Golden Grove Primary School

2020 annual report to the community

Golden Grove Primary School Number: 1848

Partnership: Golden Way

	Signature
School principal:	Ms Wendy Moore
Governing council chair:	Mr Wade Wilson
Date of endorsement:	**10 February 2021**

Government of South Australia

Department for Education

Context and highlights

Golden Grove Primary School has a vision to engage learners in quality learning opportunities within a safe and positive environment. Our vision drives our core work.

Enrolments at GGPS remain stable. We are however seeing reduced cohorts of Reception students enrol; this is in line with local Preschool numbers. The 2020 school year concluded with an enrolment of 702 students in 26 classes.

2020 was a year of difference. Although the COVID world pandemic was not experienced as harshly in South Australia as elsewhere in the world, it did impact our school operations, improvement priorities and events.

In response to the pandemic, student numbers in classrooms decreased by at least 70% in the final two weeks of Term 1. The majority of our students were learning at home during this period using printed packs of learning tasks. The term concluded early for students when the State Government announced four additional Pupil Free days to provide time for schools to prepare online learning opportunities in anticipation of the weeks ahead. Staff, students and parents experienced a steep learning curve as two online platforms were established. Seesaw was adopted for R-3 classes and Google Classroom became the platform for students and staff in Years 4 – 7.

At the beginning of Term 2, we had 65% of students back at school and the remaining 35% of students engaging with our online platforms at home. We continued to deliver learning programs both in the classroom and online for the second week of the term but by the third week, 99% of our students were attending class.

School Captains organised a Movie and Games afternoon mid-Term 2 to celebrate everyone being back at school. We celebrated school life returning to some normality, we celebrated our amazing school, the company of our friends and the lovely sunshine on that particular day in May.

School Captains began to film "Kids News" on a weekly basis to reunite the student community and to build an information-sharing channel across the school.

For the remainder of 2020, the SA Health COVID guidelines resulted in a different approach to events and procedures. Parents and visitors were restricted from entering classrooms and were unable to attend events such as Assemblies, Book Week and Sports day. In lieu of this, we shared highlights with parents via the newsletter, Facebook and email. Our Year 7 Graduation also had restricted access to the number of parents invited per family. This was subsequently supplemented by live outdoor streaming.

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 2020 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. Governing Council also were kept informed and consulted regarding the management of the school's COVID processes. School Captains attended Governing Council meetings and provided input regarding student activities.

Other major actions/decisions involved:

- A revised ICT User Agreement for students

- The introduction and trial of a Bring Your Own Device (BYOD) program

- Planning for the new Capital Works project

- Planning and installation of a new OSHC playground

- Revision of the school's Camp Policy

- Revision of the OSHC opening hours

- Provision of funding for end-of-year excursions (Fun Day) for all students in recognition of a challenging year for families

Governing Council employed new managers in both the Canteen and Out of School Hours Care Service in 2020. Jackie Rowe was appointed to the position of Canteen Manager following advertisement and a panel selection process. This appointment followed the retirement of Jenny Farmer who had undertaken the position for 16 years.

Naomi Leavesley's acting position of OSHC Director was converted to permanency in Term 4 following a 12 month period of successful leadership of the Cobbler Creek OSHC & Vacation Care service.

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.

Wade Wilson, Chairperson

Quality improvement planning

2020 was the second year of our current 3 year Site Plan which prioritises achievement and growth in reading and maths. Our Site Plan specifically articulates both achievement and growth as we aspire for every student to experience strong growth regardless of their level of achievement.

As per the Department for Education processes, each of our priorities has a challenge of practice. The mathematics challenge of practice is "if we teach through problem-based approaches and address student misconceptions, then we will increase student achievement and growth in mathematics".

We worked with Back to Front Maths author and consultant, Tierney Kennedy for a second year in 2020. In the week prior to school commencement in February, every class teacher worked with Tierney to plan their mathematics program across the year with a developmental sequence of topics, resource links and differing types of lessons. We were introduced to the concept of interleaving and revisited our planning for diagnostic test cycles.

Classroom observations, performance processes and Professional Learning Community (PLC) discussions indicated that our professional learning had a direct impact on classroom practice. Discussions with students confirmed this and indicated positive engagement with mathematics 'struggle' and inquiry.

In 2021 we will continue to prioritise structured PLC learning with a focus on data analysis and overview planning within the scope and sequence developed by staff in 2020. In 2021 we will also prioritise regular leadership and peer walkthroughs and observations to track and monitor progress.

Our challenge of practice for reading improvement is " if we design reading instruction by analysing achievement data and teaching explicitly for improvement, then we will increase student achievement and growth in reading".

Our reading improvement priority involved analysing student knowledge and skills to identify areas for explicit teaching. Teachers worked together in year level PLCs to analyse student results in phonological awareness screenings and reading assessments such as PAT testing, Running Records and Probe.

By analysing student results, teachers identified specific skills and understandings that would provide the most 'lift' in reading comprehension and achievement for individual and cohorts of students.

A Pupil Free Day in the first week of Term 3 provided an opportunity for class teachers to attend a professional learning day, with reading consultant, Margaret Menner. Staff engaged in a variety of tasks and workshops, to develop their skills, understanding and methods for explicitly teaching reading strategies.

Margaret also attended our school for an additional three days to model Guided Reading sessions for Reception to Year 5 teachers and she worked with Middle School teachers to plan, model and assess reading during Literature Circles. In 2021, teachers will further embed these practices in the classroom to strengthen targeted teaching and student engagement.

Although Maths and Reading were our two improvement priorities as per our Site Plan, the events of 2020 provided both a need and an opportunity for improvements in digital learning (as discussed earlier). In 2021 we will continue to develop our skills and investigate further potential impact of digital learning in the classroom.

Improvement: Aboriginal learners

Aboriginal learners were supported through ongoing tracking and monitoring of achievement. Learning interventions were accessed by four Aboriginal learners with a primary focus on phonics and fluency of reading.

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
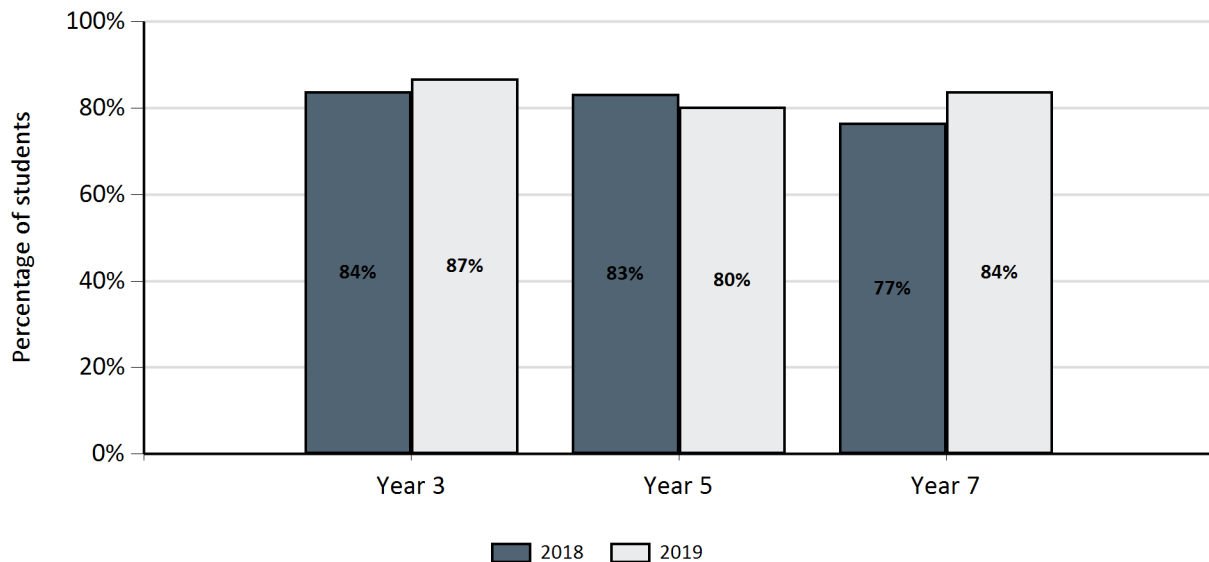
*NOTE: No NAPLAN testing was conducted in 2020.

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 acros all cohorts.
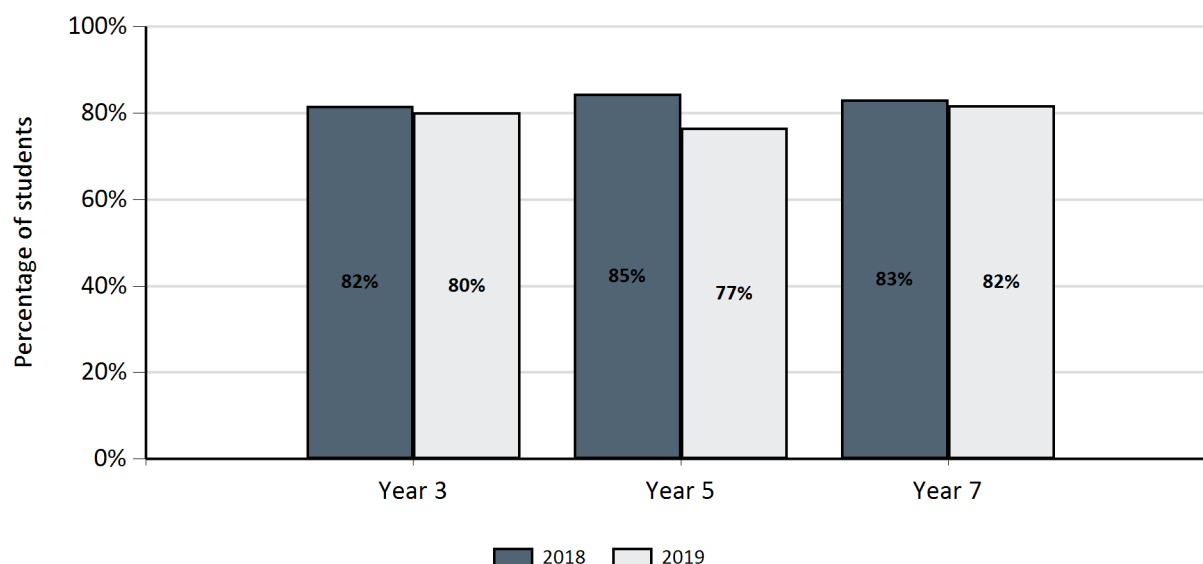
Numeracy

*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	23%	28%	25%
Middle progress group	49%	41%	50%
Lower progress group	28%	30%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2020.
*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	28%	19%	25%
Middle progress group	48%	52%	50%
Lower progress group	24%	29%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2020.
*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	91	91	39	24	43%	26%
Year 3 2017-2019 Average	97.3	97.3	39.7	27.0	41%	28%
Year 5 2019	107	107	26	16	24%	15%
Year 5 2017-2019 Average	95.3	95.3	26.0	16.7	27%	17%
Year 7 2019	99	99	25	29	25%	29%
Year 7 2017-2019 Average	85.3	85.3	23.3	22.0	27%	26%

*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

Mathematics

The extensive Mathematics Improvement Project with consultant Tierney Kennedy concluded a second year in 2020. The project involved professional learning for teachers, year level planning, analysing learning data, explicit instructional teaching in each classroom and learning through a problem based approach.

Although there was not an opportunity to seek evidence of impact through NAPLAN testing in 2020, students in Years 2 – 7 completed PAT Maths testing in Term 3. We were very pleased with the improvement in achievement and growth averages.

"In 2020, students at Golden Grove Primary School experienced double the mathematics growth that they did in 2018. Both the rate of improvement and the average mean score improved across every year level. In 2020, every year level received their highest ever average score, with Year 6 students in 2020 outscoring Year 7 students in 2019, which itself was a previous record". (Tierney Kennedy, Final Report)

Reading

Reading targets for 2020 were as follows:
• 60% of students in Year 3 – 7 achieve 'one year's growth' in PAT R (actual 56%)
• 75% of Reception – Year 2 students achieve Running Record Standard of Educational Achievement (SEA) (actual 87%)

NAPLAN

Graphs included in this report refer to previous years' results due to the cancellation of testing in 2020.

Attendance

Year level	2017	2018	2019	2020
Reception	95.0%	93.7%	93.6%	91.4%
Year 1	94.7%	93.4%	95.4%	93.5%
Year 2	94.6%	93.6%	93.3%	92.6%
Year 3	93.3%	93.1%	93.4%	92.5%
Year 4	93.0%	92.2%	94.5%	92.2%
Year 5	94.3%	93.3%	92.6%	91.7%
Year 6	91.7%	92.7%	92.8%	91.1%
Year 7	94.1%	91.8%	91.6%	91.3%
Total	93.8%	93.0%	93.4%	92.0%

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

Attendance comment

Attendance levels decreased slightly in 2020, possibly due to the impact of COVID.
Attendance is managed through an electronic attendance system which facilitates accurate and timely (daily) monitoring. Class teachers and the manager of Student Services address patterns of unexplained absences through text messages, phone calls and letters home. Significant cases of non-attendance are actioned in collaboration with a Department for Education Social Worker.

Behaviour support comment

In general, the learning environment at GGPS is calm and supportive and students are respectful in their interactions with peers and staff.
A very small cohort of students require measures to manage and redirect behaviour. "Take home" measures were undertaken on 18 occasions with the majority of incidents involving persistent and wilful inattention, threatened or perpetrated violence or threatened safety or wellbeing. In addition, there were 11 suspensions of which 8 were in response to threatened or perpetuated violence.

Client opinion summary

The statements below formed the basis of the Department for Education's Parent Satisfaction Survey in 2020. GGPS parent responses in agreement with the statements were higher than state averages for every statement. Statements with highest agreement are marked *. Statements with lowest agreement are marked #.
• People respect each other at this school *
• Teachers and students treat each other with respect at the school *
• I feel like my child is important to the school *
• I receive enough communication from the school *
• The school communicates effectively with me *
• I like to communicate/receive communication through the following mechanisms
• I know what standard of work the school expects of my child
• Teachers a this school provide my child with useful feedback about their schoolwork
• I have useful discussions with the school about my child's learning
• I talk with my child about what happens at school
• The school provides an opportunity for me to have input about my child's learning #
• Overall, my child has a good routine around reading, studying and learning at home
• I think that education at school is important to my child's future
• I feel equipped to help my child plan what they will do after they leave school #
• I would like more help from the school with my child's learning
• The school encourages parents to help students to learn
• The school provides me with useful tips on how to help students learn at home #

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	2.7%
Other	2	1.4%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	28	19.0%
Transfer to SA Govt School	113	76.9%
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

All employees have current Working with Children Check screening. Parent volunteers who attend camp at our school are also required to have a current Working with Children Check.

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	54
Post Graduate Qualifications	8

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	35.2	0.0	15.8
Persons	0	40	0	23

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

Financial statement

Funding Source	Amount
Grants: State	$6,193,425
Grants: Commonwealth	$12,696
Parent Contributions	$12,696
Fund Raising	$10,954
Other	$257,363

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	0.8 Student Wellbeing Leader position provided access to students requiring wellbeing support. Wellbeing policies were revised and whole school wellbeing strategies implemented.	Consistent language and practices across the site to support student wellbeing.
	Improved outcomes for students with an additional language or dialect	EALD support provided for identified students. EALD support worker collaboratively planning with class teachers.	Students working towards agreed goals.
	Inclusive Education Support Program	Intervention processes, including professional learning for staff, ensured all SWD received full support entitlements.	Ongoing progress towards goals reflected in One Plans.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Aboriginal students supported as required with attendance, learning and engagement. Quicksmart Maths intervention program provided for identified students in Year3 – 6. MiniLit and MacqLit intervention program provided for identified Year1 – 6 students. Intensive, targeted phonics intervention provided for identified Year3 and Reception students (at risk of not meeting SEA)	Data sets indicating growth towards SEA for students engaged.
Program funding for all students	Australian Curriculum	Australian Curriculum professional learning for staff focused on high quality, differentiated planning of learning.	Australian Curriculum delivered consistently in all classes.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Targeted literacy/numeracy intervention programs were delivered for students identified at risk of not meeting SEA. Professional learning opportunities were provided for staff.	Increase in staff and student skills and knowledge.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A