



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



Government  
of South Australia

Department for Education  
and Child Development

Port Lincoln Primary School Number: 359

Partnership: Port Lincoln

**Name of School Principal:**

Teleah Wilson

**Name of Governing Council Chair:**

Brooke Watherston

**Date of Endorsement:**

## School Context and Highlights

Port Lincoln Primary School is located 650kms from Adelaide in the regional town of Port Lincoln. The town has a diverse socio economic mix and this is reflected in the school. Over recent years the make-up of the student population has changed from predominantly middle class students to one with a much more diverse range of students. Within the student population of 480 students we have a district Special Small Class, 14% students with identified disabilities, 11% Aboriginal students and 107 students receiving School Card.

The development of an Assistant Principal role in Positive School Culture resulted in several successful whole school events, more support for the teachers in developing their classroom programs and the beginning of developing our school values. We were also fortunate to receive funding to run "The Nest" an interoception program which teaches students to recognise their bodies signals and develops skills to manage anxiety, anger in appropriate ways.

We embedded the teaching of the Building Resilience Program across the school, the students are beginning to use the language and strategies of the program in their interactions with each other. We continued our partnership with West Coast Youth Services and employed Youth Workers to run lunch time programs and conduct Case Management with individual students.

Supporting the staff in ways to manage student inappropriate behaviour has been a strong focus for the Leadership Team. We conducted an internal review and as a result further strengthened our Student Behaviour Management processes. The review also highlighted other areas for the Leadership Team to work on such as effective communication, facilities and professional development for the staff in ways to plan and program for the wide range of student abilities within their classes.

Staff professional learning has focused on Student Behaviour Management Strategies, creating a positive class culture, YuMi Deadly Maths and the teaching of writing. The introduction of Peer Coaches to support each year level team with the implementation of the whole staff professional development has been a huge success with our site data slowly improving.

The upgrade of the Administration area has begun and will hopefully be complete in 2018. Seven classes had carpet replaced and two classrooms were repainted in the Christmas holidays. Our aim will be to continue to repaint and replace carpet each year.

## Governing Council Report

The PLPS and PLJPS Governing council met twice a term in 2017 and we had great support at these meetings. So a big thank you to all parent council members and staff members that attended.

Major topics discussed in meetings included

- Canteen committee continued to work at ways to provide healthier options for students but also making a profit.
- Admin building renovations at PLPS. An ongoing project due to unforeseen problems that will now see a much bigger renovation undertaken but with great benefit to the school.
- Various building works at PLJPS including the long awaited toilet building upgrade.
- New Behaviour Management Policy approved.

As well as reports from both schools leadership and staff keeping us informed of happenings in the school.

As a parent of a Yr 7 student, I would also like to mention the fantastic graduation ceremony at the end of the year. It was a wonderful celebration for the end of those students Primary school journey.

I would urge any parents thinking about joining the governing council to do so. It's a great way to be involved in the school community.

Brooke Watherston.

## Improvement Planning and Outcomes

### External Review Recommendations

1. Support students not achieving the DECD SEA by strengthening the capacity of teachers to provide targeted, explicit and differentiated support within the classroom.

Through the use of the TfEL Learning Design process and a focus on "What do they bring?" many staff have learned that they have been targeting their teaching at too higher level for the majority of students. We have supported them to develop a better understanding of the literacy and numeracy developmental continuum's and how this knowledge can be integrated into their Wave 1 teaching. Peer Coaches were trained in the Transforming Tasks PD program and introduced their teams to "From tell to ask and Socratic Questioning". In 2018 a vastly different intervention model will be introduced, this will provide evidence based intervention programs in Literacy, Numeracy, Self Awareness and Self Management. The aim being to dramatically decrease the number of students below SEA in both Literacy and Numeracy and to reduce the number of students requiring Leadership support to self regulate.

2. Increase the number of students in higher proficiency bands, particularly in mathematics and numeracy, by developing whole school planned approach to guild teachers' knowledge and practices.

We conducted two rounds of staff professional learning in the YuMi Deadly Maths Pedagogy on Time and Multiplication, this PD was supplemented with the introduction of Natural Maths strategies and open-ended problem solving. The PD has two foci increasing the staffs content knowledge, understanding of the teaching sequence and the YuMi pedagogical approach.

In 2018 an Interest Based Learning program will target students in or close to the Higher Skill Bands and plan challenging learning activities for them to engage in and take back to their classes.

3. Review the school's expectations in the collection and use of data. Use the data at the classroom level to inform planning. A school Wave model for NAPLAN, PAT and Attendance data has been developed, this has provided a consistent method of meta analysis of site and class data. Sessions were held for all staff on how to analyse their PAT data and ways in which they can use this information to plan for their whole class. The partnership has purchased the NAP and PAT tracker software, this will provide staff with another form of data analysis, which they can use with their students and parents. A focus for 2018 will be to determine a data collection and analysis cycle for the whole school and plan time to allow for this to occur in staff meetings and year level team meetings.

4. Develop an annual SIP with targets and strategies to address specific needs to lift improvement. Ensure evidence/evaluation measures are included in school plans and used in self-review, as an integral part of the regular and annual improvement cycle.

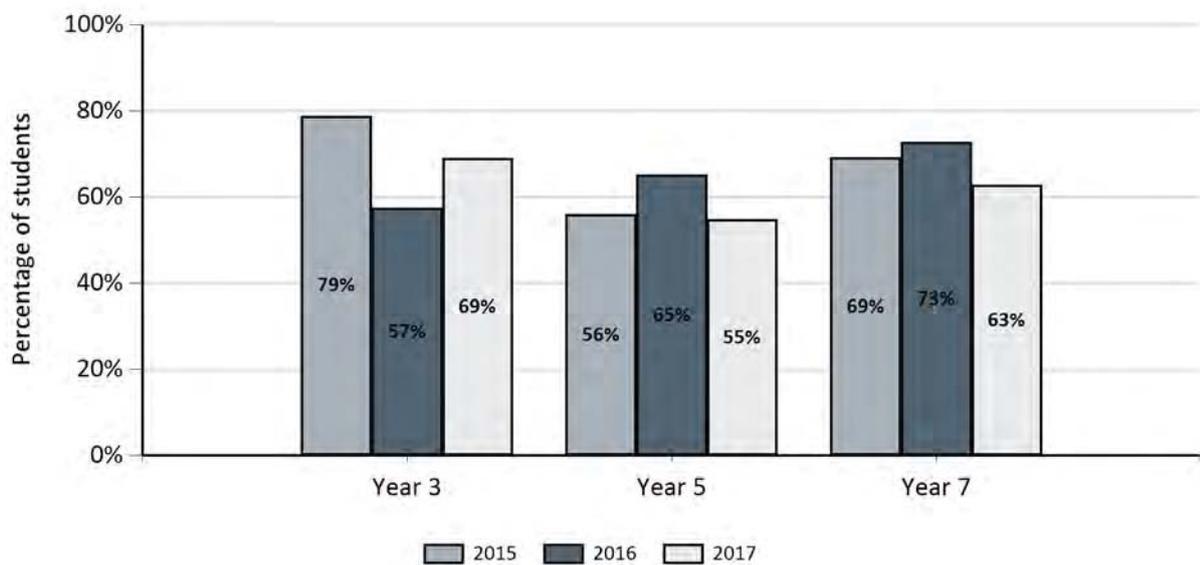
We developed specific targets across NAPLAN, PAT - M and R which focused on students not achieving the SEA and getting more students into the higher skill bands. In PD conversations teachers were asked to identify students just below the SEA and the higher skill bands cut off and identify strategies which they could implement to lift the results of these students. As a result of our Self Review we also began developing a Priority Improvement Plan which would focus our work in 5 week cycles. This was very powerful in connecting the Site Improvement Plan to the work of the whole staff.

## 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.

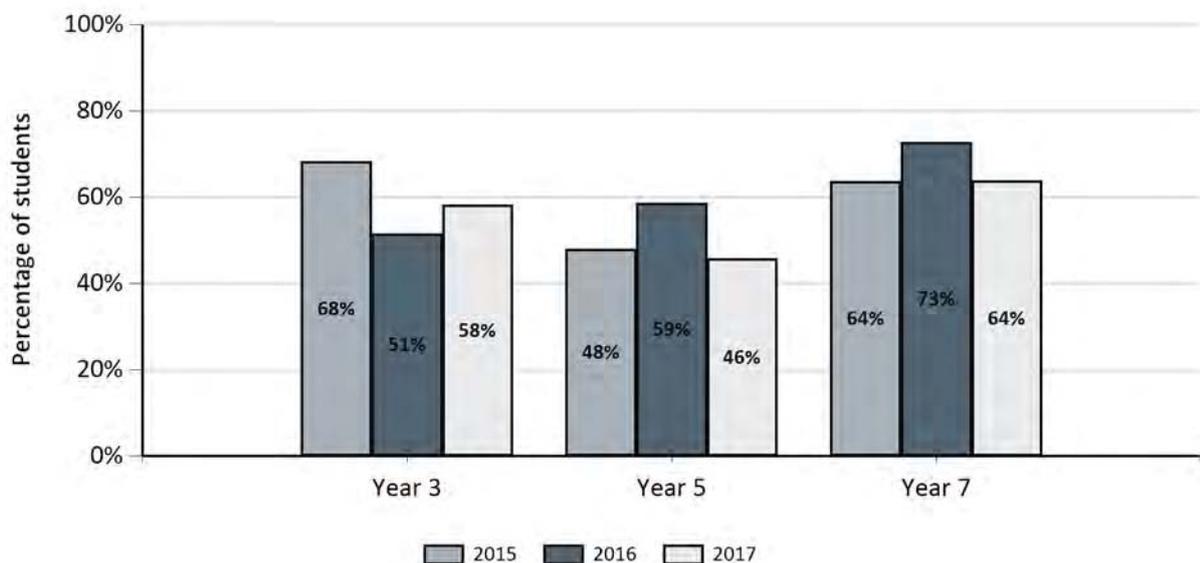
#### Reading



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	8%	15%	25%
Middle progress group	51%	51%	50%
Lower progress group	41%	35%	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 3-5	Year 5-7	State (average)
Upper progress group	12%	15%	25%
Middle progress group	43%	47%	50%
Lower progress group	45%	38%	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	97	98	23	11	24%	11%
Year 3 2015-17 Average	99.0	101.0	24.3	10.7	25%	11%
Year 5 2017	93	94	9	2	10%	2%
Year 5 2015-17 Average	95.0	95.3	14.3	3.3	15%	3%
Year 7 2017	94	94	12	5	13%	5%
Year 7 2015-17 Average	96.0	96.0	13.7	8.0	14%	8%

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 Year 3 results in Reading 69% met the SEA and Numeracy 55% met the SEA in both areas this is an improvement on the previous years result but below the 2015 result of 79% Reading and 68% Numeracy. The Year 5 Reading results 55% met the SEA which is a decline from the previous year and well below their Year 3 result of 79% in Numeracy 46% of students achieving the SEA which is a decline from the previous year and below their Year 3 result of 68%. Year 7 students show a decline in Reading from the previous year 63% met the SEA but an improvement over their Year 5 result of 56%. In Numeracy 64% of students met the SEA which is a decline from the previous year but a significant improvement on their Year 5 result of 48%.

Growth between Year 3-5 in Reading has only 8% of students achieved upper growth and 41% of students achieving lower growth which is a significant concern. Growth between Yr 5-7 see an increase in students achieving upper growth to 15% but this figure should be around 25% and 35% of students achieved lower growth. In Numeracy the Year 3-5 growth is better than Reading with 12% of students achieving upper growth but still too many students achieving lower growth. From Yr 5-7 upper growth is 15% and lower growth is 38%.

The percentage of students achieving in the upper skill bands is better in Reading then in Numeracy. Our challenge is to get more students to achieve in the upper skill bands and retain them in these bands during their time at PLPS.

Through our participation in the YuMi Deadly Maths project and our focus on connecting the teaching of Reading and Writing we expect to see improvements in all of these data sets.

When we examine our PAT data which is collected every year we see a much greater percentage of students achieving the SEA.

Year 3 Reading 75% Numeracy 63%

Year 4 Reading 55% Numeracy 60%

Year 5 Reading 73% Numeracy 77%

Year 6 Reading 85% Numeracy 83%

Year 7 Reading 76% Numeracy 80%

## Attendance

Year level	2014	2015	2016	2017
Year 3	92.9%	93.4%	93.5%	92.8%
Year 4	91.6%	92.7%	92.3%	92.2%
Year 5	92.2%	92.1%	90.7%	92.4%
Year 6	89.4%	92.7%	92.2%	88.3%
Year 7	88.8%	91.9%	91.8%	91.0%
Primary Other	91.5%	94.5%	91.0%	82.7%
Total	90.9%	92.6%	92.1%	91.2%

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

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

## Attendance Comment

During 2017 we refined our site attendance policy to ensure that every teacher was aware of their responsibilities in ensuring that all students attend school every day and that efforts to contact families are recorded. We have also worked closely with the regional Attendance Counselor to ensure that students at risk of disengaging are followed up and case managed by a member of the school's Wellbeing Team. The Year 6 cohort had a number of at risk students who were individually case managed. Our overall attendance rate of 91.2% is a slight decline on last year.

## Behaviour Management Comment

### Student Behaviour Management

Suspensions and Exclusions	2014	2015	2016	2017
Number of suspensions	6	2	14	38
No. of students suspended	6	2	11	23
DECD prop of studs susp	2.1%	2.2%	2.1%	2.2%
Number of exclusions	0	0	1	5
Number of students excluded	0	0	1	3
DECD prop of studs excluded	0.2%	0.1%	0.1%	0.2%
Proportion of studs susp	1.2%	0.4%	2.2%	4.8%

During the year we strengthened our student behaviour management processes to ensure that there are safe conditions to allow learning to occur and to ensure safe working conditions for the staff. We would hope to see these figures decrease on 2018. 

## Client Opinion Summary

### Areas of strength

All clients feel that the teachers expect the student to do their best. This was the highest rating element for staff and students and the second highest for parents. The teachers capacity to motivate the students to learn was also rated second highest by the staff and student a third highest by the parents. The parents and teachers both identified that they were able to talk with each other about any concerns they may have. This was the highest ranked element by the parents.

The students identified that the school was looking for ways to improve and the feedback provided to them by the teachers as their third and fourth highest rating. The teachers also felt that they were providing useful feedback to the students.

### Areas for improvement

Students, parents and staff all identify that the management of student inappropriate behaviour is an area for improvement. The parents also expressed a concern that their child didn't feel safe at school, the students did not express this as a concern. The students next two biggest areas of concern were the maintenance of the school and that they don't feel their opinion are taken seriously. Parents would also like their opinions to be acted on.

The staff would like to receive more useful feedback about their work, to be supported more and to feel like they have a greater say in matters regarding the school.

There were only 9 parents who completed the survey out of approximately 150 surveys sent out.

18 staff completed the survey out of 50 and 291 student which is nearly all of the Year 5, 6 and 7 students.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	10	7.4%
Other	1	0.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	8.1%
Transfer to SA Govt School	113	83.1%
Unknown	1	0.7%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

Relevant History Screening compliance:

- Copy of staff clearances and/or teacher registration kept in personnel files on site & data entered to eduportal.
- Excursion & Incursion packs available for staff to complete to ensure any parent/carer/community members/third party suppliers involved are screened if required. Use of the "screening tool" on website recommended to ascertain requirements.
- All volunteers inducted by Wellbeing Leader & screenings arranged through online application process. Copies filed at reception.

## 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	60
Post Graduate Qualifications	13

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	1.0	28.1	1.9	13.6
Persons	1	34	3	19

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

## Financial Statement

Funding Source	Amount
Grants: State	5,173,642.40
Grants: Commonwealth	8,400
Parent Contributions	192,500.21
Fund Raising	7,507.35
Other	65,795.79

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	Individual student was provided with 1:1 SSO support. Some teaching staff were provided with Professional Development in LLL Tool prior to whole staff PD in how to use the scaling tool for all students.	Partially complete staff PD Students on average 2 years below year level
	Improved Outcomes for Students with an Additional Language or Dialect	Each student with a disability has a Targeted Support Plan which identifies the goals the SSOs are working towards for each student. The goals are evaluated regularly between the teacher and SSO and new goals are set.	All NEPs and TSP were submitted to the Deputy and distributed to new teacher.
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 Australian Curriculum	The Students with Learning Difficulties Grant was spent on running the Reading Recipe program to support Wave 2 learners achieve SEA in reading.  Australian Curriculum money was used to fund the release of staff to work with the SLLIP. A focus of this work was Learning Design and Transforming Tasks	Analysis of Reading Recipe and PAT-R and NAPLAN see above
Program Funding for all Students	Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required) Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)	N/A  Individual case management support was purchased from West Coast Youth Services, 15 students accessed this on a weekly basis and a further 10 students as a crisis intervention.  N/A  N/A	Improved student wellbeing, engagement and retention at school.
Other Discretionary Funding		0.5 funding was provided by DECD and school funded 0.5. The counselor provided whole class, small group and 1:1 support to students and teachers. The counselor also provided support and referral to vulnerable families.	Improved student wellbeing, engagement and retention at school.