# Nicolson Avenue Primary School

## 2016 Annual Report
## to the School Community

**Government of South Australia**
Department for Education
and Child Development

Nicolson Avenue Primary School Number: 677

Partnership: Whyalla

**Name of School Principal:**  Pam Peters

**Name of Governing Council Chair:**  Tanya Watkins

**Date of Endorsement:**  03/03/2017

# School Context and Highlights

Nicolson Avenue Primary School is a Category 4 school on the Index of Disadvantage Scale with students from reception - year 7. The school is located centrally in Whyalla on the corner of Nicolson Avenue and Norrie Avenue, two major roads in Whyalla. Our school has a very supportive school community who always attend school functions in high numbers.
SCHOOL ENROLMENT - 482 students   Special Options class – 12 students
ATSI students – 46 (10%)
School Card Assistance Program students – 197 (41%)
NESB students – 2
ESL students – 4
Students with Disabilities – 52 (11%)

2016 HIGHLIGHTS

STUDENT ENGAGEMENT AND LEARNING
Walker Learning - Reception classes implemented a program based on the Walker Learning Approach.
Intervention – identified students received assistance with literacy development through MultiLit and Reading Doctor
Sports Carnivals – high participation rates in Whyalla wide sports carnivals, After School Football competition and SAPSASA
State Representation – in both football and cricket
School Choir – forty students represented Nicolson Avenue Primary School as part of the Combined Schools Choir
Footsteps Dance - year 3 – 5 students participated in this program
Horse Riding Lessons - students participated in a program to learn to groom and handle horses to build resilience and confidence
National Walk Safely to School Day – 75% of our students participated.
Student Action Teams – high participation and great success with many projects
Flinders University Trip – thirty year 7's visited the university participating in a range of activities to understand what university is about
Spanish Lessons - year 3 students received Spanish Language lessons via the Distance Education Mode from Cleve Area School.
STAFF LEARNING
School Values – staff reviewed and developed our core school values and how to embed these across our school community
Scorelink - staff utilised this as a tool to examine student data and plan for individual student learning
Report Format – reviewed and redesigned
SCHOOL COMMUNITY EVENTS
Acquaintance Night – class routines and curriculum to be covered explained to parents and the wider community  ⊞

# Governing Council Report

The 2016 Governing Council continued to contribute positively to the school community throughout the year.  We welcomed new members Robyn Loney and Nina Wanganeen, and thank them for their willingness to get involved.  We were supported by and continued to support Julie Moretti in Term 1 before Pam Peters stepped up in the Acting Principal role when Julie took long service leave in terms 2, 3 and 4.  We have enjoyed working with Pam during this time, and look forward to continuing to support her in 2017.

We supported the staff to explore the school's core values with the school community and were pleased to endorse the addition of Responsibility, Integrity and Resilience to the already existing Teamwork and Respect.
We have continued to oversee the operations of the school, and in particular the canteen.  Mandy Walden continues to strive to meet the needs of the school community, while operating the canteen as a business.  We will continue to monitor the financial status of the canteen and adapt processes as needed.

Governing Council continued its fundraising ventures in 2016, and we must acknowledge the efforts of Mardi Hage in coordinating the events held.  Some of the money raised will go towards the purchase of some more IT equipment for the school.

2016 saw more changes to our facilities. The portables that had been earmarked for removal were finally taken away and the surfaces made good. A wall was put up in Room 19 to divide it into two classrooms so that 2017 will see all of the primary classes located in the main building.

Our school was fortunate to be included in the STEM Works program which will mean that some areas in the school will be upgraded to be innovative and inspiring learning areas for students to engage in STEM activities. This work will occur in 2017.

# Improvement Planning and Outcomes

In 2016 our Site Improvement Plan identified two objectives

• higher standards of achievement in mathematics
• building engagement for powerful learning

Beneath these objectives were success criteria and some key actions to be undertaken by the site.

To build teacher and student capacity in Mathematics we organised staff to demonstrate the delivery of Mathematics lessons to be observed by pairs or teams of colleagues for the purpose of deprivatising classrooms and building teacher efficacy.

Staff also collaboratively planned a Mathematics topic in year level groups, taught the topic and moderated work samples to improve consistency of teacher judgement around grading of student work. Upon completion of this findings were shared with the rest of the staff. Feedback about this process was positive with teachers gaining a greater understanding of across year level expectations, language and sequence of lessons. Teachers also felt that the process helped to develop a better understanding of A-E grading system and gave them more skills to distinguish between the grades so that these were awarded more consistently across the school. They also felt it gave them a deeper understanding of the Australian Curriculum standards.

Scorelink, a software program for storing and analysing student achievement data, was introduced during the year. As anticipated this program greatly supported our staff in the collection of data and the ability to tailor their programs to meet students' needs. A goal is to continue to develop staff confidence and knowledge around the program so that it is used to drive student improvement and our ability to monitor this progress and report it in detail to parents.

Unfortunately we did not reach our target for attendance despite revising our processes to more closely monitor this. The importance of attendance was continually highlighted through school newsletters, assemblies and an increase in the number of home visits. There were a number of students who were considered chronic non-attenders that impacted on our data and advice was sought from the local DECD Attendance Counsellor who felt our processes were in line with what would be recommended.

A review of our core school values with the whole school community led to the introduction of three more - Resilience, Responsibility and Integrity to go with Respect and Teamwork. The staff worked collaboratively to design activities to embed a common understanding of each of these. The values and behaviours you would expect to see or hear if individuals were demonstrating these were shared with the school community through school newsletters, assembly presentations and weekly awards.

Staff completed training in another module of Kids Matter that focused on involving parents and families in the school. Various proposals are being considered to engage families with the school like the 'Breakfast Matters' program that was initiated this year and was seen as a successful way to invite parents and community members into our school. Other initiatives have been a changed format for our Acquaintance Meetings and the offering of some parent workshops.

The data from the Survey of Wellbeing and Student Engagement shows our students as still tracking slightly below the state average in most fields.

FUTURE DIRECTIONS FOR 2017
• formulate a Site Improvement Plan that includes actions to address areas of deficit within the school
• include measurable targets in each of these areas
• continue to explore ways to involve parents and other community members with our school

# Performance Summary

# NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

## Reading
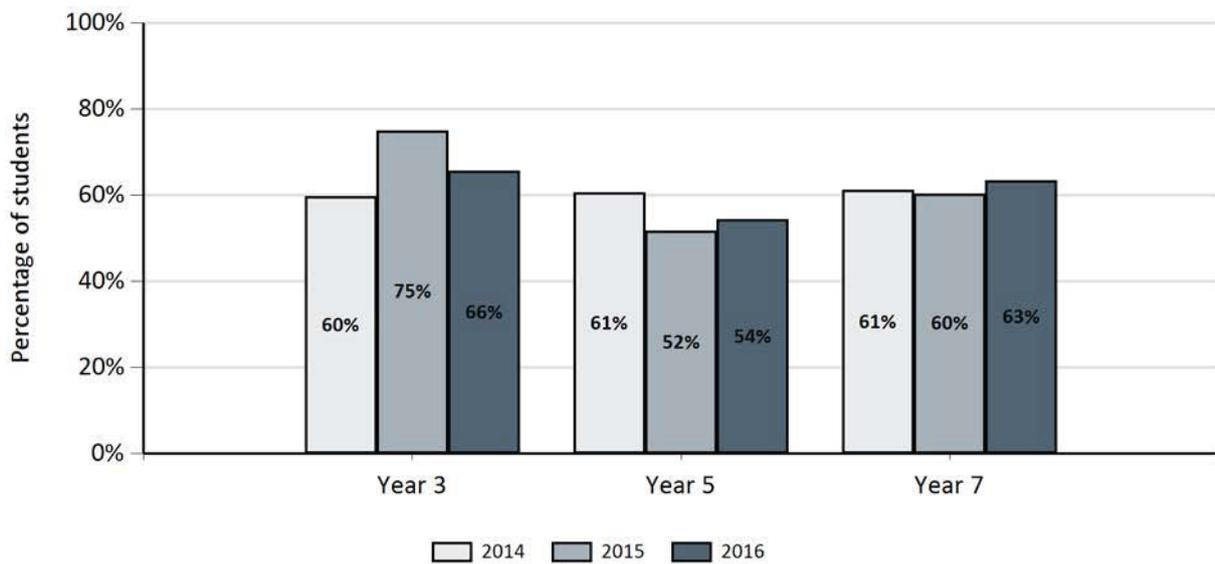


Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy
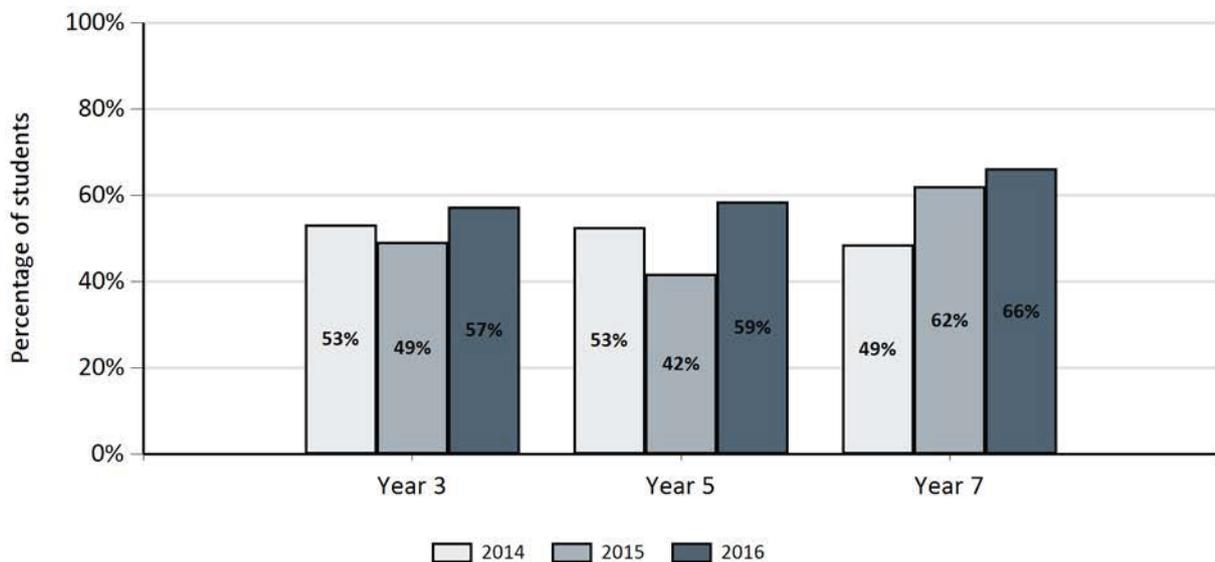


Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

# NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 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 | 38% | 26% | 25% |
| Middle progress group | 43% | 56% | 50% |
| Upper progress group | 18% | 18% | 25% |

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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 | 30% | 31% | 25% |
| Middle progress group | 55% | 44% | 50% |
| Upper progress group | 15% | 25% | 25% |

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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 2016 | 61 | 61 | 20 | 10 | 33% | 16% |
| Year 3 2014-16 Average | 59.7 | 60.0 | 16.0 | 8.0 | 27% | 13% |
| Year 5 2016 | 70 | 70 | 9 | 4 | 13% | 6% |
| Year 5 2014-16 Average | 68.7 | 68.7 | 8.3 | 2.7 | 12% | 4% |
| Year 7 2016 | 71 | 71 | 8 | 4 | 11% | 6% |
| Year 7 2014-16 Average | 67.0 | 67.0 | 7.3 | 5.3 | 11% | 8% |

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

# School Performance Comment

The school encourages all students to complete the NAPLAN testing. Only 20% of our students with disabilities, that were in mainstream classes, were exempted.

NAPLAN PROGRESS – READING

Analysis of our progression data reveals some areas of concern and implications for our site's improvement planning.

Of particular concern are.

• Large percentage of students registering lower progress in the year 3-5 cohort (38%) compared to the state average of 25%.

• Despite an improvement of approximately 5% from 2015 results, the numbers of students (year 3-5 & year 5-7) reaching upper levels of growth still sits below the state average (18% v 25%).

NAPLAN PROGRESS – NUMERACY

Our Numeracy progression data 2014-2016 indicates the following;

• Percentage of students in the upper growth group for years 5-7 is commensurate with the state average of 25%.

• Percentage of students in the lower progress group years 3-5 and years 5-7 is higher than the state average of 25%.

• Percentage of students in the middle progress group for years 3-5 is also 5% higher than the state figure.

UPPER BAND ACHIEVEMENT ANALYSIS

Our 2016 data clearly reveals that whilst both a high number of students participate in the testing and reach National Minimal Standard, comparatively low percentages of students from each year level across the range of tests register scores in the upper two bands for their year level.

Of particular concern are the following comparisons against DECD and/or National figures.

• Year 3 Numeracy: NAPS 16% v National 36%.

• Year 5 Numeracy: NAPS 6% v DECD 16% & National 28%.

• Year 7 Numeracy: NAPS 6% v DECD 20%.

• Year 3 Reading: NAPS 33% v National 49%.

• Year 5 Reading: NAPS 13% v DECD 29% & National 35%.

• Year 7 Reading: NAPS11% v National 26%.

Exceptions to this trend come in Year 7 Writing and Grammar tests where our school's percentage of students ranking in the upper two bands is consistent with the National average.

IMPLICATIONS FOR 2017 IMPROVEMENT PLANNING

• Establishment of Numeracy and Literacy Strategic Teams.

• Development of Site Improvement Plan 2016-2018 with a focus on Numeracy and Literacy (Reading Comprehension and Writing).

• Development of Whole School Literacy and Numeracy Agreements.

• Establishment of Numeracy and Literacy Block models.

• All staff have Performance and Development goals in line with Literacy and Numeracy Agreements.

• All staff engage with relevant Professional Learning.

• Intervention continues through Reading Doctor and MultiLit. Introduction of MiniLit  and reintroduction of QuickSmart.

• More frequent analysis of student data – PATM, PATR, NAPLAN to identify teaching and learning deficits.

• Establishment of Numeracy and Literacy extension groups.

# Attendance

| Year level | 2014 | 2015 | 2016 |
|---|---|---|---|
| Reception | 87.8% | 88.9% | 87.3% |
| Year 01 | 90.1% | 88.6% | 86.0% |
| Year 02 | 90.1% | 90.0% | 88.3% |
| Year 03 | 89.4% | 89.0% | 89.5% |
| Year 04 | 90.4% | 90.8% | 90.5% |
| Year 05 | 93.0% | 88.6% | 90.1% |
| Year 06 | 90.5% | 92.1% | 88.9% |
| Year 07 | 90.9% | 86.6% | 89.7% |
| Primary Other | 93.2% | 90.4% | 90.3% |
| Total | 90.5% | 89.5% | 88.9% |

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

# Attendance Comment

In 2016 school attendance of 88% in comparison to Regional 88.9% and DECD 90.8% fell below the DECD target of 93% but has remained steady at this rate when compared to the figures of the previous three school years.
An ongoing issue for our school is the high percentage of unexplained absences(49%). A new system of text messaging families of absent students on a daily basis was implemented in term 2. Attendance recording and follow up procedures were reviewed with roles and responsibilities and processes documented and staff inducted into their responsibilities.

# Behaviour Management Comment

In 2016 we had 300 Yard Incidents compared to 241 in 2015 and we had 7 Internal Suspensions, 40 Take homes and 46 Suspensions. Though these figures were higher than in 2015 we can attribute them to a group of Repeat Offenders in two or three year levels.
The staff continued to work with the students to help them understand our Anti-bullying Policy and their obligations in regard to this.
Throughout the year various activities were offered to students to provide more proactive play opportunities for them during breaks.
Implications for 2017
- identify and encourage repeat offenders to pursue different and more proactive activities in the yard
- continue to work with staff to maintain consistent responses to students and management of incidents

# Client Opinion Summary

During 2016 members of the school community were consulted and involved in the decision making process for the addition of three new core values that drive our school culture. Anecdotal responses from school community members around this process demonstrated their appreciation at being involved in important school decisions.

Also, throughout the year, anecdotal feedback was sought after major events such as  Sports Day, End of Year Performance and Awards Night, School Choir and the revision and implementation of a new report format. Leadership and staff and reflected upon this feedback and utilised this to support the planning of future school events.

A formal parent opinion survey was not conducted this year.

Feedback obtained from the staff through the Psychological Health Survey showed that we have strengths in Supportive Leadership, Role Clarity  and Participative Decision Making. Some areas for further development are Appraisal and Recognition and Employee Development. These will be addressed in the 2107/2018 Site Improvement Plan with the establishment of agreed Personal Professional Development processes. Continued attention to our areas of strength will be maintained and also monitored through future survey data.

An increased number of students taking the responsibility for initiating and volunteering for Action Team Projects is an indication of greater attachment and concern for not only the wellbeing of our school community but also the wider Whyalla community. This work has been recognised by community groups such as the Salvation Army and the Red Cross. We have also seen increased numbers of students volunteering to assist or run day to day programs such 'Breakfast Club' and 'PALS' - Play at Lunchtime.

# Intended Destination

| Leave Reason | School | |
|---|---|---|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 12 | 13.2% |
| Other | 1 | 1.1% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 8 | 8.8% |
| Transfer to SA Govt School | 70 | 76.9% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

# DECD Relevant History Screening

Nicolson Avenue Primary School obtains and maintains DCSI clearances in accordance with DECD Policy/Procedures.  We do not allow any volunteer to work with staff or students until they are compliant with these procedures.
Processes include
• including information about the requirements of volunteers in staff and parent handbooks
• reminders in newsletters for parents
• offering a volunteer induction process that includes Reporting Abuse and Neglect (RAN) training
• alphabetical storage of copies of DCSI screenings and RAN training certificates
• regular reviews and updates on EDSAS

# 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 | 54 |
| Post Graduate Qualifications | 6 |

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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 | 27.6 | 0.6 | 11.8 |
| Persons | 0 | 31 | 1 | 20 |

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

# Financial Statement

| Funding Source | Amount |
|---|---|
| Grants: State | $5,047,547.95 |
| Grants: Commonwealth | $15,000.00 |
| Parent Contributions | $131,570.26 |
| Fund Raising | $15,129.05 |
| Other | $50,260,207.74 |

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

# 2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress towards these outcomes |
|---|---|---|---|
| | Improved Behaviour Management and Engagement | ICAN funding was used to support targeted student Behaviour Supplementary Funding was used for SSO hours to support and engage students with the curriculum to foster more confidence with attending school. | Nil impact on one student, but some progress was made with others' attendance. |
| Targeted Funding for Individual Students | Improved Outcomes for Students with an Additional Language or Dialect | ESL funding was used for SSO hours to run a MulitLit program for these students to improve their confidence with reading and writing. | All students achieved DECD standard |
| | Improved Outcomes for Students with Disabilities | Special Options class teacher salary SSO hours to support students with Levels of Support | Though growth occurred for all students not all identified targets were achieved |
| Targeted Funding for Groups of Students | Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy | Students were supported by ACEO, AET teachers and SSO's to improve Literacy outcomes. Some students accessed daily programs such as MulitLit and Reading Doctor. Reception students worked in small groups to develop phonological awareness skills with targeted intervention strategies such syllabification, blending and segmenting words, recognition and reproduction of rhyme and recognition and reproduction of initial sounds. Reception students also had numeracy intervention that focused on basic number skills. Upper Primary students received intervention aimed at maintaining or pushing students into the higher bands in NAPLAN testing. | Intervention programs showed growth for all students though for many the DECD targets were not achieved. High engagement and maintenance of standards |
| | First Language Maintenance & Development | | |
| | Students taking Alternative Pathways | | |
| | Students with Learning Difficulties Grant | | |
| Program Funding for all Students | Australian Curriculum | | |
| | Aboriginal Languages Programs Initiatives | No funding received | |
| | Better Schools Funding | Training for staff to further develop their knowledge of the Australian Curriculum Purchase of MAPPEN program for Integrated Studies SSO hours to engage students with the curriculum | Increased teacher knowledge of programming and differentiation |
| Other Discretionary Funding | Specialist School Reporting (as required) | No funding received | |
| | Improved Outcomes for Gifted Students | No funding received | |
| | Primary School Counsellor (if applicable) | Introduction of Action Teams | Increased student voice |