



# Naracoorte South Primary School

## 2022 annual report to the community

Naracoorte South Primary School Number: 936

Partnership: Wrattenbully

Signature

School principal:

Miss Jess Edwards

Governing council chair:

Monique Crossling

Date of endorsement:

18 January 2023



Government  
of South Australia

Department for Education

## Context and highlights

As our 2022 year comes to an end and our summer holiday's begin, I would like to express how grateful I am to be leading such an amazing community of students, parents & staff. I am so proud of all of the achievements and accomplishments of our students here at Naracoorte South, and this would not be possible without your support and dedication.

Reflecting on the past school year, we have had so many great memories and exciting events to look back on. Although we started the year with a staggered start due to Covid-19, we finished the year with Covid in the back of our minds. We continued many successful traditions such as our acquaintance night, sports day, assemblies, school sports, walkathon, working bees, book week, camps, choirs, open day, harmony day, dress up days wellbeing afternoons, and many more heart felt memories. Our year ended with a very successful Family Fair- what a way to end the year with a bang! Our Year 6 Graduation ceremony was also filled with such pride and a wonderful celebration of student accomplishments.

Looking ahead, we have many exciting new initiatives that we are bringing to NSPS in 2023. With all of our funds raised by our wonderful fundraising committee, we will be re- developing our Junior Primary nature play space. Think a running creek, sand play, water play, cubbies and logs, which will provide rich opportunities for our students to explore at play times.

We are always focused on the improvement of our school in all aspects. Next year, we will continue to emphasise on the social & emotional learning of all of our students by introducing a new sensory room. This room will support students with their self- regulation and encourage them to engage in interoception exercises in a calm and inviting space.

Interoception and self-regulation will be implemented as a whole- school approach to ensure our students' have the skills to manage their emotions and support them to continue to reach their learning goals.

Our school does not run by one person making every decision, our school is ran by a team of people and I would like to take this opportunity to thank my wonderful leadership team, Kym Shepherd, Cathie Biggins, Cheryl Kramm and Deb Henschke. Four women, who could rule the world with their incredible leadership knowledge and skills. Thank you for all your support in my first year as a principal at NSPS and everything you do for our school community

I would also like to take this opportunity to thank Governing Council Chair – Monique Crossling. Schools don't run without the support of their Governing Council and I thank Monique for her ongoing support, enthusiasm and dedication to ensure our school and it's facilities are continuously improving for our children. Our Governing council comprises of some seriously good people, who are so committed and give so much of themselves to make our programs and special events happen, to keep our grounds looking fabulous and to fundraise for those extra resources our children need. I thank all of our wonderful volunteers, nothing goes unnoticed.

A special thanks to you, the parents and caregivers who have contributed in ways small, large and unimaginable. Thank you for the partnership between home and school, which is so important. We appreciate all that you do each and every day for our school and our children! Together, we've learned so much and shared experiences that will remain in our hearts for years to come. The passion and strength within our community makes our school truly a special place for our children and a place that I am extremely proud to lead. I hope you all have a safe and fun filled summer, filled with lots of laughs, yummy food, friends and family. I look forward to seeing you all next year and watching our children continue to grow.

## Governing council report

I am not sure if it's just me, but does this year feel like it has had two parts to it. The first half of 2022 was still interrupted by the pandemic in many ways, however the second half, dare I say it feels to have been seemingly normal. Once again, our leaders, teachers and SSO's have done their absolute best to support and nurture our children through interesting times and we thank them for their dedication.

This year saw the introduction of Flexischools and what a godsend it's been for us parents, not trying to scratch up some coin on a Friday morning for lunch orders. It is a fabulous tool for the school for selling uniforms and of course the canteen. Something very simple but makes our lives a little bit easier.

In term 1 we held our first working bee, which was our first one for around 18 months. We had a huge turnout and got lots of jobs done around the school, and we made a dent in getting our front garden ready for planting. During the year we held another 3 working bees and have had a very pro-active Special Projects committee and I am grateful for all their work and help around the grounds.

Towards the end of term 1, we were able to hold our Sports Day, which was a fantastic day and a credit to all our students and staff. Harmony Day was held at school this year and was a great celebration of inclusion and respect for all Australians. Choirs, camps, excursions, and other events have happened throughout the second half of the year, which I am sure all our students have really enjoyed.

I would like to thank all our sub committees that work as a part of the governing council and are such an important part of our school community. Our Fundraising committee have had a huge job this year with our Family Fair. I would like to thank Kirsty Lush for taking on the role of heading that committee and thank everyone for their help in organising this massive event. Our Family Fair is a very big fundraiser for our school, and we look forward to putting the money we raise towards our playground and outdoor facilities for our students.

I want to thank Jess & Kym for their leadership and hard work to ensure our staff and students have the best possible place to work and learn each and every day. I believe we are very lucky to have such an amazing group of teachers, SSO's and support staff at Naracoorte South.

Next year we will have so exciting projects to get done around our school, which will hopefully include a well overdue update to our girls toilets and updating our nature play areas. If you are reading this and thinking you may like to be involved in any way, please reach out to any of the governing council.

Lastly, I want to thank all the members of our governing council and all our sub committees. I thank you for your time and your commitment to being a part of the school and our children's future. Being a part of the governing council gives you an insight into how our school works and what we as parents and caregivers can do to contribute it that.

I absolute love our NSPS community and I think are so lucky to have such a fabulous school for our children to learn and grown amongst and I look forward to 2023 with anticipation! – Monique Crossling

## Quality improvement planning

At NSPS we seek growth for every student, in every class by creating an environment that encourages and enables continuous improvement. In 2022 our number one site improvement goal was to: Increase the number of students achieving the Standards of Educational Achievement in Numeracy. Our staff undertook two Professional Development days with Mathematical expert Michael Minas - which left them feeling confident and excited to provide high quality Mathematics practice that ensured every student was provided with the opportunity to reach their full potential. We also explored the Building Foundations Numeracy Guidebook and became familiar with the research of Jo Boaler and the importance of having a growth mindset in our classrooms. Each term our staff, including leadership engaged in 'Teaching Sprints', using evidence based- research we adapted small aspects of our Numeracy practice to ensure we were providing high quality teaching and learning. Our Teaching sprints proves allowed us to build teachers capacity towards effective pedagogy including growth mindsets and implementing a problem-solving approach to our Maths practice. Teachers were provided with opportunities to observe each other's practice as well as observations from leadership, which ensured a consistent approach across the site. We saw a huge improvement in our Numeracy outcomes, including our students' positive growth mindsets and willingness to tackle mathematical problems.

Results Towards Targets from 2022 SIP:

Year 2- 50 % of students will achieve a C or above in Mathematics EOY Report.

At the end of 2022 64% (25/39) (Mid Year) achieved C or above

Year 3 TARGET – 60.8% (14/23) students achieve SEA in NAPLAN Numeracy.

OUTCOME: 80% (20/25) achieved SEA in NAPLAN Numeracy

Year 3 TARGET:– 60.8% (14/23) students achieve SEA in PAT-M

OUTCOME: 86.95% (20/23) achieved SEA in PAT-M

Year 4 TARGET: – 75% 21/28 students achieve a C or above in Mathematics EOY report

OUTCOME:44.7% 17/31 achieved C (Mid Year)

What did we notice/overall trends:

- higher engagement in Maths lessons, including high and low achievers
- Vocab is consistently seen across the site
- Confidence in both teachers and students have improved
- Students are more excited to learn Maths and showing a growth mindset and willing to tackle challenges
- Staff have started a collection of highly engaging maths games and problem solving resources for all to access

Next year we will continue our work in improving Mathematics outcomes by working with Michael Minas and diving deeper into evidence-based, best practice strategies from the building Foundations Guidebook.

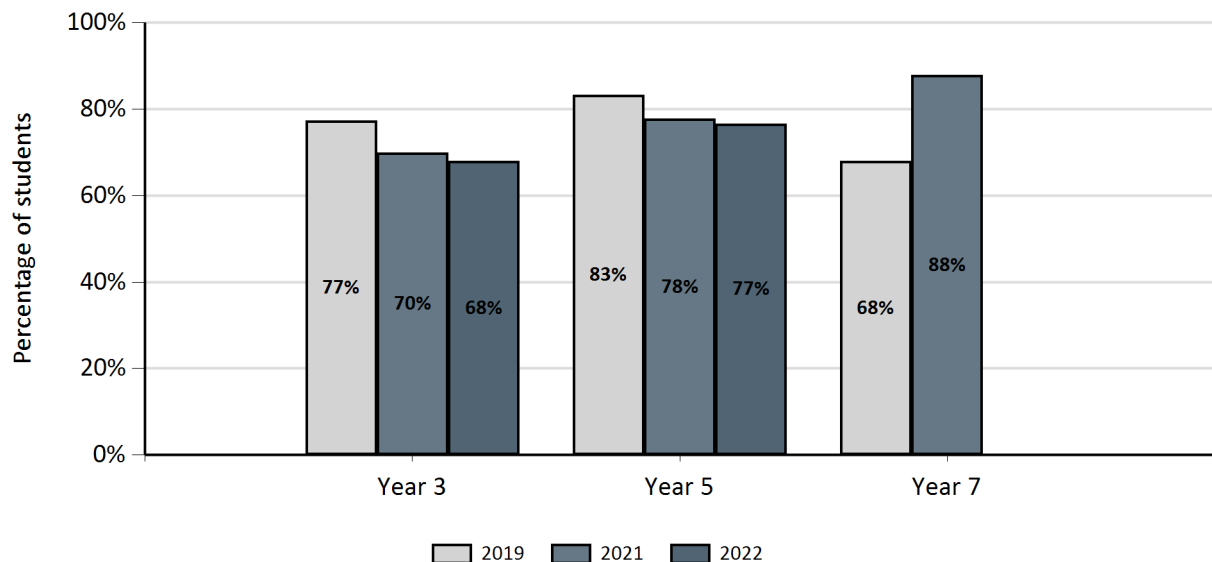


# Performance Summary

## NAPLAN Proficiency

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

### Reading

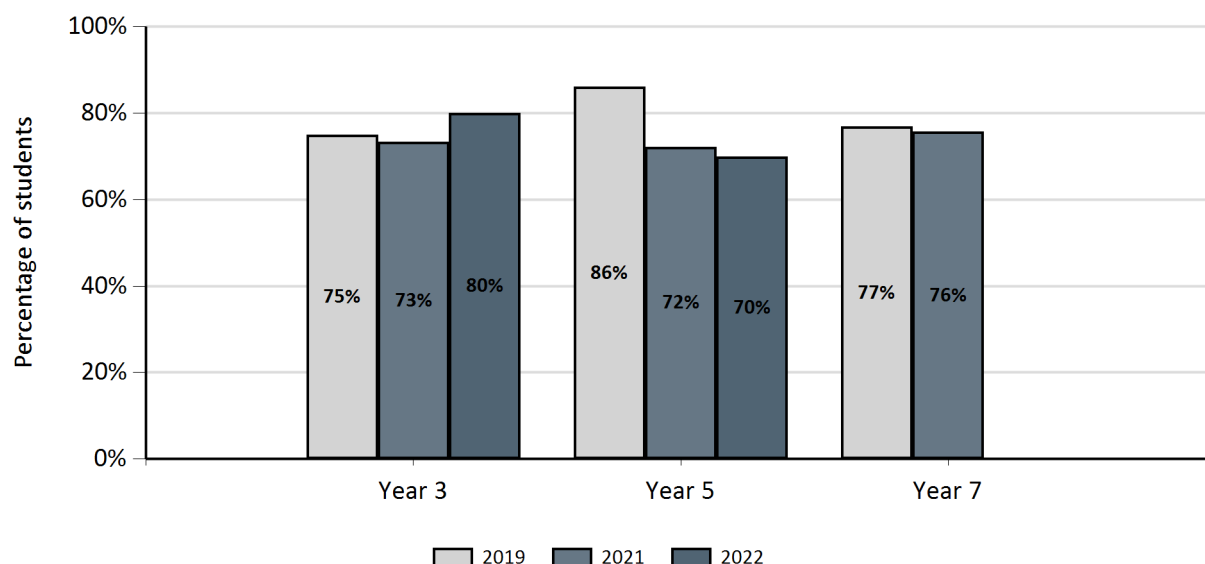


\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

## Numeracy



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

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

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

## NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	25	25	6	7	24%	28%
Year 03 2021-2022 Average	27.5	27.5	9.5	8.0	35%	29%
Year 05 2022	30	30	7	1	23%	3%
Year 05 2021-2022 Average	33.0	33.0	7.0	2.0	21%	6%
Year 07 2021-2022 Average	33.0	33.0	10.0	8.0	30%	24%

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

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

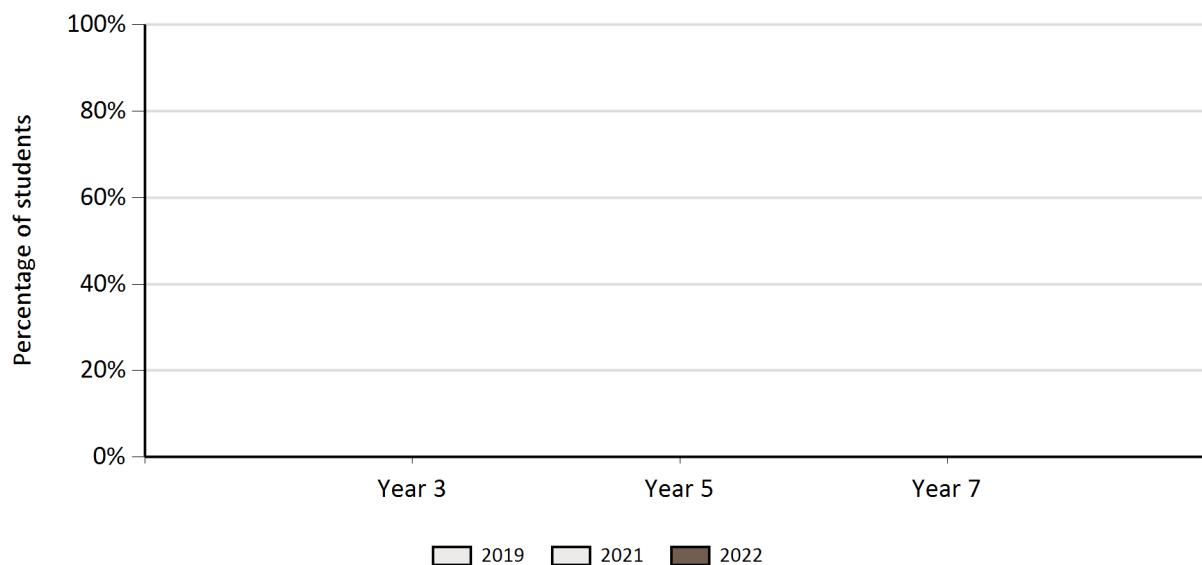
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



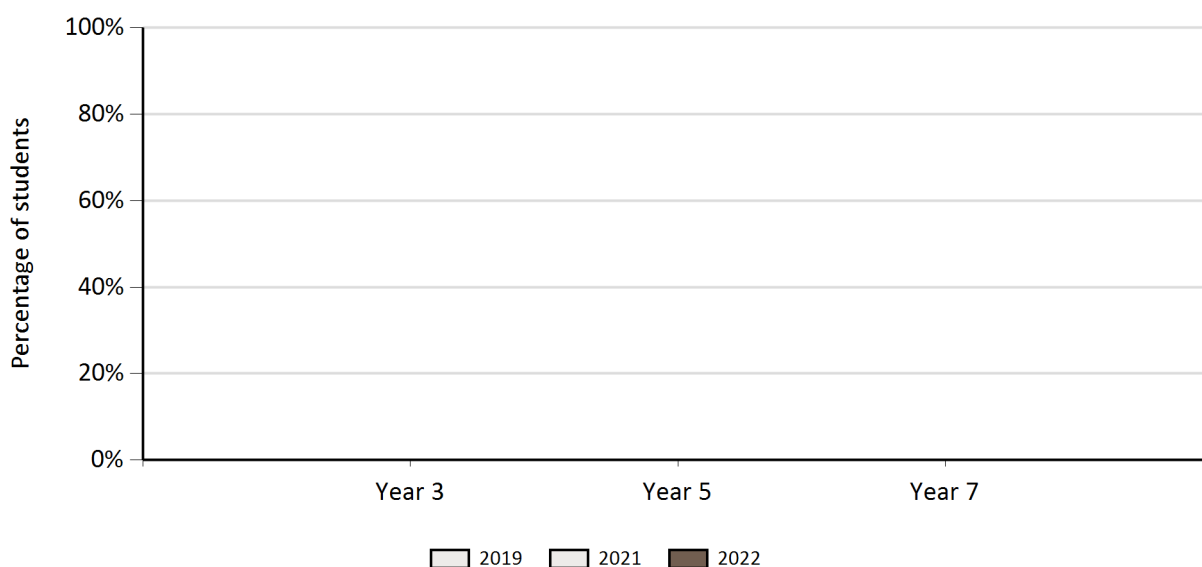
\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

## Numeracy



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

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

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

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

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

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

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

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

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

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Data Informed Planning

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

The key element in the ALALR we focused on this year was Element 1 – Data Informed Planning. This is the collection and strategic analysis of assessment data to inform literacy and numeracy improvement priorities for Aboriginal learners at the school, team and teacher level. We looked at how we can effectively use data to inform school decisions and teacher practice for each Aboriginal learner.

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

In 2023, we implemented an assessment and reporting schedule for teachers to capture data for Aboriginal Learners. This included One Plans, Running Records, Phonics, PAT and NAPLAN data. We utilised a school data management system (Mark It) to easily access this information in the one place, we also updated this system so we can have ATSI students easily accessible for teachers to view. Data informed One plans are developed in collaboration with the student, teacher, family and ACEO and are reviewed termly. Leadership and the ACEO also oversaw One Plans to ensure the goals were aligned with the data and cultural understandings. Leadership ensured effective Intervention was in place to suit the needs of the students and accessed Support Services when required. Our ACEO and AET also created a Reconciliation Action Plan (RAP) committee, this committee reflected on how NSPS implements strategies for teaching ATSI students and how we can improve indigenous perspectives and awareness across our site.

## School performance comment

Our NAPLAN results this year have seen a steady increase in both Literacy and Numeracy. In year 3 Numeracy we saw an increase of 7% of students reach SEA, whilst in Year 5 we saw a 2 % decrease of students reach SEA. Our Reading results showed a 2% decrease in both Year 3 and Year 5, however we have seen a higher percentage of students achieve in the higher bands. Our PAT Reading and Maths results were very pleasing with an increase in students reaching SEA in every year level. Our Year 1 phonics screen results showed that 56% of students reached benchmark. This demonstrates that we still need to support our Junior Primary team with implementing Literacy and in particular IntiaLit effectively in composite classes, in 2023 we will be working with our Literacy coach again to ensure this.



# Attendance

Year level	2019	2020	2021	2022
Reception	88.3%	84.9%	90.6%	86.3%
Year 1	91.4%	84.5%	90.7%	86.1%
Year 2	90.1%	87.4%	92.3%	89.4%
Year 3	91.5%	88.6%	93.8%	90.2%
Year 4	92.3%	89.6%	93.0%	87.6%
Year 5	90.2%	91.0%	90.2%	88.9%
Year 6	90.8%	89.5%	92.4%	85.8%
Year 7	92.1%	89.5%	92.4%	N/A
Year 9	N/A	N/A	N/A	N/A
Year 10	N/A	N/A	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Secondary Other	N/A	N/A	N/A	N/A
Total	90.9%	88.2%	91.9%	87.6%

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

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

## Attendance comment

In 2022 we saw 50% of students as mainstream attenders, which has decreased from 77% in 2021. However, looking at the data and reasons for absences, a lot of these students had exemptions for family holidays throughout the year. Since the pandemic a lot of families are now taking opportunities to travel, especially our migrant families. We had 38% of students classified as habitual non-attenders, and last year this was at 14% which is quite alarming. We also had 11% of students that were chronic-non attenders, whilst in 2021 we only had 9% as chronic-non attenders. We constantly follow up with chronic non-attenders and work closely with the families to address and improve this as soon as it became an issue. Teachers notify leadership, after 3 days of non-attendance and unexplained so we can conduct home visits and work with the family as soon as possible.

## Behaviour support comment

We continued to see a decrease in incidents requiring leadership intervention as well as no external or internal suspensions in 2022. Total 'time outs' were reduced as well as take homes. Targeted well being interventions have had a significant impact on students' engagement and therefore our behaviour data. A whole school approach to 'Play is the Way' social skills program ensures consistent language and strategies are applied across the school. Identified students received small group tuition in the "What's the Buzz" social skills program with Wellbeing coordinator and PCW. Several programs such Play at Lunch Time, Buddy Bench and student set intentions increase student engagement and wellbeing. In 2023 we will be introducing an Interception room and the Zones of Regulation, which we are excited to see the behaviour data impacts after introducing this.

## Parent opinion survey summary

An overview of our school parent engagement survey report showed results from 69 parents:  
People are respectful : 53% agree, 39% strongly agree  
Teachers and students are respectful: 52% agree 40% strongly agree  
Child is important: 45% agree 44% strongly agree  
Receives enough communication: 40% agree 42% strongly agree  
Has useful discussions: 47% agree 27% strongly agree  
Talks with child: 89% strongly agree  
Has input into learning: 46% agree 21% strongly agree  
Education is important: 33% agree 63% strongly agree

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	7.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	50.0%
VI - LEFT SA FOR VIC	6	42.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All volunteers were compliant with DECD Relevant History Screening. All visitors to the site, including third party providers and volunteers are checked for Relevant History Screening. All visitors are required to sign into the visitors' book. There is a column that requires the site leader or delegate to confirm their identification if a third party provider. For those wanting to volunteer, they are directed to the administration officer to fill in the screening form. The Wellbeing leader interviews As site leader, I sight relevant identification documents and sign as the verifying officer.

# 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	28
Post Graduate Qualifications	6

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	17.5	0.0	8.2
Persons	0	21	0	15

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

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$142,665
Fund Raising	\$38,446
Other	\$10,718

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

## 2022 School Annual Report: Tier 2 Funding Report\*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	N/A	N/A
	Improved outcomes for students with an additional language or dialect	Eligible students received targeted SSO support within class time.	Students practicing and consolidating specific skills and knowledge to reach their One Plan goals.
	Inclusive Education Support Program	All IESP funded students, received wave 2 and 3 Intervention to support their targeted One Plan goals.	Students practicing and consolidating specific skills and knowledge to reach their One Plan goals.
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>	<p>Students have had access to a range of camps and educational excursions, giving them broad and holistic access to the curriculum. Aboriginal students are supported one on one by our AECW and AET and also receive intervention related to their One Plan goals. Numeracy and Literacy is supported in the early years with interventions such as TooSmart, and Minilit, and teacher and SSO professional development around the Walker Learning Approach, IntiaLit, Decodable assessments and the Early Years Framework. SSO's are trained and deliver a range of intervention.</p>	Funding is targeted to where it is most needed, ensuring all students fair and equal access to the curriculum, allowing them to work toward their own One Plan goals.
Program funding for all students	Australian Curriculum	Investment in resourcing for the teaching of best practice in Numeracy, training and purchasing of Spell It program.	Increase in student and teacher confidence in Numeracy practice, which resulted in a higher engagement from both staff and students and consistent vocabulary across the site and higher percentage of students reaching SEA in Numeracy in both NAPLAN and PAT data.
Other discretionary funding	Aboriginal languages programs Initiatives	ATSI students received targeted SSO support within class time.	Students consolidating specific skills and knowledge to reach One Plan goals.
	Better schools funding	Better schools funding provided support for over 65 students in a range of intervention programs in the areas of literacy, numeracy, engagement and wellbeing.	Students consolidating specific skills and knowledge to reach One Plan goals.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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