Nuriootpa Primary School
2017 Annual Report
to the School Community

Government of South Australia
Department for Education and Child Development

Nuriootpa Primary School Number: 318

Partnership: Barossa Valley

Name of School Principal: Jill Hess

Name of Governing Council Chair: Stephen Garrett

Date of Endorsement: 19/2/2018

School Context and Highlights

Nuriootpa Primary School is a medium sized primary school located in Nuriootpa, in the Barossa Valley, one of Australia's top wine growing areas and tourist destinations. Our school motto, "Key into Excellence" reflects the spirit of our school. We place great importance on developing positive partnerships with our school community, by valuing and encouraging family involvement in their child's education. The town is growing with many new families moving into the region. Our families come from a wide range of socio-economic backgrounds.

We currently have 6 Aboriginal students, 17% of students are on school card, 20 students on NEP's and one child under the Guardianship of the Minister. An increasing percentage of transient students within the school, provides the school with the extra challenges of maintaining programs, behavior standards and levels of engagement expected by the school.

Students at NPS are highly engaged in their learning and are always encouraged to strive to achieve their personal best within a supportive learning environment. I am very pleased to say that in 2017 all members of staff were committed to the school vision and health and well-being of our students. The staff members are committed to the improvement of student learning outcomes. We have a well-balanced staff group, who are highly skilled, with the majority of the staff members having worked at the school for many years. I wish to acknowledge the commitment of the teachers at NPS, who continue to ensure valuable learning experiences and learning opportunities occur within our school.

We celebrated many educational, social, sporting and community highlights during 2017, including:-
Successful mini-lit and multi-lit program; A successful Sports Day, after-hours sporting teams, swimming programs, SAPSASA and a wide variety of sports clinics; The school choir is attracting more interest each year and the school community enjoyed their performances on many occasions during the year. The senior choir also performed very well at the Festival of Music; Australia - South Korean exchange program, allowed the students to learn about a different culture;Vintage Festival - students artwork displayed in Coulthard House; School Disco; Harmony Day; Ride for Sick Kids; Way to Go Bike Education program; Grandparents Day; Premiers Reading Challenge; the year 7 Graduation allowed staff, families to farewell this wonderful group of students.

Governing Council Report

Governing Council Report for 2017

In 2017 the Governing Council was fortunate to have a membership representative of the school community, with members having children attending the school from junior to senior year levels. I encourage parents to participate in the governing council as without active and diverse representation the governing council cannot perform its role of representing the whole school community.

As in previous years the governing council met twice a term as required by our constitution, and saw the following sub committees, remain active with each reporting regularly to the Governing council, finance, grounds, canteen and fundraising.

2017 was an exciting year and saw several of the longer term projects/improvement works which the governing council and school had been actively advocating for progress. This included the much needed upgrading of the school's building with the STE building works currently underway and with the hope that further significant building works my be possible in the short term given the government's commitment of $7.5 million as part of the Building Better Schools programme.

Finally thank you to all who volunteered within the school throughout 2017.

Stephen Garrett

Governing Council Chairperson

Improvement Planning and Outcomes

To improve student achievement in 2017 we prioritized pedagogical shifts in the area of Numeracy. The focus remained on the differentiation of tasks; task design and moderation of tasks.

All teachers aimed to provide a more differentiated numeracy curriculum by setting open ended tasks. Staff were supported in this endeavor by staff training in the areas of task design, moderation and assessment strategies by Gail Holland, whole school and Partnership training sessions.. These opportunities were followed-up in team meetings where staff could share their good practice, ask questions and learn from each other. This work supports the recommendation from our External Review to continue to focus on the development of differentiating tasks.

A focus for this year was questioning, both how we question students so their thinking is challenged and the questions we set in numeracy tasks to develop student's problem solving skills and deeper thinking. This work links with the STEM philosophy and practices. This is an important area of development within the school and staff were engaged in training sessions about STEM pedagogy and how to implement within classrooms. We are still in the early developmental stages of this program and expect to further develop our skills of setting challenging, differentiated, real life problems to solve and integrate STEM areas further into curriculum offerings. New facilities will enhance our ability to provide better STEM learning opportunities for students. expect to further develop our skills when our new STEM area is available to use.

This work culminated into some changes of practice by many staff members. Our A-E grades demonstrated 28% of our students moved one grade higher than last year in English and Maths. 13% of those students moved into a higher grade in the area of Maths. This is pleasing, however we aim to raise those percentages even further in 2018. To better inform us about student achievement and needs we will be embarking on a stronger assessment regime.

Student/parent surveys conducted by teachers showed that the majority of students enjoyed and felt comfortable during Maths lessons and they felt they were challenged appropriately. Parents showed they were satisfied with the Numeracy practices in their child's classroom and had a better understanding of what and how we teach maths at school.
This will continue in 2018 with students surveyed once in terms 1-3 this will be additional information to guide teachers work. Parents will again be surveyed about the effectiveness of classroom Numeracy programs at least once a year, this continues to strengthen our partnership with families.
The PAT Maths tests results show the majority of our students improved at the appropriate rate for their year level. However our data also shows that we have 18% of our students who did not achieve the required growth for the the year and 13% who are not operating at grade level.

Therefore in 2018 we will:-
* assess all students in the area of Trust the Count by week 2 and implement intervention programs by week 3
* open classrooms by 8.45 so students can begin their learning at 9.00 o'clock.
* wave 2 students identified in teacher's programs and PD plans identifying specific strategies which will be used to improve student achievement
* wave 2 students will be observed in leader's observations in classes which will provide teachers with information about these students level of engagement and understanding.
* all classes will provide 90 minutes of numeracy learning 4 days a week and 1 hour on Fridays.
* staff will be encouraged to plan tasks together, review lessons, share good practice and observe each other.
* mentor teacher will be appointed to support staff development

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.
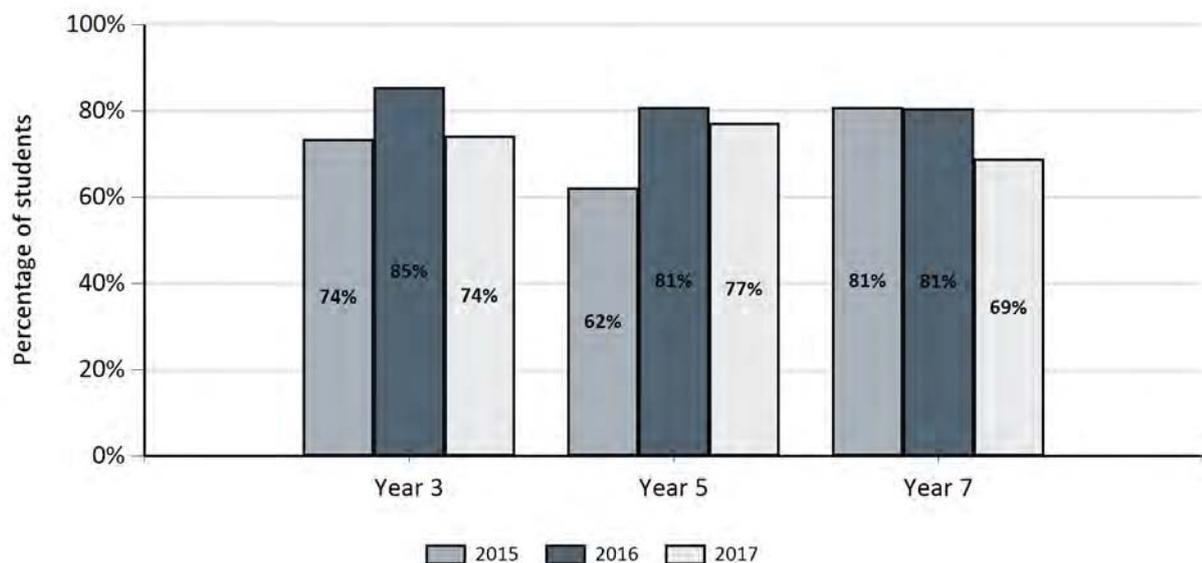
Reading
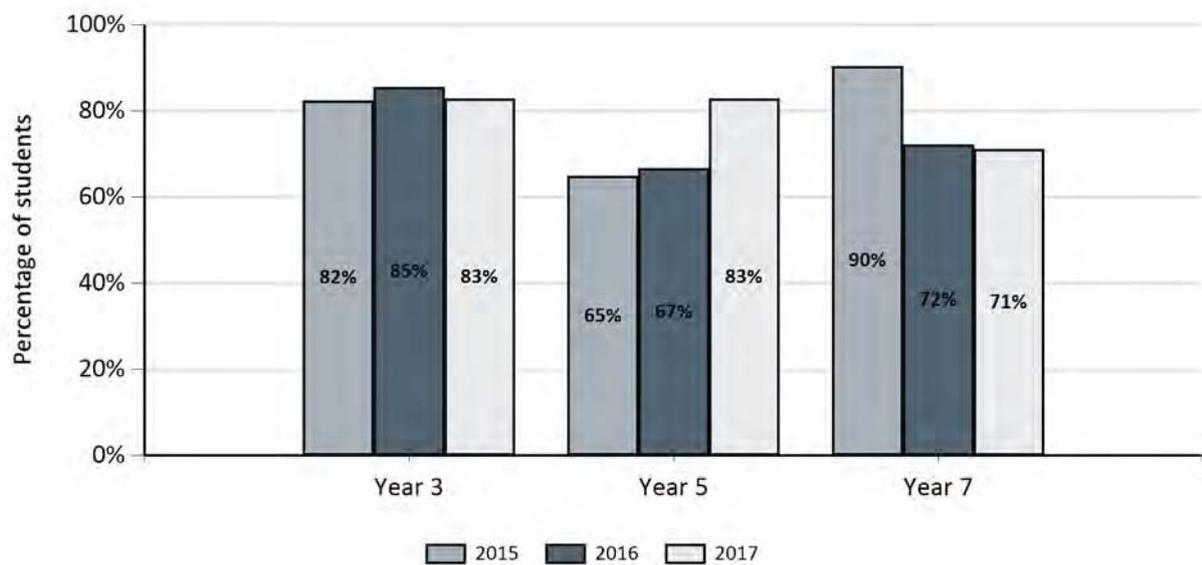
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	9%	26%	25%
Middle progress group	45%	55%	50%
Lower progress group	45%	19%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 5-7	Year 3-5	State (average)
Upper progress group	6%	10%	25%
Middle progress group	67%	47%	50%
Lower progress group	27%	43%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	35	35	13	5	37%	14%
Year 3 2015-17 Average	41.3	41.3	13.7	8.0	33%	19%
Year 5 2017	35	35	9	4	26%	11%
Year 5 2015-17 Average	38.0	38.0	9.7	4.3	25%	11%
Year 7 2017	45	45	5	8	11%	18%
Year 7 2015-17 Average	41.0	41.0	7.7	7.7	19%	19%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^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.

School Performance Comment

The figures in our NAPLaN results are not an accurate reflection of student achievement because the inexperienced acting Principal exempted students as opposed to withdrawing them according to parental requests.. Unfortunately this error had a significant affected our results. However, the results we are dealing with still provide valuable information about student learning and areas for us to address to help raise standards. Apart from the considerable growth for the year 5 cohort in Reading, our results did not reflect what we were expecting , particularly in the area of Numeracy.

The Improvement Planning & Outcomes section outlines the work we did to try to improve learning outcomes for students. Although we saw growth for many individual students, the cohort growth was not what we predicted.
To address this we have designated 90 minute blocks of literacy and numeracy for four days a week and on Friday's at least one hour for both curriculum areas in 2018. Our Literacy and Numeracy agreements are being reviewed and will be prescriptive about what, how, and when the Big Ideas in Number and the Big 6 are taught in each classroom. With a consistent approach across the site we are hoping to see an improvement in our NAPLaN results and a reduction in the number of wave 2 students in our school.

Junior Primary teachers will be reviewing how Running Records are conducted early in 2018 to address inconsistent results. With more consistency we believe we will be able to identify our wave 2 students earlier and implement appropriate interventions sooner. Again it is hoped this will improve our NAPLaN reading results in the future.

Gail Holland (SLLIP) has been intensively supporting our upper primary staff to be able to analyze their NAPLaN and PAT M data and then supported them further in developing their skills in task design. This practice will continued in 2018 and Gail will work with the Junior Primary Staff. To further enhance our support for staff, Catherine O'Neil will be released for 1/2 a day a week to mentor teachers in the same manner as Gail.

To improve our results in the future we will be concentrating on Big Ideas in Number and the Big 6. Appropriate training will be provided to staff, students will be assessed against Trusting the Count in week 2 of term 1 so we have appropriate data to work from and know the students who need immediate intervention. All classes will be spending 20-30 minutes a day working on the Big Ideas in Number as an addition to the normal learning program.

The Big 6 (reading) will be implemented in term 2. This will require all teachers to address each area of the Big 6 in their Literacy Block. Staff will implement each aspect of the Big 6 and then report back at year level meetings to describe successes and work with others to review and refine their work.

We hope these strategies will show improvements in all students Literacy and Numeracy still in the future.

Attendance

Year level	2014	2015	2016	2017
Reception	93.4%	93.3%	92.7%	94.4%
Year 1	96.4%	92.8%	93.0%	93.2%
Year 2	93.6%	93.8%	91.2%	92.8%
Year 3	95.0%	94.4%	92.7%	92.4%
Year 4	94.3%	93.3%	93.8%	92.3%
Year 5	95.6%	91.5%	92.8%	93.2%
Year 6	93.6%	93.4%	90.9%	91.4%
Year 7	93.6%	92.8%	92.2%	91.0%
Total	94.5%	93.2%	92.5%	92.5%

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

Attendance Comment

Fortunately we had the support of Julie Moroney, Attendance Officer, who was supportive of the site and families. Julie was able to support a new family and helped them engage in the school and supported them to the children to attend fairly regularly. Julie also intervened with two families -chronic non-attenders. Again Julie had some success with these families and her contact resulted in a positive response from families but then attendance wained. Considering the impact of these families on our attendance rate, it shows that our overall student attendance has actually improved.

Behaviour Management Comment

We had a range of students who received consequences during 2017. These ranged from low level to more serious acts of threatening others, bullying and harassment. All incidents reported to us were fully investigated and consequences administered. We internally suspended 4 students which resulted in a total of 8 internal suspensions. We externally suspended 2 students resulting in 3 external suspensions. Of the1.8%student involved in serious issues, 2/3rds have moved on to secondary education. The internal measures of classroom programs, counseling, introduction of the program Rock and Water and the involvement of Riaz Hazarika has had a positive affect on student behavior. Due to the success of these measures, they will continue in 2018

Client Opinion Summary

Once again we received very few (7) parent opinion surveys. At the end of the year there is so much going on, most staff overlooked student surveys and we only received 9 responses and less than 1/2 of the staff surveys were completed. This is an issue I have raised with the staff members because of the importance of these surveys which provide us with information so we can set future directions and improve our practices.

In the future we are going to send surveys out in term 3 so we reduce the pressure on people at the end of the year and hopefully gain more information from parents, staff and students.

On the limited information we received, the staff survey was quite interesting because it was contrary to our well-being survey done earlier in the year about the staff feeling supported at the site. I would suggest this is about workload at the end of the year when everyone is feeling rushed and overloaded. Maintenance of the school was also an area which was marked low by staff. This is quite valid, we had limited working bees last year with few families supporting us. Also in preparation for some other major building works, we have held back on some maintenance believing it will be taken care of in the redevelopment.

Parents and students raised the issue of behavior management. In our student behavior surveys we found very few incidents of "mean behavior" were recorded by students (years 2-7). We are also aware that the upper primary students chose not to tell staff about incidents. We have addressed this with students in class meetings about the difference between keeping self and others safe and that of "dobbing". Even after these discussions we saw little change. Parents have raised issues of "bullying" with us but in 98% of the cases we were unaware of such issues because again students did not report them. Once we are aware of any suggested bullying we investigate immediately. Even after the newsletter articles and class discussions, we are finding that many do not understand the difference between bullying and mean behavior. Neither behavior is acceptable and in the vast majority of our follow-up work we found that the situation was about conflict between students which they had difficulty resolving. In most cases there was fault on both sides and it was not a case of bullying. We continue to work on student relationships through class programs and working with students to help them resolve conflicts

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	8.3%
Other	1	1.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	6.7%
Transfer to SA Govt School	50	83.3%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All personnel who work at our site either in a paid position or as a volunteer have current Police Clearances and RAN training. We are vigilant about making sure all parents who work with students have both their police Clearance and have completed RAN training. Front Office personnel have comprehensive records which track volunteer status and staff members know only volunteers with the appropriate clearances can assist them in their learning programs.
We have implement new procedures for BOSC where we record student and workers attendance to help monitor the safety of students.

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	37
Post Graduate Qualifications	5

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	16.7	0.0	5.3
Persons	0	20	0	9

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	2,863,503.21
Grants: Commonwealth	4,500
Parent Contributions	76,725.61
Fund Raising	11,274.90
Other	43,952.47

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

2017 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 2017 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	Funding received to support middle primary student. This student transferred in early term 2.	Student was able to engage in more areas of the curriculum.
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	2 junior primary students received funding to support their language development. We released a teacher to assess them and then supported the boys with hours each week, 1:1 support.	Both students were able to achieve learning goals as identified by class teacher
	Improved Outcomes for Students with Disabilities	All identified students were supported with SSO time. Plans were developed and reviewed.	Outcomes for each individual were reviewed at end of 2017.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Funding received for Aboriginal students, this was used to provide 1;1 SSO support each week with numeracy and literacy again being the focus.	Students ILP's reviewed at end of 2017. Students had consolidated or achieved goals.
Targeted Funding for Groups of Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Schools focus on numeracy and differentiation of tasks, variety of questioning techniques.	Goals implemented and monitored through PDP'S.
Program Funding for all Students	Australian Curriculum	Staff released to attend A/C training. Resources purchased	
	Aboriginal Languages Programs Initiatives	n/a	
	Better Schools Funding	SSO's employed to implement Multi and Mini lit program year 1-7. Resources purchased, staff released to work with SLIP coordinator and attend training.	All students successfully completed Mini/Multi Lit program.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Consolidation of student voice. Training for staff members in Rock and Water program- implemented in years 5- 7. Staff wellbeing program run in term 4.	Improved engagement and increased school involvement.