

ACCELERATING IMPROVEMENT IN NUMERACY & LITERACY BY INTEGRATING A FOCUS ON ACHIEVEMENT AND GROWTH WITH 'THE PLUS'

# Golden Grove Primary School 2017 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

Name of Governing Council Chair:

Jeremy Stones

Date of Endorsement:

5.1.2018

## School Context and Highlights

Golden Grove Primary School is a Category 6 school in the north eastern suburbs of Adelaide. In 2017, the student population peaked at 706 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.

2017 Highlights:

In 2017, we re-engaged with a pedagogic shift based on providing intentional teaching strategies across the school. Within this shift, we aimed to increase the intellectual challenges for all students.

Literacy & Numeracy teaching continued to be a core priority for all teachers. Ongoing work in these areas strives to ensure all students engage in seamless and consistent literacy and numeracy learning from Reception to Year 7.

Digital learning opportunities were promoted in all classrooms by a Digital Learning Coordinator.

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

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

Kidsbiz evening sessions were offered to families.

GGPS students featured several Festival of Music concerts as choir members, soloists, orchestra members, comperes.

'Primary Voices went 'on the road' to entertain audiences in aged-care facilities, kindergartens, shopping centres etc.

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

Involvement with the Backpacks 4 SA Kids organisation; School Captains invited donations of stationery, clothing, toys, books and toiletries from school families to fill backpacks for children in emergency care settings.



## 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 2017 (once only in Term 3) and experienced strong attendance.

Highlights of the achievements involving support from Governing Council in 2017 included:

**Site Improvement Planning:** Governing Council received regular updates from the Principal and staff representatives on improvement planning and outcomes. With the 2017-18 Site Plan priorities including Wellbeing & Engagement, Pedagogy and Numeracy/Literacy, Governing Councillors were updated on strategies enacted to provide intellectual stretch through digital learning, intervention programs and intentional teaching.

**Policy revision:** Council members verified the revised School Values after ongoing consultation during 2017. Student voice influenced the decision to uphold values under the banner of RESPECT. Newly revised values are: Resilience, Excellence, Self-Management, Perseverance, Empathy, Courage and Teamwork. The Dress Code was again updated to reflect adjustments. The Local Walks consent processes were revised.

**Facilities:** The construction of a covered outdoor space began mid-year and will provide for a multi-purpose area; building is currently delayed due to variations, aiming for a Term 1 completion. In June, the school received a state government grant of \$230 000 for external painting and re-carpeting. This work was carried out in the 2017 Dec/Jan holidays. In November the school received news of a state government grant of \$6million under the Building Better Schools initiative.

**Students:** School Captains attended Governing Council meetings and provided regular updates of their activities. In 2017 the student community and families supported the Backpacks 4 SA Kids organization. The Governing Council also received updates from the TTG Council through Councillor Paula Luethen-Soper.

**GC Committees:** Effective Governing Council operations were managed by Finance, Canteen, Uniform, Fundraising, Class Parent, Asset and OSHC Committees. The ongoing high student numbers of OSHC were monitored each term.

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

The 2017-18 Site Improvement Plan outlines the school's aspirations in three key areas: Pedagogy, Literacy & Numeracy and Wellbeing. In 2017, the following strategies were implemented to further improve outcomes in these areas:

### Pedagogy:

Teachers engaged in learning design and moderation processes across the Partnership; working in year level teams to plan mathematics assessment tasks and moderate work samples. This learning contributed to our focus on providing intellectual challenge for all students.

All teachers participated in Teacher Learning Communities (TLC's) which met regularly to build skills and knowledge and to improve practice in embedding formative assessment strategies. This professional learning is based on the work of Dylan Wiliam and also included a full day of learning with Dylan. In TLC's teachers engaged in new learning, shared formative assessment successes and challenges and made commitments to action. In between TLC meetings, teachers undertook peer observations in classrooms.

A review of TLC's in Term 4 indicated: an increase in the use of formative assessment strategies in every classroom (including learning intentions, no hands-up strategies, peer & self assessment, wait time, success criteria/checklists etc). An increase in student influence on learning (success criteria, next steps, risk taking, growth mindset etc) was also evident.

Recommendations for 2018: continue to embed intentional teaching strategies, including formative assessment and learning intentions; explore strategies to further activate student influence in learning; extend digital learning opportunities.

### Literacy & Numeracy:

Whole School Agreements form the foundation of our improvement journey in literacy and numeracy. Agreements were revisited regularly by staff and addressed through performance processes in 2017.

The implementation of our agreements was further enhanced by analysing achievement data to identify growth and to intentionally plan next steps for individual students. PAT & NAPLAN data was analysed by classroom teachers in year level teams each term. Whole school data was used to identify learners for additional support through Minilit, Multilit, & Quicksmart and to identify improvement trends.

Recommendations for 2018: Increase use of achievement data to inform differentiated teaching practice; revisit mathematics agreements and continue to unpack maths curriculum.

### Wellbeing:

In 2017, a trial of the Play is the Way resource was undertaken with a view to adopting this program as a whole school in 2018. After extensive consultation, a new mantra (Show Courage, Pursue Excellence and Persevere) was also trialled as a replacement for the schools values. A modified Beginning of Year program was implemented to introduce Play is the Way and the new mantra. This also included a continuing focus on growth mindsets.

A review of the PITW learning resulted in the program being adopted as one of the resources used to respond to personal and social capabilities. A review of the use of the mantra in lieu of the school values took note of student opinion which wholeheartedly favoured maintenance of a value structure based on the core value of RESPECT. Revised values were agreed: Resilience, Excellence, Self-Management, Perseverance, Empathy, Courage & Teamwork.

The Child Protection curriculum was taught sequentially R-7.

Electronic communication increased (school and classroom based).

Staff engaged in new learning re the impact of learning spaces on learning. Learning spaces began to respond to learner needs through colour change, de-cluttering, flexible seating etc.

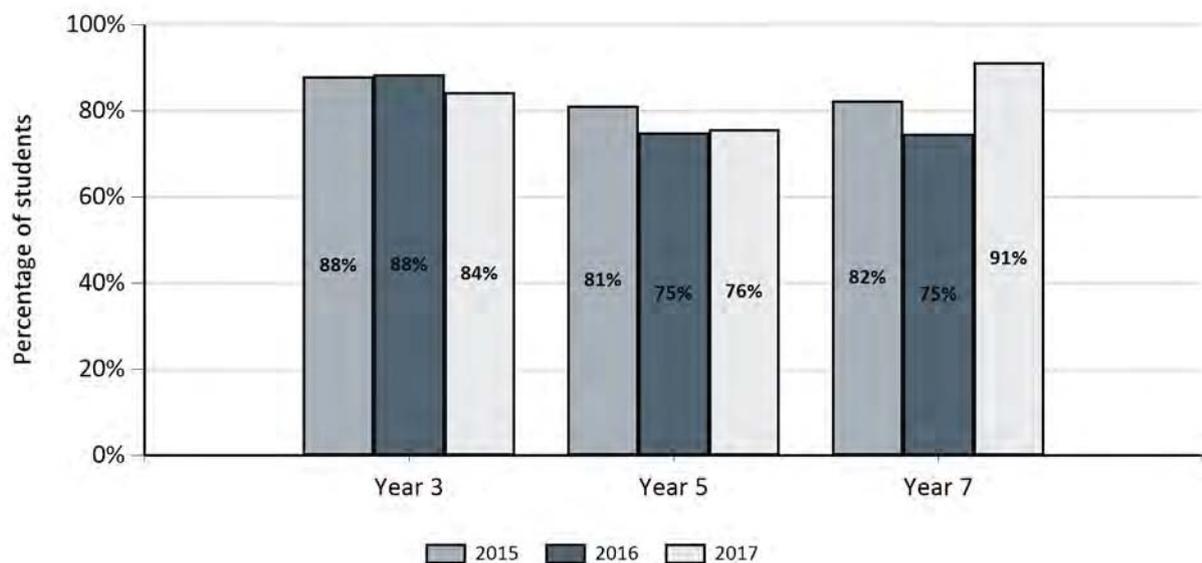
Recommendations for 2018: Focus on belonging & resilience. Re-engage with school values. Review anti-bullying processes.

## 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.

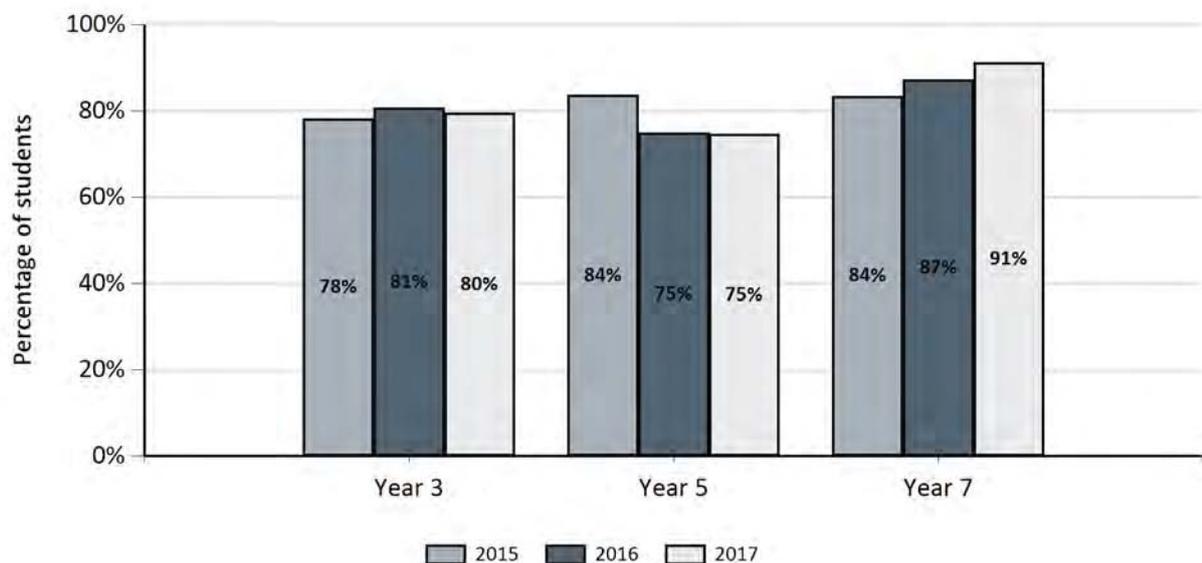
#### Reading



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	38%	21%	25%
Middle progress group	46%	53%	50%
Lower progress group	15%	26%	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 5-7	Year 3-5	State (average)
Upper progress group	38%	34%	25%
Middle progress group	48%	43%	50%
Lower progress group	14%	23%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	108	108	39	28	36%	26%
Year 3 2015-17 Average	92.7	92.7	38.7	23.3	42%	25%
Year 5 2017	95	95	31	19	33%	20%
Year 5 2015-17 Average	85.0	85.0	24.7	12.7	29%	15%
Year 7 2017	80	80	27	22	34%	28%
Year 7 2015-17 Average	85.3	85.3	22.0	14.7	26%	17%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>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 our NAPLAN results indicated improving outcomes in both Reading and Numeracy. In particular, 2017 results indicated notable growth in students achieving in the Higher Bands of NAPLAN and in students experiencing "high" progress from Year 3 to 5 and Year 5 to Year 7.

Results for students meeting the DECD SEA (Standard of Educational Achievement) in READING:

A slight decrease in Year 3 from 2016, yet remaining within historic range.

An increase in Year 5 from 2016 results, yet remaining below historic range.

A significant increase in Year 7 results, returning results above the historic range for the first time since 2009.

Results for students meeting the DECD SEA (Standard of Educational Achievement) in NUMERACY:

A slight decrease in Year 3 from 2016, yet remaining within historic range.

Maintenance of 2016 Year 5 results; within historic range.

A significant increase in Year 7 results, establishing an increasing pattern of results.

Students achieving and maintaining achievement in the Higher Bands in NAPLAN READING increased significantly in Years 5 & 7, with a decrease in Year 3.

Pleasing improvement in NAPLAN NUMERACY Higher Band achievement was evident in Years 3, 5 & 7. In Years 5 & 7 the 2017 results contrasted with a previously declining pattern. We will strive to continue this improving trend in 2018.

With regards to progress achieved by students from Year 3 to 5 and from Year 5 - 7, an increase in students in the UPPER progress group was experienced for the 2017 Year 7s in READING and an increase in students in the UPPER progress group was experienced for both the 2017 Year 5s and Year 7s in NUMERACY.

In 2018, 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	2017
Reception	94.4%	94.7%	93.6%	95.0%
Year 1	94.0%	93.3%	94.9%	94.7%
Year 2	93.8%	93.4%	94.3%	94.6%
Year 3	94.2%	93.6%	94.7%	93.3%
Year 4	94.5%	93.1%	93.8%	93.0%
Year 5	92.3%	93.8%	92.5%	94.3%
Year 6	93.9%	91.8%	94.2%	91.7%
Year 7	93.9%	93.3%	89.9%	94.1%
Total	93.9%	93.4%	93.6%	93.8%

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

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

## Attendance Comment

Attendance is managed through an electronic attendance system which facilitates accurate and timely monitoring. 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

Golden Grove Primary School is committed to creating a safe, supportive and respectful teaching and learning community.

We acknowledge the strong interconnections between student safety, student wellbeing and learning. Guiding documents include the Behaviour Management Policy, the Anti-Bullying and Harassment Policy and the Behaviour Code. All classes engage in a Beginning of Year program which aims to build relationships and introduce students to the above mentioned policies. Restorative practices are adopted and encouraged.

Play is the Way was trialled in 2017 and our school values were revised.

In 2017 there were 14 suspensions involving 8 students.

## Client Opinion Summary

Students in Years 1 - 7 participated in opinion surveys in Term 2. These surveys provided class feedback to classroom and specialist teachers for consideration in planning and pedagogy.

The Parent Satisfaction Survey asked parents 14 questions; asking for a response on a scale of 1 (strongly disagree) to 5 (strongly agree). 30 surveys were returned with response averages as follows: (bracket indicating change from 2016)

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 4.3 (+0.1)  
This school is well maintained 4.2 (-0.4)  
My child feels safe at this school 4.4 (-0.1)  
I can talk to my child's teachers about my concerns 4.6 (-0.2)  
Student behaviour is well managed at this school 4.2 (+0.1)  
My child likes being at this school 4.6 (+0.1)  
This school looks for ways to improve 4.3 (+0.1)  
This school takes parents' opinions seriously 4.1 (+0.2)  
Teachers at this school motivate my child to learn 4.3 (=)  
My child is making good progress at this school 4.4 (+0.1)  
My child's learning needs are being met at this school 4.3 (=)  
The school works with me to support my child's learning 4.0 (-0.1)

159 Middle School took part in the DECD Wellbeing and Engagement Collection. The results will be used in 2018 to address wellbeing issues for the most senior students in our school with a particular focus on belonging and resilience.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	11	9.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	15	12.5%
Transfer to SA Govt School	94	78.3%
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

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	60
Post Graduate Qualifications	9

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	36.3	0.0	13.0
Persons	0	39	0	19

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

## Financial Statement

Funding Source	Amount
Grants: State	446021
Grants: Commonwealth	90170
Parent Contributions	293146
Fund Raising	9703
Other	225489

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
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Eight students accessed behaviour supplementary funding. Targeted behaviour plans were developed for each student and SSO's were allocated to support appropriate learning and behaviour goals.	Goals achieved as per plans
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	All Students with Disabilities have a Negotiated Education Plan. Short and long term goals are written and reviewed by the teacher in consultation with parents and Assistant Principal.	Process for developing, implementing and reviewing NEP's embedded.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Aboriginal students have Individual Learning Plans with literacy and numeracy goals.	Goals monitored and reviewed regularly.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Literacy and Numeracy Intervention programs implemented to provide targeted teaching: MiniLit, MultiLit & Quick Smart.	Growth monitored over time: RR levels & PAT tests.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	School Councillor role (0.2) undertaken by Assistant Principal, Wellbeing.	Whole school wellbeing initiatives and support structures maintained.