

The school has 10 classes with 227 students enrolled. The school allocated extra SSO time for reading and maths support.

Highlights of 2018 included:

- Professional Development (PD) for Back to Front Maths, Sprint Goals and Literacy
- Implementation of the Collaborative Impact Program (Learning Intentions and Success Criteria in classes)
- Improved Year 3 NAPLAN results in all 5 areas of Reading, Writing, Spelling, Grammar and Numeracy
- The opening of the new STEM building and being involved with the Kindy to Reception STEM Bridge project
- The introduction of a Facebook page dedicated to learning
- Choir, Dance Troupe, Rave performance (and award) and End of Year Concert
- Bubble Show and Robotics sessions for R-7 classes
- Colour Fun Run, Mothers' Day and Fathers' Day, Raffles, Governing Council BBQ, SRC Movie afternoons and disco fundraisers
- Sports Day on the new Pirie West Oval, Rugby Carnival & SAPSASA Carnivals
- Excursions to Moonta (R-4), Port Augusta Aquatics and Arbury Park (Yr 5-7)
- Book Week 'Find your Treasure' theme, including a Parade, shared reading, Pirate Art Gallery and staff skits
- Woolworths Health Tours for all students
- Pirie West Pirate Pageant Float entry in the Pirie Twilight Pageant.

Governing council report

It gives me great pleasure to present this report in my first year as Chairperson of our Governing Council, and what a year it has been. Firstly, we commenced the year with a new leadership team. Both Fiona Perry and Rob Jeffries have stepped into these vital roles of Principal and Deputy Principal respectively with enthusiasm and a genuine passion. Their strong leadership and continual planning and review will ensure that our school continues to focus on the areas of most importance to our students, and will ensure continuing growth in these areas.

This year has also been a year of 'firsts' for Port Pirie West Primary School – the first Facebook post on the School Facebook page, the first classes being held in the fantastic STEM building, along with Breakfast Club continuing and utilising the amazing kitchen and wet area facilities. We held our first Sports Day on the redeveloped School Oval, our first (and hugely successful) Colour Run, the Pirie West Pirates 'taking over' the Christmas Pageant and finally but no means last our Family Fun Night. All of these events show a commitment and dedication to our children.

Governing Council have worked collaboratively and closely with leadership this year to address issues and members have been on a number of sub committees to gain a broader view of our school.

I must also acknowledge the dedication, commitment and caring of the staff, volunteers and Governing Council members who keep the wheels turning and make Port Pirie West Primary the dynamic and progressive institution that it is. The advice and support I have received from leadership and most importantly our Office staff has been greatly appreciated and I thank them for their assistance in making my role so enjoyable and rewarding.

I look forward to a positive 2019, and wish to make a couple of special mentions. Firstly to Rob Jeffries, who has been successful in winning the Principal position as Napperby Primary School – whilst Napperby's gain is our loss for this period I am sure Rob will excel in this position. To Kendra Smith who has been successful in winning the Deputy Principal position at PPWPS and Dave Phillips who has been appointed Well Being Coordinator for the next 3 years. Congratulations and best wishes to all! Finally to Vicki McMahon, our much loved Canteen Manager who is leaving us for new adventures. Vicki and her husband Roger have shown tremendous dedication to Port Pirie West Primary School for over 10 years.

Improvement planning and outcomes

2018 Goals

- Increase the number of students achieving the SEA (Standard of Educational Achievement) – Achieved in Maths (Year 3/4) assessed using PATM (Progressive Achievement Test for Maths)
- Regularly monitor reading data to evaluate effectiveness of the teaching of reading - Achieved
- Teachers using written Learning Intentions and Success Criteria for English and Maths - Achieved
- (Professional Development organised for 2018 Week 0, to support staff development in this area - Achieved)
- Students knowing their achievement levels in English and Maths – Achieved – Each student has a Learning Passport to track their own progress against Department for Education standards and to set SMART goals - Achieved
- Students demonstrating resilience and taking ownership of their learning - Partially Achieved

Actions

- Fluency reading
- Maths support
- Back to Front Maths PD for Early Years teachers and Middle Years teachers with Tierney Kennedy
- Literacy Professional Development with Stephen Graham
- Whole Partnership Moderation PD
- Big Ideas in Number PD
- AET working on improving literacy and numeracy with students as per ILPs
- 3 teachers from the Numeracy Action Team trialled collecting, analysing misconception data and then implementing appropriate intervention
- WSA rubric used for Line Management
- Commitment to the Visible Learning Plan and Numeracy Action Plan
- Develop and implement strategies for goal setting with staff and students (Learning Passports)

Recommendations for 2019

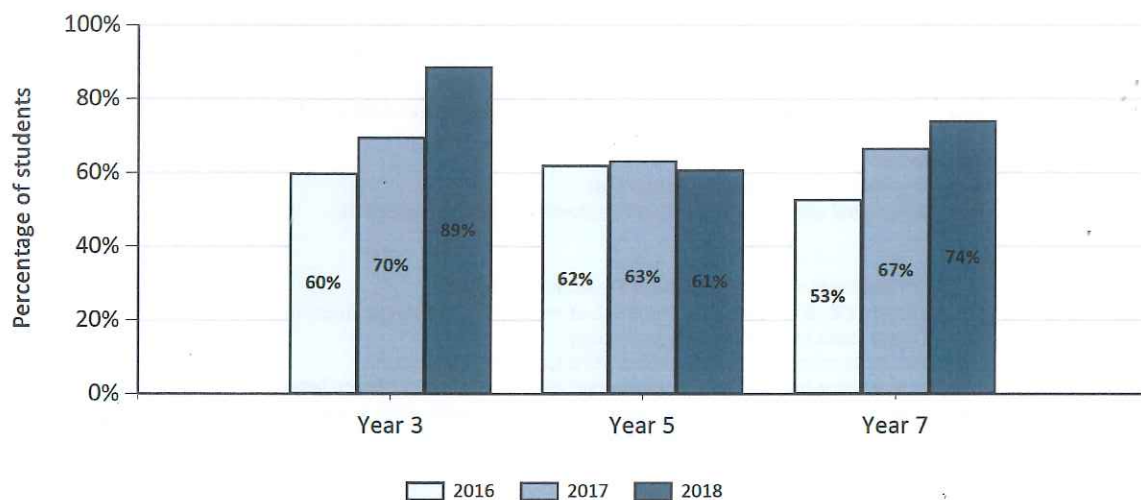
- Continue to increase the number of students achieving SEA for Reading and Maths
- Set Maths Sprints as part of planning cycle (5 week goals, review and modify) to challenge students
- Continue Big Ideas in Number PD and Back to Front Maths pedagogy
- Continue to develop visible learners by working towards Collaborative Learning Plan goals
- SSOs work in class with students, any extra intervention is timetabled outside Maths / Literacy lessons
- Implement 30 minutes of reading per day, 15 minutes in the morning and 15 minutes after lunch
- Review and continue to implement Whole School Approaches and analyse data
- Sharing of Lead Teacher practice
- WSA rubrics reviewed and agreed on
- Each class to implement one familiar challenging Maths problem per week (1 lesson)
- Continue to trial Mindfulness program in classes (clarifying stage)
- Guided Reading PD with Stephen Graham

Performance Summary

NAPLAN Proficiency

The Dept. 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.

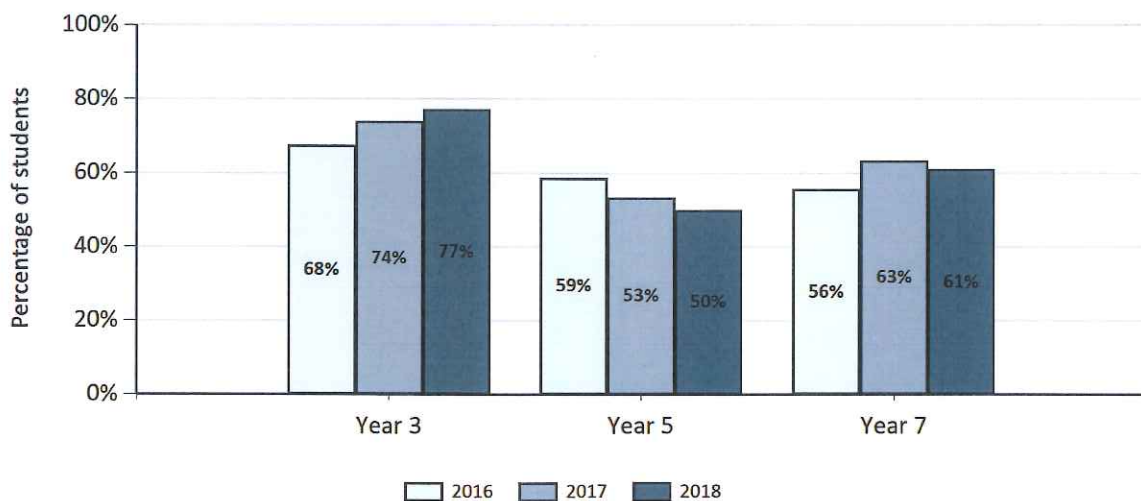
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	27%	10%	25%
Middle progress group	54%	65%	50%
Lower progress group	19%	25%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 3-5	Year 5-7	State (average)
Upper progress group	4%	15%	25%
Middle progress group	60%	55%	50%
Lower progress group	36%	30%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 [^]		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 2018	35	35	15	10	43%	29%
Year 3 2016-18 average	32.7	32.7	8.0	6.0	24%	18%
Year 5 2018	28	28	2	1	7%	4%
Year 5 2016-18 average	29.0	29.0	4.0	1.3	14%	5%
Year 7 2018	23	23	4	2	17%	9%
Year 7 2016-18 average	29.7	29.7	3.7	3.7	12%	12%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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

NAPLAN data indicates an improvement in 9 out of 15 areas compared to 2017. All Year 3 data has improved. Year 5 data has improved in Spelling and Year 7 data has improved in Reading, Spelling and Grammar. Numeracy did not improve in Year 5 or Year 7. Approximately 90% of students achieved the National Minimum Standard for Reading and Numeracy.

The best growth rate was in Reading from Year 3 to Year 5 and least growth was in Numeracy from Year 3 to Year 5.

Other data sources including PATM, PATR and Running Records verify the NAPLAN data.

Effect size data from PATM testing has shown that in the last year, Year 3, 4 and 5 students have improved more than one year in Reading.

Effect size data from PATR testing has shown that in the last year, Year 3 and 4 students have improved more than one year in Maths.

RUNNING RECORDS

30% of students from Reception to Year 2 achieved SEA benchmarks for reading.

SCHOOL BASED DATA

PM BENCHMARKS (READING)

35% of Reception to Year 7 students achieved an age appropriate reading level according to the school benchmark. This result is much lower and does not reflect national data (20% discrepancy).

WORD KNOWLEDGE

13% of Year 4 to 6 students have achieved at or above the school's benchmark for spelling using the Multilit Spell-It diagnostic test. This school based benchmark is high and will be reviewed this year.

SIGHT WORD RECOGNITION

46% of students from Reception to Year 2 achieved the school benchmark for sight word recognition using the Oxford Sight Word list.

PHONOLOGICAL AWARENESS

Using the Phonological Skill Mapping Screen 54% of students from Reception to Year 2 have age appropriate Phonological Awareness Skills.

RAINBOW READING was used as an Intervention program for Year 1 to 3 students. Younger students demonstrated more growth on average while participating in the program.

Attendance

Year level	2015	2016	2017	2018
Reception	87.9%	87.8%	81.2%	86.9%
Year 1	90.1%	86.7%	86.9%	81.9%
Year 2	87.3%	87.2%	87.6%	89.1%
Year 3	88.1%	85.3%	91.2%	87.2%
Year 4	89.2%	84.7%	85.1%	89.7%
Year 5	86.7%	90.5%	82.6%	86.2%
Year 6	89.3%	85.1%	86.9%	83.3%
Year 7	86.5%	88.5%	86.1%	84.5%
Primary other			82.1%	
Total	88.1%	86.9%	86.0%	86.2%

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

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

Attendance comment

Support has been designed to encourage students to attend regularly and absences are responded to promptly. A range of strategies to address attendance were in operation, including:

- Attendance Wall that displayed class attendance percentages, this later became digitally created and shared graphs
- Student awards and incentives for meeting attendance goals
- Families contacted by classroom teachers in response to unverified absences
- ACEO and AET home visits and intervention for students
- Attendance referrals and support from District Attendance Officer

2018 average attendance was 84.6%

Behaviour management comment

Student behaviour continues to be of concern. This has been managed by employing positive strategies and responses to behaviours that are unacceptable and impact the learning of other students. Behaviour intervention, such as Office Time Outs were higher than in 2017. The amount of suspensions for varying behaviours was much higher than in 2017. This was mainly due to a more consistent approach to discipline for all inappropriate behaviours. The number of exclusions had decreased.

Current strategies in place to support behaviours are:

- Lunchtime activities to reduce yard incidences
- Acknowledgement of positive behaviours and recognition of students displaying the school values
- Inter Agency support i.e. Yourtown
- Modified timetables.

Client opinion summary

Feedback from students, parents and staff were provided through the use of anonymous surveys. Results are as follows:

Staff

The Department for Education Perspective Survey was used. This survey asked a variety of questions about teaching and engagement with the school. 82% of staff reported they were engaged in the school and reported Pirie West as a positive school environment. 90% of staff reported that the school uses formative assessment (ongoing) and 76% of staff reported that the school is developing metacognition or thinking skills. The top 3 responses were in planning, checking student data and expectation of roles. The bottom 3 responses were around the promotion of student thinking skills, leadership behaviour in staff roles and teachers not challenging each other.

Parents/Caregivers

This survey was created with the Governing Council to find out specific information about Reading, Maths and perceptions of the community. A total of 50 families replied. The result was overwhelmingly positive and supportive of the work that staff do. 95% of people knew the qualities for learning, 90% knew their child's reading level, 92% felt comfortable approaching their class teacher and 78% follow the school Facebook page. An area of concern was that 64% of participants did not know their children's level of achievement in Maths. Areas to consider for improvement included more road safety education, keeping on top of bullying, updating the playground areas and providing more teacher/parent meetings. Areas that were highlights included Book Week, excursions, students being happy and high expectations.

Students

Students in Years 4-7 completed the Department for Education's Wellbeing and Engagement Survey in August. This survey provides information about how students feel about their school. It seeks feedback for what students like most about school and their biggest areas of concern. A total of 86 students participated.

The results from the survey were very positive. In comparison to 2017 some areas of strength and growth included emotional wellbeing (happiness and optimism), engagement with school (feeling important, engagement with teachers and belonging) and learning readiness (perseverance, cognitive engagement and self-concept). An identified area for improvement was student behaviour (bullying, both perceived and actual). Students also expressed concerns about their health and wellbeing outside of school, including overall health and body image.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	6.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	10.2%
Transfer to SA Govt School	49	83.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

All relevant History Screening information is recorded in an Excel Spreadsheet and EDSAS. We have been audited and found to be compliant with all documentation. Processes are followed as per the department procedures on the DECD website and updates acknowledged via the LinkED newsletter. We have registered via the website for online applications. We are familiar with the correct processes for all practicum students and keep copies of their DECD History Screening approvals, as with cleaners, bus drivers, non DECD service providers to the site, Canteen/Library volunteers, contractors etc.

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	33
Post Graduate Qualifications	1

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	1.0	15.4	1.0	10.3
Persons	1	18	1	14

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	2,939,142.53
Grants: Commonwealth	7,200.00
Parent Contributions	64,985.05
Fund Raising	9,221.18
Other	65,110.52

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

2018 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 2018 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 behaviour management and engagement	Additional teaching staff to support 1:1 for 2 identified students from RAAP Funding. SSO support for students to work in groups	Reduced suspensions. Improvement in learning outcomes for some students.
	Improved outcomes for students with an additional language or dialect	Additional SSO hours to support identified students.	Majority of students made average to above average growth in literacy & numeracy
	Improved outcomes for students with disabilities	Additional SSO hours to support student learning. Programs put in place to assist students with numeracy and literacy.	Improved student outcomes in numeracy and literacy for students with NEPs
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support	AET support for identified Aboriginal students with literacy and numeracy ACEO working with families	Attendance improved for several students
	First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	N/A Quicksmart, Rainbow Reading and Phonological Awareness programs Curriculum resources purchased with funding allocation for Maths, Science, Literacy and Technology.	Improved Reading and Maths automaticity skills for students. Improved teacher capacity
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives	N/A	N/A
	Better schools funding	T/D whole school for literacy / spelling with Stephen Graham workshops. Back 2 Front Maths resources. SSO hours and NIT teacher salaries to assist student support. Reduced class sizes and SSO support.	Improved student attitudes to Reading. Improved teacher capacity.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A
	Primary school counsellor (if applicable)	Funding is used to support the Student Wellbeing Co-ordinator position.	Increased attendance. Improved resilience. Mindfulness program.