Glenelg Primary School
2016 Annual Report to the School Community

Government of South Australia
Department for Education and Child Development

Glenelg Primary School Number: 1017

Partnership: Holdfast

Name of School Principal: Rae Taggart

Name of Governing Council Chair: Clinton Jury

Date of Endorsement: _____

School Context and Highlights

Glenelg Primary School is a large primary school of 754 students on a small block of land on the corner of Brighton Road and Diagonal Road. Whilst it is a busy corner, the grounds have been landscaped to provide a range of natural play spaces and creative play areas. The students at Glenelg come from a range of socio-economic backgrounds, with 28% School Card students and 184 students with English as an Additional Dialect. There are 9 Aboriginal students in the school.

A big focus for the school in 2016 was the development of Growth Mindsets. This involved students and staff participating in training and activities to focus on mindfulness and positive attitudes to having a go. Students at all levels of schooling could describe the growing of their brain and the need to work hard in a productive struggle to improve their learning.
This has been especially highlighted in our staff work in Professional Learning Communities and in the development of continuous and authentic feedback to our students. Our staff motto "Clever Together" describes the processes used by teams throughout the year to transform learning designs and improve learning outcomes.

Once again we have celebrated many highlights as individuals, small groups, and as a whole school community. These were reported regularly in the school newsletter. Glenelg Primary School is a vibrant and dynamic learning community that fosters the pursuit of individual excellence.

Support for children with special needs continued to be a focus at GPS. The children are in every class throughout the school and are an integral part of all school activities. These students assist others to understand and support students with special needs. We appreciate the ongoing support that the community offers to students with special needs in our school.

Student voice continues to be highly valued at the school and Senior School Leaders, Peer Mentors and Ambassadors take an active role in planning all that is undertaken. The school culture of support and encouragement has ensured a smooth transition for new staff and students. The Glenelg Kids' Council has students from every year level and they have been involved in making decisions about things that affect them. Student decision making was emphasised by all staff and activities to build the level of decisions in which the students were involved were developed and shared. Decision making in curriculum and assessment was a focus for staff.

Governing Council Report

As a Governing Council we are a critical the link between the school community and the executive team.
We work to support the broader vision for Glenelg Primary School and for us a highlight of that was the opening of our new library space in June 2016.

We were delighted to welcome the Minister for Education The Hon Susan Close MP, Matt Williams MP, Duncan McFetridge MP, His Excellency the Mayor Stephen Patterson, DECD CEO Tony Harrison along with parents, staff and students to the official opening.

When the Governing Council first discussed the idea of a library refurbishment we'd just completed upgrading the outside play facilities and we were faced with having to address some pretty rapid changes in both the IT space, and the way in which a modern education is delivered. The decision was made to reflect these changes in the redevelopment of the Library – the single biggest self funded project in the school for some 25 years.

As a council we were passionate in the recognition of the important role that school libraries play in student education and career success - it supports Glenelg Primary School's desire to produce literate and informed learners who can thrive in a digital, knowledge-based world.

"Libraries stoke the fires of the imagination by providing the materials needed to keep it burning. They also provide a safe and happy space within which to undertake these adventures of the mind." Our Library staff plays such an important role in this process. No-one needs an excuse to read, but children need ready access to resources to read. They need someone to lead them to texts that are relevant, interesting and worth reading. This is one of the key roles of the school library, and of the specialist teachers who work in libraries.

I'd like to pass on the heartfelt thanks of the Governing Council to the students, who were very patient through the re-development, the Library and all school staff for the huge amount of work they have done to consolidate our collection and re-design their work practices, the Parent's and Friends group for their ongoing fundraising and the broader school community for embracing our broader vision for students at Glenelg Primary School.

Improvement Planning and Outcomes

The focus for improvement across the school was through the use of digital technologies and student voice to increase engagement and curiosity in the Australian Curriculum with a focus on the development of task designs that stretch and challenge to improve learning outcomes.

Technologies that assist Teaching and Learning (Digital Technologies) are used in all curriculum areas and are integrated throughout our Site Improvement Plan and Three Year Plan. The focus of Digital Technologies this year was for the development in use of mobile devices in all learning areas. iPads or Chromebooks, or a combination of both, are available to support learning in all curriculum areas across all year levels.

During 2016 year 5-7 students were able to bring their own devices to school to support learning in their classrooms, as part of the BYOD program. Approximately 60 percent of students brought their device and used them for a variety of learning purposes.

Minecraft and Coding clubs continued to be popular. Coding was looked at in many classrooms as a part of the Technology Curriculum. Both teachers and students are identifying this as a key literacy of the future. Cyber safety learning activities were also planned by all year levels and delivered to students during the year to support the safe and ethical use of the Internet.

Digital technologies were used in most classes by students and teachers to share learning with families in authentic ways and allowed for a real insight into what the students where doing as a part of their learning.

Student Voice continues to be an integral whole school goal where students are being involved in designing and appraising tasks and assessment. Further initiatives that involve students collaborating with one another in the areas of assessment (student peer assessment and feedback) have also been used across the school to create a culture of student voice. This allows students increased participation and ownership over their learning.

This year, we have continued to build on planning and assessment in professional learning teams. We continue to look at improving teacher practice by revising how to use clear learning intentions; explicit task criteria and providing students with useful, quality feedback. This will continue to be a focus area in our next 'Site Improvement Plan.'

Common assessments continued to be used and as a staff and we continued to build on sharing common units of work in other curriculum areas. Work samples are also being used to moderate work standards and build consistent teacher judgement in relation to the outcomes determined by the National Curriculum. Moderation and sharing task design is also being conducted across the Holdfast Partnership.

In March, every classroom teacher was required to explicitly teach strategies that would help us to 'Stamp out Bullying.' This coincided with the 'National Anti-bullying and No Violence' day in Australia. We then re-visited our school anti-bullying policy and all classes participated in learning activities to become aware of the concepts behind bullying and how to deal with such incidents in our school.

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
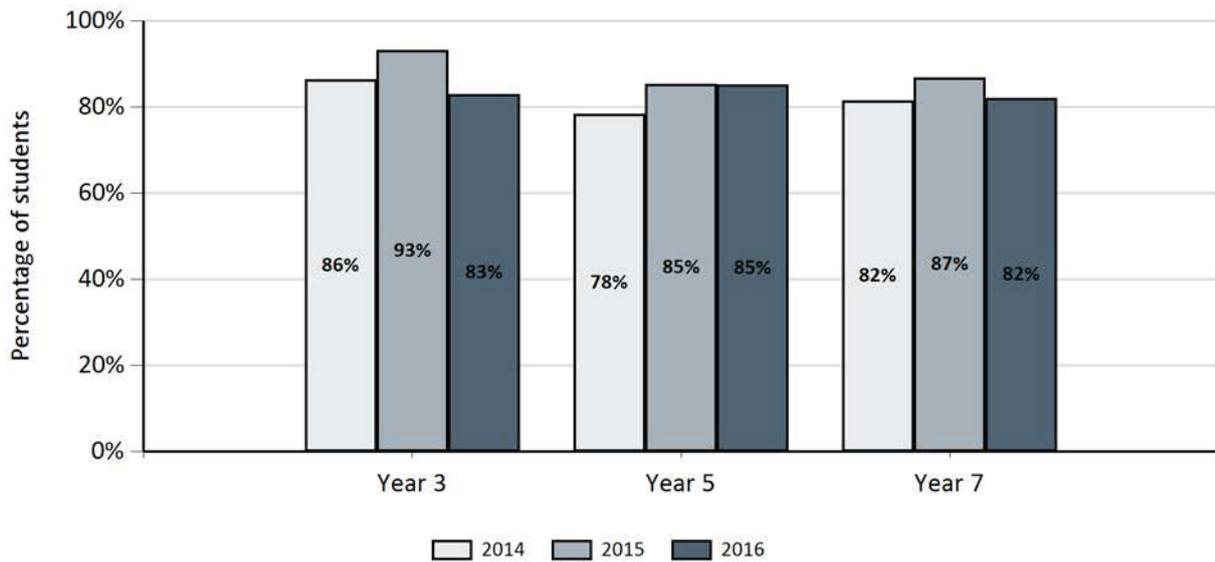
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
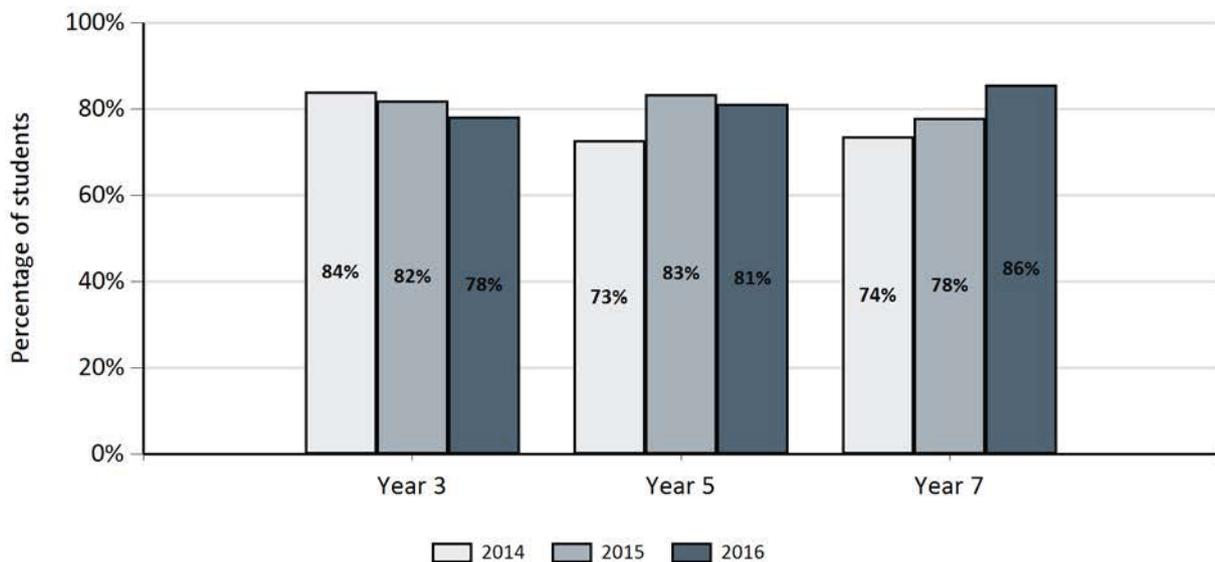
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	34%	14%	25%
Middle progress group	45%	56%	50%
Upper progress group	21%	30%	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	28%	20%	25%
Middle progress group	50%	42%	50%
Upper progress group	23%	38%	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	106	106	48	24	45%	23%
Year 3 2014-16 Average	94.3	94.3	44.3	29.0	47%	31%
Year 5 2016	101	101	37	21	37%	21%
Year 5 2014-16 Average	97.3	97.3	35.3	21.3	36%	22%
Year 7 2016	84	84	27	28	32%	33%
Year 7 2014-16 Average	83.7	83.7	22.7	18.7	27%	22%

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

The school has been using data more effectively to track and monitor improvement over the last two years. In 2016 every student had a running record recorded twice in the year and leaders met with teams to discuss the students that were below benchmark and what was being done for them.

The progress scores from year 5-7 indicate that some of the learning with our Literacy school plan and with the tracking of achievement is having an effect and the percentage of students in the upper bands is rising well. The numeracy scores are of particular note with the pedagogy being used by the five, six and seven teachers making a difference to the growth of student achievement in numeracy. 38% growth achievement in the upper band is very pleasing. Similarly in literacy the growth is not quite as high but still represents a greater than average rate in the state growth in the upper levels.

The year 3 cohort however shows a drop in achievement in both literacy and numeracy. The R-3 teachers were involved in a series of maths workshops in 2016 with Tierney Kennedy and it is hoped that the numeracy test in 2017 will reflect this improvement in the students' ability to problem solve and work mathematically.

The progress scores for both Literacy and Numeracy are not at the levels that the school would expect and investigations into why this is happening have been undertaken. The year three, four and five teachers are discussing the pedagogy being used and developing common assessments to monitor the growth of students long the way. The running record data provides some of this, as does the PAT R and M results. Data is stored in Scorelink at Glenelg and meetings each term to analyse the data we have are undertaken. This means individual children are being tracked to see if their scores are improving.

The running record data for Glenelg indicated a drop in achievement in 2015, so in 2016 the school changed the literacy intervention program to Mini-Lit and at this stage it appears to be making a difference to scores for children. This is being monitored and PAT R scores are being used to look at the effectiveness of the program.

Student data in PAT R & M is still not completely reliable as students are still getting used to online testing, but this data is being used to identify students for the Multi-Lit and Quicksmart programs and also for the learning Support maths program across the school. This involves supporting maths development for groups of students in each class that are around benchmark but need some small group work to push them higher.

The work undertaken this year in professional development will support the further improvement of skills for students at Glenelg.

Attendance

Year level	2014	2015	2016
Reception	91.8%	94.3%	94.5%
Year 01	93.2%	92.1%	93.7%
Year 02	93.5%	94.2%	91.9%
Year 03	94.6%	93.5%	94.7%
Year 04	93.2%	93.3%	93.1%
Year 05	93.7%	93.6%	93.1%
Year 06	94.0%	93.5%	94.2%
Year 07	93.4%	94.4%	92.1%
Total	93.4%	93.6%	93.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

The attendance ratio at Glenelg has remained about the same at 93%. Whilst the rate has not improved, we believe that overall we have continued to increase the attendance rate through due diligence. We have three families (7 children) who rarely attended during 2016. Work was undertaken with these families by the school in conjunction with Attendance Officer, the ACEO and the Child Protection Worker. Classroom strategies have been successful and more strategies have been developed to support these families for 2017.

Behaviour Management Comment

At the beginning of 2016 there were major concerns with a student who was very violent. It was his first time in a schooling environment and he did not cope in the classroom. The school supported his time through an SSO and then applied for RAAP funding. This was granted and 1:1 support was provided for the child.

Other behaviour followed similar patterns to other years. We reviewed the 'Rethink' process that is used in the school for both yard behaviour and class behaviour. Some small changes were made to ensure that children went through the restorative process and parents were kept informed of what was happening. As a staff group we believe that parent contact is essential so that home and school are working together.

Client Opinion Summary

The opinion surveys provide feedback that is useful to the school. On a 5 point scale to demonstrate satisfaction, areas were described in the 4.0-4.7 range. The lowest score of 4.0 was in the area of the management of behaviour. This was identified by both students and their parents so is an area that needs to be looked at thoroughly by the school in 2017. We will need to identify if the concerns are in class or in the yard and address the issues associated with it.

Students, parents and staff all identified students as feeling safe at school, feeling challenged to do their best and feeling positive about their schooling as the highest score of 4.7 on the scale. They also appreciated the facilities and the management of the environment at Glenelg Primary (4.6).

The other area that will be addressed in 2017, identified by both parents and students as an area for growth (4.1) is the feedback to students. More work on formative assessment has been planned and linked with that the development of student voice in learning design and assessment.

Feedback from the surveys also indicated a strong level of support for the structures in place in most classrooms for regular digital communication between teachers and parents. This has meant that parents are more informed of the curriculum and of activities and events happening at school.

The feedback on valuing opinions by both parents and students was one of the lower levels of satisfaction (4.1). This is an area that we can address with the students as part of Kids' Council and perhaps develop a system to help them feel more valued. It is also an area that Governing Council can explore in 2017.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	36	22.5%
Other	1	0.6%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	6.3%
Transfer to SA Govt School	107	66.9%
Unknown	6	3.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

In 2016 the school processed 41 DCSI requests on behalf of parents, extended family members and other volunteers from the community. All DCSI requests and 100-point identity checks were organised with the volunteers by the Deputy Principal. These requests were mainly for overnight camps and/or working in areas of the school such as the canteen, sports coaching and Governing Council members. This is significantly less than in 2015, when we processed 86 requests. A likely reason for the drop in DCSI requests in 2016 is the change in requirements from the end of 2015.

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	81
Post Graduate Qualifications	17

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	0.8	38.8	0.0	10.5
Persons	1	47	0	18

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

Financial Statement

Funding Source	Amount
Grants: State	Nil
Grants: Commonwealth	$8,000
Parent Contributions	$243,061
Fund Raising	$27,901
Other	Nil

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	RAAP funding was made available for the support of one child that supported the safety of staff and students. 1:1 support was provided.	Child is starting to learn school behaviours and starting to mix socially.
	Improved Outcomes for Students with an Additional Language or Dialect	The school has 184 EALD students and new programs and methodologies were implemented in 2016. Extensive PD was provided for teachers to achieve outcomes.	Children achieved at a considerably higher level on the EALD scales
	Improved Outcomes for Students with Disabilities	Specific programs that address individual needs are resourced. Students are engaged in learning situations that develop their curiosity and problem solving skills	Feedback from secondary schools on how well prepared Glenelg students are.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Two Aboriginal students were supported with 1:1 support in literacy. Big improvements in confidence and reading and flowing through to writing were observed for one child. Absenteeism unfortunately meant the other child had little progress.	One Aboriginal child now at benchmark in literacy.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	The students with Learning Difficulties grant is used by the school in conjunction with Better Schools Funding to support intervention programs and to also support the Learning Support teacher time allocated to every classroom for students around benchmark that need a push in maths.	PAT R & M testing results show marked improvements for students in the programs.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	This money is used (and enlarged) to support the 120 hours of SSO time that is used in the school to support intervention programs. Mini-Lit, Multi-Lit and Quicksmart in Maths programs are all used extensively.	PAT R & M testing results show marked improvements for students in the programs.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students	Although no funding is received for this, the school provides 0.2 salary to support problem solving and inquiry projects at each level of schooling.	Students developed a growth mindset and would have a go.
	Primary School Counsellor (if applicable)	As a Category 6 school with over 750 students, the school is only allocated 0.2 salary. This is supplemented by the school to address the needs of all students and their families.	MDI survey of year 6 & 7 students indicates an improvement in wellbeing.