



Napperby Primary School and Napperby Preschool

2020 annual report to the community

Napperby Primary School Number: 308

Napperby Preschool Number: 1561

Partnership: Pirie

Signature

School principal:

Mr Rob Jeffries

Governing council chair:

Samara Hill

Date of endorsement:

9 March 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Napperby Primary School is the centre of the local community and is situated at the foothills of the Flinders Ranges. It has a strong focus on Literacy and this is reflected in the Site Improvement Plan (SIP). The school's 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.

Primary School student enrolment in 2020 began with 41 students and ended with 51 enrolled. Pre School student enrolment started at 6 and ended at 9. The student population is primarily drawn from the townships of Napperby and Nelshaby, with a small number of students from Crystal Brook, Weeroona Island, Port Germein and Port Pirie.

The 2020 enrolment included 14% of students who are ATSI and 60% of families who are on school card. 33% of students were working from a Negotiated Education Plan, although only 14% of students were identified as students with a verified disability. We had 5 students enrolled under the Guardianship of the Minister.

The school has an Index of Community Socio-Educational Advantage (ICSEA) value of 929.

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

The highlights of 2020 included:

Students

- Peer learning activities between the Lower Primary class and Preschool
- Sporting Schools participation (tennis, basketball)
- Harmony Day activities
- Sports Day
- Book Week activities
- Napperby Gorge walk
- Musica Viva performance
- Instrumental Music classes
- Patch Theatre Performance
- Pirie Youth Theatre production performance
- Year 7 Graduation Dinner
- Student Leadership structures established
- Swimming lessons at the Port Pirie Aquatic Centre
- Students travelling to John Pirie Secondary School to participate in higher education

School / Community

- Facebook media promotion of school/preschool
- School photos
- Parent/teacher interviews
- Breakfast Club
- National SSO Week celebration
- National Teachers Week celebration
- Playgroup

Once again, the Playgroup was extremely valuable for our school community. Coordinated by an SSO, Playgroup numbers have remained steady throughout all of 2020, with many of the Playgroup attendees choosing to enrol at Napperby Preschool. This has resulted in a Pre School enrolment of 14 by the end of Term 1 in 2020.

All teachers continued to participate in the Collaborative Impact Program which focuses on teachers developing a common understanding of learning processes and the key dispositions of what we call 'visible learners'. This approach will continue in 2021.

Unfortunately a number of whole site activities needed to be cancelled or postponed due to COVID-19 restrictions.

Governing council report

What a weird year it has been at Napperby Primary School! This year the school and teachers have had to prepare for something they have never been through before. Due to Covid 19 this year has looked very different for students, teachers and parents.

This year was very different Due to Covid 19 but the teachers at Napperby Primary School done an amazing job organising school packs for every child to take home, video calls explaining to parents and students about the school work and teaching us parents how to teach our children. Teaching looked a lot different to years in the past.

This year Napperby Primary School started a new program Read, Write Inc and it has already been really successful with the students and the teachers have seen a major improvement with the students growth and learning.

Unfortunately we weren't able to have our community fete and car boot sale this year but Hopefully next year we can continue our tradition and have a successful year.

This year students only got to attend a few excursions due to Covid 19, we continued our yearly Napperby Gorge walk and students attended performances in Port Pirie.

We held the Year 6 Graduation Dinner, which we started in 2017 to mark the achievements of graduates and to wish them all the best for their futures. This year dinner was held at Port Football and Community Sporting Inc and we thank their staff for making this night possible.

This year unfortunately we weren't able to have our annual school concert, however our staff and teachers didn't let the children miss out and the performances where filmed and where able to access online to view. I would like to thank all staff and helpers that helped to prepare this happen.

Napperby Primary School feels happy, safe and welcoming. The feeling around the school is positive and children feel happy.

I would like to thank teachers, parents, volunteers and students on another successful year at Napperby Primary School. To any incoming councillors, I believe you will thoroughly enjoy the experience and being able to see the 'inside' workings of the school and how it gives a completely different perspective and a greater understanding on why things are done and how decisions effecting the school are made.

Hopefully next year will be a normal school year with a consistent staff, structure and learning. I look forward to what next year brings for Napperby Primary School with consistent staff, structure and learning. I look forward to what next year brings for Napperby School. I wish all the staff, students and parents all the best for 2021.

School quality improvement planning

The Napperby Primary School Site Improvement Plan (SIP) was developed in line with the new Department for Education framework and guidelines. Following an External Site Review (ESR) conducted in Term 3, 2020 and after consultation with the Education Director it was agreed that the site would continue to focus on one goal.

The focus was to be on raising reading standards across the site with considerations given to the strategic directions from the External Review and incorporate the work of the Collaborative Impact Program (of which Napperby PS was engaged in the fourth year of the program).

Goal 1 : READING: Increase student achievement in reading from Years 2 to Year 7

Challenge of Practice : When we consistently implement a Whole School Approach (WSA) to the teaching of reading then we will increase the number of students meeting SEA.

Actions: Allocate SSO hours to support the Whole School Approach to reading explicitly for students in Reception to Year 3, reading assessments are used to inform, monitor and assess reading achievement, implement a Whole School Approach to reading, targeted levels of accountability across the site, implement Learning Design.

Success Criteria: When listening to students read we will be able to hear students read fluently at their reading level. When answering comprehension questions, students will be able to make literal and inferred connections. All students will be able to articulate where they are in reading and their next steps.

As a result of implementing the Site Improvement Plan:

- A Whole School Approach to Reading document was developed. Agreements were made around the use of synthetic phonics, guided reading, independent reading times, modelled reading, shared reading and the testing of student reading levels.

- A whole school approach to the teaching of phonics, reading and writing was implemented. Teaching staff were given additional training to further develop their knowledge. Programs, resources and time were invested in programs that aligned with the DfE Literacy Guidebooks.

- A new data management process was implemented. This centralised storage of data has ensured that data is transparent and all staff are accountable for student data.

- Additional SSO hours were placed in classes during reading and literacy lessons to support all students with reading development.

- A reading fluency program was developed to ensure every student at Napperby Primary School was listened to reading a levelled reader a minimum 4 times per week.

Further training for the Principal, Teachers and SSOs have been planned for 2020 to strengthen and embed 'The Napperby way' of teaching fluency, decoding and the comprehension of reading.

Data indicated that while improvement in reading levels, site words and phonological awareness improved, however only 36% of students reached benchmark for reading in running records. 60% of students were at standard for sight words and 60% of R/1 students were at standard for phonological awareness.

Preschool improvement planning - review and evaluate

The goal from the new Pre School Quality Improvement Plan (PQIP) for 2020 was to improve children's emergent literacy skills. This was developed through evaluations and discussions between the principal and teacher.

The actions to achieve this goal were:

-to improve and extend educator knowledge in delivering phonological awareness through targeted PD. This will lead to children developing their print and sound awareness, phonological awareness, vocab and oral language skills.

-Educators will implement a book based learning approach, using books as a basis for exploration through modelled reading, intentional teaching time, activities and play opportunities. Features of text will be explored, with a different text each term.

-Educators will ensure children have access to writing and reading materials every day and will be encouraged by educators to use these materials. This will result in children producing text for a range of purposes.

-Buddy reading will be established with primary students. Children will be exposed to books of their interest and age level. This will result in children being exposed to more texts in a variety of different settings while building relationships with other children.

This was achieved through providing children with the opportunity to explore print in a variety of means, reciprocal conversations and data collected through the TROLL assessment.

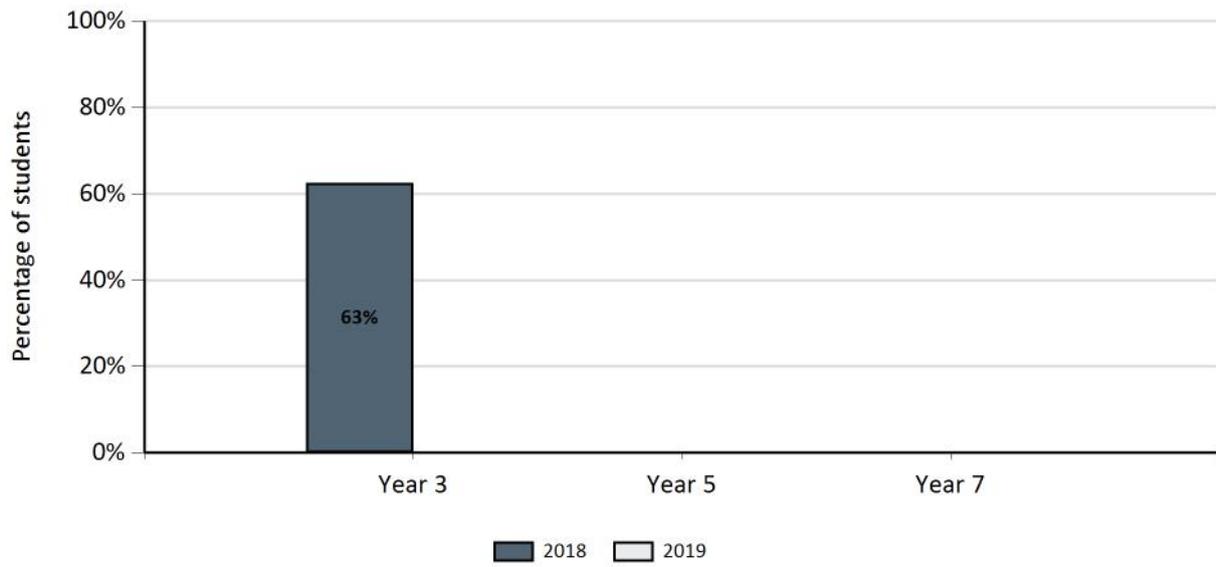
The National Quality Framework goal for 2020 was to improve the physical environment of the site. This resulted in a complete transformation of the Pre School learning environment including furniture, flooring, walls and in 2021 a new nature play playground.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

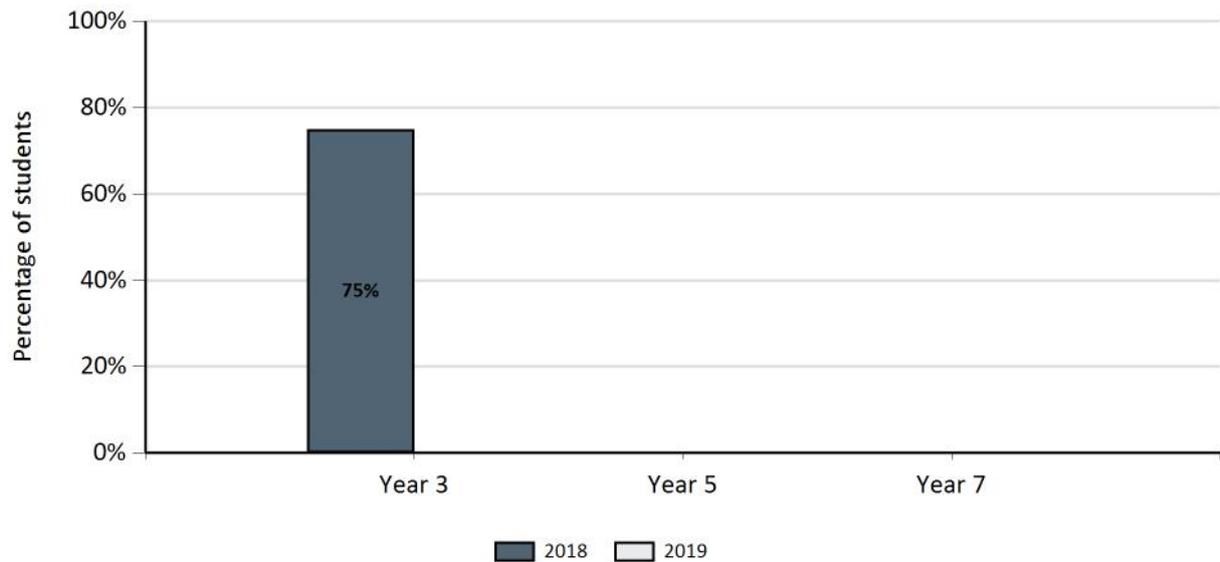


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 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)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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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 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	6.0	6.0	0.3	0.3	6%	6%
Year 5 2019	*	*	*	*	*	*
Year 5 2017-2019 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

As a small school with relatively small student numbers eligible to sit NAPLAN and PAT testing in all cohorts, small changes in numbers of students can alter the percentages to a large degree. As such, it is difficult to draw reliable conclusions regarding student performance from year to year. It can only be commented that NAPLAN did not take place in 2020 due to COVID-19 restrictions.

Year 3

100% of students who sat the test achieved SEA in both Writing and Numeracy. 75% of students sitting the test achieved SEA in Reading. No student achieved in the Higher Bands.

Year 5

100% of students who sat the test achieved the SEA in Writing, Spelling and Numeracy. 100% of students (1) sitting the test did not achieve SEA in Reading. There were no students who achieved in the Higher Bands.

A - E Grades (at the end of the year) were:

English	Mathematics
A - 5%	A - 3%
B - 15%	B - 8%
C - 23%	C - 28%
D - 54%	D - 45%
E - 3%	E - 3%

Overall, for English this shows that 57% of grades were at C or higher, and in Mathematics that 59% of grades were at C or higher.

Running Records: 57% of Year 2 students, 57% of Year 1 students and 60% of Reception students achieved the DfE Standard of Educational Achievement (SEA) at the September collection (end of Term 3).

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	100.0%	86.1%	63.9%	82.2%
2018 centre	96.4%	96.4%	91.7%	85.7%
2019 centre	92.9%	100.0%	92.0%	94.4%
2020 centre	100.0%	N/A	89.8%	84%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's 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.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2017	2018	2019	2020
Reception	91.3%	91.6%	88.1%	91.4%
Year 1	96.1%	93.7%	88.2%	93.7%
Year 2	95.9%	92.1%	87.3%	91.4%
Year 3	97.5%	95.3%	93.3%	86.6%
Year 4	95.0%	91.4%	94.6%	91.9%
Year 5	94.2%	96.0%	85.3%	91.2%
Year 6	94.7%	95.5%	95.1%	86.3%
Year 7	94.9%	89.6%	96.8%	N/A
Total	94.8%	93.4%	90.4%	90.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

The school attendance figures show that in 2020 we were not able to achieve the DfE SEA target of 93%. The Primary School achieved an attendance rate above 89%.

The most significant categories of absence for 2020 were again identified as "family/social" and "ill without certificate". COVID-19 had a significant impact on student attendance in 2020.

Unexplained absences made up 22% of all absences: When students are away from school, the absence is generally explained. Family/Social reasons accounts for 23% of absences and Illness for 42% of absences.

For the Preschool; Attendance rates were quite high across the year and averaged out at 91%. Constant communication with parents and a strong community to Pre School ensured this number remained high throughout the year.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	10	9	9	9
2018	7	7	6	7
2019	7	8	8	9
2020	8	N/A	13	11

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Preschool enrolment comment

Preschool enrolments started at 7. There were a number of ATSI and GOM students who became eligible for Pre School when they turned 3, which resulted in a high number in increased enrolments. The highest total attendance in 2020 was 13.

Of the 11 students who finished Pre School in 2020, 4 students were GOM students, 3 were ATSI and 0 students were identified as students with a disability.

4 students from the 2020 cohort will stay on to complete Pre School at Napperby in 2021.

All graduating children from the Pre School are now attending Napperby Primary School.

Behaviour support comment

In 2020, there were 16 days of school missed due to suspensions. The suspensions involved a total of 5 students, of which one student accounted for 8 of the external suspension days.

There were a total of 28 takehomes which involved 5 students. The behaviour categories for the suspensions and take homes mainly related to violence (physical assault) against students; 'threatened good order' and 'threatened safety or wellbeing' (which includes verbal abuse).

Client opinion summary

Preschool:

Feedback from the 2020 Preschool Opinion Survey was very positive with a total of 5 respondents (50% of families) completing the survey. The response was overwhelmingly positive from parents/caregivers. All families stated that they would recommend Napperby Preschool to other families. All surveys indicated that families strongly agree that families are clearly informed about their child's learning and that they are satisfied with the types of learning that are happening in the kindy.

The majority of families believe that their child had pride in their achievements and that their child was happy at Preschool.

Comments included -

'We are very happy with the teaching at Napperby Pre School.'
'It clearly has an excellent learning environment based on what our son has learnt.'

School:

Feedback was provided to the site as a part of the External Site review process. A high percentage of feedback forms were returned (35%). The feedback was overwhelmingly positive and provided positive feedback in all areas of the school. Parents and caregivers were excited about all of the changes that have been happening in the school, in particular the introduction of the read, Write Inc program. Parents were mostly happy with how student behaviour management processes are followed and all surveys indicated that students are treated fairly at Napperby Primary School. All parents indicated that their student has learning goals and that they have conversations about these with their child.

Comments included -

'Our children love coming to Napperby Primary School, we are so glad that we decided to send them here.'
'You can tell the teachers and SSOs really care about the kids.'

Staff:

The 2020 Staff Perspective Survey indicated a very high level of engagement. Napperby scored 92% which places it in the top quartile of all schools. This is an increase from 59% from 2018 when the survey was last held.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
308 - Napperby Primary School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2020 collection.

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	7	41.2%
Transfer to SA Govt School	10	58.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

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 7/8. All 4 of the Year 6 students moved to John Pirie Secondary School in 2020.

Napperby Preschool feeds directly to the Napperby Primary School. Seven of the seven preschool aged children transitioned into the Reception class at the beginning of 2020.

Relevant history screening

At Napperby Primary School and Preschool, all staff, volunteers and other persons identified by legislation or DfE 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>

Qualifications held by the teaching workforce 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	7
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	4.4	0.3	3.9
Persons	0	5	1	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$97,359
Grants: Commonwealth	\$5,650
Parent Contributions	\$13,429
Fund Raising	\$2,500
Other	\$0

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Term 1 to 4 , Behaviour funding (category 8) funding was allocated to support one student with engagement and improve interactions with peers / educators.	Outstanding improvement in behaviour and learning outcomes. Further work needed.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Extensive funding was applied for to support students with identified needs. The number of students receiving funded support increased from 7 to 10 students.	Identified students receive support required to ensure engagement with curric.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Allocated to various budget lines to assist students in accessing educational Experiences such as camps, ICT hardware, visiting performances, excursions. Additional SSO hours, staff professional development costs, extra TRT days, purchase of resources. Literacy teaching and learning is supported through professional learning and whole-class / small group learning strategies.	All students have the opportunity to access digital resources and educational experiences Positive improvement in PAT and other school data collection
Program funding for all students	Australian Curriculum	Identified programs were resourced to support teaching and learning in line with the Site Improvement Plan and the Literacy Guidebooks.	Whole school approach to Literacy has been implemented and established.
Other discretionary funding	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 in literacy and numeracy through whole-class, small group & 1:1 learning experiences.	Improved engagement with language skills, reading, writing & numeracy.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Identified and gifted students were transported to John Pirie Secondary School to participate in a high school program.	Student's needs were met and stretched. Student's learning levels were catered

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Supported professional learning for educators and in developing collaborative peer learning with the R/1 class. Principal and teacher worked together to look at future directions and expected outcomes long term.	Supported children in demonstrating aspects of literacy and numeracy through play. New programs set up and established.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Children with speech requirements had regular DECD Speech Therapy support. Other children received differentiated support in the classroom to support social learning behaviours. ASD students were accommodated for from recommendations from health professionals and outside agencies.	Children able to develop friendships, engage in learning, and display increased confidence in working with peers.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.