Greenwith Primary School
2017 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: 06/02/2018

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 enrolments from 637 in 2009. The school is classified as Category 6 on the DECD Index of Educational Disadvantage. The school's ICSEA score is 1025 (2016). The local DECD Partnership is Golden Way. The school population includes 8.3% (58) Students with a Disability, 2% (12) Aboriginal students, 5.7% (40) students with English as an Additional Language or Dialect (EALD), 10% (70) students from a Non-English Speaking Background, and approximately 16% (111) students who are eligible for School Card assistance. The school had increased to 26 classes. The school is co-located with Our Lady of Hope Catholic School and many facilities are shared across the campus. Traditionally Greenwith PS does not have a high turnover of staff. However, in 2016/2017 a number of staff retired and others won leadership or permanent positions at other sites. 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 employs a Defence Support Transition Aid (DSTA), which is a federally funded position, to support students from Defence Force families (58 students) which is highly valued. Wellbeing is a strong focus at our site. Our Pastoral Care Worker offers wellbeing and practical support for our students and families; In-School Psychology delivers a service for families with access to counselling and various other External Service Providers implement individualised programs for our students.

Highlights of 2017 include: Family Fun Night - major Campus fundraising event, Year 7 Graduation, Student Voice, Yr7 Student Leaders, Cheerleading team, Camps, numerous excursions /SAPSASA's, a supportive and forward thinking Governing Council, Class Parents who led the school fundraising events, Bookweek, Cyber Safety, Professional Learning re Students with Disabilities, Partnership Parent Workshops, Child Well Being Practitioner, Qkr app, ICAS: Competitons. We would like to acknowledge and thank the leadership provided from our retiring chairperson, Renee Seymour. She has led the GC through some very important discussions ensuring that our students learning needs are met to the highest degree and that community feedback was part of this.

Governing Council Report

During 2017 the Governing Council contributed to the following achievements:

• Over the past few years, GC have been committed to improving the safety of our community around campus traffic zones and I know they will continue working with TTG Council, DPTI and SAPOL, in pursuit of a resolution.
• Some GC members attended GC training, as offered through the Golden Way Partnership.
• Completion of the external painting around the facilities.
• Investment in installation of sound systems in almost every classroom.
• Our canteen remained in a profitable position again (at a time when other schools are closing down their canteen facilities)
• BYOD discussions continued to evolve as we made sure we will be investing in the best technology for our students, whilst also providing a level of flexibility for those families that might want to purchase their own device.
• We continued tracking the schools progress against the site improvement plan
• Reviewed possible placements for new bench seating and shade around the school grounds
• The HOTS program was reviewed and discussions held around possible STEM opportunities for students
• Investigated the possibility of installation of bike/scooter shelter and an alliance with the Way to Go schools program that might be able to provide some assistance for this.
• GC members supported the bi-annual Family Fun Night in running the BBQ on the night.
• We farewelled both Deputy Principal, Robyn McLachlan and the Business Finance Manager, Debbie Foster, and thanked for them for their contributions to the GC and Finance Committee. We also thanked Julie Dutschke for filling in as Business Finance Manager until a replacement arrived.

I'm very proud of Greenwith Primary School and its Governing Council. We collaborate with leadership to support the strategic vision of the school. We are moving in the right direction and we provide our kids with opportunities to grow in ALL areas of learning.

I want to thank all Governing Council members for giving up some of their time, twice a term to participate in discussions and decision making. I also encourage others in the school community to come to the AGM and see if Governing Council might be something that you would be interested in joining. We always need new people to keep the committee going. Every opinion is valued and every voice is heard. Chairing my final meeting in term 4, ends 10 years of serving on kindy and school committees.

Warm regards Renee.

Improvement Planning and Outcomes

Directions from the 2016 External Review has directed our improvement planning and outcomes. As site leaders we were trained in ways to unpack these to be purposeful and with clear intent. Teaching staff participated and took ownership within their Communities PLC's regularly met and reflected upon new learning in the classroom (PLC's) of the 3 strategic priorities and established outcomes and strategies that shaped our draft Site Improvement Plan (SIP).

Summary of 2017 SIP priorities:

POWERFUL LEARNERS: We engaged the services of an educational consultant who presented at our Pupil Free day. We developed an understanding of the conditions that support powerful learning and the qualities of a powerful learner. The 8 conditions are: High Expectations, Opportunities, Time, Language, Modelling, Interactions, Thinking Routines and Environment. Some teachers explored flexible seating options by changing the learning environment which developed a greater opportunity to engage in inquiry based learning. Learning through inquiry supports all students to take ownership of their learning and build growth mindsets and become effective deep thinkers. As we explore and better understand the qualities of powerful learners, we will position ourselves to organise our learning programs and spaces to target and more effectively develop these qualities in all of our learners. This will continue to be a major focus in 2018.

PEDAGOGY: With the focus on streamlining teachers understanding of the principles of Assessment for Learning (AfL), teachers completed their first year of a researched professional learning course. Professional Learning based upon the 5 areas; Learning intentions/success criteria, questioning, feedback, self-assessment, peer-assessment. The use of formative and summative assessment strategies were introduced within the PLCs as whole site strategies to engage all learners. As part of this curriculum development, teachers from the Golden Way partnership attended the Dylan Wiliam conference on AfL as part of a Pupil Free day. In 2018, teachers will complete part 2 of the course going deeper into the 5 areas and embed these strategies into teacher's daily work. We reviewed and updated our current whole school Literacy and Numeracy Agreements in draft and these will be a focus for 2018 to incorporate the DECD Literacy and Numeracy First strategic directions. Data continues to inform PLC planning and provide the framework for targeted learning plans. PLCs critically analysed data sets from ACER PAT R and PAT M; NAPLAN; Running Records; and school custom data sets to build contextual learning for our students. Consistent teaching and assessment practices are becoming evident in all classes. A focus for this, was a Pupil Free day, developing skills in unpacking the proficiency strands and planning, reviewing and targeting the learning. Our site is committed to being a part of the Golden Way Partnership training in moderation and collecting portfolios of evidence. In 2018 the partnership will work on aligning Curriculum agreements.

BUILDING CAPACITY: Our site is invested in providing relevant professional development to support our staff in building student learning and engagement. Teachers work involved transforming tasks using the Australian Curriculum to build upon inquiry skills that engages all learners. Our staff continue to use the Australian Curriculum to determine mandated, agreed and essential learning to meet our SIP. The site undertook a major review of our teaching time ensuring we were compliant with EB agreements. The Specialist teachers, PAC and Leadership researched many large primary school's NIT schedules to understand the complexities within a large site. The options were shared and then agreed upon by all staff.

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.
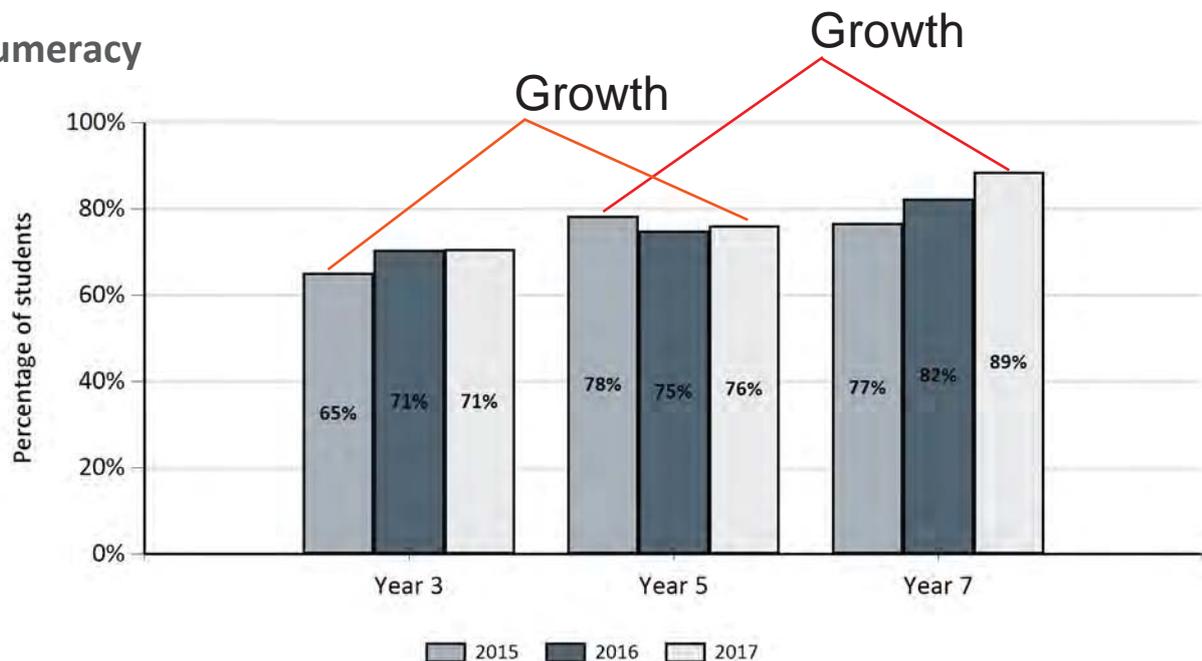
Reading
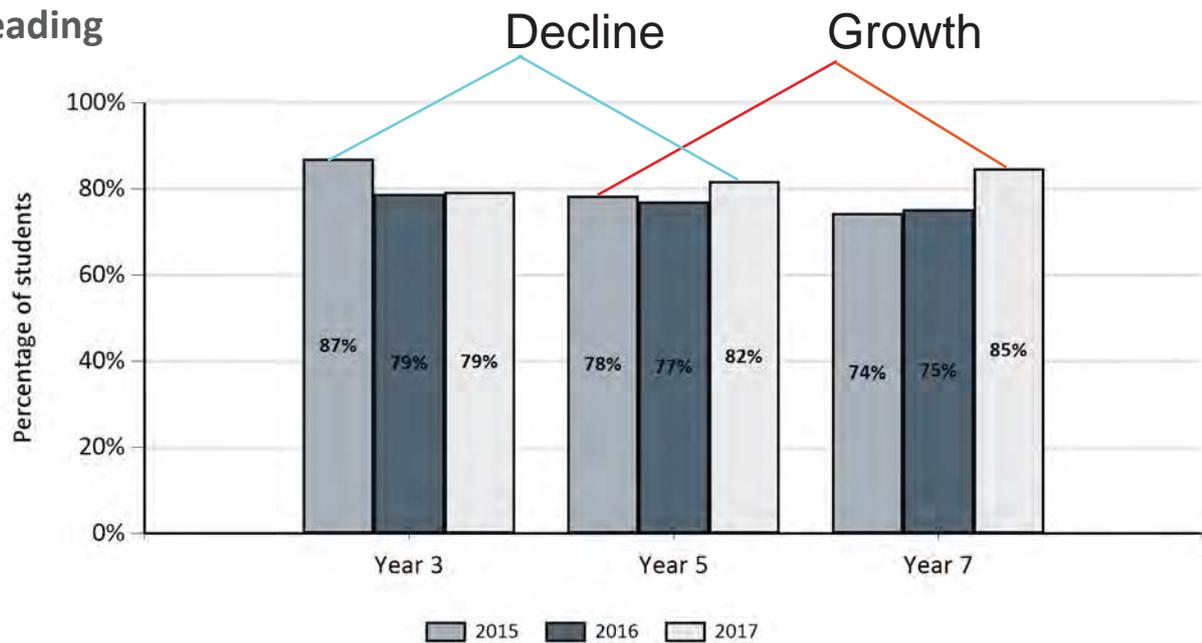
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 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 5-7	Year 3-5	State (average)
Upper progress group	21%	25%	25%
Middle progress group	50%	51%	50%
Lower progress group	29%	24%	25%

Data Source: DECD special extract from Student DataWarehouse, July 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)
Upper progress group	28%	31%	25%
Middle progress group	50%	54%	50%
Lower progress group	22%	15%	25%

Data Source: DECD special extract from Student DataWarehouse, July 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	92	92	31	14	34%	15%
Year 3 2015-17 Average	89.7	89.7	33.7	17.0	38%	19%
Year 5 2017	88	88	30	17	34%	19%
Year 5 2015-17 Average	92.0	92.0	25.3	12.3	28%	13%
Year 7 2017	79	79	18	18	23%	23%
Year 7 2015-17 Average	82.0	82.0	22.3	17.7	27%	22%

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

In 2017 a high number of students achieved the DECD Standard of Educational Achievement (SEA)
READING - NAPLAN
79 % of our Year 3 students were above SEA (Band 3).
82% of our Year 5 students were above SEA (Band 5).
85% of our Year 7 students were above SEA (Band 6).
There has been no change in the Year 3 from 2016, however there was an incline in the number of students in Year 5 and 7 who have demonstrated achievement in reading above the National Minimum standard. From Year 3-5 we had 63% show growth and from Year 5-7 we had 63% show growth. 14% of our students from Years 3-5 and 5-7 are coasting.

Running Records
69% of our Receptions at or above SEA benchmark (level 5 in Term 3)
70% of our Year 1 students at or above SEA benchmark (level 15 in Term 3)
77% of our Year 2 students at or above SEA benchmark (level 21 in Term 3)
Those students who achieved in the lower bands in NAPLAN and below benchmark in Running Record and ACER-PAT R assessments were identified for our intervention programs (mini lit and mulitlit – Wave 3 intervention).

NUMERACY - NAPLAN
71% of our Year 3 students were above SEA (Band 3).
76% of our Year 5 students were above SEA (Band 5).
89% of our Year 7 students were above SEA (Band 6).
There has been an 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 2017.
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 are monitoring students' progress between successive tests. We have identified students who have 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 will continue to put faces on data and address student's data and how teachers are supporting students through Performance Management conversations and PLC meetings.

We will be redefining the 2017 SIP and a key priority will involve developing proficiency levels. In 2018 we will involve outside personnel to support us with improving outcomes.
Greenwith Primary School is committed to being a part of the Golden Way Partnership training in moderation and collecting portfolios of evidence. This year we will be working collaboratively with the partnership on moderation with a particular focus on Mathematics.

Attendance

Year level	2014	2015	2016	2017
Reception	93.1%	94.3%	93.0%	94.6%
Year 1	94.4%	93.9%	92.9%	92.1%
Year 2	92.3%	93.4%	93.3%	93.3%
Year 3	91.0%	93.0%	93.6%	93.6%
Year 4	93.8%	90.3%	93.4%	93.3%
Year 5	92.7%	93.7%	89.6%	92.5%
Year 6	91.6%	91.0%	93.7%	90.8%
Year 7	93.0%	88.9%	92.8%	91.3%
Primary Other	50.0%			
Total	92.7%	92.3%	92.7%	92.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

The 2017 attendance percentage at Greenwith Primary School is the same as last years and has remained very consistent over the last 3 years. Clear structures are embedded in the school policy to support regular attendance for all students and to follow up unexplained absences. A few students who had significant non-attendance were managed by the Leadership Team and DECD Social Worker - Attendance and Engagement. We worked with the students and their families and were able to engage most of them in learning through the Open Access College and home schooling.

Behaviour Management Comment

Greenwith Primary School has high expectations of student's behaviour where the focus is on learning. The data for 2017 shows that out of 692 students our breakdown of behaviour management shows: Yard behaviour (351); Time Out in Office (368); Take Home (20); Internal Suspension (1); Suspension (19) and Exclusion (1).

Play is the Way has been a major focus for implementation this year, supporting and teaching the social and emotional skills using guided play, classroom activities and empowering language. Our site has worked with staff in data management focussed on a greater accuracy of recording behaviour, this is reflected in our higher data numbers.

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 there were 95 Parent Opinion Surveys were returned (26 in 2016) for the following analysis:
83% of parents agree that they can talk to their child's teacher about concerns. (76% 2016)
71% agree that the school provides their child with useful feedback about their school work. (61% 2016)
74% believe that their child's learning needs are being met.
84% feel that teachers at this school expect their child to do their best. (80% 2016)
45% believe that behaviour is well managed at this school. (34% 2016)

The Student Opinion Survey for GPS provided our school with relevant data for our particular context. 56 randomly chosen students in years 5, 6, and 7 completed the survey. (45 in 2016) for the following analysis:
74% of students agree that they like being at this school. (72% 2016)
88% of students believe that their teacher provides them with useful feedback about their work. (84% 2016)
75% of students believe that their teacher treats them fairly. (74% 2016)
59% of students believe that student behaviour is managed well at their school. (62% 2016)

The Staff Opinion Survey for GPS provided our school with relevant data for our particular context. 30 Staff returned surveys for the following analysis:
100% of staff agree that parents can talk to teachers about their concerns.
99% of staff believe that they provided students with useful feedback about their work.
87% believe that their student's learning needs are being met.
100% of staff believe that their students are treated fairly.
47% of staff believed that student behaviour is managed well at their school.

The Wellbeing and Engagement Collection for Year 4/5/6/7 (303 students) indicated that:
68% of students felt they had strong connectedness with adults at this school. (59.4% 2016)
55% of students felt that they were willing to put in the effort needed to master skills and succeed academically at school (Cognitive engagement). (47.9% 2016)
32% of students felt that they were absorbed, interested and involved in an activity or the world itself (Engagement – flow) (25% 2016
All GPS results for the Wellbeing and Engagement Collection data were within a few % points compared to the State.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	10	7.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	21	16.4%
Transfer to SA Govt School	97	75.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

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.

The following volunteer training session was offered to cater for the needs of parents to attain the correct induction:
Term 1 and 2 - 1 morning, 1 afternoon and 1 evening session
Term 3 - 1 morning and 1 evening
Term 4 - 1 evening session.

During Term 4 a Volunteer Morning tea was also held where the local MP presented a certificate to our
Volunteer of The Year Tania Wilson.

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	76
Post Graduate Qualifications	6

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.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	35.2	0.0	14.3
Persons	0	44	0	21

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

Financial Statement

Funding Source	Amount
Grants: State	5,163,527.86
Grants: Commonwealth	38,372.73
Parent Contributions	293,957.59
Fund Raising	5,130.69 (net)
Other	136,536.83

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	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.	Consistent language and practices across the site implemented.
Targeted Funding for Individual Students	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.
	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 employed to support learning and engagement for approximately 12 ATSI students. No ACEO in 2017 due to unavailability.	Ongoing support for home-school connections with families. This resulted in some improvement in attendance.
Targeted Funding for Groups of Students	First Language Maintenance & Development	Quicksmart Maths intervention for identified students in Year 3-6. 4 sessions per week.	Data sets indicated progress towards SEA.
	Students taking Alternative Pathways	MiniLit intervention for 5 hours per week for identified Year 1 students.	
	Students with Learning Difficulties Grant	MulitLit intervention for 4 hours per week for identified Year 2-6 students.	
Program Funding for all Students	Australian Curriculum	SLIPP and relevant, ongoing training and Professional Learning opportunities in Australian Curriculum	
	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	Targeted Literacy/Numeracy intervention through Wave 3 intervention. Building capacity of staff through Professional Learning	Target students increased reading and number skills.
Other Discretionary Funding	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 re-engage students with learning. Family and staff support	Increased ownership of behaviour by all. Wellbeing strategies are a focus.