



# Naracoorte South Primary School

## 2020 annual report to the community

Naracoorte South Primary School Number: 936

Partnership: Tatiara - Wrattenbully 2

Signature

School principal:

Ms Kym Shepherd

Governing council chair:

Troy Henschke

Date of endorsement:

4 March 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Naracoorte South Primary School is a school that focusses on the whole child and combines education with student wellbeing to foster successful learners. This was abundantly apparent in 2020 in the midst of a global pandemic. Our staff handled every new change of pace and challenge with the utmost professionalism, and the support they gave our students during this time is nothing short of amazing. We received an outpouring of excellent feedback about how well the situation was handled and how calm, supported and nurtured our students felt during this time.

We did not allow the turmoil of 2020 to lessen our focus on school improvement. We continued our major focus of writing using the "Seven Steps to Writing Success" program, incorporating the teaching of the functional use of grammar, punctuation and vocabulary. The results have shown children seeing themselves as writers, using the language of Seven Steps and being more confident to write. Children confidently shared their writing at assemblies, in buddy classes and with the wider school community.

Continuing the use of Simon Breakspear's Teaching Sprints has continued to be a very effective vehicle for us to instigate change. A structured model of Prepare, Sprint and Review steps has allowed teachers to continually refine and improve their own teaching practice, leading to better outcomes for students.

Our facilities continued to improve over the year with the completion of our upstairs boy's toilets demolition and renovation. The room was gutted and we now have completely new toilet facilities. The downstairs toilets are getting the same treatment and are due to be complete early in Term 1 2021.

The highlights of 2020 probably look a little different to usual. In the year of COVID we learned to appreciate the "little things" and appreciate some of the things we had previously taken for granted. Having parents and families allowed back on site to celebrate successes at assembly and watching them cheer on their kids at Sports Day has never felt so good. For a while we did not think we would watch our year 7's graduate so Graduation Night with families attending was a very special moment.

The skills our students developed over this year were not limited to academic successes. They became more confident, resilient and adaptable to change than ever before. They tackled new challenges and found new ways to achieve results.

## Governing council report

2020 has given us a year like no other. As we all know, the COVID-19 Pandemic has changed our lives completely & it could be some time before we our lives return to some sort of normality. The outbreak could not have come at a worse time for our Governing Council as we were not able to fulfil all positions at our AGM which meant we couldn't ratify all final positions until June.

When we could finally hold our meetings again, our meetings were restricted to 10 people but we were able to have some Governing Council members involved via Zoom meetings. Although we had a few minor teething problems this worked really well & I thank all members for the flexibility over the year 2020.

Unfortunately it wasn't just our Governing Council meetings that were affected but our sub committees naturally couldn't meet either as well as our school volunteers that play an important role in our day to day operations of the school. We weren't able to hold our regular working bees & our fundraising activities were limited throughout the year.

I commend Kirsty, her leadership team & all teachers & SSO's who went above & beyond throughout the year to adapt to the changing landscape of their daily activities & ensured the continuity of learning of all students. As essential workers it placed staff into a position of fear & uncertainty during difficult times & it was important that they gave the students an environment to learn & play which resembled some sort of normality.

Congratulations to Kym & her new leadership team who have stepped up to cover for Kirsty while she is on secondment until the end of the year. This is a great opportunity for them to step outside of their comfort zone & apply their skills to their new roles.

Although I don't have a lot to report on in 2020 there are still some positives that we have been able to come away with. Our school camps were able to get underway in Term 4 along with our Sports Day. Another project that has been happening in the 2nd half of the year is the long awaited upgrade of our boy's toilets. This will continue into early 2021 & will be completed by the time students return to school in January. One of our key projects for 2021 will be the upgrade of the outdoor play area for our senior students.

Thanks again to all staff throughout this unusual year & thanks to parents & carers for your understanding of the situation throughout 2020. It hasn't been an easy year for all of us & let's make sure we come back stronger & better in 2021.

Troy Henschke  
Chairperson

# Quality improvement planning

Our goal for 2020 was to increase student achievement in reading from yr 2-4. Our target was for an additional 3 students to reach the SEA in reading by the end of year. When analysing our results we found that 21 students had achieved at or above SEA meaning we did achieve this target. In addition to this, we also found that the students below SEA had achieved a pleasing amount of growth over the year, lessening the gap to SEA.

All children who were identified as being below SEA received support via reading Intervention programs.

As we have moved into focussing on improving student writing, our teaching staff have participated in targeted training and development around the Seven Steps to Writing Success and the functional use of language.

We continue to use Simon Breakspear's Teaching Sprints model to focus on School Improvement. All teachers participated in teaching sprints with a writing focus each term. School Leaders worked with each year level team to ensure a consistent approach was taken and support given. The consistency of teaching sprints across the site has led to high levels of success implementing the Seven Steps to writing. Starting to see real evidence in students writing, and in some instances this is across the curriculum.

When reviewing our data we tightened targets and moved into 2021 with a clear plan of our next stage of improvement.

The implementation of writing conferences in all classes will follow the successful work we have seen with setting individual reading goals with all students.

As we move toward 2021, we will also shift our focus to Mathematics. We have purchased Essential Assessments in Mathematics and have begun to use these with all students to identify where our next steps in maths needs to focus on. In 2021 we will begin to use Teaching Sprints to focus on maths learning improvement, with a focus on the Big Ideas in Number.

## Improvement: Aboriginal learners

We chose to focus on the area: Engaging Aboriginal Families as Partners in Literacy and Numeracy learning  
We had Data-informed conversations with Aboriginal families about the growth, achievement and successes of their child, and the strategies to best support them. Our focus was to ensure:

- All staff undertake training in One Plan online
- Teachers, along with ACEO meet with families to discuss goals, intervention and support for students to form One Plan
- Three way conferences with all families to share finalised One Plan
- Families are made aware of wellbeing services and referral processes by ACEO.
- One Plan goals reported on in English and Maths comment in mid- year report
- Teachers using learner progress data from PAT, Running records, and NAPLAN to guide One Plan review meeting with families and ACEO
- One Plan goals reported on in English and Maths comment in end of year report

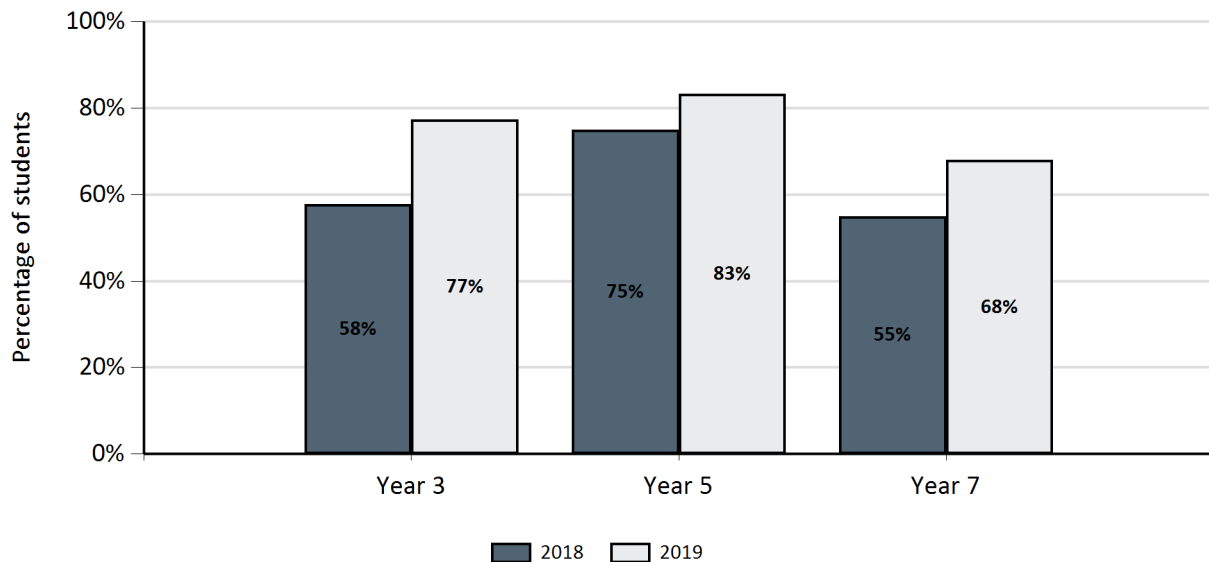
We needed to modify these plans to adapt to COVID-19, however remained connected with families to the best of our ability and in other ways than face-to-face meetings. We will continue to make this a priority in 2021

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading



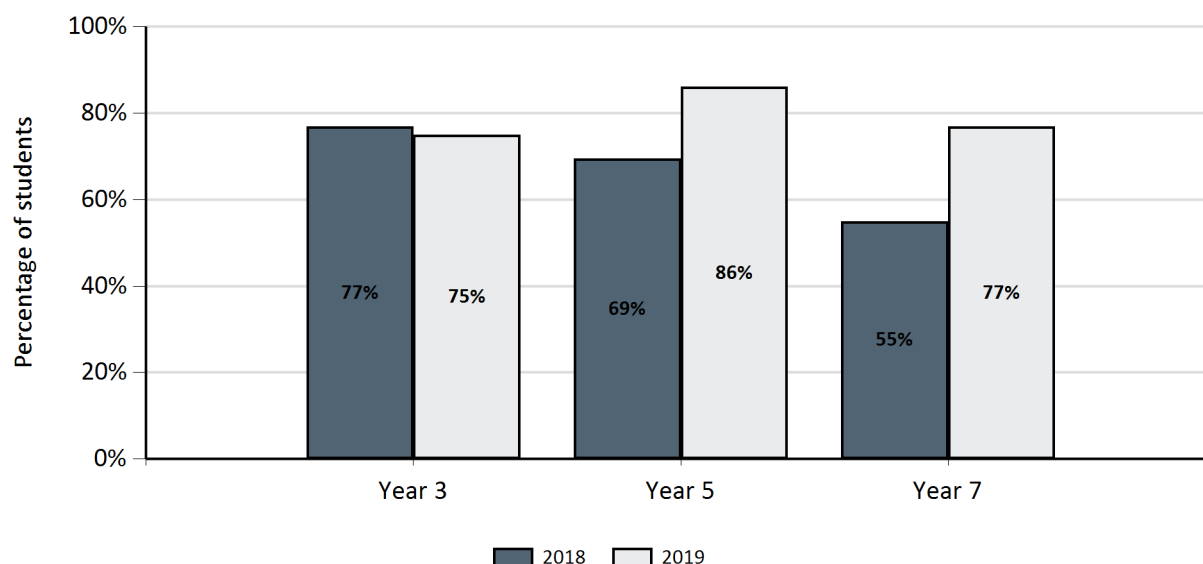
\*NOTE: No NAPLAN testing was conducted in 2020.

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

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.



## Numeracy



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

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

\*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 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	36%	39%	25%
Middle progress group	50%	44%	50%
Lower progress group	*	*	25%

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

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	46%	*	25%
Middle progress group	43%	76%	50%
Lower progress group	*	*	25%

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

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

# NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	31	32	10	4	32%	13%
Year 3 2017-2019 Average	29.3	29.7	11.0	6.0	38%	20%
Year 5 2019	36	36	12	8	33%	22%
Year 5 2017-2019 Average	31.3	31.3	9.3	7.0	30%	22%
Year 7 2019	25	26	7	8	28%	31%
Year 7 2017-2019 Average	20.7	21.0	4.0	6.7	19%	32%

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

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

^includes absent and withdrawn students.

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

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

# School performance comment

As we did not have NAPLAN this year, we looked to our other data sets to ensure we were seeing improvement in our learners.

Our PAT-M scores continued to show growth in the number of year 4-7 students meeting and exceeding SEA in Numeracy, with a total increase of 5% from the number of children meeting or exceeding SEA in 2019. Our year 6 cohort was particularly pleasing with 84.8 % of students achieving SEA. As our 2021 focus turns towards Numeracy, this is a very pleasing baseline to work from. The improvements we have focussed on with reading have also lifted our Numeracy results which is very pleasing.

Our Running Records data also showed pleasing growth and saw us meet our SIP goal of 2020- "for the cohort enrolled in year three in 2020, an additional 3 students will reach the SEA in reading by the end of year, as determined by running record data". Even more pleasing we now have almost 30% of students within that targeted year level achieving "significantly" above SEA in Reading. Across the school our data analysis told us that children had made significant progress in relation to their running records, despite having a disrupted year of learning with COVID.

After the implementation of our InitialLit program, we have also noticed high growth in the number of Year 1 students achieving SEA in The year 1 Phonics Screen. In 2020 we had 62.5 % of year 1's achieving 28 or higher. This is an increase of 12.5% of year ones from 2019.

## Attendance

Year level	2017	2018	2019	2020
Reception	90.1%	93.2%	88.3%	84.9%
Year 1	92.9%	91.3%	91.2%	84.6%
Year 2	91.5%	92.4%	90.1%	87.4%
Year 3	91.2%	93.2%	91.5%	88.5%
Year 4	90.2%	93.8%	92.3%	89.6%
Year 5	94.1%	92.6%	90.2%	91.0%
Year 6	91.4%	93.0%	90.8%	89.5%
Year 7	95.0%	91.2%	92.1%	89.5%
Primary Other	N/A	87.8%	N/A	N/A
Total	91.9%	92.6%	90.8%	88.2%

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

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

## Attendance comment

I believe the decrease in attendance in 2020 is completely expected. With the unease of the pandemic and the rules around not returning to school unless completely symptom-free affecting attendance over most of the year, we would expect this decrease to occur. What we did see was students being very happy to return to school once they were able to and families ensuring they remained connected. Some of our students had family members either in the vulnerable category themselves, or caring for people within the vulnerable category which resulted in some attendance limitations. We worked closely with families to ensure children were back at school as soon as they could be. We also ensured that we followed up absences quickly and had plans in place to address chronic non-attendance.

## Behaviour support comment

As we have continued to focus on the engagement and wellbeing of our students, we have seen a directly correlation between student engagement and connection, to the decrease of behaviour incidents. Student leaders set fortnightly intentions focussing on social skills that they identify as being important to improve. These are predominately based on the "Play is the Way" SEL program and target specific skills required to assist students in the class and yard. "What's the Buzz" continues to be used as a social skills intervention program for identified students and is delivered by our Wellbeing coordinator and PCW. All year 4-7 students took part in the "Rock and Water" program. Giving our students many activities such as the Nature Park and Loose Parts Play to participate in at break times ensures that they are engaged and less likely to seek out inappropriate behaviour.

## Client opinion summary

At the beginning of 2020 we surveyed the parents of our new reception children to ensure our transition program was meeting the needs of our students and their families. The results were incredibly supportive, with overwhelming support of our transition program.

This year we instigated a whole school communication app called SeeSaw. This enabled families to remain very connected to our school, even when off site. The feedback we have received through this forum has been very favourable.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	10.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.1%
Transfer to SA Govt School	41	87.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## Relevant history screening

Office staff ensure that any volunteers, visitors or third party providers have a compliant History Screening check, approved by the Department for Education. They must also sign into the visitors book with their relevant details. Our student wellbeing leader ensures that all volunteers receive appropriate training. Site leader oversees this process and verifies all documentation.



# 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	29
Post Graduate Qualifications	5

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	17.5	0.0	10.0
Persons	0	21	0	20

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

## Financial statement

Funding Source	Amount
Grants: State	\$1,626
Grants: Commonwealth	\$0
Parent Contributions	\$94,436
Fund Raising	\$10,186
Other	\$0

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

## 2020 School Annual Report: Tier 2 Funding Report\*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	N/A	N/A
	Improved outcomes for students with an additional language or dialect	Students receiving GI funding attended an intensive English Class once a week with a teacher and two bilingual SSO's. Students were also supported by SSO's within their own classes	Children became more confident to participate and all made growth
	Inclusive Education Support Program	All- students receiving IESP funding received targeted support within classrooms to support the development toward their One Plan goals. 11 students also participated in the Targeted Learning Centre with a teacher & SSO	Children successfully worked on One Plan Goals and showed more success in class
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Students are provided with opportunities such as camps and excursion allowing them different experiences and skills. ATSI students are supported by our AECW and also receive intervention related to their One Plan goals. Children are screened for interventions such as TooSmart and Minilit to improve numeracy and literacy outcomes, as well as targeted professional development in these areas. All staff trained to deliver and support programs including Seven Steps to Writing Success and Guided Reading practices	Students receive the individual support they need to make progress towards the goals set by their teachers.
Program funding for all students	Australian Curriculum	All students receiving instruction in site wide programs for reading and writing. Initialit program purchased and implemented in all R-2 classes	Since Initialit was introduced our Phonics results have increased significantly
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	All staff make data based recommendations for children to receive learning intervention programs in the areas of literacy, numeracy and social emotional learning.	All children identified received support over the year
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

