Nailsworth Primary School
2016 Annual Report to the School Community

Government of South Australia
Department for Education and Child Development

Nailsworth Primary School Number: 305

Partnership: Adelaide - Prospect

Name of School Principal: Sharron Ward

Name of Governing Council Chair: Ruth Beach

Date of Endorsement: 14/03/2017

School Context and Highlights

In 2016, 560 students were enrolled at Nailsworth Primary School. As a result of the limited building capacity, the school zone has been enforced, with the intent of maintaining enrolments at the current level. Of the 2016 student population, 31% were students from Non-English Speaking Backgrounds, with Indian families being the predominate cultural group, 3.39% were Students with Disabilities and 1% Indigenous students. As a result of a DECD policy change in First Language Maintenance (FLM) programs, the languages we are able to offer was changed to reflect the main migrant groups that have arrived in South Australia over the last 5 years. We are no longer offering Italian as a FLM program, with Greek being phased out over the next 3 years. In its place, we now offer 3 Indian languages in Gujarati, Punjabi and Hindi. This change has been welcomed by the Indian parents of the school community. The whole school community enjoyed the 2016 assembly hosted by the 3 FLM classes where students shared their culture through dance and song.

In 2016, the school Sports Day was re-vamped. This included students allocated to four sport teams of Balfour, Emilie, Horrocks and Thomas and the day being re-located to the local Broadview Oval. After re-scheduling through rain, Sports Day was held in bright sunshine, with happy, enthusiastic students dressed in their team colours. Feedback has indicated that the changes were positively received by all members of the school community.

This year's school music concert was designed to showcase the school's growing music program. Highlights included the performances of the Junior and Senior bands, the Junior and Senior choirs as well as a performance from the school's Drama group.

Digital Technology was a specialist curriculum focus for 2016 with each class receiving a minimum of a semester of specialist teaching. The Digital Technology Robotics group meet each week and enjoyed being part of the Robo Cup competition.

In 2016, the Adelaide/Prospect Partnership provided opportunities for leadership and staff to develop collegiate relationships and work co-operatively with partnership schools. This has included an increasing alignment of curriculum priorities and development of shared goals and shared professional development opportunities.

Students had many opportunities to engage in class learning and extra curricula activities that included camps, excursions, casual days, discos, sporting events and fundraising.

Governing Council Report

The Governing Council is an active committee where members are motivated to add value to the school. Each meeting the school received reports from the key stakeholders that included the Principal, Finance Reports, SRC, OSHC, PFA, Canteen and class reports. An issue with student injuries in the playground and inadequate soft-fall under a significant tree, led to a lengthy process while it was determined how best to proceed. This process took a considerable amount of time at Governing Council meetings. We thank the playground committee members who assisted in decision making, DECD which paid for the removal of the old playground and Governing Councillors Jessica Fazackerley and Linda Mills who co-ordinated a Quiz Night that provided much needed funds for the new playground. We farewelled Chairperson Ruth Beach who has served on the council for over 9 years as both Deputy and Chairperson of the Governing Council.

Other Governing Council discussion points were the Site Improvement Plan and consequent data discussions such as NAPLAN and DECD High School options that resulted in Minister Susan Close visiting a parent meeting to discuss the issue. The council also approved pupil free days and Jade Watson the ICT Co-ordinator, shared an ITC submission. The Governing Council also co-ordinated a fundraising BBQ on Election day.

As the employing body of OSHC, the Governing Council welcomed a new Director in Lauren Ryder to the OSHC service at the beginning of 2016. Throughout the year all of the OSHC policies were re-presented to the Council for approval. This took a considerable amount of time involving a read, review and approve process. It is expected that all OSHC policies will be approved early in 2017. The council was pleased that the OSHC service passed a National Quality Standard Assessment and Report. In seven of the quality areas, two were recorded as exceeding the required standards, while the remaining five were all assessed as meeting the NQS.

As an affiliated committee of the Governing Council, the PFA reported regularly to the council and sought approval for a range of fundraising activities. The students once again bought 'up big' at the annual Mothers and Fathers Days stalls, the school disco stall and enjoyed the class challenge of collecting 5c pieces. A bowls night was welcomed by parents. We also thank Toni Ballard for co-ordinating the Skipathon. Over $20,000 fundraising is very welcome and we thank a small band of committed PFA members.

Improvement Planning and Outcomes

Reading R-2 is a priority area for improvement. Resources such as release time to assess and determine teaching points, Mini-Lit as the main intervention program, Jolly Phonics as the systematic phonics program and a sharper focus on phonological awareness and termly Data Meetings where staff share data and professional dialogue that aims at shared problem-solving. It is pleasing that the investment has resulted in improvement.

The Standard Educational Achievement (SEA) of Reading is measured through Running Records. At Year 1 with a re-calculated SEA of Level 13, 94.4% achieved the SEA. This maintains a 3-year upward trend from 73% in 2014. At Year 2, with a SEA of Level 21, 90% of students achieved SEA. This was 10% above the SEA level achieved in 2015 of 80%.
An R-7 focus on Reading Comprehension included staff training with Sheena Cameron on a range of practical strategies in teaching reading comprehension. Literacy Pro was introduced primarily for Year 3-7 students and capable readers at Year 2. This program enables students to read library books that are matched to their reading level and then complete quizzes that not only track their reading mileage but also assesses their progress in comprehension.

A priority of Mathematics improvement R-7 resulted in 6 staff attending a partnership training in Natural Maths with Anne Baker.10 staff are now trained, resulting in increased shared practice relating to problematised tasks and maths strategies. Another group of staff, worked with partnership colleagues on development of a 'Viable and Guaranteed' Maths curriculum,. This map is being trialled in all classes in 2017. All class teachers also joined with partnership colleagues to develop a shared Maths design task and consequent moderation exercise to build consistency in A-E grades across the partnership.

2016 PAT Maths results indicate improvement from 2015 with an increase in the percentage of above average results from Year 4-7; Year 4, 61% to 92%, Year 5, 67% to 77%, Year 6, 60% to 94%, Year 7, 78% to 85%.

A group of teachers also participated in a Partnership 'Teach on Project' that aimed to incorporate the voice of students in learning design. The voice of students was also explored through student drawings in relation to the teaching of maths. There continues to be a school focus across in assessing, tracking and recording student progress. this includes the identification of the critical data sets, the responsibilities around data entry and most importantly the analysis of the data to inform teaching.

Another work in progress is that of curriculum mapping in regard to Literacy. To date, the main focus has been on Reading in the Early Years and the development of an R-7 Writing Genre Map.

Reflection from 2015, led us to collect Language & Literacy data (L&L) for only EALD students via a centralised process. This data was audited in 2016 confirming its validity. Comparing L&L results to NAPLAN Writing, highlights inconsistency that makes analysis difficult. This was also the case in 2015. NAPLAN Year 3, 74% of writing recorded high achievement bands, in L&L only 8%. Year 5 NAPLAN 29% high achievement, L&L 15%, Year 7 36% high, L&L 0%. We will continue to work towards clarity to inform teaching in using both NAPLAN Writing and Language & Literacy data.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
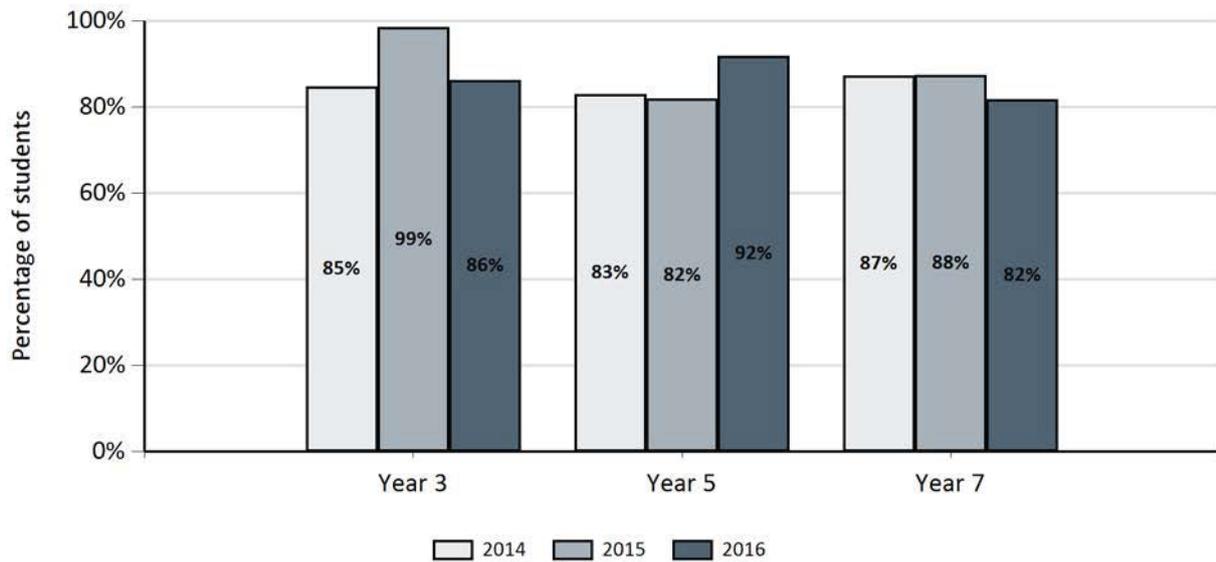
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
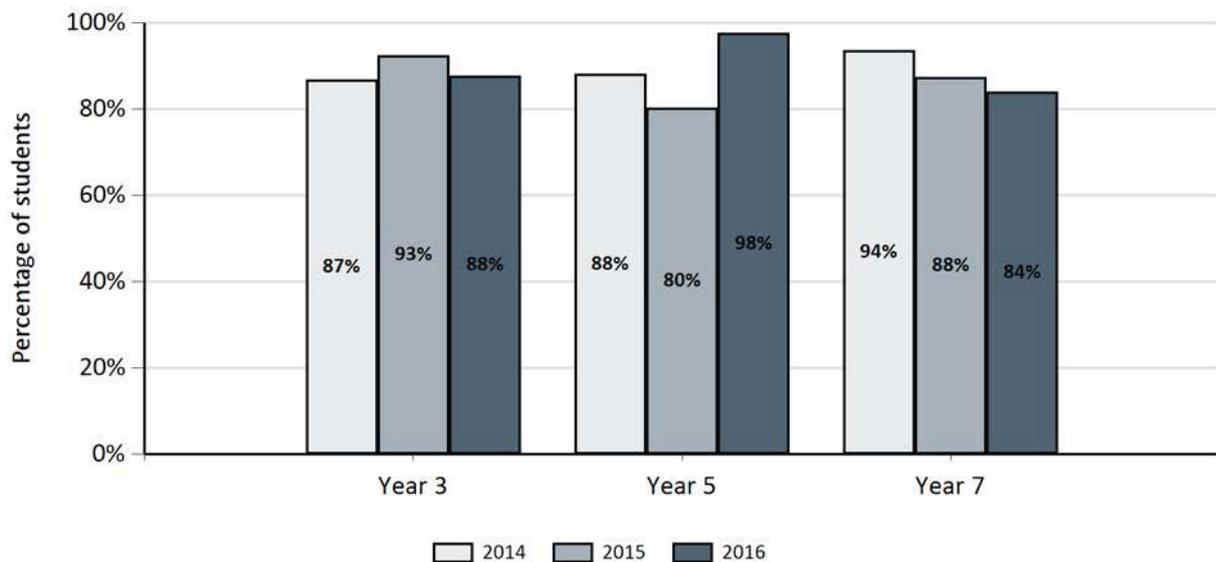
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 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)
Lower progress group	15%	17%	25%
Middle progress group	45%	56%	50%
Upper progress group	41%	28%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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)
Lower progress group	14%	17%	25%
Middle progress group	43%	33%	50%
Upper progress group	43%	50%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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 2016	73	73	41	26	56%	36%
Year 3 2014-16 Average	79.7	79.7	47.3	33.3	59%	42%
Year 5 2016	86	86	42	24	49%	28%
Year 5 2014-16 Average	68.7	68.7	30.3	19.3	44%	28%
Year 7 2016	44	44	17	22	39%	50%
Year 7 2014-16 Average	46.3	46.3	16.3	19.7	35%	42%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

While Reading & Numeracy results through NAPLAN are the main focus in performance, the 2016 NPS NAPLAN Grammar results are to be celebrated. In both Year 3 and Year 5, the mean scores jumped to the next band from a previous 5-year flat line trend. In Year 3, this was from Band 5 to Band 6 and in Year 5 from Band 6 to Band 7. We believe that this can be attributed to staff consistently implementing a consistent Grammar program in all R-5 classrooms using Jolly Grammar. The clear sequential focus of the teaching program is valued by class teachers. Another band jump was also recorded in Year 5 Writing from Band 5 to Band 6.

The Year 5 Reading improvement of 10% is to be applauded. We have attributed this growth to a consistent focus by the teachers in Guided Reading. In Year 3 Reading SEA, there was a decline from 98% in 2015 to 86% in 2016 and in Year 7 where it fell from 87.5% to 81.8%. A priority for 2017 is to develop a consistent approach in Guided Reading or Literature Circles in all rooms from Year 1-7.

In SEA, Year 5 an improvement of 18% was recorded in Numeracy, with a record high 98%, but a return in Year 3 to a consistent pattern of 88% and in Year 7 a concerning 3-year decline to 84%. We will aim to interrupt the downward trend through collaborative planning and professional dialogue.

It is pleasing that in both Reading and Numeracy, students are demonstrating above average improvement when compared to the state averages. In Reading from Year 3-5, students at NPS progress at the upper levels is 16% above state averages, while from Year 5-7 it is 3% above state averages. In Numeracy from Year 3-5 the upper level progress is 18% above the state average, while in Year 5-7 it is 25% above the state average. This can be attributed to class teachers supporting students to progress to high standards in both Reading & Numeracy. As could be expected from the improved Year 5 Reading Results, there was a 5% improvement in the percentage of students who achieved in the higher bands from previous trends.
There was also pleasing improvement in Year 7 of the numbers of students who achieved in the higher bands of 4% improvement in Reading and 8% in Numeracy.

When comparing the results through a number of lenses, it can be determined that in Year 7, there is an increase in students performing at the higher bands but a decline in the results as a whole. This indicates a growing divide with those students who are at standard or struggling when compared to the more high achieving. It is expected that a consistent Numeracy focus R-7 including a viable and guaranteed curriculum, staff training, and the QuickSmart Intervention program will assist to reverse this trend in the years to come.

Attendance

Year level	2014	2015	2016
Reception	94.5%	95.1%	93.9%
Year 01	94.9%	95.6%	93.4%
Year 02	93.8%	94.9%	95.6%
Year 03	95.8%	95.5%	94.8%
Year 04	95.0%	94.5%	94.8%
Year 05	94.7%	94.6%	94.8%
Year 06	95.2%	93.9%	94.8%
Year 07	94.0%	95.1%	92.0%
Primary Other	25.0%	100.0%	75.0%
Total	94.8%	94.9%	94.4%

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

Attendance Comment

Regular school attendance is recognised as an important attribute to learning success. In 2016 a dedicated email address was established for quick and efficient reporting of daily student absence by parents/guardians and SMS messaging occurred daily to parents/guardians of students shown to be absent unexplained. Both initiatives enabled accurate attendance data records and promoted greater community accountability. Students absent unexplained for three consecutive days were contacted by leadership. Continued non-attending students were referred to DECD Student Support Services.

Behaviour Management Comment

Analysis of yard behaviour data resulted in a revised policy in 2015, which was reviewed in 2016. The 2016 data showed a reduction in student incidents of bullying and violence as there was proactive supervision and immediate counselling occurring. Student reporting of such incidents was promoted through class discussions and awareness raising activities. In classrooms, behaviour management consistency within year levels of expectations and consequences was established. Reporting to parents was consistent. In the Year 6/7 classes, early data trends resulted in staff and students reviewing practices and reporting procedures. The resultant Behaviour Management Plan reduced incidents of bullying and the number of general reportable incidents.

Client Opinion Summary

93 Parents took the opportunity to respond to the 2016 Parent Opinion Survey on-line via Survey Monkey. In respect to the required Commonwealth Data sets, the highest confirming levels of satisfaction remained constant from 2015 to 2016. These statements were: My child/ren like being at Nailsworth Primary School. I can talk to my child/ren teacher/s about my concerns. My child feels safe at NPS. Two of the three dis-confirming statements also replicated those as recorded in 2015. These statements were: Nailsworth Primary School takes parents' opinions seriously. My child's learning needs are being met at Nailsworth Primary School. The statement that moved from a moderate level of satisfaction to that of the bottom 3 statements was: Student behaviour is well-managed at NPS.
In regard to general comments about the strengths of the school, there were two stand out elements noted by parents. The first element was about the sense of community and the second aspect was describing what they valued about the teachers and support staff at the school. Examples of these descriptive words were: caring, committed, great, approachable and friendly. Parents were asked about the revamped Sports Day which received favorable comments with some suggestions for improvement. Parents were also asked about only offering Instrumental Music lessons outside of school hours. This proposal polarised parent opinion and as such has not proceeded to school policy in 2017.
Improvement areas nominated by parents extended to many elements. The main discussion points being student behaviour, inconsistent classroom communication, start of the year procedures, support of students in their learning and the "kiss and drop zone". Each of these areas is being considered for further action.
All students were surveyed to formulate base-line data to guide the Kids Matter Project. This data indicated in Foundation to Year 3 the strengths were: always trying their best, teachers caring about them and they like themselves. In Year 4-7 the strengths were: helping a friend who is upset or worried, teachers encouraging them to take on new challenges and teachers helping students who are worried or upset. Weaknesses F-3 were looking forward to coming to school, other children helping them at school and cheering someone up who is feeling sad. In 4-7 students getting along with one another, the school helping parents who are upset or worried and how to build friendships.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	11	11.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	33	35.1%
Transfer to SA Govt School	49	52.1%
Unknown	1	1.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Community volunteering occurred in classrooms, on excursions, for coaching sports teams and on camps. DECD compliance processes were adhered. Current DCSI clearances were required and recorded on EDSAS for camp volunteers and soccer coaches and team managers under NWJSA rules. Volunteer Induction sessions. As our site operates an OSHC facility all Governing Council members and its affiliated committee members held a current DCSI clearance. Third party providers, contractors, cleaners and non-DECD personnel were ensured they were compliant to DECD processes before commencement of their roles.

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	52
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	30.1	0.0	7.0
Persons	0	35	0	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	4314819.87
Grants: Commonwealth	19581
Parent Contributions	270927.22
Fund Raising	31186.68
Other	94576.50

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

*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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	In 2016 a staff agreement was made to become a Kids Matter School. The funding was used to release the NPS Action Team to attend Kids Matter Training and to collect student and staff base line data.	Staff Action Team formed and meeting regularly. Base Data collected, staff T&D.
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	As many of the younger EALD students have struggled with phonic acquisition, funds were used for the Mini-Lit Intervention program.	All students have progressed in language & automaticity of phonics.
	Improved Outcomes for Students with Disabilities	SWD funding is used to support students within their classroom program including targeted intervention and to release teachers for NEP development and monitoring.	All SWD students learning tracked & monitored. All have demonstrated progress.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Aboriginal funding was used to employ ACEO who worked with families to develop individual learning plans and implementation of the plan. Numeracy and Literacy funding used for staff training, releasing teachers to undertake testing with information used to inform teaching, purchase of teaching resources and funding staff to implement intervention programs. FLM funding was used to employ teachers to implement FLM program for identified students. Learning Difficulty was used to support identified students within their classroom program including the provision of targeted intervention. AC supported collegiate professional teams.	All aboriginal students have an individual learning plan. Literacy & Numeracy progress is evident through NAPLAN & PAT results. AC implemented successfully.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Better schools funding was used to employ staff to be trained and implement Quick Smart, maths intervention program.	All identified students improved, dramatic confidence boost.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	The .2 salary is part of the Deputy Principal role as she is a respected, valued staff member who community members, staff and students look to for support.	Parent Opinion Survey indicates the value of this support.