

# Napperby Primary School and Napperby Preschool

2022 annual report to the community

Napperby Primary School Number: 308

Napperby Preschool Number: 1561

Partnership: Pirie

Signature

School principal:

Mrs Robyn Staker



Governing council chair:

Samara Hill



Date of endorsement:

16 March 2023



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, which is reflected in the Site Improvement Plan (SIP). The school's teaching and learning programs are guided by the four values of Respect, Responsibility, Confidence and Persistence. These were developed and endorsed through the Pirie Partnership.

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 enrolments in 2022 began with 65 students and ended with 67 enrolled. Preschool student enrolments started the year with 6 and ended with 10. The student population is primarily drawn from the townships of Napperby and Nelshaby, with a small number of students from Crystal Brook, Weerona Island, Port Germein and Port Pirie. The 2022 enrolment included 13% of student who identified as First Nations people and 44% of families who are on school card. 37% of students were working from One Plans, although only 7% of students were identified as students with verified disability. There were 9 students enrolled under the Guardianship of the Minister.

The school has an Index of Community Socio-Educational Advantage (ICSEA) percentile value of 18.00.

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

The highlights of 2022 included:

Students

Sporting Schools participation

SAPSASA carnivals

Excursions to theatre

Sports Day

Book Week activities

Napperby Gorge walk

Instrumental Music classes

Year 6 Graduation dinner

Student leadership

Swimming lessons

Students travelling to JPSS to participate in transition programs

Facebook media promotion of school/preschool

School photos

Parent/teacher interviews

Breakfast Club

Playgroup

Once again, the Playgroup was extremely valuable to our school community. Coordinated by an SSO, Playgroup numbers have remained steady throughout 2022, with many of the Playgroup attendees choosing to enrol at Napperby Preschool.

Many school activities resumed in the second half of the year following Covid restrictions in the past 2 years.

# Governing council report

Napperby Primary & Preschool

Governing Council Report 2022

Although 2022 started off as a year which introduced staggered starting times for students, playgroup restrictions and governing council meetings held via zoom, the school was soon up and running in a reasonably normal way. Like elsewhere the school did see some covid cases of both students and staff but the school was still able to run with very few disruptions.

As covid rules were relaxed we were able to meet again in person and we saw a very active year with our governing council. We welcomed some new members as well as some fresh ideas which were put forward and then implemented by our members.

Our principal's position was advertised, and we welcomed Robyn Staker to the Napperby Primary team for a tenure of 5.5 years. Robyn has been a great addition to our school and we are very grateful to be able work together long term. The school was able to secure Avril Luke, a pastoral care worker to help out with many tasks including breakfast club which has been very successful for students during the year.

Although we agreed not have a Nature Warrior Day in 2022 we envisage that 2023 will produce an even bigger and better day for all. We are so excited to see this happen after a substantial break.

The school ran many events put forward by the team of SRC leaders such as a team colour day, wheels day and wet & wild day which resulted in money being raised for various worthy charities.

The school held a very exciting sports day with many families attending and the school spirit was in full swing. A very successful and entertaining end of year concert also saw lots of families in attendance with Annie Bathgate being presented with the Rowan Ramsay Award for recognition of service to governing council and fundraising committees at this event.

Governing council was able to secure a Parents in Education grant of \$2800 for a family connection night for families to come to open classrooms and be involved in the learning that is happening at our school and preschool. Governing Council held numerous fundraisers during the year such as :- Democracy BBQ (Election Day)

- Father's Day Raffle
- Popcorn Day
- Toasty Lunch Day- School Disco

The constitution was changed to bring it inline with the Department of Education requirements.

The school received a very positive review from the Pirie Let team after their visit stating many positive points outlined in their feedback.

The school continues to grow and build relationships with parents, students and the community and as there is already so many things on the agenda



## School quality improvement planning

The focus was to strengthen our whole school approach to reading.

Goal 1: READING: Increase the number of students achieving SEA in reading from Reception to Year 6. Challenge of Practice: If we implement a consistent approach to the teaching of reading, then we will increase the number of students meeting SEA.

Success Criteria: We will hear students fluently decode text at or above the expected standard for their age.

We will see students make literal and inferred connections when answering comprehension questions from text.

We will see students understand and articulate what their next steps are to improve their standard of reading.

Actions: Each teacher will implement a consistent and daily systematic and synthetic phonics and reading program in R-6, strengthen practices in teaching reading to include Visible Learning Impact Cycles to develop the use of learning intentions and success criteria in planning and programming, embed formative assessment practices to determine next steps in planning and programming

As a result of implementing the Site Improvement Plan:

We conducted regular RWI testing, Weekly observations through RWI through levelled groups, regular meetings with SSOs and teaching staff, upskilling SSOs, Data – collated on Teams, change of groups following data analysis, daily planning, whole school approach, curriculum lead working with teachers and SSOs during RWI to develop consistency, ensuring in planning that learning intentions and success criteria are evident to students, Heggartys and RWI assessments, using Heggartys data to determine learning goals and growth – this leads to small groups for intervention and speech eg. Rhyming or segmenting

Using the evidence based RWI program had an impact on a consistent approach to reading. Thorough evaluation of the program and improvements are continually being made to increase success. 50% of students achieved the SEA. Our aim is the increase this further. A strong focus on the Early Years will help improve our outcomes over the next 2 years.

We have tested our students with RWI assessment every 8 weeks. Students who have made growth have moved groups.

Our phonics screening tests showed 63% of our Year 1s are at or above the benchmark.

Our PAT results show that students still need work in retrieving information and inferencing

Visible goals are evident in all RWI groups. They are also verbalised at the beginning of each session. This has led to students being able to articulate what the next steps are to improve their reading.

The processes of RWI have been continually assessed so that we have maximum impact. We have made changes such as: moving teacher/group leaders, changed the location of groups, upskilled staff, added an extra group, focuses on behaviour and expectations, analysing and seeking support for the 2 intervention groups, and we are trailing Fast Track Tutoring program in Term 4.

We are working towards adding rich texts to RWI sessions, learning sprints with targeted students with the aim of getting them to the next level. We are also planning on making the Literacy and Language component more transparent to the whole site.

Goal 2: NUMERACY: Increase numeracy achievement for all students from Reception to Year 6.

Challenge of Practice: If we implement a consistent approach to the teaching of numeracy then we will increase the number of students achieving A and B grades.

Success Criteria: We will see each student effectively using problem solving strategies to solve year level appropriate multi-step problems.

We will see students referring to the learning intentions and success criteria to assess their own learning and provide feedback to peers.

Actions: Each member of staff will collaborate to implement a consistent approach to the teaching of numeracy. Staff will undertake moderation of Numeracy tasks in collaboration with other sites to develop a consistent practice of teaching and assessing.

As a result of implementing the Site Improvement Plan: Our pre and post testing of misconceptions showed that students did improve their numeracy skills. All staff engaged in the Back to Front Maths project. We learnt about students having misconceptions and therefore not being successful in other areas of maths. This led to the testing of misconceptions, identifying which students had gaps, specific intervention programs planned and implemented and then post testing to evaluate the progress. Next year we need to work on using our maths intervention alongside clear content driven maths curriculum. We also need to work on vocabulary so that students are more successful in worded problem-solving questions. Numeracy reflection and professional development was scheduled 3 times a term at staff meeting. This accompanied 2 SFDs which involved all staff and ongoing training for teachers and SSOs with our curriculum coordinator. Students were also asked to reflect on the different approach to teaching and learning

## Preschool quality improvement planning

The goal for the Preschool Quality Improvement plan (PQIP) was to improve children's verbal and non-verbal communication skills. This was developed through evaluations and discussions between the principal, teacher, curriculum leads and Early Years Leader.

The actions to achieve this goal were:

- Educators developed a consistent approach to collecting, analysis and using data in a timely matter linked to developing children's communication skills.
- Educators built their understanding using a multi-modal approach to develop children's communication skills by engaging in a range of professional development.
- Educators connected with families ensuring together they continuously developed and stretched children's communication skills
- Educators shared information with families about developing children's communication through using a multi-modal approach.

How this looked in the Preschool:

- Group sharing where children brought in photos on topics important to them
- Open ended questioning (I wonder...)
- Modeling asking and responding to questions
- Use of PODD and alternative communication devices to support all children
- Beginning to use basic sign
- Socio dramatic play opportunities that align with children's interest
- Educators modelling communication for a range of purpose e.g., zones of regulation educators explaining where they are at and why

Later in the year as oral language skills were developing in strength PQIP was narrowed to communicating through mark making.

This was actioned by:

- Providing opportunities for mark making
- Making it always accessible and responsive to children's interest.
- Opportunities included: student art books, chalk, outside mark making, paints, paper, pencils and clipboards alongside experiences.
- Staff also extended their knowledge by actively engaging in professional development within the partnership.

The use of the Trol-Pa data collection tool to assess children's oral language and phonological awareness was used to inform programming and planning. Educators developed regular routines to collect and analyse the data. The data showed that all Preschool children showed growth in their oral language skills.

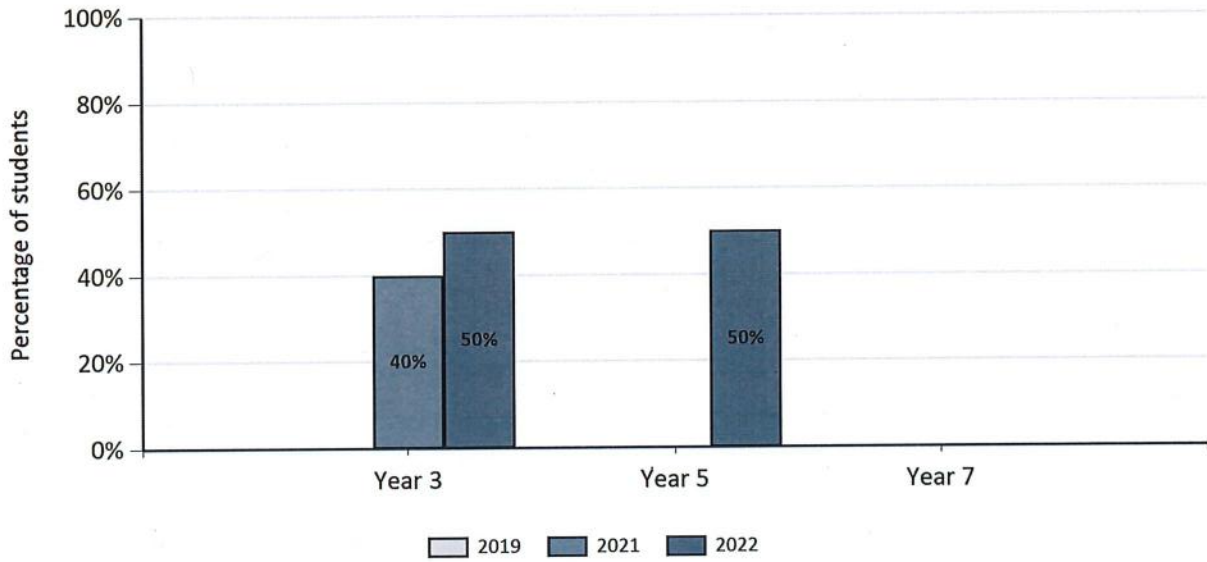


# Performance Summary

## 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

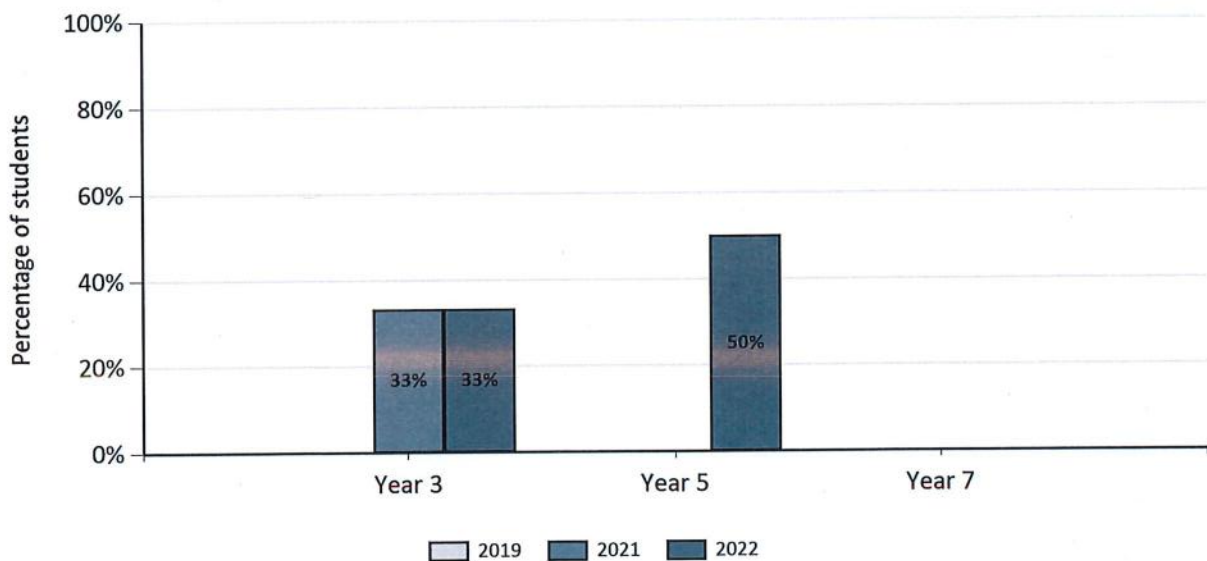


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	6	6	1	0	17%	0%
Year 03 2021-2022 Average	10.5	10.5	1.5	0.0	14%	0%
Year 05 2022	8	8	2	1	25%	13%
Year 05 2021-2022 Average	6.5	6.5	1.0	0.5	15%	8%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

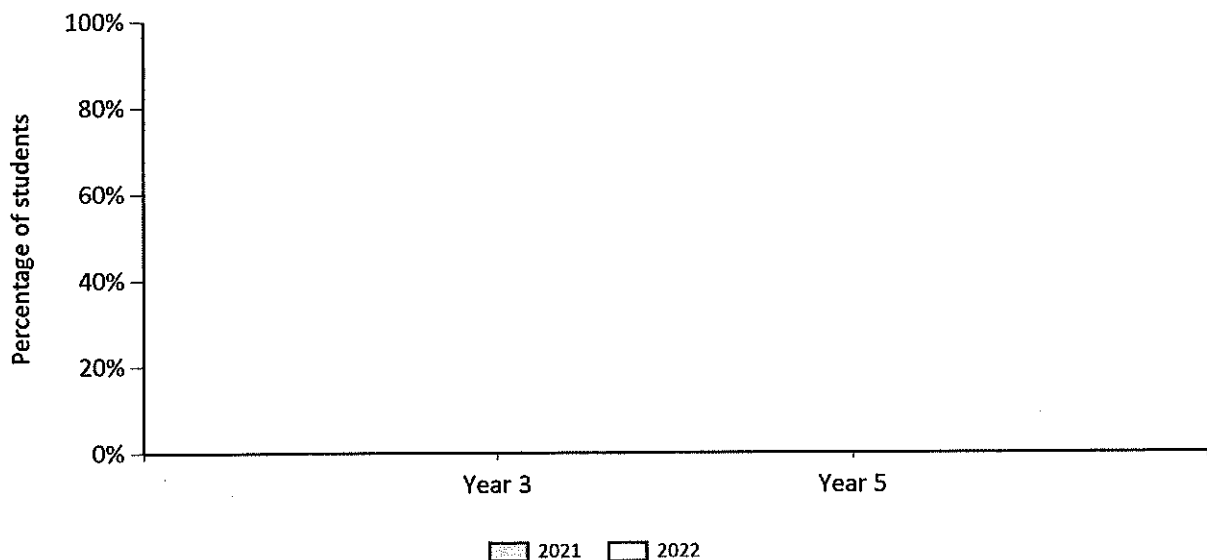
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## NAPLAN proficiency - Aboriginal learners

### Reading



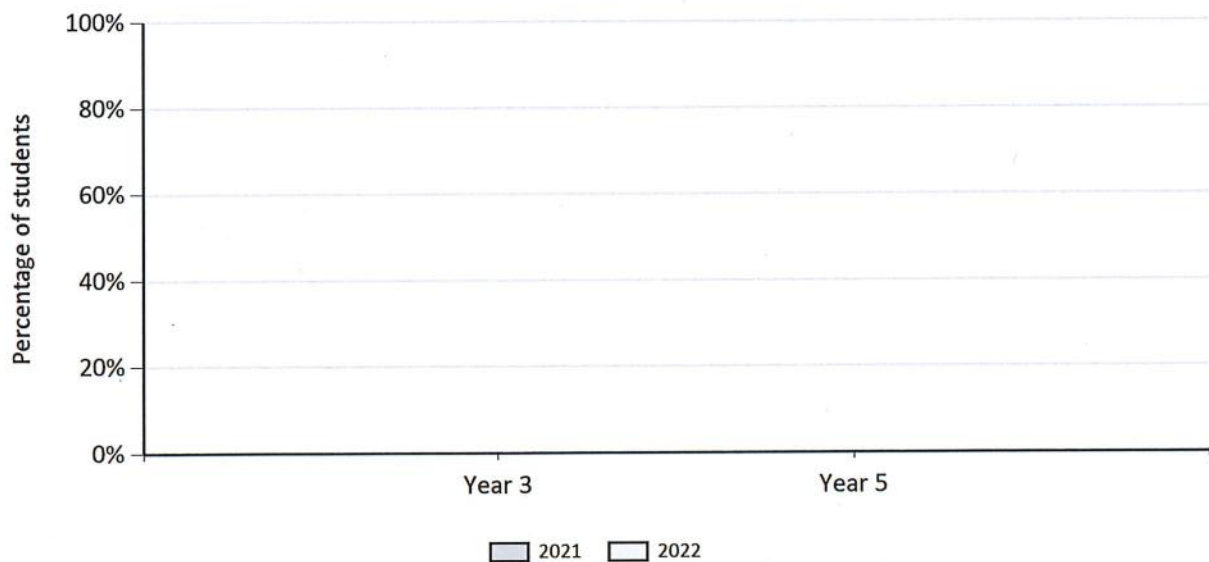
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Intervention & Support



New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Leadership and teachers worked with the ACEO to support students in the classroom and the yard. A new initiative was creating lunch time activities to support communication and social skills.

Leadership investigated the prospect of qualifying for an Aboriginal Education Teacher for 2023. Leadership also collated data on achievement in literacy and numeracy. This will be used to further strengthen programs in 2023.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Aboriginal learners had access to intervention in small groups, particularly in reading. Reading levels are generally low, for a variety of reasons. In 2023, with the addition of an AET the intervention program will be strengthened.

## School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

In Year 3, 50% of students who sat the test achieved SEA in Reading. 33% achieved SEA in Numeracy. 17% achieved in the upper bands in Reading and no students achieved upper bands in Numeracy.

In Year 5, 50% of students who sat the test achieved SEA in Reading. 50% achieved SEA in Numeracy. 25% achieved upper bands in Reading and 13% achieved upper bands in Numeracy.

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

English – A 2% B 25% C 36% D 37%. Maths

– A. 1% B 20% C 51% D. 28%

Year 1 phonics data showed that 67% of students achieved SEA.

PAT testing showed the following:

Year 3 reading 14% of students demonstrated SEA

Year 3 maths 14% of students demonstrated SEA

Year 4 reading 50% of students demonstrated SEA

Year 4 maths 36% of students demonstrated SEA

Year 5 reading 63% of students demonstrated SEA

Year 5 maths 38% of students demonstrated SEA

Year 6 reading 43% of students demonstrated SEA

Year 6 maths 43% of students demonstrated SEA

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	92.9%	100.0%	92.0%	94.4%
2020 centre	100.0%		89.8%	60.9%
2021 centre	92.9%	94.7%	86.8%	83.8%
2022 centre	94.3%	95.6%	84.0%	77%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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	2019	2020	2021	2022
Reception	88.6%	91.4%	92.8%	84.9%
Year 1	88.2%	92.9%	92.3%	88.1%
Year 2	87.3%	91.4%	85.3%	86.4%
Year 3	93.3%	86.6%	92.7%	87.1%
Year 4	94.6%	91.9%	93.0%	86.1%
Year 5	85.3%	91.2%	86.4%	85.6%
Year 6	95.1%	86.3%	78.1%	80.4%
Year 7	96.8%	N/A	N/A	N/A
Total	90.4%	90.6%	90.4%	85.6%

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

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

## Attendance comment

Multiple strategies were introduced to chronic non-attenders. These included: letters to families, increased phone calls, attendance plan, interaction with other agencies, newsletter reminders and discussions with students. A mobile phone was purchased so that we could SMS families each morning when students were marked absent. Strong relationships were also developed with these families to increase attendance throughout the year.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	7	8	8	9
2020	8	N/A	13	13
2022	7	9	10	11
2021	14	15	14	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.

## Behaviour support comment

Attendance decreased from 90% in 2021 to 86% in 2022. This was largely due to Covid absences. Family/Social reasons accounted for 31% of absences and illness 39% of absences. Multiple strategies were introduced to chronic non-attenders. These included: letters to families, increased phone calls, attendance plan, interaction with other agencies, newsletter reminders and discussions with students. A mobile phone was purchased so that we could SMS families each morning when students were marked absent. Strong relationships were also developed with these families to increase attendance throughout the year.

## Parent opinion survey summary

The 2022 parent survey was completed by families. This makes up approximately \_\_\_ % of the total number of families across the site.

Some key points from the parent survey were:

86% of parents believe that teachers and students are respectful  
71% of parents believe they know the standard of work  
67% of parents think the school communicates effectively.

57% of parents think they have a good home learning routine.

Morale amongst families was high in 2022. Events were well supported and positive feedback was given. Staff made the effort to build relationships with our community. The Governing Council were productive and inclusive. There were no critical incidents involving parents in 2022.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
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 2022 collection.

## Intended destination from School

Leave Reason	Number	%
SM - SEEKING EMPLOYMENT IN SA	1	14.3%



TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	85.7%
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Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Destination comment

50% of Preschool children have continued on to Napperby PS. We are striving to have as many Preschool children as possible move into our school. In 2023, we will be further developing strong connections with our preschool and playgroup families. This will involve, an open night and more promotion of our R/1 and Preschool collaborative team work. Our Early Years program sets up a smooth transition to school.  
86% of the Year 6s went on to the local feeder school, John Pirie Secondary School.

## 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 processes.  
<https://www.decd.sa.gov.au/workingdecd/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	8
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	5.6	0.8	5.2
Persons	0	6	2	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$1,238,224
Grants: Commonwealth	\$68,763
Parent Contributions	\$12,485

Fund Raising	\$1,944
Other	\$13,458

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



## 2022 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 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
(Improved outcomes category where applicable to the site)	Improved wellbeing and engagement Briefly describe how the 2022 achievement outcomes (where applicable):* focus on their learning.	Behaviour funding was used to explicitly teach small groups of students' behaviour skills. This funding was used to improve the relevant department's standard of educational outcomes. This transferred into their classrooms and enabled them to solve problems and achieve better outcomes. This funding was used to purchase resources, used time to collect data, visited other sites, groups, provided extra SSO support for students to further develop their literacy skills. n/a	There was improvement in behaviour skills. Outcomes achieved were able to be able to achieve better outcomes. Further work is needed.
Targeted funding for numeracy outcomes for individual students	Improved literacy and numeracy outcomes for students with additional literacy and numeracy needs. Supported professional learning, purchased resources, used time to collect data, visited other sites, groups, provided extra SSO support for students to further develop their literacy skills. n/a	Supported professional learning, purchased resources, used time to collect data, visited other sites, groups, provided extra SSO support for students to further develop their literacy skills. n/a	Children in demonstrating aspects of literacy and numeracy through play. Improved oral language skills. Excellent improvement in literacy skills.
Inclusive Education Support Program	Improved outcomes for students with additional literacy and numeracy needs. Supported professional learning, purchased resources, used time to collect data, visited other sites, groups, provided extra SSO support for students to further develop their literacy skills. n/a	Funding was used to cater to the needs of the students who qualified for IESP. Children had regular DfE speech therapy support. Other children received This funding was used to target literacy skills. e classroom to support social learning behaviour. ASD students were recommended from health professionals and outside agencies.	Provided intervention to ensure students were able to develop friendships, the learning, and display increased curriculum. n working with peers.
Improved outcomes for non-English speaking children who received bilingual support	Improved outcomes for students with additional literacy and numeracy needs. Supported professional learning, purchased resources, used time to collect data, visited other sites, groups, provided extra SSO support for students to further develop their literacy skills. n/a	This was allocated to various budget lines to assist students in accessing educational experiences such as ICT hardware, visiting performances, excursions. The funds were also used to increase SSO hours, provide professional development and purchase resources. Literacy teaching and learning is supported through professional learning and class/small group learning strategies.	All the students have the opportunity to access digital resources and educational experiences.

* The department's standard of	Students taking alternative pathways educational achievement is defined as children a IESP support	d young people progressing and achieving at or above their appropriate year level.	
Program funding for all students	Australian Curriculum	We used funding to create a curriculum coordinator who supported staff and students with the implementation of the Australian Curriculum.	Assessment schedule was created, unit of work were explored, data was used to plan.
	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 and 1:1 learning experiences.	Improved engagement with language skills, reading, writing and numeracy.
	Specialist school reporting (as required)	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 and 1:1 learning experiences.	Improved engagement with language skills, reading, writing and numeracy.
Other discretionary funding	Improved outcomes for gifted students	n/a	n/a

## 2022 Preschool annual report: Improved outcomes funding

