



Golden Grove Primary School 2018 annual report to the school community



Government
of South Australia
Department for Education

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:

11th February 2019

School context and highlights

In 2018, we strengthened our intentional teaching strategies across the school with a focus on assessment for learning and moderation processes.

Literacy & Numeracy teaching and learning continued to be our core work. Ongoing work in these areas engages students in seamless and consistent literacy and numeracy learning from Reception to Year 7 as per our Whole School Agreements.

Highlights of the year included a range of whole school and group specific events:

A Nature Play focus was introduced with protocols of safe and cooperative play made explicit for all. The recess and lunch play areas were extended to allow for nature play activities on the oval sloped areas. Our successful Twilight Fair raised \$12 000 for Nature Play resources and (the fair) was a wonderful community event.

Physical activity was enhanced through a tabloid Sports day - was the winning team and SAPSASA carnivals which included: Year 4/5 Fun Day, Cricket, Softball, Soccer, Football, Swimming, Basketball & Tennis. Uni SA Master of Education students facilitated a PE program for Middle School classes (Uni Lab School).

School Captains provided leadership in raising funds for Australian farmers through "Hay Day" and also led a successful campaign to build responsibility for the care of our school yard.

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. Instrumental Music students showcased their learning in Term 4.

Middle School students engaged in a Cybersafety focus.

The RAA Street Smart program was delivered to Year 3 – 5 students.

Middle School students attended a three day camp at Wirraway
Year 4 & 5 students attended a three day camp at Arbury Park Outdoor Centre

Principal, Wendy Moore participated in a South Australia - New Zealand Principal Job Shadow experience.

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 2018 and experienced strong attendance at meetings. The Governing Council received regular updates from the Principal and staff representatives on improvement planning and outcomes and engaged in ongoing policy revision. School Captains attended Governing Council meetings and provided input regarding student activities.

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

Improvements to facilities in 2018 included:

- Completion of the Covered Outdoor Learning Area (COLA), including café blinds, pigeon netting, lighting, and sound facilities
- New photocopiers were purchased (Admin & Botany)
- New football posts, soccer goals, basketball and netball rings were installed
- Values flags were purchased and posts concreted along pathways (front of school).
- External painting of the school buildings
- Re-carpeting of all classrooms
- Ongoing development of ICT facilities

At this stage we are waiting for an upgrade to the siren system for improved WHS processes.

Plans have been developed for 8 new classrooms and a new library as per the Building Better Schools Project funding. Timing for the commencement of this project will be delayed due to the prioritising of High School projects to meet the Year 7 transition in 2022.

In 2018, the Governing Council met with the Education Director prior to the advertisement of the 2019 – 2024 Principal position. As Chairperson of the Governing Council, I was a member of the four person panel undertaking the panel process to appoint the Principal for the next tenure. Wendy Moore was re-appointed to this position.

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 2017-2018 Site Plan outlines three key areas for site improvement. 2018 Actions and outcomes are as follows:

Pedagogy

We continued to embed intentional teaching strategies in our practice with a focus on formative assessment strategies and moderated assessment tasks. The agenda of our Teacher Learning Communities (TLCs) was guided by the work of Dylan Wiliam and aimed to support all teachers to engage learners by effectively implement learning intentions, success criteria, questioning, feedback, self-assessment and peer-assessment. The outcomes of this teacher learning as evidenced through classroom observations, staff surveys and performance processes, indicates that GGPS learners are:

- Engaging with learning intentions, success criteria and hinge questions
- Contributing to teacher planning and practice by engaging in formative assessment strategies
- Receiving timely and specific feedback that moves their learning forward
- Developing and articulating individual learning goals and next steps in learning
- Accurately identifying personal achievement against the given success criteria

Year 7 School Captains provided input to influence the way teachers can further support their learning by attending TLC sessions and describing assessment strategies in the classroom that they find helpful. In particular, they discussed the importance of 'success criteria' whereby teachers make it very clear how to be successful in each learning task. They spoke also of receiving specific feedback and being provided the time to use the feedback to achieve higher grades.

Recommendation for 2019: A Golden Way Partnership Assessment for Learning Agreement has been developed to provide focused sustainability of this pedagogical shift in each school. The agreement outlines strategies and processes to be continued in each school in the Partnership.

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 2018. Increased analysis and use of individual and cohort data during 2018 was undertaken during our assessment and moderation learning. 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. 'Portfolios of Evidence' were developed containing samples of assessment tasks that were annotated to indicate evidence of learning. This learning contributed to our focus on providing intellectual challenge for all students.

Whole school data was used to identify learners for additional support through Minilit, Multilit, & Quicksmart and to identify improvement trends. Achievement data indicates very positive outcomes for students participating in these programs.

Three class teachers participated in the Year 3 – 5 Back to Front Maths Project with Tierney Kennedy. The focus of the training was based on identifying and addressing student misconceptions and implementing a problem-based approach to learning.

Pre and post test data indicates higher than average (1 year) achievement growth for students in the three classes.

Recommendations for 2019: All teachers R-7 will participate in the Back to Front Maths training. Year level PLCs focus on shared implementation of site priorities.

Wellbeing

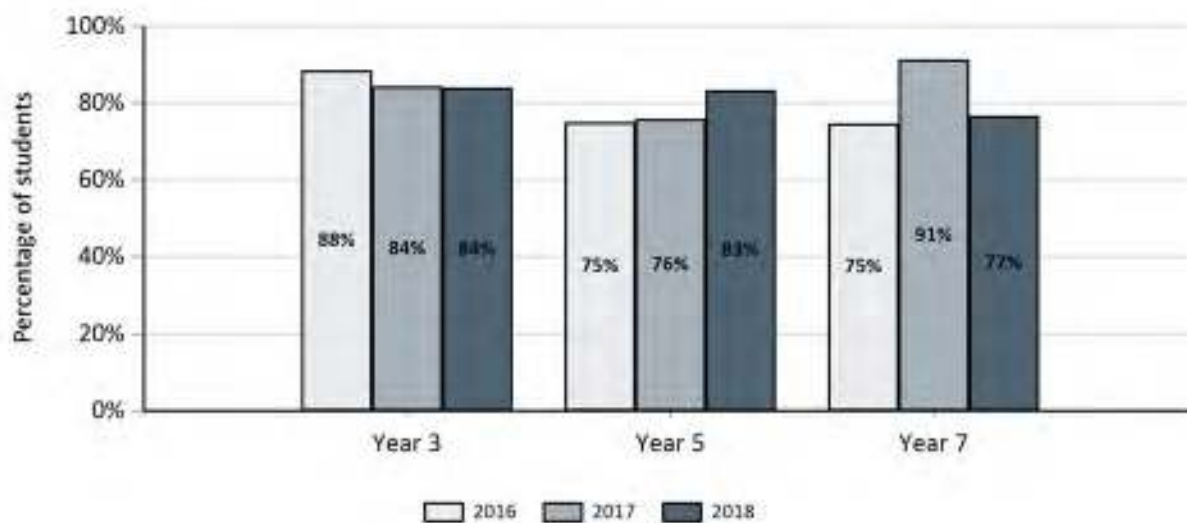
The Child Protection curriculum was taught sequentially R-7. A focus on understanding and eliminating bullying was undertaken across the school with a particular focus on cybersafety in the Middle School.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

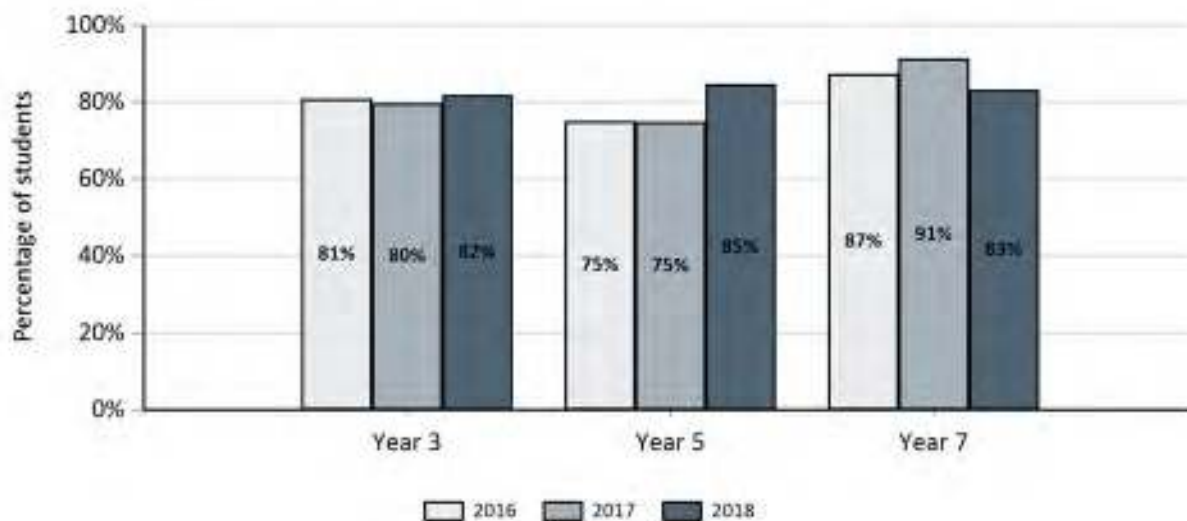
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	23%	30%	25%
Middle progress group	48%	48%	50%
Lower progress group	29%	22%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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	32%	27%	25%
Middle progress group	51%	56%	50%
Lower progress group	17%	17%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	93	93	41	29	44%	31%
Year 3 2016-18 average	93.0	93.0	38.3	24.0	41%	26%
Year 5 2018	84	84	21	15	25%	18%
Year 5 2016-18 average	86.3	86.3	22.3	13.7	26%	16%
Year 7 2018	77	77	18	15	23%	19%
Year 7 2016-18 average	78.7	78.7	21.3	17.0	27%	22%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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 2018 our NAPLAN results indicated improving outcomes in both Reading and Numeracy (Standard of Educational Achievement) at both Year 3 and Year 5. The Year 7 results did not meet the historical average in Reading but did so in Numeracy.

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

Maintenance of 2017 Year 3 results at 84%, meeting historical average (Site Improvement Plan target of 87% not met)

An increase in Year 5 from 2016 and 2017 results at 83%, well above historical average (Site Improvement Plan target of 80.9% met)

A decrease in Year 7 results from 2017 at 77%, below historical average (Site Improvement Plan target of 87.5% not met)

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

An increase in Year 3 results at 82%, above historical average (Site Improvement Plan of 83.3% not met)

A significant increase in Year 5 results at 85%, well above historical average (Site Improvement Plan of 78.6% met)

A decrease in Year 7 results from 2017 at 83% but still above historical average (Site Improvement Plan target of 86.7% not met)

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. This continued the trend evidence the previous year.

Percentages of students achieving Higher Band results in Year 3 in both READING (44%) and NUMERACY (31%) were significantly higher than our historical averages.

Attendance

Year level	2015	2016	2017	2018
Reception	93.6%	93.8%	93.9%	93.9%
Year 1	93.1%	94.5%	94.2%	93.6%
Year 2	93.1%	93.4%	94.2%	93.8%
Year 3	93.1%	93.5%	92.9%	93.3%
Year 4	92.0%	93.4%	92.6%	92.4%
Year 5	93.3%	92.4%	93.3%	93.5%
Year 6	91.5%	93.4%	90.7%	92.9%
Year 7	92.3%	89.9%	92.8%	91.9%
Total	92.8%	93.1%	93.1%	93.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Attendance levels have remained consistent over time at approximately 93%. We have yet to reach the target of 95%.

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.

Patterns of unexplained absences are addressed by class teachers and the manager of Student Services. Significant cases of non-attendance and actioned in collaboration with a department 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.

In 2018 there were 4 suspensions, 5 "take homes" and 2 internal suspensions.

Client opinion summary

In 2018, we aimed to build student sense of belonging and connectedness to school. The results of the student Wellbeing & Engagement Survey indicated an improvement in belonging/connectedness for Year 4 - 7 students. This will remain a school priority for 2019.

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 in 2017 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 4.3
This school is well maintained 4.2
My child feels safe at this school 4.4
I can talk to my child's teachers about my concerns 4.6
Student behaviour is well managed at this school 4.2
My child likes being at this school 4.6
This school looks for ways to improve 4.3
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 4.4
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

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	9	8.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	18	16.2%
Transfer to SA Govt School	83	74.8%
Unknown	1	0.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

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	57
Post Graduate Qualifications	9

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	36.8	0.0	13.7
Persons	0	41	0	20

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	6,256,505
Grants: Commonwealth	18,500
Parent Contributions	189,153
Fund Raising	23,011
Other	

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

2018 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 2018 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 behaviour management and engagement	Five students accessed behaviour supplementary funding. Targeted behaviour plans were developed for each student and SSOs were allocated to support behaviour and learning goals	Actions implemented and goals achieved and/or reviewed as per plans
	Improved outcomes for students with an additional language or dialect	Ten students were provided with targeted support through additional SSO hours	Goals monitored and reviewed regularly
	Improved outcomes for students with disabilities	Thirty six identified 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	Processes for developing, implementing and reviewing NEPs embedded
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Four ATSI students have ILPs with set goals for individual achievement	ILP goals monitored and reviewed regularly
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Literacy & Numeracy intervention programs implemented to provide targeted teaching: MiniLit, MultiLit, MaqLit & Quick Smart	Growth monitored over time: RR levels and PAT tests
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	School Counsellor role (0.2) undertaken by Assistant Principal, Wellbeing	Whole school wellbeing initiatives and support structures maintained