



Glenelg Primary School

2021 annual report to the community

Glenelg Primary School Number: 1017

Partnership: Holdfast

Signature

School principal:

Mr Shane Misso

Governing council chair:

Layla Pagac

Date of endorsement:

11 March 2022



Government
of South Australia
Department for Education

Context and highlights

In 2021 Glenelg Primary School (R-7) comprised of 760 students and has a capacity management plan in place. Glenelg Primary School is located on a small block of land on the corner of Brighton and Diagonal Roads. The grounds have been landscaped to provide a range of natural and creative play areas, with access to the Glenelg Football Club oval for ample play space. The students come from a range of socio-economic backgrounds, with 21.7% School Card students and 138 students from NESB.

The priority for 2021 was to continue to improve outcomes in writing and commence engagement with the recently released DfE Scope and Sequence documents and included these in all teacher planning for both English and Maths. All staff received additional training in understanding and incorporating the scope and sequence documents into their planning and by mid-year, this migrated into exploring the Units of Work. Year-level teams have worked very productively to generate and refine year and term planners for all curriculum areas, plus trial common units of work in term 4.

Despite the impact of the COVID, the school has continued to celebrate many individuals, small groups, and whole school highlights which are shared in the school newsletter and via class communication platforms. The \$7Million redevelopment project was again put on hold responding to the building industry impact of COVID and allowing the completion of all the secondary facilities as a priority. Term 1 2022 is now the revised project commencement time. Student learning support has continued to be a focus at GPS with a 2021 focus on including High Impact Teaching strategies in every class for the benefit of every child. Through an inclusive approach, teachers benefit from in-class support and students are better able to access more of the daily learning experiences.

Student Voice is evident through Peer Mediators, Senior Student Leaders, Smart Play leaders, and Student Ambassadors. Embedding the 5 keys to Success for the 'You Can Do It' program are evident through the R-7 classes. The Glenelg Kids' Council R-7 continues to lead the school in organising charitable fundraisers and intercession activities. Student decision-making and feedback in curriculum and assessment are a focus for all staff. The focus on student agency to access formative feedback and set goals remains on our Site Improvement Plan.

Governing council report

What a whirlwind and unprecedented 2021 we have experienced in our lovely school. As we head into 2022, which has seen our school community adapt last minute to State restrictions, I would like to acknowledge and thank all staff who continue to put their best foot forward in educating our children and to our children and their carers for their resilience and agility through it all.

During 2021, Governing Council managed to continue to meet regularly, with a focus on our canteen, OHSC, working with P&F on fundraising ventures, out-of-hours sports, and how to re-establish the community presence within our school. Our canteen did exceptionally well under the circumstances and P&F held a wonderful fundraising event aligned with our end-of-year school concert. Unfortunately, out-of-hours sports have faced significant challenges and a focus needs to be implemented in 2022 to encourage support from our school community for out-of-school sports.

Despite facing into another challenging year, in 2021 we have witnessed many successes which included celebrating our Year 7 and 6 students as they graduated in style with a ceremony and dinner at the Highway, sports day on Glenelg Footy Oval, Massaoke in Style concert, working together with P&C, and reviewing Governing Council terms of reference to ensure that we are supporting our school community and children. The quality of staff at Glenelg Primary, Governing Council members, students, and the school community as a whole is a wealthy resource and will allow Glenelg Primary to excel in 2022!

Quality improvement planning

SIP Goal 1 & 2

To increase the levels of achievement in writing years 3-7

To increase the abilities of students in Reception to Year 2 to write for a range of purposes.

To achieve 90% SEA in writing in years 5 and 7 and to have 25% in the higher bands. Moderated samples of writing R-2 against an agreed common standard from 4 samples of work for each student will show a clear progression and 90% of year 3 students will achieve SEA in writing with 40% in the higher bands

SIP Goal 3

To increase student achievement in number R-7

2021: 90% of students at a C or above in moderated samples of number against the Australian Curriculum.- 95% above SEA in number in PAT - 45% of students in the higher bands in NAPLAN - Students using the same mathematical terminology throughout the school - Students articulate age-appropriate mathematical reasoning - Students are at the appropriate level in number as described in the numeracy progressions.

Using the new staff meeting structure, we have continued to develop an understanding of the number strand using the Big Ideas in Number. Staff training in the Big Ideas in Number has focused on trusting the count and place value. Our next step in training will be to delve deeper into additive/multiplicative thinking. We have developed a targeted support program in number based on 'Trust the Count'. 50% of identified students exited the program understanding the concept of trusting the count. We will continue to develop targeted programs for identified students who have low number skills.

All staff have had training in the new Scope and Sequence documents and are trialing the new math units in years 3-7.

Our next steps are to ensure all teaching and learning programs are following the sequence of learning outlined in the units of work. Staff will work to identify individual learning needs, and how they can be addressed over the year. Leaders will take a more active role within classrooms, through regular observation and supportive coaching. Teachers will collaborate to plan and moderate student learning to ensure consistency across classes and year levels. Teachers will support students to understand the sequence of learning so that they can create relevant, achievable goals aligned to the Curriculum Scope and Sequence.

ICT

We have high-speed reliable internet through SWIFT and a state-of-the-art filtering system using Assure. These projects were completed using a mix of school and DfE funding. Glenelg has been a pilot for many of these projects and is recognised as a leading school. We are now focusing on enabling students and staff to use ICT as productivity tools.

Students have also access to real-time collaboration using MS Office and other tools.

The challenges of COVID saw a need for both staff and students to learn collaboration techniques using Teams, Webex, and other home learning tools. 2021 was the first year we participated in Naplan online. With high-speed connectivity and large bandwidth, this proceeded with few issues.

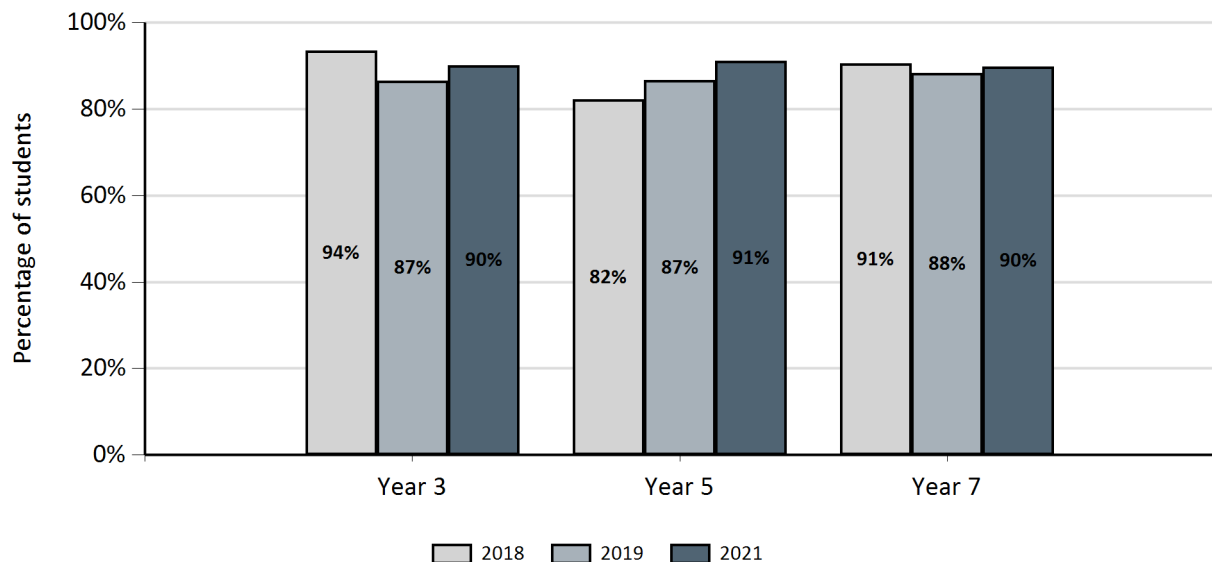
In 2022 we are looking to expand on our BYOD program as students with their own IT devices have better access and control of their learning. We are looking at opening up BYOD in 2022. School devices will still be available to those with special needs.

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

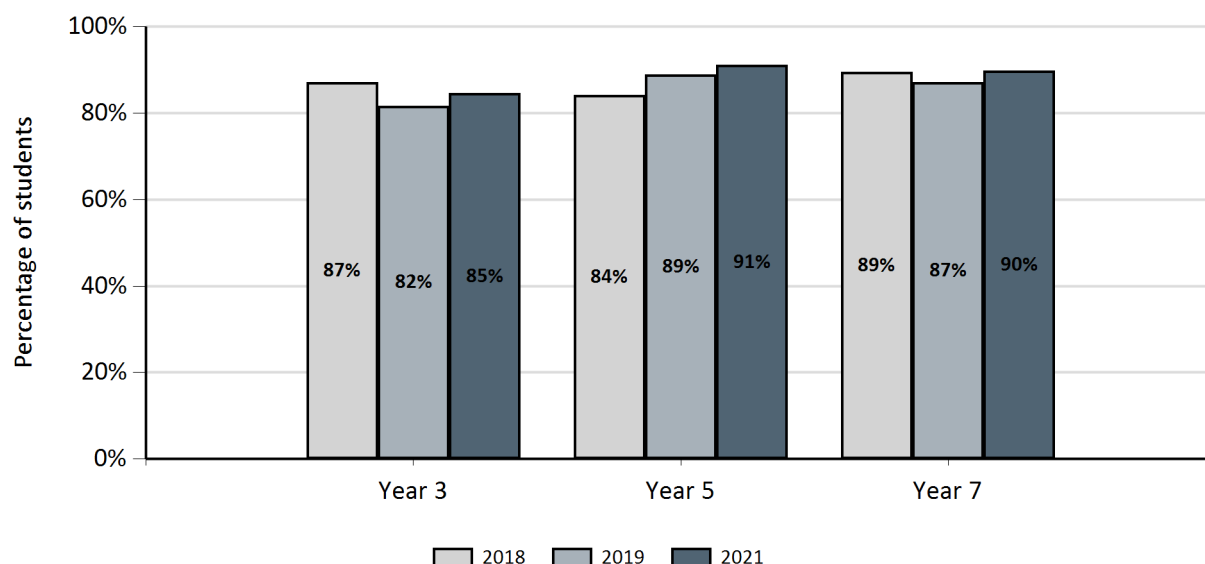


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	27%	29%	33%
Middle progress group	52%	53%	48%
Lower progress group	21%	18%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%	43%	33%
Middle progress group	58%	43%	48%
Lower progress group	15%	15%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	91	91	43	27	47%	30%
Year 3 2019-2021 Average	97.5	97.5	47.5	34.0	49%	35%
Year 5 2021	102	102	44	27	43%	26%
Year 5 2019-2021 Average	96.0	96.0	34.5	27.5	36%	29%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

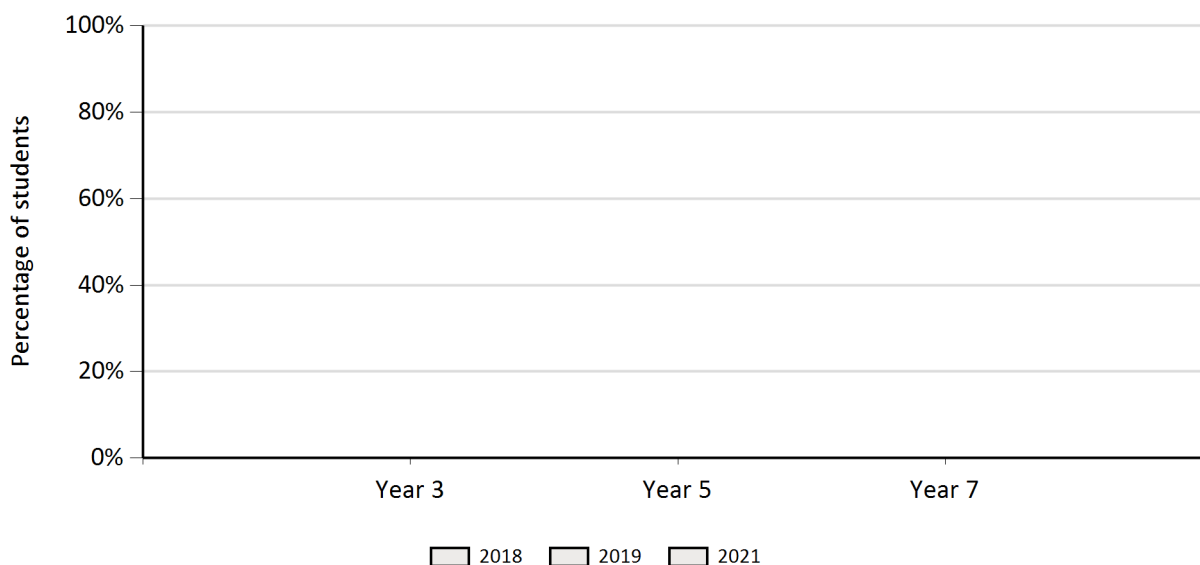
[^]includes absent and withdrawn students.

*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



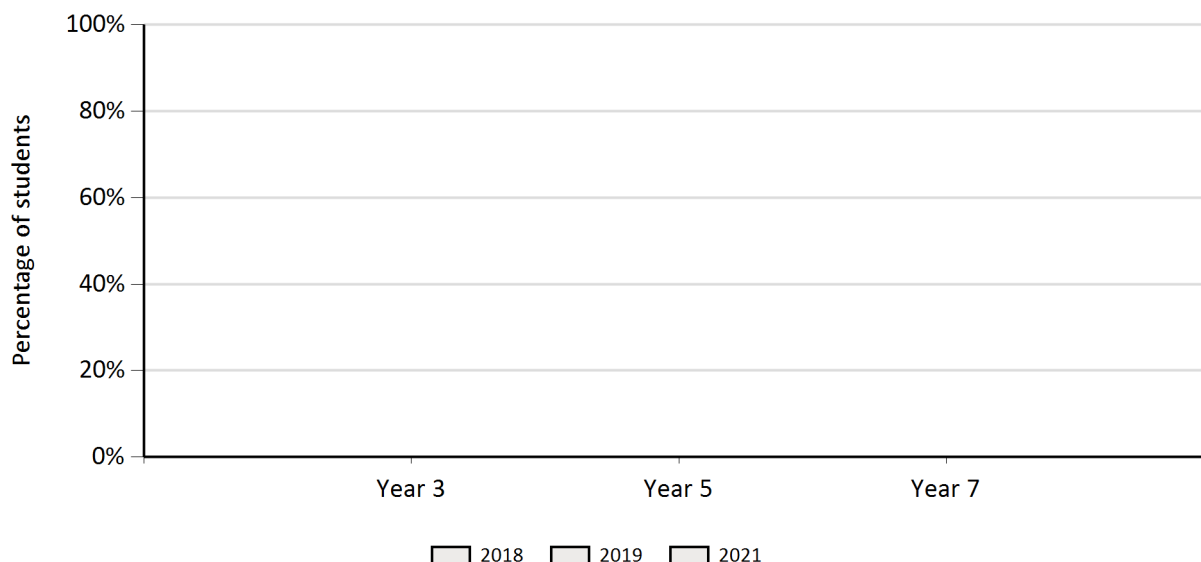
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Tracking & Monitoring

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

In 2021 improvement actions implemented included analysis of individual performance data from PAT-R and PAT-M testing from previous years to "paint a picture" of the student, academic reporting data from individual school reports, data from targeted interventions, regular monitoring of attendance, and academic achievement. This data will then be used to inform interventions for students and where support should be implemented. This will be significantly tracked by the incoming AET in 2022.

Due to staffing changes and a drop in 2020 ATSI enrolments AET funding was removed. ACEO funding of 6.6 hrs remained however sourcing an ACEO was problematic. Classroom staff analysed data of Aboriginal students and planned learning and goals accordingly.

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

Every Aboriginal student has an updated One Plan, developed with input from students, families, class teachers, and other GPS staff. Learning goals in each One Plan outline the intended learning outcomes for each Aboriginal learner. In addition, the three students who were eligible for special APAS funding in 2020 also had SMART goals regarding the use of this funding. The progress of all three students has been reviewed at the end of 2020 and reported back to DfE separately.

School performance comment

NAPLAN

In NAPLAN writing in 2021, Years 3 and 5 met or exceeded our target for students in the High Bands, while in Year 7 we were below the 20% target. Year 3 exceeded our target for students at SEA, while Years 5 (84%) and 7 (80%) were below the 85% target. Whilst we did not meet all targets at every year level, there was growth across cohorts in the last 2 years. Retaining students in the higher bands will continue to remain a focus.

Staff used the Brightpath tool to moderate student writing of narrative and persuasive in terms 1 and 3. The next steps for this tool are to use it outside of the 'mandated' times and use it as a tool for student learning, growth, and goal setting.

In NAPLAN numeracy the Year 7s (49%) exceeded the target of 40% in high bands. Year 3 (30%) and Year 5 (26%) did not meet the target of 40% in the higher bands. The PAT Maths target of 93% above SEA was achieved. Our numeracy NAPLAN results indicate the number of children achieving a SEA showing an upward trend over the last 5 years. However, numbers in the high bands will continue to be our focus. After analysing the PAT results, it was evident that the number strand still needs to remain a focus.

Attendance

Year level	2018	2019	2020	2021
Reception	93.1%	92.4%	88.5%	95.0%
Year 1	92.2%	92.1%	86.4%	94.1%
Year 2	94.1%	92.8%	89.4%	93.5%
Year 3	94.3%	92.6%	88.4%	94.2%
Year 4	94.1%	94.0%	88.1%	93.3%
Year 5	93.0%	91.6%	89.0%	92.9%
Year 6	92.5%	93.8%	86.4%	92.9%
Year 7	93.6%	93.3%	88.8%	92.8%
Primary Other	51.7%	N/A	100.0%	N/A
Total	93.3%	92.9%	88.2%	93.5%

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

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

Attendance comment

Glenelg Primary School has an attendance policy that requires front office administration staff to alert the primary caregiver listed when an absence is noted. Classroom teachers are expected to contact the parent/guardian after three days of unexplained absence. When chronic patterns of non-attendance occur, formal letters notifying parents about the concern are administered via post/email. Chronic absenteeism is addressed by a school leader to address concerns and implement support measures that may be required to resolve the barriers. Other measures include DCP reports, accessing DfE personnel, and involving our ACEO worker where appropriate. Students of high concern are referred to the Social Work Duty Line and home visits may be conducted by a school leader(s). Some cases are referred

Behaviour support comment

In 2021 a refreshed approach to Behaviour Management and more expectations on parents has resulted in a significant reduction in repeat incidents or incidents of extreme behaviours. This approach also included whole staff professional development with Mark LeMessurier "Warm eyes and Kind Heart" plus a PLC specifically focused on using the LeMessurier techniques to better understand and manage "tricky kids". Overall this approach reduced suspensions and take-home incidents. One major 2020 concern placed appropriately with the matched teacher and with greater input from home turned the approach around and had no suspensions in 2021. One repeat offender (yr 3) from prior years gained entry into the Positive Pathways program at Woodville Primary and has only had one suspension in the full year. Another volatile student was better matched in the classroom resulting in 3 suspensions only over 3 weeks, instigated by social upheaval outside of school.

Parent opinion survey summary

This year 269 families contributed to the official Department for Education online survey in term 3. Glenelg Primary school has matched or exceeded positive responses to all areas of the survey in comparison to state data. This is something to be very proud of. Some of the very high-performing areas for Glenelg Primary include; People respect each other, Teachers and students treat each other with respect, I feel like my child is important, I know what standard of work is expected of my child and the school encourages parents to help students learn. Communication methods are an area for improvement and simplification. Face to Face parent-teacher interviews was rated the most popular however were diminished again due to COVID. For some early years, families over the last 18 months may have only individually connected with their class teacher 2 or 3 times. Electronic communication is rated as the next most popular which we expanded in 2021. Some families still have difficulty connecting and are seeking individual arrangements which are not sustainable. Further strategies will be explored in 2022 to involve parents in their child's education and Governing Council will explore more community connection opportunities.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	27	19.0%
NS - LEFT SA FOR NSW	1	0.7%
OV - LEFT SA FOR OVERSEAS	3	2.1%
QL - LEFT SA FOR QLD	7	4.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	98	69.0%
U - UNKNOWN	4	2.8%
VI - LEFT SA FOR VIC	1	0.7%
WA - LEFT SA FOR WA	1	0.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Since the Department for Education policy changes in July 2019 regarding Volunteering, Glenelg PS has 287 active volunteers listed. This year volunteer applications were greatly reduced as there were minimal opportunities for involvement due to site access restrictions. All Volunteers undertake a 9 step process that includes having a current Working with Children Check to become a registered Volunteer. RAN training and site inductions are offered both online and at the site. All prospective volunteers are kept informed of their mandated requirements on an ongoing basis. From the 287 applications received we currently have 219 fully registered Volunteers. Glenelg PS is enriched to have the support of our volunteers that assist us in various ways.

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	77
Post Graduate Qualifications	21

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	1.0	39.7	0.3	13.1
Persons	1	50	1	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$6,874,233
Grants: Commonwealth	\$8,129
Parent Contributions	\$8,129
Fund Raising	\$54,285
Other	\$160,465

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

2021 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 2021 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	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 fewer 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	Staffing and Literacy resources. Additional staff (6) trained in LEAP levels. All leveling was reviewed and moderated. New EALD teacher. Focus on in-class support for the student and teacher. 1 BSSO in term 4. NESB	Improved support, improved data, constant reviewing of programs and student data
	Inclusive Education Support Program	Funding was used to provide targeted intervention to students in regular timetabled sessions by Support Workers. One Plans were written with SMARTER goals based on recommendations from Department for Education speech pat	Improved NAPLAN results
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	APAS funding was used to provide targeted support to 2 students (through SSO hrs) who were below SEA. This included support with blending and segmenting CVC words, developing speech and communication, developing sound knowledge, writing and recognising numbers, and basic addition.	Overall improvements in student academic performance
Program funding for all students	Australian Curriculum	Whole school PD days aligned with SIP; focused on Math, Trusting the count and a deep understanding of the new Scope and Sequence documents plus the mid-year released units of work. Year levels and term planners produce	Whole school alignment in planning mirroring the DfE curriculum documents and AC
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used to build leadership capacity; through increased teacher involvement in various leadership courses, teachers then engage in school-wide projects to improve student learning results, ie student agency	Monitoring of student achievement data in literacy and numeracy.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

