



NEWBERY PARK

A Learning Community

Newbery Park Primary School

2022 annual report to the community

Newbery Park Primary School Number: 970

Partnership: South East Coast & Vines

Signature

School principal:

Mr Sam Currie

Governing council chair:

Emelia Tidy

Date of endorsement:

3 February 2023



Government
of South Australia
Department for Education

Context and highlights

Newbery Park Primary School caters for children from reception to year 6, and is situated 410kms from the Adelaide CBD. The enrolment in 2022 is 69 students. Enrolment at the time of the previous review was 99 and will see the school start with 65 students in 2023. The school has an ICSEA score of 937, and is classified as Category 2 on the Department for Education Index of Educational Disadvantage. The school population includes 26% Aboriginal students, 20% students with disabilities, no students with English as an additional language or dialect (EALD) background, 14% children/young people in care and 74% of families eligible for School Card assistance.

Newbery Park Primary School continues to pride itself on being a learning community with a focus on exceptional teaching and learning, underpinned by our values of pride, integrity and resilience. An area that we have significantly improved on in 2022 is our commitment to Indigenous Culture and learning. With a high percentage of Indigenous students (26%), we have significantly improved both our classroom practices in including Indigenous Perspectives, the development of an Indigenous Garden and meeting place, Budinya Mraatu, and engaging Indigenous elders to work with our students.

Despite the continuing COVID challenges, we have worked hard to get community involvement back into our site, with our Parent Club having the highest numbers in it for more than 10 years. This commitment from our families has provided our school with a tremendous sense of community and allowed for many working bees, lunch days and community activities such as a Sewing Club to take place in order to support our students.

Despite the challenges this year with visitors on site, students continued to engage in a range of value added learning programs that supported their learning and development. These included:

- Budinya Mraatu Opening Day where we invited local Indigenous Elders to run sessions with students, involvement from our feeder pre-school and local High School, along with local Musician Jason Baker performing at the opening
- Highly successful buddy programs with both local pre-schools
- Learning together transition
- Science Fair Day
- Sports Day and Gala Day with strong community involvement
- Day for Daniel
- YELP program
- White Ribbon Day
- Eco Learning excursions including year 5/6 fishing
- Book Week celebrations including Bedtime Stories with Indigenous Author Aunty Michelle coming to share her books with families
- Sustainability projects including parent led sewing club

Governing council report

2022 has proved to be a very successful year for Newbery Park Governing Council. Despite a small number of members there were many major decisions made and positive achievements.

With the assistance of Governing Council, Parent and Friends Club has thrived this year with member numbers increasing exponentially. The enthusiasm and hard work from the members has resulted in a great fundraising effort and many improvements to the school. Purchasing new equipment and working bees have been an integral part of Parent Club supporting the school community.

The opening of the Indigenous Garden was a celebration that brought the wider community together to support the great work that Newbery Park is achieving in the Indigenous learning space. Staff and students worked extremely hard to bring the vision of the garden to realisation and it is hoped that the garden will be utilised by other schools to enhance their own learning of Indigenous culture.

A major discussion point for Governing Council this year has been whether to change the sports day teams from three to two to improve competition and participation. Staff, students and families were consulted and after much discussion it was decided to move to two sports day teams. Using the school colours red and blue and drawing from the Indigenous learning, starting in 2023 the team names will be Kurra and Kabir, which is Kangaroo and Emu in Boandik language. Both animals play a significant role in the dreaming stories of our region and link with the Indigenous Garden.

Newbery Park participated in an external review this year and it was very pleasing to see that the results of the review were outstanding. It reflected the strong school culture that supports staff and student learning and wellbeing. Families feel welcome, included and part of their child's learning. With such a positive result, the staff will now look to what can be done even better and make positive changes to enhance our school culture and expectations.

As the year draws to a close Newbery Park will farewell some staff. Kayley Irvine and Jenae Fox will continue their teaching journey at different sites. Both of these teachers have contributed significantly to Newbery and we wish them all the best with their new endeavours.

Newbery Park will also farewell our Principal, Sam Currie. After many years of being a part of the Newbery Park community as both a teacher and a leader he is moving on to new challenges. Sam has worked tirelessly for Newbery. His calm and composed leadership changed the landscape of the school community and he will be leaving Newbery Park in a better place.

Finally, thank you to my fellow Governing Council members. Their contribution and commitment has ensured that Newbery Park remains a great place for learning.

Emelia Tidy

Quality improvement planning

Numeracy Challenge of Practice: If we use formative assessment evidence to inform differentiated strategy lessons, then we will increase student achievement in mathematics across the whole school.

Action 1: Teachers will use formative assessment strategies to collect data from mental routines and problematised situations.

- Jenae Fox, our Senior Leader in Numeracy delivered PD refreshers throughout the year and modelled her effective use of collecting FA data.

- Consistent collection of FA data from all teachers

Action 2: Teachers will adopt multiple approaches to deliver differentiation strategy lessons.

- Jenae Fox worked closely with mathematician expert Ann Baker to develop a sequence of PD to deliver to teachers

- PD delivered on using formative assessment from a problematised situation to then inform strategy lesson.

- Tracking and monitoring of teacher development and student progress occurred through strategy lesson learning cycle 'powerpoints' that each teacher completed weekly and shared during staff meetings in Term 3.

Action 3: Teachers will engage in an instructional coaching cycle to evaluate and improve the use of formative assessment to deliver strategy lessons.

- This action was changed from observations to a coaching model throughout the year.

- Leadership team read the text, "The Impact Cycle" by Jim Knight in preparation for a process to use during coaching sessions.

- Implementation of this has struck some barriers (staffing/Covid/logistics) which we will continue to address.

Action 4: Teachers will set learning goals based on individual learning needs (BIN F-2 / Essential Assessment 3-6).

- All student goals uploaded to Seesaw to share with parents at required time and based on BIN and Essential Assessment.

Next Steps:

As reading will be the predominant goal in 2023, Mathematics will need to occur in the background and will have a limited role within staff meetings. For that reason, it is imperative that we set up the coaching model for more consistent and dedicated implementation. This will allow for leaders to continue to work on all areas of the Statement of Practice with teachers and to be specific to their needs.

Reading Challenge of Practice: If we explicitly implement a whole school approach to the Big 6 of Reading, then we will increase student achievement in reading across the whole school.

Action 1: Teachers will complete professional learning on all elements of the Big 6.

- Teachers have participated in PD of an overview of the Big 6 and how it relates to Scarborough's Reading Rope and the science of reading.

- Pupil Free day facilitated by Andrew Fewster, senior leader, on 'modelled reading' where the Big 6 was integrated in terms of 'how to include' and suggestions on 'how to assess'.

Action 2: Teachers will implement a daily reading block, integrating the components of the Big 6.

- 2 x Pupil Free days over the year facilitated by Andrew Fewster, senior leader, on 'modelled reading / shared reading / guided reading / independent reading' where the Big 6 was integrated in terms of 'how to include' in to the reading block and suggestions on 'how to assess' each of the Big 6.

- Consistent conversations from leadership with the LGU to support in preparation of a 'Statement of Practice' for literacy.

- A Statement of Practice was written at the end of Term 4 during our final Pupil Free Day in preparation for implementation in 2023.

Action 3: Teachers will engage in an instructional coaching cycle to facilitate the implementation of high impact teaching strategies for reading.

- This action was changed from observations to a coaching model throughout the year.

- Leadership team read the text, "The Impact Cycle" by Jim Knight in preparation for a process to use during coaching sessions.

- Implementation of this has struck some barriers (staffing/Covid/logistics) which we will continue to address.

Action 4: Year 2 teachers to complete professional development in DIBELS through the department's Oral Reading Fluency (ORF) assessment trial.

- Training completed by year 2 teachers in Oral Reading Fluency (ORF).

- All assessments completed with improved and effective results.

Action 5: Teachers will trial DIBELS reading assessments to monitor reading for all students up to year 6.

- A follow on from above action. Teachers have begun trialling these assessments from R-6.

- ORF and Maze assessments to be added to Assessment Schedule in 2023.

Action 6: Teachers will implement reading conferences to set individual reading goals with students.

- Reading conferences have been introduced in the Year 3-6 classes.

- Reading goals are happening from R-6 successfully.

Next Steps:

- Set up the coaching model for more consistent and dedicated implementation

- Update statement of practice to identify what a daily reading / literacy program will look like

- Develop a consistent approach to reading conferences R-6

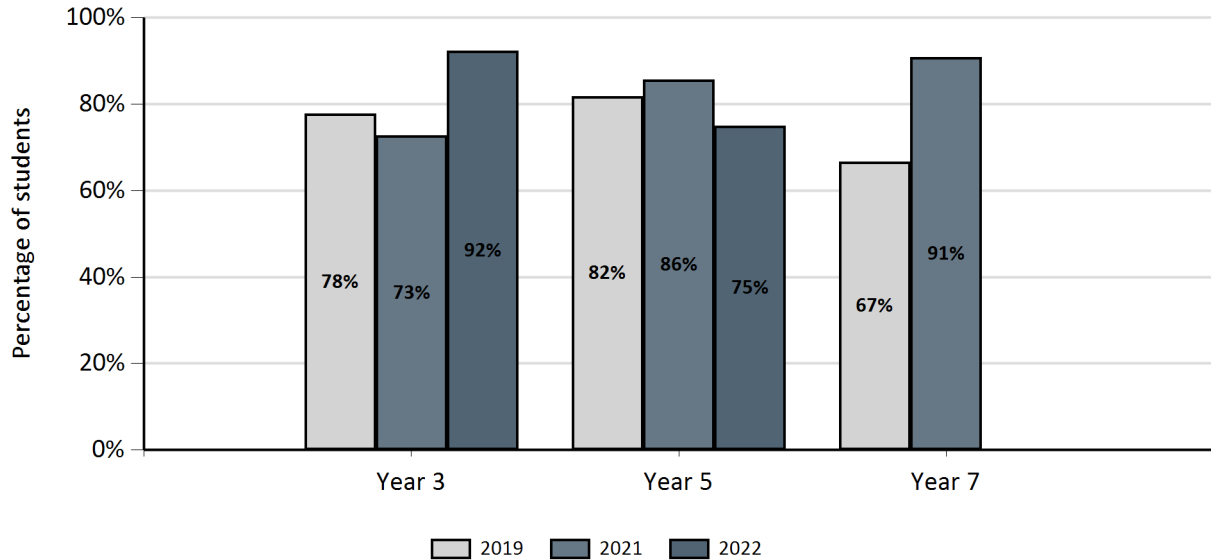
- Consistently implement the DIBELS tools

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

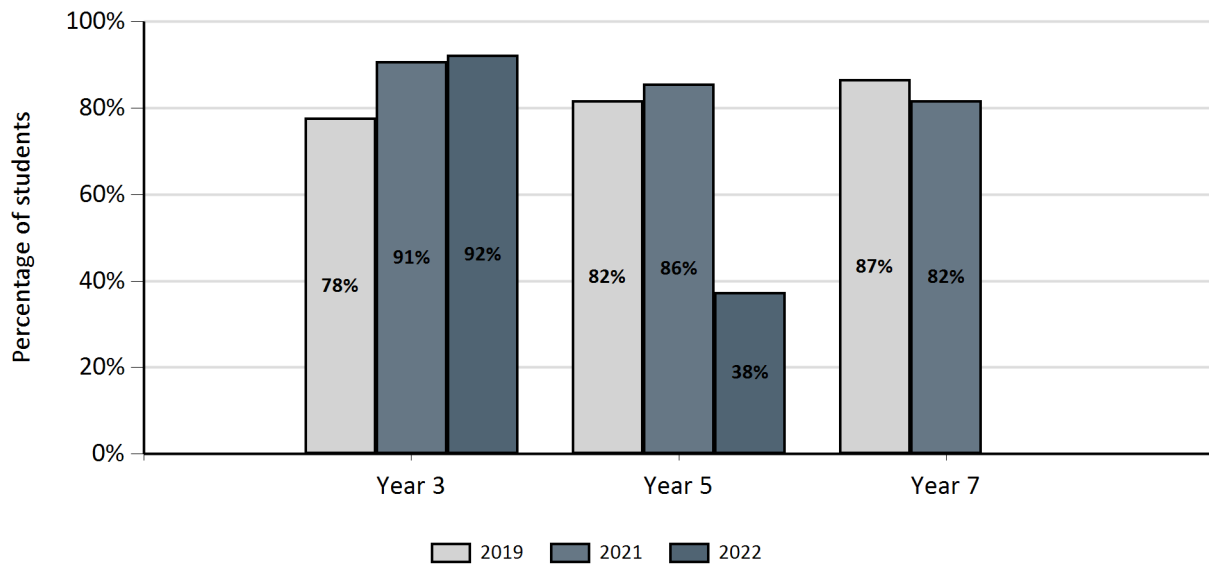


*NOTE: No NAPLAN testing was conducted in 2020.

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	13	13	7	5	54%	39%
Year 03 2021-2022 Average	12.0	12.0	5.5	3.5	46%	29%
Year 05 2022	8	8	1	1	13%	13%
Year 05 2021-2022 Average	11.0	11.0	1.0	2.5	9%	23%
Year 07 2021-2022 Average	11.0	11.0	2.0	4.0	18%	36%

*NOTE: No NAPLAN testing was conducted in 2020.

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

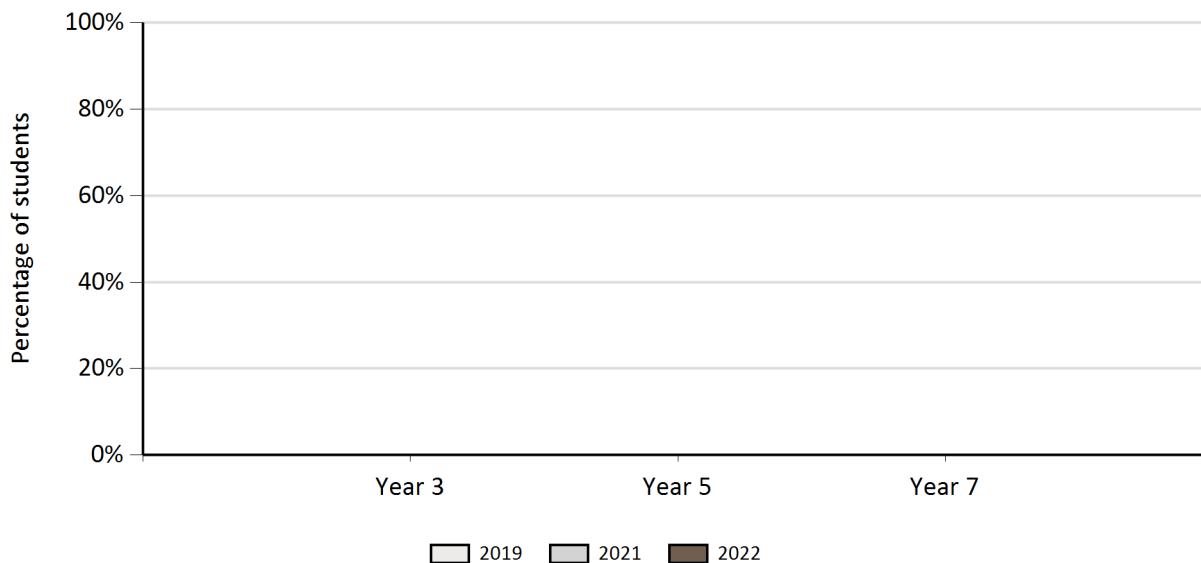
[^]includes absent and withdrawn students.

*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



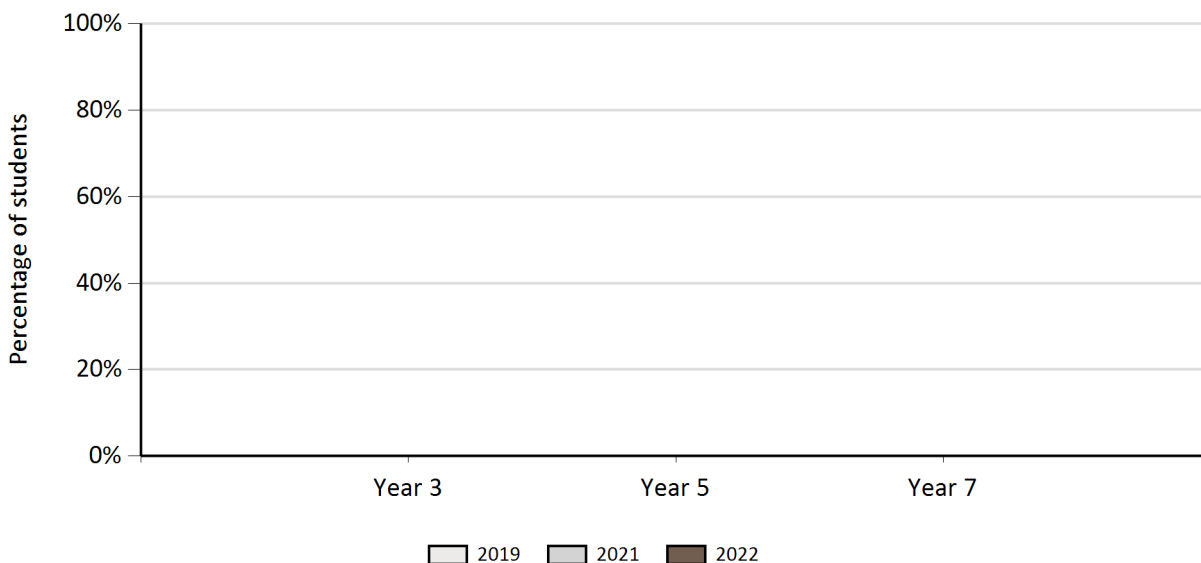
*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	*	*	*	*
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.

[^]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: Engaging Families

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

- Scheduled parent-teacher interviews for all families in Term 1, Wk10 and Term 3, Wk 9 to discuss literacy, numeracy and cultural goals for each Indigenous student (as written in One Plans), including progress towards achievement and strategies to support student to continue to work towards achieving each goal.
- Teachers to complete reading conferences with every Indigenous student twice a term (week 3 and 8), where students reading goals are reviewed and new goals are set.
- Teachers to have a mathematics discussion (Big Idea in Number for F-2 students / Essential Assessments for 3-6 students) with every Indigenous student each term (week 5), where students mathematics goals are reviewed and new goals are set.
- Teachers provide formative assessment on student work samples for both literacy and numeracy throughout terms, annotating work samples to provide feedback on current student achievement, and points to 'move students forward'.
- Establishment of Indigenous Garden, "Budinya Maartu" in 2022 to be used as a multi-purpose space for students and community members.

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

- Reading - 7/7 Students achieved SEA, with 2 of these in High Bands
- Mathematics - 6/7 Students achieved SEA, with 1 of these in High Bands
- Improved attendance
- One Plans reviewed termly with family input

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."

2022 Learner Achievement Targets:

Mathematics Target:

Year 3 - 66% of students to achieve SEA in NAPLAN, with 16% achieving in HB

Result: 80% of students achieved SEA, with 26% achieving HB

Year 4 - 80% of Year 4 students to achieve SEA in PAT

Result: 83% of students achieved SEA in PAT

Year 5 - 100% of students to achieve SEA in NAPLAN, with 20% achieving in HB

Result: 43% students achieved SEA, with 14% achieving HB

Year 6 - 91% of students (10/11) to achieve SEA in PAT

Result: 83% of students achieved SEA in PAT

Analysis:

As a school we have achieved some outstanding results in both PAT and NAPLAN in our year 3 and 4 cohorts which is a fantastic outcome for our commitment to our pedagogies and teaching through problem solving that these students have received for the last 3 years.

The results of our year 5 and 6 students weren't as high, with the year 5 NAPLAN outcomes challenging to predict given we didn't have a year 3 NAPLAN result to base of from 2020 when NAPLAN didn't sit.

Reading Targets:

Year 3 – 66% of students to achieve SEA in NAPLAN, with 25% achieving in HB

Result: 80% of students achieved SEA, with 46% achieving in HB

Year 4 – 80% of Year 4 students to achieve SEA in PAT

Result: 83% of students achieved SEA

Year 5 – 100% of students to achieve SEA in NAPLAN, with 20% achieving in HB

Result: 86% students achieved SEA, with 14% achieving in HB

Year 6 – 91% of students (10/11) to achieve SEA in PAT

Result: 83% of students achieved SEA

Analysis:

In 2020 we introduced the InitialLit program across Reception to Year 2. Our Year 3 and 4 students in 2022 are the first students to sit NAPLAN who had access to these programs. There is a significant increase in the percentage of students in High Bands for these two cohorts which we feel is due to the delivery of our Initialit program in the early years.

Attendance

Year level	2019	2020	2021	2022
Reception	86.9%	85.3%	91.3%	85.1%
Year 1	89.0%	89.7%	92.5%	85.1%
Year 2	88.0%	86.9%	84.0%	78.8%
Year 3	89.3%	85.6%	88.9%	87.4%
Year 4	92.6%	87.1%	83.8%	90.1%
Year 5	89.4%	92.9%	82.7%	77.5%
Year 6	87.7%	90.1%	93.8%	85.6%
Year 7	84.3%	86.6%	86.3%	N/A
Total	88.4%	88.4%	88.2%	84.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Overall attendance maintained similar levels to the last 2 years. End of year data indicates that the overall attendance rate for 2022 (89%) is similar to 2021 (88.5%). A small cohort of families who have attendance challenges have made a significant impact on the attendance rate.

Our Principal and student engagement and wellbeing leader works closely with families, completing attendance plans and received intervention from truancy officer for one family. We have thorough monitoring processes in place and our interventions have proven successful for all but 2-3 families.

Behaviour support comment

Over the course of 2022, there were 20 take homes and 15 suspensions. This is a slight increase from 2021, however this is attributed to a small cohort of students that require significant intervention and adjustments. Ongoing behaviour matters with children are addressed collaboratively and in consultation with the school's behaviour support Coach, leadership, classroom teachers and parents / caregivers.

While the amount of suspensions and take homes did increase, other behaviour data collected and input into EDSAS for less severe incidents have decreased since 2020 and this can be attributed to the outstanding work of leaders and teachers in the implementation of our school wide Berry Street approach.

Parent opinion survey summary

A parent opinion survey was conducted in term 3 and had 11 respondents. Families had the opportunity to complete an online client opinion survey that was sent direct to them from the department with positive feedback given. Family feedback indicated:

Strengths:

People are respectful (90% agree / strongly agree)
 Teachers and students are respectful (90% agree / strongly agree)
 Child is important (90% agree / strongly agree)
 Receives enough communication (90% agree / strongly agree)
 School communicates effectively (90% agree / strongly agree)
 Knows standard of work (80% agree / strongly agree)
 Receives useful feedback (80% agree / strongly agree)

Areas to develop:

Receives useful learning tips (30% disagree / strongly disagree)
 Encouraged to help children learn (30% disagree / strongly disagree)
 Equipped to plan pathways (30% disagree / strongly disagree)

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	33.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	66.7%

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

All staff, pre-service teachers, other regular employees and volunteers are expected to have appropriate working with children checks. All volunteers screened are kept on a data base that is updated as new families start at Newbery Park and old screening checks expire. Any parent/volunteer attending a school camp, sleepover or driving students must have a clearance prior to attending. Pleasingly, the number of parents/volunteers wanting a working with Children clearance continues to increase.

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	12
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	9.4	0.6	6.4
Persons	0	10	1	12

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

Financial statement

Funding Source	Amount
Grants: State	\$1,327,827
Grants: Commonwealth	\$12,445
Parent Contributions	\$21,964
Fund Raising	\$8,766
Other	\$12,447

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	Additional SSO hours for targeted individual support for both the classroom and yard, enabling support for better decisions to be made in terms of safer choices and to also engage in learning.	Identified students had targeted goals in One Plans.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	One Plans have been developed for all identified students. Plans have detailed learning and social goals that are focused on improving learning, wellbeing, engagement and social skills.	Students working towards One Plan goals. Data demonstrates improvement.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>Rural and Isolated: Resourcing needs are reflected in the annual budget to support student participation in camps, excursions and school performances.</p> <p>Aboriginal Students: Each students has a One Plan detailing both learning and cultural goals, worked on by teachers, parents/caregivers and ACEO. Plans are reviewed termly.</p> <p>Numeracy & Literacy: this is used in conjunction with other funding to provide targeted intervention programs (minilit, multilit, numeracy) for students.</p>	Student growth in numerous pre and post assessments including ORF, initialit testing and Big Idea in Number assessments.
Program funding for all students	Australian Curriculum	Teacher release for planning days and working on our school SIP to drive improvement and understanding.	Staff engagement with data and formative assessment strategies.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	This funding is used to maintain the Senior Leader role, with a focus on Literacy and building staff capacity in this area.	Development of teacher practice in relation to identified challenge of practice.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

