

Nairne Primary School and Nairne Child Parent Centre

2016 Annual Report to the Site Community



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

Nairne Primary School Number: 306
Nairne Child Parent Centre Number: 1604
Partnership: Heysen

Name of School Principal:

Leesa Shepherd

Name of Governing Council Chair:

Paul van Deth

Date of Endorsement:

05 December 2016

Site Context and Highlights

“Successful organisations have strong and flexible structures and schools are no exceptions.” Andy Hargreaves

This is the reason that we have stayed committed to our UNESCO Pillars of Learning as a framework for improvement. In 2008 Nairne School began our journey with the five UNESCO Pillars of Learning: Learning to Know, Learning to Be, Learning to Do, Learning to Live Together and Learning to Live Sustainably.

The Pillars continue to keep us focussed and purposeful and yet allow for celebrations, improvements and reflection. With this in mind our leadership team began exploring ideas to complement the existing Pillars and to give more purpose to staff teams and flow to student progression. After much consideration we decided to readjust our class structure and refresh our professional learning teams. These would then become the critical structures that made the Pillars work, allowing cohorts of children to be strongly supported.

Student Progression

All classes would have two year levels (rather than some with R-2) allowing for academic stretch, support and strong relationships whilst also establishing a progression through classes in two-yearly steps e.g. R/1, 2/3, 4/5 and 6/7.

Learning Communities

All classroom teachers would be responsible to their team and would meet regularly to deepen their own understanding. There would be a facilitator who would also be part of an extended leadership group called Learning to Be. This structure has provided great support and intellectual challenge for our leadership team and most importantly staff have enjoyed working together and have tried new things and organised new learning because they had collegial support.

Engagement in learning

High levels of student engagement was a highlight for many staff this year and excitingly this was linked to many different areas of the curriculum. In particular, teachers mentioned the great attitude that so many children now have to mathematics.

Excellence in learning

Our school wide focus virtue was excellence this year and many staff identified that students are constantly seeking to produce work of a higher level. Children are writing more, collaborating more and are working on developing a growth mindset towards learning both in and out of the classroom.

Personalising learning through discovery, investigations and ERPs

Across the school at all levels staff highlighted the great impact that personalising learning is having during Discovery (year R/1 classes), Investigations (year 2/3 classes) and ERP's (year 4-7 classes). Teachers and students are really challenging themselves in this arena.

Governing Council Report

2016 has been a fantastic year at Nairne School with so much going on for each class and improvements and progress across the whole school.

The Governing Council is a group of parents and staff members who volunteer their time to offer their skills to help make Nairne School great. As you may be aware, much of the work of the Governing Council is divided in to Pillar Groups which match the learning framework of the School. These are Learning to Live Together, Learning to Live Sustainably and Learning to Know. In 2016, the Pillar Groups have been very busy and I would like to take this opportunity to highlight some of the excellent work they have done:

Learning to Live Together Pillar Group

- Encouraging students and their families to walk or ride to school
- Organising a successful playgroup program
- Providing parent workshops such as Cybersafety Workshops

Learning to Know Pillar Group

- Learning Assistance Program
- School of Languages Classes
- Parent Opinion Surveys and Information Sessions

Learning to Live Sustainably Pillar Group

- Continue grounds redevelopment and beautification
- Tree planting
- Mini Working Bees

As a school community, we appreciate that we are all very busy these days and for those that can volunteer their time on a regular basis, or as one of the many volunteers who help the school where they can, on behalf of the whole school community the Governing Council would like to thank you for all your efforts. As always, I would like to sincerely thank all the teaching staff, SSOs and volunteers for their hard work and their commitment to helping to continue to make Nairne School a fantastic place for our children - Governing Council does. It is a great way to be involved in your children's education and help improve the school.

Quality Improvement Planning (Preschool)

This year our Preschool has had a firm focus on building connections at all levels of relationship: educator & child, educator & family, educator & community, child & child, child & parent, child & community. We adopted the following statement as our key operating principle in our Quality Improvement Plan (QIP) for 2016: "We work collaboratively & affirm, challenge, support & learn from each other to further develop our skills, improve our practice & relationships."

Each of the seven areas of our QIP saw us focusing our attention on a specific goal or connected practice:

1: Educational Program and Practice: We continued to develop our skills in working with One Plans and FLOW books. A pupil-free day enabled us to further incorporate the Literacy & Numeracy Indicators into our daily practice and our assessment and reporting procedures. Critical reflection too became more embedded into both our individual and collective practice of both teaching and support staff.

2: Children's Health & Safety: In order to encourage children's self-regulation skills we have continued to explore ways in which we can best support them during rest time. We have trialled a variety of routines and offered some new practices to encourage greater self-awareness of physical needs.

3: Physical Environment: Sustainable practices are strongly embedded in our centre and the continued development of the outdoor play area certainly helps to maintain this focus. The children have also benefited immensely by working alongside a very experienced gardener mentor who joined us in our garden to table program.

4: Staffing arrangements: This year saw a major shift in the way in which staffing was organised on a daily basis. Educators have worked across the week sharing floor time with different staff members. This has greatly enhanced our collaboration and enabled positive relationships over a wider field.

5: Relationships with children: Recognising that relationship skills develop in situ, we have made a conscious effort this year to offer children numerous opportunities for collaborative learning. We have begun to explore the Marte Meo approach which supports children to find their own strength in relationship building. The interested involvement of our school counsellor has been another plus in building strong connections with families.

6: Collaborative Partnerships with Families & Communities: Parents and carers are encouraged to contribute to the Preschool program and we have been thrilled with the number of families that have been actively involved. Building upon the success of previous years' family events, we have also continued to offer twilight programs to celebrate our children's learning. Families have embraced these opportunities and we have been able to use them to further the community's understanding about the relevance and importance of play to development in early childhood. Our Preschool has also hosted four Circle of Security parenting workshops over the course of the year, helping to facilitate a mutual understanding of the needs of young children.

7: Leadership & Service Management: Ongoing professional development has been an integral part of our preschool planning this year. Whether it be learning new skills through implementing Marte Meo practices or engaging in reflective dialogue with peers, all educators have been challenged to create and contribute to a strong professional learning community.

Improvement Planning and Outcomes (School)

Learning to Know

Expectations

- Whole school data collection process
- Whole school agreements in Mathematics, Literacy, ICT and personalised learning visible and embedded in practice.
- Growth orientated targets; literacy and numeracy 10% increase in students in upper proficiency band for NAPLAN and 5% reduction in students in lower proficiency bands
- 85% students in reception, year 1, year 2 reaching SEA benchmark
- All staff see themselves as learners
- Intervention in numeracy and literacy supports 50+ students
- Extend focus in literacy and numeracy to include preschool
- One Plans exist to support all aboriginal students, children in care and students with disabilities
- Learning intentions, success criteria and feedback strategies clear for all students

Achievements:

- Documented data collection process in place for mathematics and english and timelines for collection are adhered to. Staff use the newly modified Maths Tracking programme to record every student's end of year achievements in all areas of mathematics and in precise detail. Sentral is also being used to collect and collate student data.
- Personalised Learning Plan meetings provide time for staff to share progress and goals with each other and the leadership team. Termly aspirations in mathematics, literacy, personalised learning and Interactive technologies are shared three times a year.
- Quicksmart Numeracy, Read Up and Multi lit have provided intensive support for over 80 children again this year. Effect sizes of 1.3 and above are common for these interventions. We are looking at the possibility of introducing Quick Smart Literacy into our suite of support practices.
- One Plans in place for identified children from preschool to year 7 and have been developed to be "working documents". Teachers and SSOs work collaboratively to establish personal, short term goals for students. These are shared regularly with parents. Unofficial One Plans in place for many children who require this level of support.

Our Recommendations for 2017:

- Increase % of students in the top 2 NAPLAN bands
- Continue to work with consultants in Mathematics, Literacy and Personalised Learning and Interactive technologies.
- Trial a literacy tracking document
- Ensure that the concepts of personal excellence and personal best become embedded.
- Continue high expectations, challenge and support for Discovery, Investigations and Education Research Projects.
- Encourage and support new learning through learning 'Intensives' and focus groups
- Create an ERP overview so that we can be assured that all aspects of the curriculum are being covered.
- Continue to define and expand the role of Learning Communities
- Support the Partnership in its introduction and longer term commitment to Visible Learning.
- Focus on all classes' engagement with learning intentions, feedback and success criteria.
- Identify targets and key strategies from DECD Aboriginal Strategy for inclusion in our Site Improvement plan .

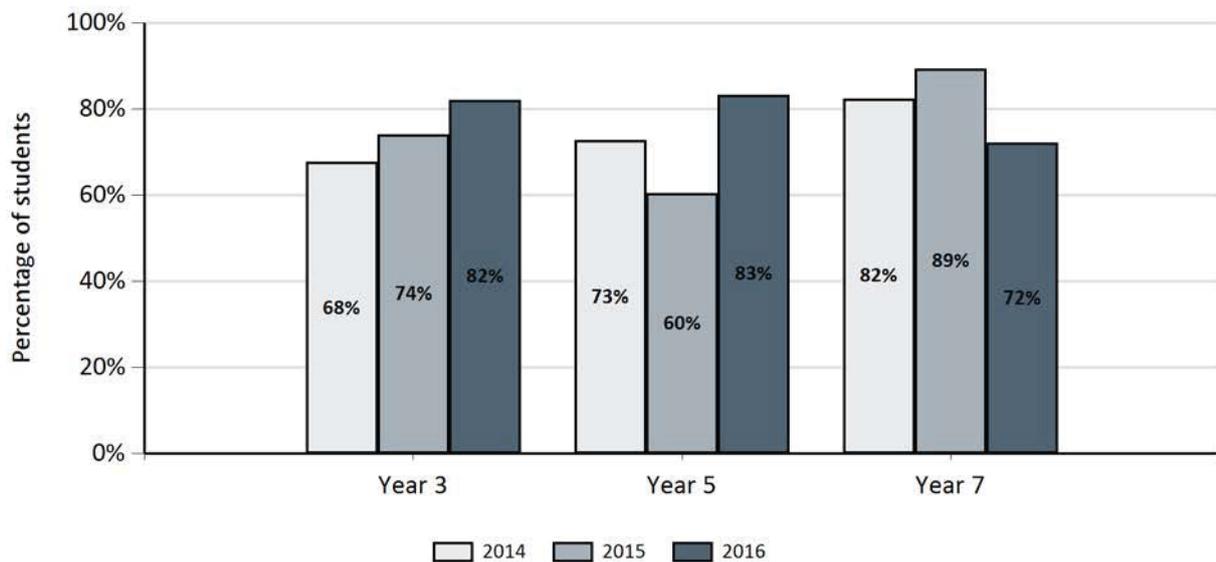
Please note this does not include expectations, achievements and recommendations for Learning to Live Together and Learning to Live Sustainably.

Performance Summary

NAPLAN Proficiency

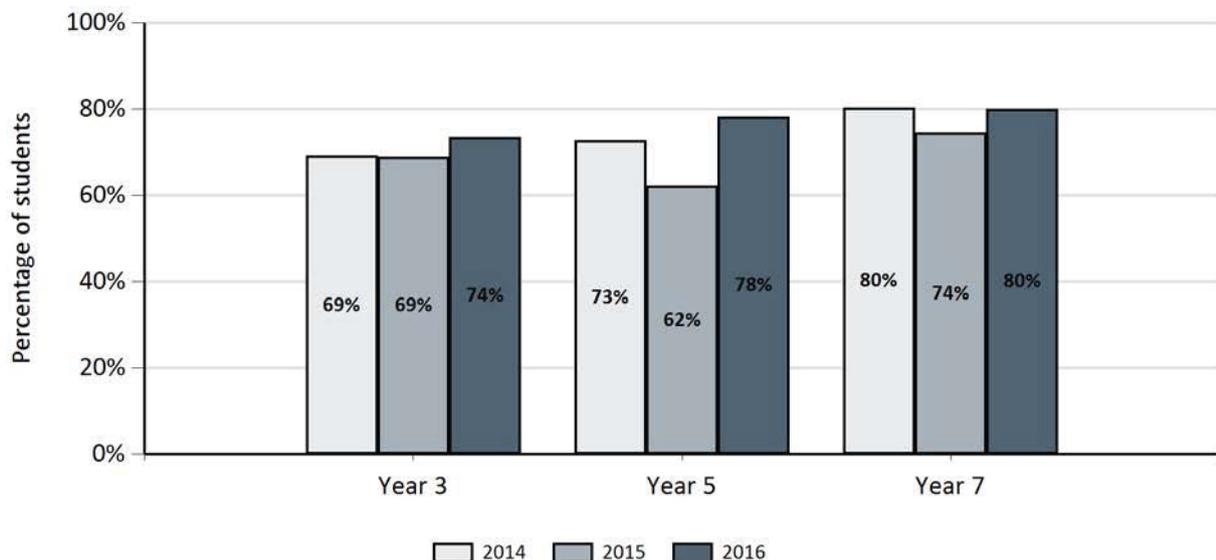
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

Reading



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

Numeracy



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

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	30%	34%	25%
Middle progress group	50%	47%	50%
Upper progress group	20%	18%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	22%	24%	25%
Middle progress group	49%	63%	50%
Upper progress group	29%	13%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	67	68	21	10	31%	15%
Year 3 2014-16 Average	63.3	63.7	25.3	11.0	40%	17%
Year 5 2016	54	55	17	11	31%	20%
Year 5 2014-16 Average	54.0	54.3	12.7	7.0	23%	13%
Year 7 2016	43	45	8	5	19%	11%
Year 7 2014-16 Average	47.0	47.7	13.3	6.3	28%	13%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

Our NAPLAN results for 2016 have, in general, been very pleasing with the exception of our year 7 reading results which have dropped from an all-time high of 89% to 72%. We are looking to understand this change in trend. In addition to Naplan our Running Record information for year 1 and 2's shows that compared to the State we have 3% more of our year 1's in the top bands however we also have 8% more children in the lowest band. This means that the focus must remain strongly on both ends of the spectrum of learners and teachers must be prepared on a daily basis to be differentiating the curriculum. The positive trend in reading is evident.

2016 NAPLAN data has shown positive growth in numeracy across years 3, 5 and 7 as well as improvements tracking the same cohort of children from one testing year level to the next. We still all believe that there is more work to do, however it is very positive to see the upward trajectory on the graphs showing a growing number of our children are achieving the Standard of Educational Achievement (SEA). We will be aiming to increase this percentage in 2017. All staff have participated in a formal feedback and analysis session to look at NAPLAN results for their cohort of children.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	97.5%	93.9%	88.2%	89.4%
2015 Centre	96.6%	91.9%	86.9%	90.0%
2016 Centre	93.9%	89.9%	91.4%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	93.9%	92.7%	91.4%
Year 1	92.8%	93.7%	94.5%
Year 2	93.9%	93.7%	93.5%
Year 3	93.0%	93.6%	93.5%
Year 4	94.2%	94.3%	93.2%
Year 5	92.1%	91.8%	94.0%
Year 6	94.0%	92.2%	92.8%
Year 7	93.1%	92.2%	92.9%
Primary Other	94.3%		
Total	93.3%	93.1%	93.3%

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

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

Attendance Comment

At Nairne School we consistently talk about "on time" and "regular" attendance as important in supporting academic learning. We regularly follow up absences with families to ensure we are supporting students to be at school as much as possible. This year we have had an overall great attendance by our student population. We will keep working on ensuring that maximum attendance is achieved for all our students and continue to focus on reaching the 94% DECD target.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	79	82	85	85
2015	58	62	61	60
2016	66	69	70	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Preschool enrolments have begun to increase again after a significant reduction in 2015. This could have been attributable to a change in population or more possibly a change in leadership and staffing. Numbers are picking up now and early indications show a continued growth for 2017.

Behaviour Management Comment

Our school focuses on restorative processes both in the classroom and in the yard to resolve issues. Learning how to navigate the social aspect of school is as important as academics. We work closely with families when concerning behaviours arise and have a team approach including outside agencies to supporting the student or students involved.

Only 7% (32 students) of our student population were involved in issues of harassment. Of the 7% of students involved in harassment only 3 were involved in more than 5 issues of harassment over the year.

Of these 3, 2 had identified disabilities and all three students and their families are engaged in support services and working closely with the school.

Client Opinion Summary

Primary School Parent Survey (72 responses)

Strengths

- This school: is well maintained; looks for ways to improve.
- Teachers at this school: expect my child to do his or her best; motivate my child to learn
- I can talk to my child's teachers about my concerns.

My child: likes being at this school; is making good progress at this school; feels safe at this school.

Improvement Areas

- Teachers at this school: provide my child with useful feedback about his or her school work; treat students fairly.
- Student behaviour is well managed at this school.
- This school takes parents' opinions seriously.
- My child's learning needs are being met at this school.

Preschool Parent Survey (44 responses)

Strengths

- I think my child receives high quality teaching at this Preschool
- Teachers are enthusiastic in their teaching
- My child's teachers make learning interesting and enjoyable
- The Preschool has an excellent learning environment
- Children from all backgrounds and cultures are treated fairly at this preschool
- I have confidence in how the preschool is managed
- I believe there is effective educational leadership within the preschool
- Children know how they are expected to behave at preschool
- This preschool: provides a safe and secure environment; encourages children to have a sense of pride in their achievement.

Improvement Areas

Communication and parent involvement in decision-making made up the majority of our areas of improvement.

Primary School Student Survey (58 responses)

Strengths

- My teachers: expect me to do my best; provide me with useful feedback about my school work.; at my school treat students fairly; motivate me to learn.
- My school is: well maintained; looks for ways to improve; takes students' opinions seriously; gives me opportunities to do interesting things.
- I feel safe at my school.
- I can talk to my teachers about my concerns.
- Student behaviour is well managed at my school.
- I like being at my school.

Improvement Areas

All statements received an average response of over 4 this year, indicating a high-level of student satisfaction.

School Staff Survey (17 responses)

Strengths

- Teachers / Staff at this school: expect students to do their best; provide students with useful feedback about their school work; treat students fairly; motivate students to learn; are well supported at this school.
- This school is: well maintained; looks for ways to improve; takes staff opinions seriously; works with parents to support students' learning.
- Students: feel safe at this school; learning needs are being met at this school; at this school can talk to their teachers about their concerns; like being at this school; receive useful feedback about my work at this school.
- Parents at this school can talk to teachers about their concerns.

Improvement Areas

- Managing student behaviour was identified as an area of growth for 2017.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0225 - Littlehampton Primary School	1.2%	0.0%	0.0%
0306 - Nairne Primary School	86.6%	90.0%	95.1%
0762 - Oakbank Area School	1.2%	0.0%	0.0%
8003 - Heritage College Inc	2.4%	0.0%	0.0%
8007 - The Hills Christian Comm Sch -Verdun	0.0%	1.7%	0.0%
8369 - Mount Barker Waldorf School	0.0%	1.7%	1.6%
8420 - St Mark's Lutheran Primary School	2.4%	1.7%	1.6%
9046 - St Francis de Sales College	2.4%	1.7%	1.6%
9096 - St Michael's Lutheran Primary School	1.2%	0.0%	0.0%
9402 - Sunrise Christian School	2.4%	3.3%	0.0%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	12	11.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	15	14.7%
Transfer to SA Govt School	75	73.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination Comment

Nairne School has undergone rapid growth in the past years. In 2002 we had 11 classes on site and in 2013 we had 21 classes. This has resulted in over 6 million dollars in facilities upgrades, extra land acquisition and some of the latest designs for learning spaces.

Student numbers reduced in 2014 due to significant factors converging on the school including:

- single first day start for all new receptions
- Local private school started year 7 enrolments
- Changes to school bus access

2015-16 saw a consolidation of student enrolments, with 2017 looking set to increase classes. The significant increase in children staying at Nairne school

DECD Relevant History Screening

All applicable volunteers are required to undertake the relevant DCSI screening. All records of screenings are now recorded with administration.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	39
Post Graduate Qualifications	7

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

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

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	20.6	0.0	13.2
Persons	0	25	0	19

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

Financial Statement

Funding Source	Amount
Grants: State	\$ 3,509,556.80
Grants: Commonwealth	\$ 19,681.00
Parent Contributions	\$ 19,681.00
Fund Raising	\$ 4,149.41
Other	\$ 116,344.25

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Worked with the Results+ team and site mathematics consultant. Integrated literacy and numeracy indicators into planning and programming Included literacy and numeracy indicators in communications to parents.	Experimenting with different formats for sharing indicators with parents.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	One Plans were developed in consultation with parents. Support services were utilised where possible – however, very difficult to get support.	The school acknowledges that more work is needed in this area.
Improved outcomes for children with additional language or dialect		

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Eligible students also had a One Plan with short term goals	All student progress is tracked and shared with aprents
	Improved Outcomes for Students with an Additional Language or Dialect	Every student with a disability has an active One Plan and SSO support individually tailored to need.	
	Improved Outcomes for Students with Disabilities	Continued extensive work in literacy and numeracy training for teachers and SSOs. One on one support for extra students linked to SMART goals. All staff involved in training and development Reporting format inclusive of Australian Curriculum	Raised levels in Running Record results. SSOs report on goals Training and development by all staff in maths and english.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Intervention Programs	56 children on intervention programs every week. Effect size over 1.2.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		

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