



Greenwith Primary School

2020 annual report to the community

Greenwith Primary School Number: 1858

Partnership: Golden Way

School principal:

Ms Tanja Antoun

Signature

Tanja Antoun

Governing council chair:

Nicole Blake

Nicole Blake

Date of endorsement:

28 January 2021



Government
of South Australia
Department for Education

Context and highlights

Greenwith Primary School is a metropolitan school located 25kms north-east of the Adelaide CBD. The February census stated 657 students from Foundation to Year 7 were enrolled. The school is classified as Category 6 on the department Index of Educational Disadvantage. The school's ICSEA score is 1028 (2019). The local DfE Partnership is Golden Way. The school population includes 7% Students with a Disability, 2.7% Aboriginal students, 5% students with English as an Additional Language or Dialect (EALD), 3.5% students from a Non-English Speaking Background, and approximately 18.3% students who are eligible for School Card assistance. The school had 25 classes however, the student numbers were decreased slightly. Our site does have a large number of part-time teaching staff, which impacts logistical arrangements, especially in structuring classes and Non-Instruction Time. The school is co-located with Our Lady of Hope Catholic School and many facilities are shared across the campus. Due to COVID restrictions as a Campus we needed to restructure our school times. This meant that for the first time the 2 schools did not have play times together. Feedback was sought from the students and staff and as such we will continue with this into 2021. The school employs a Defence Support Transition Aid (DSTA), which is a federally funded position, to support students from Defence Force families (55 students) which is highly valued in our community. 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 a large number of students although these were affected at times, due to COVID. Although COVID-19 had significantly impacted our sites ability to conduct our traditional events, we became very innovative to seek many alternatives where possible— Sports Fun Day, Disco, Year 7 Graduation, End of Year Concert, Assemblies, Mothers and Fathers Day Stall. Our students, parents and staff are to be commended for their resilience and flexibility in this very unusual learning year. Our Year 7 Student Leaders need an extra mention as they have shown what a united group they are and actively sought to share and show their leadership skills throughout this very unusual year. Thank you. We would like to acknowledge and thank the leadership provided by our chairperson, Nicole Blake. She has led the GC through some very important discussions (mainly via Zoom!) always looking at the big picture. We can't wait for our New Building!

Governing council report

The Greenwith Primary School Governing Council continued its solid commitment in supporting the school throughout the extremely challenging 2020 year. All council members proved themselves adaptable and thoughtful in the face of serious issues and the fluid environment we all found ourselves in.

Providing a balanced perspective was a key focus throughout this year with an aim to ensure that the school's day to day requirements continued to be met while still maintaining the health and safety of students, teachers and community members.

While some projects and school activities were cancelled and postponed, the council was thrilled to see the school able to reschedule as many events as they could later in the year and of course watch the exciting new building project begin.

We know that 2021 will bring a new year with a fresh new calendar and governing council is confident that some normality will return as we go forward with experience and learning of these events.

Parents able to give their time to the Governing Council provide invaluable input, oversight and support to leadership and I would encourage anyone who is keen to contribute to this process to come along.

Thank you to the 2020 council members, teacher representatives and to leadership for giving their time to this important task.

Nicole Blake
2020 Governing Council Chairperson

Quality improvement planning

Summary of 2020 SIP priorities:

Goal 1 - MATHEMATICS: Increase the percentage of Year 4 and 5 students achieving: scale score growth in PAT Maths; high band achievement in NAPLAN Numeracy. In 2018 we engaged the services of an Educational Consultant to work with our Years 3-5 teachers as part of a Mathematical Project looking at Misconceptions in Place Value, Multiplication and Division and Fractions and Decimals; in 2019 our Year 1/2 teachers worked with the Consultant looking at Misconceptions in Addition and Subtraction. Our focus for 2020 continued our work with the Consultant to work with our F/1 teachers to understand mathematical misconceptions. Teachers continued their work around identifying students in high and medium bands, using data, to be precise and intentional in their teaching strategies to ensure growth. Curriculum Portfolio continued to work on our Whole School Guidelines which are now finalised and shared with staff. COVID-19 impacted our focus to utilise the Department Guidebooks resources at a deeper level, therefore there will be a focus for 2021 to incorporate the Department's Stages of Improvement (Sol) and Literacy and Numeracy First strategic directions. Data continues to inform PLC planning and provide the framework for targeted learning plans. PLC's critically analysed data sets from ACER PAT M and school custom data sets to build contextual learning for our students. 2020 saw NAPLAN cancelled at a national level. Our site is committed to being a part of the Golden Way Partnership and 2 Pupil Free Days on Assessment for Learning – Learning Design consolidation (as part of the Department's Learning Design, Assessment and Moderation Strategy 2017-2020) in Partnership Teams. In 2021 the Partnership is focusing their Pupil Free Days on the new Department Curriculum Resources and building capacity and learning of staff across the Partnership.

Goal 2 - ENGLISH: Increase the percentage of Year 4 and 5 students achieving: scale score growth in PAT Reading; high band achievement in NAPLAN Reading. Our site is invested in providing relevant professional development to support staff in building student learning and engagement using the Australian Curriculum and TfEL. We continued our focus from 2019 on the work of The Big 6 (Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension) in PLC teams to deepen the learning of our students in these areas. Teachers continued their work around identifying students in high and medium bands, using data, to be precise and intentional in their teaching strategies to ensure growth. Data continues to inform PLC planning and provide the framework for targeted learning plans. PLC's critically analysed data sets from ACER PAT R; Running Records, and school custom data sets to build contextual learning for our students. 2020 saw NAPLAN cancelled at a national level. Consistent teaching and assessment practices are becoming evident in all classes and will continue to be a focus for 2021 in PLCs.

Goal 3 - WELLBEING: Increase the percentage of students who have engagement with school, learner readiness and wellbeing in years 4-7. We have continued our work around authentic student voice and participating in the Wellbeing and Engagement Collection, however, 2020 COVID-19 year saw the state run this data collection twice to understand the perspective of our students. We are utilising our learning of Powerful Learners to deepen the learning experiences for our students. Play is the Way continues to be a strong focus across the site in all classrooms. Staff are committed to using the Assessment for Learning and Visible Learning strategies within their classrooms to provide effective feedback to students.

Improvement: Aboriginal learners

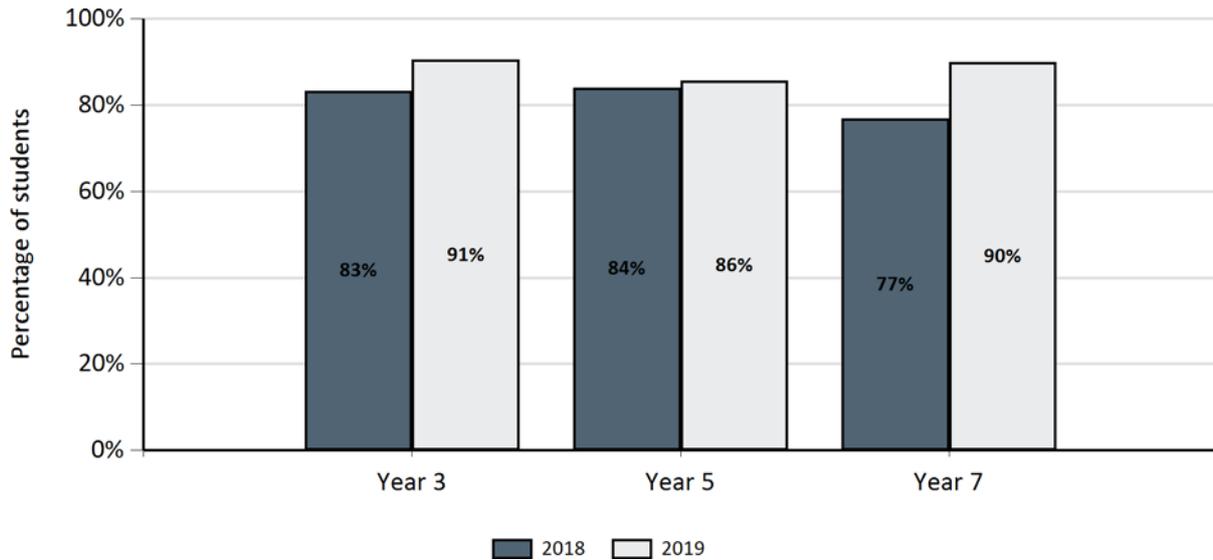
In 2020 GPS reviewed their Aboriginal Action Plan to align it with the Aboriginal Learners Achievement Action Template. Areas of Focus and Actions were aligned with the SIP. Focus areas included Key Element 1 - Data informed planning with an ATSI focus on literacy and numeracy data on our Pupil free day. Key Element 2 tracking and monitoring growth and achievement with the development of One Plans replacing Individual Learning Plans for all ATSI students. Key Element 3 – applying evidence based learning interventions – with a focus on wave 2 intervention data analysis and an attendance focus for Aboriginal families in conjunction with the AET and ACEO onsite. Improvement in engaging Aboriginal families as partners in literacy and numeracy learning and wellbeing was a positive result of these focus areas.

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

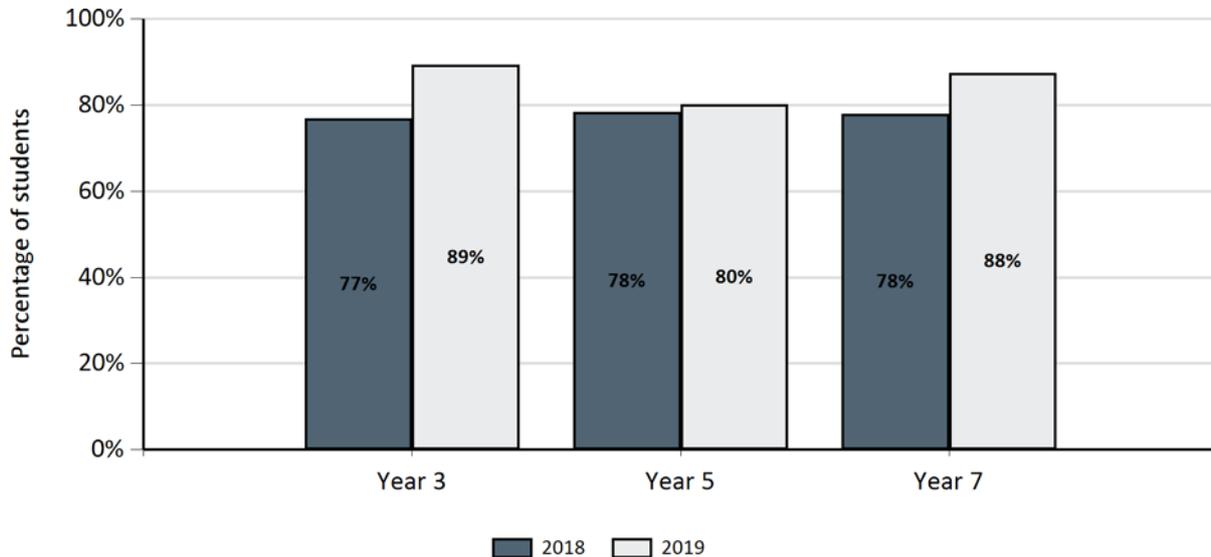


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2020 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	27%	29%	25%
Middle progress group	55%	57%	50%
Lower progress group	18%	14%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	29%	34%	25%
Middle progress group	58%	44%	50%
Lower progress group	13%	22%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	85	85	43	23	51%	27%
Year 3 2017-2019 Average	85.0	85.0	36.3	19.0	43%	22%
Year 5 2019	91	91	25	10	27%	11%
Year 5 2017-2019 Average	89.0	89.0	27.0	13.3	30%	15%
Year 7 2019	80	80	24	19	30%	24%
Year 7 2017-2019 Average	83.3	83.3	19.0	15.7	23%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

READING LEVELS - RUNNING RECORDS
 59% of our Foundations at or above SEA benchmark (level 5 in Term 3)
 84% of our Year 1 students at or above SEA benchmark (level 13 in Term 3)
 81% of our Year 2 students at or above SEA benchmark (level 21 in Term 3)
 Those students who achieved below benchmark in Running Records and ACER-PAT R assessments were identified for our intervention programs (MiniLit – Wave 3 intervention).

READING – PAT-R
 2020 COVID-19 saw NAPLAN cancelled at a national level.
 SEA (Standard of Educational Achievement) in PAT-R Comprehension 2020 has seen the following results: slight % decrease in Year 3, 4 and 7 students and an % increase in Years 5 and 6 students. We are tracking well with our students achieving the expected growth in PAT-R in Years 2, 4 and 6 – these year levels achieved over 50% of students achieving the expected growth.
 Those students who achieved in the lower bands in NAPLAN and below benchmark in ACER testing were identified for intervention programs (eg MiniLit – Wave 3 intervention). In 2019 we introduced our focus work on The Big 6 and have continued to consolidate this learning in PLCs in 2020.

NUMERACY – PAT-R
 2020 COVID-19 saw NAPLAN cancelled at a national level.
 SEA (Standard of Educational Achievement) in PAT-M 2020 has seen the following results: increase in % in Years 3, 4, 5, 6 and 7. This is a fantastic result for our school and affirms the work we have been doing in Mathematics with our Education Consultant. Those students who achieved in the lower bands in NAPLAN and below benchmark in ACER testing were identified for intervention programs (eg 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 the 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. Greenwith Primary School is committed to being a part of the Golden Way Partnership training in moderation and Learning Design. In 2021 we will continue working collaboratively on data analysis, learning design and assessment.

Attendance

Year level	2017	2018	2019	2020
Reception	94.6%	93.2%	94.1%	93.8%
Year 1	92.1%	93.8%	91.5%	94.1%
Year 2	93.3%	93.7%	93.3%	92.3%
Year 3	93.6%	93.7%	92.5%	92.2%
Year 4	93.3%	93.0%	91.8%	92.4%
Year 5	92.5%	93.6%	92.4%	90.4%
Year 6	90.8%	92.0%	91.7%	90.2%
Year 7	91.3%	89.4%	91.5%	90.7%
Total	92.7%	92.8%	92.4%	92.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
 NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our attendance has remained at 92%. COVID has not impacted on our attendance rate significantly. Clear structures and processes are embedded in the school attendance policy and procedures to support regular attendance for all students and to follow up unexplained absences. There has been an improvement in explained absences due to staff being more diligent in following up absences. A few students who had significant non-attendance were managed by the Leadership Team, DfE Social Worker- Attendance and Engagement and outside agencies. We worked closely with the students and their families to encourage regular attendance. Regular meetings were held with leadership, families and the student to develop and review Individual Attendance Improvement Plans, home visits and phone calls were made.

Behaviour support comment

Greenwith PS has high expectations of student's behaviour where the focus is on learning. The data for 2020 shows out of 678 students, behaviour incidents were: Yard (260); Time Out in Office (323); Take Home (10); Internal Suspension (1); Suspension (20); Exclusion (0). A significant reduction in yard incidences and office time outs reflect continued efforts working with students to manage their own behaviour in line with Play is the Way strategies reflecting our major focus for implementation, supporting and teaching the social and emotional skills using guided play and empowering language. There is a decrease in the percentage of students receiving greater than 5 consequences. Our aim for 2021 is to reduce the number of students requiring more than one consequence.

Client opinion summary

The Parent Opinion Survey for GPS provided our school with data relevant to our particular context. This was a new survey conducted centrally therefore comparison data is unavailable. It is important to note, that there were 200 responses received for the following analysis of Agree/Strongly Agree on a 5 point scale:

77% believe that people respect each other at this school.

79% believe that teachers and students treat each other with respect at the school.

62% feel like their child is important to the school.

63% believe they receive enough communication.

61% believe they know what standard of work the school expects of their child.

54% believe teachers provide their child with useful feedback about their school work.

55% believe they have useful discussions with the school about their child's learning

78% believe overall, their child has a good routine around reading, studying and learning at home.

The Student Wellbeing and Engagement Collection data for Year 4/5/6/7 (295 students) indicated a high-level response of:

37% of students have the ability to manage the experience of positive and negative feelings.

(Emotional Wellbeing - emotion regulation) (47% 2019, 44% 2018, 38% 2017, 30% 2016)

53% of students feel connected and valued at this school.

(Engagement with school - school belonging) (62% 2019, 60% 2018, 60% 2017, 43% 2016)

70% of students felt they had strong connectedness with adults at this school.

(Engagement with school - connectedness). (72% 2019, 65% 2018, 68% 2017, 59% 2016)

55% of students felt that they had the tenacity to stick with things and pursue goals, despite challenges that arise.

(Learning Readiness - perseverance) (59% 2019, 52% 2018, 44% 2017, 35% 2016)

55% of students felt that they were willing to show persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset at school.

(Learning Readiness - cognitive engagement). (63% 2019, 55% 2018, 55% 2017, 48% 2016)

All GPS results for the Wellbeing and Engagement Collection data were above % points to the State. We noticed a significant impact on our data in the WEC in term 3 due to COVID in 2020.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	9	7.0%
Other	1	0.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	20	15.5%
Transfer to SA Govt School	99	76.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

GPS 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. Volunteer training session was held to cater for the needs of parents with correct induction, although this were limited due to COVID restrictions.

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	57
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	34.9	0.3	15.4
Persons	0	41	1	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$5,228,982
Grants: Commonwealth	\$34,050
Parent Contributions	\$22,262
Fund Raising	\$9,600
Other	\$0

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

2020 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 2020 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 wellbeing and engagement	Parents and staff, through working with classroom teachers and PCW, utilizing Service Providers when necessary.	Consistent language and practices across the site implemented.
	Improved outcomes for students with an additional language or dialect	0.4 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
	Inclusive Education Support Program	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
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways IESP support</p>	<p>0.4 EALD/ATSI teacher employed to support learning and engagement for our ATSI students. ACEO also supported ATSI students.</p> <p>0.2 Speech Pathologist supporting Early Years teachers.</p> <p>Quicksmart Maths intervention for identified students in Year 3-6. 4 sessions per week.</p> <p>MiniLit intervention for 5 hours per week for identified Year 1 students.</p> <p>MacqLit intervention for 4 hours per week for identified Year 2-6 students.</p> <p>Students identified and additionally supported across the school through IESP funding.</p>	<p>Ongoing support for home connections with families. This resulted in some improvements in attendance and engagement.</p> <p>Data sets indicated progress towards SEA.</p>
Program funding for all students	Australian Curriculum	Ongoing training and professional learning opportunities in the Australian Curriculum and Learning Design Assessment and Moderation (LDAM) including Portfolio support.	Consistent understanding of skills and collaborative moderation and Learning Des
Other discretionary funding	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 and increased leadership time.	Target students increased reading and number skills.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

