

2024 annual report to the
Community

Greenock Primary School

Greenock Primary School number: 160

Partnership: Barossa Valley



School principal:

Gail Holland



Signature

Date of endorsement:

12/02/2025



Context Statement

Greenock Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 105. Greenock Primary School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 1% Aboriginal students, 31% students with disabilities, 2% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

Achievements of 2024:

Governing Council fundraising efforts have maintained a focus upon positive engagement with the school community and respecting cost of living pressures.

Activities in 2024 included two double events;

- Morning tea canteen at Sports Day followed by a sausage sizzle lunch and,
- The exciting Mega Raffle, and sausage sizzle dinner with sweets at the End of Year Concert.

Traditional fundraising activities have also been sustained including separate Mother's and Father's Day stalls with joyful connection with the students.

There has been continued endorsement of the Friends of Greenock (FOG) sub-committee. Their achievements include continuing Pancake Breakfasts for the students of Greenock Primary School, drop-in morning/afternoon teas, running the Second-hand Uniform Pop-Up shop and Family Fun nights. FOG has also engaged in successful fundraising this year via a well received Pie Drive which filled the freezer pre-Winter.

Thank you and appreciation to counsellors who have completed their tenure following 2024; Julie Dier and Michelle Dillon.

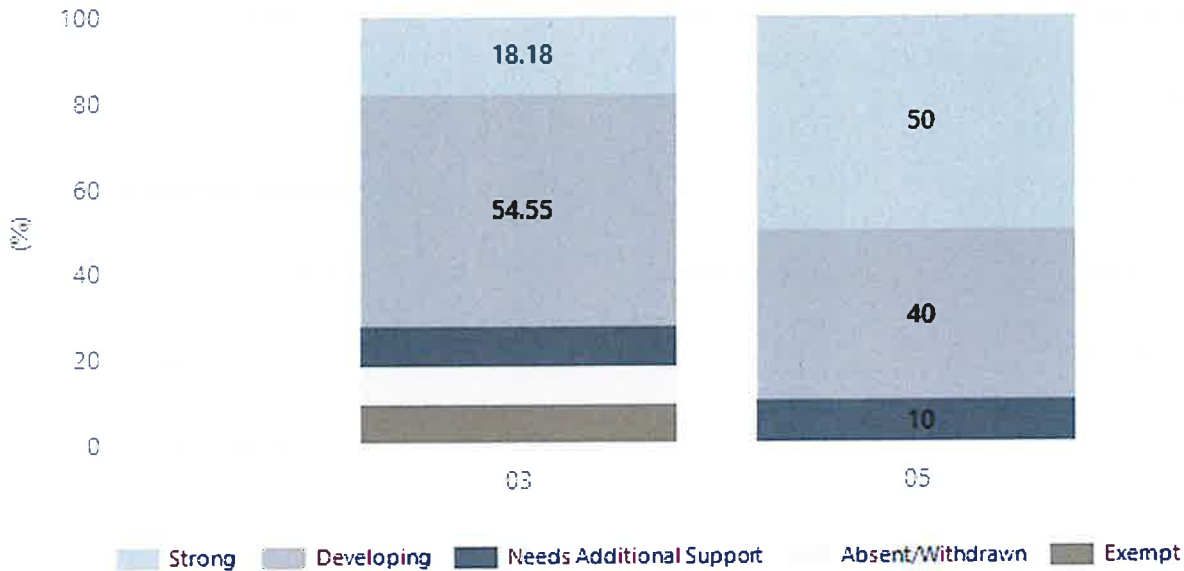
Prepared by Suzanne Ebert (Chairperson) on behalf of the 2024 Governing Council.

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

Numeracy



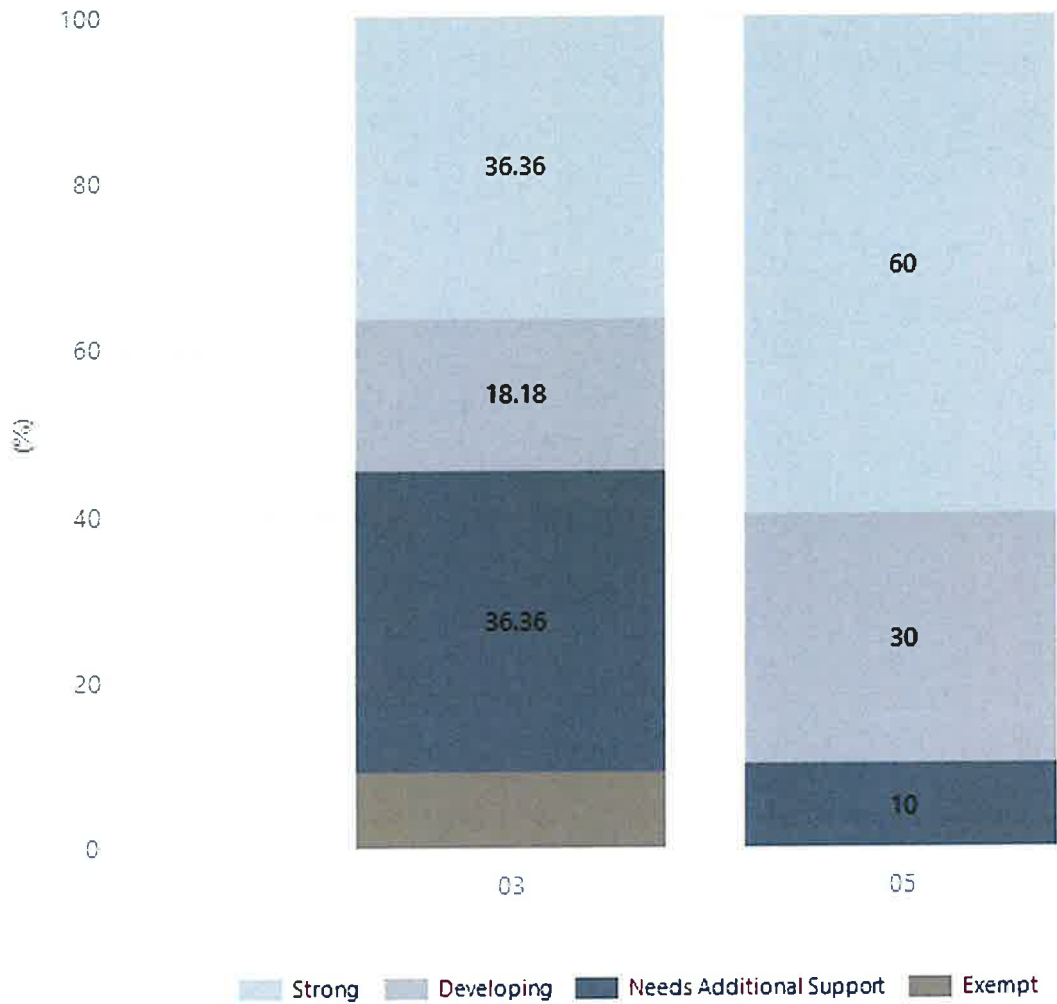
Year Level	03	05
Strong	2	5
Developing	6	4
Needs Additional Support	1	1
Absent/Withdrawn	1	
Exempt	1	
Total	11	10

a Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Year level	PAT-Maths		NAPLAN Numeracy
	At or above SEA (%):	Improved since 2023 (%):	At or above SEA (%) (ie: strong or exceeding):
1	93		
2	100	100	
3	80	100	22
4	86	80	
5	80	88	50
6	71	53	

The PAT-MATHS results show a great improvement. NAPLAN is done in March and PAT is done in September. The percentage of students achieving SEA is in the first column. Both the Yr3 cohort and the Yr5 cohort can be seen to have improved across the year. The middle column also shows the percentage of students in each cohort who improved on their results from the previous year. Whilst we acknowledge that the NAPLAN and PAT tests are different, the growth between these tests and from one year to the next indicates that our strategies are being successful. NAPLAN does usually contain more problem solving questions than the PAT test, so problem solving will remain a focus for our 2025 Site Improvement Plan.

Reading



Year Level	03	05
Strong	4	6
Developing	2	3
Needs Additional Support	4	1
Exempt	1	
Total	11	10

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Year level	PAT-Reading		NAPLAN Reading
	At or above SEA (%):	Improved since 2023 (%):	At or above SEA (%) (ie: strong or exceeding):
1	71		
2	83	100	
3	50	78	40
4	82	100	
5	78	86	60
6	71	80	

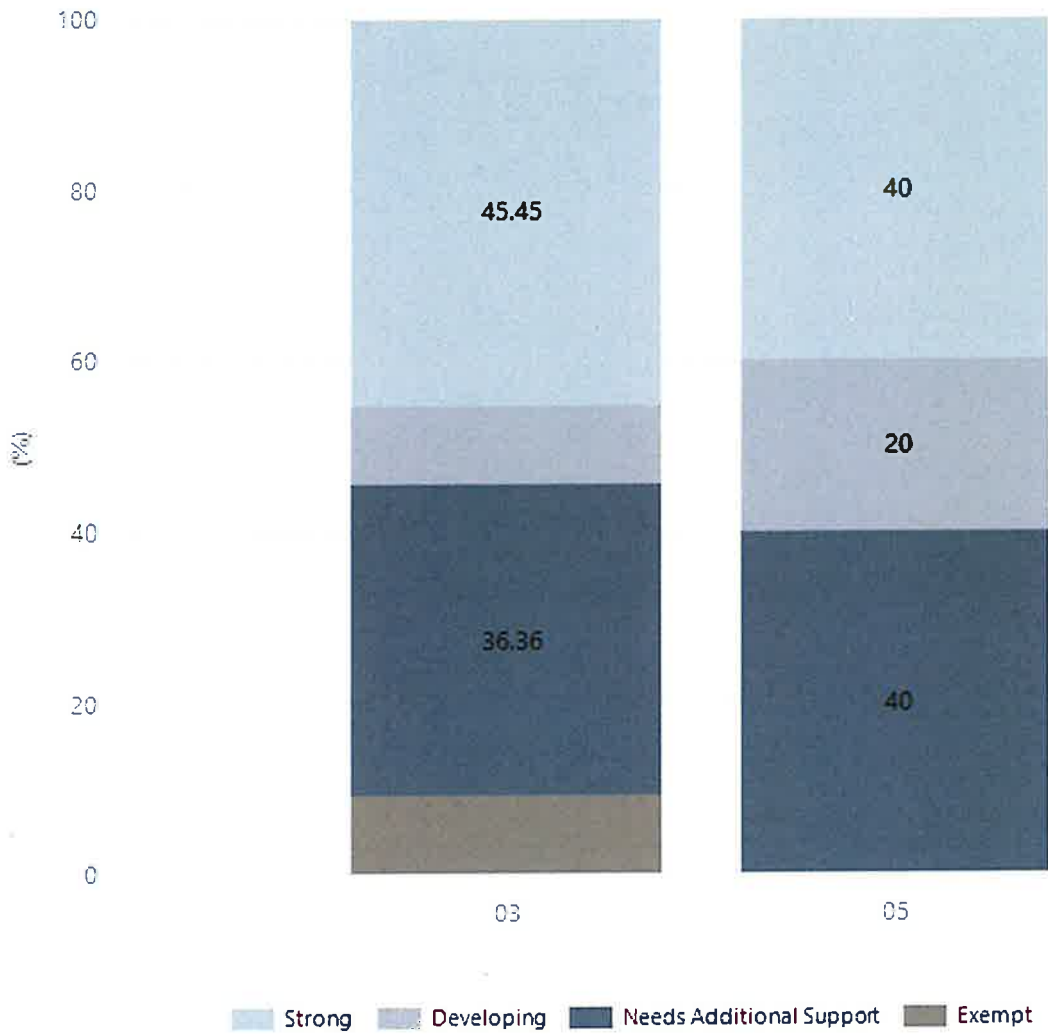
When we compare the September PAT results with the NAPLAN results from March, we can (again) see progress has been made across the year. The improvement is not as significant as for Numeracy, but is still noteworthy. The improvement for each year level since 2023 is also important.

Year level	Running Records (* data for those still on levelled readers)	
	At or above SEA (%):	Improved during 2023 (%):
Rec	50	100
1	80	93
2	92	100
3	80	100*
4	86	100*
5	90	100*
6	94	100*

Another data set that we can use to verify the students' improvement is the Running Record data. This information is collected by teachers on a more frequent basis and indicates both the students' fluency in reading and their comprehension of the text. To see the number of students who are reading at the correct level and also the percentage who have improved across the year, is confirming that our strategies are having an impact.

In 2025, we will be exploring other data sets that will support our analysis of student needs in their reading and will provide us with more defined steps forward in developing fluency and comprehension.

Writing



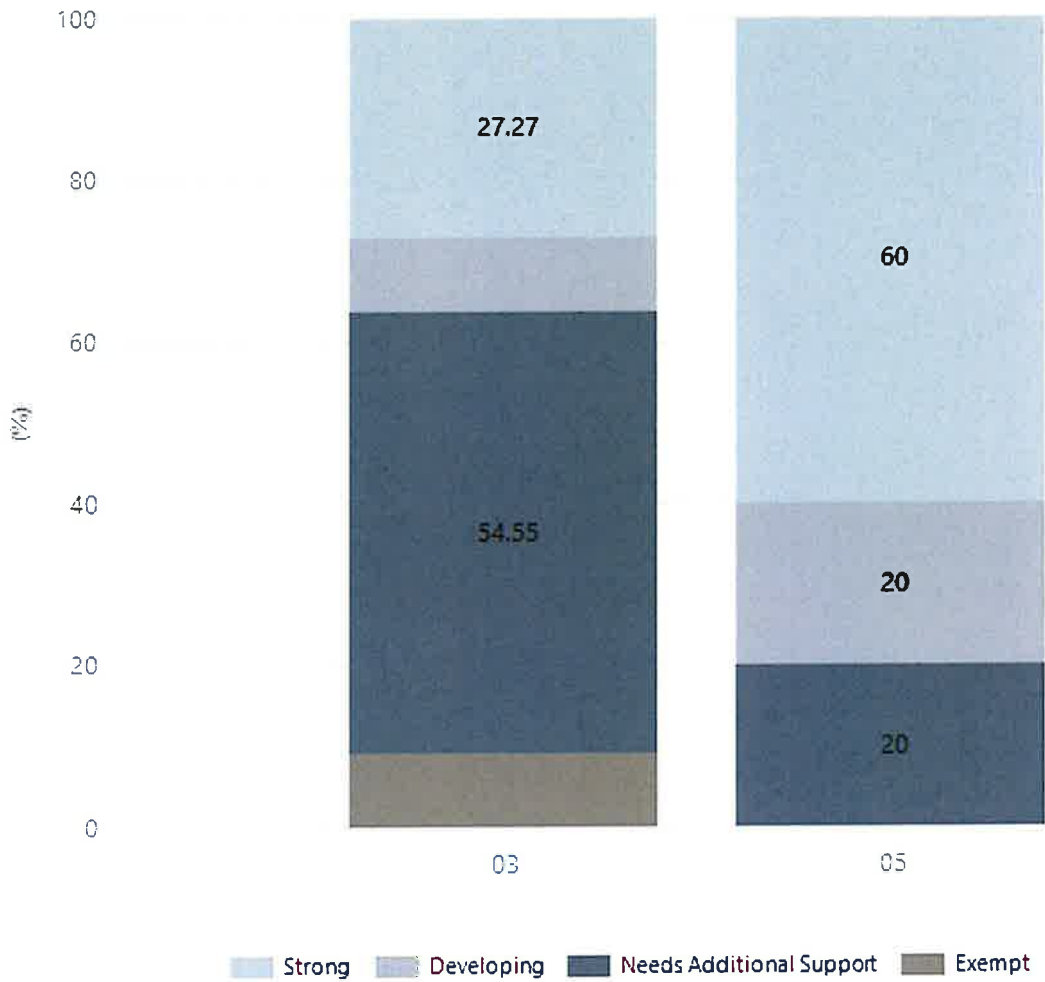
Year Level	03	05
Strong	5	4
Developing	1	2
Needs Additional Support	4	4
Exempt	1	0
Total	11	10

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Year level	Brightpath (Narrative)	NAPLAN Writing	NAPLAN Grammar
	Improved T1 → T3 (%)	At or above SEA (%) (ie: strong or exceeding):	At or above SEA (%) (ie: strong or exceeding):
R	92		
1	92		
2	70		
3	78	60	30
4	70		
5	44	40	60
6	71		

In 2024, we began using an assessment tool called Brightpath. Brightpath doesn't have standards for each year level; but it can show us where students have made improvements, in both their literary features (writing style) and their structural features (grammar). Brightpath also has the great benefit of supporting teachers through the provision of 'next teaching steps'. We will be continuing the use Brightpath this year and we will be continuing to focus on Narrative writing, as our own learning journey in using this tool has only just begun.

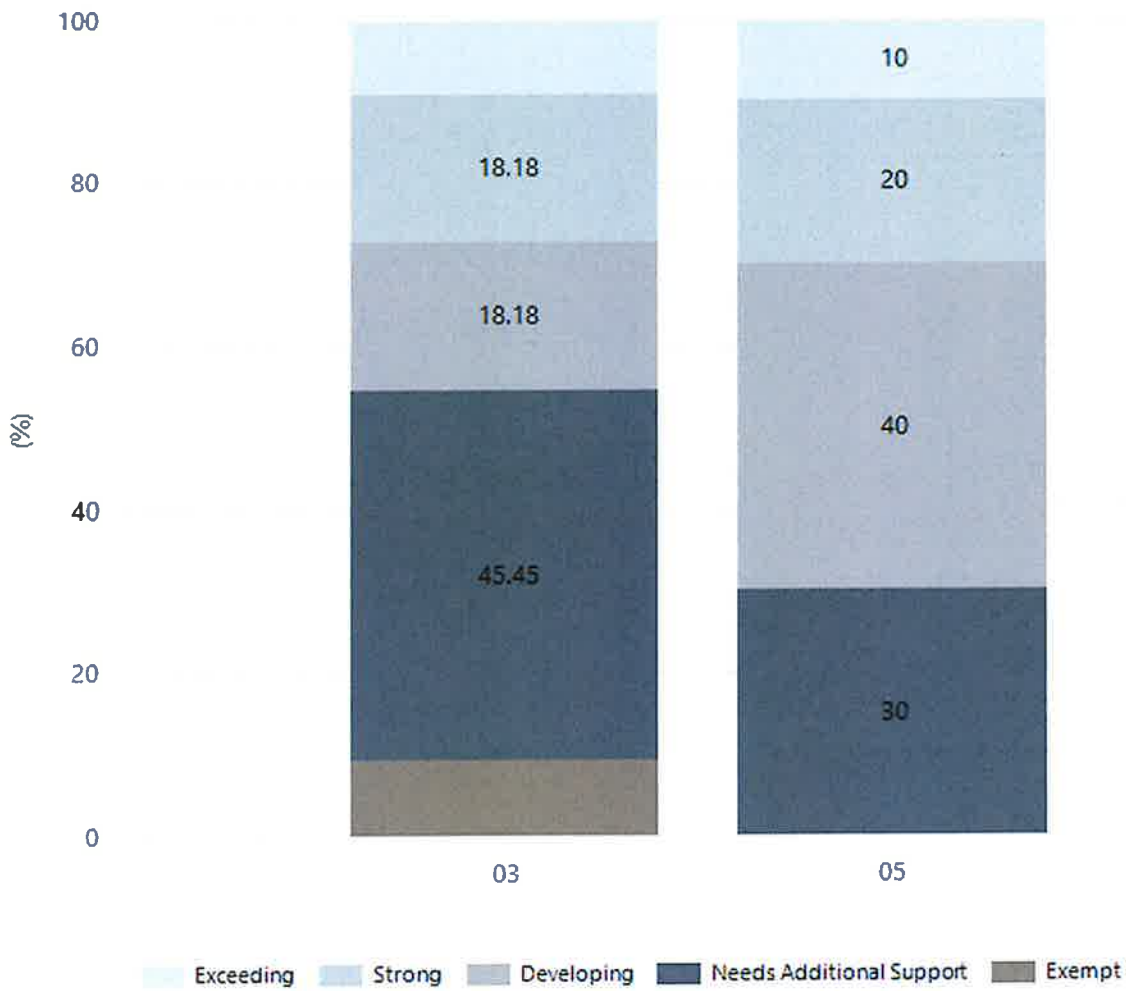
Grammar



Year Level	03	05
Strong	3	6
Developing	1	2
Needs Additional Support	6	2
Exempt	1	
Total	11	10

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	1	1
Strong	2	2
Developing	2	4
Needs Additional Support	5	3
Exempt	1	
Total	11	10

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown in NAPLAN results.

Year level:	From Term 4 SAST spelling tests:		NAPLAN
	At or above age (%):	Improved since T2 test (%):	At or above SEA (%) (ie: strong or exceeding):
1	93	67	
2	67	67	
3	40	70	30
4	77	77	
5	40	80	30
6	35	71	

Teachers use the South Australian Spelling Test (SAST) twice a year to determine spelling age and to plan their teaching of spelling. While this does show better results than the NAPLAN data, it does also show that spelling is our weakest link. Therefore, in 2025, we will be exploring new teaching strategies in spelling and developing a greater consistency in the way in which it is taught. Spelling may seem like a relatively minor skill, but it is the basis of being able to decode words to be able to read effectively. The Literacy Guarantee Unit (from our department) don't usually work with small schools, but our ED has organised for all the small school Principals to be able to work together with them in a PLC. This means that this learning will be able to be brought back to our teachers for trial and implementation.

School Attendance

Year Level	2022	2023	2024
Reception	87.6%	89.2%	92.8%
Year 01	85.4%	91.4%	86.0%
Year 02	88.3%	90.0%	91.2%
Year 03	89.4%	91.0%	88.2%
Year 04	85.8%	94.1%	87.6%
Year 05	81.6%	91.4%	91.2%
Year 06	82.3%	88.3%	86.9%
Total	86.1%	90.8%	88.8%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

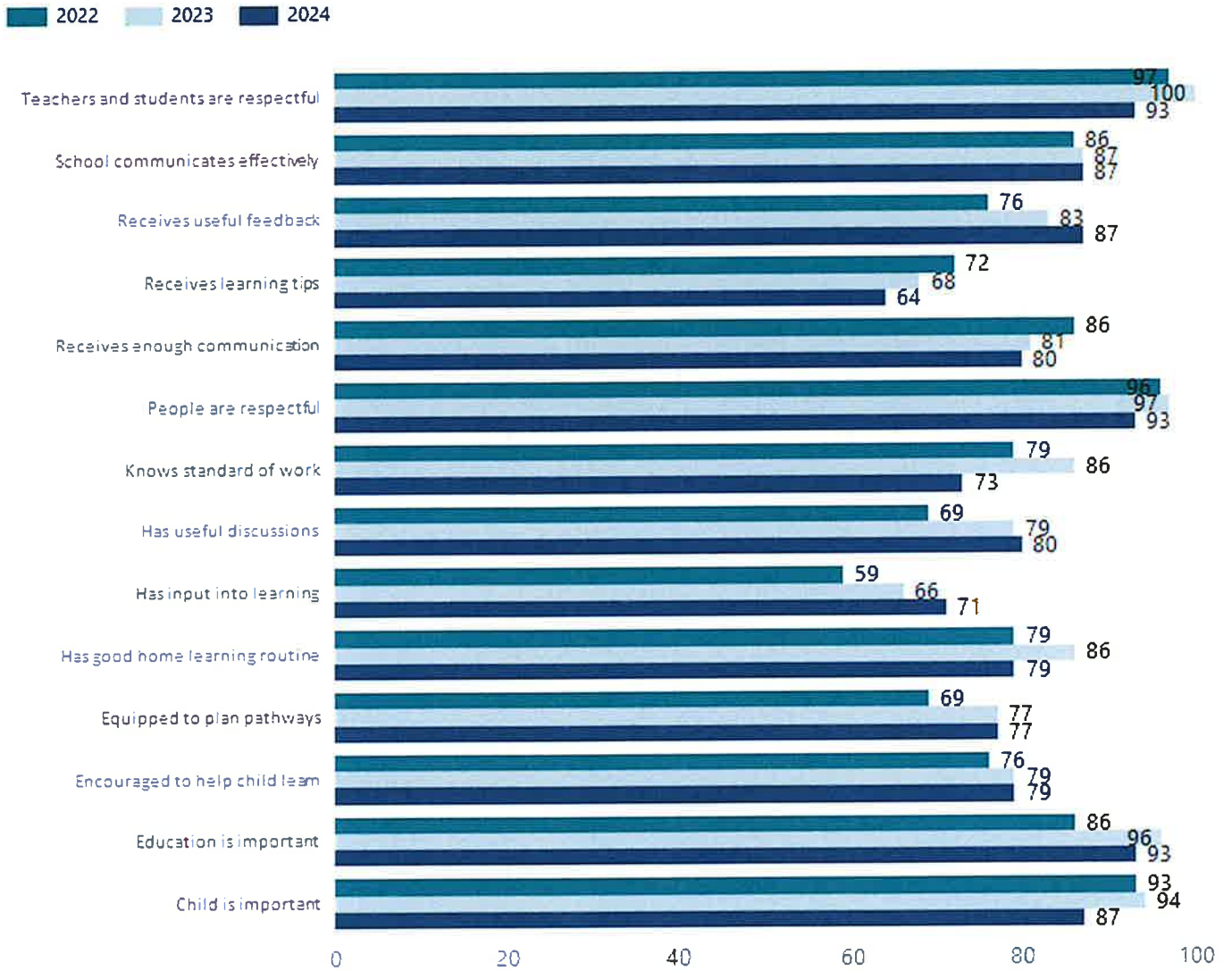
Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Our attendance continues to be a bit 'wobbly'. This is due to the aftermath of COVID. Children with colds, who might previously have 'soldiered on' are now being kept home, in case it is COVID. This is probably not a bad thing, in terms of their own health and that of others.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

The responses that were less than 80% all relate to parents having a greater understanding of the learning that is occurring in the classroom. This is something we can work towards addressing.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	2	50.0%
U - UNKNOWN	2	50.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	6
Postgraduate Qualifications	1

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	6.8	0.6	5.0
Persons	0.0	7.0	1.0	7.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	1 430 309.44
Grants: Commonwealth	-
Parent Contributions	25 001.00
Fund Raising	9 573.65
Other	-

Data Source: School supplied data.