Napperby Primary School and Napperby Preschool

2017 Annual Report to the Community

Government
of South Australia

Department for Education
and Child Development

Napperby Primary School Number: 308

Napperby Preschool Number: 1561

Partnership: Pirie

Name of School Principal:	David Manuel
Name of Governing Council Chair:	Holly Ferrand
Date of Endorsement:	2018

Site Context and Highlights

Napperby Primary School is the centre of the local community and is situated at the foothills of the Flinder's Ranges. It has a strong focus on Literacy and Numeracy and this is reflected in the curriculum and learning environment. The schools teaching and learning programs are guided by the four qualities of learning developed and endorsed through the Pirie Partnership: Respect, Responsibility, Confidence and Persistence.

Napperby Primary School has an 'Index of Disadvantage – level 3' and is located in the State electorate of Frome and the Federal electorate of Grey.

Student enrolment in 2017 began with 47 students and ended with 47 enrolled. The student population is primarily drawn from the townships of Napperby, Nelshaby and Warnertown. The 2017 enrolment included 19% of students who are ATSI and 32% of families who are on school card. 38% of students were working from a Negotiated Education Plan, although only 9% of students were identified as students with a verified disability. We have two students enrolled who are under the Guardianship of the Minister.

The school has an Index of Community Socio-Educational Advantage (ICSEA) value of 924.

The Governing Council is active in their governance and decision making around the students' education and welfare.

The highlights of 2017 include:
   Students
- Sporting Schools participation (cricket, gymnastics)
- Visit from the Fisheries Dept.
- Visit to RSL museum
- Festival of Music choir performance
- Harmony Day activities
- Hip Hop dance sessions
- Sports Day
- Adelaide Crows players visit
- Wheelchair sports incursion
- Skywatch Dome incursion
- STEM expo particpation
- "Music is Fun" performance at SPS
- Book Week activities
- Napperby Gorge walk
- Mobile Junk And Nature Playground visit
- Musica Viva performance - "Teranga" West African Music & Dance
- Instrumental Music classes
- Patch Theatre performances
- McNally Farm visit for Preschool
- 'Books in Homes' assemblies
- Year 7 Canberra Camp
- Year 7 Graduation Dinner

   School / Community
- School photos
- Parent/teacher interviews
- Breakfast Club
- SAPol cyber safety talks
- Car Boot Sale
- Volunteer Morning Tea
- Community Fete and Awards night
- Playgroup participation
- Nature Warrior Day
- Books in Homes program
- Essilor Vision Foundation vision screening

Attendance Data
The total school attendance rate was, for the second consecutive year, 94.2%. This is above the DECD target of 93%.

One teacher undertook a Cert II in Auslan in readiness to teach this across R-7 in 2018.
Selected students participating in the Quicksmart Numeracy Program.
All teaching staff are participating in the Collaborative Impact Program (CIP), which aims to increase collective teacher effectiveness in developing students 'visible learners'.

The 'Supported Playgroup in Kindergarten Environments' (SPiKE), was an enormous boon for our community. Coordinated by an SSO, Playgroup numbers increased dramatically with an average of over 15 children attending with parents and carers.

Essilor Vision Foundation visiting the school to conduct free vision health checks for school and preschool students. Students who were indicated as requiring follow up, received free checks at a local optometrist and if required, free prescription glasses.

Governing Council Report

The past 12 months has flown by, however it has been fantastic to see how much Napperby Primary School has grown and developed over this time. A lot has been achieved in the last year and I will touch on a few of them below:

Car Boot Sale - Once again we held our annual Car Boot Sale and this was a huge success. We saw not only people from the local community, but the wider community come to support our school and sell their goods. We had our baked goods stall and bacon/egg sandwiches, which are always a crowd pleaser. Overall the day was successful and we hope that this will continue to grow in the years to come.

Essilor Vision Foundation - This year we had the Essilor Vision Foundation and the Flinders University Optometry students attend the school to conduct fee vision screenings. Those who require them are then able to take the opportunity to have free follow up appointments with a local optometrist and free spectacles if needed. This is a huge advantage for a small country school; I know we all appreciate their time/effort and allowing the children to have access to this initiative.

Mobile Junk Yard - The team from the Mobile Junk Yard attended the school and invited the students to participate in a number of outdoor, nature play activities, cubby building etc. I know all the students (and teachers), thoroughly enjoyed the day and had fun getting muddy and building with nature.

Nature Warrior Day - We had people come from far and wide to attend this fantastic day. There were obstacles, swings, mud kitchen, cubby building, climbing structures, etc. We saw a large number of children attend this event and enjoy the day. Thank you to the CFS for "watering" the site for us and making it as muddy has possible, a visit from the fire truck spraying water, was an event for the children on its own. We had a sausage sizzle and baked potatoes for sale, drinks and a variety of sweets. A huge thank you goes out to Angela, Aimee and the large number of people that made this event possible and also to all the staff who went 'above and beyond'.

The school is always continuing to upgrade and improve the site, including technology, resources, and improvements to the grounds. I think we have a fantastic learning environment and great resources to provide our children with the greatest of opportunities to succeed.

Lastly, I would like to take this opportunity to say thank you to the teachers, parents, volunteers and students for making Napperby Primary School a fantastic environment. To the outgoing Governing Counsellors, I thank you for the great effort and timeless hours that you have put in to this school to continue to see it grow and continue to be a success.

I am looking forward to what 2018 brings for Napperby Primary School. Wishing all staff, students and parents all the best for the upcoming year.

Holly Ferrand
Governing Council Chairperson

Quality Improvement Planning (Preschool)

Quality Area 1: Educational Program and Practice
Goals: Each child's learning is assessed as part of an ongoing cycle of planning, documentation and evaluation; To make children's learning 'visible' to children, educators and their families.

Progress:
* Weekly program and observations for each child are linked to EYLF
* Program and practice is child led; based om child's strengths, interests, culture and goals
* Lit/Num indicators are part of the curriculum
* Student portfolios, floor books, newsletters, photos, learning stories all used to display student learning

Next Steps:
* Continue parent involvement in developing learning goals for children
* Student learning goals linked to outcomes and seek more regular parent feedback

Quality Area 3: Physical Environment
Goals: The outdoor environment is emphasized with natural outdoor learning; Use of recycled resources needs to be embedded in daily routines and practices.

Progress:
* More 'natural' materials brought into Preschool play space (logs, branches, stones)
* Weekly walks through the school exploring the natural environment outside of the preschool
* Herb garden attempted
* Paper & cardboard recycling bin implemented

Next Steps:
* Introduce more 'loose parts' into Preschool outdoor play space
* Less structured play enabled in the outdoor play area

Quality Area 6: Collaborative Partnerships with Families and Communities
Goals: Educators assist families to locate, contact and access local community services; Develop meaningful connections with families and community to create opportunities to connect (for lifelong learning).

Progress:
* Regular newsletters to families, communication board utilized to share information
* Floor books and learning stories shared with parents (learning stories emailed to parents)
* Feedback box established
* Calendars and programs of community events displayed in preschool

Next Steps:
* Invite parents in more regularly to contribute to children's learning goals and to be part of their learning
* Preschool parents strongly encouraged to join Governing Council
* Copies of events calendars given to each family

Improvement Planning and Outcomes (School)

The Napperby Primary School Site Improvement Plan (SIP) was reviewed and re-written to take into account the three directions given from the school's External Review conducted in November, 2016.
The three directions were:
1. Strengthen self-review processes by developing opportunities for student influence to be incorporated with staff and community perspectives in whole-school improvement.
2. Strengthen teacher capacity to design and intentionally differentiate student learning experiences through planned interventions that are evidence-based and regularly reviewed.
3. Strengthen and embed challenge, intellectual stretch and feedback for learning through consistent whole-school processes.

These were clarified by and re-represented as:
1. School community voice is reflected in the school improvement plan. Classroom pedagogy enables students to have a voice in their learning.
2. Track, monitor and respond to every student's progress. Regularly review classroom and school based interventions to determine their effectiveness.
3. Identify what is 'intellectual stretch' & incorporate into Teaching & Learning programs. Concept of 'learning to fail' or 'failing to learn' introduced. Feedback must be more process and task oriented than praise or self-regulation.

2017 was the first year participating in a 3 year long Collaborative Impact Program (CIP).
An impact coach was appointed to assist school staff improve their understanding of visible learning. This is about continuing to develop and enhance teacher quality and enabling students to be participants in their own learning. As we are a small staff, we are working together with the notion that we all have a part to play in influencing and affecting the change across the group.

Staff have explored the notion of providing learning intentions and success criteria to students and in 2017 this was still in its formative stages. There was a more focussed effort from staff to design learning tasks that not only engaged students, but challenged them and provided a 'stretch' point for those who required, and or desired, higher order thinking.

The focus for us in 2018 is to build on the work of 2017, by focusing much more tightly on developing the understanding around learning intentions and success criteria, as well as both students and staff seeking and providing feedback about their learning.
By doing this we aim to provide authenticity to students having a 'voice' in their learning; ensure both staff and students have a clear understanding of what learning intentions and success criteria are used for; and promote the ability to engage with data to provide clear intentionality around what is being taught and individual goal setting for students.

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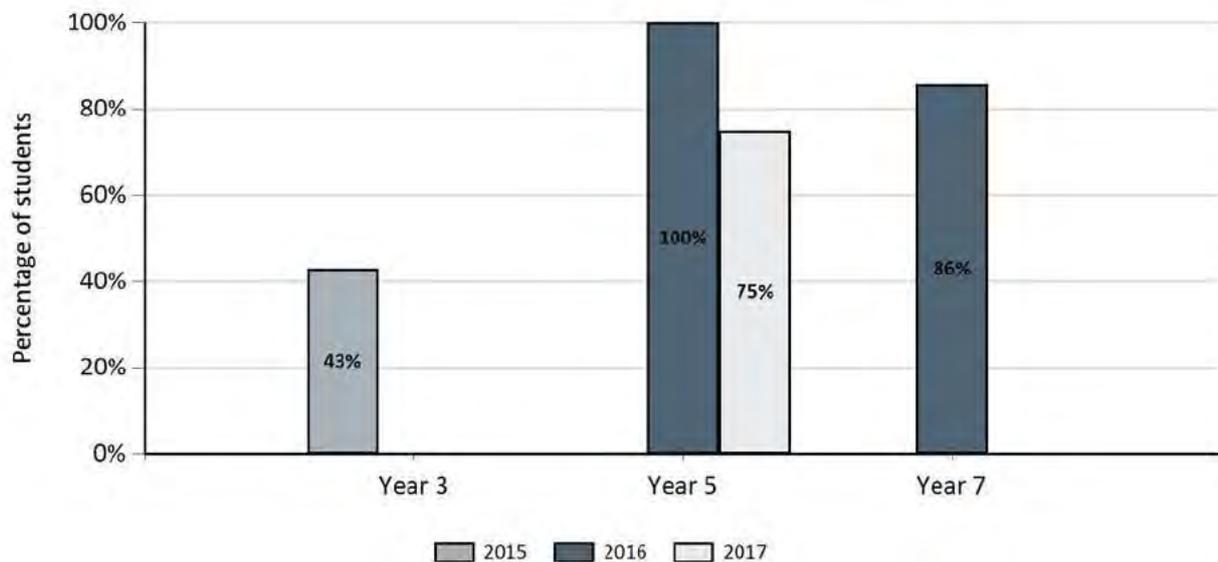
Reading
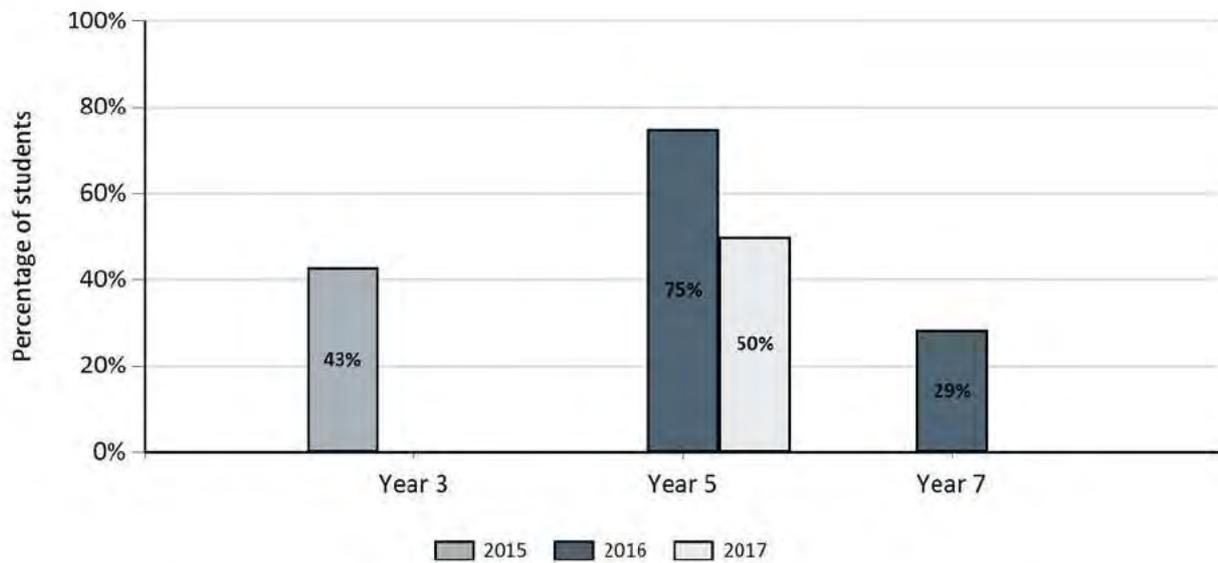
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 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 3-5	Year 5-7	State (average)
Lower progress group	40%	*	25%
Middle progress group	40%	*	50%
Upper progress group	20%	*	25%

Data Source: DECD special extract from Student Data Warehouse, September 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 3-5	Year 5-7	State (average)
Lower progress group	20%	*	25%
Middle progress group	40%	*	50%
Upper progress group	40%	*	25%

Data Source: DECD special extract from Student Data Warehouse, September 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	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	8	8	1	1	13%	13%
Year 5 2015-17 Average	6.0	6.0	1.0	0.7	17%	11%
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

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

All eligible students except for two (who were withdrawn) sat the NAPLAN tests.

Due to the small cohorts we have in years 3, 5 & 7, it can only be commented that NAPLAN results are generally consistent with what has been achieved over the past 4 years.

Year 3
50% of students achieved SEA in Reading and 100% achieved SEA in Numeracy. There were no students who achieved in the Higher Bands.

Year 5
75% of students achieved SEA in Reading and 100% achieved SEA in Numeracy. There was one student who achieved in the Higher Bands.

Year 7
29% of students achieved SEA in Reading and 86% achieved SEA in Numeracy. There were no students who achieved in the Higher Bands.

This data indicates that reading is highlighted as an area for improvement with larger numbers of students not attaining the SEA. These students will be identified for targeted support during classroom literacy and numeracy time.

In 2018, we will again continue to focus on both Numeracy and Literacy, but in particular explore the explicit teaching that is taking place in the areas of Reading and Writing. This will include developing a whole school agreement for the teaching and learning of literacy across the school.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	100.0%	88.0%	92.5%	72.5%
2016 Centre	82.2%	72.0%	78.2%	96.0%
2017 Centre	100.0%	86.1%	63.9%	86.6%
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD Enrolment policy.
Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

School Attendance

Year level	2014	2015	2016	2017
Reception	87.7%	92.6%	94.5%	91.3%
Year 1	91.2%	90.5%	94.9%	96.1%
Year 2	89.8%	88.9%	95.9%	95.9%
Year 3	93.5%	91.2%	99.0%	97.5%
Year 4	92.8%	87.8%	96.1%	95.0%
Year 5	91.9%	87.5%	96.2%	94.2%
Year 6	94.6%	94.2%	94.9%	94.7%
Year 7	91.9%	95.1%	95.4%	94.9%
Total	91.5%	91.6%	95.6%	94.8%

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

Attendance Comment

The school attendance figures show that in 2017 we were able to achieve the DECD SEA target of 93%.
The most significant categories of absence for 2017 were identified as "family/social" and "ill without certificate", both at 2.1%.

Unexplained absences only made up 0.8% of all absences which means that when we have students away from school, the absence is generally explained. The highest proportion of unexplained absences occurred in the year 4 and 7 cohorts, with both recording 1.2% of their absences as unexplained.

Attendance will remain on the 2018 Site Improvement Plan, with the intention of continuing to achieve the target of 95%.

For the Preschool; sickness, holidays and family were the main reasons that children were absent. The term 3 attendance rate (by our records) should actually be 76.6%.

Actions
Notes in diaries and communication books will continue to be used to request explanation for unexplained absences. Where this is not successful, phone calls will be made or face to face explanations sought.
Whenever a student is absent, the family is contacted by the Front Office SSO to obtain an explanation.
If necessary, meetings with parents/carers are held to discuss student absences.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	3	5	8	8
2016	10	10	11	10
2017	10	9	9	9

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Preschool enrolments throughout 2017 remained steady with only one child leaving to move to Pirie.

The future of the Site Based Preschool relies on healthy enrolment figures and as a matter of course, extensive communication is undertaken by the Principal, Governing Councilors and the Preschool teacher with local families and attendees of the Playgroup to ensure children who should be accessing Preschool education are enrolled.

Our Playgroup Coordinator is extremely proactive in promoting the Napperby Preschool and it is worth noting that all seven of 2018's enrolments in the Preschool, attended the Playgroup in 2017.

School Behaviour Management Comment

In 2017, there were 8 internal suspensions, 7 external suspensions and 18 'take homes'. The suspensions (both internal and external) involved a total of 8 students, of which one student accounted for 4 of the external suspensions. Another individual student was internally suspended three times.

The 'take homes' involved only 5 students, of which one student accounted for 78% of them. The behaviour categories for the suspensions and take homes mainly related to 'violence', 'threatened good order' and 'threatened safety or wellbeing'. There were two suspensions for 'acted illegally' which related to property damage.

Client Opinion Summary

Preschool: Feedback from the 2017 Preschool Opinion Survey was largely very mixed with a total of 6 respondents (66% of families) completing the survey.

In the domain of Quality Teaching and Learning, the statements of "This preschool has the expectation that children will learn" and "My child's teacher knows what my child can do and what he/she needs to learn" had 83% as agree/strongly agree. The area in which there was most disagreement was "My child's teacher clearly informs me about the learning program" and "My child's teacher makes learning interesting/enjoyable" with around 34% either neutral or disagreeing.

In all the other domains; Support of Learning, Relationships and Communication and Leadership & Decision Making, responses averaged between 66% - 83% in agree/strongly agree for most statements. Our poorest performing area was in Leadership and Decision Making where we had 3 statements that ranked over 33% with strongly disagree. These were: "The preschool is well organised", "The preschool includes parents and community in decision making" and "Overall, I am satisfied with the preschools planning".

School:
Parents:
Parent support was generally high across all aspects of the survey. The area that was highlighted as a possible area for improvement was around communication regarding what is happening in the classroom. There is a very strong belief that they are aware there is a strong focus on learning and student engagement at Napperby PS and their child's learning needs are being met.

Students:
Students were also very positive about their learning at school. The greatest areas of satisfaction were about treating students fairly, getting useful feedback about their work, being given opportunities to do interesting things and being motivated to learn. The statement that received the most negative feedback was "I like being at my school" and a small percentage of students (10%) believed that student behaviour was not well managed.

Staff:
Staff were extremely supportive of the school and school management in all areas. If there was one area that we could identify for improvement, it would be in the domain of working with parents to support student learning.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2015	2016	2017
0308 - Napperby Primary School	100.0%	100.0%	100.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	30.8%
Transfer to SA Govt School	9	69.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination Comment

Napperby PS is a feeder school to John Pirie Secondary School.

There are two Non-Government schools in Port Pirie which a very small proportion of our students elect to move to in year 8 - only one out of the four year 7 students moved to a non-government school in 2017.

Napperby Preschool feeds directly to the Napperby Primary School. Seven of the eight preschool children transitioned into the Reception class at the beginning of 2018, with 1 enrolling in a Non-Government school.

DECD Relevant History Screening

At Napperby Primary School and Preschool, all staff, volunteers and other persons identified by legislation or DECD policy have been screened as per the Screening and suitability – Child safety policy.'

More information about the screening can be found at:
https://www.decd.sa.gov.au/working-decd/relevant-history-screening/about-relevant-history-screening

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	10
Post Graduate Qualifications	0

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	4.6	0.0	3.3
Persons	0	5	0	6

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

Financial Statement

Funding Source	Amount
Grants: State	$911,783.30
Grants: Commonwealth	$4,580.00
Parent Contributions	$15,905.54
Fund Raising	$4,891.20
Other	$3,274.00

2017 School Annual Report: Tier 2 Funding Report*

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
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	N/A
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	SSO support is targeted to specific students, mainly in the areas of Speech Pathology and Social/Emotional regulation. Quicksmart Intervention is also used to support students with gaps in number skills.	Speech support withdrawn for 2 students due to increase in confidence/capability
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	ACEO appointed to work with families and staff.	ATSI attendance rate of 94.5% was higher than non-ATSI attendance rate - 94.2%.
	First Language Maintenance & Development	N/A	N/A
	Students taking Alternative Pathways	N/A	N/A
	Students with Learning Difficulties Grant	N/A	N/A
Program Funding for all Students	Australian Curriculum	Funding has supported teacher release time to work with the SLLIP and access resources aligned to the AC.	N/A
	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	Used to support extra SSO allocation to all three classes, supporting students with differentiated learning needs.	Support student engagement - improved results in numeracy.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	N/A	N/A

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	N/A	N/A
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	2 children with speech requirements had regular DECD Speech Therapy support. 2 other students had intensive differentiated support in the classroom to support social learning behaviours.	Very good progress for the children, developing friendships, learning, and increased confidence.
Improved outcomes for children with additional language or dialect	N/A	N/A

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.