



# Greenock Primary School

## 2021 annual report to the community

Greenock Primary School Number: 0160

Partnership: Barossa Valley

### Signature

School principal:

Ms Gail Holland

Governing council chair:

Michella Smith

Date of endorsement:

10 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Greenock Primary School is a small school within the Barossa Valley. We ended the school year with 114 students, most of whom are from local families. The school enjoys a supportive community atmosphere, with significant involvement from parents. This year we have had a very active Fundraising Committee.

In 2021, we had five classes: R/1, 1/2, 2/3, 4/5, 6/7. This being the last year that Year 7 students are part of primary years, means that we celebrated the graduation of 25 students: 10 Year 7 students and 15 Year 6 students. This will have an impact on our enrolment numbers for future years.

We had 10 students with identified disabilities who received funding, which was used to provide both in-class support and to run intervention programs. We used our discretionary funding to enable other students requiring support to access these programs. We continued to use Multi-Lit and Big Ideas in Number for literacy and numeracy intervention. We used True Colours and What's the Buzz for students needing support to develop and strengthen social skills.

In 2021, we welcomed Adam Claridge and have been fortunate to have him placed here permanently. All other teaching staff members have now been at the school for at least three years, with many having been here for several years. We also welcomed two new SSOs to our school, during various parts of the year. As with teachers, some of our SSOs have been here for a long time; we acknowledge Mari Thiele's dedication to our local children, with the anniversary of her 40th year in education.

Specialist subject teachers provide learning in Technologies, HPE and Indonesian to all students across the school. 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 music teacher.

While COVID restrictions continued to cause interruptions to learning and many organisational challenges (including the cancellation of our camp), 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, particularly with regards to synthetic phonics and reading strategies. Teachers networked with teachers from other local schools: discussing and sharing their resources and teaching methodologies.

# Governing council report

As Governing Chair, I have had the pleasure to see first-hand the time and effort teachers and staff devote to making our school run smoothly.

2021 was very much a 'normal' year compared to the last one with only a few hiccups along the way.

One different aspect was our Year 6s and 7s going to high school at the same time; they will be missed and I hope they are enjoying their new adventure. One person who will be truly missed is our beloved Year 6/7 teacher, Ella Mickan. She has seen many past students grow and learn: shaping them into young adults. Ella has followed her passion to high school teaching where she will continue to educate young minds.

There were many fantastic fundraising events over the year; the biggest was the Wine Sale. The Pie Drive helped to deliver many treats to our homes. Spring Raffle was great, with many helping to sell to the community. Mother's Day stall was another hit and the Christmas Festival stall with classic homemade gifts was a success: thanks to all involved.

The Working Bee was a huge effort with many people giving up a Sunday to help improve the front of our school with many shrubs planted. The result is a very beautiful scene on arrival.

The Wellbeing Room received an overdue revamp, with parents spending a lot of time sorting and cleaning to make it an even better space for the children and hub for Nettie. The new sports shed was erected making more room for the sports equipment.

Book Week was a delight, as always. Wheelie Day saw lots of wheels out and about and the school disco let our students boogie to their favourite songs. During Sports Day all students were cheered on by team mates and their captains. The Illawong camp was postponed to 2022, but thankfully the Year 6 Aquatic day was still able to be enjoyed. The choir had a blast singing in the Festival of Music, singing to their heart's content. They even made it on the local news!

The end of year Concert was a crowd pleaser, with everyone singing along. Students had a ball performing skits and singing Christmas Carols. Thank you to the teachers for compiling a fantastic show. It certainly felt a lot like Christmas.

The 2021 Year Book was completed by the talented Amanda Reichelt and her helpers. It's a special time when it comes home to see what our students have achieved over the year.

Thank you to all the teachers, staff, parents and carers for all that you have done to make 2021 a special year. I can't wait to see what 2022 has in store for our wonderful school.

# Quality improvement planning

GOAL 1: To increase Reading achievement R-7

In setting our targets for each year level, we identified specific students who were not achieving the Standard of Educational Achievement (SEA) and targeted them for intervention.

In Running Records, each year level (Yr 1-3) demonstrated improvement. The significant improvements in Year 1 are attributed to the use of a structured daily reading routine, with specific individual learning goals. Reflecting on our success criteria, not all teachers were able to observe that students could articulate their reading goals. Developing consistency of approach in this: having all teachers work with students to identify their explicit reading goals, using the literacy progressions, will be a major focus in 2022.

Data from our PAT-Reading test shows that we have 12 students of concern, who are achieving below standard (across Yr 3-7). These students were the focus of intervention work in Term 4. Having 18 students achieving below and just below standard indicates that we need a continued focus on reading comprehension.

Reflecting on our success criteria, there are aspects of reading comprehension that some students are still struggling with:

- sequence and order events from texts
- use synonyms to find information from texts
- locate and link information across texts to make meaning

Implementing the department's units of work in these year levels will support the work of the teachers in text deconstruction and analysis throughout 2022.

We predicted that 80% of students would achieve SEA in the Yr 1 Phonics Screening Test. This prediction was realised, due to explicit teaching of synthetic phonics (Jolly Phonics) and phonemic awareness (Heggarty), within the junior primary classes. Reflecting on the success criteria, teachers of all classes observed students successfully using decoding strategies to read fluently. Continuing this work, with rigour, pace and fidelity, will be a focus for 2022, as well as sourcing resources to support intervention with older learners.

GOAL 2: To increase achievement in mathematics, particularly in the Number strand, across Years R-7.

In Mathematics, we had targets for each year level. In setting our targets, we again identified specific students who were not achieving the SEA and targeted them for intervention.

Reflecting on our success criteria, all staff observed or had work samples demonstrating that students had:

- used their Number strategies in problem solving activities
- used Mathematical vocabulary
- attempted and persevered with problem solving tasks and used growth mindset language when talking about Maths.

These are areas of strength acknowledged by all staff and reflect the work we have been doing over the past 3 years.

There were some mixed results in terms of students achieving their individual learning goals. This is an area for growth in 2022, with a focus on explicit planning and associated teaching via differentiation, for students with learning needs.

The two upper primary classes had an emphasis on explicitly teaching problem solving skills, using the CUBES structure. They observed students using appropriate strategies and articulating processes. Teachers of the other three classes observed that the younger students could explain what they did, after solving problems, in terms of Mathematics. However, they could not explain problem solving processes, as this was not a focus for explicit teaching.

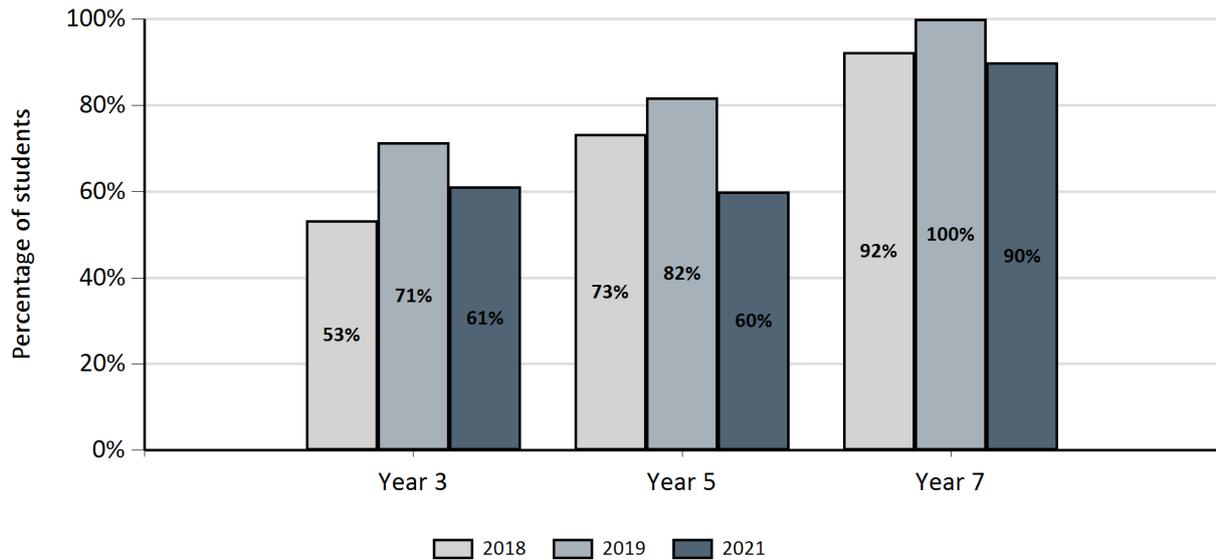
With our intense focus on Reading, Goal 2 has not had such an active focus as it has in the previous two years. This explains some of the lack of progress with our targets this year. Therefore, a focus on number and the design of multiple-step problem solving tasks, and developing consistency across year levels, will be part of our improvement plan for 2022.

# 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

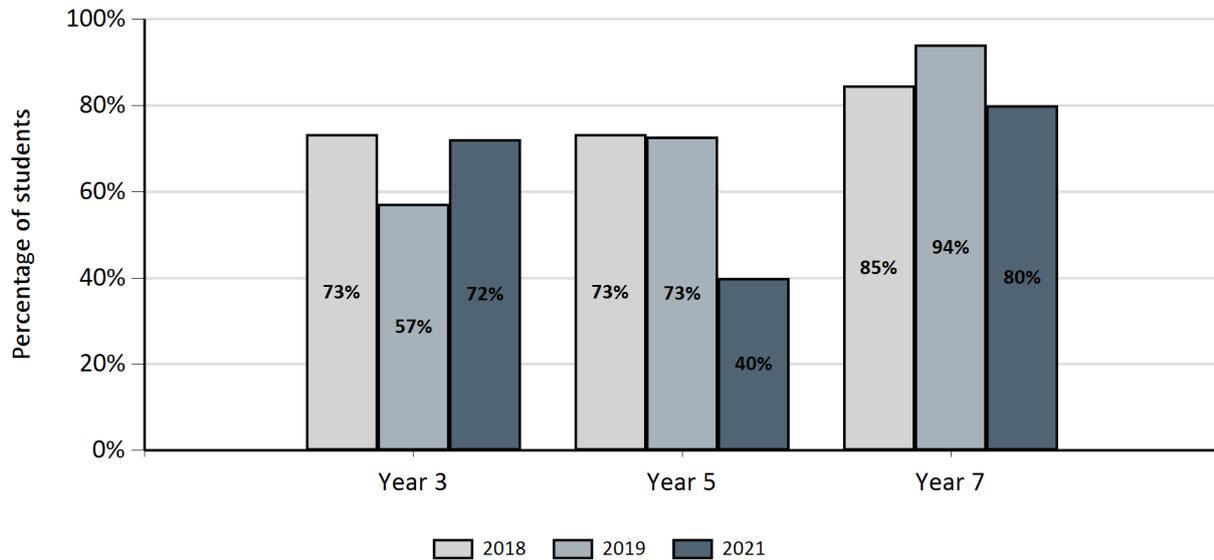


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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	*	*	33%
Middle progress group	46%	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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	*	*	33%
Middle progress group	46%	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 <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 2021	18	18	5	3	28%	17%
Year 3 2019-2021 Average	16.0	16.0	5.0	2.5	31%	16%
Year 5 2021	15	15	2	1	13%	7%
Year 5 2019-2021 Average	13.0	13.0	2.5	0.5	19%	4%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

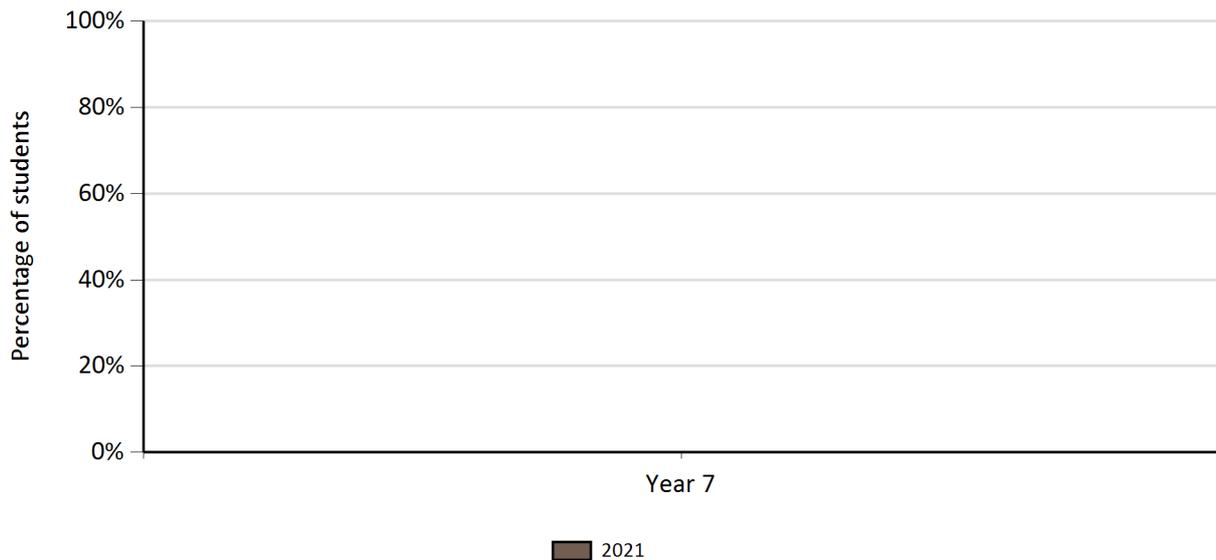
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



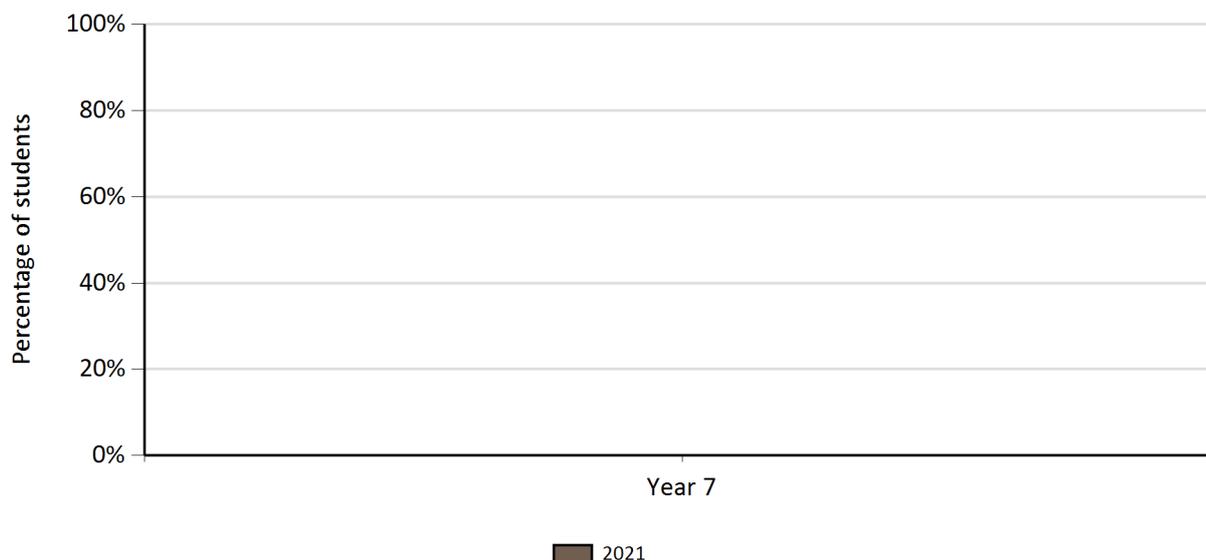
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

We had a focus on Element 2 of the ALALR: The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goal-setting.

The teacher of our one Aboriginal student determined that, while some learning goals were set, they didn't necessarily connect to relevant data and had minimal student involvement. The teacher enacted plans to address this, particularly in Reading. The teacher implemented Reading Conferences with her class: grouping students together based on similar needs. Our Aboriginal learner was placed in a group with other high achievers and, thus was able to be extended and challenged in the learning. The teacher used the Reading Conferences to support students to set their own reading goals, through a cycle of questioning and reflection.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

As a result, our Aboriginal learner was actively involved in determining their own literacy goals and in evaluating their progress in achieving them. The goals were data informed and clearly documented. This exemplary practice was beneficial to all learners within the class.

Our Aboriginal student achieved the SEA in PAT-Reading and NAPLAN writing. In NAPLAN Reading, Spelling, Grammar and Punctuation and Numeracy and in PAT-Maths, the scores were in the higher bands. Attendance was maintained at 97% and semester grades improved from 'B' to 'A' in both English and Mathematics.

# School performance comment

The NAPLAN graphs present a disappointing view that results have declined this year. However, as a school that has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students achieving the Standard of Educational Achievement (SEA) can cause large changes in the percentages shown in the graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Therefore, we can analyse the improvements within each year level, by drawing on other data sets.

## LITERACY

### Year 3

- NAPLAN - 61% of students achieved SEA, with 28% in the higher bands.
- PAT-Reading - When tested later in the year, 67% of these same students achieved SEA, with 39% in higher bands. When compared to 2020, 100% of students demonstrated improvement.
- Running Records - By the end of the year, 83% of this cohort had achieved SEA, with 5 reading independently (28%).

### Year 5

- NAPLAN – 60% of students achieved SEA, with 20% in the higher bands.
- PAT-Reading - When tested later in the year, 67% of these same students achieved SEA, with 40% in higher bands. When compared to 2020, 100% of students demonstrated improvement.

### Year 7

- NAPLAN – 90% of students achieved SEA, with 13% in the higher bands.
- PAT-Reading - When tested later in the year, 70% of this cohort achieved in the higher bands.

## NUMERACY

### Year 3

- NAPLAN - 76% of students achieved SEA, with 17% in the higher bands.
- PAT-Maths - When tested later in the year, 83% of these same students achieved SEA, with 56% in higher bands.

### Year 5

- NAPLAN – 40% of students achieved SEA, with 7% in the higher bands.
- PAT-Maths - When tested later in the year, 47% of these same students achieved SEA, with 13% in higher bands.

### Year 7

- NAPLAN – 80% of students achieved SEA, with 10% in the higher bands.
- PAT-Maths - When tested later in the year, 70% of this cohort achieved in the higher bands.

While NAPLAN and PAT tests are different, the obvious growth by these cohorts of students has shown us that our teaching strategies are having impact. Teachers have also stated that students have made growth, through classroom observations and analysis of work products.

Our School Improvement Plan for 2022 places an emphasis on teachers:

- consistently embedding synthetic phonics in the junior years, followed by research backed grammar and spelling programs in the older year levels,
- working with students to develop their literacy and numeracy goals, with an ongoing cycle of review and redevelopment of goals,
- engaging in professional learning in close reading strategies to support students in the development of their comprehension skills,
- working collaboratively to design multi-step problem solving tasks and investigations that support concept development in Mathematics.

# Attendance

Year level	2018	2019	2020	2021
Reception	96.0%	89.9%	86.7%	83.5%
Year 1	93.0%	93.3%	84.3%	91.1%
Year 2	94.5%	89.5%	88.4%	83.3%
Year 3	91.7%	92.2%	89.4%	91.7%
Year 4	96.3%	93.7%	89.4%	87.5%
Year 5	95.3%	91.8%	90.7%	90.6%
Year 6	90.6%	92.0%	88.6%	90.6%
Year 7	91.0%	92.7%	88.1%	89.1%
Total	93.4%	92.0%	88.0%	89.0%

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

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

## Attendance comment

In 2021, our attendance rate was 89%. The impact of COVID means parents are keeping children home when mildly symptomatic; previously they would have continued to come to school. Teachers have been vigilant around this, checking in regularly with parents when they have concerns about absences. We use several means of communication with parents, including the Skoolbag app, emails and Class Dojo. In 2021, we became one of the first schools to trial the new education management system. With EMS comes the ability to text parents, this will be useful in 2022 in following up unexplained absences.

## Behaviour support comment

We did not have any students requiring suspension from school in 2021. Most of our behaviour incidences involved children in the junior years who are still learning how to self-regulate. Staff were supported with behaviour interventions by our Behaviour Coach from Student Support Services. As a result, we were able to successfully apply for additional funding to support these children in class. With extra SSO hours, these children were helped to develop calm-down strategies and skills for making 'A' choices. We were able to observe an improvement in their abilities to do this. Understanding triggers for these children and the best strategies for helping them to engage with their learning will be continuing in 2022.

## Parent opinion survey summary

This year we had 19 parents respond to our Parent Engagement Survey, this represents almost 25% of our families. One of the areas with the strongest affirmative responses (agree/strongly agree) was with regards to receiving enough communication: 94%. This has improved from 81% in 2020, which is pleasing to note, as we have made additional efforts in this area.

Additionally, some other areas of specific communication have also improved:

- Receives useful feedback – 88% (up from 60%)
- Has input into learning – 82% (up from 63%)
- Encouraged to help child learn – 88% (up from 67%)

Some areas for improvement in our communication are more specifically linked to parents understanding the standard of learning and how they can support their child(ren).

- Knows the standard or work – 76% (up from 60%)
- Receives learning tips – 65% (up from 47%)

While we have made some in-roads into supporting parents' knowledge in these areas, there is still work to be done addressing these needs for families.

Most heartening was the response to 'teachers and students are respectful': 94% of responding parents agreed with this statement. This was an increase from 81% in 2020. This is reflective of the culture of our school and the positive relationships that exist between staff, students and families.

## Intended destination

Leave Reason	Number	%
U - UNKNOWN	26	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## 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	13
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	8.0	0.0	4.3
Persons	0	9	0	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$1,383,118
Grants: Commonwealth	\$0
Parent Contributions	\$30,506
Fund Raising	\$5,518
Other	\$60,000

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

## 2021 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 2021 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	Additional funding for 3 students to support engagement with learning: funds were used to provide additional SSO support to assist the students with development of self-regulation strategies.	Students responded positively with a notable decrease in behaviour incidences.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	IESP funding was used to provide SSO support, both within the classroom 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	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	Early Years (literacy and numeracy) funding was used to support smaller class sizes in both our R/1 class and our 1/2 class.	70% of Rec students reached benchmark in PASM. 87% of Yr 1s at SEA in Running Records. 78% of Yr1s at SEA in PSC. 78% of Yr2s at SEA in Running Records.
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to support all staff to engage in professional learning in synthetic phonics, grammar and spelling and to purchase associated teaching materials.	Observable and measurable improvements.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used to pay for relevant professional learning for staff members, to support the implementation of our School Improvement Plan 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

