



Nicolson Avenue Primary School

2021 annual report to the community

Nicolson Avenue Primary School Number: 0677

Partnership: Whyalla

Signature

School principal:

Mrs Pam Peters

Governing council chair:

Mr Grant Hamilton

Date of endorsement:

9 February 2022



Government
of South Australia
Department for Education

Context and highlights

Nicolson Avenue Primary School is a Reception to Year7 school located 371kms north-west of Adelaide. Our school is classified as Category 2 on the DfE Index of Educational Disadvantage and has an ICSEA score of 915. It is located centrally in Whyalla on the corner of Nicolson Avenue and Norrie Avenue, two major roads in Whyalla.

The school is organised into 16 mainstream classes and 2 Special Options classes with a total enrolment of 369 students. The school population includes:

- 14% (52) Aboriginal students
- 2 students with English as an Additional language or Dialect (EALD)
- 3% (10) students are in care
- Approximately 49% of students are eligible for School Card assistance
- 5% (20) of students in the 2 special classes and an additional 15% (56) of students are verified as Students with Disabilities according to the DfE criteria, in mainstream.

Our NIT provision included Physical Education, Humanities and Social Sciences and Science and Technology.

This year our school's performance was reviewed as a part of the Department for Education's External Review Process.

The team described our school as having a welcoming atmosphere where staff, students and parents display a strong sense of pride in the school. It was noted that the school values were known by the students and set the tone of the school. The Review Team provided the school with three new directions to implement.

We engaged with Bill Hansberry to work on Restorative Practices. We explored ways to effectively communicate and work with children especially around their behavioural choices. This approach is effective for most of our students and we have seen positive changes with student choices. He also delivered a training on Reading and Spelling for a consistent understanding of how children learn to read. This training provided strategies to use with students who experience difficulty learning to read. It fits in nicely with our School Improvement Plan.

Our commitment to ongoing improvements with the site's facilities has been high on the school's agenda. We enclosed the veranda of the Unit to make it a valuable learning space. We installed interactive televisions in Junior Primary classes and will continue this roll out in Primary classrooms. We put a shade structure over the Russell Street playground for the warmer weather. Work has been done on beautifying the entrances to the school to provide an aesthetically pleasing environment for our students.

2021 saw a variety of modified cultural, sporting and community events that were mainly celebrated with staff and students due to COVID restrictions. It was pleasing to know that the students still got to enjoy these events.

Governing council report

The Nicolson Avenue Primary School Governing Council is a group of dedicated members who were committed to the school during another particularly challenging year. For much of the year parents were unable to come onto the school grounds to celebrate assemblies, book week parade, sports day, end of year awards ceremony and end of year concerts. The events that did go ahead were modified according to COVID requirements.

We did however manage to hold our annual Father's Day and Mother's Day stalls and the much enjoyed, colour run. The Governing Council purchased two large sets of sand toys for the Junior Primary sand play area as suggested by staff. It has been suggested by staff that once the Primary School bin sheds are removed, we will look into getting an interoception path and hopscotch etc. installed on the bitumen where it once was. When Unit 3 is removed we are looking at installing basketball rings for the use of the junior primary children.

The canteen has continued to run at a profit with the ongoing support of lunch orders from Hincks Avenue Primary School and the use of the QKR app. It has continued to be open three days a week.

This year we farewell our canteen manager Amanda Walden who has been with us for eight years and we wish her well in her next venture.

I would like to thank all the Governing Council Members for their support during 2021 and look forward to the school continuing to improve during 2022.

Grant Hamilton
Chairperson

Quality improvement planning

During 2021, the school again worked towards achieving school improvement goals of increasing student achievement in reading across all year levels and increasing student achievement in writing with a focus on punctuation, text structure and vocabulary.

Goal 1: Increase student achievement in reading, with a focus on Phonemic Awareness and Phonological knowledge in Years R-2, and a focus on fluency and comprehension in Years 3-7.

The 2021 target was to have 25 out of 39 students enrolled in Year 3 at the start of 2021 will achieve Standard of Educational Achievement (SEA) (Band 3) in NAPLAN Reading in 2021. (2017: 67%, 2018: 63%, 2019: 61%)
We have achieved our target with 70% of Year 3 students meeting SEA in NAPLAN Reading.

Goal 2: Increase student achievement, with a focus on punctuation, text structure and vocabulary, in Writing.

The 2021 target was to have 60% of students enrolled in Year 7 at the start of 2021 achieve Standard of Educational Achievement (SEA) (Band 6) in NAPLAN Writing. (2016: 44%, 2017: 40%, 2018: 35%, 2019: 44%)
We have achieved our target with 75% of our Year 7 students meeting or exceeding the SEA.

Through the review and evaluate process we have identified that most actions are being successfully implemented including a daily reading program to integrate the Big Six Components of Reading, developing and monitoring individual reading goals for students, data analysis to inform teaching practices, incorporating daily writing activities, explicitly teaching written texts and implementing Brightpath tools and moderation processes.

Areas for growth were completing classroom observations to support the development of classroom practice and providing feedback.

We will continue on our improvement journey with reading and writing with our 2022 SIP goals and challenge of practice (COP).

Goal 1: Increase student achievement of SEA and above standard in PAT Reading.

COP: If we implement an explicit, direct instruction approach to reading strategies through common language, we will increase students achieving SEA and above standard in PAT-Reading Comprehension.

Goal 2: Increase student achievement of SEA and High Bands in writing.

COP: If we implement an explicit teaching approach through high impact teaching strategies, we will see an increase in students achieving SEA and High Bands in writing.

Through the actions we will aim to target the directions set out in the external review process:

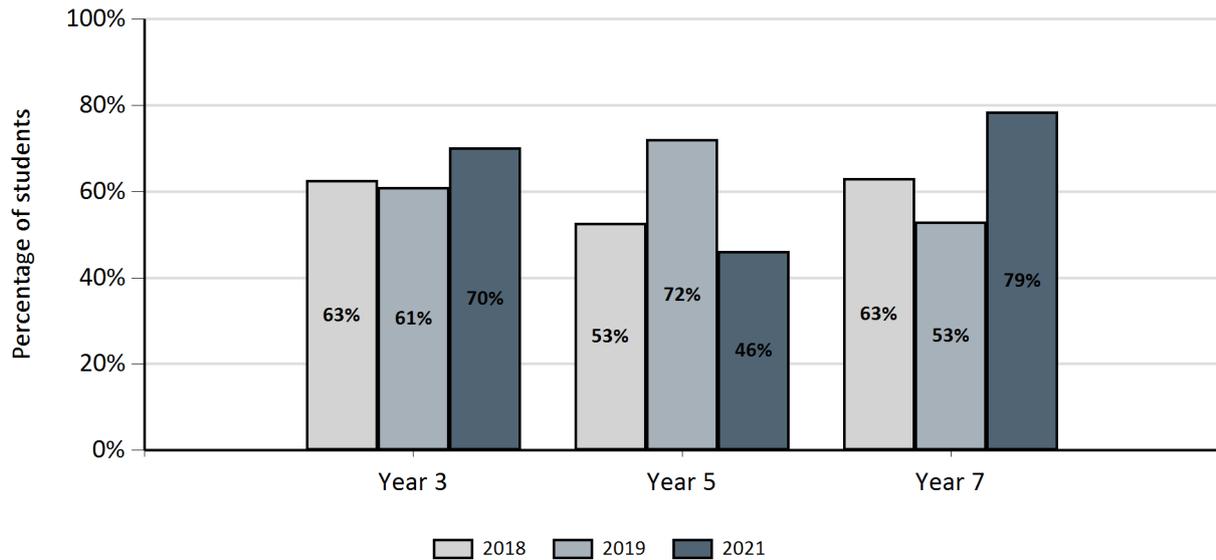
- Build accountability and coherence and provide formative feedback on teacher practice through focused leadership observations and walkthroughs linked to PDP and SIP focus.
- Ensure all students receive differentiated learning with appropriate scaffolding, stretch and challenge through collaboratively strengthening teachers' capacity to incorporate individual student data in learning design.
- Develop student agency through the consistent implementation of teaching pedagogies which enable students to authentically own their learning.

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

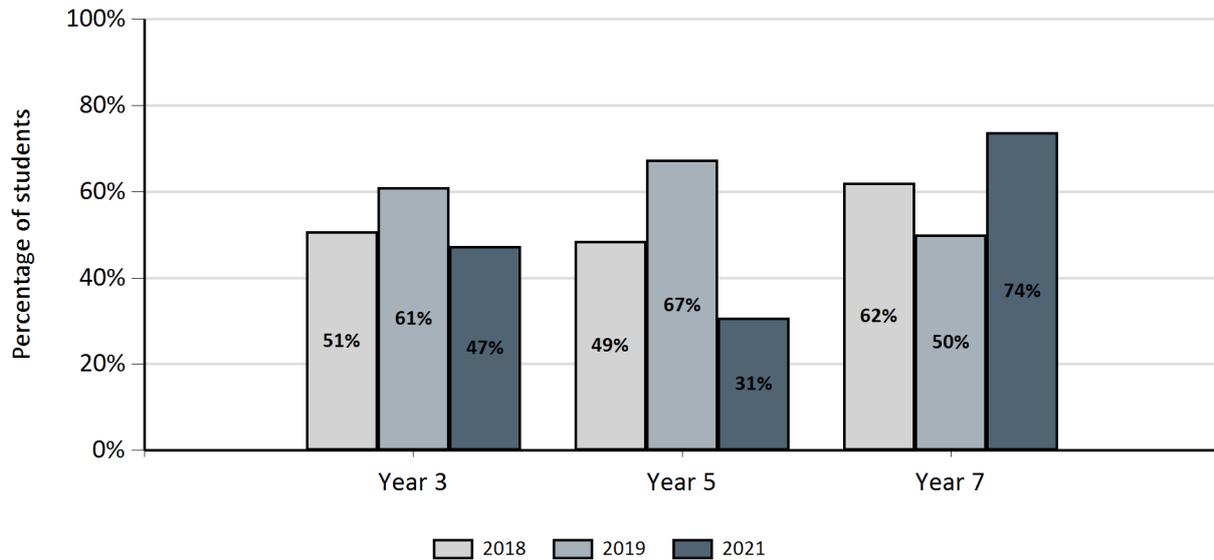


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	27%	33%
Middle progress group	47%	61%	48%
Lower progress group	41%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	37%	33%
Middle progress group	41%	53%	48%
Lower progress group	44%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	37	38	9	3	24%	8%
Year 3 2019-2021 Average	39.0	39.5	9.0	3.0	23%	8%
Year 5 2021	39	39	1	0	3%	0%
Year 5 2019-2021 Average	41.0	41.0	3.0	1.5	7%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

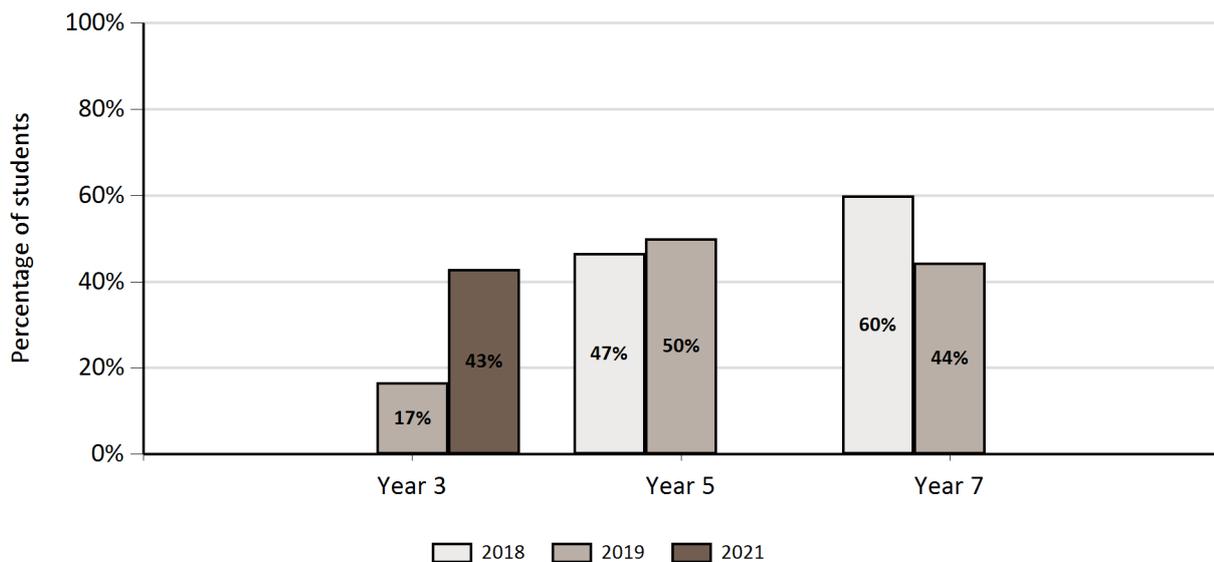
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



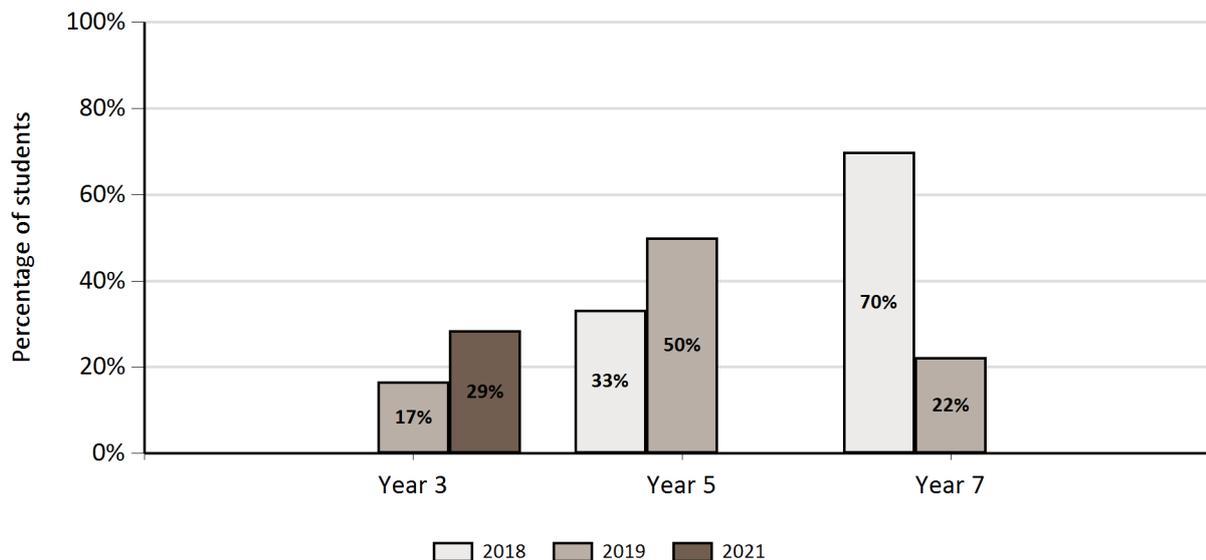
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

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 [^]		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 2021	7	7	1	0	14%	0%
Year 3 2019-2021 Average	6.5	6.5	0.5	0.0	8%	0%
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Intervention & Support

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

A new numeracy intervention program, TOOSMART! was introduced, focusing on Year 1-3 students. It aims for students to use maths confidently and efficiently to solve problems. The program creators recommended the use of this program with Aboriginal and Torres Strait Islander people stating "The lesson format and activities are very easy for the Indigenous students to build fluency in number as it is visual. Working with a partner in a supportive environment helps them to connect and learn to verbalise mistakes and thinking."

The program builds awareness of amounts and relative size of numbers, to understand and create patterns, to estimate and calculate mentally and to use a variety of strategies to solve maths problems. It also aimed to increase students' confidence to approach mathematical problems.

After assessing data, selected students were paired up, and worked with an SSO for 30 minutes, 3 times a week. The Aboriginal Education Teacher prepared materials, established packs for use in classrooms and intervention rooms. She upskilled the SSOs in the program and worked with teachers to familiarise them with the program. She worked with the ACEO to ensure cultural appropriateness.

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

Aboriginal Students in Year 1-4 were assessed in Literacy and Numeracy. 14 students were selected for TOOSMART! intervention using APAS funding, 8 were selected for MiniLit, a reading intervention program. Students participating in MiniLit intervention groups saw, on average, a growth of 26.5 lessons. One student saw an increase of 59 lessons, which has resulted in this child no longer requiring MiniLit intervention. Two students' effort resulted in a 29 lesson increase. While one student saw limited progress this year, she still increased her confidence and willingness to participate in intervention programs. We have also accessed this data to seek IESP funding.

TOOSMART! has resulted in a notable improvement from students during math lessons, regarding their engagement, confidence and speed and accuracy of answering simple mathematical problems. One teacher stated "I just taught a lesson and my lower ability student who needed TOOSMART! is suddenly overtaking my higher ability children".

All students, bar one, increased levels within the program, with one student reaching an outstanding effort of reaching level 4 out of 7 levels. 4 students successfully reached level 3.

School performance comment

Our data indicates positive growth across the school. We are seeing steady growth in most areas of our school performance and will continue to work towards positive outcomes for every student.

NAPLAN:

Our NAPLAN results for 2021 indicated that the following percentages of students in their year levels met or exceeded the Standard of Educational Achievement:

Numeracy Reading Writing Grammar Spelling

Year 3 47% 70% 70% 71% 71%

Year 5 69% 76% 70% 68% 81%

Year 7 93% 86% 75% 77% 89%

Running Record data:

67% of our Year 1 students are at or above standard.

60% of our Year 2 students are at or above standard.

We are very pleased with our results which indicate that our average levels are higher than those in the state and the partnership.

Phonics Screening Check – Year 1s:

70% of our students are at or above standard.

PAT:

The following percentage of students who completed testing achieved at or above standard.

Reading Maths

Year 3 57% 50%

Year 4 65% 66%

Year 5 40% 55%

Year 6 62% 62%

Year 7 69% 78%

We also collect data in Brightpath writing samples with different text types. These results inform our next steps in teaching writing to students. Our InitialLit program also collects data on a regular basis and provides detailed information for areas of growth in students in the JP. Spelling Mastery provides staff with details around students' spelling level and informs the grouping of students.

Other areas we collect data in and provide intervention with include:

- QuickSmart
- TooSmart
- MiniLit
- MultiLit

Our data analysis indicate that many of the students who are not meeting SEA has low attendance at school. We will continue to work with these students and families to support their attendance and increase their outcomes.

Attendance

Year level	2018	2019	2020	2021
Reception	85.6%	83.9%	85.0%	87.1%
Year 1	87.7%	86.5%	85.0%	90.2%
Year 2	88.7%	86.1%	85.6%	88.0%
Year 3	86.9%	88.6%	85.4%	87.7%
Year 4	89.2%	87.6%	84.4%	88.2%
Year 5	88.9%	87.8%	84.5%	87.0%
Year 6	86.6%	84.2%	85.7%	83.6%
Year 7	88.2%	84.0%	79.8%	87.9%
Primary Other	83.5%	79.5%	73.3%	83.7%
Year 8	N/A	N/A	100.0%	N/A
Total	87.5%	85.6%	83.7%	87.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

School attendance has shown an overall increase of 3.4% compared to our 2020 results. Our highest attendance rates were recorded in the Year 1 and Year 4 cohorts. The lowest attendance rates were recorded in the Year 6 and Primary Other cohorts which correlates with social/emotional behaviours and concerns displayed by these cohorts. The school follows the attendance policy and regularly works with outside agencies to address and discuss concerns or attendance issues. The Wellbeing leader oversees attendance processes and supports families to reduce their barriers to school attendance.

Behaviour support comment

We have continued to see a significant decrease in behaviour incidents during 2021. All staff are following restorative practices in their classes and attended training on how to implement these strategies to support student behaviour. These will continue to be used in 2022 and new staff members will have the opportunity to attend training sessions. We have had 8% of students being suspended during 2021 compared to the 15% from last year. Some of these students were repeat offenders. It resulted in 41 suspensions for the year compared to 83 during 2020. 33 of these suspensions were related to violence and/or bullying. The school continues to work with relevant support services personnel to support these students in regulating their behaviour.

Parent opinion survey summary

90 Parents responded to the questions in the Parent Engagement Survey which is an increase from 2020. Our results indicate that the vast majority of our school community has a positive outlook on the school climate:

- 67% believe that people respect each other at school
- 74% believe that teachers and students respect each other at the school
- 72% believe that their child is important to the school
- 87% believe that they receive enough communication from the school
- 85% believe that the school communicates effectively with them

The areas that parents believe we have shown growth in include:

- Teachers and students are respectful (7%)
- Receives enough communication (5%)
- School communicates effectively (2%)
- Receives useful feedback (2%)
- Has useful discussions (9%)
- Has good home learning routine (5%)
- Education is important (2%)
- Equipped to plan pathways (8%)
- Encouraged to help child learn (4%)
- Receives learning tips (10%)

The lowest scoring dimensions to focus on in 2022 are:

- People are respectful (-11%)
- Child is important (-10%)

176 students completed the Student Wellbeing and Engagement Survey which is a decrease from 2020. Students experienced an increase in high wellbeing with 21 areas showing improvement, 2 areas stayed the same, and 3 areas showed a decrease. There was also a decrease in low wellbeing with 21 areas showing improvement and 5 areas showing a decrease.

NAPS results, in most categories, are higher than the state average. These include:

- Students experience a strong sense of belonging at school, which is 13% higher than the state average.
- Students who have an important adult at school, which is 19% higher than the state average.

The categories that are of concern in the student wellbeing data include:

- Sadness
- Worries
- Sleep
- Music and Arts

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	71	89.9%
U - UNKNOWN	8	10.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorder destinations for students that left the school in the previous year.

Relevant history screening

Nicolson Avenue Primary School obtains and maintains WWCC clearances in accordance with DfE policies and procedures. All of our volunteers have to provide evidence of their checks in order to work with staff and students.

Processes include:

- Including information about the requirements of volunteers in staff and parent handbooks
- Reminders in newsletter for parents
- Offering a volunteer induction process that includes Reporting Abuse and Neglect training
- Alphabetical storage of copies of clearance and RRHAN-EC training certificates
- Regular reviews and updates on EDSAS

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	39
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	27.0	1.0	16.4
Persons	0	30	1	26

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$4,527,191
Grants: Commonwealth	\$0
Parent Contributions	\$106,219
Fund Raising	\$6,559
Other	\$19,230

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

2021 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 2021 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	Delivery of social skills program Behaviour supplementary funding was used for SSO hours to support students to engage successfully in the yard	Individual progress varied
	Improved outcomes for students with an additional language or dialect	Literacy intervention	Students achieved improved literacy outcomes
	Inclusive Education Support Program	1:1 support Wave 2 and 3 intervention programs including MiniLit, MultiLit, Quicksmart and Toosmart! Speech support	SMARTAR goals in OCOP monitored and achieved
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	APAS funding for identified students – converted to SSO hours Aboriginal students accessing support from AET/ACEO Some students accesses daily programs such as MiniLit, Reading Doctor and TooSmart! Reception students worked in small groups to develop reading skills with targeted intervention strategies Continuation of focus on synthetic phonic delivery and how to improve the delivery Upper primary students intervention – MultiLit and Quicksmart	Intervention programs showed growth for all students even though some DfE targets were not met Higher engagement and improvement of standards
Program funding for all students	Australian Curriculum	Reduced class sizes to support category of disadvantage (2) as per DfE and AEU recommendations	Some improvement in student achievement and teacher impact as a result
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	SSO hours targeted for students below benchmark	Ongoing progress towards learning goals - monitored and tracked
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

