



NORTHFIELD PRIMARY SCHOOL

Northfield Primary School

2020 annual report to the community

Northfield Primary School Number: 314

Partnership: Torrens

Signature

School principal:

Ms Donna Beaney

Governing council chair:

Celeste Badcock

Date of endorsement:

9 March 2021



Government
of South Australia
Department for Education

Context and highlights

Northfield Preschool is a school-based preschool situated on the grounds of Northfield Primary School. We are a strong part of the school and enjoy the many benefits of sharing the site including access to the library, gym, playgrounds, oval and involvement in school events and classes. Our strong connection to the reception classes supports our transition program for children attending Northfield Primary during term 4 and into the following year.

Our Preschool is rich in diversity and families feel welcome to join in and share their knowledge. We have had to make some changes to what this looks like in 2020 due to COVID restrictions. Families have participated through seesaw and newsletters. We greet all families at the gate in the mornings and after preschool and it is lovely to be able to stay in contact through our daily interactions.

Highlights in the Preschool have included a new staff member: Mel Martin, new cupboards and a wall dividing our adult and children's space and outdoor blinds to our veranda.

Once again, we had a great response to the Parent Opinion Surveys and received positive support for our program and support we provide for families and children.

We enjoyed joining in whole school events such as assemblies, Harmony Day and a modified sports day. We had a visit from the Art Gallery where children explored famous portraits then made their own. This was a really valuable part of our program and we plan to book this again for 2021. Some other fun events included celebrating mud day with a mermaid lagoon and dinosaur swamp, growing sunflowers and finding caterpillars. We had a musician visit us with new songs and instruments to play as well as regular visits from Alex and his didgeridoo. Our end of year celebration looked a little different but families were still able to come and celebrate their child's preschool year with some songs outside in our garden.

Northfield School continues to be the school of choice for our community. Our staff are highly skilled and our professional learning is target to high yield teaching and learning strategies. We received two new classrooms in 2020 to increase our capacity. This was a highlight for our community as we were close to capacity before the classrooms were installed. We also upgraded our admin area and now have intervention rooms that are fit for purpose. Our front office looks amazing and a lovely way to welcome visitors into our school.

This year has been a very challenging year when designing learning over three different platforms: face to face, online, at home but not online. We were creative with how we delivered learning this year and we all came together to ensure all student

Governing council report

SCHOOL COUNCIL

2020 has been a challenging year and School Council members have been an integral part of communicating throughout the challenges our community faced.

We continued to meet twice termly (not all face to face) and gave advice to staff around our COVID climate.

It was a highlight to know that all school council members supported our school and students.

Our work in 2020:

- Completion of our toilet upgrade
- Start-up meetings with Port Adelaide Enfield Council about a kiss and drop zone
- Happy Haven OSHC committee
- Front office and intervention room upgrade

We would like to thank our school council members for their work throughout 2020.

Quality improvement planning

Literacy

This year we have continued our targeted focus on the development of highly effective, consistent strategies in the teaching of Reading and Writing. All educators have been involved in professional development that promotes best practise pedagogy as well as developing a shared understanding of how students' progress through the varying stages of development. All teachers, including specialist teachers have participated in bookmaking or writer's notebook workshops. Teachers/Educators continue to use intentional planning techniques in relation to their author and text choices. This has created opportunities for students to be involved in highly explicit learning experiences that focus directly on the reading and writing process.

Teachers have continued to collect language and literacy levels for all students across the R-7 year levels, this practise continues to provide teachers with important tracking and monitoring data.

Our synthetic phonics practice was complimented this year with the use of the Heggerty Phonemic Awareness texts used across year's reception to year 2. This year's Phonic screening results were similar to 2019 (54% at or above the score of 28) however we did see an increase in the number of students scoring in the 20-28 range.

Our focus for 2021 will be to continue our strong focus on the big 6 and to further build our understanding of comprehension by looking closely at the use of reciprocal teaching principles. We will also continue to develop our professional understanding of how to teach spelling.

2020 Numeracy

This year we have continued to work with Maths Consultant, Mike Chartres. It has been a successful experience with all classroom teachers working regularly with Mike. The focus of the work has been on Number, particularly diagnostic assessment to target basic number skills.

In Term 3, we appointed a Numeracy coordinator who has worked closely with staff and Mike to continue drafting the whole school numeracy agreement. With exploration into the part that Big Ideas in Number assessment can play in the improvement of numeracy outcomes at Northfield.

During the Term 4 pupil free day, in groups' teachers and SSOs worked together to analyse Mathematics data (PAT M), this highlighted a focus for developing stretch in students who are achieving at or above the SEA in PAT M.

Improvement: Aboriginal learners

This year we have begun exploring the Department for Education, Aboriginal Education Strategy, developed to lift learning and life outcomes for Aboriginal children and young people to help them succeed in preschool, school and post high school.

A large part of the strategy is to acknowledge, value and respect Aboriginal knowledge, wisdom and expertise, adopting local approaches to teaching Aboriginal histories, cultures and languages. Our ACEO together with our support worker have delivered high quality professional development during staff meetings to build staff understanding about cultural competencies. This has covered the exploration of significant dates in Aboriginal history, traditional ownership of land (local and beyond), differences between welcome to country and acknowledgement of country, connection to Kaurna land, importance of connection and kinship, the impact of funerals.

Our ACEO has worked closely this year with students and their families to increase attendance, both whole and part day absences have improved for our children.

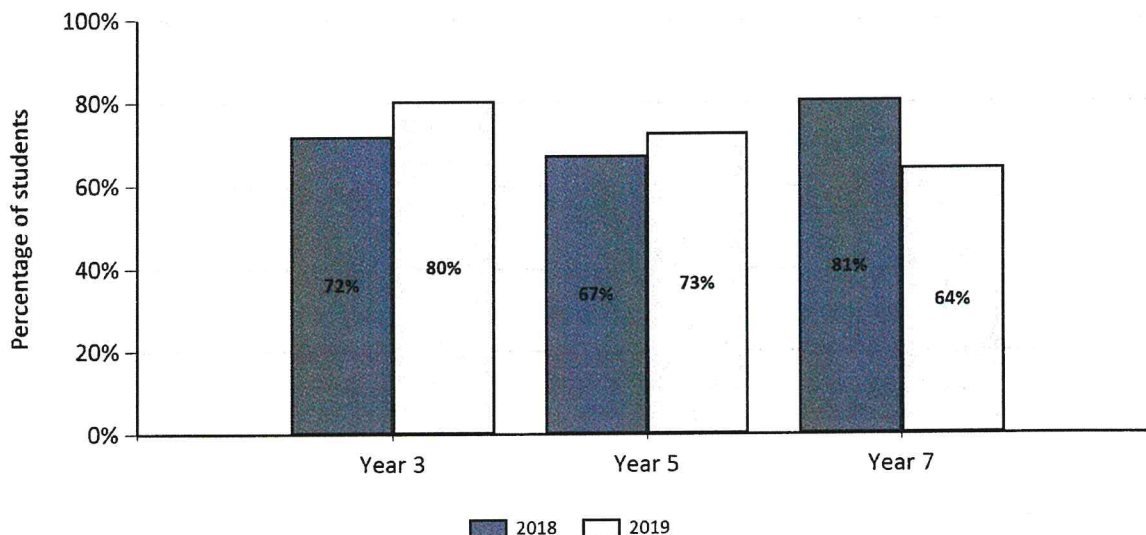
We look forward to engaging with and exploring the Aboriginal Education Strategy, with students and staff further in 2021.

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

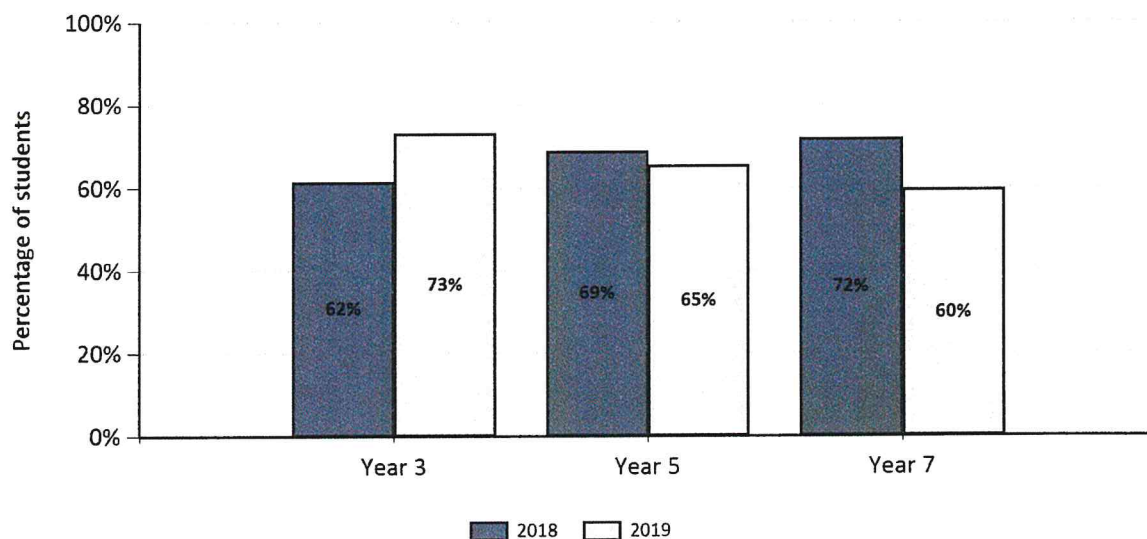


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	26%	*	25%
Middle progress group	55%	39%	50%
Lower progress group	19%	45%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	26%	*	25%
Middle progress group	49%	37%	50%
Lower progress group	26%	47%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	41	41	12	6	29%	15%
Year 3 2017-2019 Average	41.7	41.7	11.7	7.0	28%	17%
Year 5 2019	55	55	12	6	22%	11%
Year 5 2017-2019 Average	52.0	52.0	9.7	4.7	19%	9%
Year 7 2019	42	42	2	4	5%	10%
Year 7 2017-2019 Average	42.3	42.3	2.0	2.3	5%	6%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

School performance comment

Teachers analysed PAT R and M and they continue to be a site improvement goal. Our focus is to increase student achievement in reading comprehension (retrieving directly stated information) by implementing a whole school approach to reading instruction that explicitly teaches all elements of the big 6. We continue to implement an intentional pedagogical approach to the explicit teaching of number/place value automaticity with will lead to an increase in student achievement in mathematical problem solving.

Attendance

Year level	2017	2018	2019	2020
Reception	87.9%	90.0%	89.8%	89.0%
Year 1	89.9%	90.0%	89.2%	88.9%
Year 2	90.3%	88.2%	90.3%	87.0%
Year 3	87.9%	93.3%	90.3%	87.0%
Year 4	90.5%	90.5%	91.5%	88.3%
Year 5	85.4%	89.6%	91.2%	87.7%
Year 6	89.0%	88.5%	92.0%	84.8%
Year 7	86.1%	90.5%	87.3%	85.5%
Primary Other	100.0%	23.1%	N/A	44.4%
Year 8	100.0%	N/A	N/A	N/A
Total	88.5%	90.0%	90.3%	87.2%

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

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

Attendance comment

ATTENDANCE

2020 attendance data reflected the challenges faced by families in a volatile situation. We had many families who were vulnerable and chose not to send their children to school. During these times we provided families with work packs, work on line via seesaw and we conducted home visits (while social distancing) to keep connected. Staff monitored vulnerable families and also provided food packs, library books and other puzzles and games. Our aim was to keep connected and support families to return to school as soon as they felt safe to do so.

We continued to support chronic non-attenders by:

- Regular communication
- Return to school action plans
- Referral to support services
- Removing perceived barriers to attendance

While chronic non-attendance remains a challenge we underst

Behaviour support comment

2020 saw the roll out of all staff participating in the Berry Street Education Model training. Staff have completed modules 1 and 2. It is very pleasing that every staff member who has a role that requires interaction with children, has attended.

We have used this training to look at how we develop consistent routines across the school to support students for success.

We have made staff decisions to ensure consistency in the language and way we respond to students who are not calm and off task.

We focus on visual timetables, minimising change without notice and supporting students to develop self regulation skills.

Some of the successful changes have been the introduction of a calming room, sensory boxes and brain breaks.

Research has shown that a few minutes spent on movement and fun, reinvigorates students and improves attention to task.

Staff are using the sprint model to implement further recommended strategies to investigate possible reco

Client opinion summary

I would like more help from the school with my child's learning

In collaboration with School Council, we made a few changes to family communication throughout 2020. This was reflected in our parent survey feedback with 80% of our families believing the school communicates effectively with them.

Families trust us and know we have high expectations of their child's learning.

35% of families said they would like more help to address their children's needs. This will be a focus for 2021.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	10	9.2%
Other	3	2.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	16	14.7%
Transfer to SA Govt School	78	71.6%
Unknown	2	1.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff and volunteers have the relevant history screening.

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	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: 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	26.0	0.9	15.0
Persons	0	28	2	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$46,370
Grants: Commonwealth	\$3,750
Parent Contributions	\$112,900
Fund Raising	\$0
Other	\$22,729

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

2020 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 2020 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 intervention: Mini lit Multi lit Green room What's the Buzz Yard Support Adjustments in line with OCOP Smaller classes	12 students moved out of our Maclit program due to achieving goals. 21 students
	Improved outcomes for students with an additional language or dialect	Teachers meet two lessons a fortnight to conduct action research (using Simon Breakspear's tools) on their challenge of practice. This then informs whole school agreements in literacy and numeracy.	Students demonstrating growth in Language and Literacy levels.
	Inclusive Education Support Program	We used all of our IESP funding by the end of term 2. We provide targeted intervention in line with OCOP learning goals. Our intervention program is flexible, timely and evidence based. Teachers and SSO's participate in	Increase in the number of students scoring in the 20-28 range in phonics Student
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	All Aboriginal learners are tracked for growth. High quality teaching and learning in all classes. Teachers regularly meet with Mike Chartres, supporting numeracy and Jasmine supporting literacy. Our goals are for all Aboriginal learners to be working at or above SEA. Those who have OCOP's we work towards them meeting all of their goals. We also employ a male Aboriginal man as mentor, mentioned earlier in our Annual Report.	Students have demonstrated growth. Our Aboriginal community have experienced success at Northfield. We start 2021 with 57 Aboriginal students.
Program funding for all students	Australian Curriculum	As documented earlier in the Annual Report: smaller class sizes, PLT release for planning high quality teaching and learning.	We are demonstrating growth and still focus on comprehension and number as whole
Other discretionary funding	Aboriginal languages programs Initiatives	Smaller class sizes Teachers working in professional learning teams to analyse data to inform practice	We have seen some growth towards individual learning goals
	Better schools funding	Smaller class sizes, support in yard for successful play, SSO support for students without OCOP's but still requiring support to engage in curriculum, whole school BSEM trauma informed practice training.	Students time out of class minimised, reduction in time outs and suspensions.
	Specialist school reporting (as required)	NA	NA

	Improved outcomes for gifted students	NA	NA
--	---------------------------------------	----	----