



# Glossop Primary School 2016 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Glossop Primary School Number: 153

Partnership: Berri & Barmera

**Name of School Principal:**

Sue Andrew

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**Name of Governing Council Chair:**

Don Erceg

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**Date of Endorsement:**

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## School Context and Highlights

This report is provided to the Community of Glossop Primary School as an account of the school's operations and achievement throughout the year. It provides a detailed account of the progress the school has made in providing a high quality educational opportunities for all our students. It outlines the findings from our self assessment that reflect the impact of key school strategies for improved learning and the benefits to all students from expenditure of resources.

Glossop Primary provides a dynamic and supportive learning environment in a small rural school setting from Pre-school to year 7. The school learning environment consists of composite grades , with specialist programs of language ( Japanese) and Science. Glossop Primary is a place where children and adults are learning together to extend their knowledge, skills and dispositions to build successful positive lives through a mindful approach to learning by actively embracing the Habits of Mind.

We pride ourselves on the dispositions of our students towards learning. Our parents and Governing Council play an active and important role in our school. This has been very evident in the process of amalgamation with Winkie Primary in 2016.

This has enabled Glossop Primary to commence a in school pre-school in 2016. The amalgamation has resulted in a larger catchment zone for Glossop Primary, which has been a contributing factor in our increase in student population. The enrollments of the preschool were capped, at 5 and began the school full with an increase from Winkie CPC by 80%. The Preschool continued throughout the year with full enrollment and high attendance.

The delivery of the Early Years learning undertook a major change by creating an Early year Integrated Unit which incorporated the Pre-school to year 3 children. This allowed for a large focus on early year learning pedagogy, providing the best opportunities for transition. Particularly noteworthy has been the highly qualified, dedicated and professional staff who have worked collaboratively for its success.

I continue to be incredibly proud of the pedagogical capacity of our staff and community to life long learning, in an increasingly digital world, which has seen the implementation of increased digital networking from pre-school to year seven. They combine a strong sense of relationships for learning coupled with a professional approach, high expectations and a willingness to contribute well above expectations.

## Governing Council Report

Glossop Primary Governing Council has had another successful year supporting school with the small number of committee members.

With the success of the amalgamation and the growth of the Pre-school. I feel we are moving forward to make a stronger foundation for this school.

Highlights

Gaining a school bus and children from the Winkie area.

Renovations and Construction of Pre-school facilities.

Resources from Winkie Primary

Mural on our toilet blocks.

Governing Council strongly supported the reinstatement of Erin Harrold as Christian Pastoral Support Worker and highly values what she brings to the school. She continues supporting students with classroom support , breakfast club, and lunchtime crafts.

I would like to thank the committee members for their time and support for Governing Council and wish to thank all the parents and caregivers for their involvement with the school.

Don Erceg

Governing Council Chairperson

## Improvement Planning and Outcomes

Site improvement priorities reflected key DECD improvement imperatives and improvement planning based on 2014 external review. Priorities were:-

Literacy & Numeracy and continuing the 2015 focus on visible learning, and identified in the schools literacy and numeracy improvement plan. These priorities were linked to the focuses of the Berri Barmera Partnerships schools and the DECD Literacy & Numeracy Plus initiative. Our Literacy and Numeracy Improvement cycle focused on reading, developing whole school coherent practice on the "Big 6 in Reading". Each staff member is responsible for assessing, identifying and targeting reading intervention, and formulating actions and learning for the year levels they teach. All students learning has been closely monitored by collating attendance, Curriculum, Social Learning and used to plan necessary intervention, whether it be in class, or specialist withdrawal in speech, reading or maths intervention. A change in class structure began in 2016, to facilitate team work, where staff were released in teams to plan learning, review student learning progress, which has been highly successful in consistency of teaching and learning.

Extensive Professional Learning was targeted in developing coherent approaches to teaching of reading and maths. This was also supported by a peer coaching model which facilitated team work in the Junior Primary, Middle Primary and Upper Primary staff. Our Professional Learning was also included staff focus on gathering evidence, analyzing the impact of their teaching, developing whole school strategies for a understanding their impact on student learning, and applying this new knowledge in teaching practise. Learning inquiry continues to be a key part at Glossop Primary School and will continue across the Partnership schools in 2017.

South Australian Education Standards have supported our school develop our Literacy & Numeracy Improvement cycle, embed pedagogical approaches to teaching literacy and numeracy, and the schools intervention learning cycle. The improvement cycle focused on the waves of intervention which is embedded in the school, using teacher and SSO staff.

A focus on curriculum moderation has occurred as a whole school in Term 2 and Term 4, using student portfolios.

The school reviewed and continued to develop capacity to moderate curriculum achievement. Portfolios play a large role in communicating the validation of moderation with each student having a portfolio with evidence of their learning to support the grade achieved. Our school focused on "Transforming tasks" to design learning so that students thinking was challenged to achieve high standards.

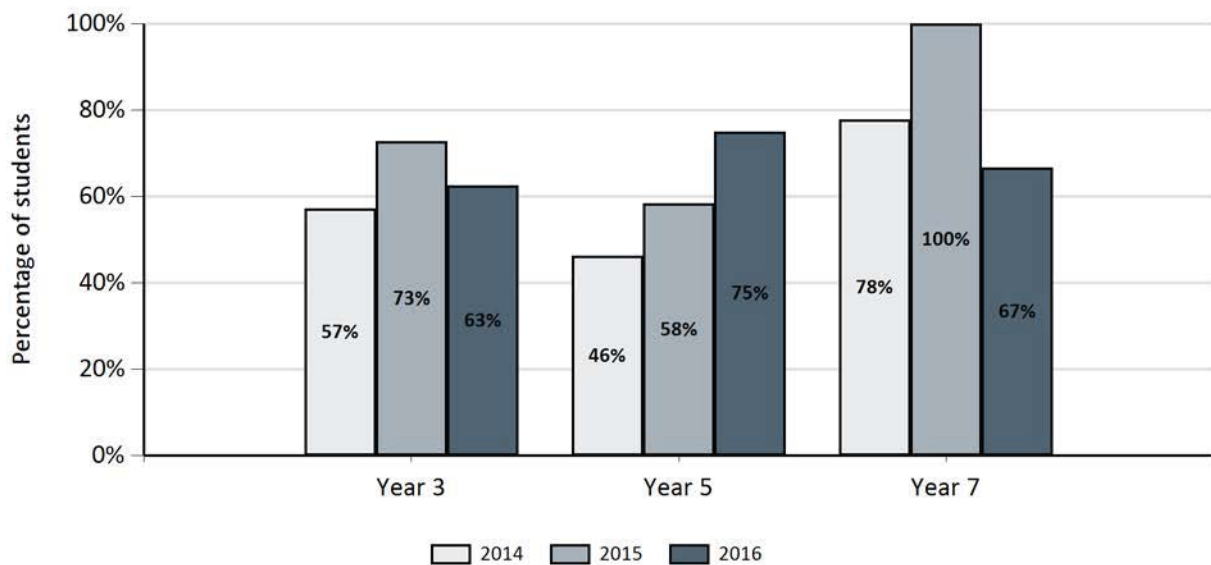
"Student voice" also became a focus as a pedagogical approach to teaching Literacy and Numeracy. Highlighted in this was the sharing of teacher practice Preschool to Year 7, to strengthen student engagement. In Term 4 all students Pre-school to year 7 used the TfEL Compass feedback and RRR to provide feedback on student perception of their learning to set 2017 targets.

## Performance Summary

### NAPLAN Proficiency

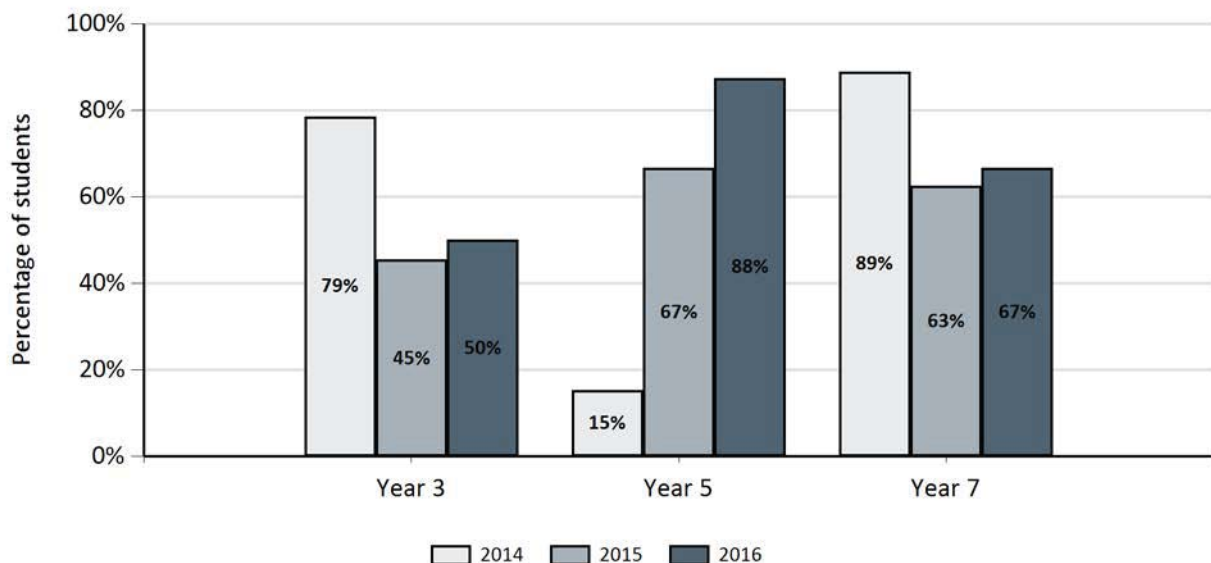
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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, September 2016. \*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 2014 to 2016 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)
Lower progress group	29%	25%	25%
Middle progress group	57%	75%	50%
Upper progress group	14%	0%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 3-5	Year 5-7	State (average)
Lower progress group	29%	14%	25%
Middle progress group	71%	71%	50%
Upper progress group	0%	14%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 2016	8	8	2	1	25%	13%
Year 3 2014-16 Average	11.0	11.0	3.7	2.7	33%	24%
Year 5 2016	8	8	2	1	25%	13%
Year 5 2014-16 Average	11.0	11.0	2.0	1.0	18%	9%
Year 7 2016	9	9	2	2	22%	22%
Year 7 2014-16 Average	8.7	8.7	1.7	1.7	19%	19%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## School Performance Comment

Naplan data indicates that 71% of our students in Years 3-5 and 75% in Years 5-7 achieved middle and upper band growth in Reading. There was also 71% of Year 3-5 and 85% of Years 5-6 achieved middle and upper band growth in Numeracy. We have achieved close and above the state average of 75% in both Reading & Numeracy.

1. Glossop Primary has high expectations of student learning and this is reflected in the focus on continual improvement in student learning across the school. There was a significant change in student cohort and new students enrolling in the school, and hence a focus on assessment and identification of learning needs was a priority.

2. Teachers for each year level in collaboration with support staff are responsible for analysing student achievement, using PAT-R, PAT-M SEA achievement standards in Reading, Numeracy, attendance, data, and student extra curriculum participating data to monitor student achievement and plan accordingly.

3. There have been a number of school approaches implemented by using data to drive improvement.

- Each student has traffic light on their learning identified by the teacher, using PAT, NAPLAN, teacher professional judgement, student work output, learning dispositions using the Habits of Mind, Well-being, participation in lunch time sports programs and attendance. Teachers have become skilled in using student performance data to inform their planning and teaching. There is strong evidence of teachers planning learning tasks with different entry and exit points for students.

Outcomes & Achievements

Junior Primary

APAS tutoring and Better Schools Funding a teacher with expertise in literacy/reading was employed to design target intervention for each child identified not achieving SEA. Students identified have accelerated their reading levels from 5 to 10 levels to achieve SEA reading standard. There has been a 40% increase in number of students at SEA in Year 1, and 20% increase in Year 2.

PAT Testing – there has been an increased percentage in achieving standard.

Reading

PAT-R results in Year 3 to 7 indicate:-

Year 3 66%, Year 4 50%, Year 5 88%, Year 6 70% and Year 7 75% of student achieved SEA Standard.

Similarly in PAT- M there has been an increase at percentage achievement with:-

Year 3 75% Year 5 87% and Year 6 66%.

Achieving SEA standard in Literacy & Numeracy.

There has been an increase of students achieving higher reading levels across Reception to Year 3.

Reception year – 100% of students increased reading levels between 5-10 in 3 terms.

Year 2 – 90% of student increased levels

The data and TFEL student response informs us a focus on achieving higher band levels will be a priority on 2017 both in reading and numeracy.

Standardised Moderation of Australian Curriculum

The student report format was reviewed, changed and implemented. All report formats are uniform and allow parents to view achievement in Term 2 and Term 4 on the same report. All students have an assessment portfolio to provide evidence to validate the grade given in each curriculum area.

## Attendance

Year level	2014	2015	2016
Reception	92.9%	91.1%	88.4%
Year 01	91.3%	94.4%	88.8%
Year 02	90.4%	89.1%	89.8%
Year 03	90.1%	80.7%	89.6%
Year 04	94.4%	90.0%	83.0%
Year 05	91.4%	92.0%	89.6%
Year 06	94.3%	90.6%	89.4%
Year 07	92.6%	96.9%	85.8%
Year 08	100.0%		
Total	92.1%	90.2%	87.8%

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

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

## Attendance Comment

Our school attendance data shows levels below DECD expected standard at 95%. There has been an increase in attendance referrals, due to teachers actively tracking attendance. As a school we have published and promoted the importance of attendance. This indicates a need in 2017 to early identification of students who need additional support with attendance.

## Behaviour Management Comment

Glossop Primary staff are committed to ensuring safe learning conditions provide our students with the best learning. In 2016 additional RAAP funding was accessed to support successful learning. Five students account for more than 90% of incidences. There were 2 exclusions and suspensions actioned in 2016. All incidents are communicated to families, and followed up as necessary by class teachers and leadership using Restorative Justice for philosophy. Student Representative Council has been an active voice in monitoring behaviour in our school grounds.

## Client Opinion Summary

Parent opinion was conducted and overall responses indicate a high level of satisfaction from our parents. While parent replies were not high, all responses showed a high level of satisfaction. Student opinions were conducted via online TfEL Compass Framework. Both opinion results are used in 2017 Priority planning. The highest rated items on the parent surveys were:-

- Teachers at this school expect my child to do his or her best
- I can talk to my child's teachers about my concerns
- My child feels safe at school
- My child likes being at this school
- This school looks for ways to improve
- Teachers at this school motivate my child to learn
- My child is making good progress at this school

Parent additional comments indicate a high degree of satisfaction.

\* Having the children help out with events like sports day, concerts, tuck days is great as it makes them feel more a part of the school and teaches them responsibility.

\* The Pastoral Support person provides valuable support to students and I think is a very important addition to the school. The SAPSASA sports programs are a great way for students to learn team-work skills and they get experience seeing other schools and students in a non-classroom environment.

\* My child is always happy to attend school. All staff are approachable

\* PICSE and Heart Hand Mind (H,H,M) are great preparation for high school.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	14.3%
Transfer to SA Govt School	17	81.0%
Unknown	1	4.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

Glossop Primary implements the DECD Policy in full, in relation to the 2016 changes. The Teachers Registration Board approves screening authority for teaching positions.

At Glossop Primary we:-

- Ensure all required personnel have provided documentation showing history screening and maintain appropriate records.



## 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	16
Post Graduate Qualifications	0

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	6.8	0.2	4.8
Persons	0	9	1	6

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	992,158.71
Grants: Commonwealth	13,500
Parent Contributions	16,035.94
Fund Raising	7,062.16
Other	189,385.02

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

## 2016 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 2016 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	SSO support to increase achievement and engagement. To be independent and provide opportunities for learning the skills for learning independence. Actively engaged in class learning. <span style="float: right;">+</span>	Decreased suspension.
	Improved Outcomes for Students with an Additional Language or Dialect		
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	SSO support to achieve goals in IEP. Teacher release for IEP reviews and planning.	Increased reading achievement - Early years. Increased attendance.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	Teacher salary to tutor identified students. The tutoring was delivered by a teacher who attended three mornings a week. The teacher regularly tested the children and designed the program to address the gaps in reading. The teacher reported on each child at a fortnightly basis. The Areas of programming have been diagraphs, vowel and consonant, word families, reading, sight words, rhyme, blends 3 and 4 sound manipulation and letter recognition and writing texts. The programs have been individualised to the needs of the student. The teacher followed the interested of the students to engage in learning.  Teacher release for moderation.	Running records testing indicate a growth of all children. The growth ranges from a increase of 6 to 10 levels, increased attendance, and engagement.
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	N/A
Other Discretionary Funding	Better Schools Funding	Teacher 1:1 tutoring of students not achieving SEA reading. Teacher release for running record retraining.	Increase in number of students at SEA reading standard.
	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
Primary School Counsellor (if applicable)	SSO Student support of student engagement, peer group support. Release teacher time to make parent connections and meetings.	Reduced suspension, and school time out	