



Glenelg Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Glenelg Primary School Number: 1017

Partnership: Holdfast

Name of School Principal:

Rae Taggart

Name of Governing Council Chair:

Clinton Jury

Date of Endorsement:

6th March 2018

School Context and Highlights

Glenelg Primary School is a large primary school of 812 students on a small block of land on the corner of Brighton Road and Diagonal Road. Whilst it is a busy corner, the grounds have been landscaped to provide a range of natural play spaces and creative play areas. The students at Glenelg come from a range of socio-economic backgrounds, with 26% School Card students and 203 students with English as an Additional Dialect. There are 9 Aboriginal students in the school.

A big focus for the school in 2017 was the development of learning design to support and challenge each child at their level. Teams of teachers from the school and across the Partnership worked collaboratively to develop learning experiences in STEM that challenged students and inspired them to be actively engaged in learning. Our staff motto "Clever Together" describes the processes used by teams throughout the year to transform learning designs and improve learning outcomes. Parent communication from classroom teachers was high and the parent evening and showcase on STEM was well attended.

Once again we have celebrated many highlights as individuals, small groups, and as a whole school community. These were reported regularly in the school newsletter. Glenelg Primary School is a vibrant and dynamic learning community that fosters the pursuit of individual excellence. Our performances and presentations, our quality teaching and learning programs and our commitment to improvement are valued by the school community. Teachers across all year levels have started to develop their skills in integrated units of work in STEM with coding of computers integrated reception to year 7. Support for the intervention into children's learning programs has continued to be a focus at GPS. The children from every class throughout the school have a range of supports in all school activities.

Student voice continues to be highly valued at the school and Senior School Leaders, Peer Mentors and Ambassadors take an active role in planning all that is undertaken. The school culture of support and encouragement has ensured a smooth transition for new staff and students. The Glenelg Kids' Council has students from every year level and they have been involved in making decisions about things that affect them. Student decision making and feedback in curriculum and assessment is a focus for all staff and activities to build the level of decisions in which the students are involved were developed and shared.

Governing Council Report

As a Governing Council we are a critical link between the school community and the executive team.

We work to support the broader vision for Glenelg Primary School and for us a highlight of that was working collaboratively on the three year plan for improvement in term 1.

We work to support the broader vision for Glenelg Primary School and for us a highlight is our ongoing support of buildings and resources across the school. The 2017 school year was a year to consolidate our financial position after committing spending on the library for the previous years. Money was spent on improving digital technologies in the school and this was supported by a Parent Information Evening on STEM.

Governing Council joined with Leadership to lobby for extra classrooms to accommodate the extra children we have in the school. We understand why this was seen as not appropriate to our site and agree with the DECD implementation of a Capacity Management Plan. We were very excited in term 4 to learn that we have a \$7million upgrade of facilities. We worked with Leadership and students to think of the design possibilities and hope that we may soon have more space for the programs we offer.

Governing Council also made the decision to outsource the OSHC program. This was a business decision that will support the school and cut the administration time that is currently allocated to this Governing Council venture. It has been a long process and the sub-committee that worked on the decision and implementation are to be complemented.

I'd like to pass on the heartfelt thanks of the Governing Council to the students and staff at Glenelg Primary for the culture of improvement that they support.

Improvement Planning and Outcomes

Technologies that assist Teaching and Learning (Digital Technologies) are used in all curriculum areas and are integrated throughout our Site Improvement Plan and Three Year Plan. During 2017 we did an audit of our delivery of the Australian Curriculum ICT General Capabilities. Each year level from R – 7 mapped where they deliver each aspect of the ICT Capabilities and how they integrate these into the curriculum. There is an expectation that these skills are incorporated across the curriculum areas and not as isolated lessons.

Cyber safety learning activities were implemented by all year levels and delivered to students during the year to support the safe and ethical use of the internet. All classes are expected to communicate with families using a digital platform. Seesaw, Facebook pages and Class Dojo are used by students and teachers to share learning with families in classes in authentic ways and allow for a real insight into what the students are doing as a part of their learning.

In 2017 a focus of our professional development was STEM education and activities. Teachers across all year levels designed STEM based problem solving activities and used these with their classes. We then shared these ideas across the school and Partnership. Due to a lack of classroom space we have trialled the use of mobile STEM Maker Stations that carry tools and materials into classrooms. We have also installed a Makerbot Replicator 3D printer on a mobile trolley. If this proves successful we will add to this for use across the school until a new STEM teaching area is available.

This year, we have continued to build on planning and assessment in professional learning teams. Following professional development in designing tasks and using Productive Struggle, Professional Learning teams developed units of work and implemented these with all students. In these units of work teachers focused on transforming tasks to encourage stretch and challenge for each student.

Professional Learning teams also focused on increasing the level of student interaction and engagement with relevant learning materials and other learners. We have focused on students being able to articulate what they are learning and how they are going to achieve their learning goals. We continue to look at improving teacher practice by revising how to use clear learning intentions; explicit task criteria and providing students with useful, quality feedback.

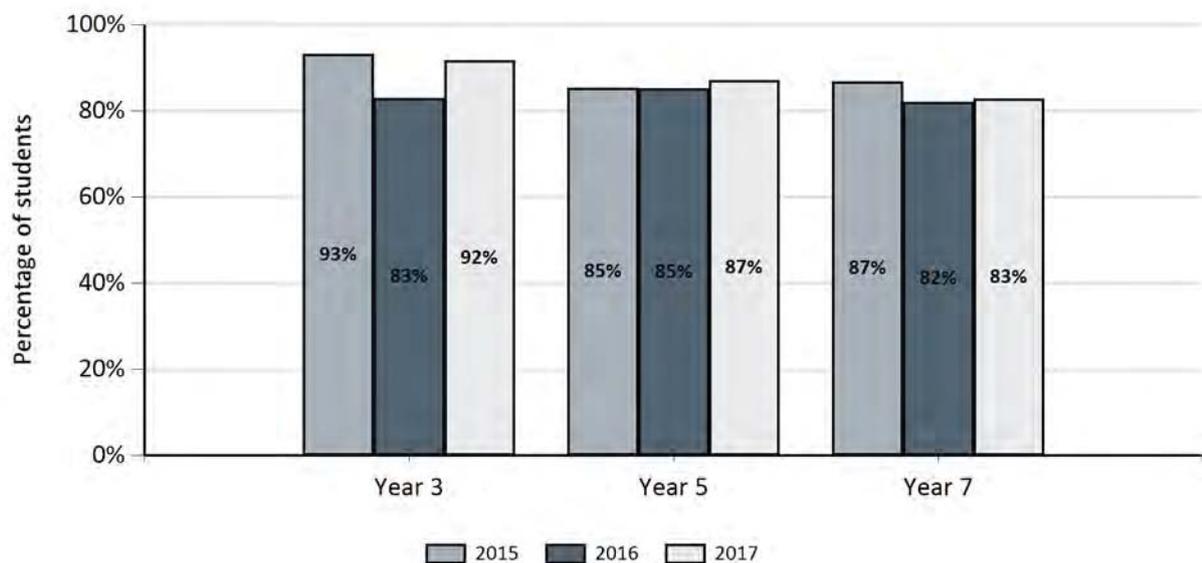
Common assessments continued to be used and as a staff we continued to build on sharing common units of work in other curriculum areas. Work samples are also being used to moderate work standards and build consistent teacher judgement in relation to the outcomes determined by the National Curriculum. Moderation and sharing task design was implemented in Learning Teams and also conducted across the Holdfast Partnership.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

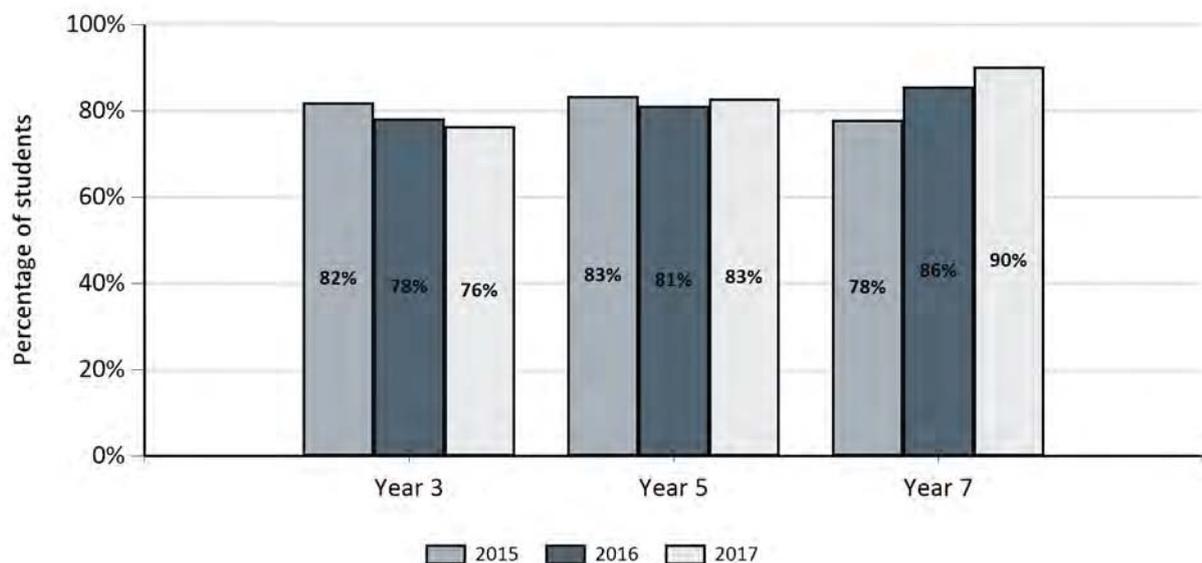
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 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	45%	28%	25%
Middle progress group	41%	38%	50%
Lower progress group	13%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	38%	34%	25%
Middle progress group	48%	44%	50%
Lower progress group	14%	21%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2017	85	85	35	26	41%	31%
Year 3 2015-17 Average	93.3	93.3	44.0	27.7	47%	30%
Year 5 2017	93	93	38	18	41%	19%
Year 5 2015-17 Average	99.0	99.0	38.0	21.0	38%	21%
Year 7 2017	93	93	25	27	27%	29%
Year 7 2015-17 Average	89.3	89.3	25.0	24.0	28%	27%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

The school has shown strong growth over the year 3 to 5 period and over the year 5 to 7 period. We believe this is because of the intervention programs we are running. Glenelg Primary has literacy and numeracy intervention for children struggling with their learning and up to an eighty percent improvement in PAT scores has been recorded for these students. The school also has a learning support program that is targeted at the students who are just at or just below benchmark, with the small group support providing the injection needed to lift scores and achieve benchmark. The final phase of intervention is provided for students identified through PAT testing as having high intellectual potential. This Stretch Program has groups of children withdrawn and their skills stretched to make them think using high order thinking skills and work creatively and analyse their learning to improve outcomes.

All classroom teachers are working to move students into the high bands in NAPLAN testing. The work on data analysis and running records in reading have supported strong numbers in the higher bands, but more work needs to be undertaken in numeracy to lift the scores in this area.

The year 7 numeracy scores indicate strong growth but the percentage of students in the top two bands is not as high as expected. Also it appears that the year 3s are not well prepared for NAPLAN, with scores continuing to fall over the last three years. The development of a whole school numeracy plan in 2018 will support the transition from one year level to another, reiterate the approaches needed to build maths competency and provide the continuity of learning for those children.

The year 7 reading results are also not as strong over the last few years and after analysing the data and in particular the questions Glenelg students struggle with as a school, we feel a focus on comprehension in 2018 will be of value to the teachers and students. This will involve professional development for teachers and regular comparisons of work through collaborative moderation and formative assessment. Our goal will be to lift the scores of our students by an in-depth focus on comprehension.

The other work that will be investigated in 2018 is a focus on strategies to keep our top performing students in the top two bands. This entails talking with students about their abilities and ensuring a growth mindset to keep them in the top performing groups. The reading results are much stronger than the maths results and the development of a numeracy plan will focus on this data. The year 7 students in particular are falling away from the top bands and perhaps not achieving to their potential across the board. The wellbeing leader will be involved in discussions with this group to ascertain if there is a reason for the fall and strategies to keep them at high levels. A focus group for each of the NAPLAN year levels will also be established to support students before the May testing and then work with year 2, 4, and 6 students in preparation for the 2019 national assessments.

Attendance

Year level	2014	2015	2016	2017
Reception	91.8%	94.3%	94.5%	91.7%
Year 1	93.2%	92.1%	93.7%	92.0%
Year 2	93.5%	94.2%	91.9%	92.5%
Year 3	94.6%	93.5%	94.7%	92.8%
Year 4	93.2%	93.3%	93.1%	91.4%
Year 5	93.7%	93.6%	93.1%	91.7%
Year 6	94.0%	93.5%	94.2%	92.4%
Year 7	93.4%	94.4%	92.1%	92.7%
Primary Other				82.7%
Total	93.4%	93.6%	93.5%	92.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Attendance in 2017 slipped to 91.6% overall. Except for year 2s and Year 7s, each year level saw a fall compared to 2016. The rate is disappointing, although we have tried to maintain/increase the attendance rate through due diligence. There are a number of families that took extended family holidays during term time. Also, a number of families rarely attended during 2017. The range of measures (case by case) included phone calls, home visits and contact with DCP/online reports. We also worked with these families through DECD behaviour personnel, the ACEO and the Child Protection Worker.

Behaviour Management Comment

From a school population of 811 in 2017, there were 14 'take homes' and 8 'suspensions' (4 children accounted for approximately 75% of these figures). Other behaviour followed similar patterns to other years. We reviewed the 'Rethink' process that is used in the school for both yard behaviour and class behaviour. Some small changes were made to ensure that children went through the restorative process and parents were kept informed of what was happening. As a staff group we believe that parent contact is essential so that home and school are working together.

Client Opinion Summary

The survey results of all three groups, parents, staff and students remained in the 4-5 range. That is there is an agreement that the culture of the school is positive, that decision making is shared, that feedback on performance and student achievement is strong and that the school buildings and facilities are well maintained.

High expectations remain very apparent from the data with children scoring 4.6 in expectations of teachers, staff scoring 4.7 and parents scoring this aspect at 4.4. We know that high expectations help to lift outcomes and will continue to have this expectation of students. Children are feeling quite safe and enjoying the learning program at school, with scores consistently around 4.4 in these areas. This is the basis of the school climate and assists us to continue with the improvement agenda.

The area that is questioned by each of the groups as an area that needs addressing is in the area of student behaviour management. This is still in the 'agreeable' section meaning that it is handled reasonably well, but staff, students and parents have identified it as the area of most concern to them (scoring an average of about 3.9 on a 5 point scale). This means that we need to investigate the reasons behind this, to challenge all staff to look at what is done and how it is done, assist the students to analyse our regular 'bully audit' and with the school community look at ways that we can ensure everyone is satisfied with the management of behaviour and the reporting to parents on the behaviour. The students marked this area lower than the parents and staff and more work will be undertaken to analyse why the students are feeling this way.

Feedback has been a focus area at Glenelg in 2017 and it was encouraging to see that all parties scored well on receiving feedback about learning. This area will continue to be a focus as student involvement in decision making regarding the curriculum is fostered to a higher level. This is a growth area for the school and one that we believe will be well supported and assist us in increasing learning outcomes.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	26	16.3%
Other	5	3.1%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	17	10.6%
Transfer to SA Govt School	106	66.3%
Unknown	6	3.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

In 2017 the school processed 53 DCSI requests on behalf of parents, extended family members and other volunteers from the community. All DCSI requests and 100-point identity checks were organised with the volunteers by the Deputy Principal. These requests were mainly for overnight camps and or working in areas of the school such as the canteen and Sports coaching. In 2017 all DCSI applications had to be done online, with the Deputy Principal and the volunteer initially sitting together to start the application, before the volunteer completes the application at home.

Teacher Qualifications 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	94
Post Graduate Qualifications	26

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	1.0	45.8	0.0	10.3
Persons	1	54	0	17

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	25,000
Grants: Commonwealth	15,480
Parent Contributions	259,276
Fund Raising	59,955
Other	80,462

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Students supported with funding have benefited from the support and are better able to cope in the classroom. This also means that the other children in the class have less distractions and learning outcomes improved.	Focus on learning and integrating with others improving Achieving goals set
	Improved Outcomes for Students with an Additional Language or Dialect	Individual and small group work for students. Focus across the school on exposition writing and oral language. This has led to work on grammar by classroom teachers to support the acquisition of language for students.	Language and literacy level progression of students mapped and recorded
	Improved Outcomes for Students with Disabilities	Students set individual goals to support their learning and targets set with families to stretch each child. Focus on transition for each student to new teacher - in particular, transition to secondary schooling.	Achieving goals set Home-school support strong Transition processes successful
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	The school had 9 Indigenous students in 2017. 1:1 tutoring for the junior primary children was targeted at support for reading. Involvement in Mini-Lit was also supportive. Attendance was a huge issue for families. ACEO and Child Protection Worker worked with us to try and improve attendance.	More regular attendance by the end of the year for 2 families. Reading confidence beginning to grow.
	First Language Maintenance & Development	Numeracy and Literacy funding was used to support the focus on data and all students achieving potential. Data analysis a strong focus with teachers setting targets for improvement.	NAPLAN results indicated strong growth 3-5, 5-7
	Students taking Alternative Pathways Students with Learning Difficulties Grant	Learning Difficulty funding was used with Better Schools funding for intervention.	
Program Funding for all Students	Australian Curriculum	Australian Curriculum support - Pupil Free Days re stretch and challenge for all.	
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	This money supported the employment of 129 hours of SSO support throughout the year. This time was allocated to Mini-Lit, Multi-Lit and Quicksmart Maths. Learning support for students around benchmark also funded.	Data collected using PAT R&M indicates strong improvements following the support
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students	No funding is allocated in this area: the school provides 0.2 salary to support problem solving and inquiry projects at each level of schooling.	Students developed a growth mindset and critical & creative thinking skills.
	Primary School Counsellor (if applicable)	Glenelg Primary only receives 0.2 time for 800 students! The work undertaken is important and is supplemented by the school's wellbeing program. Counselling for students limited by time.	MDI survey of year primary students indicates an improvement in wellbeing.