Westport Primary School has a reputation for providing students with an outstanding education in a safe and orderly environment. With a strong focus on learning, high expectations and whole school approaches, Westport students are supported to reach their potential and enjoy their schooling.

Students come from a variety of socio economic and cultural backgrounds. Westport Primary School is identified by The Department for Education and Child Development as having a Category 2 level of disadvantage. In 2015, 51% of students were from a non English speaking background. 16% of students identified as having an Aboriginal background and 59% of students were eligible for school card. 9% of students were verified as having a learning disability.

Almost all students transition to Westport Primary School from Westport Preschool which is co-located and is a significant part of our school community. Westport Primary school also operates an Out of School Hours Care and Occasional Care facility. Most Year 7 students transition to local government secondary schools with the majority going to Le Fevre High School, Seaton High School and Henley High School. A small percentage attend other government and non government secondary schools.
2015 was another busy year at Westport and one to be proud of. Some of our highlights included:

- Le Fevre Peninsula Partnership Collaboration
- Continued enrolment growth
- Strong Preschool involvement and educational care
- Rock and Water – a wellbeing and resiliency program
- Bike Education
- Junior Primary Footsteps Dance
- Breakfast Club
- Skoolbag Application for improved communication
- Westport Facebook for sharing special highlights
- Open Mornings
- Reconciliation Week celebrations
- Student Voice including their student led Remembrance Day Ceremony
- The Arts including Pottery Making
- Zoom and Boost – Reading intervention programs
- QuickSmart Maths Intervention
- ‘What’s your Problem?’ Community Mathematics problem Solving
- Student Teachers and Work Experience students
- Excellent NAPLAN results and growth
- Assessment for Learning Professional Development and Westport designed student feedback stamps
- Mayoral Make a Book
- Year 7 Graduation and last day farewell
- Staff commitment to improvement initiatives and professional learning
- Whole school commitment to Literacy and Teaching and Learning
- In school and out of school increased sport involvement including SAPSASA
- Huge growth in after school Netball and Basketball
- Initiation of out of school soccer – 2 teams
- Sports Presentation Night
- Festival Choir
- Whole school Christmas Concert
- National Simultaneous Story Time – again presented to the whole school by our 6.4 Receptions
- 100% completion results for the Premier’s Reading and Be Active Challenges
- Ground and Facility upgrades
- Positive Transitions
- Better Buddies
- Student activities including; swimming, aquatics, camp, Zoosnooze, Sea Week, Buddies Beach Day, World Environment Day, Casual Days, Disco, Science Week, Book Week and Book Fair, Sports Day and many other special days and events

REPORT FROM GOVERNING COUNCIL – Lisa Landre, Chairperson

2015 was another exciting and eventful year for the Westport Primary School Community. Governing Council members included; Lisa Landre (Chairperson), Danni McCulloch (Vice Chair Person), Melissa Montgomery (Secretary), Jerelle Steer (Treasurer), Carla Gurbala (Canteen Representative), Andrea Concannon (OSHC Representative), Julietta Cerin (parent), Jacki Fey (parent), Tammy Le Leu (parent), Kirsty Smith (parent), Leon Totolas (parent), Reagan Way (parent), Pam Miller (Staff Representative, Preschool), Megan Stramare (Staff Representative, school), Josef Zechmeister (Assistant Principal) and Rebecca Huddy (Principal).

Major agenda items for our meetings included; facilities, policy analysis and approval, Canteen analysis, staffing, enrolment and curriculum updates, finances and school improvement planning. 2015 saw our Governing Council grow and we therefore needed to amend our constitution to accommodate.
SITE IMPROVEMENT PLANNING

Throughout 2015 we continued with our 3 Site Improvement initiatives. These initiatives were collaboratively formed in 2011 using a wide variety of data, analysis and discussion. All teaching staff belong to a Site Improvement Team. Annual Targets and strategies are produced collaboratively with a strong commitment to implementation. In 2015 the following targets were set and strategies implemented to work towards meeting each of the 3 outcomes.

READING COMPREHENSION

**Outcome** - For all students to receive high quality explicit teaching in reading comprehension in order to reach their full reading potential.

### TARGETS

| ▲ 85% of Year 3-7 students to be reading at or above DECD minimum standard in PAT-R Comprehension – Target not met. 71% of students achieved at or above the DECD minimum standard in PAT-R Comprehension. |
| ▲ NAPLaN mean scores to be comparable with DECD mean scores and significantly above like schools – Target not met for Year 5 and 7. NAPLaN mean scores were below DECD mean scores in Reading. Year 5 and 7 NAPLaN mean scores were above like schools but not significantly. Target met for Year 3. |
| ▲ 75% of students (R-2) to have reading growth of at least 1 level per term and 3 levels (Year 3 and above) using PM Benchmark Running Records (unseen texts) – Target met. 76% of R-2 students achieved reading growth of at least one level per term. 78% of Year 3 to 7 students achieved reading growth of at least 3 levels. |

### STRATEGIES

- Continue a whole school approach to Reading Comprehension led by Coordinator with a focus on explicit teaching and guided reading
- R-2 Literacy block: reinforcing Jolly Phonics, Jolly Grammar and Words Their Way
- Continue whole school home reading rewards program
- Track individual students weekly, monitoring progress using Accelerated Reader Year 2-7, Oxford Word List R-3
- Uphold Whole School Literacy Agreement practices
- Continue intervention programs: ZOOM, Junior ZOOM and Boost for targeted students
- Ongoing professional learning
- Implement a Whole School Approach to spelling/word study using a Words Their Way approach
- Track Reading Comprehension using PAT-R Comprehension online
- Focus on explicitly defining reading comprehension strategies through text analysis

DIRECTIONS FOR 2016

Continue to implement reading targets and expectations as set in our Westport Reading brochure and student diaries. Reception to Year 2 students will continue to have consistent approaches to phonemic awareness, guided reading, Oxford words and word study with stringent weekly monitoring and a dedicated, targeted Literacy block, reviewed at the end of each term. Year 3-7 students will have consistent approaches to reading, learning comprehension and word study strategies explicitly as set in the Westport Literacy Agreement.

Whole school practices, including data collection and analysis and termly individual reading targets will continue to support and promote reading for individual students, at their level, to provide improved reading outcomes. Running Records will be conducted towards the end of each term with seen texts (previously unseen). Home Reading will be a continued focus with rigorous weekly monitoring. Guided Reading will be taught explicitly, with levelled readers.

Westport intervention initiatives: ZOOM, Boost, small Literacy groups and speech and language programs for targeted students will continue to be supported through internal funding.
MATHEMATICS

*Outcome* - For all students to receive high quality explicit teaching in Mathematics to support the development of their Mathematical Understanding.

**TARGETS**

▲ 85% of R-2 students to be at or above DECD expected mean in I Can Do Maths – Target not met. 76% of Year 1-2 students achieved at or above DECD expected mean in I Can Do Maths.

▲ 85% of Year 3-7 students to be at or above DECD minimum standard in PAT-M – Target not met. 50% of Year 3-7 students were at or above DECD minimum standard in PAT-M.

▲ Year 5 and 7 NAPLaN mean scores to be at or above DECD mean scores and significantly above like schools – Target met. All year levels significantly above like schools. Year 7 were within DECD mean, while Year 5 were below DECD mean.

▲ 30% of Year 5 and 7 students achieve upper level NAPLaN Numeracy growth – Target met for Year 7. 43% achieved Upper Level growth, 43% achieved Medium Level growth in NAPLaN Numeracy. Target not met for Year 5. 22% achieved Upper Level growth, 67% achieved Medium Level growth in NAPLaN Numeracy.

**STRATEGIES**

- Develop a Whole School Mathematics Agreement
- Develop a Whole School Approach, using a ‘Westport Framework,’ of consistent Mathematical Practice
- Promote Mathematics and Numeracy across the school through Problem Solving initiatives and activities
- Implement and refine Intensive Intervention Program, QuickSmart Maths, to support targeted students, Years 4-7
- Develop a tiered mathematical vocabulary framework
- Up skill levels of schooling representative teachers to develop their skills in leading whole school numeracy improvement

**DIRECTIONS FOR 2016**

In 2016, a Whole School Mathematics Agreement will be implemented to ensure consistency across the school. A Numeracy and Mathematical continuum, aligned with the Australian Curriculum, will be introduced across the whole site (Pre-school to Year 7). This will be used as a framework to track student achievement and enable differentiation for learning.

This will be supported through professional development with Mathematical Consultant, Ann Baker. Over the course of four days, Ann will be working directly with teachers in classes from Pre-School to Year 7. Her role will be to model best mathematical practice.

Staff will be exploring Big Ideas in Number with our Partnership. This will allow us to provide a consistent approach to mathematical understandings. Tiered vocabulary, aligned with curriculum, will be explicitly displayed and taught to develop student’s mathematical language. All staff will continue to support students in using the 6S problem solving strategy. Students will have individual Maths targets, which will be communicated to parents at the beginning of each term.

Students will continue to be exposed to problem-solving questions on the ‘What’s Your Problem’ board, giving them an opportunity to engage in their mathematical understanding and reasoning in a non-threatening environment.

QuickSmart Maths will continue to be implemented in targeting students in Years 4-7 as an intervention program.
**STUDENT ENGAGEMENT AND WELLBEING**

**Outcome** - For all children and young people to make meaning of their learning through authentic engagement and accomplishment.

<table>
<thead>
<tr>
<th>TARGETS</th>
<th>STRATEGIES</th>
</tr>
</thead>
</table>
| ▲ All teachers implement Teaching for Effective Learning Framework using Assessment for Learning Strategies competently – Target met. All teachers continued to implement TfEL framework. Review 2015 peer observer initiative linking Performance Development, TfEL pedagogy and teaching practice. | ✤ TfEL framework embedded in practice, verified and shared  
✤ ‘Embedding Formative Assessment’ professional development, ongoing for all teaching staff  
✤ Coordinators mentor beginning teachers and support new staff with Assessment for Learning and Classroom practice  
✤ Stringent attendance tracking and monitoring, Preschool – Year 7  
✤ Integrate Social Emotional Learning (SEL) initiatives: KidsMatter, Better Buddies, Student Voice, Westport Student attributes, Rock and Water, Kimochies R-2 and Peer Mediators  
✤ ‘Focus on Students’ at staff meetings  
✤ Kidsmatter PD - Component 1, linked with attendance initiatives  
✤ Implement scope and sequence for Bounce Back!  
✤ Implement Bully Survey and analyse data for action  
✤ Engage with other organisations to support students: Rotary, Council, Connected Self etc.  
✤ Promote healthy lifestyles: R-2 fitness, specialist PE and Health, school sport and healthy eating practices |
| ▲ Maintain attendance rate improvement by achieving above DECD rate - Target met. Westport attendance rate for 2015 was 91.5%. 0.8% above the DECD rate of 90.7%. | |
| ▲ All staff continue to implement KidsMatter Components 1 -4. Kidsmatter philosophy integrated through whole school Social and Emotional Learning (SEL) programs and practices. | |
DIRECTIONS FOR 2016

Rock and Water will continue for our Year 3-7 students during Term 1, 2016. Rock and Water has a very positive approach. Its focus is on the qualities and developmental tasks that young people face when growing up. Recess and lunch time Peer Mediators will be introduced in 2016. Westport’s Year 7 students will facilitate Peer Mediation during Terms 1 and 2. Year 7 students will be expected to support and train the Year 6 students to continue during Terms 3 and 4. All Year 6 and 7 students are expected to take on the responsibilities relating to Peer Mediation to strengthen and contribute back to Westport’s Social and Emotional learning.

We will continue our association with West Lakes Rotary as they support us with special programs relating to student wellbeing and engagement. Attendance initiatives implemented during 2015 will be reviewed regularly as we work to maintain improvement in attendance. Success has been due to rigorous and regular monitoring of student attendance by Westport’s Leadership team.

Peer Relationships/Bully Survey will be conducted involving students, community members and staff as we continue to retain countering bullying strategies.

Kimochi lessons were successfully trialed in 2015 with 2 classes. In 2016 they will be incorporated into Junior Primary Japanese lessons with follow up to be provided by the class teacher. Kimochis - (KEY.MO.CHEE) which means “feeling” in Japanese - are plush, educational toys designed to help kids identify, understand and manage their feelings in a fun, comfortable way. Kimochis encourage kids to express themselves as they learn about appropriate feelings-driven behaviours and how to manage the feelings Kimochis teach, whether that be mad, sad, left out, brave, uncomfortable, jealous, frustrated, silly and beyond.

Staff will continue to strengthen student engagement through developing and refining their consistent pedagogical practices. Assessment for Learning will become even more of a focus with all classes using Learning Intentions (WALTs - We are learning to …) and Success Criteria (WILF - What I’m looking for). Glass ‘whiteboards’ will be installed in all classrooms to support this expectation. Providing students with high quality feedback will also continue to be improved. Our custom made ‘Assessment for Learning’ (AFL) stamps will continue to be used. The DECD Teaching for Effective Learning (TfEL) Framework and the Australian Professional Standards for Teachers will continue to be used to support quality teaching and performance development.

Throughout 2015 staff explored the research surrounding Growth Mindsets versus Fixed Mindsets and we have collected some baseline data. In 2016 we will be working with students helping them to understand that by having a growth mindset their intelligence can change and consequently achieve their full potential.
In 2015 our Assessment Schedule was again successfully implemented with all student achievement data continuing to be stored in our custom built web based system, ‘Mark It’. Teachers are able to log in anywhere, at anytime to enter, track and analyse student performance. Although most of the data is targeted towards Literacy, particularly reading, we also continued the collection of some standardised data in Mathematics. We now have 5 years’ worth of data for all students giving us an excellent academic profile of individual students and particular cohorts. New in 2015 was our introduction of termly individual targets for every student Reception to Year 7 in Reading and Mathematics. This has proved to be an enormous success and will be refined in 2016 to include writing.

Westport students once again performed exceptionally well in the 2015 NAPLAN especially when compared to like schools. Staff undertook an analysis throughout the latter part of 2015.

The graphs below illustrate our results when compared to other Government Schools and ‘Like Schools’.

2015 NAPLAN RESULTS - MEAN SCORES

<table>
<thead>
<tr>
<th>Department for Education and Child Development</th>
<th>Like Schools</th>
<th>Westport Primary School</th>
</tr>
</thead>
</table>

2015 Yr 3

- Grammar & Punctuation
- Reading
- Spelling
- Writing
- Numeracy

Category 2
DECD
Westport
The following 2 graphs illustrate the levels of growth made by students since they last participated in NAPLAN 2 years ago. Growth is particularly important data to analyse as it truly reflects the progress that our students are making. 2015 growth data indicates that Westport students are continuing to make excellent growth which is particularly evident from Years 5 to 7.

**2015 NAPLAN RESULTS – STUDENT GROWTH IN PERCENTAGES**

### 2013 to 2015 Numeracy Growth

<table>
<thead>
<tr>
<th></th>
<th>Lower 25 %</th>
<th>Medium 50 %</th>
<th>Upper 25 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 5-7</td>
<td></td>
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</tbody>
</table>

### 2013 to 2015 Reading Growth

<table>
<thead>
<tr>
<th></th>
<th>Lower 25 %</th>
<th>Medium 50 %</th>
<th>Upper 25 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 5-7</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Attendance is directly linked to student well-being and achievement and we will endeavour to do whatever it takes to keep attendance and punctuality at a high level. We are pleased that we met our attendance target for 2015 however improving our rate will remain a priority for 2016. Strategies include: weekly tracking of individual students by Leadership, formal letters sent home to families where there are attendance concerns, incentives for students to be at school everyday and on time, home visits and in extreme cases of concern referrals are made to our Regional Student Attendance Counsellor. The table below illustrates a more detailed breakdown of the data into specific year levels of Westport students as well as the DECD comparison. It is important to note that just 1 student with chronic non attendance can misrepresent the data for an entire cohort.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance – Westport Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>90.9</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.6</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.4</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.1</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.2</td>
</tr>
<tr>
<td>Year 7</td>
<td>96.0</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>92.9</td>
</tr>
<tr>
<td>Total DECD</td>
<td>90.5</td>
</tr>
</tbody>
</table>
CLIENT OPINION

The school opinion survey indicates very pleasing results once again. In 2016 we will continue to strive towards:

- Focusing on Student Engagement as a school improvement priority
- Further involving families as partners in their child’s education
- Communicating effectively and openly with all members of the community
- Providing excellent resources in a safe, supportive and orderly learning environment
Westport Primary School belongs to The Le Fevre Peninsula Partnership which is led by Education Director Deb Graham. Other sites include: Oceanview College, Le Fevre High School, Adelaide West Special Education Centre, Alberton Primary School, Alberton Preschool, Kalaya Children’s Centre, Kura Yerlo, Largs Bay School, Le Fevre Kindergarten, Largs North Kindergarten, Le Fevre Peninsula Primary School, North Haven Kindergarten, North Haven R-7 School and Warriappendi School. The Le Fevre Peninsula Partnership has continued to work in a strategic and collaborative manner during 2015 with support from partnership appointed Strategic Leader, Sandy Deam. A Partnership Improvement Plan has been developed with the following priorities:

**Priority 1**
Quality Teaching and Learning: - Numeracy
We will:
- Improve teacher capacity to use formative assessment
- Ensure individual growth in numeracy for all students

**Priority 2**
Health and Wellbeing: - Aboriginal and Torres Strait Islander Students & Students with Disabilities
We will:
- Improve attendance of ATSI children / young people
- Ensure consistent and accountable use of ILPs and NEPs involving families and community

**Priority 3**
Continuity of Learning: - Transition
We will:
- Establish clear documented processes to support successful transition Birth to Year 12
  - Preschool – School
  - Primary- Secondary
  - Secondary – Future Pathways
At Westport we pride ourselves on our commitment and action against bullying and violence. It is important to emphasise the difference between disagreements/isolated incidents and ongoing bullying and harassment. Current strategies in place to provide a safe and happy schooling environment include:

- All teaching staff completed ongoing internal training in the four components of KidsMatter
- Assistant Principal Role incorporates counsellor duties to oversee all student behaviour issues
- Specific consequences for bottom line behaviours
- Early intervention for students at risk
- Child Protection Curriculum implemented each year as a whole school
- Open door policy for students to report negative behaviours with immediate follow up
- Regular liaising with Regional Interagency Behaviour Support Coordinator
- Personal communication with relevant families
- School safe student surveys
- Consistent record keeping for all behaviour related incidents
- Positive Play – closely supervised games in a designated area
- Additional staff on yard duties
- Assistant Principal present during all yard breaks
- Bounce Back Program – whole school approach to social skills and resilience
- Better Buddies Program Preschool to Year 7
- Rock and Water

In 2015 there were 32 suspensions in total. 14 related to minor levels of violence (e.g. hitting, kicking), 11 ‘Threatened Good Order’, 4 related to persistent and willful inattention, 2 acted illegally and one related to threatening safety and wellbeing.

In 2016 all students and staff from Years 3 to 7 will once again participate in The Rock and Water Program due to its outstanding success over the last 3 years. The 2016 Rock and Water program will support and facilitate training for our Year 6 and 7 students in developing skills as Peer Mediators. This investment will continue to support students to develop their self awareness, confidence and communication skills. This program will add to the strategies already in place from our current Site Improvement Plan.
Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>29</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>6</td>
</tr>
</tbody>
</table>

Please note: Staff that 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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>16.5</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>

FINANCIAL STATEMENTS

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>3 159 787.15</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>5 550.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>88 879.51</td>
</tr>
<tr>
<td>4 Other</td>
<td>29 161.50</td>
</tr>
</tbody>
</table>

The following reports were tabled and made available at the 2015 AGM held on the 10th February 2015:
▲ Balance Sheet and Profit and Loss 2015
▲ Financial Commitments Report 2015

We thank you for taking the time to read our 2015 Annual Report which is an important aspect of accountability to our community and Department for Education and Child Development.

Lisa Landre
Governing Council Chairperson

Rebecca Huddy
Principal