Nicolson Avenue Primary School

2022 annual report to the community

Nicolson Avenue Primary School Number: 677

Partnership: Whyalla

	Signature
School principal:	Mrs Pam Peters
Governing council chair:	Grant Hamilton
Date of endorsement:	**17 January 2023**

Government of South Australia

Department for Education

Context and highlights

Nicolson Avenue Primary School is a Reception to Year 6 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, including 2 Special Options classes with a total enrolment of 316 students. The school population includes:
• 15% (67) Aboriginal students
• 2 students with English as an Additional language or Dialect (EALD)
• 3% (10) students who are in care
• Approximately 51% of our students are eligible for School Card assistance
• 6% (20) students in the two special classes and an additional 15% (47) students verified as Students with Disabilities according to the DfE criteria, in the mainstream.

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

We have maintained our focus on reading, celebrating Book Week with a variety of activities and partaking in the Premier's Reading Challenge where we were given an award for being a high achieving school. We also participated in the Premier's Be Active Challenge and also won an award for this for being a high achieving school.

Our commitment to ongoing improvements with the site's facilities has once again been high on the school's agenda. This year we demolished the old transportable building previously known as Unit 3 and made good the area with new concrete and a lower basketball backboard for our younger students to use. We also demolished the old Scooter Shed, as it was unstable, and have put new concrete down in this area where the students have enjoyed the space for 4 - Square and other games. We continued upgrading classrooms and Room 2 and Room 3 were both painted and new carpets and cabinets installed. We also continued the roll out of interactive televisions through all of the Primary classrooms. We had a shade structure installed over the playground next to the Gym which means that all of our playgrounds now have shade cover. We have continued to work on beautifying areas of our grounds by installing another patch of lawn by Room 9 so that we can provide a safe and aesthetically pleasing environment for our students to play in. We will continue to make improvements next year to ensure we provide the very best learning environment for our students.

Enrolling parents express that they have chosen our school because of the positive school culture they experienced on their walkthroughs and also because we differentiate and cater for all children's needs no matter how severe.

2022 saw a variety of modified cultural, sporting and community focused events that were mainly celebrated with staff and students due to COVID restrictions. The students always enjoy these events regardless of the audience, but it was pleasing to have parents back for Sports Day, Graduation and our Awards Ceremony.

Governing council report

The Nicolson Avenue Primary School Governing Council is a group of dedicated members who were committed to the school. This year parents were able to attend Sports Day and a few other events with limited numbers if held indoors according to COVID restrictions. Families were also now able to come onto the grounds to collect their children. This was received with enthusiasm as parents and the community have had no access to school activities for most of the past three years.

We did however manage to hold our annual Father's Day and Mother's Day stalls and the much enjoyed, Colour Run. With Father's Day and Mother's Day the fundraising committee decided to drastically reduce costs to the students, so that all new purchase of stock could occur for the 2023 stalls.

The Colour Run was held again this year. Thank you to the committee for organising these successful events. The moneys raised from these events is going to be used to have line markings done in the new hard play areas. Tee square courts, hopscotch and other favourite game outlines will be installed as soon as possible.

This year the fundraising committee decided to run a Christmas Raffle as they received a kind donation from Bob Morris of a framed signed Port Power poster. Many local businesses donated items towards this event. In total eight prizes were assembled. The house captains were each invited to draw out a winning ticket. This year's fundraising events raised $5,700.

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.

Thank you to Kira Robinson for all the time and energy she has given to the Fundraising Committee and the school over the last few years. I wish her well.

This year we farewell some teachers who have been at the school for considerable lengths of time. The committee wishes them well in their new ventures and welcome new members of staff.

I would like to thank all the Governing Council members for their support during 2022 and look forward to the school continuing to improve during 2023.

Grant Hamilton
Chairperson

Quality improvement planning

For 2022 we prioritised reading and writing as the two Literacy areas to focus on.
Goal 1: Increase the number of students achieving Standard of Educational Achievement (SEA) and well above standard in PAT-Reading Comprehension.
Year 3 - SEA – 25/40 students (63%)
        - Well Above - 7/40 students (18%)
Year 4 - SEA – 27/43 students (63%)
        - Well Above - 11/43 students (26%)
Challenge of Practice (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.
We have achieved and exceeded all of our Goal 1 targets with 65.9% of our Year 3 students meeting SEA and 76.5% of our Year 4 students meeting SEA. We also had 31.7% of our Year 3 students achieve well above the standard and 28% of our Year 4 students.

Goal 2: Increase the number of students achieving Standard of Educational Achievement (SEA) and High Bands in writing:
Year 3 - A-E grades of moderated writing sample (85% at or above standard)
Year 4 - A-E grades of moderated writing sample (85% at or above standard)
Year 5 - A-E grades of moderated writing sample (85% at or above standard)
Challenge of Practice (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.
Unfortunately, we did not achieve our Goal 2 targets for 2022. We will be looking into reviewing the targets for 2023 and implement further high impact teaching strategies to support our students in developing their writing skills.

Focus areas for 2023 include:
During the year our staff worked towards uniformity across each year level. We have explored using the units of work from the Department for Education and following the recommended scope and sequence. We are working towards embedding a scope and sequence across the school in alignment with the Department for Education (DfE) recommendations.
As a school we will be developing an internal moderation process to ensure consistency across year levels with the grading of student work. This will be a collaboration amongst staff, taking place during staff meeting timeslots.
Developing targeted classroom observation processes to support the development of classroom practice and providing feedback.
A new approach to teaching spelling and vocabulary across the school, using DfE recommended Words Their Way resources.

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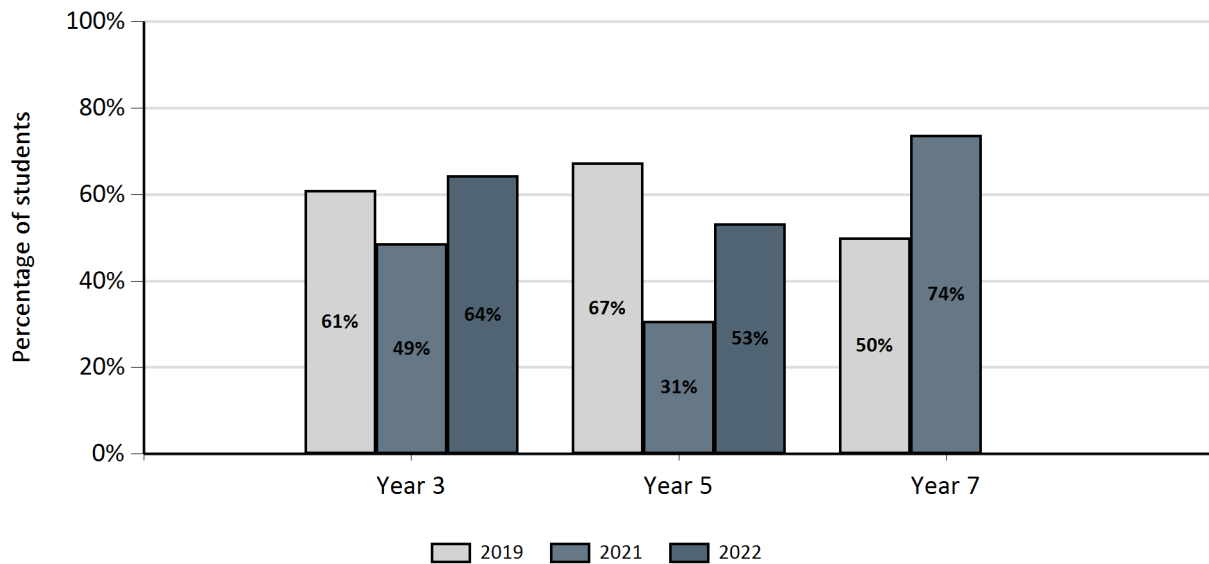
Reading
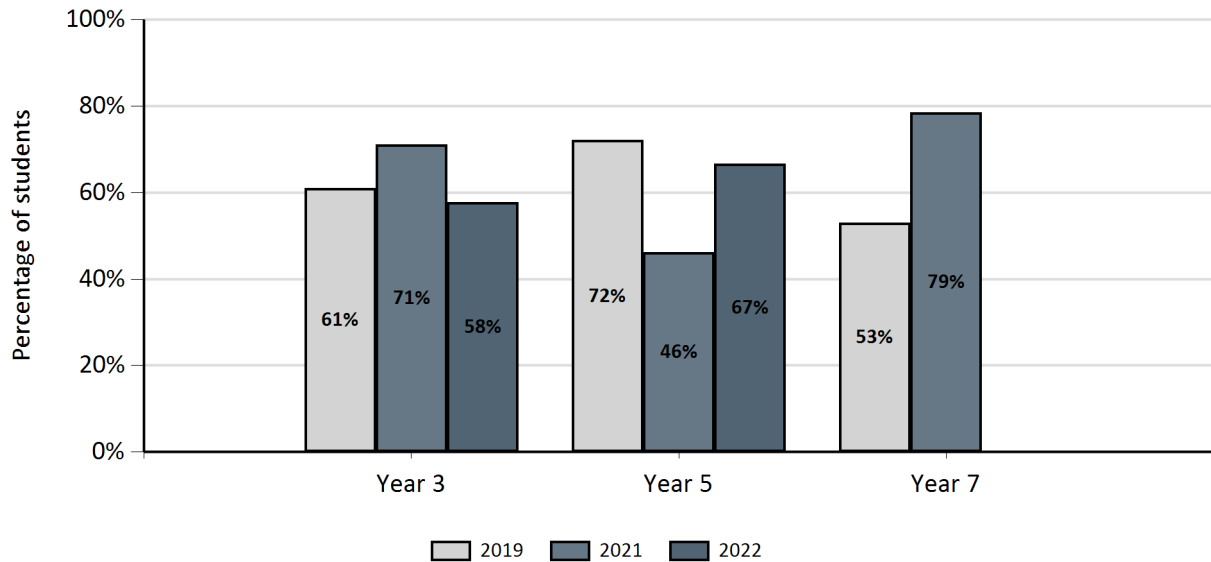
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 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^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	45	45	7	5	16%	11%
Year 03 2021-2022 Average	41.5	42.0	8.0	4.0	19%	10%
Year 05 2022	45	45	9	6	20%	13%
Year 05 2021-2022 Average	42.0	42.0	5.0	3.0	12%	7%
Year 07 2021-2022 Average	42.0	42.0	4.0	6.0	10%	14%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
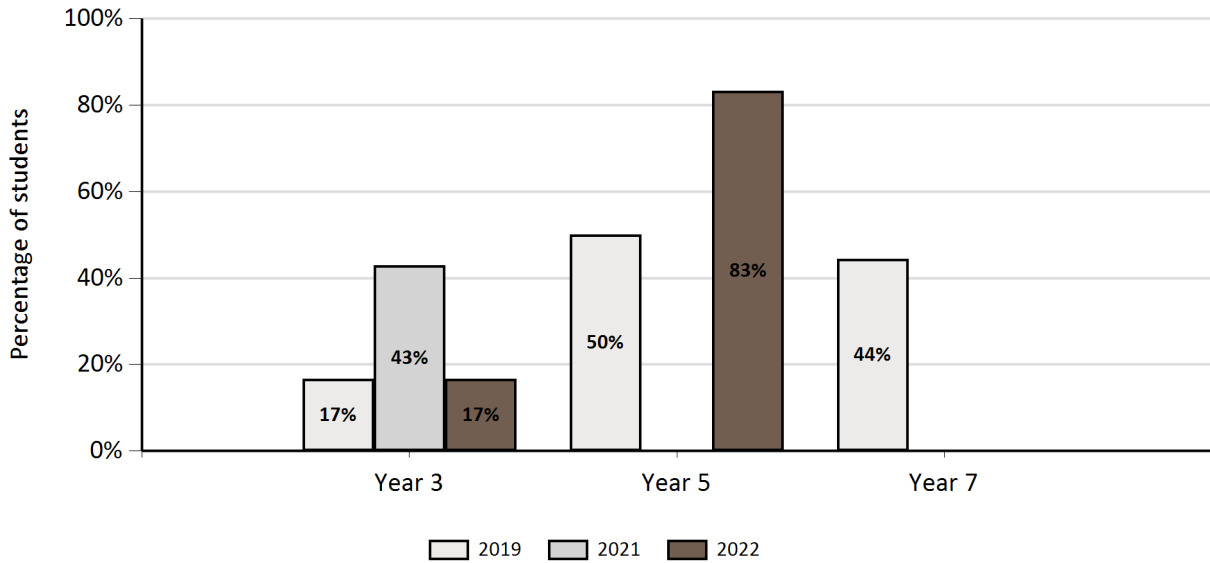
^includes absent and withdrawn students.

*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 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.
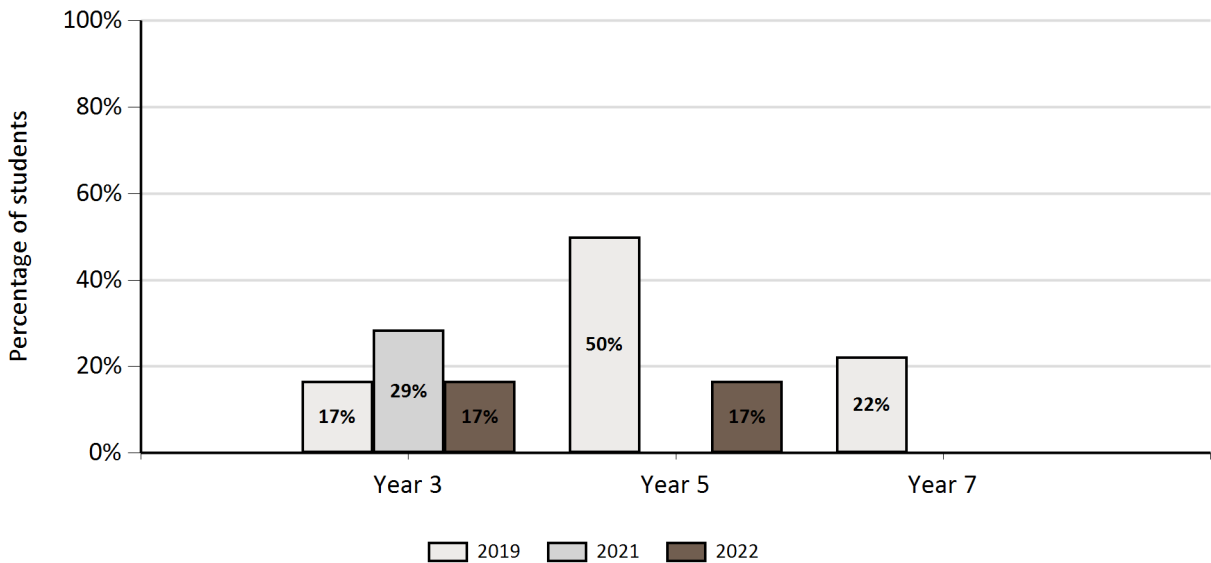Data is only shown for Aboriginal learners.

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^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	6	6	0	0	0%	0%
Year 03 2021-2022 Average	6.5	6.5	0.5	0.0	8%	0%
Year 05 2022	6	6	0	0	0%	0%
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.
^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:

This year the AET and the team introduced a literacy and numeracy program through a life skills classroom learning program. One of our students received a psychological assessment which led us to develop an innovative cooking program with selected Aboriginal students. The cooking group focused on reading the recipe, measuring ingredients, using everyday kitchen items and following routines such as cleaning and hygiene practices. Cooking with children allows them to explore numeracy skills and comprehension skills needed to understand and follow a recipe, while also developing their skills of inquiry and problem solving which are central to science. Teachers noticed an improvement of confidence within the students and an increase in their attendance. By the end of the year, the students were able to successfully cook basic meals with little assistance from the supporting adults. Through school-collected data, including PAT data and Initial Lit data, the school discovered many children were lacking the phonological and phonemic awareness needed for their age. Since these are the building blocks needed to increase literacy in students, we implemented Heggerty across our school.

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

During Sports Day, majority of our Aboriginal students excelled. Students demonstrated a high level of sportsmanship and displayed school values. Many of the students took on a leadership role within their class events and took the time to help the others students be successful. We had good representation of our First Nations students winning the Sports Day Values Medal. Majority of our Indigenous students receive extra support, either through IESP funding, APAS or classroom support hours. The main programs used for intervention were MiniLit, Reading Doctor, TOOSMART! and Superskills. On average, in TOOSMART!, the students were able to move up by two to three levels. On average, in MiniLit, the students were able to move up 16 sets. Many of our First Nations students also received award at our Awards Ceremony at the end of the year. Student A is a year 4 student who was diagnosed with an Intellectual Disability this year. As a result, he was able to gain category four of support. This support saw him make noticeable improvement with the classroom. By the end of the year, he improved by two levels in TOOSMART! and made significant growth in PreLit.

School performance comment

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

NAPLAN:
Our NAPLAN results for 2022 indicated that the following percentages of students in their year levels met or exceeded the National Minimum Standards:

	Numeracy	Reading	Writing	Grammar	Spelling
Year 3	86%	91%	86%	79%	84%
Year 5	83%	79%	68%	88%	88%

Running Record data:
15 of our Year 1 students are at or above standard.
23 of our Year 2 students are at or above standard.

Phonics Screening Check:
16 of our Year 1 students rated at or above standard.

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

	Reading	Maths
Year 3	66%	68%
Year 4	77%	69%
Year 5	78%	80%
Year 6	62%	64%

We also collect data in Brightpath writing samples with different text types. These results inform our next steps in teaching writing to students. Our InitiaLit program also collects data on a regular basis and provides detailed information for areas of growth in individual students in the JP.
From our MiniLit intervention sessions the average overall growth for 2022 is sitting at 52%.
Other areas we collect data in and provide intervention with include:
• QuickSmart
• TooSmart
• MultiLit
Our data analysis indicates 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 engagement to improve their outcomes.

Attendance

Year level	2019	2020	2021	2022
Reception	83.8%	85.0%	87.0%	82.6%
Year 1	86.6%	85.0%	90.3%	82.3%
Year 2	86.0%	85.6%	87.8%	85.0%
Year 3	88.7%	84.0%	87.7%	83.6%
Year 4	87.6%	83.9%	88.3%	82.1%
Year 5	87.8%	84.9%	86.8%	84.4%
Year 6	84.2%	85.8%	83.6%	79.3%
Year 7	84.0%	80.1%	88.1%	N/A
Primary Other	79.5%	76.0%	83.7%	73.8%
Total	85.6%	83.7%	87.1%	82.1%

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 decrease of 2.1% compared to our 2021 data, currently sitting at 84.5%. Our highest attendance rates were recorded in the Reception and Year 2 cohorts. The lowest attendance rates were recorded in the Primary Other and Year 6 cohorts. This year COVID has had a significant impact on attendance compared to previous years. Staff follow the attendance policy and regularly collaborate with outside agencies to address and discuss concerns or attendance issues. The Wellbeing leader oversees attendance policies and processes and supports families to reduce their barriers to school attendance. Due to the hard work and perseverance of staff, we have been able to reduce our unexplained absences from 5.3% to 1.0%. Policies will be reviewed at the start of 2023 to ensure that we continue to adhere to and align with Department for Education policies.

Behaviour support comment

During 2022 we have used proactive strategies to support our students and their regulation. This has led to a decrease in the number of suspensions for the year. As a staff, we are following restorative practices in classes and with individuals. These strategies will continue to be used in 2023 and new staff members will have the opportunity to attend training sessions. We will also be participating in a whole school approach to follow a trauma informed education model. Our school proportion of students that have been suspended has dropped with 1.4%, currently sitting at 4.4%. Some of these students were repeat offenders which resulted in a total of 27 suspensions for the year compared to 41 during 2021. 22 out of the 27 suspensions were due 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

Parents – Parent Engagement Survey
49 Parents responded to the questions in the Parent Engagement Survey.
Our results indicate that the vast majority of our school community has a positive outlook on the school climate:
• 100% believe that education is important (2)
• 93% believe that they know the standard of work that is expected (15)
• 93% believe that their child is important to the school (21)
• 91% believe that teachers and students are respectful (20)
• 91% believe that they receive useful feedback (19)

Other areas that parents believe we have shown growth in include:
• People are respectful (20%)
• Has useful discussions (5%)
• Has input into learning (11)
• Has good home learning routine (9%)
• Encouraged to help child learn (5%)

The lowest scoring dimensions to focus on in 2022 are:
• Receives enough communication (-5%)
• School communicates effectively (-1%)
• Equipped to plan pathways (-8%)
• Receives learning tips (-2%)

Staff – Perspective Survey
81 % of staff completed the survey.
63% of the participants are moderately or highly engaged with their work at our school.
From the top ten dimensions that scored highly and are clearly strengths are – personal job perceptions, expert teaching, collaboration, leadership and high expectations.
From the lowest scoring dimensions, the five lowest were – student safety, connectedness, instructional leadership, change and communication.
Our focus for 2023 will be student safety, instructional leadership and change.

Students - Wellbeing and Engagement Survey – Year 4 - 6
117 students completed the Student Wellbeing and Engagement Survey.
Nicolson results, in most categories, are on a par with the state average. Some areas that NAPS student scored higher on were:
• 78% of students feel they have an important adult at school, which is 22% higher than the state average.
• 77% of students are emotionally engaged with school, which is 9% higher than the state average.
• 53% of students experience a sense of belonging to the school, which is 13% higher than the state average.
Students experienced a decrease in high wellbeing in four out of the five areas – happiness, optimism, satisfaction with life and emotion regulation.
Sadness showed a slight improvement. Students also experienced an increase in low wellbeing in three areas – optimism, satisfaction with life and sadness.

The categories that are of concern in the student wellbeing data include:
• Wellbeing literacy
• Worries
• Nutrition – breakfast
• Music and Arts

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	4.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	24	96.0%

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

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 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	27.0	1.0	16.4
Persons	0	30	1	26

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

Financial statement

Funding Source	Amount
Grants: State	$4,469,540
Grants: Commonwealth	$0
Parent Contributions	$70,387
Fund Raising	$8,159
Other	$23,996

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	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 One Plans 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 access 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