



Greenock Primary School

2020 annual report to the community

Greenock Primary School Number: 160

Partnership: Barossa Valley

Signature

School principal:

Ms Gail Holland

Governing council chair:

Michella Smith

Date of endorsement:

9 February 2021



Government
of South Australia
Department for Education

Context and highlights

Greenock Primary School is a small school within the township of Greenock in the Barossa Valley. We ended the school year with 121 students, most of whom are from local families. The school enjoys a supportive community atmosphere, with significant involvement from parents.

In 2020, we had a relatively large intake of 24 Reception students. This meant that we again had five classes: two R/1 classes, plus three other classes – 2/3, 4/5 and 6/7.

Across the school, we had 17 students with identified disabilities who received funding. This funding was used to provide both in-class support for students and to run specialised intervention programs. We continued to use Multi-Lit for literacy intervention. This year we developed our own numeracy intervention program, based on Big Ideas in Number: this was implemented and built-upon by one of our SSOs.

In 2020, we had one new teacher, teaching The Arts. All other staff members were in at least their second year at the school, with many of the staff having been here for a number of years.

Specialist subject teachers provided learning in The Arts, HPE and Indonesian to all students across the school. Additionally, we enjoy a partnership with Open Access College to deliver online Indonesian once a week. Five students took up the opportunity to participate in instrumental music lessons, with our visiting specialist music teacher.

While COVID restrictions caused some interruptions to learning and many organisational challenges, our students continued to be highly engaged. We also managed to be able to continue with most of our major extra-curricular activities.

Teachers and support staff engaged in regular professional learning, in order to support the directions of the School Improvement Plan. Teachers have engaged with teachers from other schools, as part of the Barossa Valley Partnership Teacher Network: during network meetings teachers discuss and share their resources and teaching methodologies. They also engage in moderation activities to ensure consistency of assessment practices.

Teachers again worked closely with our SLLIP (Senior Leader Learning Improvement Primary), focussing on our site goals of Number and Oral Language. During sessions with the SLLIP, they planned for in-class interventions to support student improvement.

Governing council report

2020 is a year we will all remember, mostly because we all came together to make it a positive and fun year of learning for our students.

The year started smoothly with eager children, but before the end of Term 1 we had to do things differently. It seemed that the way of learning was going to be an interesting one: COVID was here. We all changed the way we did things and tried to continue with our daily lives. The students of Greenock should be proud of how they handled themselves; washing hands, sanitising, social distancing. They took it in their stride and still made each day a fruitful day of learning, demonstrating compassion for each other.

Staff should be commended for all the time and effort to successfully continue the education of our children. Many families, like myself, found that online learning came with many challenges. The start of Term 2 seemed to return to almost normality with students coming back and school life resuming.

We still had to make changes to our yearly events. Thankfully, Sports Day still went ahead, with loved ones cheering them on later in the afternoon. Book Week was celebrated with a parade around the fence-line which enabled everyone to show off their costumes. COVID did dampen our spirits.

Thank you to all families in supporting the school and your children to help us all get through a tough, strange year.

Some special events in 2020 included:

We were all excited to see the shelter shed had been converted into a fantastic outdoor classroom; it was well used throughout the year.

The Fundraising Committee banded together to help make Father's Day special.

Crazy Hair Day was a favourite event for young and old.

The Grounds and Environment Committee volunteers spent a Sunday afternoon completing the frog pond – it's a beautiful spot to sit and hear the frogs talking!

The 2020 Year Book has again been completed by Amanda Reichelt; much time was devoted to its creation which we all love reading.

Over the Christmas Holidays we had a significant loss of the old, much loved Mulberry Tree. Due to its age it had to be taken down, but hopefully cuttings that were taken will continue its legacy.

One fantastic addition to the yard was the Sensory Path that was created by very talented parents, led by Rebecca Koch - every day the students are seen having a great time while still learning.

I have enjoyed taking part in the Governing Council, it is inspiring to see how parents and staff work as a team to support the running of the school.

Quality improvement planning

Goal 1: To increase student achievement in Mathematics, particularly in the Number strand, across Years R-7.

When reflecting against the Success Criteria of our School Improvement Plan, we can attribute the improvements in PAT-M achievement for our continuing Greenock Primary School students to the embedding of Big Ideas in Number in the Maths learning cycle. Teachers have observed that students are demonstrating the appropriate application of Trust the Count, Place Value and Multiplicative Thinking when working mathematically. While some students are not yet working at the developmentally appropriate level of BIN understanding, teachers have observed continuous improvement, both in class and in SSO-led intervention groups. Identified students with intervention goals have met those goals. In addition, due to the consistent application of BIN teaching and use of diagnostic testing tools, teachers know where students are developmentally and what their gaps are: they use this knowledge in their planning.

The aspect of the Challenge of Practice that relates to multiple-step mathematical problem-solving tasks has not been thoroughly addressed this year. Therefore, this will be the main focus of our work in 2021.

Our 2021 Challenge of Practice will be: If we implement an evidence based approach to teaching Number (through Big Ideas in Number) and design multiple-step mathematical problem solving tasks or investigations, then we will increase student achievement in Mathematics, particularly in the Number strand.

Goal 2: To increase student achievement in Reading through an Oral Language focus for Years R-7

The synthetic phonics program, Jolly Phonics, has been implemented with improved fidelity within the junior primary classes; accounting for improved success rates in the screening test. To ensure continued fidelity, we will engage all teachers in a refresher course early in 2021, so that this synthetic phonics program can continue as a strengthened teaching tool in 2021, complemented by the Heggarty for phonemic awareness. We will also explore Jolly Grammar in 2021 to improve consistency across the school.

In terms of the Success Criteria from our School Improvement Plan, teachers have observed students using more complex subject specific vocabulary and greater engagement in extended student talk during subject-specific activities. This has included the use of synonyms, improved ability to adjust to audience and the development of more complex sentences. Results from the PAT-Vocab test have shown improvement in vocabulary for a significant number of students.

In our review of our goals, teachers feel that having a focus on oral language is not sufficiently rigorous to produce lift in reading results, when focussed on in isolation. Our work with our SLLIP has helped develop the view that we need a more integrated approach to teaching reading (Scarborough's Reading Rope). This has been supported by our findings when analysing the PAT-R data. Our goal for 2021 will be to improve reading achievement through an integrated teaching approach, based on the Big 6 of Reading.

Our Challenge of Practice for 2021 will be: If we implement a synthetic, systematic phonics program (Jolly Phonics & Jolly Grammar) and focus on the development of individual reading goals for students, then we will increase reading achievement.

Improvement: Aboriginal learners

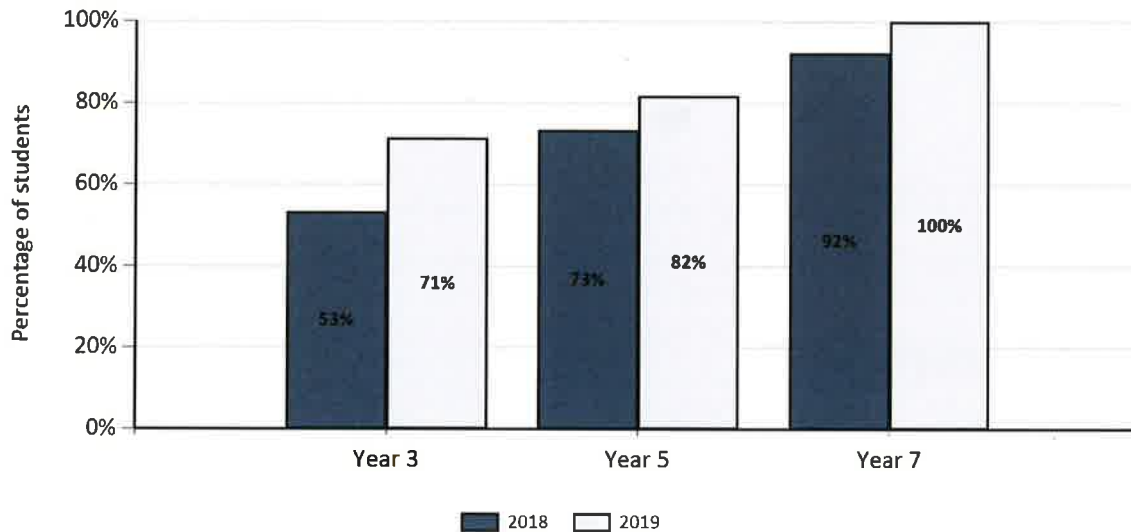
We have one Aboriginal learner amongst our student body. This student's data is tracked along with their cohort's. This student has achieved in the higher bands in PAT-Reading for the past 3 years and has progressed into the higher bands in PAT-Maths in 2020. Attendance for the student remains high at 96%.

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

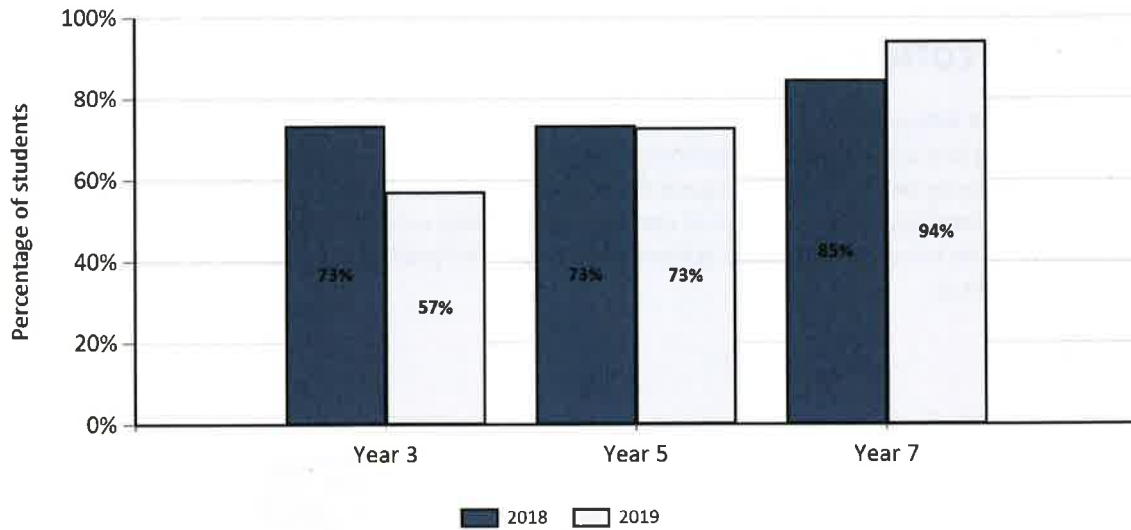


*NOTE: No NAPLAN testing was conducted in 2020.

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 across 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	*	44%	25%
Middle progress group	78%	50%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	*	*	25%
Middle progress group	67%	56%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	14	14	5	2	36%	14%
Year 3 2017-2019 Average	12.7	12.7	3.3	2.0	26%	16%
Year 5 2019	11	11	3	0	27%	0%
Year 5 2017-2019 Average	15.0	15.0	4.0	1.0	27%	7%
Year 7 2019	17	17	7	4	41%	24%
Year 7 2017-2019 Average	14.0	14.0	4.0	2.0	29%	14%

*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

The NAPLAN data provided is from 2019: the NAPLAN test did not occur in 2020, due to COVID. Therefore, other data sets have been used to reflect on student achievement.

NUMERACY

PAT-Maths results:

We experienced a significant improvement in the number of Year 6 students achieving the Standard of Educational Achievement (as set by the Department for Education). In Years 4, 5 and 7, we maintained the percentage of students achieving the designated standard (SEA). Most significantly, for those students who were continuing enrolments at Greenock Primary School, we saw an improvement for the majority of each cohort: with 100% of the continuing Year 4 students making improvement. Within our Year 3 cohort, who sat the PAT-Maths test for the first time, 7/8 students (88%) achieved the SEA (Standard of Educational Achievement).

Mathematics Grades:

We analysed the pass rates for students in their end-of-year reports: the percentage of students who achieved A,B,C grades. These results showed that the majority of students successfully achieved the SEA when assessed against the Achievement Standards of the Australian Curriculum.

PASS RATES (%):

Year 1 – 91
Year 2 – 76
Year 3 – 100
Year 4 – 73
Year 5 – 71
Year 6 – 90
Year 7 – 100

LITERACY

PAT-Reading results:

When comparing cohorts of students, across 2019 to 2020, we saw an increase in the percentage of students achieving the SEA for Year 6 and Year 7 students. (78% to 90% and 84% to 95%, respectively). Unfortunately, there was a decrease in the percentage of Year 4 and 5 students who achieved the SEA, when tracking the cohorts across years. However, as was noted with the PAT-Maths results, for those students who sat the PAT-R test at GPS in 2019 and again in 2020, the majority of these students improved their results. The Year 3 students achieved as well in their PAT-R testing as they did in their PAT-Maths test (88% achieved the SEA).

Phonics Screening check:

The embedding of Jolly Phonics in Reception and Year 1 has resulted in an improvement in the percentage of children passing the Year 1 Phonics Screening check. The pass rate is now at 55%, compared to only 14% when the test was first implemented in 2018. Through targeted intervention, using Jolly Phonics, the majority of Year 2 students have now caught up, with 8 out of 10 students meeting their intervention goals.

Running Records:

The targets we set for Running Records were not achieved. However, since the formal collection of this data in September, we have observed a rapid improvement in some children. We now have 80% of Reception children, 67% of Year 1s and 71% of Year 2 students at or above SEA. The junior primary teachers feel that the shift is a result of children 'catching up', through intense, targeted intervention, after the earlier break in their learning, due to COVID.

English grades:

PASS RATES (%):

Year 1 – 67
Year 2 – 76
Year 3 – 100
Year 4 – 60
Year 5 – 57
Year 6 – 80
Year 7 – 95

Results showed that the majority of students are successfully achieving the SEA when assessed against the Achievement Standards of the Australian Curriculum.

Attendance

Year level	2017	2018	2019	2020
Reception	91.5%	96.0%	89.9%	86.7%
Year 1	94.9%	93.0%	93.3%	84.3%
Year 2	91.4%	94.5%	89.5%	88.4%
Year 3	94.4%	91.7%	92.2%	89.4%
Year 4	94.8%	96.3%	93.7%	89.4%
Year 5	93.0%	95.3%	91.8%	90.7%
Year 6	96.0%	90.6%	92.0%	88.6%
Year 7	95.3%	91.0%	92.7%	88.1%
Total	94.0%	93.4%	92.0%	88.0%

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

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

Attendance comment

In 2020, there is been a decline in our attendance, from 92% down to 88%. Due to the circumstances surrounding COVID, we have many more children remain home due to colds than in previous years. These absences have also tended to be longer than in previous years. In addition, we have had one instance of chronic non-attendance, which has been referred to support agencies. This year we developed a new Attendance Policy, using the departments online policy tool. We also reviewed and updated our procedures, with a particular focus on the follow-up of unexplained absences.

Behaviour support comment

As in 2019, our only suspensions from school were as a result of a few children who had difficult with self-regulation. These children have all been diagnosed with ASD and require additional support and understanding to help them develop the ability to recognise and regulate their own emotions. As a result, all staff (both teachers and SSOs) have engaged in Professional Learning about Interoception and the Berry Street Education Model. The implementation of these practices into classrooms will support all children with understanding their emotions and dealing with social interactions.

Client opinion summary

We had 43 parents respond to our Parent Engagement Survey in 2020, which represents more than half our families. Whilst all of the survey questions had greater than 50% of responses in the affirmative (agree or strongly agree), there are some areas which deserve our attention.

By analysing the negative responses (don't agree or disagree, disagree and strongly disagree), we discovered some percentages of concern for the following statements:

- I know what standard of work the school expects of my child – 40% 'negative'
- I have useful discussions with the school about my child's learning – 34% 'negative'
- The school provides an opportunity for me to have input about my child's learning – 39% 'negative'

These are very specific areas of communication upon which we can improve and may also address the 23% of parents who expressed concerns about having sufficient communication from the school. In 2021, we will be exploring COVID-safe means for families to be able to re-engage with the school. One of our teacher actions in our School Improvement Plan is for teachers to support students to develop their own literacy learning goals. Complementary to this, is how we will communicate this to parents and what information we can provide to support the learning that occurs at home.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	15.2%
Transfer to SA Govt School	28	84.8%
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 our volunteers and Governing Council members are required to have the relevant WWCC (working with children check). Support is provided for parents to undergo this check and records are maintained by one of our Admin SSOs. All staff have appropriate checks completed.

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	11
Post Graduate Qualifications	2

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	6.6	0.0	4.8
Persons	0	8	0	7

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

Financial statement

Funding Source	Amount
Grants: State	\$1,426,355
Grants: Commonwealth	\$0
Parent Contributions	\$43,400
Fund Raising	\$2,486
Other	\$0

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	We were provided with additional funding for two students. This was used to provide additional in-class support, in order to develop self-regulation and practice of school routines.	Both children responded well and have settled into the start of 2021.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	IESP funding for students with disabilities was used to provide SSO support in classrooms and to run specific literacy and numeracy intervention programs.	Improvement has been noted for all students in intervention programs.
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	Early Years funding was used to support the small class sizes for both our R/1 classes.	By the end of the year, 80% of Reception children were at the SEA for Running Records, with 25% of these already reading at a Year 1 level.
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to release staff to work with the SLLIP and engage in Professional Learning around our two SIP goals.	Oral Language and Number have been a priority and improvement has been observed.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding has been used to pay for relevant Professional Learning for teachers, to support SIP goals and to provide TRT coverage for this training.	Improvements in literacy and numeracy data have been noted.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

