Port Noarlunga Primary School

2018 annual report
to the school community

Government
of South Australia

Department for Education

Port Noarlunga Primary School Number: 362

Partnership: River Hub

Name of school principal: Marie Wright

Name of governing council chair: Sarah Spaan

Date of endorsement: 18/12/2018

School context and highlights

Our enrolments remained steady around 440-450 in 2018. We will start 2019 at 430 due to the impact on enrolments by strictly enacting the zone and the number of students taking up the option of starting Secondary School for Year 7. This will be a continuing trend but with the new building developments in the area we expect our enrolments to steadily grow.

Staffing changes have been a prominent part of 2018 at PNPS. We appointed Kingsley Heard as our new Deputy Principal for a tenure of 5 years. This year we have 6 retirements: Julie Bramley, Jan Mangnoson, Tony Barrett, Robyn Harris, Jo Rowell and Des Rowell. Four other teachers left the school during the year for a variety of reasons. We recognise the interruptions to learning that staff absence and change can have on students and are looking to stabilise our team for 2019 and beyond. This will be enhanced by the three teachers, Joshua MacWilliams, Kim Gwatking and Courtney Orrin, and three SSOs, Jayne Jeffries, Lisa Jauncey and Tina Jackson, who won permanency in 2018.

We have seen an increase in family engagement in 2018 due to the introduction of the school disco, colour fun run and Christmas Concert. These new events coupled with the existing Beach Carnival, Book Week, Remembrance Day and others ensured that families had ample opportunities to participate in the school and support their children. While we haven't completely mastered communication with families we have seen improvements with the whole school commitment to using Class Dojo as the primary communication tool. The adoption of the Academy attendance system has streamlined attendance processes successfully in 2018.

We have started working on our English Agreement and expect to launch it at the beginning of 2019. This will provide guidance to staff in the area of English and support a cohesive and coordinated approach to teaching and learning in this area of the curriculum. We will begin working on our Mathematics Agreement in Term 1, 2019.

There were some wonderful examples of community spirit this year; Buddy Bench, , Back packs for Kids, Save the Farmers, Shave for a Cure, Liptember etc. One student even designed a float for the Christmas Pageant. The caring, community minded behaviours that we see across all areas of this school are a huge positive and something we plan on encouraging further.

Governing council report

It's been a busy year of changes here at PNPS. There has been some upheaval and changes in the teaching ranks, which has caused some minor disruptions to some children, however the school council is quite impressed with the efforts of the teachers to minimise the impact to students. The school council unanimously passed curriculum changes for Reception children to go back to basics, with a block of English and a block of Mathematics being at the forefront of learning. This is an exciting prospect. The Governing Council is proud of our schools ever-embracing attitude of SAPSASA and school sports. The new soccer shed looks fantastic and was well overdue. We are also happy to see other extra-curricular activities taking place, such as our school choirs' participation at Hopgood theatre and our OHSC being very community minded. We will be sad to see a change in OSHC Director at the end of this year and we wish Robyn well in her retirement. Our fundraising events have been minimised this year due to school council members not having an adequate amount of time to form a functioning Fundraising committee. We are hoping we'll have more families come on board next year. The fundraising events that did take place were fantastic. The school's fun run got really colourful this year and raised a great amount of funds to purchase more iPads for educational use in classrooms. Our Governing Council is also very proud of the student initiatives. We love hearing the thoughtful ideas that the children are coming up with – from a buddy seat to school colour beanies, and children wanting to raise awareness and funds for different causes like mental health and saving our farmers. The children at Port Noarlunga are developing a social and community conscience, as well as encouraging initiatives and independent thought. As the school council chairperson, I have to extend gratitude to the teachers whom are encouraging recycling (Reduce, Reuse, Recycle) and those whom are teaching the children to garden and compost. There are things we hope to incorporate more as sustainability is more prevalent as the years go by. The Governing Council is still working on ideas on how to reincorporate school camps back to the school curriculum. As parents we all love seeing out children learn in new outdoor environments, however expense and availability are always an issue. The year has been a busy one, however next year is a new beginning and we are looking forward to the challenge.

Improvement planning and outcomes

Priority Area 1: Track and Monitor Every Learner's Growth
Data literacy across the staff team has increased particularly the analysis and use of PAT data and resources by all staff. Classroom SSOs have used the PAT data to target gaps in learning and ensure that the students that they support are receiving the most relevant teaching and learning. The PLC structure has improved in 2018 and each team has interrogated data in a key area and worked to determine cohesive practice. We have seen an increase in the number of Reception students meeting the SEA this year. Our Year 1 Running Records results show that we have no students under level 3 in 2018 and that more students were in the middle and upper growth areas than previously.

Priority Area 2: Numeracy and Literacy Improvement Cycle
Our overarching goal was for students to achieve and maintain higher standards of learning and achievement in Literacy and Numeracy. We are nearing completion of the site English Agreement and plan on launching it at the start of 2019. Our work with Simon Breakspear led to growth in sight words and reading levels across our Junior Primary classes. There was also an unexpected benefit to the enjoyment and capacity of students when writing. Our goal for Term 1, 2019 is to begin work on our site Mathematics Agreement.

Priority Area 3: Enact Changes in Pedagogical Practice
All staff completed a PDP and received written feedback. All teaching staff are expected to be working at the Proficient teacher standard and this has provided a clear performance management focus for the year. Peer observations were conducted in Term 2. Cross partnership collaboration and moderation continued as part of the LDAM strategy. The PLC structure provided an added focus on developing accountability and cohesive approaches across teaching teams. In 2018 we committed to hiring Pre service teachers as SSOs for RAAP funded support positions. We see this as a means of supporting the growth of the teaching profession and it has proven successful for both staff and students.

Priority Area 4: Identify and Enact Clear Intervention Processes
Training in One Child One Plan occurred in Term 3 and we will participate in a Partnership project in 2019. The Literacy and Numeracy First funding enabled us to target specific students in Reading and Maths. The implementation of the Academy attendance system has streamlined attendance practices across the site. Staff undertook training in Restorative Practices and 'Resilience strategies for students' which has assisted in supporting students facing a variety of challenges. We received RAAP funding which has ensured that our students requiring behavioural support have been able to access the curriculum.
Our next School Improvement cycle will focus on R-3 Reading, R-3 Maths and Years 3-5 Writing as determined through data analysis and staff collaborative discussion.

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.
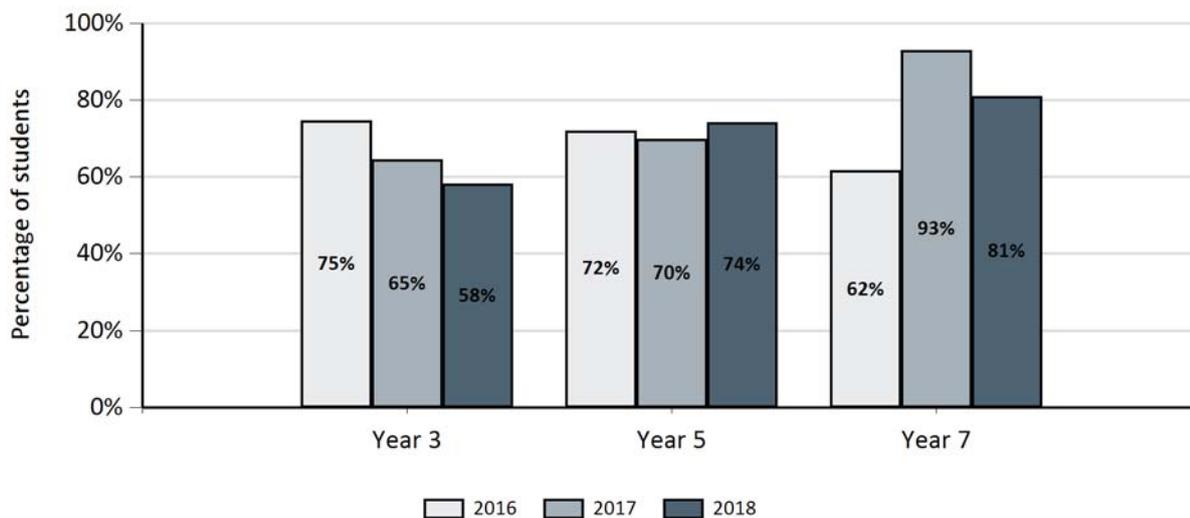
Reading
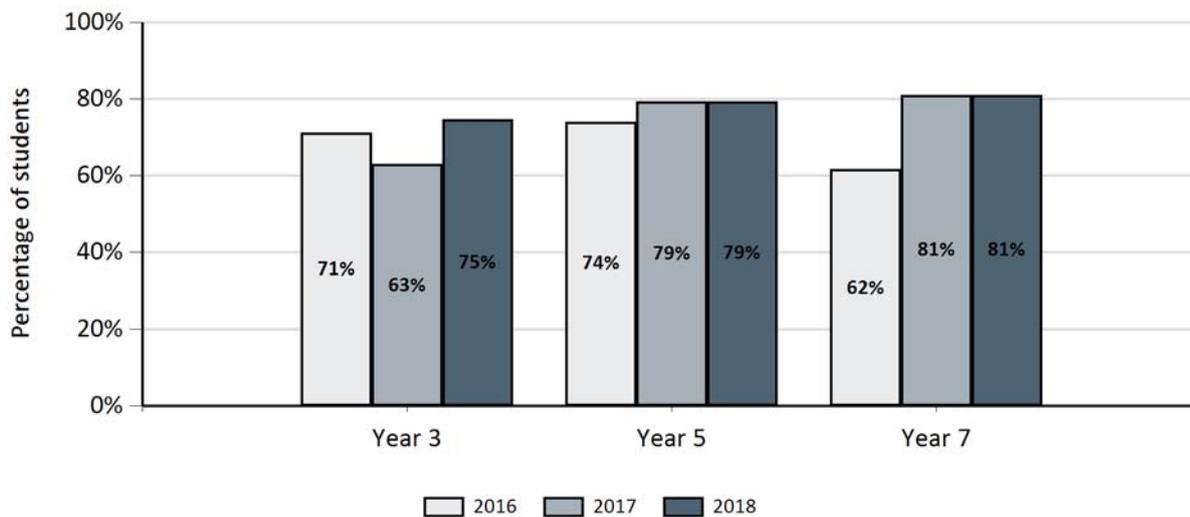
Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across 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	35%	42%	25%
Middle progress group	43%	39%	50%
Lower progress group	22%	18%	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	27%	32%	25%
Middle progress group	47%	55%	50%
Lower progress group	25%	13%	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	55	55	19	8	35%	15%
Year 3 2016-18 average	58.7	58.7	17.7	7.0	30%	12%
Year 5 2018	58	58	12	4	21%	7%
Year 5 2016-18 average	53.7	53.7	13.3	6.7	25%	12%
Year 7 2018	42	42	8	7	19%	17%
Year 7 2016-18 average	36.7	36.7	7.0	5.0	19%	14%

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

The 2018 NAPLAN Reading results show that over 75% of all students across the Year 3,5,7 group achieved the SEA. This is pleasing however we expect that our increased focus on Reading including sight words and vocabulary will see a continued improvement. Our numeracy results were lower in Year 3 with only 58% of students achieving SEA which also justifies our School Improvement plan goal to focus on Numeracy in R-3 for the next 3 years. We are proud of the growth that our students make from Year 3 to 5 and Year 5 to 7. Only a small percentage of Year 7 students are in the lower progress group - 18% in Reading and 13% in Numeracy compared to the State average of 25%.

The gap in Numeracy between school % correct and National % correct is large in Year 3 but gradually closes and by Year 7 the gap is minimal or we have exceeded the National figure.

In Reading the gap is less in Year 3 however by Year 7 we have closed the gap substantially. Our decision to focus on R-3 Reading and R-3 Maths in the next 3 years will close the current gap and mean that by the time this current cohort of students reaches Year 7 they will, we expect, exceed the National figure across both areas.

PAT Reading and PAT Maths results correlate with the NAPLAN results and show that our Year 1 to 3 students are not achieving at the expected level. Our Year 5 to 7 students however have very few students below SEA and this includes students with disabilities and those with learning difficulties. We can attribute this to the team teaching approach of our two Year 5/6 and two Year 6/7 classes that ensures that students are involved in teaching and learning that is suited to their needs. The flexible grouping enables students to move at their own pace and the teachers only have 2 or 3 different ability groups per class rather than up to 6. In 2018 Literacy and Numeracy First funding enabled us to place SSOs with small groups of students each day to ensure that key areas of the English and Maths curriculum were covered fully and that intervention could take place. We were also able to ensure that those students in the highest bands were able to be stretched and continue making progress.

Attendance

Year level	2015	2016	2017	2018
Reception	93.1%	91.8%	94.0%	92.1%
Year 1	91.4%	91.4%	92.5%	94.8%
Year 2	92.9%	92.4%	92.4%	92.6%
Year 3	92.3%	92.2%	92.6%	93.8%
Year 4	91.6%	91.8%	93.2%	93.2%
Year 5	92.1%	92.1%	91.5%	92.9%
Year 6	91.6%	91.7%	89.7%	91.9%
Year 7	91.4%	88.1%	90.7%	92.3%
Total	92.1%	91.7%	92.2%	92.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance comment

The data shows a slight decrease in the absenteeism this year. There are a number of chronic non-attenders who have made a direct impact to the school's percentage. The Student Wellbeing Leader has been working in collaboration with district and local support groups to assist families with varying success.
These students include a GOM student who has moved into a unit and became a school refuser, another a few students with significant mental health issues, and a number of bereavements.
To support these students we have phoned, written letters and held meetings with the families and students

Behaviour management comment

The number of suspensions and exclusions increased this year. We saw a number of students with multiple suspensions for violence and threatening the safety of others. Three of these students were Guardianship of the Minister children who reacted badly to changes in their home lives. One student has poor mental health and another has a verified disability. We meet regularly with their parents/carers and support service staff to support positive learning for these students. We have consulted with students' Psychologists and Psychiatrists to develop programmes to promote success.
We have put structures in place this year to improve parent communication which has assisted in targeting low level behaviours.

Client opinion summary

The annual Parent Opinion Survey was conducted in November this year and we received 53 responses. The question with less than 50% positive reactions was "Student behaviour is well managed at this school". This was the same in the student survey and staff Perspectives survey which highlights that it is a vitally important focus for 2019. The most positive response was 87% for the question "I can talk to my child's teachers about my concerns". The extended responses recognised the positive changes implemented over the past 12 months including advising families of their child(ren) classes at the end of the year rather than the first day of the new year. Parents and students agree that littering is a problem at the school and we are working to find solutions to this for 2019. Parents would like us to keep holding discos and other whole school events such as the Fun Run and Beach Carnival.
The staffing challenges of 2018 were highlighted in the comments and while they proved disruptive to learning at times there were also positive comments about some of the changes in personnel and the improvements in the quality of teaching. Communication between school and home also received mixed responses and while some staff communicate very well there are occasions when our communication has been ineffective. We continue to work on coherent and effective ways to convey information to our families. Class Dojo and the Academy attendance system have been positive additions to support improved communication.
Students in Years 3-7 participated in the Student Opinion Survey and the biggest concerns they had were littering, bullying and homework. Many students were positive about the Beach Carnival, Fun Run, Volleyball and PE. They were most positive, over 90%, in the question "My teachers expect me to do my best". The honesty and creativity in the extended responses provided ample suggestions for improvement however, the requests for a swimming pool and a new playground will not be able to be met at this time. Many students commented on the importance of learning and the type of learning that they participate in at our school. Examples provided include: Google docs, Spelling and Maths swaps, and Art.

Intended destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	3.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	20	26.3%
Transfer to SA Govt School	53	69.7%
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

Kingsley Heard 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. 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	53
Post Graduate Qualifications	17

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	0.0	25.6	0.8	13.7
Persons	0	29	1	22

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

Financial statement

Funding Source	Amount
Grants: State	3,479,946.60
Grants: Commonwealth	7,500.00
Parent Contributions	178,507.96
Fund Raising	14,857.32
Other	115,322.77

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
	Improved behaviour management and engagement	We received RAAP funding totalling 120 hpw for 5 different students. 2 students transferred to the school with existing funding (45 hpw). We hired pre service teachers as SSOs to ensure high levels of support.	Attendance improvement, less suspensions and greater learning engagement
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	SSO support around tense use, vocabulary and pronounciation	Successful engagement in teaching and learning programs
	Improved outcomes for students with disabilities	Increased LOS for 2 students to I level. Targeted intervention in speech, articulation and areas identified on NEPs. Experienced SSOs and preservice teacher SSOs supported across the school	Growth in reading (R-7) and sight word knowledge (R-3). Growth in numeracy (5-7)
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	APAS funding enabled targeted reading support for 4 students. Literacy and Numeracy First supported intervention and stretch in Reading and Maths in Year 2, 4 and 6. This occurred in small groups and individually. Early Years support assisted students to build sight word knowledge which led to increased reading levels and writing skills. Speech, articulation and intervention groups in the Junior Primary years supported students who were not eligible for a level of support but needed assistance to access the learning. The learning difficulties grant partially funded a special education teacher role however in 2019 this will not occur.	Growth in reading levels - one still to attain SEA Growth in reading and maths achievement levels and engagement
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives	Not Applicable	
	Better schools funding	Building Leadership Capacity - This supported involvement in a Maths project for 2 teachers and 1 leader and the attendance at Simon Breakspear Agile Leadership for 5 staff. DP salary supplemented for curric.dev't	Growth in sight word knowledge R-3, mentoring by Year 6/7s, middle leadership
Other discretionary funding	Specialist school reporting (as required)	Not Applicable	
	Improved outcomes for gifted students	Not Applicable	
	Primary school counsellor (if applicable)	0.6 funding provided and topped up to fulltime. Provision of support in social skills (R-7) and student leadership programs. Management of GOM students and RAAP funded students and programs	Attendance, achievement and engagement improvement for key students