Celebrating Diversity
NSPS

Naracoorte South Primary School Annual Report 2012

Chris Sheldon
Assistant Regional Director

Anna Young
Principal

Anna Russell
Chairperson

Context

School Name:	Naracoorte South Primary School	**School Number:**	0936
Principal:	Anna Young	**Region:**	Limestone Coast

CONTEXT

Naracoorte South Primary School, 350 kms south of Adelaide, opened 50 years ago to accommodate a then newly established housing trust development along with a population spread well south of the town centre. Since 2010 all houses in the trust area are vacant, fenced off and awaiting demolition. The public telephone booth opposite the school has just been removed. Many retired people live in the area and also in the retirement village bordering the school's northern boundary. There is now a new building development flourishing further south with young families starting to consolidate. There are no services or shops and a lack of footpaths in this area; with the nearest shopping precinct being over 2 kilometres northward in the town's centre. The majority of students travel by private car to school, some walk or bike, and only in recent years it has been negotiated that out of town students have access via DECD buses to attend here as their school of right.

Student transience is a feature, while school attendance is consistent at 93.5%. The staff voluntarily runs a breakfast program. Nowadays graffiti and vandalism within the school is rare as students belong and love to be here, often arriving early and playing late. This year the student body initiated and sought survey opinion then with governing council, implemented a new uniform, image and logo.

Analysis of parental culture, educational and occupational circumstance shows great diversity. The demographic comprises significant levels of unemployment to casual/seasonal work, to a few parents owning and operating farms or businesses in the town. 60% of NSPS families comprise blended/melded families. A number have shared custody arrangements in place, while some children are in foster care. Cultural diversity is reflected in the 11% ESL enrolment with sporadic new arrivals and 8 first languages, and 6% First Australians. 10 students are supported by Individual Learning Plans while a significant proportion of learners at every year level have Literacy Intervention plans as they are achieving in the lower NAPLAN Bands- even with systematic whole school agreements re : data informed teaching, performance development and provision of professional learning across the school.

The collective generous and positive culture at NSPS is tangible. It is frequently commented on by visitors and support service people who visit the school. NSPS students and staff are noted for their openness and generous assistance to others. NSPS has been recognised for establishing sustainable whole school practices in literacy and mathematics, environmental community connections, partnerships with pre-school children and families, and emerging business, local government and industry support. In June of this year school leaders were invited to present at an Educational Innovation Workshop held in the Educational Development Centre, their journey in 'Leading Culture Building and Professional Learning Communities for Sustainable Innovation'. Various colleagues across the region visit classrooms to observe practice and garner ideas for implementation.
This year four teaching staff were nominated for SA Public Teaching awards by parents, with one teacher going on to receive the 2012 State Public Teacher Award.

The double story main building set on 4 hectares now has an upgraded music suite, a gymnasium with excellent playgrounds including an adjacent 4.5 hectare natural scrub which is being regenerated by students through school and community partnerships. Environmental and Science Sustainability projects include egg and vegetable enterprises. A partnership with Scientist in Schools, Dan Newson (Vignoron) has led to the developmental stages of a Science and Sustainability Centre becoming established.

2012 Highlights

The following list of highlights, achievements and events are possible because of the holistic approach that is taken in supporting learner achievement. Networks and partnerships with regional staff and community members and groups feature in:

- Site funded Numeracy Coach
- Student Voice- Kids in Charge
- Transition to new School Uniform
- Environmental Youth Forum
- 3 Graduate teachers appointed
- Aspiring Leader selected from staff for the regional program
- PD and Implementation of Australian Curriculum
- Asian Studies and ESL
- Year Level Teams
- Professional Learning Communities
- Whole school agreed practices in Literacy and Numeracy
- Restorative Justice Principles PD
- Jiggle and Wriggle for 3 months to 3 year olds
- Swimming Programs
- SAPSASA and Saturday Sport
- School Magazine produced and published
- 4 staff nominated for SA Teacher and Leader Awards
- SA Public Teacher of the Year Winner Natalie Gherardin
- SA Regional Winner for Inspirational School Leader
- Advantage SA Regional Education Award to NSPS
- Leading Culture Building and Professional Learning Communities for Sustainable Innovation
- Premiers Reading Challenge
- Scientist in School partnership
- Development of the Science and Sustainability Centre
- Community Toy Library
- Strong Governance and working bees in grounds
- Family Fair
- Student directed Lunch time Concerts
- Environmental Enclosure and produce
- Native Scrub projects with community and government organizations
- Facility improvements - internal upgrades and ITC infrastructure
- Australian Curriculum implementation
- Young Leaders Forum

Report from Principal

2012 has been a milestone year at Naracoorte South. The school received regional and state recognition for excellence in education. Such awards are a product of individual and group integrity, commitment to doing our best every day, and, are built from a culture of improvement for sustainable learning. This year nominations for the Advantage SA Regional Awards gave rise to our school in the Education Category, (which was sponsored by Flinders University) being awarded the Limestone Coast regional winner. Moreover, Natalie Gherardin, a quiet and unassuming achiever, was so deservedly awarded the SA Inspirational Primary Teacher of the year.

Are we there yet? No, we are not. We recognise that our journey is ongoing. It takes common and agreed approaches to the way we do things here and also the way that we check to see that what we say we do is indeed happening. Being open to our families, consulting through governing council, advising national curriculum directives, prioritising finite funding, following through on inclusion and safety, reviewing teacher practice, are some of the elements that frame the mantra- *'every chance for every child'*.

In each of the above, I appreciate and am grateful to members of the school community who contribute to the learning and wellbeing of students. Volunteers, parents and relations, support and teaching staff, regional and agency teams, business and industry partners all have a part in our story. Those who contribute also receive. It is an absolute privilege to witness daily, the growth and achievements of learners. Each day opportunities to laugh along with a recurrent sense of accomplishment are wonderful rewards. Knowing that staff here have influence, are making a positive impact to the minds of the up and coming generation is remarkable.

I look forward with anticipation to the challenges ahead in 2013.

Anna Young

Report from Governing Council

As another year is in full swing I am again amazed at the continued successes that we have had the opportunity to experience at Naracoorte South Primary School.

Firstly I would like to acknowledge the staff for the structured way that they have continued to approach the implementation of the Australian Curriculum under Anna's guidance. While the reporting aspect was of concern to some parents, the informative session by Lisa Jane O'Conner quelled those concerns and started us on the journey of understanding.

Don't we look smart in the new uniform? It is great to see most students have already taken to wearing the uniform.

Sports Day in term 1 was a little on the cool side, but Felicity Slotegraaf's and Paul McCarthy's excellent preparation led to another fantastic day enjoyed by students, parent and staff. Sharpley taking the honours, again winning the combined Ross Gleeson cup. Sharpley took out the Primary cup and McRae the Junior Primary. It was pleasing to see every one trying their best and supporting their fellow students. A great atmosphere.

We heard of some student's apprehensive approach to NAPLAN testing. This was not evident at Naracoorte South where students were prepared to have a go and do their best without all the hype that the adult world seems to place on these results.

Choir, performances, assemblies and Frances Folk festival give our students a wide variety of arts and culture experiences to foster their interests and development.

The Environmental Centre continues to provide fresh produce for the canteen while engaging students in learning.. The Tech Shed has provided another environment to engage hands on activities. The new Science & Sustainability Centre that is being developed is an exciting venture that will have similar hands on learning environment for our students

It is fantastic to see the gymnasium being utilised whether it be in school hours by Mr McCarthy for sports lessons, recess and lunch by the year 6/7 or after hours by community members. It certainly is another valuable resource for the school.

A few thank yous
- LAP volunteers for their kindness and friendship that they offer our students.
- KIC representatives for your leadership in 2012.
- School sport coaches and helpers. It wouldn't happen without your time and effort.

- Glenda in the canteen.
- Breaky Club being offered twice a week. Uniting Church manning Tuesdays and the staff on Thursday.
- Sophie Hamlyn and her team for the wonderful Quiz Night in the gym in term 3.
- Staff for organising the biennial year 6/7 camp to Cape Bridgewater was enjoyed by all who attended.
- Nat Gherardin for offering Jiggle'n'Wriggle to the younger community

Aussie of the Month students proudly wear their badges. It is pleasing to see a variety of students striving to do a little bit better for themselves, the school and the community to receive this honour.

A school cannot run effectively without parent involvement. I would like to acknowledge my governing councillors who with Anna, make decisions that affect the everyday running of your child's school. I invite each and every one of you to consider joining us in 2013. Parents that offer up their time to listen to reading, attend working bees, help in the class, go on excursions, prepare lunches in the canteen ... the list goes on. I thank you all.

This year saw the school's educational journey recognised by Anna & Natalie being nominated and winning the Inspirational Leader and Primary Teacher in the region and Natalie going on to win the state award. Well done. To top that off we were nominated and successful for an Educational Award in the Advantage SA Regional Awards.

The family Fair was another resounding success. Thanks to Kirsty Lush and her band of helpers that planned and ran this fantastic event. A massive effort from the school and wider community.

Lastly I encourage all students to keep NSPS's values close to your heart as you grow and learn.

Anna Russell

Site Improvement Planning

The 3 Year Operational Plan outlines whole site expectations for leading learning, improving sustainability, ensuring social inclusion and enabling governance. From a range of processes including teacher performance development, student achievement and analysis, the use of TfELand DiAF measures, system and policy review, key strategies for intervention and support as well as future priorities are determined. The 3 Year plan defines the site's agreed vision, mission and values with reference to financial planning, maintenance of facilities, and national, state and regional goals and targets. Plans are collaboratively written, transparent, referenced and on display. Priorities are:
- Australian Curriculum with emphasis on English, Mathematics and Science
- Developing Leaders
- Sustainable Finance and Facilities
- Self Review in Policy, Processes and Practices.

Site Improvement Pan
This document has become more understood by all of staff over time, as one that is increasingly relevant and applicable to individual and team performance. Via staff Induction, followed by a rotation of whole staff professional development meetings, line mentor meetings, year level meetings and professional learning community meetings, tighter accountability along with individual and collective responsibility for review of Scheduled Collected Data and teacher effectiveness has emerged.

Three Professional Learning Communities (PLCs) have a curriculum focus in Literacy, Numeracy or Science. Each teacher joins one of them. Within these staff has had a focus on implementation of the Australian Curriculum.

As an example, the Literacy PLC has assisted Leaders in the:

Creation of Whole school Agreed Practices in Reading and Writing
- First developed in 2010 as a whole staff and led by site Literacy Coach/National Partnerships

The practices include:
Data collection Schedule
- Text Types to be taught explicitly to R/1
- Text Types to be taught explicitly to 2- 7

- Procedures for collecting reading and writing data
- R/1 Essential data (and associated proformas and assessments)
  - Text type data (Stephen Graham Checklist)
  - Concepts about Print
  - Phonological Awareness – Oral
  - Phonological Awareness Screen
  - Sound Recognition
  - Running Records
  - Running Records for DECD
  - Assessment of Writing in first year
  - Reading interest sheet
- R/1 Optional Interventions
  - Handwriting Checklist
  - Termly checklist against criteria decided by teaching team
  - Scored retell
  - Guide to adjusting Phonological Awareness Task difficulty
- 2-7 Essential Data
  - Text type data (Stephen Graham checklist)
  - Running Records
  - One Minute Read
  - Reading Interest sheet
- 2-7 Optional Data
  - Running records on group of students for each new text type.
- What NSPS believes about Reading
  - Students need to be explicitly taught reading from R-7.
  - Good reading instruction involves explicit teaching instruction in Whole Class- Guided Practice-Independent Practice.
  - We must be knowledgeable about reading practices to give our students the best instruction for their needs.
  - We must be knowledgeable about reading strategies and teach these to students in modeled, shared and guided reading.
- Reading Strategies, reading procedures and Oxford word list

Termly Meeting Cycle
Another example to ensure cross site accountability is the meeting schedule:
Our site has developed a meeting schedule, where administration meetings are in the morning, leaving afternoon meetings to focus on the core business of learning. Each week is given a focus being either:
  - **Year levels**: Staff work in year level teams to complete a task given by leadership eg moderation of work against AC, comparison and discussion of programs, TfEL activities, or, professional reading discussion. All of these promote the sharing of practice, indicate what is effective teaching and what is not, and, provide team planning using learner achievement data to inform programming.
  - **Professional Learning Communities:** The work of these has been described above in the Literacy PLC. Protocols are set. Each staff member is allocated to a PLC in Literacy, Numeracy, Science or SSO. Agendas and minutes are kept. Some responsibilities include Values Review, Budget/Facility development, SIP input and review, providing professional research/readings for all of staff, and, leading or recruiting professional development opportunities.
  - **Professional Development:** Two sessions are allocated each term, one led by a PLC and the other by Leaders Team. Use of current contemporary literature and how it unfolds in practice relating to Agreed Practices, Child Protection, Cyber Bullying, Learning Design, National Professional Teacher Standards, Inquiry problem solving and The Big 6 of Reading are some examples.
  - **Mentor meetings:** Each staff member can choose a mentor to work with for the year. This involves meeting twice per term to create and review goals and aspirations which are documented, disciplined dialogue, share practice, provide opportunities for classroom observations and so on.

This rotation of meetings structure assists our staff in all areas including being effective teacher leaders and to continuously develop expertise.

Self Review Outcomes
- Evidence of site self-review activities is collected and stored in the staff room for each category - comprising the Improvement Cycle, Quality Teaching and Learning, Curriculum Coherence, Learner Outcomes and Leading Improvement.
- Conditions for learning have been established to include physical, social and emotional environments. Monitoring and data analysis around these is part of the Line mentoring process.
- Staff participation in professional development is clearly linked to the priorities of the Site Improvement Plan.
- There is a comprehensive whole site approach to Literacy Intervention and Support- including ESL students.
- There is a comprehensive whole site approach to Student wellbeing-using Traffic Light data, a focus on following up non- attendance, Bully audits, Buddy classes, Buddy Bench, Peer Mediation and Student Voice.
- There is a consolidated approach in establishing Numeracy work across the school with agreed data collection and analysis and agreed assessments.
- Staff completed a diagnostic survey of assessments and refined these for 2013.
- There is the site funded appointment of a Numeracy Coach who used the gradual release of responsibility approach with every class teacher of mathematics. Accessing Anne Baker, Lisa Jane O'Conner (PMA) and the Coach, led staff to implementing the content strands and General Capabilities of the AC, and reporting on it to parents.
- Engagement of teachers in introducing /familiarisation of TfEL.

TfEL
On 20th November 2012 teachers were led in the TfEL review Tools Handbook to reflect in action, personal strengths and where there were perceived needs to improve. Each teacher's response was collate and graphed. In Domain 3- 'Developing Expert Learners' then 'Personalize and connect Learning' for students were identified as the two most common areas for improvement in 2013.

Data Collection
NSPS creates a version of the **Data Schedule** each year in consultation with staff. The data schedule must change each year to suit student needs as well as to consider the refinement of practices with staff turnover, practicality, regional initiatives, state and federal priorities. Review and analysis of Literacy and Numeracy internal and external 2012 data, has elicited the following data collection schedule for 2013.

DATA Collection 2013: Literacy and Numeracy (Number)

Term 1	Term 2	Term 3	Term 4	
• 1 Text Type • Running Records on all • SENA	• 1 Text Type	• 1 Text Type • Running Records on all • SENA	• 1 Text Type	**E A R L Y**
• Sounds and associated assessments as outlined in 2010 NSPS Literacy Agreed Practices document completed throughout the year.				
• 1 Text Type • Running Records on all • Maths for Learning Inclusion on designated students	• 1 Text Type	• 1 Text Type • Running Records – more than 6 months behind chronological age • Maths for Learning Inclusion – on designated students	• 1 Text Type	**M I D D L E**
• 1 Text Type • Running Records on all • Scaffolding Numeracy in the Middle Years on all	• 1 Text Type	• 1 Text Type • Running Records – more than 6 months behind chronological age • Scaffolding Numeracy in the Middle Years – band 3-4 and below	• 1 Text Type	**U P P E R**
• Pre and post assessment for Maths topics through: written tests, observations of individuals, group work and play based activities and conversations.				

Student Achievement

INFLUENCING TEACHER PRACTICE BY MAKING DATA COUNT

A whole school scheduled and systematic approach in the use of data has been a focus in 2012. The data is displayed in the staffroom and referenced at Year Level and PLC meetings.

- Agreed data sets in Literacy are used to inform literacy programming and to differentiate teaching.
- Staff professional learning is well resourced and planned to engage and sustain teacher expertise.
- Teachers set Learner Achievement Targets monitored through agreed assessment schedules and line mentoring.
- Intervention plans for students who are not reading or comprehending at their chronological age are implemented.
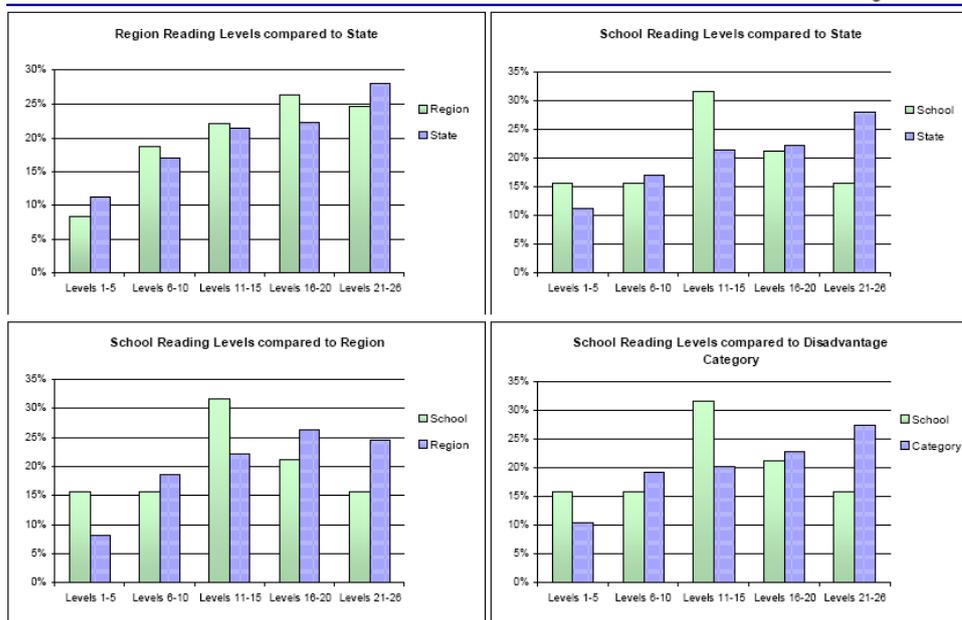
RUNNING RECORD DATA FOR Year 1 and Year 2 students
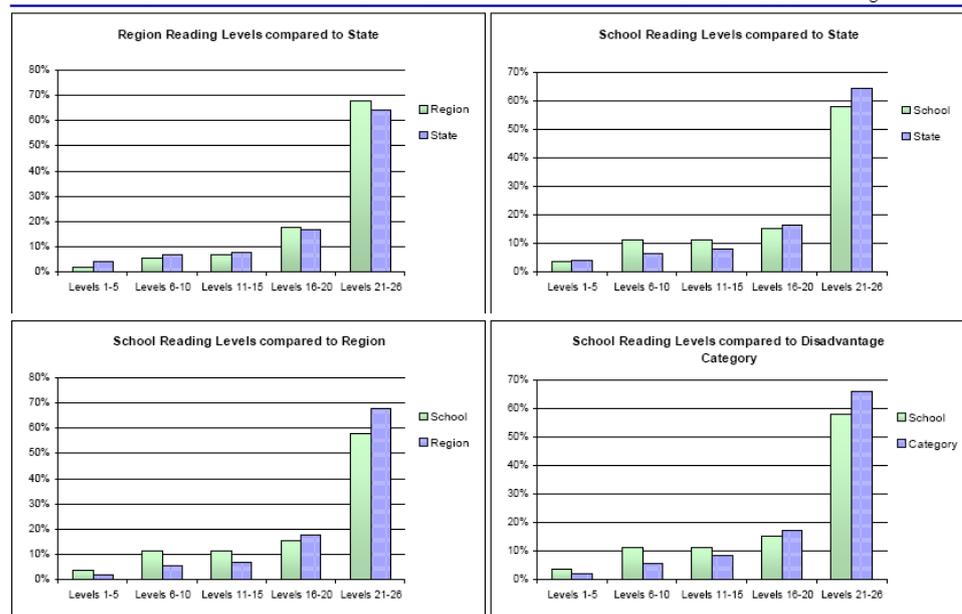
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YEAR 3 NAPLAN DATA
Student Proficiency Bands

Year 3 Proficiency Bands by Aspect
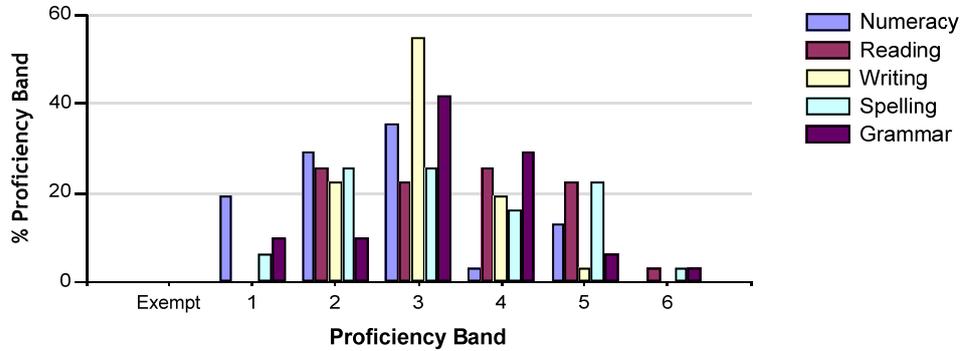
Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy		19.4	29.0	35.5	3.2	12.9	
Reading			25.8	22.6	25.8	22.6	3.2
Writing			22.6	54.8	19.4	3.2	
Spelling		6.5	25.8	25.8	16.1	22.6	3.2
Grammar		9.7	9.7	41.9	29.0	6.5	3.2

Year 3 Mean Scores

Mean Scores
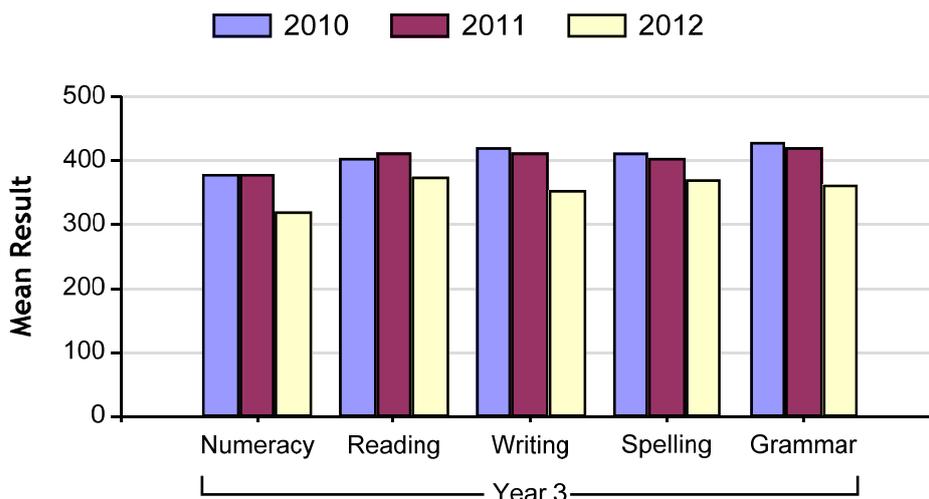
NUMERACY ANALYSIS   YEAR 3   2012 NAPLAN RESULTS

At Year 2 nine students have been identified as being of 'critical concern' in Mathematics. The SENA assessment tool will be used as the school based measure for 2013.

The following Year 3 level question analysis indicates where our students were either 5% above or 15% below 'like schools'. This includes 5 students in Band 1 and 7 students in Band 2, whose achievement is below that of the middle 60% of students in Year 3 in Australia as measured by the 2012 NAPLAN.

5% or more above like schools
- Demonstrates understanding of commutative property of addition

15% or more below like schools
- Interprets plan and finds nearest point to given location
- Identifies front view of simple cube stack
- Identifies a 3 digit number after simple addition. 35%
- Adds two digit numbers 31%
- Identifies the number sentence that represents a sentence written in words
- Identifies rectangle, triangle and circle in context
- Determines the number of blocks in the next stage of a shape pattern
- Selects the correct information from a calendar
- Visualises sign image as seen from behind
- Identifies two 3D objects that can be joined to make a cube
- Interprets a double column graph and identifies the greatest total
- Identifies appropriate operation to solve a one step word problem
- Adds coins to greater than $1 and subtracts 75 cents
- Finds missing value in subtraction equation

Out of a total of 35 questions

LITERACY ANALYSIS   YEAR 3   2012 NAPLAN RESULTS

5% or more above national schools
- Uses a word match to locate a detail in a simple narrative
- Interprets the reason for a character's actions in simple narrative
- Correctly spells a present tense form of a regular verb
- Identifies a correct preposition to introduce a prepositional phrase in a sentence

15% or more below national schools
- Locates information using a synonymous match from a simple narrative
- Infers character's rationale in an imaginative text
- Interprets main purpose of an information text
- Interprets the use of symbols in an information text
- Links information from adjacent sentences to retrieve detail in an information text
- Identifies an object being reference din an imaginative text
- Identifies the function of a question in an information text
- Uses background knowledge to give a reason for a likely event in an information text
- Locates detail in a synonymous match in an information text
- Recognizes the purpose of an information text
- Correctly spells a two syllable word with the double consonant 'll' at the junction
- Correctly spells a one syllable word with the ending 'nce'
- Correctly spells a three syllable word with the elided vowel 'e'
- Identifies an error, then correctly spells a three syllable word with the prefix 'un'
- Identifies an error, then correctly spells a one syllable word with the ending 'ed'
- Identifies an error, then correctly spells a two syllable word with the suffix 'ly'
- Identifies an error then correctly spells a word with the long vowel 'diagraph 'ui'
- Identifies an error, then correctly spells a one syllable word with the long vowel 'ew'
- Identifies the correct pronoun to replace a compound object in a sentence
- Identifies the verb in a simple sentence
- Locates the adjective describing a particular noun in a simple sentence
- Identifies a complete simple sentence
- Identifies the correct punctuation in a sentence containing indirect speech

- Identifies correct sentence boundaries between two simple sentences
- Identifies a simple command
- Identifies the correct use of commas in a complex sentence
- Identifies the correct capitalisation of proper nouns in a sentence
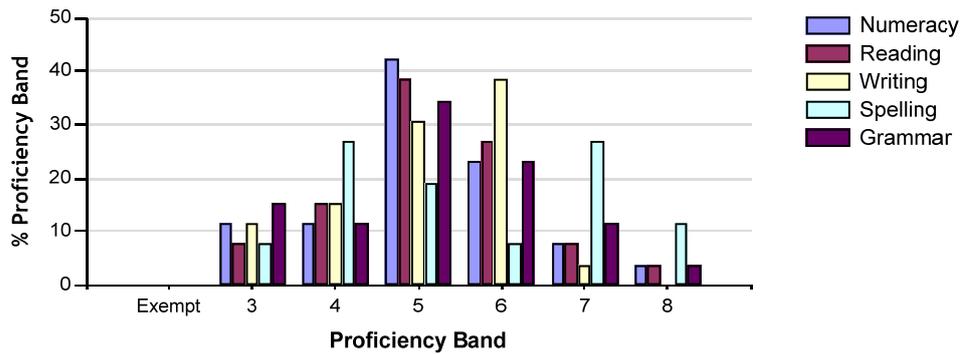- Identifies the singular noun in a list with irregular plurals.

Out of a combined total of 88 questions

YEAR 5 NAPLAN DATA

Year 5 Proficiency Bands by Aspect

Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy		11.5	11.5	42.3	23.1	7.7	3.8
Reading		7.7	15.4	38.5	26.9	7.7	3.8
Writing		11.5	15.4	30.8	38.5	3.8	
Spelling		7.7	26.9	19.2	7.7	26.9	11.5
Grammar		15.4	11.5	34.6	23.1	11.5	3.8

Year 5 Mean Scores
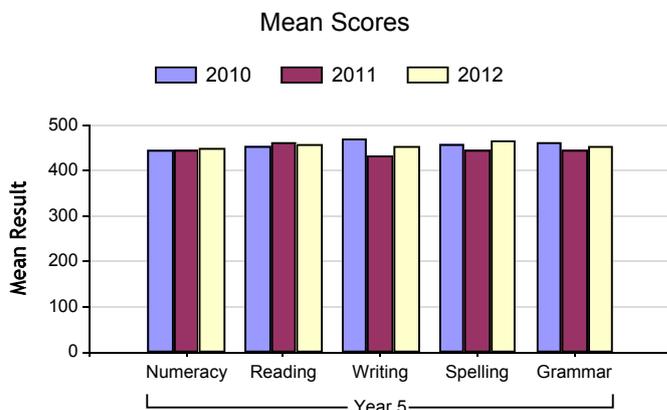
NUMERACY ANALYSIS   YEAR 5   2012 NAPLAN RESULTS
Using school based testing measures 10 Year 4 students have been identified as the most critical. The following Year 5 level question analysis indicates in Numeracy where our students were either 10% above of below when compared to national results. The Literacy analysis indicates where our students were either 5%above or 15% below like schools. This includes 2 students in Band 3 and 3 students in Band 4 whose achievement is below that of the middle 60% of students in Year 5 in Australia as measured by the 2012 NAPLAN.

10% or more above in <u>school - national comparison</u> of % of questions answered correctly
- Finds the next value in a pattern modeled on triangular shapes.

10% or more below in <u>school - national comparison</u> of % of questions answered correctly
- Identifies a reflected image
- Adds two digit numbers
- Identifies an appropriate unit for measuring mass
- Identifies a shape with one line of symmetry
- Identifies appropriate question to match collected data
- Predicts outcome of event given previous results
- Add coins to greater than $1 and subtract 75 cents
- Solve money problem involving addition and subtraction
- Uses grid numbering to identify location
- Identifies repeated shape in new design
- Identifies an angle greater than 90 degrees but less than 180 degrees
- Identifies the fraction of a square that has been shaded.
- Locates the number 50 on a number line from 0 to 1000
- Calculates the difference between two categories on a divide column graph
- Solves a word problem involving fractions of a total
-

Measurement: 5   Number: 5   Space: 4   Pattern/Algebra: 1

Out of a total of 40 questions

LITERACY ANALYSIS

5% or more above <u>school - national schools comparison</u>
- Identifies the overall intended goal of an argument text
- Structural components of persuasive writing present
- Some correct links, cohesion controlled in parts
- Some development of elaboration in persuasive writing
- Correct spelling of most common words
- Correctly spells a one syllable word with the silent final consonant 'b'
- Correctly spells a three syllable word the suffix 'ion' requiring a change to the base word (e drop)
- Identifies the sentence correctly expressing information from a table
- Identifies the singular noun in the list with irregular plurals

15% or more below <u>in school- national schools comparison</u>
- Infers a characters rationale in an imaginative text
- Uses knowledge of a narrative plot to predict the outcome of a narrative text
- Retrieves detail using a synonymous match in an information text
- Infers the significance of a description from context of the information text
- Recognises a strategy used to engage the reader in an information text
- Recognises a plausible theme drawn from an information text
- Recgnises the effect of a literacy device in an imaginative text
- Organises writing into paragraphs mainly based on one idea
- Correctly spells a two syllable word with the diphthong 'a'
- Identifies an error then correctly spells a three syllable word ending in 'ing' requiring a change to the base doubling consonant "n"
- Identifies the correct relative pronoun in a complex sentence
- Identifies the correct placement of commas in compound sentences

- Locates the word suitable for ellipses in a complex sentence
- Identifies correct capitalization of a multiple word proper noun in a simple sentence.

YEAR 7 NAPLAN DATA

Year 7 Proficiency Bands by Aspect
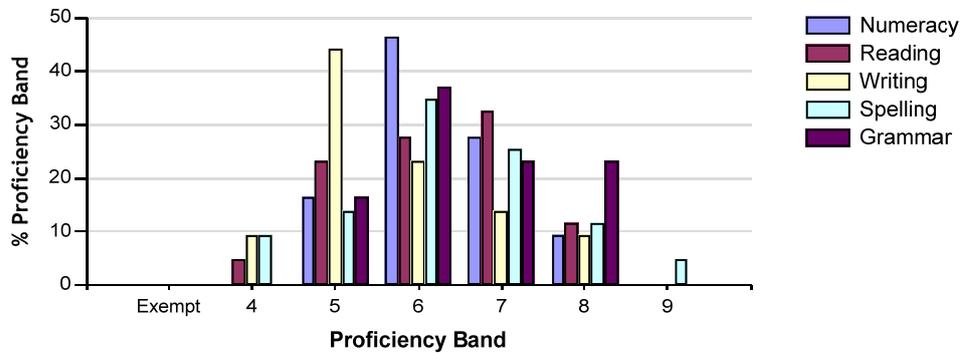
Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy			16.3	46.5	27.9	9.3	
Reading		4.7	23.3	27.9	32.6	11.6	
Writing		9.3	44.2	23.3	14.0	9.3	
Spelling		9.3	14.0	34.9	25.6	11.6	4.7
Grammar			16.3	37.2	23.3	23.3	

Year 7 Mean Scores
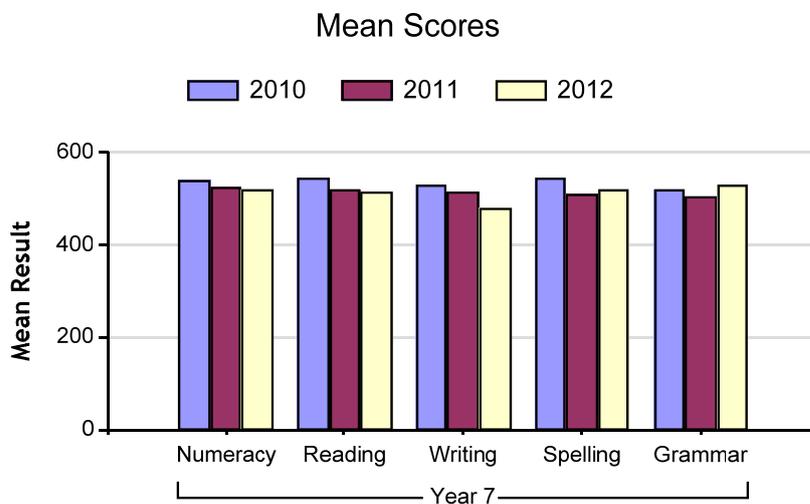
NUMERACY ANALYSIS YEAR 7   CALCULATOR NOT ALLOWED 2012 RESULTS
It is in Years 6 and 7 that NSPS's staff belief becomes more evident as the NALAN results indicate improved student performance. Collectively we agree that *'learning mathematics is not simply a transfer of knowledge from one person to another. Rather students need to construct their own mathematical knowledge in their own way, at a pace that enables them to make sense of ,mathematical situations and ideas encountered'*. Therefore teachers build on conceptual understandings of mathematics to encourage success and enjoyment and thereby foster application of thinking mathematically across the site.

10% or more above <u>in school - national schools comparison</u>
- Identifies repeated shape in new design
- Recognises rotational symmetry
- Finds the proportion of two quantities as a percentage
- Solves a word problem using informal ratio to identify quantity in a recipe.

10% or more below <u>in school - national schools comparison</u>
- Finds the starting number after doubling it and subtracting a number
- Finds the rule that will generate three given ordered pairs
- Finds the next value in a pattern modeled on triangular shapes
- Identifies a dice roll with a probability less than one
- Interprets a word problem to calculate the fractional number
- Finds number of a given type of object in collection given a probability
- Compares two rates using a graph and rule

Out of a total of 31 questions

NUMERACY ANALYSIS YEAR 7   CALCULATOR ALLOWED   2012 RESULTS

10% or more above <u>in school - national schools comparison</u>
- Identifies a solution to a word problem involving division
- Calculates the angle for a triple rotation
- Identifies name of a prism with six faces
- Calculates the sum of two decimal numbers divided by a third decimal number
- Solves problem involving the mass and value of coins

10% or more below <u>in school - national schools comparison</u>
- Finds the value of a symbol on a pictogram given relevant data
- Applies inverse operations to find numbers that fit two rules
- Divides a measure by the number of days in a year to find a daily average
- Calculate the number of hours a week a shop is open
- Identifies a 2D shape based on number of sides and lines of symmetry
- Rounds 5 digit number to nearest ten, hundred, thousand and ten-thousand
- Finds the next number in a sequence given the rule for the number pattern
- Finds the number of different dice rolls that equal a given total
- Recognises a cross section of a cone
- Calculates the number of bricks in a stack given its dimensions and other data

Out of a total of 32 questions

LITERACY ANAYSIS

5% or more above in <u>school – national schools comparison</u>
- Infers character of a person mentioned in an information text
- Interprets the personality of a character in an imaginative text
- Interprets a directly stated detail in an information text
- Identifies the correct punctuation of a compound sentence containing direct and indirect speech

15% or more below <u>in school- national schools comparison</u>
- Identifies characteristics of a location in an imaginative text
- Recognises a plausible theme drawn from an information text

- Locates directly stated information in imaginative text
- Identifies the most emphasized concern in an argument text
- Infers a character's main quality in an imaginative text
- Identifies an error, then correctly spells a three syllable word with the medial sound 'i'
- Identifies the correct us of an adverb in a simple sentence
- Identifies the correct use of speech punctuation in a simple sentence with internal attribution.

Student Data

Attendance

Naracoorte South Primary's attendance rates reflect national attendance rates very closely.

Attendance by Year Level

National Attendance Rates Semester 1
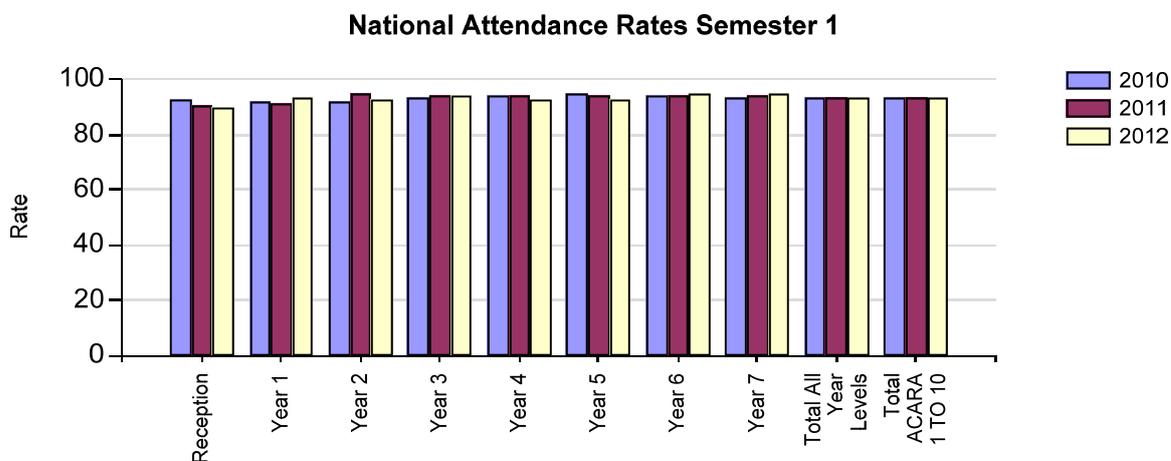
Attendance by Year Level

Attendance by Year Level	% Attendance		
	2010	2011	2012
Reception	92.7	90.5	90.0
Year 1	91.7	91.1	93.3
Year 2	92.2	94.7	93.0
Year 3	93.3	94.1	94.0
Year 4	94.0	94.3	92.8
Year 5	95.1	93.9	93.1
Year 6	94.5	94.0	94.6
Year 7	93.3	93.9	95.0
Total All Year Levels	93.4	93.5	93.3
Total ACARA 1 TO 10	93.5	93.8	93.8

STUDENT ATTENDANCE DATA WITH ANALYSIS   2012

School Attendance Rate Against Target

Selected Criteria:

School=	Naracoorte South Primary School	Year Level=	Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, Year 7
Time=	2012	ATSI Status=	All Students
Disability Status=	All Students	ESL Status=	All Students
Sex=	All Students	School Card Status=	All Students
Language Background=	All Students	NAP=	All Students
NESB=	All Students	Attendance Rate Target=	93 %

School Attendance Rate Graph
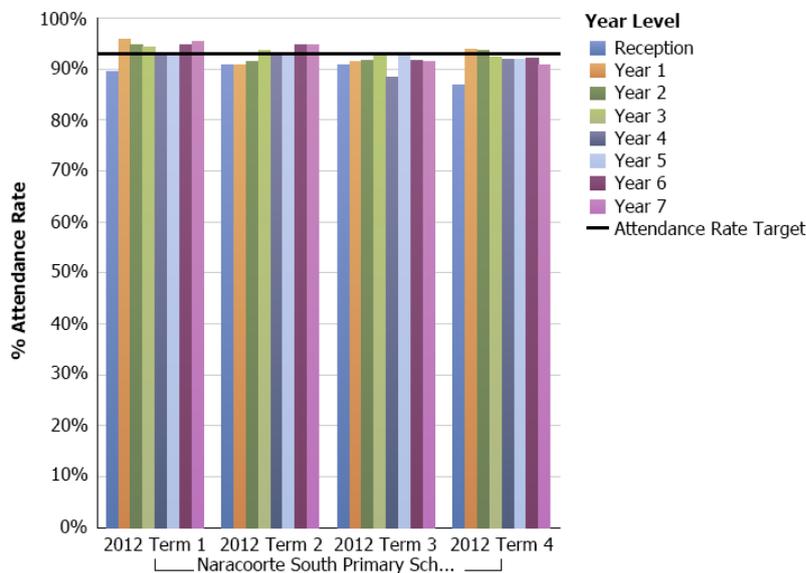
School Attendance Rate Summary

Attendance Rate	2012 Term 1	2012 Term 2	2012 Term 3	2012 Term 4	2012
Reception	89.6%	90.8%	90.9%	86.9%	89.5%
Year 1	96.0%	90.9%	91.6%	93.9%	93.1%
Year 2	94.8%	91.5%	91.8%	93.7%	92.9%
Year 3	94.5%	93.8%	93.2%	92.4%	93.5%
Year 4	93.3%	92.6%	88.6%	91.9%	91.6%
Year 5	93.3%	93.3%	92.5%	91.9%	92.8%
Year 6	94.7%	94.8%	91.9%	92.1%	93.3%
Year 7	95.6%	94.9%	91.5%	90.9%	93.2%
Naracoorte South Primary School	**94.1%**	**93.0%**	**91.5%**	**91.5%**	**92.5%**

Naracoorte South Primary School's attendance target was 93%. We averaged marginally below this at 92.5% across the year.
At Reception we have our lowest attendance rate to average at 89.5 %. We know that children commencing school have less immunity than do those who have 'hardened up' with several years of exposure to the bacteria and viruses that get passed amongst people sharing the same breathing spaces.
At Year 3 we have the highest attendance rate at 93.5% averaged across the year.

At Year 6 we have the next highest attendance rate at 93.3%, while at year 7 it was 93.2%.
Averaged attendance across all year levels for 2012 is 92.5%.
When averaged across the school, this is close to the DECD target of 93%.

Nearing the DECD target, we aim to raise our site target of 94% in 2013.
Our attendance patterns are not unexpected. From the data you can see that in Term 3 the Attendance rate is lowest, and we know that this is because of student illness such as influenza during winter months along with the fact that many families take family holidays interstate and overseas- for example some ESL families return for the term to their homelands. A case in point, in Year 7 a student has been approved to be overseas for all of Term 4 otherwise that rate would be the highest.
In general our students do not wag or stay away from school. They want to be here.
In fact, it is quite surprising that many families would prefer not to be called to collect their suddenly taken 'ill' children during school hours!

Part of the review cycle means that we will update our Attendance Policy in 2013, as well as rewrite the Attendance Improvement Plan to include the processes we use in following up non-attendance.

Behaviour

ANALYSIS

Behaviour data while confidential in nature when analysed does indicate general patterns. Data types include:

- Thinking Area Green Sheets – a self-reflection tool which informs what the student was doing and thinking at the time of an incident and what they plan to do in the future. The process in addition requires parent/carer involvement in resolution and support.
- Classroom Bullying Audits -which indicate student voice regarding their peers' strengths and also if peers intimidate, make them feel unsafe or argue with teachers. This data is graphed individually and collectively. It is used with discretion, to enable the 'hard edge' students to see and acknowledge how their behaviour choices are impacting on other learners and teachers.
- Traffic Light Data –which is based on identified 'at risk learners', specifically with literacy, numeracy and social skills.

In May all staff participated in a day of professional learning with Debbie Laycock from the SA Restorative Justice Centre, to retrain in theory and research behind our whole site approach to implementing Restorative Justice Principles. The aim is to encourage and affirm good behaviour choices and thereby minimize students' poor choices. The consequences of a poor choice is negotiated and agreed so that the student is fully informed and understands that they have a responsibility to repair harm done to others in the event of their unsafe or unfair behaviour.
Patterns /trends emerging from the data entered into EDSAS indicate that in the main a number of boys are significant as repeaters in terms of interrupting teaching and learning. Specific boys can be tracked with specific teachers and generally offend at specific times- more frequently in lessons provided by NIT teachers and relieving teachers. These boys and occasionally girls, also have 'getting along' issues with other students. This data is extracted from the Classroom Audits which survey student opinion of peers. Classroom audit data is helpful for students who need to alter their thinking and therefore actions.

Violence and Bullying
The school implements a Conduct Code policy in which staff, students and families have responsibilities for safety and wellbeing. This policy and others are reviewed cyclically. Behind the Conduct Code several policies such as the Anti-Bullying, Child Protection Curriculum- Keeping safe, Health Support, Parent Participation and Complaint Resolution, Protective Practices for staff, all work to assist in minimizing conflict and violence within this learning community. Staff has Performance Development plans, they engage in Calmer Classrooms professional development, hold Disciplined Dialogues, use aspects of TfEL, and, undergo Classroom observations and audits.

Using the Restorative Practice Principles, all students are encouraged to develop self- regulation. That we manage poor choice behaviours as far as possible within the school, and thereby keep students connected, is reflected in the small number of 'take homes,' internal and external suspensions. The breakdown over 2012 for these is in the following table.

Take Homes	3
Internal Suspensions	2
Suspensions	3

In 2012 the number of times students were required to leave the class or learning area for a short time to 're-think' their behavior choice, numbered 246. Using Restorative Practices each student is re-entered into their class by the teacher and leadership team thus giving them responsibility to make good learning choices.

Repeat offenders, that is students who needed to 'rethink' their behaviour choice in excess of 5 times across the year, numbered 4.

The boy with the highest number of times (37) in the Thinking Area across the year was in Year 4. This student although not diagnosed and unlikely to be, demonstrates the characteristics of feotal alcohol syndrome.

The boy with the 2nd highest number of times (27) in the Thinking Area across the year was also in Year 4.

The boy with the 3rd highest number of times (23) in the Thinking Area across the year was in Year 5.

The boy with the 4th highest number of times (21) in the Thinking Area across the year was also a Year 4 student.

In Terms 1 and 2, the highest number of participants in the Thinking Area was in Week 7 of these terms.

Client Opinion

The graphs show the school's position relative to the state and regional distributions of opinion. The top and bottom of the whole bar represent the maximum and minimum score of all schools in the comparison group. The middle segment of the bar spans the 25th to the 75th percentile of opinion.

0936   Naracoorte South Primary School

Comparison of Aggregated School Opinion to Region and State Values (top 25%, middle 50%, lower 25%)

Student Opinion

Legend
- 75th percentile
- ◆○ — Your School
- 25th percentile

Scores have been calibrated across all surveys to give an average of 10 and standard deviation of 1. This means comparisons can be made between parent, staff and student surveys and typically 95% of the responses are between 8 and 12 in any survey. The black diamond represents current score, and the white dot your previous result (if your site participated last year). A graph is not printed if there were fewer than five responses.

OPINION ANALYSIS

Parent, Staff and Student Opinion surveys show consistency in positive opinion about the Quality of Teaching and Learning, Resourcing and Support for Learning, Relationships and Communication, and, Leadership and Decision Making.

In many cases parent opinion was 10% higher than the corresponding total for the state. Sample comments where this was the case, have been included below.

- 'Teachers are enthusiastic about their teaching.'
- 'This school encourages students to have a sense of pride in their achievement.'
- 'Overall I am satisfied with the management of facilities at the school.'
- 'I am encouraged to be in the school in all kinds of ways.'
- 'I believe there is effective educational leadership within the school.'
- 'Parents have the opportunity to participate in decisions about their children's education'.
- 'Parents are involved in the development of school plans.'
- 'Assessment processes used in the school provide information on students' strengths and areas for further development.'
- 'Teachers have high learning expectations for all students'.
- 'Our school's programs provide for the needs of every student.'
- 'Teachers at this school use strategies which enable students to be life-long learners.'
- 'Our school involves the staff in developing the school's vision.'
- 'This school is well organized this year.'
- 'Parents have the opportunity to participate in decisions about their children's education.'

Accountability

Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	24
Post Graduate Qualifications	2

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table.

Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	13.93	0.00	5.88
Persons	0	17	0	9

Financial Statement

Income by Funding Source

1:NARACOORTE SOUTH PRIMARY SCHOOL
General Ledger Profit and Loss for Prior Year, period13

Account	Description	PTD Posting	YTD Posting	
REVENUE				
R-CCL-6495	CLASS REVENUE - PARENT CONTRIBUTION		421.00	
R-ZZM-6196	MAINTENANCE - REVENUE	9,273.50	9,273.50	
Total for REVENUE			9,273.50	9,694.50
GRANTS : DETE				
R-CCG-6195	GRANTS CURRICULUM - REVENUE		14,282.36	
R-ZDS-6170	STAFF - SALARY CONVERSION		604.50	
R-ZZF-6195	GRANT - OTHER		10,295.14	
R-ZZG-6195	GRANTS - OTHER DEPT	185.4	2,185.40	
R-ZZH-6195	GRANT - O.H.S. & W.		300.00	
Total for GRANTS : DETE			185.40	27,667.40
GLOBAL BUDGET REVENUE				
R-CPT-6320	REV ITAS FUNDING DO NOT USE		4,000.00	
R-ZDF-65127	GB-ESL GEOGRAPHIC ISOL ALLOWANCE		52,994.88	
R-ZDS-65118	GB-TCH SUPPLEMENTATION		38,669.46	
R-ZDS-65119	GB-SSO SUPPLEMENTATION		44,532.00	
R-ZZG-6142	GRANT - RECURRENT FUNDING		1,895,375.69	
R-ZZG-61471	GB-RECONCILIATION		49.00	
R-ZZH-61334	GB-FLU VACINATIONS		460.00	
Total for GLOBAL BUDGET REVENUE				2,036,081.03
OTHER STATE GOVERNMENT GRANTS				
R-ZDS-6168	STAFF - SALARY SSO'S		2,741.75	
R-ZOX-6295	STATE GRANTS		3,390.91	
Total for OTHER STATE GOVERNMENT GRANTS				6,132.66
GRANTS : COMMONWEALTH				
R-ZOZ-6395	COMMONWEALTH GRANTS	16,068.00	16,068.00	
Total for GRANTS : COMMONWEALTH			16,068.00	16,068.00

PARENT CONTRIBUTION REVENUE

R-CAH-6485	CHOIR - STUDENT FEES		320.00
R-CAH-6486	CHOIR REVENUE- TICKET SALES		228.00
R-CHP-6490	PHYSICAL ED - ACTIVITIES REVENUE		81.00
R-COS-6410	SPECIAL ED - STUDENT FEES SWIMMING		295.46
R-CXC-6460	CAMP REVENUE		10,500.00
R-SGE-6484	GENERAL		5,858.45
R-SGE-6488	COMPETITIONS		76.00
R-SSG-6410	SPORT - STUDENT FEES		961.35
R-ZZS-6410	FEE - MATERIAL & SERVICE CHARGE	-48,800.00	55,869.75
Total for PARENT CONTRIBUTION REVENUE		-48,800.00	74,190.01

OTHER OPERATING REVENUE

R-CAH-6890	CHOIR - OTHER REVENUE		100.00
R-CAM-6815	PERFORMING ARTS MUSIC - DONATIONS		50.00
R-CCP-6890	CHAPLAIN - OTHER REVENUE		64.09
R-CCR-6815	RESOURCE CENTRE - DONATIONS		600.00
R-CEL-6815	LITERACY - DONATIONS		100.00
R-COS-6890	SPECIAL ED - OTHER REVENUE		775.00
R-CSG-6820	SCIENCE - FUNDRAISING		3,146.10
R-CXC-6820	CAMP FUNDRAISING		829.55
R-SSQ-6815	REV NCTE LAKE SWIM PROG (LINDY B)		716.90
R-ZDO-6895	COMMUNICATIONS - REVENUE		396.66
R-ZOR-6820	P & F CLUB - FUNDRAISING		682.00
R-ZUU-6870	US - SALE OF GOODS		14,965.44
R-ZZF-6840	FACIL - HIRE OF FACILITIES		2,596.39
R-ZZP-6815	PRINTING / PHOTOCOPY - DONATION		370.23
R-ZZR-6820	SCHOOL - FUNDRAISING		24,766.36
R-ZZT-6890	T&D STAFF		4,608.33
R-ZZT-6891	T&D - OTHER REVENUE		436.36
R-ZZZ-6815	WS - DONATIONS		3,641.31
R-ZZZ-6850	WS - INTEREST REVENUE	14.31	11,852.43
R-ZZZ-6890	OTHER OPERATING REVENUE		641.30
Total for OTHER OPERATING REVENUE		14.31	71,338.45

RURAL OPERATING REVENUE

R-CSA-6520	REVENUE - AGRICULTURAL SCIENCE		375.85
R-CSA-6550	POULTRY SALES		459.00
Total for RURAL OPERATING REVENUE			834.85

NON-OPERATING REVENUE

R-ZZZ-6910	WS - ABNORMAL REVENUE		-45.00
Total for NON-OPERATING REVENUE			-45.00

Total Revenue		-23,258.79	2,241,961.90