



# Whyalla Stuart Primary School R-6

## 2022 annual report to the community

Whyalla Stuart Primary School R-6 Number: 625

Partnership: Whyalla

Signature

School principal:

Mrs Jenny MacDonald

Governing council chair:

Sam Welk

Date of endorsement:

17 January 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Whyalla Stuart Primary School R-6 is a small school of 77 students. The student population largely comes from the Whyalla Stuart geographic area on the west-side of Whyalla, situated 400 kilometres from the Adelaide CBD. The school has a 2021 ICSEA score of 768 and is classified as Category 1 on the Department for Education's Index of Educational Disadvantage.

The enrolment in 2022, as at the February Census was 67, finishing the year with 76 students. The school population includes 51% Aboriginal Learners, 16% Students with Disabilities, 3% Children in Care, 4% students with English as an additional language or dialect (EALD) and 75% students eligible for Schoolcard.

In 2022 we had one less class than the previous year, due to the double cohort of Year 6 and 7 students transitioning to high school. This meant that we had four composite classes and a fulltime specialist teacher in Science and Technology. We maintained our Senior Leader Student Support, Wellbeing and Engagement and a Senior Leader in Literacy and Numeracy Improvement.

This year began with a staggered start with our youngest students attending school at the start of the year due to COVID restrictions. Whilst it was a great opportunity for our younger students to settle in to the school, it was almost half way through Term 1 before some teachers were able to have all the students in the class attend for the first time, due to parents choosing to keep their students at home.

Teachers and staff worked exceptionally hard to ensure that learning for students continued even when they were learning from home. Their flexibility, professionalism and commitment to improved student learning outcomes and growth for every child continued to be a shining light.

We continued to hold Daily Zoom meetings in the mornings for announcements, daily attendance, celebrations and special announcements or guest speakers.

This year saw the introduction of an explicit reading instruction program delivered in the Reception to Year 3 classes with those teachers undertaking training early in Term 1 and working closely with the Senior Leader of Literacy and Numeracy improvement. We will continue to work on the rigor of this in 2023. Reading, writing and numeracy, in particular number knowledge continued to be a focus this year and will continue in to 2023.

This year we celebrated Bookweek, Library Lovers Day and held our inaugural Book Launch. Each child in the school published at least one book and we invited friends, family and members of the LET to visit and share their books with them while students read their stories. This proved to be a tremendous success and we are looking forward to making 2023's Book Launch bigger and better.

We continue to work on developing learner dispositions and a growth mindset. This is celebrated with the Golden and Emerald Yoda awards given out at assemblies once a fortnight.

Students participated in Swimming Lessons in Term 2. Our Year 5/6 class went on a camp to Errappa in Term 2 after it was postponed. There was also two STEM excursions for students who had earned the most STEM points in the term. The first excursion was to Point Lowly and the second excursion was to Cowell. A number of our students participated in the Whyalla Combined Primary Schools Choir. Four Aboriginal Learners attended the Aboriginal STEM Conference in Adelaide. They were accompanied by our AET and ACEO.

To finish off the end of the year we held our Annual School Concert and Awards Ceremony in Week 8. It was fantastic to see such a large number of families in the audience.

## Governing council report

This year we had a very small but dedicated group of Governing Council members who met in Weeks 3 and 8 of each term. During this time we approved the annual budget for 2022 and contributed to decision making and management of the school.

Information around the School Improvement Plan was discussed, including our progress towards our goals and student attendance data. This year we introduced a school bus which was designed to help improve student attendance. This had a significant impact on improving the attendance of a number of our students.

This year the school completed their yarning circle in the yard and also did the background planning for the relocation of the library from the former high school, to our site in 2023.

I have been on the Governing Council for over 5 years, and my time has finally come to an end as my last child has graduated from Whyalla Stuart Primary School.

I joined the Governing Council as a parent of interest. For the past three years I was elected as chairperson and thoroughly enjoyed my time on the council. I have worked with some amazing people over the years and would like to thank them for their commitment, time and dedication.

I hope the Governing Council continues to grow with more members joining and has a successful future.

Sam Welk  
Governing Council Chairperson

# Quality improvement planning

The school's Site Improvement Plan was reviewed and evaluated by staff and leadership at the end of each term to monitor and track how we were progressing with our targets.

Target 1: Of the 39 students enrolled in R-3 in 2021, 30% will achieve a C or higher in Mathematics by Semester 2, 2022, and 2 students will achieve a B or higher in their Summative Report.

Of the 39 students enrolled in R-3 in 2021, 30 students remain enrolled. 14 students achieved a C or higher. 3 students achieved a B or higher. 1 student achieved an A. 46% of students achieved a C or higher, exceeding our target, with 3 students achieving a B or higher also exceeding our target.

Whilst a number of students maintained their grade from Semester 1 to Semester 2, it should be noted that 7 students were able to improve their grade.

A-E grades are supported by a range of data sets including PAT Maths, NAPLAN and BIIN and have been triangulated against each student.

The evidence indicates that the work teachers are doing in the classroom warm ups and with the rigour of testing, we are seeing a positive correlation between students' knowledge of BIIN and being better able to engage with and achieve more growth within the Australian Curriculum.

Our PAT Maths testing also supports this with a large number of students demonstrating high growth.

Moving forward further work needs to be done with teachers on utilising the Department for Education's Scope and Sequences in Mathematics. Teaching staff need to work on continuing to embed the BIIN into their everyday teaching practice.

In 2023, we would like to focus our numeracy intervention on improving student knowledge of BIIN, which will further allow them to engage fully with the Mathematics curriculum and have the necessary mathematical skills to accurately perform mental operations.

Target 2: Of the 39 students enrolled in R-3 in 2021, 30% will achieve a C or higher in English by Semester 2, 2022 and 2 students will achieve a B or higher in their Summative Report.

Of the 39 students enrolled in 2021, 30 remain enrolled. 12 students achieved a C or higher. 4 students achieved a B or higher. 1 student achieved an A. 40% of students achieved a C or higher, exceeding our target, with 4 students achieving a B or higher also exceeding our target.

Whilst we can see improvement in grades from R-3 students enrolled in 2021, it should be noted that the students who are in Year 1 are still struggling to show growth. What we do know is that the explicit teaching of phonics using an evidence based program has allowed teachers to develop their capacity to develop high quality instruction.

The evidence we have seen is that students are better able to recognise, blend, segment and use phonemes appropriate to their year level. This has been observed by Leadership during explicit teaching lessons. Students are also developing their fluency when using decodeable texts. Increased phonemic awareness evidence supported by PAST data is leading to increased fluency/automaticity in reading.

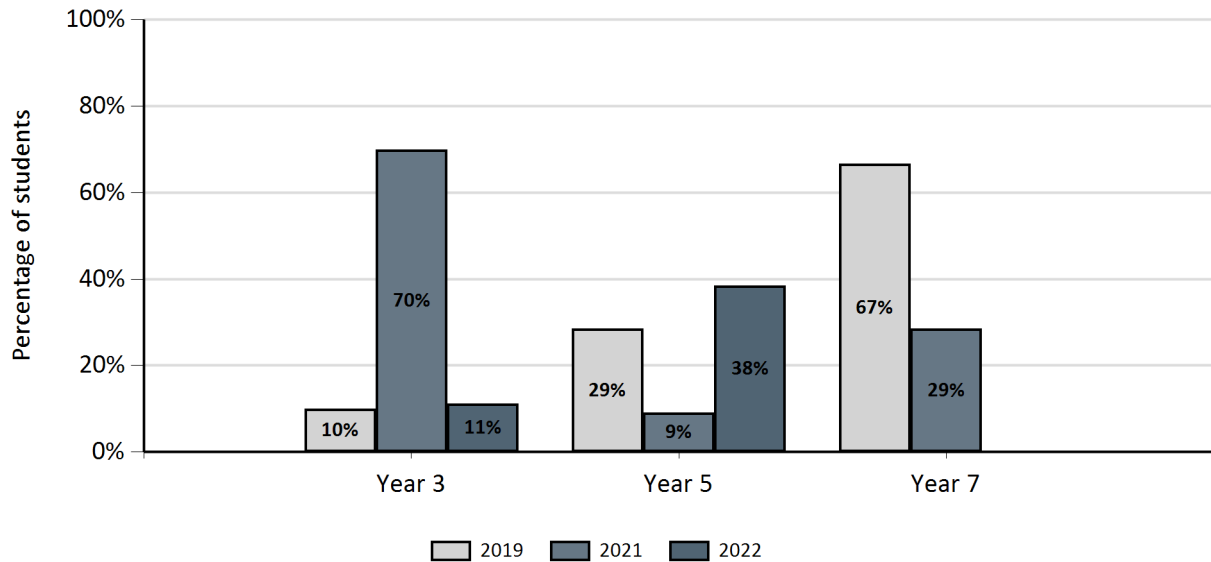
Moving forward, the explicit teaching of phonics will continue to be a focus of the junior primary classes. Students in the primary classes will focus on further improving their knowledge of phonics, phonemic awareness, increase their reading fluency and automaticity and reading comprehension skills.

# 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

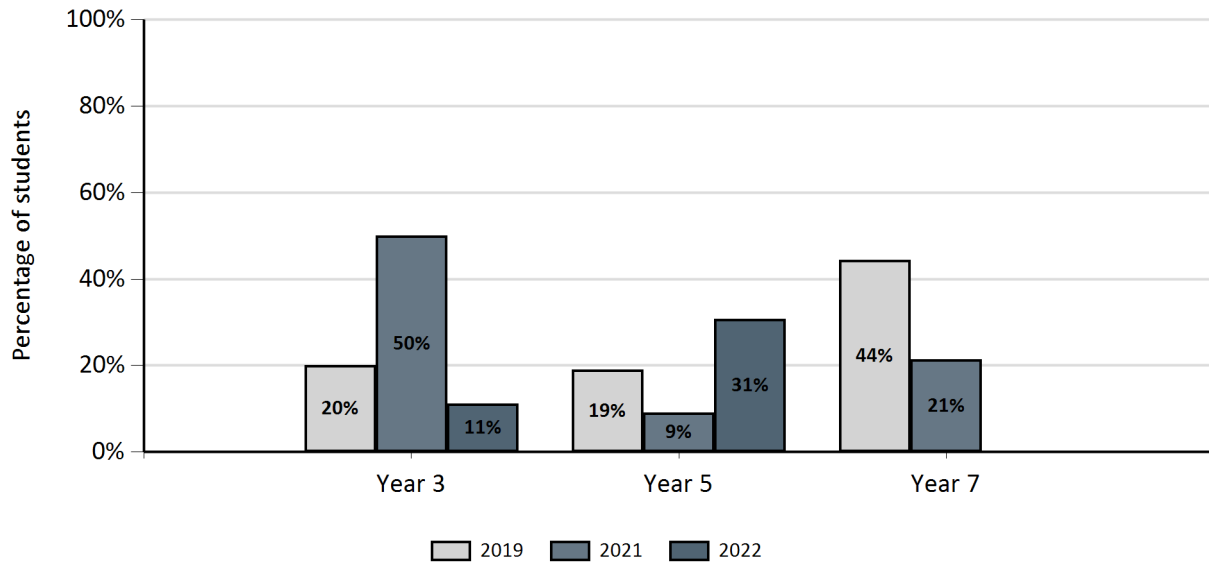


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 03 2022	9	9	0	0	0%	0%
Year 03 2021-2022 Average	9.5	9.5	0.5	0.5	5%	5%
Year 05 2022	13	13	2	1	15%	8%
Year 05 2021-2022 Average	12.0	12.0	1.0	0.5	8%	4%
Year 07 2021-2022 Average	14.0	14.0	0.0	0.0	0%	0%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

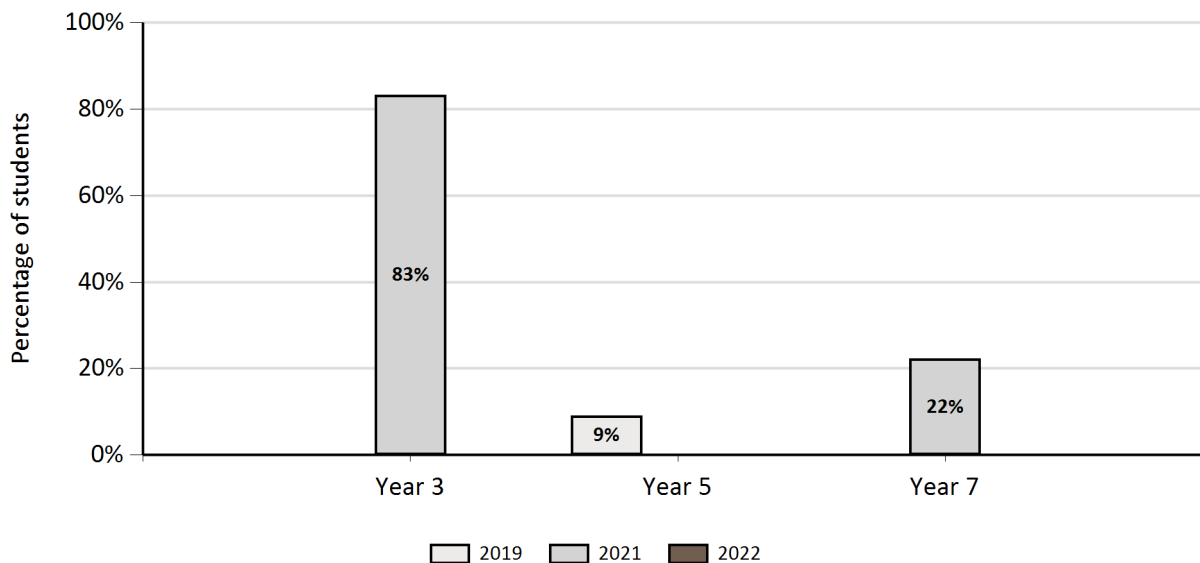
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



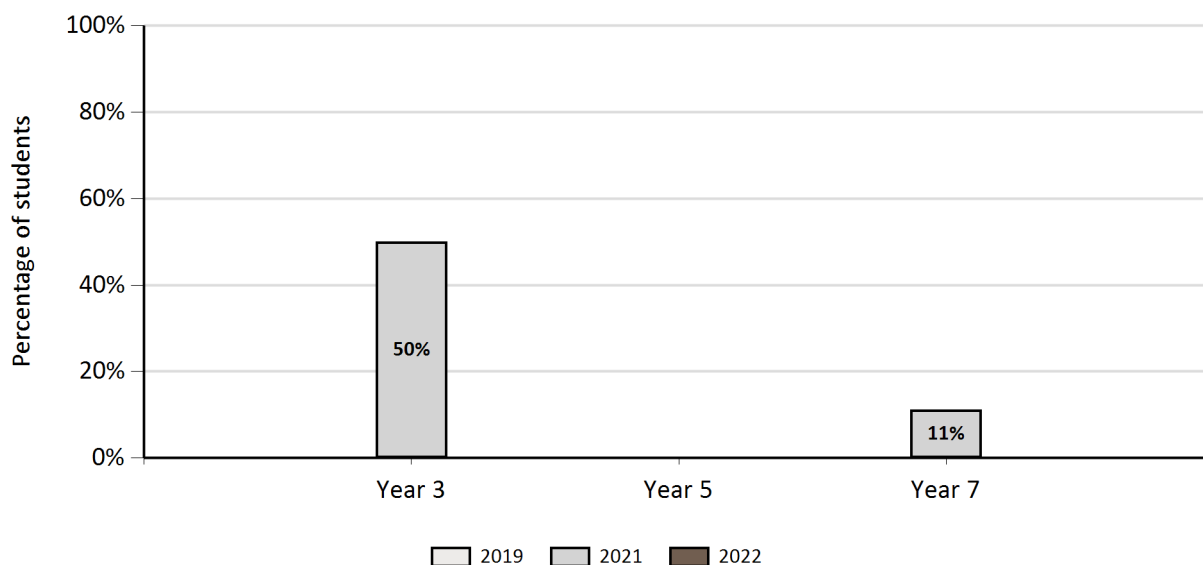
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 <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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	9.0	9.0	0.0	0.0	0%	0%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Engaging Families

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

Our focus for 2022 was on Element 5 - Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning where data informed conversations with Aboriginal families about the growth, achievement and successes of their child and the strategies to best support them are able to occur in both formal and informal contexts. Coming out of COVID restrictions has allowed us to recommence opportunities for engaging Aboriginal families within our school community, with a view to becoming partners in our Literacy and Numeracy journey. It has been necessary to rebuild connections and relationships, and as these have strengthened so have our opportunities to have conversations around student learning. A number of school events including Reconciliation Week Barbecue, Book Launch where students shared books they had created with families, Sports Day and an Aboriginal Families Afternoon Tea were opportunities for parents and staff to meet and informally discuss student progress. Staff were required to complete Cultural Awareness Training to ensure they are able to engage in culturally sensitive and respectful conversations with families. A pamphlet was created for enrolment packs and the

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

Site Improvement Plan Targets: A – E Reporting  
 Our Aboriginal Students within the Year 1-4 cohort, being tracked as a part of our Site Improvement Plan, have demonstrated significant growth in English. During 2021, no student achieved higher than a C in English. In 2022, two students achieved a B grade. There were no E grades, compared to two in 2021. These grades are based on classroom achievement and triangulated against a range of data sets including NAPLAN, PAT and Phonics data to ensure rigor and accuracy in our reporting. In Mathematics, students have also shown high growth. During 2021, no student achieved higher than a C in Mathematics. In 2022, one student achieved a B grade. There were no E grades, compared to one in 2021. There were three fewer D grades. These grades are based on classroom achievement and triangulated against a range of data sets including NAPLAN, PAT and the Big Ideas in Number data.  
 PAT – Reading and Mathematics  
 Of the 11 students who participated in the assessments in both 2021 and 2021, 6 were at or above standard and 5 were below. Of these 11 students, 8 showed growth in their overall scale score in Reading.

# School performance comment

The review of the Site Improvement Plan was completed by leadership and staff regularly to monitor and track how we were progressing with our targets. Semester 1 Assessment and Reporting indicated that we were on track to achieve and exceed our SIP Targets for Semester 2 in both English and Mathematics. As a result of exceeding our A-E targets, we reviewed our data and increased our targets for 2023 and 2024.

The cohort being tracked for our Site Improvement Plan include the students who were enrolled in Reception to Year 3 at our site in 2021. Growth in A-E data can be seen and measured in all other cohorts. A-E data is based on classroom achievement and triangulated against other measures including NAPLAN, PAT and other site-based assessments to ensure that our assessments are rigorous and accurate.

PAT Reading and Maths Data showed increased growth and achievement for all cohorts when compared to previous years data. In Year 6 Mathematics, every student demonstrated significantly high growth.

NAPLAN Data shows that in 2022, 2 Year 5 students out of the 13 participating in NAPLAN achieved in the upper two bands in Reading and one in the upper two bands in Numeracy. There were no Year 3 students out of the 9 students participating in NAPLAN in the upper two bands during 2022. NAPLAN Proficiency data showed a decreased number of students in Year 3 meeting the national minimum standard in Reading, but a significant increase in the number of Year 5 students meeting the national minimum standard.

In Numeracy, there was a decrease in Year 3 students meeting the national minimum standard, but again a strong increase in the Year 5 students meeting the national minimum standard.

The Introduction of a structured, systematic, evidence-based Literacy Program (Initialit) in our Junior Primary Classes has been a success, with high engagement and take up by staff and students. The Senior Leader in Literacy and Numeracy Improvement takes one Literacy group, enabling the two Junior Primary classes to be split across the three year levels for Initialit – Foundation, Year One and Year Two. This allows students to work within the group that best targets their needs. This program, along with the continuation of our Phonemic Awareness Program has led to all students making progress in their reading and spelling. There is a further need to build rigor in Literacy instruction, and this will be a focus for 2023. Term overviews with built in assessment schedules along with structured timetables have been developed to support staff with this. The program will run across the full five day week in 2023 rather than the 4 sessions in 2022.

Review of our whole school phonemic awareness program using the Kilpatrick Phonemic Awareness Screening Test showed that while phonemic awareness skills had improved across the site, there was still a need to build proficiency and automaticity in this area so phonemic awareness warm ups will remain daily focus for R – 6 during 2023.

Writing will also be a continued focus. Although not a SIP goal, our ongoing writing focus will enable students to build their automaticity and capacity to write fluently and creatively by hand and by using word processing programs. Writing will continue to be assessed against the Brightpath Scale so that goals can be set with students for writing improvement.

The Big Ideas in Number – Trusting the Count and Place Value have been embedded into our Numeracy block with assessments occurring each semester. Growth in these areas has been noted, with an increasing number of students meeting these benchmarks. Further work will occur during 2022 in the areas of Place Value and Multiplicative Thinking, with a full day training to be organized with the Primary Mathematics Association.



# Attendance

Year level	2019	2020	2021	2022
Reception	49.8%	66.5%	70.4%	69.8%
Year 1	69.1%	64.6%	87.9%	62.1%
Year 2	81.0%	56.5%	69.5%	73.6%
Year 3	75.7%	72.5%	80.5%	64.3%
Year 4	71.7%	58.2%	81.1%	74.1%
Year 5	66.0%	67.1%	57.7%	78.2%
Year 6	71.1%	57.7%	76.0%	66.6%
Year 7	68.4%	54.6%	71.3%	N/A
Total	69.9%	61.3%	74.2%	70.0%

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

## Attendance comment

This year we introduced a school bus service to try and support our families with attendance issues. The school has leased a 12 seater bus. The bus was introduced mid-way through Term 1 and began with one school pick up in the morning and an afternoon drop off. This soon grew to two morning pick-ups and two afternoon drop offs. This has had a significant impact on a number of student's attendance. One example of this was a student who at the end of last year attended 45% of the time at school and this year using the bus service attended 88%. Our attendance data is shared each fortnight at assembly to highlight its importance, with the highest attending class winning a reward. At the end of each term students with 95-100% attendance are celebrated and rewarded. In Term 4 this year we had 10 students celebrate 100% attendance for the term. Families are contacted via text message each day their child is absent from school and this strategy continues to reduce unexplained absences. Classroom teachers will phone families if their child has been absent for three days. The principal, Wellbeing Leader, AET and ACEO conduct regular home visits for learners who are chronic non-attenders.

## Behaviour support comment

This year there were 203 behaviour issues, less than 2021 where there was 237 behaviour issues. Of the 203 incidents, 142 involve 10 students. Out of the 10 students only two of them are from Junior Primary classes. 4 of the students will be in high school in Year 7 next year and they account for 62 of the incidents. Many of these students have a history of considerable trauma and we work with them to ensure they have the skills necessary to try and develop positive behaviour choices. We support students through our "Chill Zone" which is being relocated in 2023 to allow students better access. This provides them with a place to go if they need a break from in class learning. All classes participate in Interoception activities after each break and do daily Play Is the Way activities. This year all staff have been trained in the first to modules of the Berry Street Education Model which is centered on trauma informed practices. We refer families to the Child Wellbeing Practitioner, Centacare & Mission Australia and liaise when required with DCP. We lead TAC meetings with our Support Services to ensure plans are developed to support our students.

# Parent opinion survey summary

We had 10 parent responses in 2022.

The top 5 dimensions that scored highly were:

100% believe that education is important

80% of parents believe they have input into learning

80% believe their child has a good home learning routine

70% of parents believe their child receives useful feedback

70% of parents believe the school communicates effectively

The lowest dimensions to focus on in 2023 will be:

11% of parents believe their child is equipped to plan pathways

20% believe their child has a good home learning routine

20% of parents believe they have input into learning

Some of the parent comments included “my kids love to go to school so much”, “I believe that the staff and our new principal goes above and beyond for all the students and they genuinely just love being there” and “Great teachers. I feel all of them and the principal are very sincere”.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	90.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

The school complied with relevant history screening by ensuring we maintained all hard copies of Working with Children Checks for staff, volunteers and 3rd party providers. These were recorded in EDSAS per the Department for Education’s requirements. As we have transitioned over to EMS, hard copies were also printed and kept in the front office administration area.

The site monitors and complies with changes to the WWCC procedures and requirements.

Anyone who does not have the required clearance is not permitted on site.

The school funds all volunteer clearances.

# 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	18
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	0.0	11.0	1.0	6.5
Persons	0	11	1	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$1,874,122
Grants: Commonwealth	\$1,500
Parent Contributions	\$17,016
Fund Raising	\$0
Other	\$0

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

## 2022 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 2022 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	Employment of a 1.0 B2 Leader- Student Support/ Wellbeing & Engagement to support individual, small group and whole class behavior education and attendance and mentoring early career teachers in management strategies.	The Chill Zone Interception activities after each break in all classes Berry Street Training for all staff
	Improved outcomes for students with an additional language or dialect	Identified students received additional intervention support via a teacher and SSO's	Ongoing progress towards learning goals documented in the student's OCOP
	Inclusive Education Support Program	13 students have received 128 hours per week of support via SSOs	Progress towards learning goals regularly reviewed and documented as part of their OCOP
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	ACEO for 35 hours per week to support engagement of students & their families OCOPs documented and learning goals regularly reviewed Senior Leader in Literacy and Numeracy Improvement employed to support intervention for identified students. 0.8 Intervention teacher in Term 3 IESP funding – hours of SSO support for students with disabilities and challenging behaviours	Progress towards learning goals as document in student's OCOP Home and school connections strengthened Attendance improvement
Program funding for all students	Australian Curriculum	Senior Leader in Literacy and Numeracy Improvement has provided ongoing training and development in Australian Curriculum, Learning Design and Moderation. Senior Leader also performed classroom observations and coaching to improve teacher expertise	Improvement with lesson delivery, task design, moderation and assessment of work and student engagement
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	0.4 teacher salary to support targeted intervention programs for Reading and SSO salary to support students in Quicksmart Numeracy Intervention	Ongoing progress towards learning goals monitored and tracked Students identified termly for intervention based on data
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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