



# Nuriootpa Primary School

## 2022 annual report to the community

Nuriootpa Primary School Number: 318

Partnership: Barossa Valley

Signature

School principal:

Ms Vicky Ireland

Governing council chair:

Cale Ellison

Date of endorsement:

20 March 2023



Government  
of South Australia

Department for Education



## Context and highlights

Nuriootpa Primary School is an R-6 public school located in the Barossa Valley. Our Purpose is to key into excellence by developing engaged and independent lifelong learners who demonstrate respect and responsibility within our school and wider community.

Our values are RESPECT, RESPONSIBILITY, PERSISTENCE and ACHIEVEMENT. We encourage our students to participate in activities outside of the classroom – choir, instrumental music and SAPSASA. A large percentage of our students are involved in local sporting groups who work closely with the school.

We have an experienced teaching group and SSO's. Our staff is committed to the wellbeing and academic progress of each student at our site. In 2022 the staff completed their final workshop with the Berry Street Educational model and implemented fantastic strategies to support students with regulation, sense of belonging and developing a positive mindset.

Over the last 3 years, we have had significant re-development done to the site a highlight of which being its conclusion in 2022. 2022 also

saw long-term Principal Jill Hess take leave in Term 2 and then move into retirement. A new Principal, Ms Vicky Ireland, came into the site for terms 2 - 4 and in December was appointed for a 5 - year tenure.

Some highlights of 2022 were the result of some reduced Covid restrictions.

## Governing council report

2022 was the school's first year without year 7 students. While disappointing to lose the number of students we did, we also saw the Nuriootpa Primary School finally complete the building works and now have an outstanding school with updated classrooms and share spaces and a brand new functional Administration area.

Jill Hess took some long service leave, extending that out into retirement with Vicky Ireland temporarily taking on the role of principal for the majority of the year. A selection panel took place in term 4 with Vicky being selected to take on the principal role for the five year term commencing 2023.

The school canteen was being run with very limited profits in 2022 as losing the year 7's to high school took away a good percentage of sales each week. Donna McNally decided to move on from canteen management at the end of 2022 and we thanked Donna for all her hard work in the canteen. Fortunately we have been able to locate an exciting prospect for the canteen with new management this year, which will hopefully be all settled and running by week 4.

The school said goodbye to our Business Manager, Robyn at the end of 2022. We now have a new finance officer at the school, Chelsea who is very quickly getting up to speed with her new role.

The bowling club car park has now been under repairs at the beginning of this year after discussion between the school and bowling club last year. It has been flattened out, levelled and the layout redesigned to hopefully work better for both the bowling club and the school.

Some successful suggestions through GC have seen more excursions and camps for the students, fundraising through numerous avenues thanks to Michelle and Marni and a much more user friendly student report layout.

I would like to thank all members of the Governing Council, in particular those who have volunteered their time, to support the school and seek to improve and better the school.

Cale Ellison  
NPS Governing Council Chairperson

## Quality improvement planning

### Improvement Planning

In 2022 the focus across R – 6 was on the Numeracy goal on the SIP, 'Increase the percentage of students achieving SEA and in higher bands in NAPLAN Maths' with an additional focus in the Junior Primary of the implementation of a rigorous systematic synthetic phonics (SSP) program.

Numeracy Achievement towards Goal in 2022:

NAPLAN Target 2022:

70% of students will achieve the SEA 25% year 3 and 18% of year 5 HBs

Actual 2022:

69.3% of students will achieve the SEA 18% year 3 and 3% of year 5 HBs

Results indicated that the target was met (0.7 off which is less than one student) regarding students meeting SEA. However, the number of students in high achievement was below the target set.

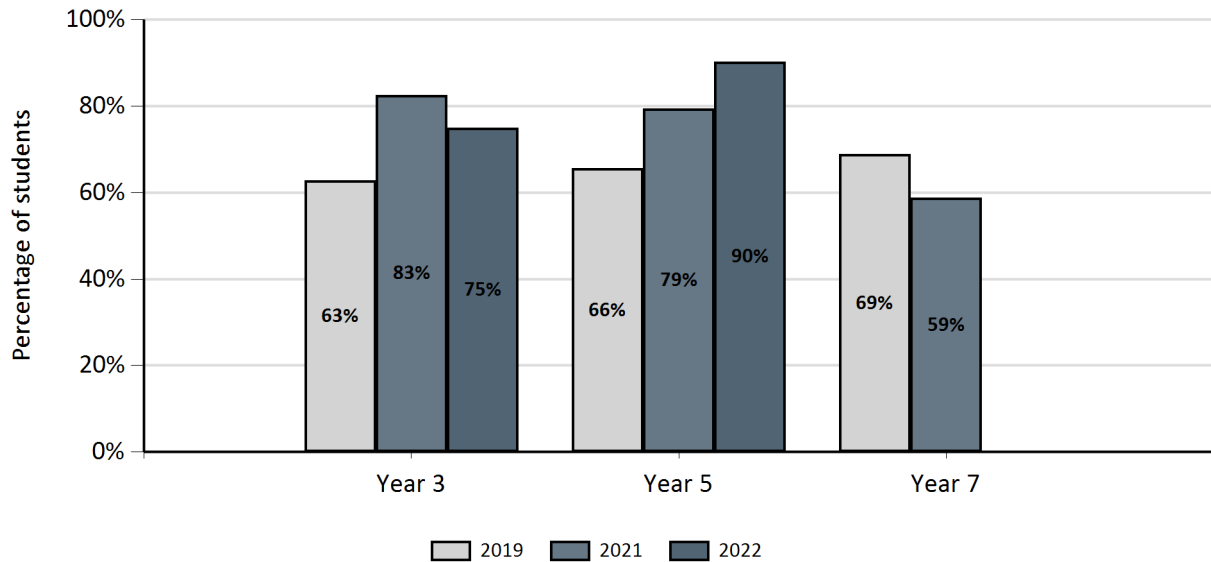


# Performance Summary

## 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

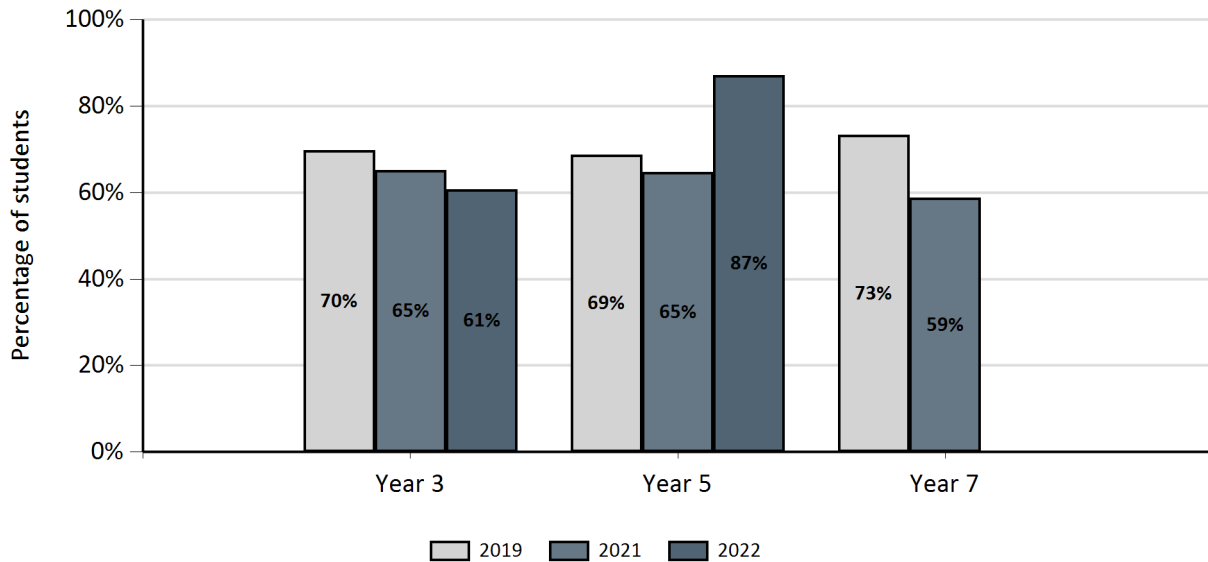


\*NOTE: No NAPLAN testing was conducted in 2020.

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.

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## 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	28	28	5	5	18%	18%
Year 03 2021-2022 Average	25.5	25.5	6.0	5.0	24%	20%
Year 05 2022	31	31	5	1	16%	3%
Year 05 2021-2022 Average	32.5	32.5	7.0	2.5	22%	8%
Year 07 2021-2022 Average	34.0	34.0	1.0	4.0	3%	12%

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

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

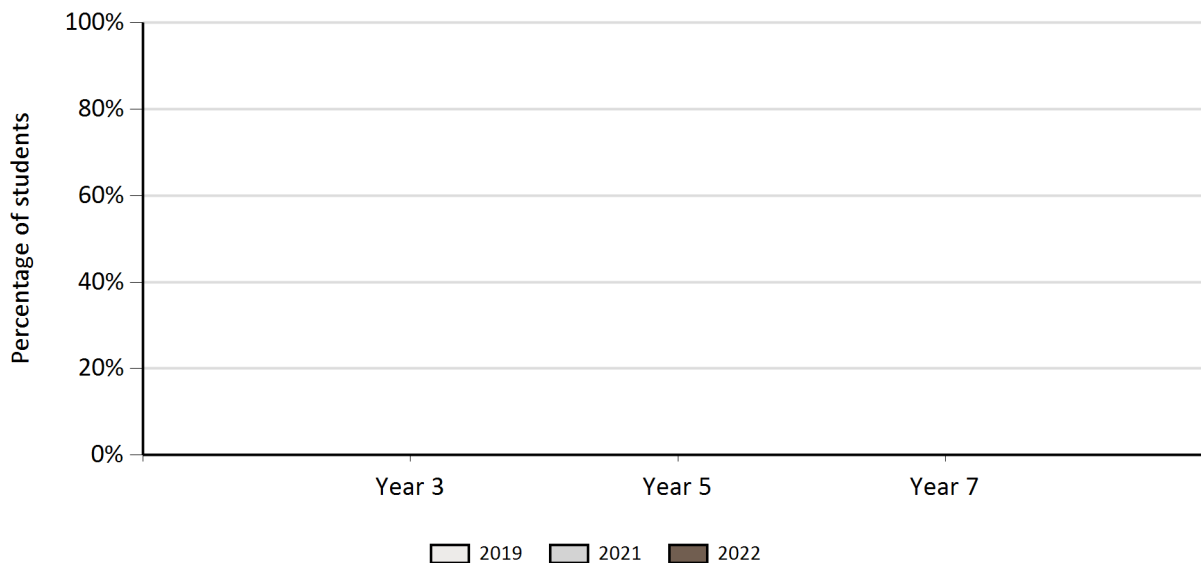
<sup>^</sup>includes absent and withdrawn students.

\*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



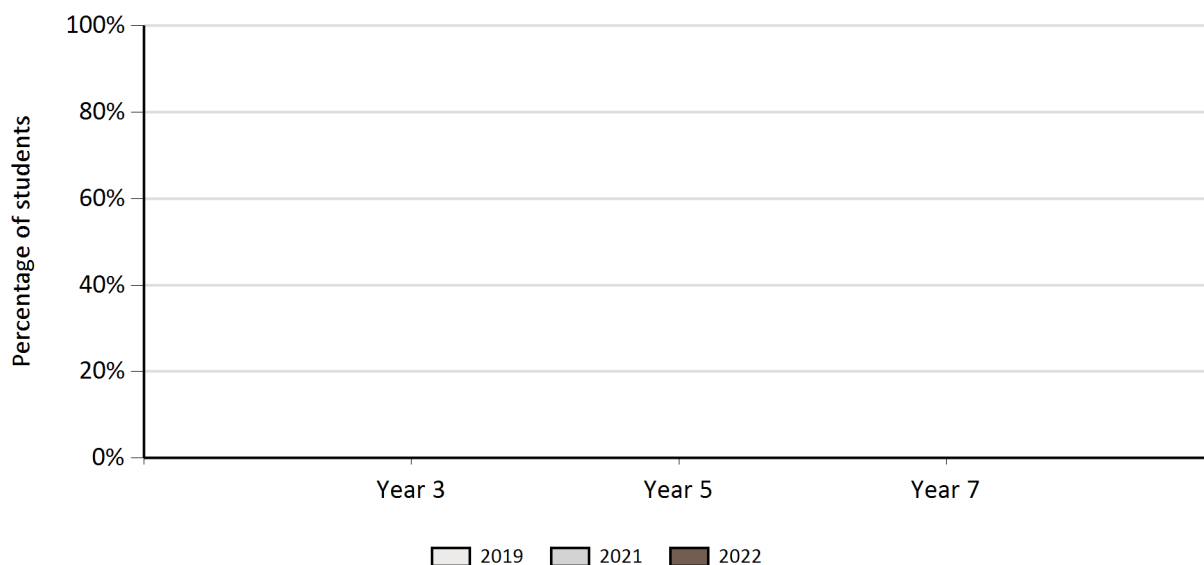
\*NOTE: No NAPLAN testing was conducted in 2020.

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: Quality Teaching

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

Our ACEO focused on Engaging Aboriginal Families as partners in literacy and numeracy learning who works on site one day per week alongside an AET who was also employed one day per week. The ACEO's key focus was on engaging Aboriginal Families and she worked across NPS and the local high school, Nuriootpa High School, to do so. Primarily engaging with families in need of additional support. 2022 was a particularly difficult year for families coming out of Covid and we had several Aboriginal families experiencing financial pressures and the risk of, or actual, periods of homelessness. Families felt well supported by our ACEO with positive outcomes for student attendance and learning. Outcomes included:

- A focus on understanding where our site was at regarding implementation of First Nations perspectives.
- The growth of a First Nations presence in the school- creation of a NPS Acknowledgement of Country.
- Growth of students cultural identity through Nunga Group in the afternoons.

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

Both the ACEO and the Aboriginal Education Teacher supported students with literacy & numeracy needs both out of class and within the classroom. There is no Aboriginal student data.



# School performance comment

## Naplan

The most satisfying performance data came from the Year 5 Numeracy Naplan results where there was an increase to 87% of students at SEA where in 2021 it sat at 65% and in 2019 at 69%. Similarly, for Reading the Year 5 results showed great growth with 90% at SEA an increase from 79% and 66% in 2021 and 2019 respectively. Year 7 data followed the state trend and showed a decrease in the percentage of students at SEA for both Reading and Numeracy with decreases from the previous year of 14% for Numeracy and 10% for Reading, whilst Year 3 data remained relatively stable across Numeracy and Reading with a 4% decrease for numeracy and a 8% decrease for Reading. Despite this decline being small, and a small number of participants, it is a data trend that the school will address.

## Phonics Screen Check

With regards the Year 1 Phonics Screen Check (PSC) there were 10 of the 23 students who did not reach the benchmark. These students are closely monitored and will be given explicit and targetted intervention in 2023. 3 students obtained the perfect score of 40 / 40 sounds.

## Attendance

Year level	2019	2020	2021	2022
Reception	92.3%	91.0%	92.4%	85.4%
Year 1	92.0%	90.5%	90.9%	83.2%
Year 2	93.3%	89.7%	92.2%	85.8%
Year 3	90.5%	91.4%	90.5%	85.8%
Year 4	95.0%	89.3%	90.5%	85.7%
Year 5	92.4%	90.0%	90.9%	84.6%
Year 6	90.5%	87.6%	89.6%	82.8%
Year 7	90.0%	88.5%	88.9%	N/A
Year 8	N/A	N/A	N/A	N/A
Total	91.8%	89.6%	90.6%	84.7%

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

## Attendance comment

Attendance was greatly impacted by the Covid pandemic with every Year level showing a drop in attendance. Attendance rates sat at Rec: 85.4%, Year 1: 83.2%, Year 2: 85.8%, Year 3: 85.8%, Year 4: 85.7%, Year 5: 84.6%, Year 6: 82.8 %. There is no data for Year 7.

## Behaviour support comment

There were 103 cases of 'threatening or perpetrated violence' and 33 cases where a student 'threatened safety or wellbeing' or others. These cases tended to be 'Physical Assault/Minor' and were incidents that occurred during yard play. Incidents tended to be isolated to several students with specific learning needs such as students with Autism and those who have experienced adverse life events and therefore display traumatised behaviours.

## Parent opinion survey summary

The 2022 results indicate that the parent community value their child's education greatly with 90% agreeing/strongly agreeing with this statement. Additionally, 40% of respondents indicate that they would like to know more regarding how to support their child(ren).

Considered against the comparison group, Nuriootpa PS has high levels of perceived respect with 79% of respondents saying 'people are respectful' and 85% saying 'teachers and students are respectful' as compared to 74% and 76% in comparison group respectively.

Areas to work on include 'receives useful feedback' with 37% of respondents not able to agree with this statement, and 'school communicates effectively' with 30% not in agreement.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	29.2%
NT - LEFT SA FOR NT	1	4.2%
PA - PARENTING/CARER	1	4.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	15	62.5%

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

Nuriootpa PS follows the processes and procedures to ensure compliance with Relevant History Screening requirements.

# 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	25
Post Graduate Qualifications	5

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	12.9	0.0	5.7
Persons	0	15	0	8

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,455,167
Grants: Commonwealth	\$0
Parent Contributions	\$50,890
Fund Raising	\$9,037
Other	\$30,403

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	In 2022 the site employed a Wellbeing coordinator and site funded additional hours. The Berry Street model was introduced as well as Interoception and Zones of Regulation to support student wellbeing.	Students increasingly used Interoception spaces and engaged with teachers and leaders to co-regulate. Individual students required less 1:1 SSO support and those with exemptions and reduced schedules were able to build up their time on-site.
	Improved outcomes for students with an additional language or dialect	One student attended in the latter part of Term 4 and received 1:1 support and the use of ICT to support language development.	The student made growth in language skills but the largest leap was in her socialisation into a new culture prior to heading to the local high school.
	Inclusive Education Support Program	Increased SSO support was provided in class to support Wave 1 and Wave 2 students. Additionally, SSO intervention in Numeracy was provided based on Big Ideas In Number data which supported and consolidated the explicit targeted instruction from the teacher. Additional support was provided in the JP classes to support the fidelity of the Systematic Synthetic Phonics program (SSP).	Students were able to move through the Big Ideas in Number testing with additional support. Particularly those students who were still working at Trusting the Count. In the JuniOor Primary, students were tested with Heggerty program and with PASM and growth was evident.
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	Additional funding at Nuriootpa PS is used to target specific learning needs in Numeracy and Literacy as well as supporting students with regulation and social skills to enable them to be 'ready to learn' and engaged learners. IESP funding is used in the employment of SSO staff who provide 1:1 to specific students regarding their learning and social-emotional growth.	Outcomes regarding the SEA and NAPlan results vary according to student learning needs and the regulation status of each student. Teacher evidence is that student growth is non-linear but that there are individual successes that are celebrated.
Program funding for all students	Australian Curriculum	Teachers are released to work in collaborative PLC's focussed on Maths programming with differentiation for student needs and unpacking the DfE Australian Curriculum resources, namely the Mathematics Units of work and the Scope and Sequence. An additional PLC exists within the Junior Primary group which is focussed on the implementation of the systematic synthetic phonics program.	All classes across the school 3 - 6 in 2022 were working with the Mathematics units of work and were developing their skills in contextualising learning. Consequently the Year 5 cohort demonstrated a large increase in NAPlan results and the school began pushing students into higher achievement.
	Aboriginal languages programs Initiatives	N/A	N/A

Other discretionary funding	Better schools funding	Better schools funding supports the release of teachers to work collaboratively on the actions of the SIP with the focus on improved literacy and numeracy outcomes.	While outcomes according to 'Big data' varies, multiple data measures indicate a trend towards improved teaching and learning and increased student engagement
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/a	N/A