



Greenwith Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Greenwith Primary School Number: 1858

Partnership: Golden Way

Name of School Principal:

TANJA ANTOUN

Name of Governing Council Chair:

RENEE SEYMOUR

Date of Endorsement:

23/2/2017

School Context and Highlights

Greenwith Primary School is a metropolitan school located 25kms north-east of the Adelaide CBD. It caters for approximately 700 students from Foundation to Year 7. The school data indicates a steady increase in enrolment from 637 in 2009. The school is classified as Category 6 on the DECD Index of Educational Disadvantage. The school's ICSEA score is 1029. The local DECD Partnership is Golden Way. The school population includes 7% (51) Students with a Disability, 2% (12) Aboriginal students, 4.3% (30) students with English as an Additional Language or Dialect (EALD), 10% (69) students from a Non-English Speaking Background, and approximately 16% (111) students who are eligible for School Card assistance. The school has 25 classes. The school is co-located with Our Lady of Hope Catholic School and many facilities are shared.

In 2016, Rick Benallack regrettably informed the community that he was leaving GPS after 9 years as Principal. He felt that it was his time to move to another school. We acknowledge the outstanding leadership and change that he value added to the community. From mid term 2 the Leadership Team mainly consisted of an Acting Principal and 3 Assistant Principals (AP's). This was a new leadership team. A new Principal was appointed in Week 4, Term 2 2016. One AP is in the 5th year of her second tenure, and the other 2 AP's are internally appointed. One of the AP's is appointed year-by-year depending on the school enrolment numbers. The other AP was appointed for 6 months at the start of 2016, backfilling the substantive Deputy Principal who was in another position until, at least, the end of Term 2. This is an unusual situation, as the Leadership Team has been stable for the past 7 years.

Greenwith does not have a high turnover of staff. There is, however, a large number of part-time teaching staff, which impacts significantly on logistical arrangements, especially in structuring classes and Non-Instruction Time.

The school has a Defence Support Transition Aid (DSTA), which is a federally funded position, to support students from Defence Force families- approx 58.

Highlights of 2016 include: External Review, Jump-a-thon, Year 7 Graduation, Student Voice and Student Leaders, End of Year Concert, a supportive and forward thinking Governing Council, SAPSASA, Camps, excursions, Nature Play, Professional Learning re Students with Disabilities, Partnership Parent Workshops, Child Well Being Practitioner, Qkr app, ICAS: National Medal winner.

Governing Council Report

On behalf of the parent community, the Governing Council actively pursue matters of policy, facilities and programs and support the schools leadership on a wide range of issues to do with all aspects of running the school.

During 2016 the Governing Council have contributed to the following school achievements:

- We have enjoyed listening to presentations from Student Leaders and hearing their perspective on what is happening around the school.
- Investing in technology and increasing student access. We have positioned ourselves financially to enable more computers and iPads to be purchased in support of student needs and learning.
- Aligned ourselves with the Safe Schools Coalition and undertaken extensive review around what our level of involvement in the program will be. Providing an inclusive environment for ALL has been our focus.
- After a comprehensive review within GC, we engaged with TTG Council to ensure that the traffic in various zones around our campus undergoes a very thorough review to make certain that the safety of our community remains paramount.
- Supporting through finance and consultation the improvement of our grounds, including the redevelopment of some play zones including additional bench seating was suggested.
- Welcomed the introduction of the In School Psychology program which has grown throughout the year and now provides support to many families.
- Provided some input into the recent External School Review to ensure that a parents perspective is considered in the forward strategy for improvement.
- Continuing to support the school in getting a gardening group up and running. The continuation will be refined and reviewed into 2017.

Part way through the year, we farewelled Rick Bennallack as Principal and wished him all the best in his new appointment. He will be greatly missed at the school. We then welcomed Tanja Antoun into the caretaker role for the remainder of 2016. We congratulate Tanja on her formal appointment as Principal for the next 7 years and look forward to working with her to ensure the strategic vision for the future of GPS is realised.

As Chairperson, I would like to extend my appreciation to all of the GC committee members, including parents, Leadership, Admin support staff, and also the Student Leaders. 2016 has been another year of robust discussions and we have tackled some topics that have led to in depth analysis, examination and opened dialogue more than I have seen in previous years.

Improvement Planning and Outcomes

Summary of 2016 Site Improvement Plan priorities:

FOCUS - Increase teacher effectiveness to improve learning outcomes for students

Mathematics – Number

PLC analysis of collected data sets in PAT-Maths to inform teaching and to support targeted learning plan, review and target learning utilising Whole School Numeracy Agreement

Use of formative and summative assessment strategies - additional time is needed to embed these

English

PLC analysis of collected data sets in PAT-Reading and Running Records / Literacy Pro levels to inform teaching and to support targeted learning

plan, review and target learning utilising Whole School Writing Agreement

Intervention in Reading

Teaching and Learning

Embedded Formative Assessment techniques– Dylan Wiliam's (What is Assessment For Learning, techniques for finding out what students are learning: NO hands up – except to ask a question, Mini White boards)

Teachers embedded Formative Assessment – Dylan Wiliam strategy - Learning Intentions. There were 2 further actions regarding Formative Assessment that were not implanted due to staff feedback that they wanted further time to embed Learning Intentions. This will be a major focus in 2017

Involved in Moderation of Digital Technologies tasks supported by the Partnership Curriculum Primary Australian Curriculum

Staff visited other schools of their choice as part of our annual Pupil Free Day – Innovation Day

Staff meeting with a focus on TfEL reflections

We will be redefining the 2017 SIP and a key priority will involve developing proficiency levels. Next year we will involve outside personnel to support us with improving outcomes. Especially in maths, as we have worked extremely hard and invested a lot of money in to the Natural Maths Strategies.

Greenwith Primary School is committed to being a part of the Golden way Partnership training in moderation and collecting portfolio's of evidence. In 2017 we will be working collaboratively with the partnership on moderation with a particular focus on Mathematics.

Our staff will continue to use the Australian Curriculum to determine mandated, agreed and essential learning in number and build greater automaticity in number fact recall. We will be reviewing our whole school agreed Numeracy and Literacy Guidelines in 2017. Formative Assessment, Inquiry Based Learning (Intellectual Stretch) will also be part of our plans.

OUTCOMES OF EXTERNAL SCHOOL REVIEW 2016

Greenwith Primary School has structures and processes to collect and use achievement data to track students' progress.

Teachers use structured time for ongoing collaborative professional sharing. A culture of improvement was evident.

The Principal will work with the Education Director to implement the following Directions:

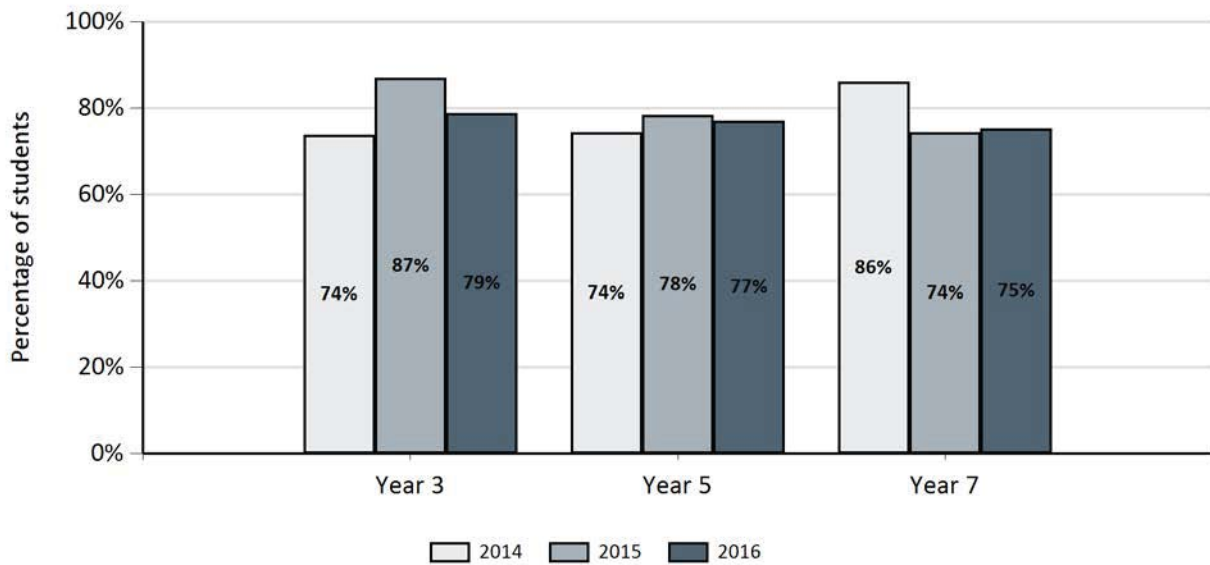
1. Develop a shared, improvement-focused vision and establish cyclical and aligned structures and processes to collectively achieve the strategic plan.
 2. Enable all students to be more intellectually challenged by focusing on transforming tasks in all learning areas, and support students to develop growth mindset dispositions and learning behaviours.
 3. Strengthen pedagogical practices designed to provide intentional targeted and tailored support, and which promote active student involvement in learning and assessment, so that students know how to improve.
 4. Strengthen the PLC work to enable teachers to inquire into, and evaluate, their impact on student learning and engagement.
- Based on the school's current performance, Greenwith Primary School will be externally reviewed again in 2020.

Performance Summary

NAPLAN Proficiency

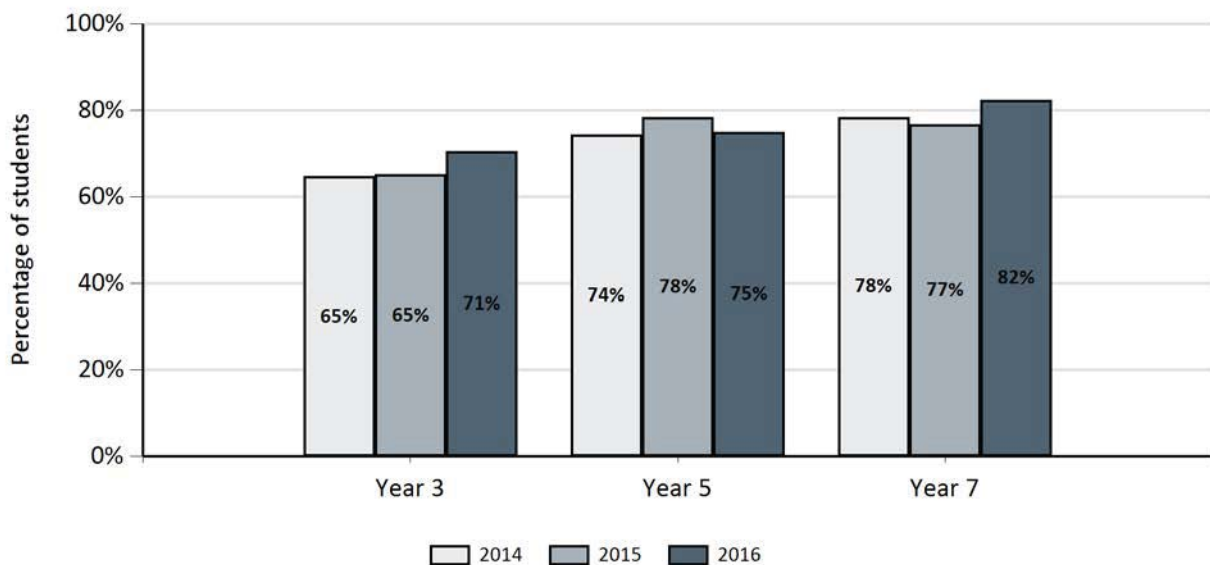
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	23%	20%	25%
Middle progress group	60%	53%	50%
Upper progress group	17%	27%	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	18%	26%	25%
Middle progress group	59%	51%	50%
Upper progress group	23%	22%	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	85	85	32	16	38%	19%
Year 3 2014-16 Average	88.3	88.3	33.3	19.0	38%	22%
Year 5 2016	100	100	15	12	15%	12%
Year 5 2014-16 Average	88.7	88.7	22.0	9.7	25%	11%
Year 7 2016	85	85	27	16	32%	19%
Year 7 2014-16 Average	77.3	77.3	21.3	15.0	28%	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

READING

NAPLAN

79% of our Year 3 students were above SEA.

77% of our Year 5 students were above SEA

75% of our Year 7 students were above SEA

There has been a decline in the Year 3 and 5 from 2015, however a slight incline in the number of students in Year 7 who have demonstrated achievement in reading above the National Minimum standard.

Running Records

13% of our Receptions below SEA benchmark (level 5 in Term 3)

20% of our Year 1 students below SEA benchmark (level 13 in Term 3)

15% of our Year 2 students below SEA benchmark (level 21 in Term 3)

21% of our Year 3 students below GPS benchmark (level 30 in Term 3)

The school has invested in extra licences (2017) for the program Reading Doctor and will employ a 0.1 Speech Pathologist to work with our Early Years teachers and students to address phonological awareness issues in the early years. The Reading Dr program is a Wave 3 intervention strategy and the Speech Pathologists will support teachers with Wave 1 intervention strategies.

Those students who achieved in the lower bands in NAPLAN and below benchmark in Running Record and ACER assessments were identified for our intervention programs (mini lit and multilit – Wave 3 intervention).

NUMERACY

71% of our Year 3 students were above SEA

75% of our Year 5 students were above SEA

82% of our Year 7 students were above SEA

There has been a positive upward trend in students who have demonstrated achievement above the National Minimum standard for our year 3 students since 2014, however a slight decline in Year 5 students since 2015 and an incline in the number of Year 7 students in 2016.

Those students who achieved in the lower bands in NAPLAN and below benchmark in ACER testing were identified for our intervention programs (Quicksmart – Wave 3 intervention).

We monitored students progress between successive tests. We identified students who had growth and those that are coasting and those whose scores are slipping. A high priority is to ensure students demonstrate growth over two years and to help all students reach benchmark. We continued to put 'faces on data' and address students data and how teachers are supporting students through Performance Management conversations and PLC meetings.

Attendance

Year level	2014	2015	2016
Reception	93.1%	94.3%	93.0%
Year 01	94.4%	93.9%	92.9%
Year 02	92.3%	93.4%	93.3%
Year 03	91.0%	93.0%	93.6%
Year 04	93.8%	90.3%	93.4%
Year 05	92.7%	93.7%	89.6%
Year 06	91.6%	91.0%	93.7%
Year 07	93.0%	88.9%	92.8%
Primary Other	50.0%		
Total	92.7%	92.3%	92.7%

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

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

Attendance Comment

Clear structures are embedded in the school policy to support regular attendance for all students and to follow up unexplained absences. The significant non-attendance of 4 students with chronic issues was managed by the Leadership Team, Social Worker- Attendance and Engagement and Aboriginal Inclusion Officer. We have worked with these families and have put in a variety of strategies and Attendance Improvement Plans to support them, including organising regular meetings. The non-attendance of these students impacted significantly on our data. Attendance improved in years 4,6 and 7.

Behaviour Management Comment

Greenwith Primary School has high expectations of student's behaviour where the focus is on learning. The data for 2016 shows that out of 670 students 183 were given a consequence for their inappropriate behaviour choices and 19 of those students had more than 10 consequences. Out of the 715 consequences the majority were for yard behaviour (439). There were 31 Take Homes and 16 Suspensions. Play Is The Way will be a focus in 2017.

Client Opinion Summary

The Parent Opinion Survey for GPS provided our school with data relevant to our particular context. It is important to note however, that 26 Parent Opinion Surveys were returned for the following analysis: 76% of parents agree that they can talk to their child's teacher about concerns. 61% agree that the school provides their child with useful feedback about their school work. 80% feel that teachers at this school expect their child to do their best. 34% believe that behaviour is well managed at this school.

The Survey of Wellbeing and Student Engagement for Year 6/7 indicated that 59.4% of students felt they had strong connectedness with adults at this school.

A further 30.1% felt that this was somewhat true.

47.9% of students felt that they were willing to put in the effort needed to master skills and succeed academically at school (Cognitive engagement).

25% of students felt that they were absorbed, interested and involved in an activity or the word itself (Engagement – flow)

The Student Opinion Survey for GPS provided our school with relevant data for our particular context. 46 randomly chosen students in years 5, 6, and 7 completed the survey. 72% of students agree that they like being at this school. 62% of students believed that student behaviour is managed well at their school. 74% of students believe that their teacher treats them fairly. 84% of students believe that their teacher provides them with useful feedback about their work.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	16	11.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	32	23.2%
Transfer to SA Govt School	90	65.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

The school complied with all aspects of the relevant history screening requirements for staff, volunteers and 3rd Party Providers.

Anyone who does not have the required clearance is not permitted to stay on site.

1 morning, 1 afternoon and 1 evening volunteer training session was held each term to cater for the needs of parents to attain the correct training. During Term 4 a Volunteer Morning tea was also held where the local MP presented a certificate to our Volunteer of The Year.

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	74
Post Graduate Qualifications	7

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	32.8	0.0	15.1
Persons	0	40	0	23

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

Financial Statement

Funding Source	Amount
Grants: State	5,415,169.26
Grants: Commonwealth	22,100.00
Parent Contributions	300,371.07
Fund Raising	20,125.47(net)
Other	171,226.47

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	Leadership support behaviour education, attendance and wellbeing for students, parents and staff, through working with classroom teachers and CWP, utilising service providers when necessary.	Overall, negative behaviour data decreased in 2016 when compared with 2015.
	Improved Outcomes for Students with an Additional Language or Dialect	0.3 EALD/ATSI support teacher employed to implement intervention using NEP/ILP goals as identified by our data and classroom teacher.	Ongoing progress towards SMARTAR goals reflected in ILPs.
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Intervention processes, involving Professional Development of staff, ensured that all SWD received their full support entitlements.	Ongoing progress towards SMARTAR goals reflected in NEP/ILPs.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	0.3 EALD/ATSI teacher alongside a part-time ACEO for 1.5 terms (after significant unavailability of ACEO) employed to support learning and engagement for approximately 12 ATSI students. QuickSmart Maths intervention for identified students in Year *** . 3 sessions per week. MiniLit intervention for 4 hours per week for identified Year 1 students. MultiLit intervention for 3 hours per week for identified Year 2-7 students.	Ongoing support for home-school connections with families. This resulted in some improvement in attendance. Data sets indicated progress towards SEA.
Program Funding for all Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	CPAC and relevant, ongoing training and Professional Learning opportunities in Australian Curriculum.	N/A
	Aboriginal Languages Programs Initiatives	N/A	N/A
Other Discretionary Funding	Better Schools Funding	Targeted reading intervention by classroom teacher to improve reading levels of targeted student, through Wave 2 intervention with SSOs.	Target students reading levels increased over time by minimum 5 reading levels.
	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	0.2 salary shared between the 4 Leadership staff to reengage students with learning. Family and staff support.	Early support for some.