1. CONTEXT

School Name: Nuriootpa Primary  School Number: 0318
Principal: Jill Hess  Partnership: Barossa

Nuriootpa Primary is a medium sized primary school in the Barossa Valley. Our families come from a wide range of socio-economic backgrounds. In the main our families are supportive of the school and support their children’s learning. We currently have eleven Aboriginal students, 17% of students are on School Card, fifteen students on Negotiated Education Plans and one child under the Guardianship of the Minister. We are noticing an increasing percentage of transient students which brings about a new complexity for our school. Nuriootpa student population is, in the main, a very positive group who accept the learning challenges offered respect the rights of others and comply with our behavior code. We believe we are a very fortunate school to have such excellent students attend here. Our students reflect the values of our families and again we are blessed by having the majority of parents supportive and involved in school programs. We have a stable staff group, who are highly skilled; the majority of staff members have worked here for many years. Staff members are committed to the improvement of student learning outcomes and are supportive of each other. This year we had several contract teachers join our staff which has brought a range of new skills, talents and abilities to our staff group.

2. REPORT FROM GOVERNING COUNCIL

In 2015 the Governing council met on a regular basis with the membership of the Council seeing the departure of several committee members including Graeme Wellman the previous chairperson whose leadership and experience was personally missed. Fortunately several new parents and staff representatives, with real commitment and passion, joined the council allowing it to continue to perform its required functions of collaboratively assisting the school leadership in setting the broad direction of the school and providing input into policy development as well as the monitoring of the site budget.

The year saw the following Governing councils sub committees:

- Finance
- Grounds
- Canteen
- Fundraising

All these sub committees remain active with each reporting regularly to the Governing council.

The school remains fortunate to continue to be able to operate a canteen and this will require the ongoing active support of the school community both through parent volunteer involvement and its use by students.

While members of all the committees are hardworking a special thank you needs to go to the Fundraising committee led by Jenny Doecke who have organized a large number of events
throughout the year including stalls for mothers / fathers days and the ever popular movie night allowing much needed money to be raised allowing the purchase of items which benefit students.

Coffee Club again proved popular in providing an opportunity for parents to meet, as well as hosting a number of informative speakers throughout the year.

The schools Learning Assistance Programme (LAP) again proved successful under the direction of its long time coordinator Marina Walker and numerous volunteers. Marina dedicated many years to the leadership of LAP and she will be sadly missed. Her commitment over many years has allowed LAP to become the recognized success it is.

2016 will see the Governing council working hard to continue its work in advocating for much needed building improvements to the school including repairs to the main buildings straw ceilings and acoustics.

Governing council offers an excellent opportunity for parents to support and guide the school and I actively encourage all parents to consider involvement.

Finally thank you to all who volunteered within the school throughout 2015.

Stephen Garrett
Governing Council Chairperson

3. 2015 HIGHLIGHTS

We value the support from our parent/caregiver groups. The fundraising committee again worked tirelessly with staff, students, parents and the wider school community on various projects, which not only raised funds, but also assist with developing a stronger community spirit. Highlights included: movie night, mothers’ and fathers’ day stall and sports day stall. The money raised has ensured every class has again received $300 to offset the cost of excursions as well as funding the purchase of additional portable seating.

Express ‘O Coffee Club mornings continued with impressive attendance. This group has grown as it supports parents and families within our school community. It has provided training sessions, helped at functions and been a highly visible support at assemblies. Some of the sessions included guest speakers who informed our parents and helped families find solutions to issues with their children.

We are very fortunate to have the support of many volunteers. Volunteers assist our school in many ways, through assisting in the canteen and breakfast club, listening to reading, attending excursions, coaching and managing sporting teams, tidying the school as well as supporting our many fundraising activities and helping with our fantastic Learning Assistance Program. (LAP). Currently we have 30 students receiving this invaluable extra support due to the dedication of our 20 volunteers.

Our Pastoral Care Worker, Rebecca Normington, has also continued to strengthen home, community and school links. The SHE program and celebration was again another huge success. We have approximately 60 students involved in the program during Term 3.
Adele White facilitated the Student Executive Group in 2015. They worked together to provide students with a range of activities from casual days, charity fundraisers, lunchtime activities, representation at the ANZAC Day service and Market Days. These Market Days provide a wonderful learning experience for both sellers and buyers as they develop advertising, product ideas etc. The SEG group also assisted in setting up and the running of the Star of Success assemblies.

We had many events over the year, swimming lessons held at the REX, Book Week parade, incursions with Shine a Light Performance and Maths World. Sporting visits from Country Basketball SA, Milo Cricket, Central Districts Football Club- Top Dogs program, with the year 6/7's and Athletics SA. We also had fun in the sun with our annual walk-a-thon and Sports day. As always many thanks to those committees who assisted in organising these days that not only complements our learning programs but also offer wider learning opportunities for our students.

Classes also participated in a number of excursions such as Choir, Aquatics, Zoo snooze, Hairspray the musical, trips to Adelaide Oval, Botanic Gardens and end of year trips to the movies. All of these experiences have been possible with the assistance of the money donated by the fundraising committee. Again our school had strong representation at local and state sporting events through SAPSASA. Events included, swimming, boys and girls softball, football-included 9 a side football for both boys and girls, basketball, netball, soccer, hockey, tennis, including Hot Shots, cricket, cross country, athletics, table tennis, golf and tackle rugby. As always these opportunities do not happen without the support of Parents and staff to transport, coach and manage.

Assemblies were again held three times a term with each class sharing responsibility for planning and presentations. These, as always, provided a great opportunity for recognising the achievement of students through a variety of awards and performances.

In term 3 we held our annual school concert. This was a colourful affair as always with the backing of the Music is Fun group. Each class was able to perform to a song and as always they delivered a fantastic performance.

Year 7 graduation was again held at the Vine Inn. After a pleasant dinner the graduating group entertained and dazzled us, not only with their stunning outfits, but their dancing skills.

2015 was another outstanding year at our school.

David Murray.

Acting Deputy Principal

4. SITE IMPROVEMENT PLANNING AND TARGETS

SIP Numeracy Team

SIP goal: 2016 NAPLaN results show years 3, 5 and 7 students are at or above National standard
We saw an increase in the percentage of students who were at or above National Minimum Standards in both years 3 and 7 (year 7 - all students reached the National Minimum Standard in Numeracy). The year 5 students remained at the same percentage of students reaching National Minimal Standards as in 2014. We had hoped for an even higher result from the year 3 students but were not surprised by the year 5 results. We were pleased to see the number of students achieving in the higher bands in years 3 and 7. Our NAPLaN numeracy results were stronger than our PAT-M results particularly in the area of number. More about this later in this document.

Proficiency Bands Year 3 Numeracy

Proficiency Bands Year 5 Numeracy

Proficiency Bands Year 7 Numeracy
We established a Site Improvement Plan (SIP) team to address the area of Numeracy in our school. Below is their report on the work they lead in 2015.

When the SIP team was established we had clear goals we wanted to achieve. These included - improvement in NAPLAN results, a consistent approach to teaching, iMaths integration, six teachers training with Ann Baker to return and share their learning, the Numeracy Agreement to be reviewed and our materials to be updated.

All staff attended Day 1 of the Mathematician in Residence, Ann Baker training. All class teachers were given copies of the Natural Math’s books relevant to their year level and have been integrating this into their classroom teaching. Six staff members continued the Ann Baker Training and shared their learning regularly amongst the whole staff at staff meetings. They were required to keep portfolios of their class activity which they shared at training sessions. Using mental routines ideas and the Vocabulary for Mathematics document was shared with all staff. The majority of staff members have reported that their students have improved the use of Mathematical vocabulary during learning activities.

Bec Jamieson, Australian Curriculum Implementation Officer, ran optional workshops after school from 4-5 p.m. which looked at mental routines and keeping class portfolios. Many of our staff went to these sessions. This resulted in teachers across the school using mental routines on a daily basis. All classes have also been using iMaths as a resource. Sheryl Jamieson ran a staff training on the iMaths planning tool which staff members have used. Mathematics articles were published in the newsletters by the Math’s SIP team. The Math’s team organized a World Math’s Day. Each class visited the hall to participate in math’s activities.

As a whole school we reviewed the existing whole school Numeracy Agreement. We modified our agreement to make it more relevant to our work and it will guide our work in 2016 and beyond.

This year we analyzed the PAT-M data and viewed those results in light of the NAPLAN and class data sets. After mapping our students’ results we identified students who are operating at a higher level than their cohort. We agreed these students need to be challenged and therefore they will be one of our target groups on our 2016 SIP plan.

The overall data indicated 95% of all students were operating at standard. In some classes the data indicated some students have moved from a C to B and/or A in Semester 2. This indicates that our years’ work has had a positive impact on our student’s learning.

SIP Reading Team

**SIP goal:** 94% of all students increase their reading age by 10-12 months by week 4 term 4

Once again this data indicates a solid move for our year 3 students into the higher bands of NAPLaN in the area of reading. The PAT-R results for year 3 are not as strong as the NAPLaN results. This could be due to the difficulties associated with students being able to
access computers to do the tests and the environment where their computers are situated. The year 5 results indicate that the majority of students are in proficiency band 5 and above. The concern however, is the number of students in the lower bands. Their results in NAPLan were supported by their results in PAT-R testing. We were not surprised by these results considering the very disjointed year this cohort had in year 4. The year 7 results indicate again, that the majority of students are at or above standard. Their results were supported by the PAT-R testing which indicated the very diverse abilities amongst this cohort. The Waddington Reading test indicates growth in all cohorts. Using Score Link to record this data now, allows us to better monitor both individual and cohort data.

Reception 2014

Year 1 2015

Year 1 2014
Unfortunately the way this test is calibrated, it loses its accuracy for students in year 6 and 7. We will need to invest in another test in 2016 to help us better monitor this group of students.

Proficiency Bands Year 3 Reading

Proficiency Bands Year 5 Reading

Proficiency Bands Year 7 Reading
Below is the report by the Reading SIP team and their work in 2015.

There were several strategies the SIP reading team implemented this year to improve the reading outcomes of students. We carried out a reading survey for classroom teachers. Results indicated that all staff are using the Big 6 strategies and use them in their Reading program 4 days per week. Teachers indicate they are feeling more confident about using the Big 6 - Oral language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension this year.

Adele provided intervention and support to Junior Primary staff with the ‘To, With, By’ reading strategy during Literacy time. Several staff members have adopted this strategy in their literacy program and this has resulted in some pleasing results in those classes.

Teachers have been explicitly teaching text types through modelled reading lessons as they would for the writing genres. This has been a very effective strategy.

Mini and Multi Lit has been very successfully implemented throughout the school (Reception – 7). This very intensive literacy program has had a major impact on the literacy skills of many students. Some students did not gain as much from this program as others. Therefore in 2016 we will be offering this program 5 times a week to students not 2-3 times, believing this will improve the achievement levels of those involved. These Multi/Mini Lit results indicate some extensive growth for several students, and significant growth for most students.

![Min/Multi Lit Results](image)

This was the first year of doing the PAT-R (Comprehension) testing therefore we cannot compare results to identify growth. However the graphs below indicate areas where we need to focus in 2016
As a staff we reviewed our Literacy Agreement and acknowledge this will need to be completed in 2016.

We spent time in term four analyzing PAT-R, NAPLaN and other data sets about student’s literacy growth. We identified patterns of student growth which directed our decisions for our Site Improvement Plan for 2016. This has resulted in us identifying Wave 2 and High Achieving students to be targeted next year. Another recommendation for 2016 is all staff members are trained in implementing Running Records.

SIP Writing Team

SIP goals: 94% of students write more complex sentences which include the effective use of adverbs, conjunctions adjectives, and appropriate tense as expected according to Literacy Agreement.

94% of all students use appropriate punctuation in written work – capital letters, speech marks, question marks, commas and explanation marks.

94% of all students Years 2-7 using accurate spelling in written pieces.

Our year 3 students performed well in the area of writing in their NAPLaN test. Once again our students achieved at or above the benchmark set for this year group. There was some movement into the higher band but we would still like to see some students move into the highest most band. The year 5 results were as expected, explained earlier. The year 7 results were not as strong as we had anticipated, however our SIP for 2016 will again focus on this area. Hopefully this will support improvements in student writing achievements.
SIP Writing Team’s Report

The writing team undertook provisional reading to determine what effective teaching of writing is. All evidence indicated that daily writing is one of the best means of improving writing skills. Therefore the writing group recommended all students participate in daily writing across the curriculum, not just in Literacy time, to improve genre specific skill. We were pleased to see that all classes F-7 did apply this strategy and we believe we will reap the benefit of this practice in the future.

We developed a Literacy Genre Map for F-7 with associated teaching methods. This was agreed to by staff and adopted as part of our practice. We anticipate this will result in all students covering all genres of writing each year to the grade level required. Supporting this work was a training day with Carmen Small on ideas for teaching the different genres (ways and means).
The writing team recognized, through their research, that students need to be more responsible for their work. Therefore, we developed a punctuation editing tool for staff to use so that each staff member uses the same symbols F-7. This has brought some consistency across the site. This allows staff to indicate errors to students but places the responsibility of correcting on the students.

Staff agreed to conference with each student at least once per week to provide relevant feedback to support improvement. All teachers taught students to edit their writing with the main focus being on punctuation. Years 5-7 students were taught effective peer editing skills. The writing team researched ways that they could improve editing in their own classrooms and developed resources to do this. The team then shared these with the rest of the staff. Each team member reported an improvement in students editing skills as a result of using these strategies.

As a staff, we developed an assessment timeline, to guide all staff in the assessment and collection of data about all students. We anticipate this will provide consistent information which we can use to better meet the needs of each student.

All teachers collected at least five pieces of writing per semester to place in Students Portfolios. This will be used to assess student’s learning and will be used in the report writing process.

For 2016 – we need to complete the review of our Literacy Agreement; daily writing F-7 should continue; on-going use of our editing codes; on-going conferencing with students and addressing our pedagogy to include “floor to ceiling” tasks in literacy.

4.1 Junior Primary and Early Years Scheme Funding

These funds were mainly used to support the Mini Lit program (see below). Additionally we used these funds to release the Deputy to work in Junior Primary classrooms to work with teachers and students. Adele worked in classes to develop the “To, With, By” program, which resulted in improved literacy achievement in those classes.

4.2 Better Schools Funding

This funding resource was used to employ an SSO to manage the Mini and Multi Literacy programs. There were 45 students involved in the program throughout the year. We saw significant growth in 98% of students involved in the program. Due to the success of these programs, we are going to employ an SSO again in 2016 to manage these programs. However, we think we will have more success if we have fewer students involved but for more sessions per week.
Min/Multi Lit Results

Achievement

Identifies if more than one child achieved at that level

Achievement
The Year 1 cohort was well above state and dis-advantage category in the upper levels and well below both groups in the lower levels. We are close to both groups in all other levels. Those students in the lower bands will continue to receive support through Mini Lit in 2016.
Although we are lower than both state and category in the upper level, none of our students were in the lowest group. The majority of students are in the higher groups. For those not at year level they will be included in the Mini Lit program in 2016.
Considering the focus in the area of number across the school, the results in this area were disappointing. The middle and upper primary’s results overall are not as strong as we expected. However the year 7 NaPLaN results were stronger than the PAT-M results while the year 5 results were consistent in both tests. For 2016 we have placed numeracy on our SIP and will be looking at our pedagogy which will include setting more open-ended tasks; the transformation of tasks to make them more interesting and tasks which stretch each individual student.
The results for both English and Mathematics demonstrate a strong achievement of C’s and above in all year levels. Once again the year 5 results are consistent with other data sets, results have been explained previously. We have identified increasing the number of students achieving in the higher bands and improving the Wave 2 results on the 2016 SIP. We therefore anticipate a reduction in D level achievement and an increase in the A and B achievement grades across all year levels.
5.1 NAPLAN

Mean scores Year 3

The year 3 results were at or above our category level except for spelling. Although we have not included spelling on the 2016 SIP, through our examination of our pedagogy, this is an area which should be addressed in that process. Again the year 5 cohort did not perform well in NAPLaN, but considering the disruptive year they experienced in year 4, we were not surprised by these results. It does mean that our year 6 teachers will have to be particularly vigilant in 2016 to help these students prepare for NAPLaN testing in 2017. The year 7’s performed above our index group and followed the same pattern in writing. Writing is on the 2016 SIP and once again we believe that working in a different way with students, our results should improve in the future.
Year 3 Proficiency Bands Grammar

The years 3 and 5 results were pleasing, particularly those of the year 3’s. This group has indicated strong understanding in this area as their results are at the required to above levels. We hope this trend will continue with this group and we see similar results in their 2017 NAPLAN tests. Although there were some students below the required achievement level, many were at or above the required level. This was a very good result for these students. The year 7 results were not as strong as hoped. Although the majority of students were at or above the required standard, there were several students still in the lower bands.

Proficiency Bands for Reading addressed previously.
Proficiency Bands Year 3 Spelling

The spelling results for year 3 have shown some growth from previous years with more students moving into the higher bands. The year 5 cohort did have students who did not achieve the recommended standard, however there were still more students reaching proficiency band 5 and above. Again with the examination of our pedagogy, we hope this will make a difference to the learning of these students.

More year 7 students achieved at the appropriate and above levels than did not. Those who did not achieve the appropriate level, were identified in 2014 and did receive additional support during the year.

Proficiency Bands in Writing addressed previously

Proficiency Bands Numeracy, addressed previously
School Growth Years 3-5 Reading

As stated previously the growth from year 3-5 in reading, was as expected. We are aware of the difficulties this cohort had and therefore addressed this with some intensive work last year which will continue in 2016. The growth from year 5-7 demonstrated a solid improvement from the cohort, although there is an increase in the lower 25% and not as much growth in the upper 25%. When examining the destination data, you will note the number of students who come in and out of our site. We believe this has some effect on the achievement of our cohorts.

School Growth Years 3-5 Numeracy
School Growth Years 5-7 Numeracy

The growth for the year 3-5 cohort has again indicated some concerns, although we anticipated such results. Knowing the disruption these students faced in year 4, we put practitioners in that area in 2015, who worked extensively with this group to improve their level of understanding. This work will continue in 2016. The growth from 5-7 is consistent with the growth of 2014, we hope our new approach to numeracy learning will improve these results in the future.

6. STUDENT DATA

6.1 Attendance

We have worked very hard this year to improve the attendance of students. Staff contacting families if students are showing signs of patterns of poor attendance and we are sending letters to families when a student is absent for 10 days or more a term. We have worked closely with the Portfolio Social Worker to help families whose children have poor attendance. For some of these families we have seen an improvement of attendance of their children. There are others who we will continue to support in 2016.
6.2 Destination

Year 1

Year 2

Year 3

Year 4
Year 5

No data provided for years 6 & 7

This data highlights the transient nature of our school. We are seeing an increasing number of students transferring to other Government schools. Considering our numbers are also increasing this indicates how many students transfer in and out of our school each year. These students are not transferring to local school they are transferring with their families due to family/work commitments. Although we have lost a couple of students to private schools, this has reduced considerably over the last few year. We are also finding students from private schools are now coming to our school. This reflects that the community is now more supportive of our site and the work we are doing.

7. CLIENT OPINION

Parent Survey Results
Overall our parent survey is positive. The areas that need to be addressed to help people develop a better understanding are Student Behavior Management (SBM) and how parents can use current processes to have their issues addressed. There has been an increase in parent involvement in the school over the years and we have developed avenues to voice opinions, we receive many positive comments through these venues. The “Nuriootpa Primary Parents Facebook” page has become a very negative influence. It is not supported by the school and false information is often posted, however we do not have the personnel available to monitor this page. We have discussed the option of developing an “official” Facebook page, but again, the lack of human resources has limited our ability to do so.

Staff Survey Results

Once again the maintenance of the school is an issue for staff. This has been an area we have tried to address but we have had to balance financial security with spending money on on-going maintenance issues. We are hopeful the Governing Council, parents and staff will be able to address some maintenance issues through Working Bees in 2016. SBM is a very complex issue and the leadership team makes decisions, which sit within the policy, to support the positive growth of students. We work very hard to help students move forward and not suffer strong negative responses to behavior. There are many opportunities for staff to make decisions and direct the site. This has been an area of on-going development over the last few years. The leadership team does recognize that staff feedback should take another direction in the future. I believe as a staff we are very supportive of each other and we are a very strong group.
Student Survey Results

The student results are very interesting and will be raised with staff in 2016. In 2016 we are looking at ways in which we can gather information from students about our teaching practice. Such a strategy could be used to gather information from students about a range of other issues. This will help us to learn more about our students and address issues during the year.

**My School website**

### 8. ACCOUNTABILITY

#### 8.1 Behaviour Management

We had 40 students involved in serious behavior issues during the year. The issues ranged from not following instructions to violence and bullying. There were 2 students involved in bullying and 36 involved in some form of physical violence. The violence ranged from minor scuffles to more aggressive physical violence. Of those students most were one-off situations. We included the Behavior Support personnel and Social worker from the Regional office to work with those students, their families, teachers and leadership. With such support, the number of violent issues reduced. There are still some students we are working with who have emotional issues, which lead to violent outbursts. This is on-going work in partnership with the families.
8.2 Relevant History Screening

All volunteers at our site are required to have a current History Screening check. This is closely monitored by our Front Office staff and teaching staff. We offer annual RAN training – last year we held 12 such sessions, to ensure those who wish to volunteer can do the training and then support site programs. There is a record kept of all who have attended the training and parents are aware that they are un-able to begin their volunteering until this course is completed.

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.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>35</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>2</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>15.80</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>18</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>2836510.18</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>18725.90</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>104517.83</td>
</tr>
<tr>
<td>4 Other</td>
<td>130123.82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td></td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>