



Ungarra Primary School

2022 annual report to the community

Ungarra Primary School Number: 446

Partnership: Central Eyre 2

Signature

School principal:

Mr Rory Hunt

Governing council chair:

Justin Modra

Date of endorsement:

13 March 2023



Government
of South Australia
Department for Education

Context and highlights

Ungarra Primary School is a small, vibrant R-6 rural school located 80 kilometres north of Port Lincoln. In 2022 we had 30 students enrolled including 2 with disabilities and split into two classes; Reception – Year 2 and year 3 – year 6. In 2022 we had three teachers and four School Service Officer (SSO's). We have a strong literacy and numeracy focus at Ungarra Primary School and our curriculum delivery is supported with programs such as STEM and The Stephanie Alexander Kitchen Garden Program. Our school values are respect, achievement, integrity and resilience.

The 2022 school year began like no other with the Year 3-6 class undertaking home learning for the first two weeks due to the COVID-19 pandemic. It was pleasing to gain 4 new enrolments at the beginning of the year and we gained 2 more students throughout the year increasing our student numbers to 30. Rory Hunt was appointed Acting Principal and then won the position for 5 years.

We welcomed Nicole Clark as our Pastoral Care Worker. She provided support for students and opportunities such as Lego/STEM Club, Craft Club, Breakfast Club and sewing and excelled in organising costumes and face painting for the students during concert week.

We welcomed Lynda Harvey to the R-2 class in Term 3 and farewell her at the end of the year.

Kelly Robinson successfully completed her stint as Acting Principal of Port Neill and gained a position as Deputy Principal of Tumby Bay Area School for 2023. Sharon Campbell retired at the end of Term 1 after many years in education and at UPS.

Mel Masters was Playcentre Coordinator at the start of the year and Georgia Stratford at the end of the year. It has been great being involved with the Playcentre this year and there was a good turn out of parents and children in 2022.

Rebecca Palmer volunteered many hours to create the amazing "Grow Mural".

We continued to have a great relationship with Port Neill Primary School as we joined together for numerous events and learning opportunities including Beach Sports Day, RAA Road Safety, Religious Education Seminars, glass art, growth and development, surf education and lawn bowls.

In Sporting Schools we enjoyed gymnastics, tennis and table tennis. The Sporting Schools grant enabled us to participate in these sports with expert coaching and opportunities to visit quality facilities and purchase sporting equipment.

Outdoor lounges, courts shed, 3D printers, weather station, playcentre turf were some new additions to the school. Our bus route was also extended to enable all families an opportunity to use this service.

Jon Ashworth was congratulated on his 30 years of service to the Department of Education.

Miss Cooper/Mrs Cox had a day to remember when we celebrated her upcoming wedding by dressing her up in a bridal gown and doing an obstacle course.

A big highlight this year was the school's involvement in the EP Field Days in which we raised valuable funds for our school. We also participated in events such as the Lipson 150th celebrations which enabled us to sell more of our wonderful produce.

2 students travelled to Adelaide for the Space 3D printing exhibition at the Australian Space Discovery Centre, showcasing the classes impressive and creative 3D space designs.

Selected students enthusiastically participated in the Australian Maths Trust Maths Challenge. They enjoyed being challenged with some higher order questions. Our school leaders also got to display student voice at the Student Forum event in Port Lincoln.

Our school was well represented in the Children's University Program which is a testament to all the out of hours learning they do.

We participated in a digital video tour which is on the front of our website and helps promote our school.

Our end of year concert was such a great occasion and the student's performance in "101 Dalmatians" was terrific. At the concert we acknowledged all the hard work of students, staff and parents throughout the year.

Governing council report

It has been another successful and action packed year at Ungarra Primary School starting with a new proxy principal, Rory Hunt, who later would be appointed the permanent position for 5 years. CONGRATULATIONS Rory. Changes to the bus route which now covers most families and some for the first time for 3 generations of schooling at UPS.

We also appointed Nicole Clarke to the position of Pastoral Care Worker, who appears to be fulfilling very well, the big shoes Janet Beard left behind, with her caring nature and passion for the children and the school.

Another integral part of the school community is our playcentre which runs every Monday with a morning and afternoon session, which sometimes hosts 15 or more children keen to immerse themselves in learning and social development, in a fun and engaging environment. It's also a great place for parents to catch up. Thanks to Sue Liddicoat, Mel Masters and now Georgia Stratford for running this.

We have also welcomed new families to the school with the Bate's, Nowikow, and Wright-Harvey-Onwubiko, and Clark/Cummings family and we trust your experience is a fulfilling and rewarding one for your children and you, as it has been for so many families before you.

The students this year have been very busy learning the school curriculum, 3D printing in the classroom, design of their farm plot signs

School excursions to Moody tanks the Bluff and others

Upper Primary School camp to Melrose and JP Sleep Over

Trip to Adelaide for a couple of leadership students to the AUSTRALIAN SPACE DISCOVERY CENTRE

Catering and marketing their garden produce from the Rabo site at the Cleve Field Days

Attending Anzac day dawn services

So on behalf of the Governing Council and entire school community we would sincerely like to thank Principal Rory Hunt, teachers Aisha Cox, Kelly Robinson, and Lynda Harvey (joined us in term3).

Also supporting staff Aimee-Lee Elson, Sue Liddicoat, Lisa Fitzgerald, Sharon Campbell (service over a 30 year period-retired), Nicole Clark & Georgia Stratford.

Also to our hardworking, school cleaner Deb Coleman and finally Jon and Marion Ashworth our bus drivers and grounds persons, of which the UPS school yards surely speak for themselves about the job they do.

All and everyone one of the aforementioned staff go well beyond the role requirements which helps makes our school great.

Thank you to all the parents and volunteers who continually dedicate themselves unconditionally as often is the case in our small community's.

I would also like to thank the P & F committee, and my fellow governing council members for their enduring hard work and dedication to their roles.

Finally I would like to farewell and wish all the best to our school leaders Tahnee Modra, Henri Bates, Alf Telfer & Allison Cummings.

This will be such an exciting time of your lives, so follow your dreams and aspirations, & enjoy every moment of it.

We hope your transition to TB Area School is enjoyable and smooth next year.

We also farewell Piper Bates who will be leaving us as a year 5 student to join her 2 brothers and sister at TB. This concludes our time with the bates family over 10 years who have been generous contributors to UPS.

Thankyou and

See you all in 2023.

Quality improvement planning

Although progress was made in writing we fell just short of achieving our improvement goals and targets for 2022 with 1 out of 3 Year 3s achieving High Bands for writing and 0 out of 3 Year 5s achieving High Bands in writing. The students were very close to the High Bands benchmark. Writing will be a focus for our 2023 Site Improvement Plan (SIP).

Teachers provided evidence of student progress and were able to articulate individual learning goals for writing. Writing samples showed significant progress for her Year 5 students who are using greater language choices and variety of sentence structure.

Planning documents, genre mapping, use of Australian Curriculum for Learning Intentions and Success Criteria (LISC) were all evident in teacher practice. Student learning has been improving in relation to Australian Curriculum as shown in student writing samples which were moderated against NAPLAN writing criteria. Student writing samples showing greater use of language choices and students moving towards making more controlled crafting and critical choices.

Through our Challenge of Practice (COP) Placemats it was identified that teachers were requiring further support in LISC. Through Professional Development opportunities such as Corwin Visible Learning (Lyn Coote) we were able to improve in this area. Data was collected for our focus area of improving LISC through teacher self reflection surveys, walkthrough data for students showing understanding of LISC and teacher's use of LISC. There was some improvement in these areas however will be a focus to build upon in 2023.

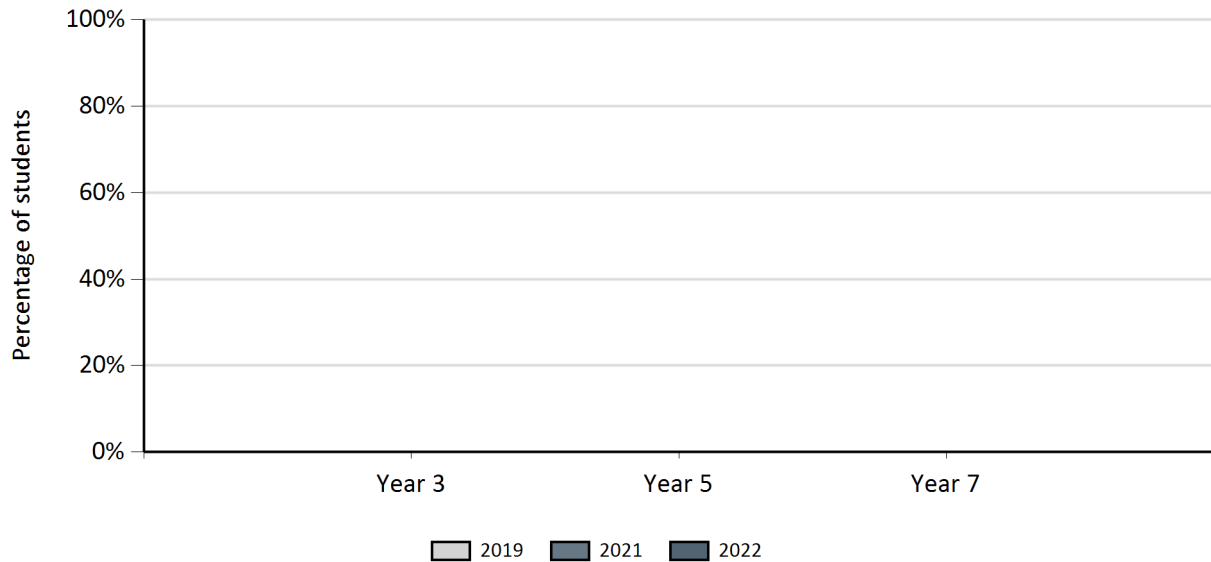
Teachers were keen to continue improving their knowledge of writing within the Australian Curriculum and used the expanded Success Criteria Placemats for targeted support for their students. For example LISC was used from the documents.

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

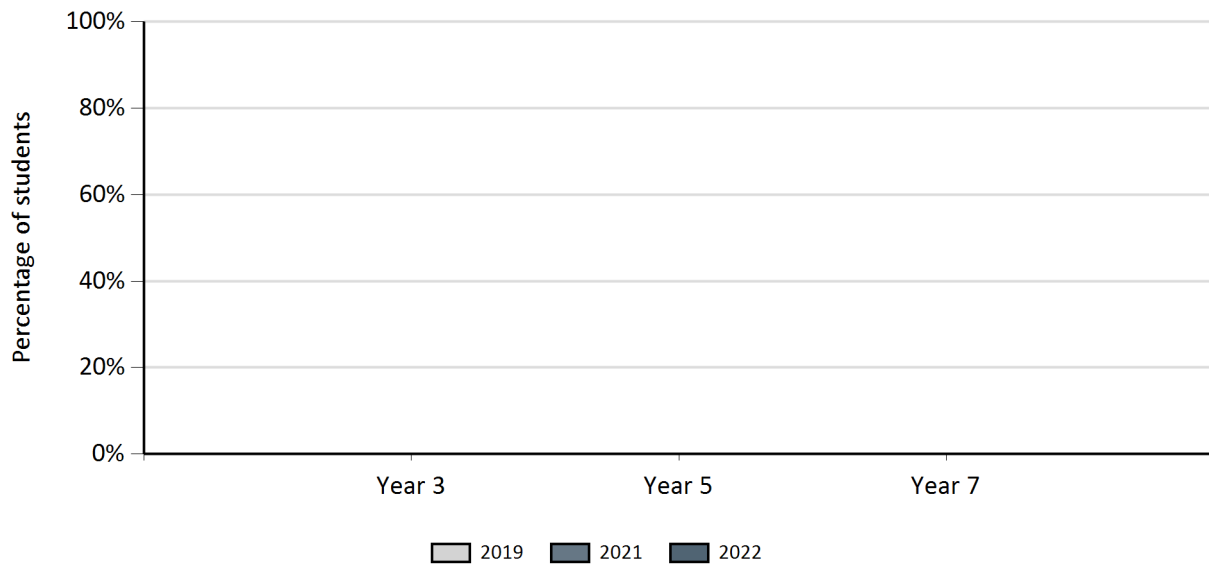


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	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	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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: Data Informed Planning

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

N/A

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

N/A

School performance comment

Our school is achieving some excellent results in literacy and numeracy. We are continuing to focus on writing and high impact teaching strategies to further develop high student achievement. SSOs continue to work effectively on targeted student goals. Our NAPLAN results continue to exceed departmental targets, with many students achieving High Band results in Reading and Numeracy. The school performance score of 0.68 is at the World Class Education goal. Students also achieved excellent results in the Year 1 Phonics Screen with 86% of students reaching the benchmark level.

Attendance

Year level	2019	2020	2021	2022
Reception	89.7%	79.3%	88.9%	87.2%
Year 1	90.9%	79.3%	94.6%	83.8%
Year 2	95.5%	87.8%	88.9%	89.4%
Year 3	92.4%	90.9%	91.6%	86.3%
Year 4	95.3%	91.5%	91.8%	91.5%
Year 5	94.3%	86.6%	92.3%	89.0%
Year 6	90.8%	81.1%	93.1%	93.2%
Year 7	92.1%	82.3%	93.9%	N/A
Total	92.2%	84.1%	91.7%	88.4%

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

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

Attendance comment

Attendance was at a 88.4% for 2022. This is a decrease of 3.3% from 2021 figures. Attendance was compromised due to COVID and whooping cough outbreaks and family holidays. We significantly reduced the amount of unexplained absences to only 0.6% (previous year 15.3%). Parents would communicate absences via Class Dojo or phone call. Unexplained absences would be followed up by school staff.

Behaviour support comment

When a student exhibits low-level and infrequent problem behaviour:

1. the first response of school staff members is to remind the student of expected school behaviour
2. then ask them to change their behaviour so that it aligns with our school's expectations
3. implement a whole school approach to behaviour so that all staff, students and leadership are using the same system

Our preferred way of re-directing low-level problem behaviour is to ask children to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, think about expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

The red alert system is used to give students a firm warning of their poor behaviour choice. If 3 red alerts are given to a student across a day, the student will go to the Principal's office and parents will be contacted. For major behaviours such as violence the student will be sent to the Principal.

2022 student behaviour was managed with restorative practices and there was only 1 student requiring a send home consequence.

Parent opinion survey summary

In 2022 100% of parent surveyed agreed that teachers and students are respectful and their child's education is important. Areas identified for improvement include: greater communication for student learning including learning tips and developing better home learning routines.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	33.3%
U - UNKNOWN	2	66.7%

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

All volunteers who help at our school on a regular basis have their screening checks and are kept on file. All members of Governing Council are parents or carers of children at the site and are not in a employing authority for an out of school hours care service, and therefore do not meet the criteria for a DCSI criminal history check. Third party providers of music have current WWCC.

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	5
Post Graduate Qualifications	

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	3.4	0.0	1.8
Persons	0	4	0	5

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

Financial statement

Funding Source	Amount
Grants: State	\$665,421
Grants: Commonwealth	\$6,000
Parent Contributions	\$6,893
Fund Raising	\$15,871
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	Increased SSO support to reach wellbeing and academic goals.	86% achieved SEA for Year 1 phonics screen. 100% attainment of SEA for NAPLAN Reading and Numeracy.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Extra SSO support for targeted students.	86% achieved SEA for Year 1 phonics screen. 100% attainment of SEA for NAPLAN Reading and Numeracy.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Extra SSO support for all students.	86% achieved SEA for Year 1 phonics screen. 100% attainment of SEA for NAPLAN Reading and Numeracy.
Program funding for all students	Australian Curriculum	Professional development such as Spelling for Life PD.	Greater teaching capacity e=which resulted in improved spelling outcomes for students through weekly spelling and spelling within writing.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Extra SSO support including intervention	86% achieved SEA for Year 1 phonics screen. 100% attainment of SEA for NAPLAN Reading and Numeracy. Multitilt data shows improvement for targeted students in reading fluency.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

