

Glossop Primary Community School K-7 and Glossop Community Preschool 2017 Annual Report to the Community



Government
of South Australia

Department for Education
and Child Development

Glossop Primary Community School K-7 Number: 153

Glossop Community Preschool Number: 5528

Partnership: Berri & Barmera

Name of School Principal:

Sue Andrew

Name of Governing Council Chair:

Don Erceg

Date of Endorsement:

31 January 2018

Site Context and Highlights

Glossop Primary Community School has an integrated school service of Preschool to Year 7 in a rural setting. We value inclusion (Diversity), participation, partnerships, each individual's ability to change and grow. We strive to build respectful relationships with all families, as we work collaboratively, to provide an inclusive, play based, quality teaching and learning environment, for children and their families aimed at achieving independent enthusiastic inquiry minded learners.

We believe that each child is an individual and unique, and the delivery of our services is central to that belief. We base our program on children's individual needs, interests and skills. Supported by Belonging, Being and Becoming (EYLF) and Reflect, Respect, Relate. Individual's voice is valued as an integral part of the learning environment.

Our classes in 2017 configuration were R/1, 2/3, 4/5, 6/7. Our Student cohort characteristics are ATSI 19.35%, SWD 19.35%, and School Card 72%.

The school has upgraded its facilities this year with the construction and licensing of the Glossop Community Preschool. This has been a fantastic opportunity to build on our provision of service. Other upgrades were

- * Play Ground Upgrade and installation of extra seating and tables. Our grounds have continued to look fantastic this year and the cubby house and outdoor chess facility has proved very popular. Additional outdoor seating in the upper primary has provided quiet areas under cover for students.

- * Friendship seats placed around the yard to encourage positive peer to peer interaction.

Computer facility upgrades of the computer room, laptops purchased for classroom use and I-Pads for early years and reading. This has ensured that all students have access to ICT integrated into the curriculum.

Our site continues to strive to improve learning outcomes for students.

The school has continued its well-being focus with 'The Habits of Mind' to continue to focus on positive growth mindset dispositions, for our students. Several projects were commenced in 2017 to continue in 2018, those being "Drumbeat facilitated by librarian Gill Casey, School Choir which has continued growing strength to strength, and Berry Street Education Model. Student survey results have indicated a marked increase in student wellbeing.

Erin Harrauld has continued her dedicated work as Pastoral Care Worker, making connections with parents and staff throughout the year, commencing the termly family breakfasts in addition to weekly breakfast programs.

Professional learning has continued to be a focus with our work on 'Visible Learning, and to continue in 2018. Kelly Mangan and Mel Cronje as Impact Coaches have led a team of dedicated staff to focus on using learning intentions and success criteria, which has been widely used by all students. Our survey of students tell us that the student language of learning and how they articulate their success has become embedded across the school.

During term 2 our Early years students have ventured to the bush to extend their learning. The children have loved building bush cubbies, finding interesting nature objects and engaging in bush play.

The sixth year in a row the middle and upper primary students have undertaken a Science Research Project, entered the Science Investigation Awards and students have been acknowledged for the high levels of achievement with 3rd consecutive years being State winners and individual placement awards.

Each year the 6/7 students complete their year with a major research project "Heart Hand Mind". This year was no exception with another year of high quality presentations. The upper primary students have continued to be active participants in SAPSA sport, which has been an excellent opportunity to learn new sports, and participate in team games with students across the Riverland.

This year Monica Haaja and Fiona Binder were publically acknowledged at the year 7 graduation night for their outstanding service to our school with a Volunteering award.

Thank you to all our community for our wonderful support throughout the year. Thank you to the support of our Governing Council members for their excellent and enthusiastic work.

Governing Council Report

The Glossop Primary Community School Governing council has once again helped to manage a successful year in improving our school in 2017. This year saw the accreditation of the Preschool thanks to the hard work and dedication of Sally Minns, Sue Andrew and school staff. We hope the opportunity for students to start their education journey at Glossop will help to build relationships with families and students in the community and strengthen ties, helping to build the school in the future. Governing Council has worked hard to represent parents and staff fairly and equitably, ensuring concerns were addressed and communicated appropriately. We thank Sue Andrew and staff for their support in maintaining this process. Waning support from the parents and carers involved in the Governing Council has been disappointing but we continue to encourage new families to be involved with the school and thank the members who continue to support us in our duties.

This year has seen Governing Council involved in the following:

- The completion of the Preschool building and amenities.
- The repair and replacement of play-ground equipment, thanks to Chris Johnson, Grounds Keeper.
- The instigation of "Buddy Benches" to encourage communication and friendship between students in the yard.

On Behalf of the school community I would like to thank the committee members for their time and involvement in the governing council and encourage new parents/carers in the school community to consider joining in 2018.
Regards,

Don Erceg

Governing Council Chairperson

Quality Improvement Planning (Preschool)

Standard 1.

Child centered learning is embedded with a focus on questioning, encouraging inquiry experimentation, and creative thinking. This has been a deliberate focus on STEM elements and linking these to the EYLF outcomes. The booked based programing integrated with STEM, have facilitated children's active engagement in their learning. Student voice is highly evident with children exploring, investigation their own ideas and thinking. Beginning to incorporate the Bush Play experience has facilitated a shift in school Junior Primary Pedagogy. Improved STEM learning outcomes in practice has been the opportunity for children to make choices, in activities and resources. Children's have developed critical thinking, problem solving, trying new things, and seeing themselves as a Mathematician and/ or Scientists. Floor books have provided evidence of student learning with an established anecdotal progress of students. Families are interested in displays, supporting collection of loose-parts, and respond excitedly to children's work. Aboriginal culture has been embedded throughout the year with valued learning with Auntie Nattie. This is an identified area for further inclusion for next year.

Standard 2.

Routine health procedures are planned in the program. The upgrade of the Preschool facility has ensured the facility received its license in July 2017. Resources for the outdoor learning area have been designed to facilitate nature play and inquiry. The children loved our "lady friends." They laid eggs daily and children set up an enterprise by selling the eggs. The policy and procedures folder was established early 2017, and OHS+W procedures ensuring compliance.

Standard 3.

The Preschool has become fully operational with it's license granted in July 2017. Risk Assessments are embedded into practice. Sustainability of quality pedagogy is used to determine learning areas.

Standard 4.

The preschool staff are part of the school team. With an opportunity to forge links with Professional learning Days, in Visible Learning, Speech and book based programing, STEM days throughout the year.

Standard 5.

Inquiry based pedagogy has facilitated a positive learning environment. Positive relationships with students have focused on student voice, students guide their learning with 'wonderings'.

Standard 6.

Parents have been encouraged to share their child's 'wondering's' and these have been included in daily planning activities and projects. Parents have actively supported transition group experiences. The Partnership transition group has provided opportunity for integration of Junior Primary and Preschool to discuss pedagogy and assessment.

Standard 7.

At the beginning of 2017, the site developed its philosophy statements. Sally Minns took up the opportunity to be the sole Riverland Preschool undertaking the STEM project. This has involved presenting at STEM days in Adelaide with the final presentation in February 2018.

Improvement Planning and Outcomes (School)

Improvement Plan Priority 1 Literacy and Numeracy Improvement

The school used the TFiEL compass tool student feedback survey to set the school's Improvement Plan.

Literacy and Numeracy Improvement has focuses on all expectations (A,B,C,D) with a particular focus on enacting clear intervention processes, whole class, identified groups and individuals students. The school completed a whole school referral to support services for "Speech and Book Based Language Programming".

The analysis of student data indicated a high number of students with oral language difficulties influencing literacy reading acquisitions. Teachers have with professional support of a Speech Pathologist screening of students, professional learning leading to whole class Book Base Programming. This will continue in 2018 with the speech pathologist who has been seconded from support services.

All classes use Phonemic THRASS program as a reading and writing program; in their literacy time. Middle school students use this as a tool for writing.

Across the Partnership our school has worked with Partnership in planning and moderating Mathematics in LDAM strategy. Reading and Maths growth has been measured across all year levels, with the aim for all students to achieve 0.4effect size growth.

Expectation C Enact Changes in Pedagogical Practise

- Whole school focus on "Visible Learning" -
- All children able to identify their learning progress.

A significant focus in 2017 was using Hattie's Visible Learning and Effect size in learning. The role of the Impact Coaches' as leaders to engage all staff across the school to ensure for all lessons every student know the intended learning and success criteria for learning. Student language has been collated at the beginning of the year and in T-4 to monitor the language our students use to identify their learning progress. The aim is for every student to be 'assessment capable learners'.

Improvement Plan Priority 2 Maintaining and Developing Strong relationships with students and families.

- Educators to challenge, support and learn from each other in a culture of trust- teacher efficacy
- Review the Schools Behavior Code and Practise to Support trusting relationships and growth mindset.
- Increased peer to peer relationships with students\Teaching students how to learn
- Increased attendance to 95% for all students.
- Improving student well being and self concept.

Our school's Professional learning to achieve all year levels aligned in a common goals and language of learning has continued throughout the year. The staff undertook a Mind frame survey conducted at the commencement of the year indicated student / student/ teacher/trust' as an opportunity for improvement

Student well-being has been a focus. Data from the 2016 well-being survey indicated low resilience. A number of initiatives have been undertaken: -

- o Training in Drumming to take groups of 4-5 children
- o Berry street Education Model training and implementations
- o SMART training for all staff.

2017 Well-being data indicated a significant improvement in student well-being

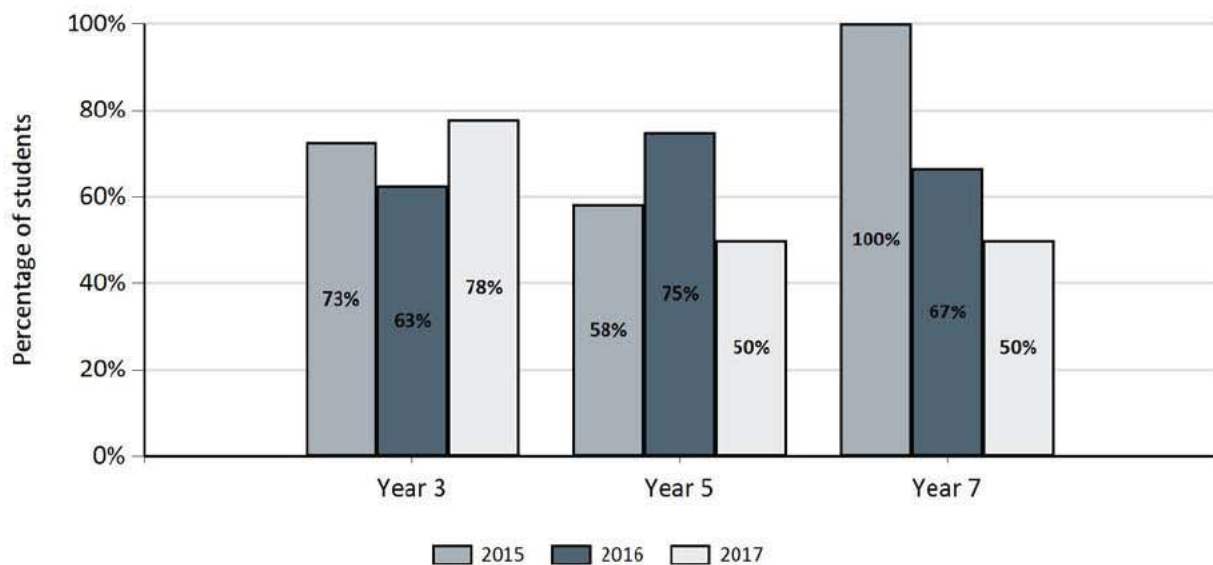
Attendance weekly data has been closely monitored using Data Dashboard. Published attendance occurs in the newsletter and letters sent to parents of students at risk. This will continue as a focus in 2018 SRC has continued to focus on peer – to peer relationships with Lunch time sports programs, purchasing new sports equipment and the sports equipment being available at recess and lunch for students to use.

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.

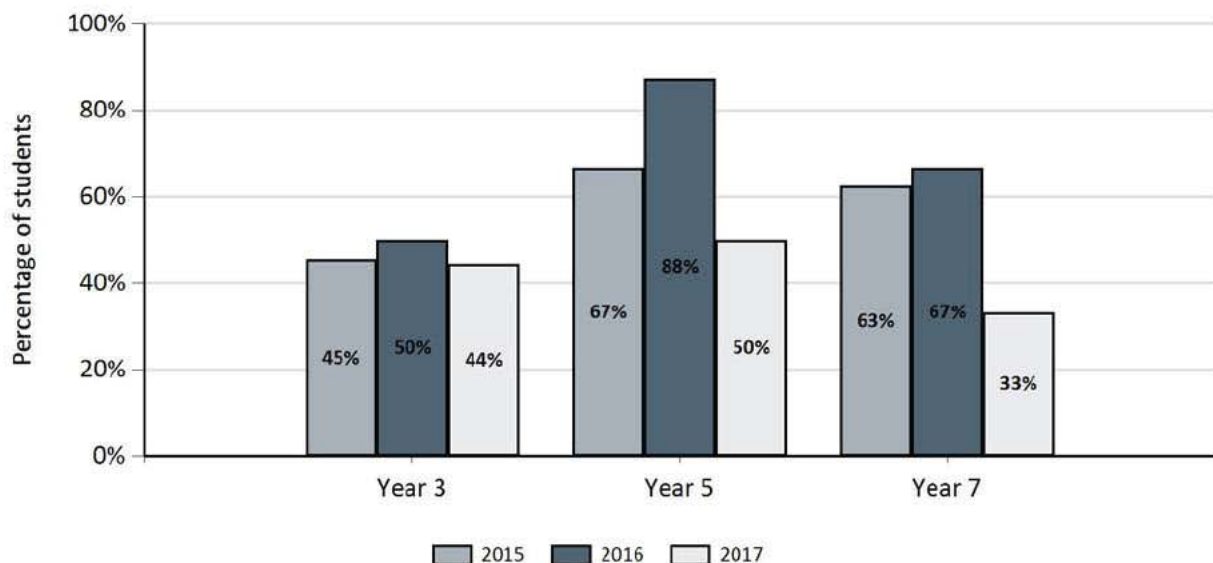
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 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, August 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)
Lower progress group	33%	40%	25%
Middle progress group	56%	60%	50%
Upper progress group	11%	0%	25%

Data Source: DECD special extract from Student Data Warehouse, September 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 3-5	Year 5-7	State (average)
Lower progress group	44%	38%	25%
Middle progress group	44%	63%	50%
Upper progress group	11%	0%	25%

Data Source: DECD special extract from Student Data Warehouse, September 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	9	9	1	1	11%	11%
Year 3 2015-17 Average	9.3	9.3	2.0	1.3	21%	14%
Year 5 2017	10	10	1	2	10%	20%
Year 5 2015-17 Average	10.0	10.0	2.0	1.3	20%	13%
Year 7 2017	12	12	2	1	17%	8%
Year 7 2015-17 Average	9.7	9.7	1.3	1.0	14%	10%

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

Learning Outcomes targets: The school set targets over a four year period following the External Review.

1. All students will achieve SEA standard in NAPLAN, Reading Running Records and a growth of above 0.4 using PAT-R & PAT- M Vocabulary and Science Testing.

2. Increase of percentage of students in the higher bands in literacy and numeracy.

3. Individual student learning portfolios for all students validating curriculum grading with student achieving "C" and above.

PAT R and PAT M Results 2017

Pat testing was completed across the school for all students. Percentage achieving SEA standard are :

Year 4 Reading 80%, Maths - 100%

Year 5 Reading 50% Maths - 50%

Year 6 Reading 90% Maths - 90%

Year 7 Reading 70% Maths -100%

Running Records It needs to be noted there were small student numbers in year 1, 75% of students SWD, 25% transience number identified for additional support :1 SSO Year 2 Students- 25%SWD

Running Records SEA standard Year 1 - saw a decrease of 40% achievement , and Year 2 - 50% achieved SEA in reading.

PAT R Results : Size effect : 0.4 is equivalent to one years growth.

Outlined is the % of students who had a greater than 1 year growth

Year 2/3 Maths 87%, Reading 70%, Vocabulary 40% , Science 66%

Year 4/5 Maths 35%, Reading 100%, Vocabulary 58%, Science 100%

Year 6/7 Maths 87%, Reading 70%, Vocabulary 40%, Science 66%

In 2018 the school will have a focus on oral language, and oral language comprehension, vocabulary with the support of a speech pathologist working 0.1 in the school.

Naplan testing outcomes indicated a lower percentage achieving SEA standard. There was a high absentee rate during the testing week due to illness particularly in the Year 7 cohort (50% of students).

Changes from the school planned completion of on-line testing, to the testing schedule being abandoned state wide, feedback from our students indicated they were disappointed at not competing testing online.

Year 3 Reading has demonstrated an increase in % of achievement over 3 Year. There has been considerable investment in all 3 types of intervention, classroom, group and individual intervention in reading. Constant analysis of Running Records is evident.

Analysis of data in reading and Numeracy data for each student and correlating this data with transience/ absence /l earner disposition, indicates there is a strong correlation on the affect of attendance/transience and achievement of SEA standards. 2018 Improvement Targets will be to focus closely on attendance. Site Literacy and Numeracy Plus particularly identifying and enacting clear intervention processes.

Preschool Attendance

Year	Term 3			
2017 Centre	60.0%			
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

School Attendance

Year level	2014	2015	2016	2017
Reception	90.1%	91.1%	88.4%	89.0%
Year 1	91.5%	92.1%	88.8%	81.1%
Year 2	90.5%	89.9%	89.8%	87.0%
Year 3	91.5%	82.9%	89.6%	88.3%
Year 4	93.6%	91.9%	83.0%	83.0%
Year 5	91.5%	93.1%	89.6%	82.8%
Year 6	92.5%	90.9%	89.4%	88.7%
Year 7	90.6%	94.6%	85.8%	81.3%
Year 8	100.0%			
Total	91.5%	90.6%	87.8%	85.0%

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

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

Attendance Comment

The school's Site Improvement Plan had a focus on attendance in 2018.

The school has responded to attendance by using the Education Dashboard

1. Weekly attendance % publishing in the newsletter in Term 1. In 2018 this will be extended to every newsletter across the year.

2. Families with more than expected absences were contacted and reminded of their importance of their student attending school regularly.

3. Writing individual letters to parents as a follow up on students identified with concerns of attendance.

4. Follow up Visits by the school's ACEO to discuss student attendance.

5. Referrals to Attendance counselor to assist with chronic non attendance.

These will continue in 2018. The Improvement Plan in 2018 will also have a site response to ensure transient students improve attendance.

Local bus service supported attendance. Full days for all students due to universal access is well received by all families. Regular contact with families with schools ACEO support attendance.

Preschool Enrolment

Year	Enrolment by Term	
	Term 3	Term 4
2017	4	5

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Preschool is a school based Preschool with strong links to the Primary School on site. Preschool enrollment numbers have continued to rise in 2 years. Enrollments increased in the year, however, some students left to use the mid year enrollment in the private sector. The Preschool has been a busy and vibrant Centre, integration with Reception/Year 1 students which is highly supportive of happy children transitioning to school . The staff are representative of our school culture, highly skilled and committed to provide a high quality learning environment with a strong emphasis on play based learning, nature play and working with families and community. The practice of meaningful working with families has been evident with home visits, and continual reporting of children's progress to parents.

School Behaviour Management Comment

Significant funding was allocated by DECD RAAP funding and school funding to support individual students to develop and maintain resilience, understand the need to learn in a safe school environment with 1:1 support of identified students. Dedicated staff with a high degree of expertise provided support to ensure all classes have safe collaborative environment focusing on learning. The DECD Behaviour Code was closely followed, with school systems in place. The school developed a number of resources to ensure that there remained close working relationships with families.

Client Opinion Summary

The Parent opinion survey was answered by 16 % of our parents. The survey indicates a very high level of satisfaction in their child's learning needs being . Comments were: "Our children are making good progress, teachers and the school promote useful feedback, teachers and the school expect my child to do his or her best, the school is well maintained, the school works with me to support my child."

An area for improvement identified was the management of school behavior.

Questions asked by the school and feedback.

1. Glossop Primary School's Improvement has this year focused on developing students to be good learners in out "Visible learning" Comment on your child's disposition to learn. What do they love about school?

There were very positive comments including.

- Friends
- Programs- Drumming, golf, girl wise
- They also love receiving positive feedback, from teachers and peers, when they do well.
- Loves- Science/Maths/Art/THRASS and learning new things every lesson

2. Twice a year written school reports are sent home with a portfolio of your child's work to validate the curriculum grade. In term 1 the school holds parent interviews. Comment on information that you find or would find beneficial in assisting your knowledge of your child's learning.

- The portfolio and the parent interviews provide me with everything. Needs to know regarding my child's progress and also any concerns, teachers may have.
- If we the parent or teacher have any concerns we can talk to each other about them, or even just to let us know our kids had a great day

3. Comment on aspects of the school's program or program ideas that you consider important for your child's learning success. For example at Glossop there is a Pastoral Support Person, Reading Programmes, Student Rep Council, PICSE, H.H.M SAPSASA Sport, Breakfast Programme, CHOIR, Performing Arts, Student run assemblies,

- After the children are able to leave lunch area in the morning, and once they have done their morning jobs there doesn't seem to be a lot of time for them to enjoy breakfast club.
- It should be displayed more in the newsletter from SRC students about what things they do and changes they have made in the school. The ideas that have worked well.
- All aspects are important
- Breakfast programme – If possible 3 mornings a week- Excellent programme

4. Further Comments from your child.

*The teaching staffs are always approachable and happily listen to concern.

- Over all we seem to be going ok with the kids at school, I am hoping we will have more students at schools next year, especially more girls.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2017
0153 - Glossop Primary Community School K-7	100.0%
Total	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Intended Destination from School

Leave Reason	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	13.6%
Transfer to SA Govt School	17	77.3%
Unknown	2	9.1%
Unknown (TG - Not Found)	0	NA

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

Destination Comment

The year 7 students exiting our school 100% enrolled at the local high school. Unknown destination are due to interstate transfer.

DECD Relevant History Screening

All staff employed and volunteers at the school have the relevant screening. Our volunteers are committed parents who have supported our breakfast program and school events. All DECD screening is monitored closely with records filed.

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	11
Post Graduate Qualifications	0

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	5.9	0.5	4.4
Persons	0	7	1	5

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

Financial Statement

Funding Source	Amount
Grants: State	1,061,669.57
Grants: Commonwealth	28,091.84
Parent Contributions	13,700
Fund Raising	3,587.93
Other	

2017 School Annual Report: Tier 2 Funding Report*

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	SSO 1:1 support for identified students to engage in social and academic learning to be in a safe learning environment.	Reduced Suspension/ Exclusions
	Improved Outcomes for Students with an Additional Language or Dialect	SSO support in classroom.	
	Improved Outcomes for Students with Disabilities	Speech and language programs delivered by SSO trained in speech. Whole site referral to focus on speech and oral language development within the classroom setting.	Speech programs in place. Student speech verification changed due to progress.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Focus on community involvement, bush play learning, with students accessing excursions, performances, sports programs. Paid school t-shirt welcome package. Well-being programs in place to support students - Drum beat- allocation of staffing. SSO support in tutoring of Aboriginal students. Implementation of one plans. TRT release for moderation and planning using Australian curriculum.	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	This funding was used to support Aboriginal employment of SSO hours to support literacy and numeracy in the Junior Primary. Also used for SSO time to target intervention of student at risk of not achievement of SEA.	
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding directed to support professional learning of per-school literacy and numeracy indicators. To employ Indigenous SSO to embed meaningful practice working with indigenous families.	
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Funding was used to provide specialist speech programs for identified students.	
Improved outcomes for children with additional language or dialect		

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.