

# Golden Grove Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Golden Grove Primary School Number: 1848

Partnership: Golden Way

**Name of School Principal:**

Wendy Moore

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**Name of Governing Council Chair:**

Jeremy Stones

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**Date of Endorsement:**

20 February 2017

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## School Context and Highlights

Golden Grove Primary School is a Category 6 school in the north eastern suburbs of Adelaide. In 2016, the student population peaked at 703 in Term 4.

The student population includes approximately 18% School Card holders, 5% Students with Disabilities, 5% students with English as an Additional Language and 3% Aboriginal students.

Golden Grove Primary School "opens doors to unlimited possibilities" by engaging learners in quality learning opportunities within a safe and positive environment. We maintain a strong focus on our school values: RESPECT, Responsibility, Empathy, Self-worth, Personal Excellence, Enthusiasm, Collaboration and Trust.

2016 highlights:

An evolving pedagogic shift was the basis for staff learning as we work towards providing intentional teaching strategies across the school.

We engaged in a renewed focus on Digital Technologies and the integration of the ICT capability across the curriculum.

Physical Education offerings included: UniSA Lab School, Swimming week, Middle School Aquatics,

Camps for Year 4/5 (Arbury Park) and Year 6/7 (Wirraway) students were greatly enjoyed.

SAPSASA participation included: Year 4/5 Fun Day, Cricket, Softball, Soccer, Football, Swimming, Basketball & Tennis Carnivals

Kidsbiz evening sessions were offered to families

GGPS students featured in 8 of the 12 Festival of Music concerts as choir members, solists, orchestra members, comperes.

'Primary Voices went 'on the road' in both local & regional Choir Tours.

Our Instrumental Music Evening was offered in two sessions this year to showcase performers R-7.

Involvement with the Container of Hope organisation; School Captains invited donations of stationery and toiletries from school families to send to children in disadvantaged countries.



## Governing Council Report

The Golden Grove PS Governing Council consists of 18 members including the Principal and two staff members. The Council met twice per term in 2016 and experienced strong attendance.

Highlights of the achievements involving support from Governing Council in 2016 included:

Site Improvement Planning: Governing Council received regular updates from the Principal and staff representatives on improvement planning and outcomes. With the 2015-16 Site Plan priorities including Wellbeing & Engagement, Australian Curriculum, Pedagogy and Numeracy/Literacy, Governing Councillors were updated on strategies enacted to provide intellectual stretch, intentional teaching and open learning tasks.

Policy revision: the Dress Code was updated to reflect recent adjustments.

Values: Council members were involved in a review of school values and provided input to this review to inform future change.

Facilities: the office upgrade was completed to improve efficiency and privacy; boom gates were installed as a safety measure for staff and students; a new LED sign was installed to add to current communication channels; a Covered Outdoor Learning Area (COLA) was proposed and approved to provide a new learning/assembly area in the centre of the school. The COLA will be a multi-purpose structure that will enhance outdoor activities and opportunities for both school and OSHC groups, and will be constructed during 2017.

Students: School Captains attended Governing Council meetings and provided regular updates of their activities. In 2016 the student community and families supported the Container of Hope organization.

GC Committees: effective Governing Council operations were managed by Finance, Canteen, Uniform, Fundraising, Class Parent, Asset and OSHC Committees.

We can be proud of our school's strong and well-deserved reputation for excellence. Therefore, on behalf of the Governing Council, I would like to sincerely thank our Principal, Assistant Principals and all of our teachers and staff for their dedication and commitment to our school community.

Jeremy Stones, Chairperson

## Improvement Planning and Outcomes

An External School Review was conducted at GGPS in October 2015. The purpose of External School Reviews is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.

Feedback from the Review panel was extremely positive and the strengths of our school were commended. The ESR report, received in February of 2016 provided next steps for the school with directions to further build on our effectiveness.

Direction 1. Continue to develop the use of student voice in learning to motivate, engage and increase aspiration and achievement in learning.

Direction 2. Continue to focus on intentional teaching strategies to intellectually challenge students and incorporate a range of assessments to enable students to demonstrate higher-level learning.

Direction 3. Incorporate the use of ICT across all year levels to deepen and stimulate the learning across the curriculum.

In 2016 both our Site Plan and our Numeracy & Literacy Improvement Plan responded to the above directions through the following strategies:

To build staff capacity in intentional teaching, professional development opportunities were provided at a school level and also within the Golden Way Partnership. With teachers from across the partnership, our teachers were trained in 'Moderation Matters' to build a shared understanding of assessment and grading of student learning. This was followed by training in 'Transforming Tasks' to increase knowledge of open versus closed learning tasks to increase the intellectual stretch for students.

At a school level, teachers teamed with peers to learn and further embed formative assessment strategies in their classrooms. Learning intentions and success criteria were developed and a common language for developing and motivating students through a growth mindset was embedded. This learning was facilitated in small learning teams by Becky Jones A.P. and will be expanded in 2017.

Our Digital Learning Coordinator, Kristian Atkinson-Allen provided learning opportunities for staff in the use of iPads, iMovie, Dojo, ICT capabilities etc. We investigated the range of digital learning devices currently being used in schools and worked to identify a model to suit our learners' needs into the future. We continued to add to and strengthen our existing whole school agreements in literacy and numeracy. Problem solving pedagogies were implemented and resources shared.

Intervention programs were refined to include research-based programs. Several staff attended training in Multitit and Quicksmart to facilitate the implementation of these programs. Students were identified for inclusion in these programs according to achievement data. Individual progress was monitored and progress reports provided by Teresa Grandison A.P.

Performance development processes supported staff learning. All teachers engaged in dialogue with line managers re student progress and curriculum programs. Teaching successes and challenges were shared with peers in structured dialogue.

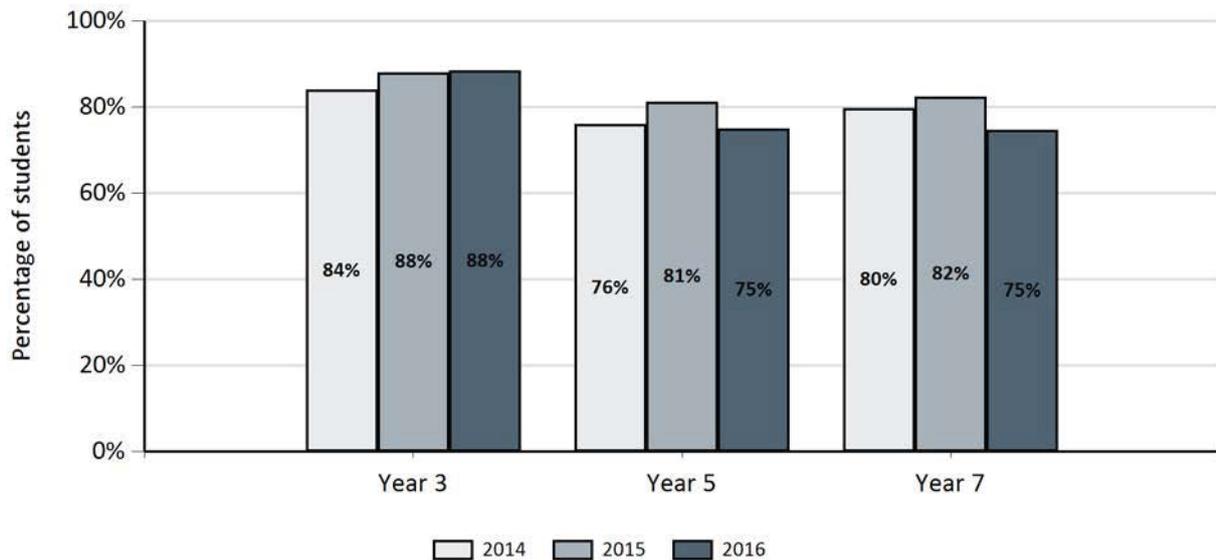
Site Plan strategies also acknowledged and responded to the necessary integration of wellbeing and community initiatives to support intentional teaching and learning in each classroom. The Child Protection Curriculum was implemented R-7 and whole school processes to support student behaviour and wellbeing were consolidated. The Play is the Way methodology was investigated for social and emotional learning opportunities; all staff undertook training with Wilson McCaskill who is the founder/director of Play Is The Way during a Pupil Free day. A small early adopter team will trial PITW strategies and resources in 2017 prior to whole school adoption of the program in 2018.

## Performance Summary

### NAPLAN Proficiency

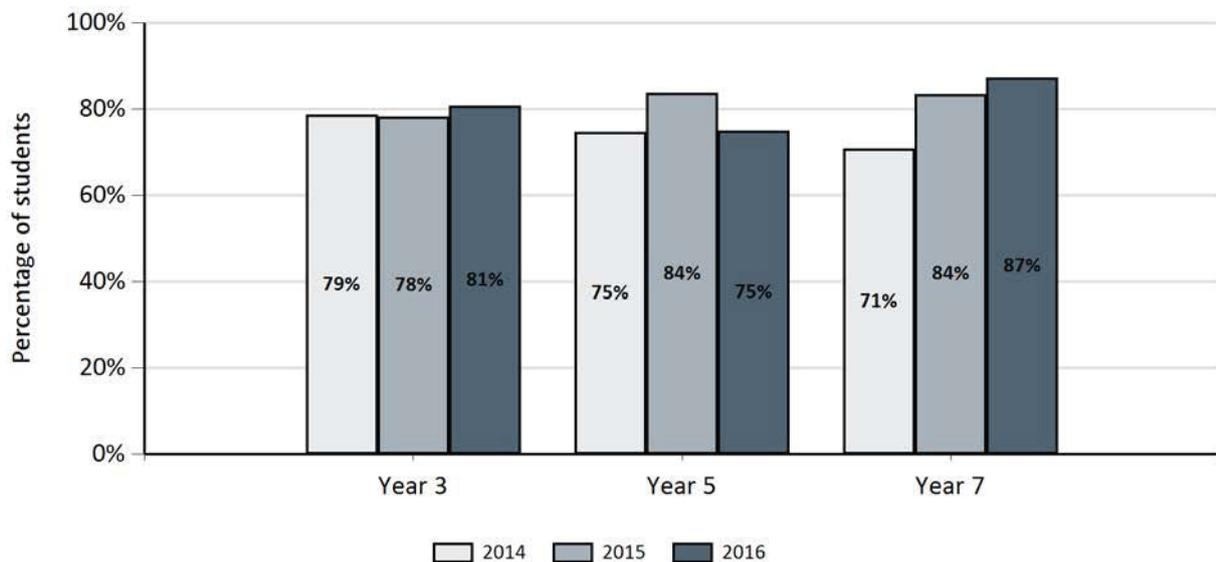
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	33%	16%	25%
Middle progress group	55%	57%	50%
Upper progress group	12%	28%	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	27%	21%	25%
Middle progress group	58%	56%	50%
Upper progress group	15%	24%	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	78	78	35	15	45%	19%
Year 3 2014-16 Average	81.7	81.7	35.7	20.7	44%	25%
Year 5 2016	80	80	15	7	19%	9%
Year 5 2014-16 Average	78.3	78.3	19.3	9.3	25%	12%
Year 7 2016	79	79	19	14	24%	18%
Year 7 2014-16 Average	85.0	85.0	18.3	11.3	22%	13%

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

In summary, NAPLAN patterns indicate very strong achievement and learning in Year 3; a decrease in results in Year 5 and renewed gain in Year 7. Student achievement is stronger in literacy than in numeracy.

Positive trends are evident in NAPLAN results for Year 3 students meeting the SEA (Standard of Educational Achievement) proficiency in both Reading & Numeracy.

Year 5 SEA trends are not conclusive over time. 2016 results did not meet our historical averages.

Year 7 SEA trends are very positive in Numeracy yet inconclusive in Reading over time.

With regards to progress retained, Year 5 - 7 growth is pleasingly positive however our Year 3 - 5 growth target was not met in 2016.

Students achieving in the upper two bands in Year 3 Reading are high in number. Our challenge is to maintain this number of students in higher bands in Year 5 and Year 7.

This data aligns to the external review directions and site planning. In 2017 we will continue to strengthen intentional teaching practices and strive to ensure all R-7 classes are embedding whole school agreements in literacy and numeracy. We will continue to provide professional learning for teachers in these practices with an increased emphasis on mathematics.

## Attendance

Year level	2014	2015	2016
Reception	94.4%	94.7%	93.6%
Year 01	94.0%	93.3%	94.9%
Year 02	93.8%	93.4%	94.3%
Year 03	94.2%	93.6%	94.7%
Year 04	94.5%	93.1%	93.8%
Year 05	92.3%	93.8%	92.5%
Year 06	93.9%	91.8%	94.2%
Year 07	93.9%	93.3%	89.9%
Total	93.9%	93.4%	93.6%

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

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

## Attendance Comment

In 2015 an electronic attendance system was introduced to improve the monitoring of daily attendance. This system enables the school to send phone messages (SMS) to families of absent children to ascertain reason for absence on a daily basis.

We have established clear guidelines for the management of attendance and in particular for working with students with low attendance. Patterns of unexplained absences are addressed by class teachers and the manager of Student Services in collaboration with a DECD Social Worker.

## Behaviour Management Comment

Our School Behaviour Code was developed in 2014. It consists of guiding principles, values, motto and mantra. The code is supported by a number of documents including Class Behaviour Policy, Yard Behaviour Policy, Anti-Bullying & Harassment Policy and Grievance Procedures for Students.

The Anti-Bullying & Harassment Policy contains clear definitions of bullying and harassment and intervention procedures.

All classes engage in a Beginning of Year program which aims to build relationships and introduce students to the above mentioned policies, procedures and definitions. Restorative practices are adopted and encouraged.

(also see Middle School survey results below)

## Client Opinion Summary

A range of tools are used to gauge staff, student and parent opinion in both formally and informally. The following summary includes opinions sought through a Parent Satisfaction Survey (Term 4) and Middle School Student Survey (Term 3).

The Parent Satisfaction Survey asked parents 14 questions; asking for a response on a scale of 1 (strongly disagree) to 5 (strongly agree). 57 surveys were returned with response averages as follows:

Teachers at this school expect my child to do his or her best 4.4  
Teachers at this school provide my child with useful feedback 4.1  
Teachers at this school treat students fairly 4.2  
This school is well maintained 4.6  
My child feels safe at this school 4.5  
I can talk to my child's teachers about my concerns 4.4  
Student behaviour is well managed at this school 4.1  
My child likes being at this school 4.5  
This school looks for ways to improve 4.2  
This school takes parents' opinions seriously 4.1  
Teachers at this school motivate my child to learn 4.3  
My child is making good progress at this school 4.3  
My child's learning needs are being met at this school 4.3  
The school works with me to support my child's learning 4.1

The Middle School student survey identified the following:

Time spent engaging with homework/TV/computer games is higher for GGPS students when compared to SA averages. Also higher than SA averages are GGPS students sleep times, breakfast options, engagement with teachers and satisfaction with life.

GGPS students indicated lower than SA averages when asked if they experienced physical, cyber, social, verbal victimisation. A sense of peer belonging was equal to SA averages yet general school engagement was lower for GGPS compared to SA averages.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	19	13.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	10.1%
Transfer to SA Govt School	106	76.3%
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

All staff members undertake relevant history screening prior to undertaking employment. This includes private providers.

GGPS volunteers undertake volunteer training which includes Responding to Abuse and Neglect for Volunteers. A volunteer session is offered at our school at least once per term.

Volunteers who attend overnight camps or sleepovers are required to undertake relevant history screening.

## 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	54
Post Graduate Qualifications	5

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	35.9	0.0	12.0
Persons	0	37	0	17

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

## Financial Statement

Funding Source	Amount
Grants: State	\$780,140
Grants: Commonwealth	\$34,952
Parent Contributions	\$203,336
Fund Raising	\$5,400
Other	107,501

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		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	Students received additional learning support via SSO hours. These hours are allocated as per levels of disability. SSO support is aligned to NEP goals.	SSOs and class teachers measure progress/growth as per individual NEP goals.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Literacy and numeracy intervention programs were implemented to provide additional support/intervention for at-risk learners. Quicksmart and Multitit programs were delivered on a 1:1 and small group basis.	Growth monitored over time; RR levels & PAT tests.
	Specialist School Reporting (as required)		
Other Discretionary Funding	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	School Counsellor role (0.2) was undertaken by our Assistant Principal, Wellbeing.	Whole school wellbeing initiatives and support structures maintained.