



Nangwarry Primary School

2022 annual report to the community

Nangwarry Primary School Number: 592

Partnership: South East Coast & Vines

Signature

School principal:

Mr Stuart Miller

Governing council chair:

Teresa Stewart

Date of endorsement:

13 February 2023



Government
of South Australia
Department for Education

Context and highlights

Nangwarry is a small community, located between Mount Gambier and Penola. The benefit of this is that we are a small, tight knit community, with ready access to the services and opportunities of larger towns and cities.

At Nangwarry Primary School we are pleased to offer a large range of learning experiences and opportunities to our students. This includes, but is not limited to, Lego League, Choir, SAPSASA, Young Environmental Leaders Program and GALA Day. Individual Learning Journeys of each student are honoured, with learning tailored carefully to suit the needs of every student. We have a strong focus on Literacy and Numeracy, with intervention programs supporting student learning in each area through the use of InitiaLit, MaqLit and MiniLit. Staff at Nangwarry Primary School are committed to continual Professional Development, broadening their knowledge and understanding of best practice, data informed teaching and learning, and High Impact Teaching Strategies.

We have a strong focus on supporting the wellbeing and emotional development of each and every child. Staff have worked through Trauma Informed Practices training, and intentionally design learning spaces, experiences and access resources that support student regulation and wellbeing. We have a Wellbeing for Learning Agreement which supports staff, students and families by outlining each stakeholder's role in the wellbeing of our students.

Highlights from 2022 have been many. Our teachers created strong professional links with other small schools in our Partnership, forming the Small Schools Collaborative Professional Learning Communities. This has been an effective way for our teachers to network with others who work in a similar context, further allowing them to develop teaching and learning programs that are specific to a small school and multi year level context.

For our students, there were plenty of opportunities and experiences that complimented the learning that was occurring in classrooms. We welcome Bron Perryman from the "Kids with Cockies" project, working with our students to develop more awareness of the endangered Red Tailed Black Cockatoo, and how we can increase habitats in our area to support them. Our Community Garden is well underway, and students have been involved in constructing garden beds, planting and maintaining vegetable and herbs plants and are looking forward to their first harvests. We have also attracted grants and donations from a number of local businesses such as One Forty One, Timberlink Tarpeena, Bendigo Bank, SA Water and Woolies/Landcare to support the development of this amazing space.

Students also participated in YELP, Choir and Lego League to represent our school. A major highlight for our Year 2 - 6 students was a camp to Woodhouse in the Adelaide Hills with Kalangadoo Primary School, where a few days of adventuring and activities were enjoyed by all.

After a rocky start to the year, staff, students, families and the community have enjoyed many successes and events to celebrate and have plenty to be proud of.

Governing council report

As 2022 draws to a close I would like to acknowledge the Governing Council Members for this year. Treasurer Sandy Dowling, Secretary Tamara Lloyd, Vice-Chairperson Cassie Dinnison, Members Tanya Bierwirth Leigh and Felicity Goodwin-Perry. Big thank you for your time and commitment this year. It is not easy juggling being on a committee so we appreciated all you have given this year.

After a few years of covid interrupting what Council Members could do on school sites we have loved to be back interacting and helping out.

We have had two very successful lunch days and look forward to continuing this more regularly next year.

We continued to run the scholastic book club and it is great the teachers can use the rewards earned for your book purchases to purchase resources for the school classrooms or library.

The school office and other sections have had a fresh coat of paint. The community garden is going full steam ahead and it's great to see progress. Thank you to all the businesses that have assisted fund this project. Thank you, Erica, for all the design work and Jess for gaining the much-needed funds via grants and for commencing this project. We can't wait to see the end result.

Congratulations to all parents and staff that assisted with the Christmas float and to all the children for being involved.

Huge achievement to win the Encouragement award and a great reward for your efforts.

Farewell to the year 6's and thank you all for your contributions you have made during your time at Nangwarry. We wish you every success as you start your high school journeys. Remember to be kind to yourself and others, be respectful to all and work hard to achieve your goals.

Thank you to all community members that have contributed to our school and to the school leaders Harvey and Jack for leading your peers this year.

I would like to make a special mention and thank to Felicity who is leaving Governing Council after being on Council since moving to Nangwarry. Flick joined in 2012 and held the Treasurer role for most of her 10 years on Council with also a stint at Vice Chairperson and lead the fundraising committee for 4 years. Big thank you Flick and you will be missed.

All the best to Jessica; you have achieved a lot in your short time here and we are very grateful to have had your infectious energy in your time here. Kay Elven retired at the start of the year. We hope you are enjoying retirement Kay and we all missed you after having you present for so many years.

Thank you to Kay Fenn and all the best with your well earned retirement. Kay has assisted Council greatly over the years with her organising and arranging. For students at school today, Kay would have been here when your parents were your age. 40 years is an amazing achievement and Kay you have touched the hearts of so many students, parents and staff over these years. You are loved by the community and although sad to see you go, we will still see you around town and maintain our connections.

In closing I would like to take time to reflect on what has been a tumultuous year. We could never have imagined the pain and loss we endured at the start of the year with the sudden passing of our long-time friend and mentor Mrs Stewart. Mrs Stewart has left her mark in all of our hearts.

Finally, please take a moment to thank the incredible efforts of our teachers and support staff this year. You lead by example and help raise our children, so to our teachers and support staff – thank you. We appreciate all that you do. There is much to look forward to in 2023.

Quality improvement planning

A large portion of our Improvement Focus for 2022 was on our goal of Numeracy. Our involvement in the Small Schools Collaborative Professional Development Communities provided opportunity to combine funds, training opportunities and resources with other small schools in similar contexts to ours.

Staff attending a number of Professional Development sessions, as well as online meetings 4 times a term to network with teachers in similar year levels, reflecting on best practice, refining classroom pedagogies and routines and developing teaching and learning plans for multi year classes in mathematics.

Involvement in these PLCs also provided access to Department Project Officers, who worked alongside our Partnership Curriculum Lead to ensure Professional Development and resources were relevant and targeted to our site contexts.

Sessions were based on teachers' continual review of their own teaching practice, and incorporating elements of the High Impact Teaching Strategies into daily mathematics blocks, with the focus on increasing student achievement in number. We also focused on building an increased knowledge of using the Big Ideas in Number diagnostic tools to support us to assess each student and plan next steps for their learning journeys accordingly. The Big Ideas in Number tools also supported Individual Learning Goals to be written, which was one of the actions in our Site Improvement Plan. Learning Goals were a successful implementation for 2022, with goals being set for each student twice per term, with a consistent schedule of communication designed to ensure parents and families were informed and supported to be involved in their child's learning from home. Seesaw was utilised as a communication tool, with Learning Goal proformas used to communicate each student's reading and mathematics goal, the Success Criteria that would be used to demonstrate success against that goal, and strategies outlined for both school and home to support each student's development. Feedback from parents and families about this process was positive, with many follow up conversations occurring with classroom teachers about learning and progress.

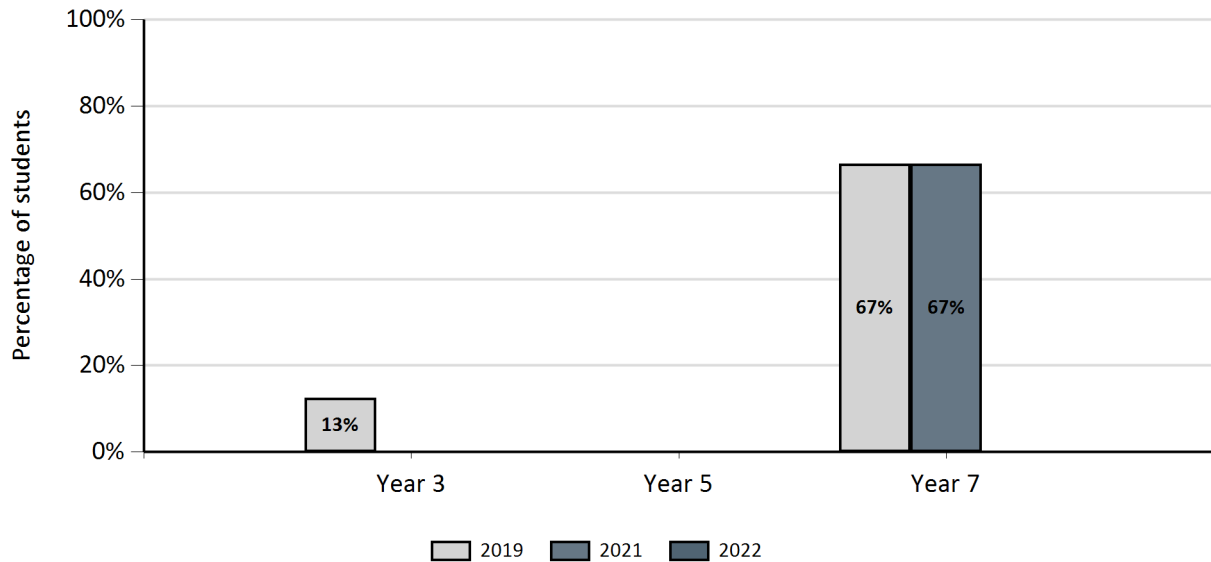
Data from PAT and NAPLAN (whilst extremely small data sets) demonstrated growth for a high percentage of our students, with clear 'next steps' to ensure they continue to experience growth in reading and numeracy.

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

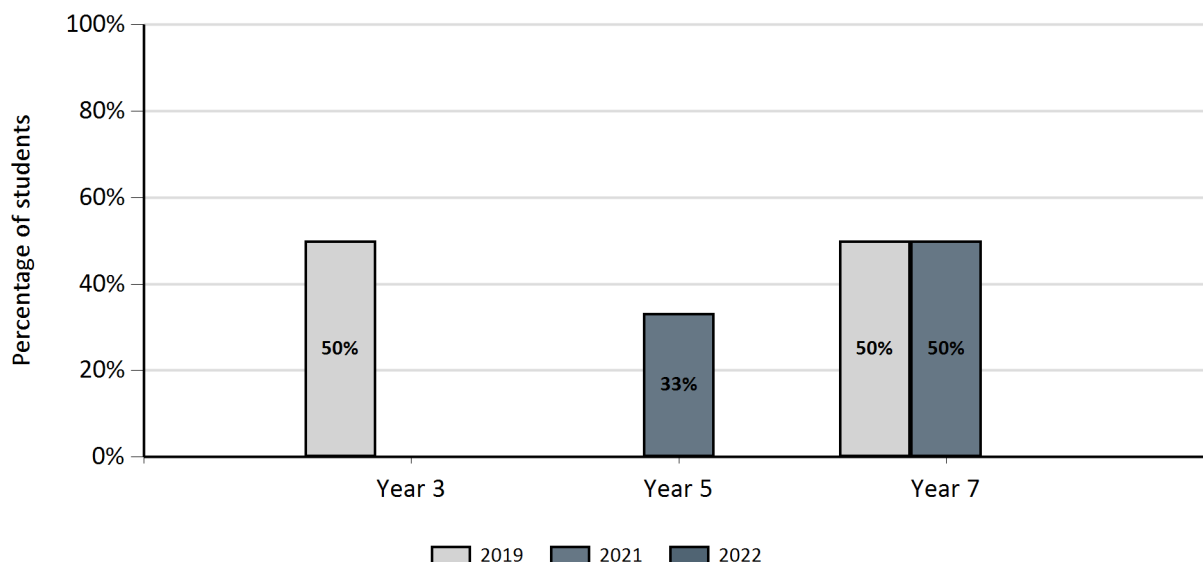


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		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	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	6.0	6.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

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

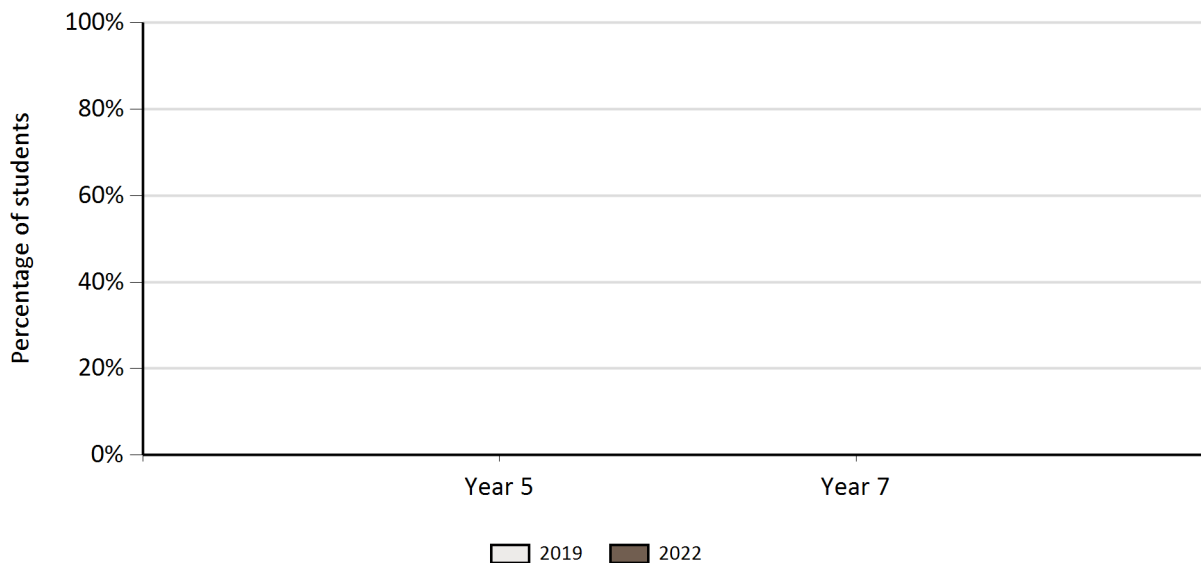
[^]includes absent and withdrawn students.

*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



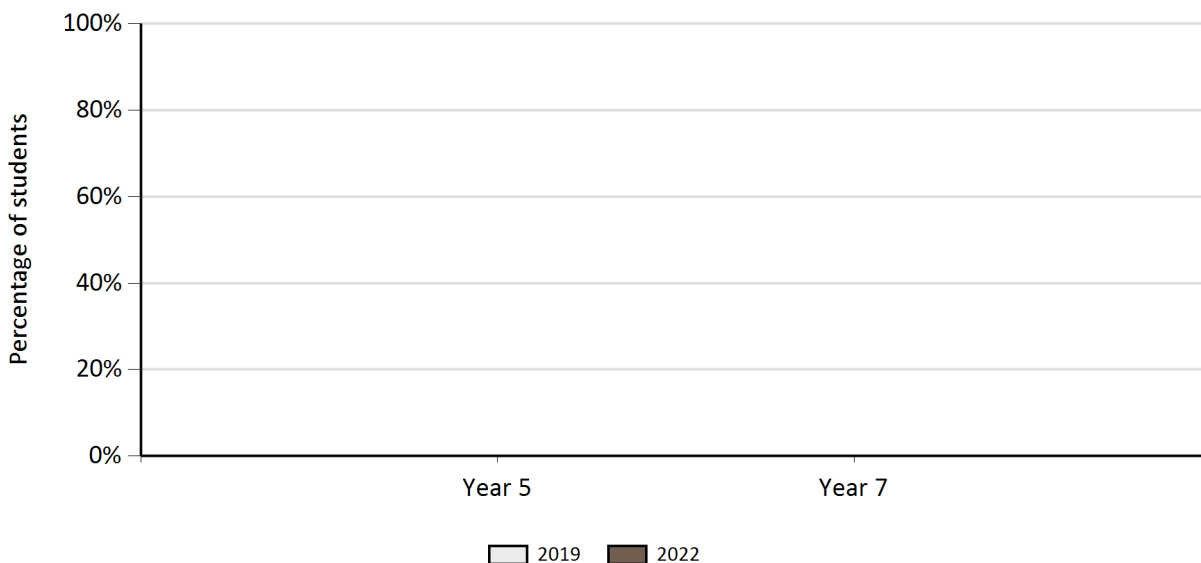
*NOTE: No NAPLAN testing was conducted in 2020.

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 05 2022	*	*	*	*	*	*
Year 05 2022-2022 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:

We did not have any Aboriginal Students enrolled in 2022 however, our data analysis and informed planning processes ensured that we were able to engage with the ALALR.

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

We did not have any Aboriginal Students enrolled in 2022 however, our data analysis and informed planning processes ensured that we were able to engage with the ALALR.

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Attendance

Year level	2019	2020	2021	2022
Reception	91.0%	81.1%	86.9%	84.3%
Year 1	88.6%	92.4%	95.9%	88.0%
Year 2	92.4%	91.8%	83.3%	86.0%
Year 3	94.1%	87.5%	89.0%	87.5%
Year 4	96.9%	92.9%	90.8%	83.3%
Year 5	90.4%	93.7%	92.6%	85.3%
Year 6	92.4%	90.6%	79.4%	84.9%
Year 7	83.1%	95.4%	89.2%	N/A
Total	90.9%	91.3%	88.4%	85.1%

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

Attendance comment

High levels of communication, regular data analysis and clear expectations support our teachers to engage with families and work in a 'team around the child' approach to support regular attendance. Teachers are responsive to individual students' needs and regularly review and refine strategies to support students to engage with learning and increase attendance at school.

Behaviour support comment

Staff are trained in Trauma Informed Practices which has shown a decrease in behaviour incidents over 2022. Staff are responsive, reflective and flexible, supporting each and every student to engage with learning and learning spaces in a positive way. There were minimal incidents reported of violence or aggressive behaviours for 2022.

Parent opinion survey summary

The Parent Engagement Survey for 2022 was extremely positive, with many areas showing high levels of satisfaction from participating parents. Parents acknowledged that communication was effective, high standards and levels of expectations were set for students and that conversations surrounding learning, progress and goal setting were supportive and productive.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	85.7%
U - UNKNOWN	1	14.3%

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

Admin processes ensure that all relevant history screens and RRHAN trainings are up to date and relevant. This includes for our Governing Council and volunteers.

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	5
Post Graduate Qualifications	2

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	4.4	0.0	4.1
Persons	0	5	0	8

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

Financial statement

Funding Source	Amount
Grants: State	\$712,585
Grants: Commonwealth	\$3,000
Parent Contributions	\$5,827
Fund Raising	\$7,917
Other	\$17,000

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	Targeted individual student support, facilitating individual learning programs and setting Individual Learning and Behaviour Goals Regulation and de-escalation strategies and spaces for all students to access – promoting wellbeing and engagement Participation in Trauma Aware Practices Explicit teaching and individual support to develop regulation strategies and emotional awareness	Increased engagement from all students towards learning and school processes and routines Increased ability to self-regulate by target students, requiring less time out of class for regulation support
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	One Plans are created for all funded students, outlining individual learning goals targeted at student achievement and growth. This guides the support that is put in place and resources that are utilised and accessed.	Targeted support and resourcing to support individual students to achieve growth in learning, or to develop independent regulation strategies. Specific access to resources and organisations to support individual students access learning, and to increase staff awareness of optimal conditions for learning and inclusion
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	Targeted intervention programs in literacy: Maqlit, MiniLit and MultiLit. Purchase of new resources to support continued use of and implementation of InitialLit programs. Access to curriculum events and excursions, including camp and accessing learning opportunities off site.	Increased student achievement in InitialLit including first Year 2 cohort to access program. Increase student achievement in Synthetic Phonics in Reception to Year 2 and in intervention groups.
Program funding for all students	Australian Curriculum	Targeted learning opportunities within local community and within region, accessing relevant and engaging learning experiences. Improved teaching pedagogy and practice through continual PD and training.	Student progress towards achieving SEA in a range of curriculum areas.
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Increased teacher and SSO allocation during key literacy block times and to deliver intervention programs. Intervention programs a direct continuation of programs delivered in classrooms, supporting continuity and understanding for students.	Students achieving SEA in literacy, increased achievement in reading and writing.

Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA