



Glossop Primary Community School K-7 and Glossop Community Preschool



Government
of South Australia
Department for Education

2019 annual report to the community

Glossop Primary Community School K-7 Number: 153

Glossop Community Preschool Number: 5528

Partnership: Berri & Barmera

Name of school principal:

Sally Schwartzkopff

Name of governing council chairperson:

Tracy Mickan

Date of endorsement:

17 February 2020

Site context and highlights

Glossop is a small rural town nestled between Berri and Barmera in the Riverland of South Australia, approximately 245 kilometres north-east of Adelaide. Glossop primary Community School K-7 provides education for students from preschool to year 7. The purpose-built preschool facility provides a welcoming indoor and outdoor learning space that provides opportunities for play-based learning in a variety of contexts. The school facilities are spacious and well-maintained, catering for students in foundation to year 7. Enrolments in 2019 were steady throughout the year with minimal transience. With 9 children enrolled in the preschool and 37 in foundation to year 7 we continued to run four classes, including the preschool. Of our student population we have 33% ATSI and 23% of students identify as a student with disability. The majority of our families are School Card eligible and we have a Department for Education bus service. In 2019 specialist teaching was offered in German and Health and Physical Education.

There has been an abundance of highlights in 2019 and these have contributed to a very successful year for students, staff and families. Our students have been involved in many experiences that have contributed to their academic, social and emotional growth.

Implementation of the evidence based PreLit program in the preschool and InitialLit program in the foundation to year 2 class began to strengthen the early literacy skills of our students. Whole school STEM challenges in term three provided students with opportunities to collaborate across all year levels and engage in purposeful learning with their peers.

In May our school participated in a Department for Education External School Review. This was an opportunity for staff, students and parents to share aspects of the school with the review panel and participate in a process that contributes to the improvement agenda for the coming years.

Through the Sporting Schools program students participated in tennis, athletics and basketball coaching. Students in years 3-5 attended the Hot Shots Tennis Carnival and participated extremely well. Our Sports Day was held early in fourth term and students participated in a variety of track and field events throughout the day. Student's also participated in yoga, gymnastics, football and golf clinics, as well as attending swimming lessons at the end of the year.

An active Student Representative Council saw students and families enjoy fortnightly assemblies, a number of fundraising activities, family Movie Night, Harmony Day celebrations, and of course our whole-school excursion to Monarto Zoo.

Playgroup was introduced in the preschool learning space and ran each week on Friday mornings. This free service was aimed at engaging families with children aged birth to 5 with the preschool and school, while offering an opportunity for children to learn through play. In term three we also offered weekly Rhyme Time sessions run by our commissioned Speech Pathologist. Both Playgroup and Rhyme Time were well attended.

Our Breakfast Club became available every morning thanks to the support and efforts of Gail Wharton, Pastoral Care Worker Erin Harrald, and a group of parent volunteers. We also received support from Foodbank and the Rotary Club of Renmark, ensuring this service could run daily. On average 12 students accessed our Breakfast Club each day.

In term four our year 6/7 teacher, Yiani Papageorgios, took students from his class away to Woodhouse Activity Centre for a two-night camp. This was the first school camp experienced by students in this class. They participated in a range of activities including hill tobogganing, orienteering, Challenge Hill and laser skirmish. This was a wonderful opportunity for these students to grow and develop in self-confidence, self-esteem and personal resilience.

At the end of term two we said farewell Dana Oates who had been part of the Glossop Primary School community for many, many years. We wish her well in her retirement. Kelly Freer began maternity leave at the beginning of term three. We will welcome Kelly back in term two of 2020.

At the beginning of term three we welcomed three new teachers to our primary classrooms. All three were early career teachers and they brought with them new ideas, creative pedagogy and an abundance of enthusiasm for teaching and learning. The students responded well to the change and students and families were very welcoming of the new team.

Our fulfilling year was rounded off with a End of Year Family Night that was well attended by our families. Students presented a small concert item, the year 7's were presented with a graduation gift, and all families enjoyed a picnic dinner and entertainment with a jumping castle, clown, the CFS, face painting and a visit from Father Christmas.

Governing council report

2019 was the year for change. This started with the retirement of Sue Andrew who was the school Principal for over five years. In the interim, Sally Schwartzkopff stepped into the role of Acting Principal as we began the task of acquiring a new principal. A challenging task, but with the guidance of Con Karvouniaris (Education Director) we successfully selected a candidate and we welcomed Sally Schwartzkopff to the position of Principal for Glossop Primary Community School Preschool to Year 7. A big thank you from all the staff, students, parents and the wider community to Sue for all the years she devoted her time and energies to the school.

As a part of governing council, we aim to represent the parent community; community at large; the children and staff. Ensuring all voices are heard when setting directions and goals for the school. I would like to thank all members of governing council, small as we may be, for their time, skills and great ideas. Being a part of such a great group is very rewarding and I welcome all parents to join and be a part of our children's and school development.

I would like to thank the school community; the teachers, parents, families, local community and most importantly the students of Glossop Primary for making this school exceptional; a school we can all be proud of. Congratulations to the students who do an incredible job of fundraising throughout the year, working towards a goal, which for this year was a school trip to the Monarto Zoo. I wonder what plans they will have for 2020!

For the first time in a number of years, the school hosted its own Sports Day. It was a day that was enjoyed by all. Thank you to all the staff and helpers that worked to make the day a great success. Special big thanks go to Sarah Parkyn for all her work putting the program together.

A change in format to the end of year Christmas Show was well received. Each class gave a performance and congratulations go out to our year 7 students, who now make their way to high school. The rest of the night was spent having fun; face painting; balloon creations; side show games done by the students; a jumping castle. Father Christmas dropped in for a visit and the Glossop CFS joined our celebrations with their fire truck.

It is moments like these that we remember what makes this school such a remarkable school to be a part of. Without the support of teachers, students, parents and the larger community we would not be able to achieve great things. Thank you to all who are a part of the school community and those that volunteer their time to make this school great!

For 2020, I look forward to taking part in creating a school that we can all be proud of. A school that helps promote the learning of young minds and bodies.

Tracy Mickan
Chairperson
Glossop Primary Community School Preschool to Year 7

Quality improvement planning (Preschool)

Quality Area 1: Educational program and practice

A clear and concise programming and planning cycle was introduced to the preschool. This demonstrated clear links between observations, children's voice, intended learning and the implementation of the program. Children were supported to achieve their learning goals and participate fully in the program at their own level. The PreLit program was taught explicitly each preschool session. The aim of this evidenced based program is to provide students with the necessary early literacy skills before more formal literacy learning is introduced in the foundation year of school.

Quality Area 2: Children's health and safety

Clear procedures for meeting and recording children's needs were introduced. Daily yard and bathroom checks ensured that the environment was safe for children. A daily quiet time was introduced after lunch each day and children were encouraged to rest their bodies and minds.

Quality Area 3: Physical environment

A thorough clean of the preschool before the year began saw the facilities become much safer and suitable for students. The shed space became out-of-bounds to children and an clean out of resources saw many broken and inappropriate resources removed from the preschool. The placement of furniture was given careful consideration to ensure children had spaces for active and quiet play, while also encouraging their independence through the use of lockers and individual hat/shoe storage.

Quality Area 4: Staffing arrangements

Whilst a number of staff taught in the preschool throughout 2019 the children did experience consistency of educators. The site funded a SSO to work in the preschool alongside the teacher to ensure the needs of all children were met and safety and supervision requirements were adequate.

Quality Area 5: Relationships with children

Children were supported to develop strong relationship connections with staff and their peers. This was created through consistent, predictable routines and regular attendance

Quality Area 6: Collaborative partnerships with families and communities

A weekly playgroup and the introduction of Rhyme Time in term three saw a number of new families engage with the preschool and school staff. Community connections were built and maintained through the very successful implementation of these services.

Quality Area 7: Governance and leadership

The Statement of Philosophy drives the service and leadership of the school principal ensures that the preschool service is one of high quality.

Improvement planning - review and evaluate (School)

Goal 1: To Increase the oral language achievement of students preschool to year 7.

Glossop Primary Community School K-7 utilised the skills and expertise of a commissioned Speech Pathologist to support oral language development of all students, preschool to year 7. Using a text-based approach to planning, teachers explicitly planned for and taught oral language and vocabulary to students. The Speech Pathologist worked closely with some staff to ensure that the learning programs were differentiated and met the individual needs of students. Our CELF-5 screener completed in term three showed that 83% of our students demonstrate satisfactory oral language for their age. This has improved from our 2018 result of 73%.

Goal 2: To increase the percentage of students meeting the SEA for reading by 2021.

Close attention was paid to the explicit teaching of the Big 6 in Reading across all year levels, this included ensuring that all reading had purposeful learning at its core. The implementation of InitaLit in the foundation to year 2 class was problematic to some degree, however the teacher worked hard to ensure the reading needs of students in these important years was met. Decodable readers were introduced and the use of these for students in foundation will continue in 2020 as part of the InitaLit program. In the second half of the year teachers worked closely with our Senior Leader in Learning Improvement Programs with a focus on guided and reciprocal reading across all year levels. Our target was to increase the number of students meeting SEA in reading in foundation to year two. In 2018 31% of students reached SEA in reading and in 2019 this rose slightly to 36%. Whilst this is concerning we spent later part of 2019 developing clear and informed intentions for 2020 to improve this and see student growth in this area.

Goal 3: Increase in student achievement in mathematics, particularly the number strand, reception to year 7.

Staff worked collaboratively with other sites within our partnership through the Learning Design, Assessment and Moderation strategy with a focus on number. Working in network learning teams, teachers planned, implemented, assessed and moderated students work in number. Our target for 2019 was that all students in years 1, 2 and 3 would demonstrate one years growth in their PAT-M result. In 2019 69% of students demonstrated growth. Although we did not reach target it should be noted that in 2018 100% of students in years 1, 2 and 3 all scored lower than their previous year's result. A shift to 69% of students achieving growth is a very positive one for our school.

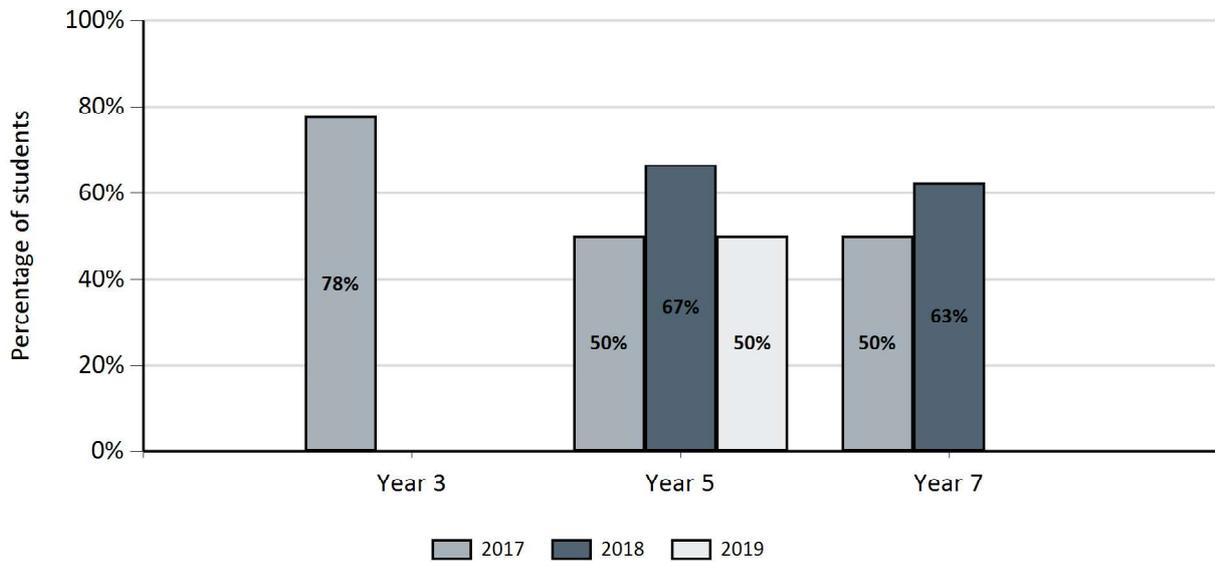
Whilst we didn't meet the targets set in 2019 we did spend considerable time and energy in decoding data and delving deeply into NAPLAN and PAT test results to identify areas for improvement in 2020. High quality teaching, learning design thinking, feedback and assessment, and whole-school commitments to English and Mathematics will shape our improvement journey as we move into the new school year.

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.

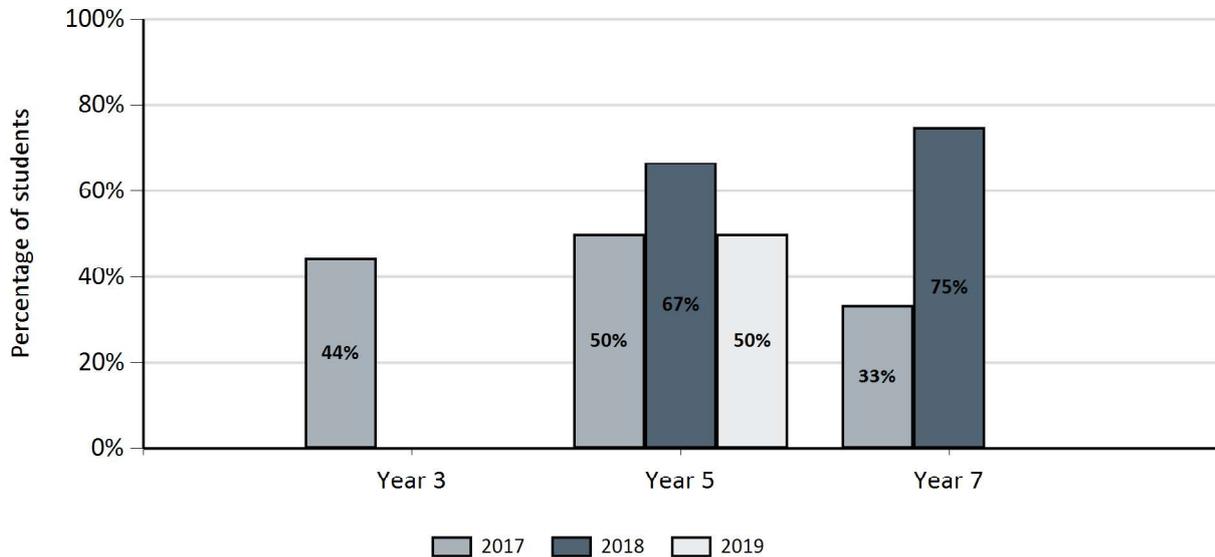
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

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

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 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	29%	*	25%
Middle progress group	14%	*	50%
Lower progress group	57%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	0%	*	25%
Middle progress group	29%	*	50%
Lower progress group	71%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2019	8	8	1	0	13%	0%
Year 5 2014-16 Average	8.0	8.0	1.3	0.7	17%	8%
Year 7 2019	*	*	*	*	*	*
Year 7 2014-16 Average	8.3	8.3	1.3	1.3	16%	16%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

Our NAPLAN results for 2019 did not show growth and this is definitely raising questions for us as a school as we move forward. 50% of students in year 3 and 5 met SEA in NAPLAN reading and NAPLAN numeracy. In year 7 60% of students met SEA in NAPLAN reading and 50% met SEA in NAPLAN numeracy. The majority of our students fall in the 'lower progress group' for achievement and this is well below the state average.

Our year 1 Phonics Screening Check showed that one of the three enrolled year one students scored above the expected achievement level of 28 out of 40. This result, combined with our running record data showing that 36% of students in foundation to year 2 meet SEA in reading, is a clear indication of a need for change in our early years teaching and learning program. A focus on phonological and phonemic awareness, and the use of decodable readers, both supported through the InitialLit program will be a strong focus for 2020.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre			60.0%	76.0%
2018 centre	58.2%	54.4%	60.5%	53.3%
2019 centre	68.0%	85.7%	77.8%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's 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	2016	2017	2018	2019
Reception	88.4%	89.0%	81.3%	94.4%
Year 1	88.8%	81.1%	91.6%	86.9%
Year 2	89.8%	87.0%	74.6%	88.7%
Year 3	89.6%	88.3%	75.7%	82.7%
Year 4	83.0%	83.0%	73.1%	85.0%
Year 5	89.6%	82.8%	79.1%	89.4%
Year 6	89.4%	88.7%	84.3%	86.5%
Year 7	85.8%	81.3%	89.4%	84.8%
Total	87.8%	85.0%	81.2%	87.2%

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

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

Attendance comment

2019 showed significant improvement in attendance in the preschool. Children were encouraged to attend regularly and absences were followed up with a phone call. Attendance also improved across the school in most year levels.

Attendance policy and procedures were reviewed in 2019 and all staff were made aware of their responsibilities regarding these. The introduction of Breakfast Club daily also contributed to this improvement with many students attending this daily for food and social interaction before the school day began.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017			4	5
2018	4	4	4	6
2019	10	7	9	

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

Preschool enrolment comment

The preschool enrolments for 2019 were very pleasing. Whilst there was some transience, we maintained an enrolment of at least 9 for the most part of the year. The implementation of playgroup, Rhyme Time and transition programs into preschool and school have supported enrolments. The use of social media to publicise our site has also been beneficial in gaining and maintaining enrolments.

Behaviour support comment

The behaviour needs of students have been met through the additional allocation of funds to support individual students. The implementation of Positive Behaviour Levels and whole-school expectations that were categorised under our school values contributed to a significant shift in student behaviour in the second half of 2019. An SSO was employed to specifically engage with students with difficult behaviour. Supporting student engagement at break times in games and activities reduced the number of incidents across the school.

In 2019 we had 33 days of suspension, however it is important to note that only 5 of those days occurred in terms 3 and 4 after the implementation of the new behaviour levels and expectations. Incidents of suspension and take-home were only considered after exhaustive efforts were made to support students in their learning at school.

Client opinion summary

Parent Opinion surveys were sent to all preschool and school families in term three of 2019. 33% of parents with children enrolled in the preschool responded, and 14% of school families completed the survey. The survey results represent the opinions of a small number of our school community.

Parents completing the preschool survey were generally happy with the service, with all responses falling in the 'agree' and 'strongly agree' category.

Top responses were:

- My child's teachers make learning interesting and enjoyable.
- Teachers at this preschool really want to help my child learn.
- The preschool changes its programs and activities to improve student achievement.
- I am comfortable about approaching my child's teachers to talk about his/her progress.
- The staff always listen to what I have to say about my child's development and needs.
- I believe that if I have concerns or suggestions, the preschool would respond appropriately.
- I have confidence in how the preschool is managed.

The school survey consisted of 14 questions which were rated from 5 as 'strongly agree' to 1 being 'strong disagree'. The average score across all questions was 4.3 demonstrating that parents are generally happy with the school and the service we provide.

The top response with a score of 4.8 was:

- Teachers at this school expect my child to do their best.

Other questions which scored well were:

- My child likes being at this school.
- The school looks for ways to improve.
- The school takes parents' opinions seriously.

The student Wellbeing Survey was undertaken by 20 students in 2019. 74% of these students responded that they feel highly connected to the school and feel an emotional engagement with teachers. 63% reported feeling high levels of happiness. In contrast, 58% of students reported medium to low perseverance, and 52% reported medium to low peer belonging. Our involvement in the Berry Street Education Model will be one way to address the results of this student survey.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019
153 - Glossop Primary Community School K-7	100.0%	100.0%	88.9%
8457 - Rivergum College	0.0%	0.0%	11.1%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2019 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	4.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	4.0%
Transfer to SA Govt School	22	88.0%
Unknown	1	4.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Destination comment

Most students who attended Glossop Community Preschool in 2019 transition to the foundation class of Glossop Primary Community School. All 2019 year 7 students enrolled at Glossop High School.

Relevant history screening

All staff and volunteers have the required certificates and screening relevant to their role in the school. Volunteers who have worked in the school and been on excursions have been appropriately supervised by staff members at all times.

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	9
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	5.6	0.5	4.7
Persons	0	6	1	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$883316.72
Grants: Commonwealth	\$8500
Parent Contributions	\$9847
Fund Raising	\$1718.25
Other	

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

2019 school annual report: Tier 2 funding reporting*

*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 2019 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 behaviour management and engagement	SSO support in classrooms and during break times to support students with behaviour needs. Educator led lunch time activities to increase student engagement.	Decrease in behaviour incidents during break times. Decrease in suspensions.
	Improved outcomes for students with an additional language or dialect	N/A	
Targeted funding for groups of students	Improved outcomes for students with disabilities <ul style="list-style-type: none"> Improved outcomes for rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	SSOs employed to work one to one and in small groups with students identified as having a disability. Differentiated and individualised learning programs delivered. Three class structure enabled teachers to work closely with students and better meet their individual needs, particularly in literacy and numeracy. SSO in each classroom supported student learning and the delivery of individual learning plans. ACEO hours to develop and maintain community links. Equitable attendance at all school excursions, camps and cultural events.	Individual student goals set, evaluated and revised regularly. Improved attendance for all students. Improved PAT scores for most students. Students engaged with learning and their teachers.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	Commissioned speech pathologist appointed 0.2 for three terms. Whole school screening of students for oral language. Teacher release for professional development in guided and reciprocal reading.	Improvement in student oral language as tested using the CELF-5 and PAT-R data.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Teachers supported to work with individual students as required. Lunch time sport implemented by SSO and breakfast club run daily to support student wellbeing.	Student wellbeing results and one third of students accessing breakfast daily.

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	PreLit program was purchased and implemented in the preschool. A complete set of required texts was also purchased to ensure the program could be implemented without disruption. Foundation students from the school joined in with lessons at times to support their learning. Children had daily access to subtitising.	Phonological awareness of students demonstrated improvement.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Preschool SSO employed by the site to work with students with additional needs. Commissioned speech pathologist working closely with staff to implement programs and interventions.	Speech and language outcomes for identified students.
Improved outcomes for non-English speaking children who received bilingual support		

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.