



# Nailsworth Primary School Annual Report 2015



## 1. CONTEXT

<b>School Name:</b>	Nailsworth Primary School	<b>School Number:</b>	0305
<b>Principal:</b>	Sharron Ward	<b>Partnership:</b>	Adelaide / Prospect

Nailsworth Primary School is located 6kms to the north of the CBD, in the metropolitan suburb of Nailsworth. As the school is at capacity, it is enforcing its zone so that it can maintain but not expand its current student numbers.

Of the 2015 total student number of 544 students, 155 or 28% are Non English Speaking Background students (NESB). Indian the dominant NESB student group, 23 or 4% are identified as Students with Disabilities and 7 students that represent 1.3% are Indigenous.

## 2. REPORT FROM GOVERNING COUNCIL

2015 was another eventful year at Nailsworth Primary School. We are fortunate to have a well organised Leadership Team comprised of our Principal, Sharron Ward, Deputy Principal, Toni Ballard, IT Coordinator, Jade Watson and Finance Officer, Mary Dunton and we thank them for their untiring efforts in leading our school this last year.

This team is well supported by a staff of high calibre whose dedication and professionalism (both inside and outside the classroom) help to make Nailsworth an excellent center of learning for our students.

This last year was marked by the sad and unexpected passing of Iain McMaster, a teacher at Nailsworth for 14 years who had worked within the Department for 36 years. He gave freely of his expertise and was loved by many students, parents and colleagues. He will be sorely missed. Nailsworth also farewelled teachers with a combined service record of over 90 years including, Mrs Guntner, Ned Russell and Irene Kotses. We also thank them for their many years of dedicated service to our community.

In addition, Leith Stace, our Out of School Hours Care (OSHC) director was farewelled after many years of dependable service. Her role has been ably filled by Lauren Ryder who we welcomed late in 2015. Leith and Lauren have been helped by Assistant Directors Sophie Sellan and Robina Crampsas. These committed staff provide an invaluable service to our community as does our friendly canteen coordinator Sue Carnell.

Once again the Parents and Friends and Fundraising Committees continued to do a wonderful job raising money and adding to the vibrant culture of the school by organising activities such as the Mother's and Father's Day stalls, the disco, sausage sizzles and many other activities. This fundraising means that our students can receive additional equipment that would otherwise not be available and thanks goes to those involved for their efforts.

Finally, thanks to all Governing Council members for their support during the year in considering a myriad of issues. The Council could not operate without these efforts. Just a couple of the issues considered included:

- high school zoning - with a portion of those zoned for Nailsworth Primary School able to attend the new city high school. Unfortunately, however, a significant proportion of Nailsworth students were excluded and so work in this regard continued;
- we took the tough decision to seek the return of the Prospect Library (which includes the original school building) for the use of the school on the basis that it be returned in a condition fit for student's use;
- many other matters such as consideration of various policies including LOTE, nut awareness and many OSHC policies, contributing to the five yearly review of the school by the Department, re-establishing the butterfly garden, a new path, the materials and services charge and consideration of various plans for the grounds.

The life of the school is largely reflected in the staff and volunteer efforts and these are evident above. All these efforts assist to improve the learning environment so that our children can grow and thrive and thanks to those involved is deserved.

With thanks

Ruth Beach  
Chairperson  
Nailsworth Primary School Governing Council  
March 2016

### 3. 2015 HIGHLIGHTS

#### **Facilities**

As a result of enrolment pressure, DECD funding resulted in a dual transportable building being placed on the eastern boundary of the school. It was pleasing that these two classrooms, Rooms 20 and 21 were ready for occupation at the start of the school year.

Over the 2014/15 Christmas holidays, the corridor area on the lower level of the main building was refurbished creating an activity area for Foundation classes.

In 2015, it was confirmed that the DECD building currently used by the Prospect Council Library will be returned to the school at the end of the lease in 2019. This pleasingly will provide extra space.

#### **Human Resources**

At the end of 2015, four permanent staff retired. We thank teachers Denise Guntner, Irene Kotses and Nerida Russell and OSHC Director Leith Stace for their commitment to Nailsworth Primary .

We welcomed three permanent staff members recruited via the School's Choice process at the start of the year. Urszula Kudra and Christie Bewley were appointed as junior primary teachers and Judy Hanel as the specialist Music Teacher.

At the end of 2015, Marika Glouftsis and Daniel Smith were appointed to permanent teaching positions and Karen Nitschke and Kylie Schooley as permanent SSO's.

Staff had many opportunities to participate in professional learning opportunities. Two ongoing opportunities were the Anne Baker Natural Maths training and the Science in Residence program. Five staff participated in each training.

#### **Special Events**

The PFA were instrumental in planning a number of special events throughout the school year that were enjoyed by students as well as raising much needed funds. Events included Sausage Sizzles, Cake stalls, Mother's and Father's Day stalls together with a very successful Silent Auction.

Further funds were also raised by the annual Skipathon. It's total fundraising contributed \$ 21941.88 These funds are very welcome and we thank everyone who contributed towards these efforts.

#### **Sport**

Once again sport was a strong feature of the daily life of the school. This included in school events like Sports Day, SAPSASA teams and sporting clinics. We thank the many parents and staff who were prepared to coach, team manage and transport students to a range of events both in school and out of school. This included participation in basketball, cricket, netball, soccer and volleyball competitions.

**Teaching & Learning**

In 2015 a number of specialist Australian Curriculum subjects were given a sharper focus. This included the introduction of stand-alone specialist subjects in the Music and Visual Arts and Digital Technology included entry into the Robo Cup competition.

Four staff were engaged in the delivery of the Mini-Lit intervention program which enables 8 groups of students to receiving intensive reading support. QuickSmart, a numeracy intervention program was also introduced with pleasing results.

**External School Review**

At the end of Term 3, an external DECD school review was conducted. The review nominated 4 directions.

1. Improve reading and numeracy achievement, and retention in upper bands across Foundation to Year 7, through the consistent implementation of agreed, effective and evidence-based pedagogical approaches.
2. Challenge and engage all learners by supporting teachers to strategically collect, analyse and use the available data (school-wide and class-based) to collaboratively plan for their needs and to regularly track student learning progress over time.
3. Raise levels of rigor and student engagement consistently across the school through the deprivatisation of classrooms and provision of feedback on evidence – based effective teaching practice aligned to TfEL and the Australian Professional Standards for Teachers (AITSL)
4. Improve levels of learner achievement and growth over time through a positive and focused approach to changes in teaching and learning practices implemented consistently across all levels of schooling.

A full copy of this report is located on the school’s website.

**Tragic Events**

We sadly mourned the death of two members of our school community. Respected staff member, Iain McMaster lost his battle with cancer and a bright, happy student in Josie Wong died from medical complications. A beautiful seat on the north eastern boundary has been dedicated to Josie.

**4. SITE IMPROVEMENT PLANNING AND TARGETS**

**Higher Standards of Achievement in Literacy.**

**Target 1: Writing,**

To increase the numbers and percentage of students at Higher Language & Literacy (L&L) levels and increase the numbers of students in top 2 writing bands and increase the school mean.

The primary input in 2015 was staff training and the implementation of the Jolly Phonics Grammar program Years 1 to 5.

As the inputs occurred after NAPLAN and L&L collection, the 2015 data has no direct link to the inputs relevance other than base line data.

NAPLAN Writing Mean	2013	2014	2015
Year 3	413.4	420.7	433.8
Year 5	472.9	474.8	471.6
Year 7	551.2	539.9	531.6



It was pleasing that the Year 3 writing mean improved by 13.1 points

**Top 2 bands**

WRITING Higher Bands	Year 3 2011	Year 5 2013	Year 7 2015
% of students	39%	16%	48%
Number of students	25/64	9/56	10/48


It was pleasing that the % of students in the Year 7 ‘top bands’ improved by 32% writing



WRITING Higher Bands	Year 3 2013	Year 5 2015	Year 7 2017
% of students	40%	4%	
Number of students	24/60	4/61	

Of serious concern is number of students who did not maintain high band levels.

WRITING Higher Bands	2015	2017	2019
% of Students	49%		
Number of students	33/67		

 Approximately one out of every two students in Year 3 has demonstrated writing at a higher band.

**Target 1: Reading**

- Increase the number of students achieving the SEA Running Record targets by September.
- Increase the number of students achieving who have demonstrated SEA achievement in NAPLAN.
- Increase the number of students at the two top levels of NAPLAN Reading.

The inputs in reading included ongoing staff training, implementation of Jolly Phonics as a systematic Phonics program, Mini-Lit as a literacy intervention program. Literacy- Pro was introduced in Years 3-5 to enable teachers to monitor middle primary reading, increased emphasis on data collection to monitor progress and the formation of a Literacy Committee that is working towards the development of shared literacy agreements F-7.

**READING**

It was of significant concern that the Year 2 running record SEA fell by 14.2%.

Further analysis indicated that:

Of the 25 at risk, Year 1 students, 14 were boys and 10 were girls. 15 out of the 25 students or 60% were EALD and of the EALD students 11 out of 15 or 73% were boys.

This pattern was replicated in Year 2. Of the 16 at risk students, 9 out of 16 or 56% were boys. Of these 50% were EALD students with 7 out of 8 EALD students being boys.

Running Records	2014	2015	Improvement
Year 1 15 or above	51 out of 74 <b>68.9%</b>	56 of 81 <b>69.1%</b>	0.2%
Year 2 21 or above	65 of 69 <b>94.2%</b>	60 of 75 <b>80%</b>	-14.2%

This result has led to extensive reflecting and refocusing on the inputs required to lift this decline. In 2016, this will be an expectation of ongoing data collection and termly data reflection meetings by all Foundation, Year 1 and Year 2 teachers.

It was pleasing to see a sizeable improvement in the SEA of NAPLAN reading.

NAPLAN Reading	2014	2015	Improvement
Year 3	84.8%	98.5%	13.7%
Year 5	87.2%	87.5%	0.3%
Year 7	87.2%	87.5%	0.3%

Improvement in Year 3 Reading SEA of 13.7%



**NAPLAN Higher Bands Retention in Reading**

Target: Year 3 Band 5 & 6, Year 5 Band 7 & 8, Year 7 Band 8 & 9  
Of concern was the 15.5% drop from Year 5 to Year 7 of students in the higher bands. 2015 - Year 7's.

READING Higher Bands	Year 3 2011	Year 5 2013	Year 7 2015
% of students	40.6%	50.9%	35.4%
Number of students	26/64	28/55	17/48

(Non testing Year) 2015 - Year 6's

READING Higher Bands	Year 3 2012	Year 5 2014	Year 7 2016
% of students	35.6%	42.4%	
Number of students	21/59	25/59	

2015 - Year 5's

READING Higher Bands	Year 3 2013	Year 5 2015	Year 7 2017
% of students	25%	39.3%	
Number of students	15/60	24/61	

The % of students in the higher bands at Year 5 improved significantly from Year 3 by 14.3% or 9 students



(Non testing Year) 2015 - Year 4's

READING Higher Bands	Year 3 2014	Year 5 2016	Year 7 2018
% of students	39.4%		
Number of students	39 /99		

52.5% of Year 3 students in the higher band was lower than the 2014 % of 64.6% but higher than the previous 2 years of 46.7% in 2013 & 44.1% in 2012.



2015 – Year 3's

READING Higher Bands	2015	2017	2019
% of Students	52.5%		
Number of students	35/67		

The **2015 PAT Comprehension data** provides additional information to the students reading proficiency. As the PATR testing undertaken in 2014 had different SEA standards, comparison is not possible. The 2015 information is therefore base line data.

PAT Comprehension	<100	100	110	115	120	124	127	130	135
Year 3	8% (5)	22% (14)	19%	17%	17%	8%	0%	5%	2%
Year 4	1% (1)	9% (8)	12%	10%	10%	9%	4%	21%	22%
Year 5	0%	5% (3)	8%(5)	14%	11%	7%	19%	14%	21%
Year 6	2% (1)	8% (4)	4%(2)	4%(2)	10%	6%	10%	6%	51%
Year 7	0%	0%	4% (2)	4% (2)	13%	11%	13%	15%	40%

PATR	Below Standard	At Standard	Above Standard
Year 3	8%	22%	70%
Year 4	10%	12%	78%
Year 5	13%	14%	73%
Year 6	18%	10%	51%
Year 7	21%	11%	68%

It is of concern that the percentage of children below standard in reading comprehension declines as students' progress from Year 3 to 7.



It appears that the number of students above standard remains relatively static from Year 3 to Year 7.

**HIGHER STANDARDS of ACHIEVEMENT IN NUMERACY**

Target

- Increase the numbers of students who have demonstrated expected SEA achievement in numeracy.
- Increase the number of students achieving higher bands in NAPLAN.
- Increased achievement as measured through PATM.

In Numeracy inputs included 5 staff participating in the Anne Baker training. It is pleasing that the majority of staff returned to share their learning with others. All staff participated in a Partnership Maths moderation exercise and Quick Smart was implemented as a numeracy intervention program for identified students.

**NUMERACY** % of students who demonstrated expected achievement (DECD SEA).  
It was pleasing to see but a concern to see declining levels in Year 5 and 7.

NAPLAN Numeracy	2014	2015	Improvement
Year 3	86.9%	92.5%	
Year 5	88.1%	80.3%	
Year 7	93.0%	87.5%	

An improvement in Year 3  
SEA of 5.6%



**NAPLAN Higher Bands Retention - Numeracy**

Target: Year 3 Band 5 & 6, Year 5 Band 7 & 8, Year 7 Band 8 & 9

2015 - Year 3 to Year 7 progress

NUMERACY Higher Bands	2011	2013	2015
% of students	40.6%	25.5%	41.7%
Number of students	26/64	14/55	20/48

It is pleasing that the higher  
band levels at Year 7  
improved significantly from  
Year 5.



Non testing Year 3 to Year 6

NUMERACY Higher Bands	2012	2014	2016
% of students	35.6%	32.2%	
Number of students	21/59	19/59	

2015 - Year 3 to Year 5 progress

NUMERACY Higher Bands	2013	2015	2017
% of students	25%	24.6%	
Number of students	15/60	15/61	

Maintained Higher Bands.



Non testing Year 3 higher bands

NUMERACY Higher Bands	2014	2016	2018
% of students	39.4%		
Number of students	39/99		

It was pleasing that the  
Year 3 Numeracy higher  
band level was at the  
highest % for the last 5  
years. 2014, 39.4%,  
2013, 25%, 2012, 35.6%,  
2011, 40.6%.



2015 – Year 3 higher bands

NUMERACY Higher Bands	2015	2017	2019
% of Students	52.5%		
Number of students	35/67		

The DECD standards in SEA PATM (Maths) changed from 2014 to 2015. Therefore no growth can be determined.  
This data is considered as base line data for the 2015 September Data collection.

PAT Maths	90	100	110	115	120	124	125	128	130	132
			Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Year 3	3% (2)	14% (9)	22%	22%	18%	9%	7%	8%	8%	8%
Year 4	1% (1)	7% (8)	10% (9)	15%	19%	5%	5%	14%	10%	14%
Year 5	2% (1)	3% (2)	7% (4)	13%	15%	5%	3%	7%	15%	30%
Year 6	0%	0%	4% (2)	4% (2)	12%	2%	8%	4%	4%	61%
Year 7	0%	0%	0%	6% (3)	9% (4)	0%	11%	11%	0%	63%

PATM	Below Standard	At Standard	Above Standard
Year 3	17%	22%	61%
Year 4	18%	15%	67%
Year 5	25%	15%	60%
Year 6	20%	2%	78%
Year 7	15%	11%	75%

The numbers of students above  
standard increased from Year 3 to  
Year 7.



#### 4.1 Junior Primary and Early Years Scheme Funding

In 2015 the Early Years funding was used to lower class sizes in F-2 together with an investment aimed at lifting the reading levels of early years' learners. This investment replicated that of 2014 including an investment in staff training, releasing staff to collect learning data, a shared focus on Jolly Phonics and to fund an early years' intervention program in Mini-Lit.

It is disappointing that the significant investment did not result in improved outcomes as measured by Running Records SEA.

Further analysis indicated that the main trend related to subsections of students, was that of more boys and particularly EALD boys not achieving the SEA of Running records.

Reflection indicates that there could be a number of contributing factors. Those identified included:

- 1) Minimal attention to Phonemic Awareness.
- 2) Inconsistent focus with Jolly Phonics.
- 3) Inconsistent targeted teaching.

In order to address these issues Reading will be focus in the Early Years in 2016. This focus will include expectations for Early Years Teachers in Teaching & Learning Reading Program that includes regular data collection and week 5 shared early year's team meetings to share data sets and to seek shared solutions.

#### 4.2 Better Schools Funding

In 2015, an identified school need was the absence of a Numeracy Intervention program. We therefore used the Better Schools Funding to implement an intervention program called QuickSmart. Funds were used to train staff, purchase resources and to hire a support person to implement this program. 14 students participated in the program which commenced in Term 2.

One indicator of the program's success is a comparison between PATM data collected at the start of the program compared to that at the end of Term 4.

At the start of the program the average PATM score was 19.8. The highest score was 27/35 and the lowest 12/35. At the end of Term 4 the average score increased from 19.8 to 24.5 an increase of 4.7 points. The highest score increased 4 points from 27 to 31/35 and the lowest 1 point from 12 to 13/35.





## 5. STUDENT ACHIEVEMENT

### Australian Curriculum

In 2015, it was pleasing to see an increase in the number of students who achieved 'A' grades in Maths, English, Science and Technology from 2014. This can be attributed to an increased staff confidence in working with the Australian Curriculum, moderation exercises and staff sharing within teams. For Technology in particular, this was because a dedicated subject was introduced and taught to all classes F-7.

The numbers of students and the grades awarded in the 3 year levels of Year 1-2, Year 3-4 and Year 5,6 and 7 is as follows:

Semester 2	Excellent A			Good B			Satisfactory C			Partial D			Minimal E		
	1-2	3-4	5-7	1-2	3-4	5-7	1-2	3-4	5-7	1-2	3-4	5-7	1-2	3-4	5-7
English	9	20	17	52	52	44	74	64	78	18	19	16	2	1	4
Maths	11	21	27	59	50	45	68	70	61	16	11	22	1	4	4
Science	0	5	22	47	46	41	105	84	73	3	18	23	0	2	0
History	0	11	21	24	57	32	118	83	49	5	3	4	0	0	1
Geography	0	0	2	8	11	19	49	48	78	2	2	40	0	0	0
The Arts	0	1	8	54	63	41	102	90	109	0	1	1	0	0	0
Technologies	0	6	15	31	54	57	100	67	60	0	2	2	0	0	0
LOTE	6	4	2	39	35	36	103	95	82	5	20	33	1	1	4
Health & PE	0	3	6	47	49	39	106	97	99	2	6	13	0	0	2

It is pleasing that in English, Maths, Science, Geography and Technologies that there was a significant increase in the percentage of A grade students.

The most notable decline of A grades was in LOTE where the New Australian Curriculum has an expectation of higher levels of language acquisition. This subject experienced a 10% decline.

LOTE teachers have realigned their teaching programs to comply with these changed expectations.

### Comparison of Semester 2 A Grades from 2014-2015

	2014	2015	increase
English	5%	10%	5%
Maths	8%	13%	5%
Science	1%	7%	6%
History	2%	2%	No change
Geography	1%	.4%	-0.6%
The Arts	3%	2%	-1%
Technologies	2%	4%	2%
LOTE	11%	1%	-10%
Health & PE	1% and 2%		
	Average 1.5%		



### 2015 Language and Literacy Levels

Each class teacher was released to attribute Language and Literacy Levels based on Writing Samples for each student in their class. The Language & Literacy levels data for EALD learners is required to be submitted to DECD early in Term 3. However, the standards as declared below are normed at the end of the year. We therefore are determining the % of students at L&L levels from the previous year.

For example: Year 1's are compared to the previous Foundation year level standard of Level 4. The levels attributed, show the majority of our students below the L&L writing standard. In Year 1, 74%, Year 2 80%, Year 3 78%, Year 4 74%, Year 5 66%, Year 6 52%, Year 7 56%. On average, NPS 68% of students are below the L&L levels. If this was verified it would be most concerning.

Contradictory evidence can be found in NAPLAN writing, where on average 12.9% are below average. It is also interesting to note that as students progress through the years, the % of above standard students increases in L&L levels but declines in NAPLAN.

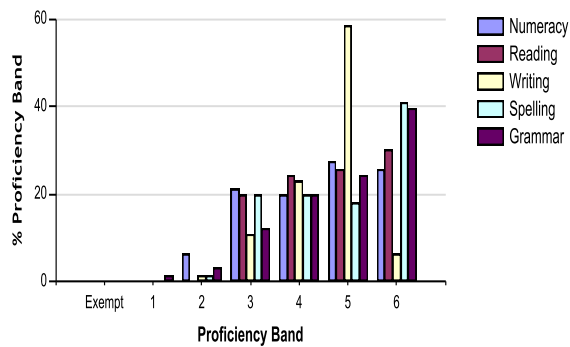
In 2016: We will be aiming to verify the L&L standards by forming a small school expert team who will undertake moderation on L&L with other partnership sites as well as undertake levelling of all students across the school.

	Below Standard L&L	At or above L&L standard	Below NAPLAN SEA	At or above NAPLAN SEA
Year 3	78%	22%	1.5%	98.5% Level 3 or above
Year 5	66%	34%	14.3%	85.7% Level 5 or above
Year 7	56%	44%	23%	77% Level 6 or above

LEVEL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Standard				F	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Yr8	Yr9	
Found (Year 1)	2 3%	15 23%	31 48%	17 26%											65
Year 1 (Year 2)			10 14%	49 66%	15 20%										74
Year 2 (Year 3)		2 5%	10 14%	17 23%	26 36%	16 22%									71
Year 3 (Year 4)				3 4%	13 21%	30 49%	16 26%								62
Year 4 (Year 5)					2 2%	22 27%	31 37%	21 25%	7 8%						83
Year 5 (Year 6)					1 1%	4 6%	6 10%	20 35%	14 28%	11 20%					56
Year 6 (Year 7)						1 2%	5 12%	9 21%	9 21%	8 19%	6 14%	2 5%		2 5%	43

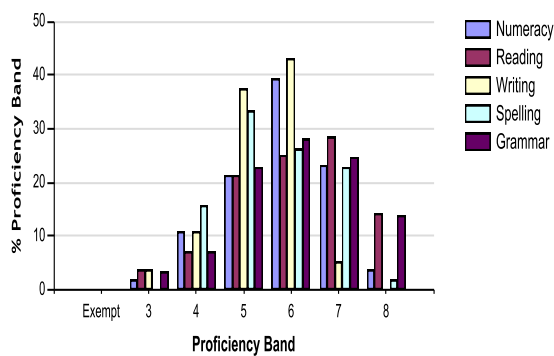
## 5.1 NAPLAN

### YEAR 3 Student Proficiency Bands by aspect



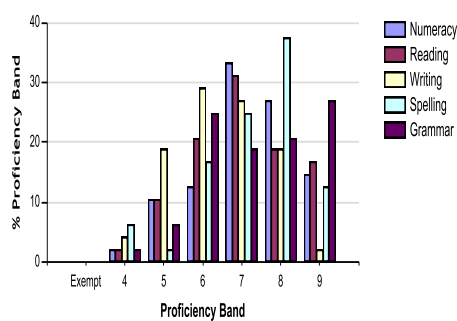
% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy			6.1	21.2	19.7	27.3	25.8
Reading				19.7	24.2	25.8	30.3
Writing			1.5	10.8	23.1	58.5	6.2
Spelling			1.5	19.7	19.7	18.2	40.9
Grammar		1.5	3.0	12.1	19.7	24.2	39.4

### Year 5 Proficiency Bands by Aspect



% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy		1.8	10.7	21.4	39.3	23.2	3.6
Reading		3.6	7.1	21.4	25.0	28.6	14.3
Writing		3.6	10.7	37.5	42.9	5.4	
Spelling			15.8	33.3	26.3	22.8	1.8
Grammar		3.5	7.0	22.8	28.1	24.6	14.0

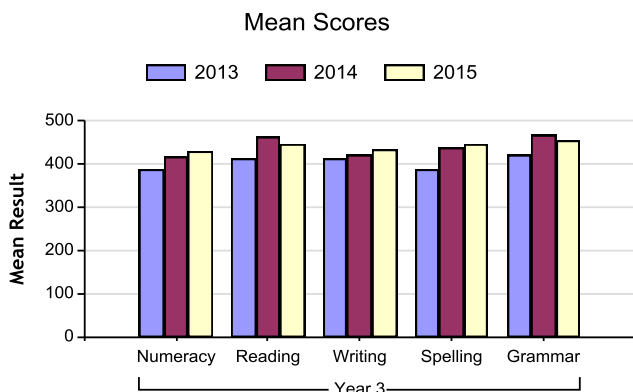
### Year 7 Proficiency Bands by Aspect



% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy		2.1	10.4	12.5	33.3	27.1	14.6
Reading		2.1	10.4	20.8	31.3	18.8	16.7
Writing		4.2	18.8	29.2	27.1	18.8	2.1
Spelling		6.3	2.1	16.7	25.0	37.5	12.5
Grammar		2.1	6.3	25.0	18.8	20.8	27.1

### Student Mean Scores

#### Year 3 Mean Scores

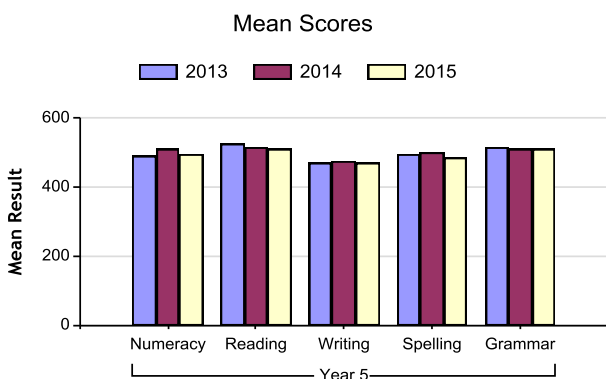


Mean Scores by Test Aspect	Year 3		
	2013	2014	2015
Numeracy	386.2	415.3	427.9
Reading	414.7	461.5	445.1
Writing	413.4	420.7	433.8
Spelling	388.5	437.1	446.3
Grammar	421.2	468.8	456.3

It is pleasing that in Numeracy, Writing, and Spelling the Year 3 Mean Scores were at the highest level in 3 years.



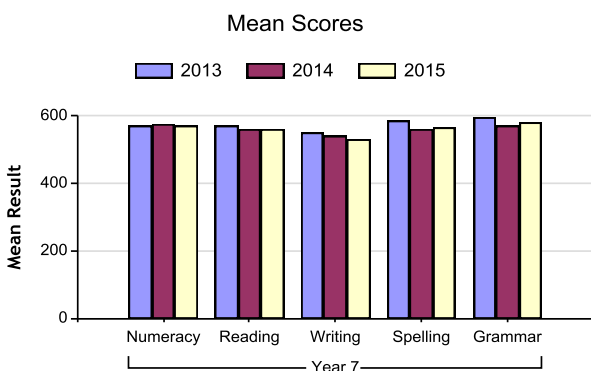
#### Year 5 Mean Scores



Mean Scores by Test Aspect	Year 5		
	2013	2014	2015
Numeracy	492.1	510.2	496.6
Reading	525.6	516.1	508.7
Writing	472.9	474.8	471.6
Spelling	493.5	498.9	487.4
Grammar	513.4	510.3	510.8

It is of concern that at Year 5, the mean scores are not on the improvement track, however a stand out is Year 5 reading which is 21 points above the Australian Mean.

#### Year 7 Mean Scores



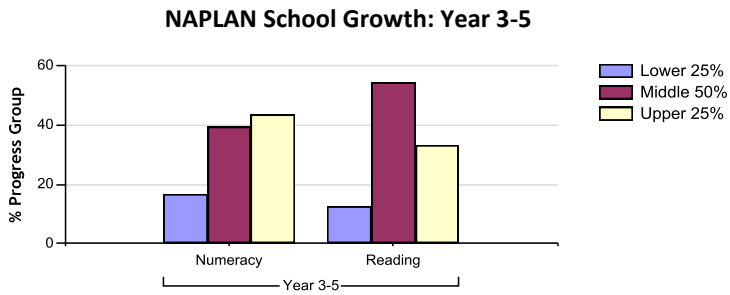
Mean Scores by Test Aspect	Year 7		
	2013	2014	2015
Numeracy	570.5	577.5	569.7
Reading	572.0	559.0	561.2
Writing	551.2	539.9	531.6
Spelling	584.5	560.1	567.0
Grammar	593.5	571.3	580.5

Improvements were recorded in Year 7 Reading, Spelling and Grammar. While Numeracy did not record improvements, the Numeracy mean score is 32 points above the Australian mean. In all aspects NPS results year 7 are above the Australian mean.



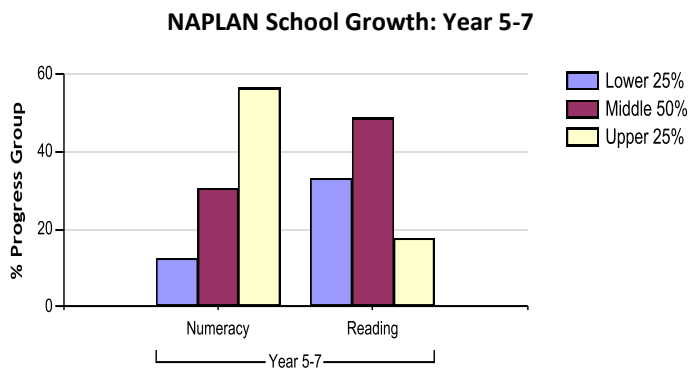
**Growth**

Year 3-5 Growth



Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	16.7
	Middle 50%	39.6
	Upper 25%	43.8
Reading	Lower 25%	12.5
	Middle 50%	54.2
	Upper 25%	33.3

Year 5-7 Growth



Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	12.8
	Middle 50%	30.8
	Upper 25%	56.4
Reading	Lower 25%	33.3
	Middle 50%	48.7
	Upper 25%	17.9

## 6. STUDENT DATA

### 6.1 Attendance

DECD Performance targets for attendance were introduced in 2012.

It is pleasing that school exceeded the 2014 annual attendance target of 93%.

The current rates are .9% below the 2015 target of 95%.

Year	2014	2015
DECD Target	93%	95%
NPS attendance	94.1%	N/A

### 6.2 Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			1.9%	2.9%
Interstate/Overseas	16	15.1%	11.3%	9.5%
Other			0.7%	1.4%
Seeking Employment			1.7%	3.8%
Tertiary/TAFE/Training			5.1%	3.6%
Transfer to Non-Govt Schl	40	37.7%	12.4%	9.8%
Transfer to SA Govt Schl	49	46.2%	47.3%	48.8%
Unknown	1	0.9%	19.7%	20.3%
Unknown (TG - Not Found)				0.0%

In 2014 the majority of students transferred to other Government schools as a result of family relocation often for work or a residential relocation.

The shift of students to Non - Government schools primarily occurs at the end of Year 7. In selecting a secondary school, many parents chose not to access the 'school of right' unless this is Adelaide High School. The Governing Council is actively seeking for all NPS zoned suburbs to be included in the new inner city Adelaide High School. The other drift to private schooling occurs as students into the middle years of Year 5 to 6 or Year 6 to 7.

## 7. CLIENT OPINION

PARENT OPINION SURVEY	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rank
My child/ren like being at NPS	0	2	4	27	28	81
I can talk to my child/ren teacher/s about my concerns	0	1	4	32	24	79
My child feels safe at NPS	1	1	1	38	20	75
Teachers at NPS expect my child/ren to do their best	1	1	4	35	20	72
NPS is well maintained	0	5	7	33	16	60
Teachers at NPS treat students fairly	2	3	6	37	13	56
Student behaviour is well managed at NPS	3	6	7	34	11	51
Teachers at NP motivate my child/ren to learn	2	3	12	33	11	50
NPS looks for ways to improve	0	2	18	31	10	49
Teachers at NPS provide my child/ren with useful feedback about their work	2	2	12	37	8	47
My child/ren is/are making good progress at NPS	2	3	11	35	9	46
My child's learning needs are being met at NPS	2	5	7	46	1	39
NPS takes parents' opinions seriously	1	5	21	28	6	33
NPS works with me to support my child/ren's learning	3	4	14	35	5	35

65 parents responded to the 2015 Parent Survey. Highest ranked responses related to children liking coming to school, feeling safe and the ability of parents to talk to teachers about their concerns. The lower ranked items related to student learning such as children making good progress, student learning needs being met and taking parent's opinions seriously.

Parents were also provided with the opportunity to provide general comments and also specific comments relating to home/school communication, the dual LOTE program and newsletter. Positive general comments related to the community, quality of teachers. Areas for improvement could be roughly grouped into the following topics; curriculum, facility, sports day, student behaviour.

In regard to home school communication, inconsistency between classes and access to teachers was the most recorded issue.

The new student report was rated positively.

Very Good	Good	Average	Poor
7	41	9	2

It is pleasing that the majority of parents read the school newsletter.

Yes	Sometimes	No
57	4	0

STUDENT OPINION SURVEY	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rank
The teacher challenges me to achieve my personal best	0	2	6	16	37	88
I feel part of this class	0	2	3	23	33	87
I learn about myself as a learner-my strengths and how I can improve	1	1	3	27	28	80
I am listened to and the teacher answers my questions and or responds to my ideas	0	2	4	29	26	79
The teacher does things to really make us think	0	6	3	22	29	74
The teacher understands what I need to help me learn	0	3	5	29	24	74
I feel comfortable to have a go and ask questions	1	2	5	30	23	72
I have clear goals and standards to aim for	2	4	7	23	25	71
We learn how to work with each other as a team and how to work independently	1	3	4	30	23	71
We encourage and help each other learn	2	5	2	25	27	70
We are encouraged to question what we know and to look at things from different angles	1	3	4	37	16	64
We develop clear expectations together (code of conduct, values, rules)	1	5	1	37	17	64
I use computers or other technology for learning	1	4	8	22	26	68
We are given time to talk and explore our thinking and ideas together	1	6	8	26	20	58
The teacher asks us questions to find out what we know and what we want to know	5	3	4	27	21	56
We learn how to question each other without being threatened	2	7	8	22	22	55
I learn about things that interest me/and or are important to me	2	4	6	27	22	53
I get time to practice what I am learning until I know I can do it	2	8	9	25	17	47
We do practical, hands on things to help us learn	1	8	13	22	17	46
We demonstrate our learning to a variety of people & receive constructive feedback	2	9	10	21	18	44
I get to choose different ways to learn that make learning enjoyable & more exciting for me	6	5	6	27	17	44
We learn how to make sense of our world e.g. artists, scientists, writers, mathematicians	5	3	9	34	10	41
I rate how well I think I have learned against goals & standards we set	2	6	9	29	14	41



We have some choice about what and how we learn	5	9	7	28	12	33
---	---	---	---	----	----	----

## 8. ACCOUNTABILITY

### 8.1 Behaviour Management

<A report on the data and trends related to incidents of violence and bullying  
[http://www.decd.sa.gov.au/aboutdept/files/links/cossey\\_report\\_document.pdf](http://www.decd.sa.gov.au/aboutdept/files/links/cossey_report_document.pdf)

### 8.2 Relevant History Screening

Student safety is an issue of concern to the school community. We ensured that every adult who volunteered with the students had a DCSI police clearance and had attended volunteer induction. These expectations were for all classroom volunteers, volunteers on camps and excursions and sport coaches.

Accurate records of police clearances were maintained, with a reminder mailed to volunteers when their clearance was about to expire. Regular volunteer induction sessions were held with attendance records recorded in EDSAS. All volunteers were required to record the days they volunteered by signing in and out through the visitors book, to wear a volunteer lanyard and to record who they worked with in a volunteers record keeping book.

### 8.3 HUMAN RESOURCES - Workforce Data

#### 8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board. Staff with more than one qualification are counted more than once in the qualification table, therefore the total number of staff by qualification type are more than the total number of staff.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	49
Post Graduate Qualifications	7

#### 8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.0	30.3	0.0	4.28
Persons	0.0	34	0	5.0

Each year staff complete a WHS Psychological Survey to monitor the well-being of staff. In 2015 this was taken at the end of Term 2

2015 Psychological Staff Survey	5	4	3	2	1
Supportive Leadership	24%	35%	19%	18%	3%
Role Clarity	43%	54%	3%	0%	0%
Co-worker Interaction	41%	45%	10%	3%	0%
Participative Decision Making	22%	38%	16%	19%	5%
Goal Alignment	18%	34%	22%	19%	7%
Employee Development	32%	45%	15%	6%	1%
Work Demands	17%	23%	14%	29%	17%
Individual Morale Distress	16%	33%	12%	33%	6%
Group Morale/Distress	14%	29%	20%	36%	1%
Other	53%	14%	13%	12%	7%

The most affirming aspects of the 2015 Psychological Survey were in regard to Role Clarity, Co-worker Interaction, and Employee Development.

The least confirming aspects were in regard to work demands, Individual Morale/Distress and Supportive Leadership.

## 9. FINANCIAL STATEMENT

### Income by Funding Source

	Funding Source	Amount
1	Grants: State	4242589.69
2	Grants: Commonwealth	29600.00
3	Parent Contributions	254160.49
4	Other	110711.54

Further information can be found on the My School website

<http://www.myschool.edu.au/>