



Greenock Primary School

2022 annual report to the community

Greenock Primary School Number: 160

Partnership: Barossa Valley

School principal:

Ms Gail Holland

Signature

Governing council chair:

Rebecca Koch

Date of endorsement:

15 February 2023



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 105 students: only 9 students fewer than the previous year, despite the absence of Year 7 students now that they are in high school. Most students are from local families and the school enjoys a supportive community atmosphere, with significant involvement from parents.

We were fortunate to be able to maintain our five classes in 2022: Reception, 1/2, 2/3, 3/4 and 5/6. We were also fortunate in being able to retain most of our teachers and welcomed Susan Thomas onto our staff as the 3/4 class teacher. Having consistency in staffing ensures that our planned learning strategies are followed through and are more likely to have effective impact on student outcomes. 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.

COVID had a significant impact on us all throughout the year. We had a late start to the year, with additional planning days being granted by the department. Then, for the first two weeks, only Reception and Year 1 students were on-site for their normal lessons. In addition, we supervised the children of essential workers in the Hall, with up to 20 students per day from other year levels learning together. All other students began their year learning from home, with lessons occurring online.

Once on-site learning resumed for all students, we experienced a year of mask-wearing, restrictions and illness. Absenteeism was high amongst both students and staff, as isolation requirements were adhered to for close contacts and positive cases. Our school camp was cancelled, again, and our Year 5/6 class experienced a temporary closure as a means of halting the spread of the virus. Despite this, our children continued to thrive. The data gathered across the year provides evidence of learning improvement for all students.

Teachers and support staff engaged in regular professional learning, in order to support the directions of the School Improvement Plan, particularly with regards to evidence-based reading strategies. In Term 2, we worked with the teachers of the other small schools within the Barossa to engage in collaborative moderation. Teachers compared work samples to ensure consistent understanding and application of achievement standards. In Terms 3 and 4, we completed the final two-days training in the Berry Street Education Model, which uses trauma-informed practices to support positive student engagement with learning.

Our most difficult part of the year occurred late in Term 3, with the sudden and unexpected death of Jennette Mikan. Jennette was both an SSO and the PCW and played a central role in the support of many students. The staff were particularly appreciative of the support provided by our Local Education Team, the department, Schools Ministry Group and, especially, the parents.

During Term 4, many school activities were able to resume and all classes were able to go on excursions. Our Sports Day, Year 6 Graduation and end-of-year Concert were all able to be conducted in near 'normal' circumstances.

Planning for 2023 had a positive vibe, with us being able to focus on how to build on our 2022 successes, particularly given that we had achieved our stated targets.

Governing council report

2022 brought about a welcomed sense of normality, allowing the Governing Council to once again be productive. As a group it was great to see the completion of the Wellbeing Room project and also the reboot of FOG, amongst other things.

This year saw a new motivated group of council members join the Governing Council. Fresh eyes allowed a new perspective on many different school topics; another step in the right direction in improving our school environment.

Fundraising efforts were incredibly successful this year; raising in excess of \$10,000. Thank you to all members but particularly the ones that participated in and organised the arranged fundraising events. A special mention should be made to Courtney Mackie for creating the fundraising plan, without which we would not have been able to be quite as efficient with our fundraising. Going forward, we now also have a template for successful fundraising; the benefits of that being that the GC can raise all funds needed for planned activities without overwhelming families with an excess of fundraising events.

FOG (Friends of Greenock) went through a "reboot" this year, providing GPS families with an extra sense of support and access to second-hand uniforms; while also planning for future needs and getting set-up to be able to fill these. With the passing of our beloved Nettie, it was also extremely heart-warming to see the school all rally together to support the children; with FOG central to this, providing morning tea to staff and comfort bears to the kids. As difficult as this time was for all, it was nice to know that we were all in it together.

The Grounds and Environment team made a huge difference to the school this year; the biggest improvement being made to the Wellbeing Room - from the new roof over the Christmas break to the internal and external painting and window frame renovations. The majority of funds raised this year went toward the payment of these jobs, as well as to new furniture and decorative items to make the room feel more relaxing for the students and others using the room. The grounds committee also ran a very productive working bee to clean the front garden areas of the school; with the Light Council also providing mulch and personnel to remove green waste and lay mulch. These projects have made a big difference to the first impression of our school.

Students took part in numerous school-based activities this year including Book Week, Harmony Day, museum excursions and swimming lessons just to name a few; unfortunately the school camp had to be cancelled again, due to COVID. It was great to see external activities resume to a certain degree; something students have sorely missed in the past few years.

School curriculum activities resumed a near-normal state; allowing parents to be able to take part once again. It was wonderful to see so many parents and carers attend Sports Day, the Book Week parade and volunteer for other school activities such as the Colour Run and the Working Bee. It was also nice to see the Playgroup be able to maintain regular attendance and be able to take part in the Book Week parade.

Thank you to the teachers and SSOs for their hours of work in teaching the children their dance moves and song lyrics for the end-of-year Concert. It is always a great end to the year and it feels very much like Christmas is closing in after this night is through.

This year marks a big change in the production of the school Year Book. The 2021 Year Book was the last to be completed by Amanda Reichelt. Amanda's years of dedication have not gone unnoticed by families. Her countless hours of work in producing the Year Book have been greatly appreciated.

Last of all, on behalf of the parents of Greenock Primary students, I would like to thank the staff and department counsellors for the support they have provided our children during the difficult passing of our Pastoral Care Worker, Jeanette. It was only with their compassion and strength that it was possible to see our children process the loss in a healthy manner. It would have been extremely difficult to provide that level of care while all personally dealing with the loss as well. We have never appreciated you more than we do this year. You are all amazing!

2022 was an incredibly productive year for the Governing Council. With plans set for the 2023 school year, I am sure that we will continue on improving the school environment for our children and the children yet to come.

Quality improvement planning

Our Challenge of Practice for our Literacy goal was: if we explicitly teach systematic, synthetic phonics in the early years and continue to explicitly teach evidenced based reading strategies across the school, then we will increase the percentage of students achieving the Standard of Educational Achievement (SEA) in NAPLAN Reading. Evidence from our NAPLAN results indicates that this has successfully made an impact.

We used checklists, developed from the Literacy Progressions, to gather data about how well students could:

- Use decoding strategies
- Spell accurately
- Read with fluency
- Retell key ideas from a text
- Respond accurately to questions about literal and implied meaning
- Create texts that show understanding of the connection between writing, speech and images.

The teaching of systematic, synthetic phonics appears to have produced positive results in terms of students' ability to use decoding strategies. However, this has not yet translated into their ability to use their phonics knowledge to read with fluency. The 5/6 teacher has had a focus on fluency, engaging her students in regular 'fluency reads' and these year levels are where we have seen the greatest improvements in fluency. This strategy is one to be investigated further for implementation across all classes.

After Professional Learning in Jolly Grammar/Spelling, we had a whole school focus on implementing this program consistently across the school in 2022. During 2023, we need to look more carefully at the learning activities that best support the development of accurate spelling and ensure that they are consistently based on an understanding of spelling rules, morphology and etymology.

This year we have been working on improving reading comprehension through the use of close reading strategies. The students' ability to use supporting details and understand connections, in order to retell key ideas from text has shown significant improvement. This indicates that these strategies are being successful, which then indicates that the next logical step in our improvement journey is the implementation of a dialogic teaching cycle. This will encompass the close reading strategies and writing in response to texts in a meaningful and intentional manner. When implemented with consistency, this next step should support the improvement in students' ability to respond to questions about literal and implied meaning. With intentional planning of writing-in-response-to-text, we should also see greater consistency across the year level in students' ability to create texts.

Our Challenge of Practice for our Numeracy goal was that, if we explicitly teach Number using an evidence based approach (through Big Ideas in Number) and design multi-step Mathematical problem solving tasks, then we will increase the percentage of students achieving SEA in NAPLAN. This year, we have not really attended to our Numeracy Challenge of Practice: all our focus has been on the Literacy aspect of our School Improvement Plan. The success we have seen with the NAPLAN-Numeracy results can be attributed to the solid work done in previous years, particularly with our focus on the Big Ideas in Number. Teachers have continued to plan with purpose for their teaching of Mathematics: they have a good understanding of the developmental stages of number sense and have planned accordingly. They are also skilled in supporting students to develop Mathematical fluency and number mastery. In order to continue this forward momentum, we now need to redirect our focus into a deeper understanding of Mathematical problem solving that goes beyond simply the use of 'worded questions'. This will require professional learning and collaborative work between teachers.

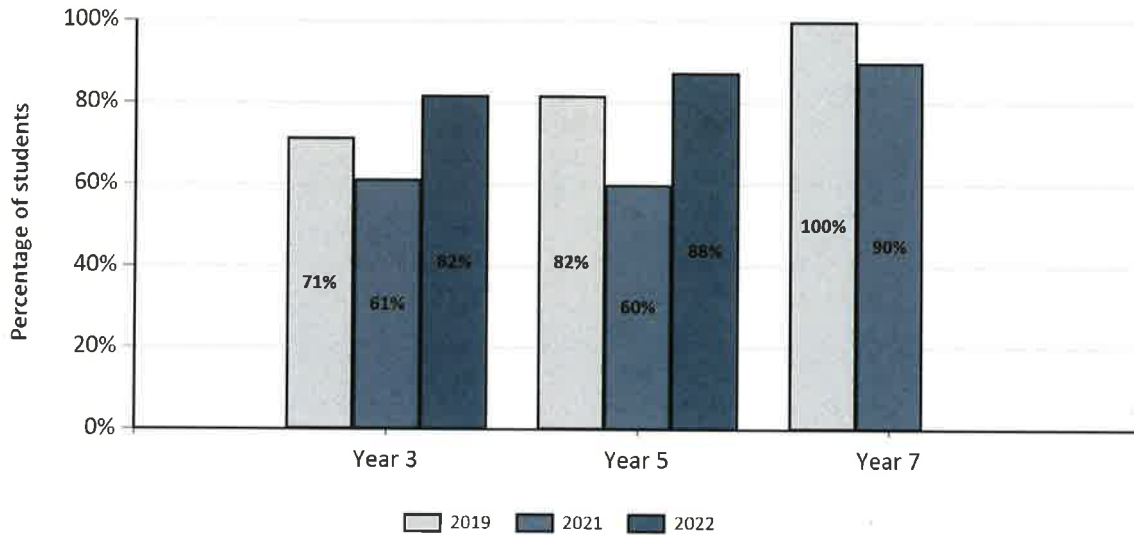
Overall, our formal data sets, along with data collected by teachers, are indicating that our improvement planning processes are resulting in informed change. All staff members have written their Performance Development Plans in-line with the SIP goals and have planned their own actions to support the progress of the school improvement processes and all teachers engage in data analysis each term. Teachers scrutinise data sets and student work products to determine which students have made the desired progress and those who have not. They reflect on the strategies they have used that have successfully advanced students and determine possible 'blockers' for those students who are still not making the progress expected. Time is then spent on explicit planning for differentiation to ensure progress for all. Using the data, teachers have been working with students to set their learning goals in both English and Maths. This means that students have a better understanding of their own progress and their next steps for learning. This still needs to remain as a high impact teaching strategy on our SIP, as it is still currently an 'event' rather than an embedded part of practice.

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

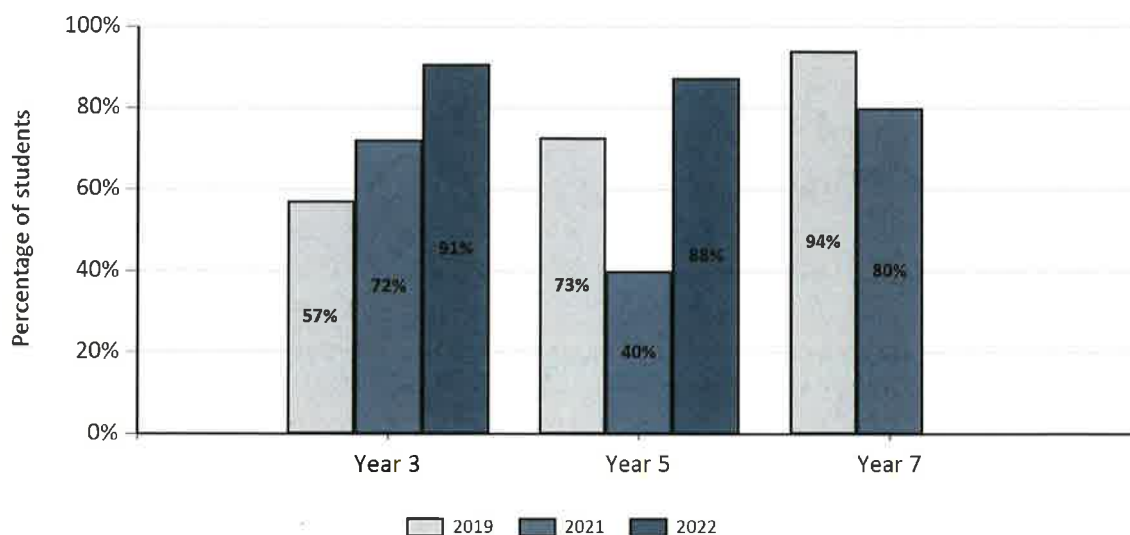


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	11	11	1	3	9%	27%
Year 03 2021-2022 Average	14.5	14.5	3.0	3.0	21%	21%
Year 05 2022	8	8	3	0	38%	0%
Year 05 2021-2022 Average	11.5	11.5	2.5	0.5	22%	4%
Year 07 2021-2022 Average	10.0	10.0	2.0	1.0	20%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: 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.

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

We had one Aboriginal student enrol in the second semester of 2022. This student was already achieving well in both Literacy and Numeracy. PAT testing demonstrated achievement in the higher bands for PAT-R and at standard for the year level in PAT-Maths. By the end of the year, this student achieved above SEA in Running Records and was well above age-level in the South Australian Spelling Test. Final end-of-year grades in both Maths and English were 'B'. Attendance was 84%.

One of our whole school improvement actions is for teachers to engage in data analysis to inform planning of strategies for student growth and improvement. The teachers are also using this understanding to work with their students to set individual learning goals in both English and Mathematics. This is embedded in the practice of the classroom teacher of this student.

School performance comment

Our 2022 Literacy goal was to increase the percentage of students achieving the Standard of Educational Achievement in NAPLAN Reading. Our specific targets were:

- Year 3: Increase to 75% the number of students (9 out of 12) achieving SEA in NAPLAN Reading.
- Year 5: Increase to 85% the number of students (8 out of 9) achieving SEA in NAPLAN Reading.

We exceeded our targets for both Year 3 and Year 5 NAPLAN Reading. We had 82% (9/11) of students achieve the Standard of Educational Achievement (SEA) in Year 3 NAPLAN Reading and 88% (7/8) achieve SEA in Year 5 NAPLAN Reading. These percentages are an improvement in both year levels, when compared to the previous year. Additionally, we noted improvements in the other literacy aspects of NAPLAN: Spelling, Grammar and Punctuation, and Writing. However, it should be noted that, 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 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.

We had one Year 3 student achieve in the higher bands of the Reading test and three Year 5 students achieve in the higher bands.

Our Challenge of Practice in 2021 was similar to this year, but had a focus on individual reading goals. This year we have expanded that to 'explicitly teach evidenced based reading strategies'. Given the NAPLAN improvements in all areas, we are cautiously optimistic that these strategies are being impactful. [Note: The cohort in each year level is quite small, therefore the results of one or two students can appear significant in the overall data.]

Our 2022 Numeracy goal was to increase the percentage of students achieving the Standard of Educational Achievement in NAPLAN Numeracy. Our specific targets were:

- Year 3: Increase to 75% the number of students (9 out of 12) achieving SEA in NAPLAN Numeracy.
- Year 5: Increase to 75% the number of students (7 out of 9) achieving SEA in NAPLAN Numeracy.

We have exceeded our targets for both Year 3 and Year 5 NAPLAN Numeracy. We had 91% (10/11) of students achieve the SEA in Year 3 Numeracy and 88% (7/8) of students achieve SEA in Year 5 Numeracy. There were three Year 3 students who achieved in the higher bands.

As with the NAPLAN Literacy results, we are cautiously optimistic about these results, given the small number of students involved and knowing that the results of only one student can have significant impact on percentages. This year, we have not really attended to our Numeracy Challenge of Practice: all our focus has been on the Literacy aspect of our School Improvement Plan. The success we have seen with the NAPLAN Numeracy results can be attributed to the solid work done in previous years, particularly with our focus on the Big Ideas in Number.

For both NAPLAN Reading and NAPLAN Numeracy, there were 90% (9/10) of the Year 7 cohort, who sat the tests after they had moved to high school, who achieved the SEA.

Attendance

Year level	2019	2020	2021	2022
Reception	89.9%	86.7%	83.5%	87.6%
Year 1	93.3%	84.3%	91.1%	85.4%
Year 2	89.5%	88.4%	83.3%	89.1%
Year 3	92.2%	89.4%	91.7%	90.3%
Year 4	93.7%	89.4%	87.5%	86.2%
Year 5	91.8%	90.7%	90.6%	81.6%
Year 6	92.0%	88.6%	90.6%	82.6%
Year 7	92.7%	88.1%	89.1%	N/A
Total	92.0%	88.0%	89.0%	86.5%

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

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

Attendance comment

Our attendance rate fell again this year. This is certainly due to the impact of COVID. Students have required time off, not only when they have tested positive themselves, but also when they have been required to isolate due to family infections and close contacts. In addition, there is also a greater requirement for them to remain at home when experiencing even the mildest of cold symptoms. We also had a number of families take time off, due to family holidays that had been postponed in previous years.

With the introduction of EMS late in 2021, we have reviewed our attendance procedures. All staff are familiar with their responsibilities and teachers actively follow up all instances of unexplained absences and ensure that parents are contacted when a student is absent without a reason provided. Parents are provided with various means by which to contact the school, with regards to children's absences, this includes: email, Skoolbag app, Dojo and telephone.

Behaviour support comment

We had a total of five suspensions during 2022. All these incidents involved violence, where students were hurt through hitting. For all instances of inappropriate behaviour, we take a restorative approach. This means that we use 'triage conversations' with students after an incident: encouraging them to reflect on the choices they made, what they might do differently next time and how they can make amends. 'Making amends' can also include a discussion of the consequences imposed for their inappropriate actions. While triage conversations are still held with students who have instigated a violent act, when other students have been hurt the consequence of a suspension is non-negotiable.

Overall, we have a very settled student population. Our biggest behavioural challenges involve children who are still learning how to self-regulate. To support students with this we have undertaken professional learning in the Berry Street Educational Model, whose strategies have been shown to support all students. The appointment of the Autism Inclusion Teacher in 2023 will also provide all staff with support to better understand and cater for students with Autism Spectrum Disorder.

Parent opinion survey summary

We had 29 parents respond to the Parent Opinion Survey, which represents more than 30% of the families of the school. The positive culture of our school continues to be reflected in the responses to:

- People are respectful – 97% agree/strongly agree
- Teachers and students are respectful – 96% agree/strongly agree

This is indicative of the positive relationships that exist between staff, students and families.

Families continued to be satisfied with the communication received, with 87% stating they were happy both receiving enough communication and that we communicate effectively.

However, areas for improvement lay in the nature of the communication with parents, with a strong indication that parents need more information about their child's learning and how to support them. Specifically:

- Has useful discussions – 69%
- Receives useful feedback – 76%
- 21% of respondents stated that they wanted more help to address their child's needs

Additionally, only 59% of surveyed parents agreed that they have input into learning, which is a decrease from 82% in 2021. These responses all suggest that parents would like greater opportunities to engage in discussions about their children's learning. This has certainly been impacted by COVID restrictions in recent years, so it is imperative that we find alternate means of two-way communication to accommodate this.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All our parents who volunteer for class excursions and as drivers for transporting students to sporting events 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 our Resource Centre Manager and Administrative Support Officer.

This year, we have had two TAFE students completing their Work Placements with us for their Certificate IV in Education Support. Both students were required to present their current WWCC before commencing placement.

There are several non-education service providers, such as OTs and speech therapists, who provide support to our students on-site. These providers are required to provide us with evidence of their qualifications, vaccination status, public liability insurance and child safe environment compliance statement, as well as their current WWCC and RAN-EC training. Records are kept for each provider and updated each year.

All staff have appropriate checks completed. Records are maintained via HRS.

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 2022 .

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 Equivalent	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 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$1,262,788
Grants: Commonwealth	\$0
Parent Contributions	\$20,399
Fund Raising	\$12,259
Other	\$50,096

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

2022 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 2022 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	Student wellbeing has been absorbed into the Principal's role and the funding for 0.2 Wellbeing Leader has been used to support smaller classes across the school.	Improved opportunity to support students to self-regulate: reduced in-class behaviour issues.
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect	NA	NA
Targeted funding for groups of students	Inclusive Education Support Program	IESP funding for students with disabilities was used to provide SSO support, both within the classroom and to run specific literacy and numeracy intervention programs. (ie: Multi-Lit, Rainbow Reading, BIN, social skills)	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	Early Years (literacy and numeracy) funding was used to support smaller class sizes in junior primary. A significant number of students in Reception and Year 1 (32%) had identified speech issues: funding was used to support these students.	85% of Reception students have reached benchmark in the PASM (phonological awareness). 50% of Year 1 students were at SEA in Running Records. 58% of these students achieved SEA in the Phonics Screening Check. 73% of Year 2 students were 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.	Implementation of these programs has resulted in observable and measurable improvements.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
Other discretionary funding	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.
Other discretionary funding	Specialist school reporting (as required)	NA	NA
Other discretionary funding	Improved outcomes for gifted students	NA	NA

