



Glencoe Central Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Glencoe Central Primary School Number: 1217

Partnership: South East Coast & Vines

Name of School Principal:

Sam Leane

Name of Governing Council Chair:

Adam Price

Date of Endorsement:

14/02/2017

School Context and Highlights

Locality and Context:

Glencoe Central Primary is situated in the south east of South Australia, 450kms from Adelaide. It is centrally located between Mount Gambier, Millicent and Penola and caters for families within a 35km radius, although most live within the township. Glencoe is a part of the South East Coast and Vines Partnership (SECAV) of schools and kindergartens, ranging from Penola to Kingston. Across this partnership, family movement is trending towards regional centres for employment and housing, rather than staying and working the land. Glencoe has a strong agricultural history of dairy, grain farming and forestry – these sectors still provide employment for many locals. Glencoe Central Primary caters for a steady student population, currently at 70. Glencoe Kindergarten shares the same site as the school. Students travel by bus into Mount Gambier for secondary school.

School Learning Features:

Our staff, students and school are committed to the development of thinking skills and powerful learning dispositions, as well as a strong focus on literacy and numeracy. Specialist learning areas for students include Indonesian, Science, the Arts and Technology. Optional interest areas include Pedal Prix, Music, Riding for the Disabled. Calf Raising in Cows Create Careers, poultry breeding and organic garden development complement agricultural industry links. Our student population includes 15% families on Schoolcard, 12% students with disabilities and 0% students from ATSI and NESB backgrounds. Glencoe has a focus on wellbeing, community values, following restorative practices and fostering open communication between all community stakeholders.

Student Welfare and Community Links:

At Glencoe, we know and respect each student and family. relationships are built through shared curriculum activities and celebrations, including multi-school sports days, an active PCA, camps and concerts. Student Voice development is a priority, with leadership and opportunities for student negotiation with learning an increasing aspect of our school. 16 community volunteers support our LAP program, and our staff connect with families and students needing wellbeing support and liaise with local services as needed.

Staffing

Our school has a team of 9 educators, working across 3 classes. Our teaching team is enthusiastic, energetic and passionate about developing their own skills, participating in professional development opportunities.

Governing Council Report

Community, Parent Involvement, ESR:

2016 began with our school's External Review in Week 4 of Term 1. Strong positive feedback was provided around parent involvement and interest, with directions for ongoing improvements in these areas. Social media, such as the Seesaw app, was one example of connecting parents to learning.

Parent contribution continued to be a strength in 2016. Our Parents and Carers Association provides energy and numbers in fundraising and organising events during the school year, and we were lucky to have 16 LAP volunteers work with students. Many parents volunteered with transport, reading and other vital roles throughout the school.

Our school is well connected to the SECAV Partnership, with Sam and Jacqui taking on leadership and admin roles across SECAV and a number of staff involved in Learning Clusters during the year.

Facilities, Resources:

Completion: computer and library upgrade, developments to YELP garden, Junior Primary outdoor area upgrade completed, orchard area improvements. Plans underway: new external doors, sandpit upgrade, installation of new playground equipment and Pedal Prix vehicle upgrade

Learning:

Our children are lucky to be provided such a range of experiences throughout the year. An Early Years focus and building links with the kindy saw changes in the way our JP program is run, while the introduction of Loose Parts Play and Cubbies in the yard led to a reduction in behaviour issues. Indonesian, Music, Arts, and Science were all provided as specialist subjects, and Revved Up and National Maths Competition, as well as SAPSASA, were also on offer. The Pedal Prix team were involved in the inaugural Mt Gambier race, and in 2016 we had 3 separate camps for different ages – a great way to develop leadership and experience different things.

Staffing:

In 2016 we were lucky enough to have the same team that served our children so well the year before, allowing for consistency and strong relationships. Next year, we have the opportunity to run a fourth class for 12 months, and welcome Rebecca Langford from Adelaide to our great school – this will provide smaller class sizes and great learning opportunities.

Recognition:

Thank you to the multiple volunteers, staff, students, councillors and families that make our school run effectively and smoothly. I encourage all families to get involved in their child's learning, in whatever way they can, and continue to make our school better each year.

Improvement Planning and Outcomes

Literacy Development:

- 1) all students to develop and utilise phonological awareness skills, supporting cross-curriculum learning
- 2) improve learning outcomes for students in Literacy with a focus on Reading, through a whole school approach and agreed teacher practice (in data collection and review, guided reading, vocabulary focus, range of experiences, comprehension and fluency, providing feedback)

Site Reading Targets and Progress:

Wave 1 students 100% at/above age appropriate target, by end 2016: 26 out of 44 (59%) (past: 96%, 85%)
Wave 2 students 90% at age appropriate target, by end 2016: 7 out of 13 (54%) (13/13 showed growth) (past: 50%, 45%)
Wave 3 students demonstrate increasing growth over 2016: 6 out of 7 (86%) (past: 87%, 75%)
100% students demonstrate medium/upper growth in NAPLAN Reading: yr3-5 100% (67 M, 33 U), yr5-7 83% (75 M, 8 U)
100% students reach SEA level for PAT online Reading: 79% (year 3 results lower than other years)

Numeracy Development:

- 1) improve learning outcomes for students with a focus on Numeration and Place Value understanding (through regular data collection and review, explicit teaching of the developmental sequence of number, a common maths language, providing feedback)
- 2) to enable each student to problem solve confidently, in different real life situations, concerning aspects of numeracy (focus on critical / higher order thinking, real life connections, revision and reflection of skills)

Site Numeracy Targets and Progress:

100% students demonstrate medium/upper growth in NAPLAN Numeracy: yr3-5 75% (75 M, 0 U), yr5-7 100% (58 M, 42 U)
100% students reach SEA level for PAT online Maths: 86%

Focus areas and Inquiry for 2017:

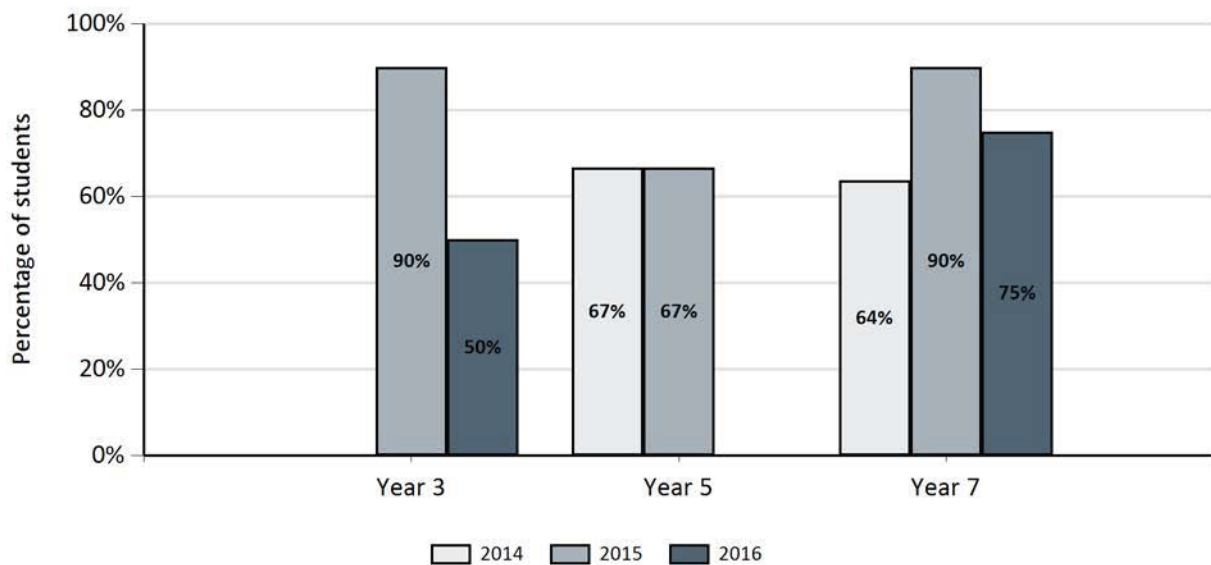
- 1) how can our numeracy and literacy agreements/practices reflect student input into learning/targets, development of powerful learning dispositions and cross-curriculum problem solving?
- 2) how do we utilise local/partnership schools to assist us in moderating practice and assessment?
- 3) how can we evidence growth in problem-solving confidence, powerful learning dispositions and student input into learning?

Performance Summary

NAPLAN Proficiency

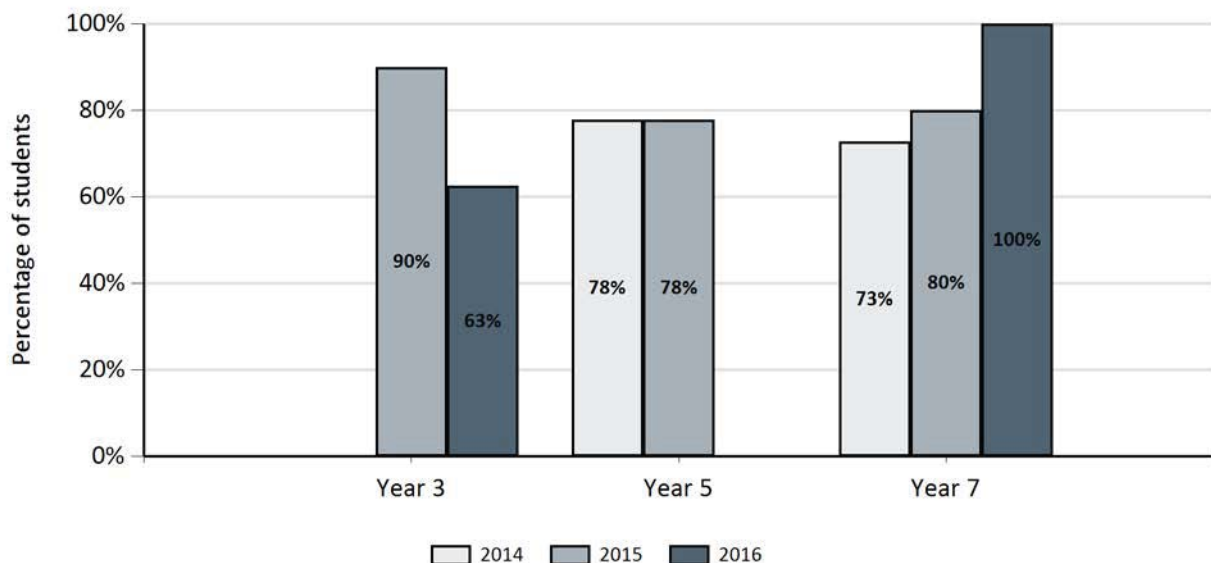
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



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

Numeracy



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

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	*	17%	25%
Middle progress group	*	75%	50%
Upper progress group	*	8%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	*	0%	25%
Middle progress group	*	58%	50%
Upper progress group	*	42%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	8	8	2	2	25%	25%
Year 3 2014-16 Average	7.3	7.3	3.0	3.3	41%	45%
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	7.3	7.3	3.0	2.3	41%	32%
Year 7 2016	12	12	2	5	17%	42%
Year 7 2014-16 Average	11.0	11.0	1.3	2.3	12%	21%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

NAPLAN findings:

* we must remember, small cohorts can make data analysis problematic *

Reading:

1) Reading growth from years 3 to 5 demonstrates strong improvement. All students sitting the year 5 Reading test achieved in the upper two bands. 33% of students demonstrated above average growth rate across these two years.

2) Reading growth from years 5 to 7 demonstrates steady growth, and although less students demonstrated high growth (8%), the vast majority grew at least an average amount across these two years. This cohort also scored extremely well 2 years ago, so were already higher achievers - making it harder to create lots of growth. 2 out of 12 students achieved in the upper two bands.

Numeracy:

1) Numeracy growth from years 3 to 5 fell within the average range. While no students exhibited high level growth, these students had already scored very highly 2 years ago, meaning the bar was already set relatively high. 50% of these students achieved in the upper two bands.

2) Numeracy growth from years 5 to 7 was dramatic, with 42% of students exhibiting high level growth - this is significant, considering the bar was already set quite high by these students 2 years ago. Almost 50% of these students achieved in the upper two bands.

Whole school findings:

1) Year 3 results were lower than average. This cohort has a relatively high level of students with additional needs, and this result was expected.

2) Year 5 results were the highest in many years, across the board. A small cohort means this could have swung either way dramatically, however.

3) Year 7 results were strong, particularly in Writing and Numeracy.

4) Writing, Spelling and Grammar are all areas signalling a need for improvement, while Numeracy and Reading need to continue to be focused on.

PAT-R and PAT-M findings:

* online reading comprehension and maths testing *

Student numbers that reached SEA Reading achievement levels:

Yr 3: 3/8, Yr 4: 11/11, Yr 5: 4/4, Yr 6: 7/8, Yr 7: 9/12

Student numbers that reached SEA Maths achievement levels:

Yr 3: 4/7, Yr 4: 10/11, Yr 5: 4/4, Yr 6: 8/8, Yr 7: 10/12

Running Records:

Year 1, Term 3 results: 6 out of 11 students at SEA level (out of other 5, 2 showing significant growth and 3 in intervention)

Year 2, Term 3 results: 7 out of 9 students at SEA level (other 2 exhibiting strong growth)

Attendance

Year level	2014	2015	2016
Reception	93.8%	92.3%	72.8%
Year 01	91.6%	92.8%	93.6%
Year 02	91.9%	94.2%	96.8%
Year 03	94.4%	92.9%	94.9%
Year 04	92.5%	92.4%	95.2%
Year 05	95.9%	92.5%	92.9%
Year 06	94.6%	95.0%	97.2%
Year 07	92.7%	93.3%	96.1%
Total	93.3%	93.2%	94.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Highest attendance rate since pre-2009, at 94.7% – closer to DECD target of 95%. This year's low Reception rate compared to rest of year levels – family reasons, sickness, medical and appointments (only 2 students in this year).

Some targets set for 2016:

- 1) Decrease unexplained absences from 12.5% to 8% (reached 10.8% - keep target)
- 2) Bring down high level of girls absence (83.3% of 2015 absences) to 50% (reached 47.4% - maintain)
- 3) Decrease 10+ absences in Semester 2 (decreased from 22 students to 11 students)
- 4) Decrease Late/Early absences from 268 to 150 (reached 177 - keep target)

Behaviour Management Comment

Term by term data for Violence:

Term 1: 15 incidents, Term 2: 13 incidents, Term 3: 2 incidents, Term 4: 4 incidents.

- 1) All violence except 1 is from boys
- 2) Vast majority of violence in the yard, not class.
- 3) Drop off coincides with Cubby and Poose Parts play in yard

This data does not include 1 male student on separate plan. His own data:

Term 1: 8, Term 2: 7, Term 3: 7, Term 4: 7

* trend not changing yet, has send-home plans in place. Violence low level, mainly in class not yard.



Client Opinion Summary

Family responses to surveys up from 12 to 15.

All responses to initial questions positive, ranging from 4.0 to 4.5 out of 5.0. Range of comments and questions brought up, thanks to new survey design (by parent committee).

Parents identified interest in learning more about / value in:

- 1) Dispositions/powerful learning
- 2) how to help the wellbeing of students and families
- 3) STEM
- 4) industry links for kids
- 5) Supporting learning at home

Parents commented on:

- 1) Liking Seesaw app for communication
- 2) Having interest in Early YEar learning developments
- 3) Wanting to link with other SECAV schools for learning
- 4) Wanting increased advertising of school across community
- 5) Having more understanding of DECD and SECAV
- 5) Wanting more opportunities to learn about learning

Student and Staff Opinion surveys to be added in later.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	7.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	7.1%
Transfer to SA Govt School	10	71.4%
Unknown	2	14.3%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

- Communication with all stakeholders concerning importance and need for DCSI, reasons behind rules
- site-developed database, to record all staff, volunteers on site and collect information regarding DCSI and RAN training upon completion
- development of volunteer induction policy, as well as communication with all volunteers (including council members) outlining documentation needed and training provided
- RAN trainings for staff ran, trainings for volunteers scheduled for 2017
- new cleaning staff checked for DCSI
- tradespeople checked for DCSI, work postponed until checks completed

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	7
Post Graduate Qualifications	0

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	4.3	0.0	2.7
Persons	0	5	0	5

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

Financial Statement

Funding Source	Amount
Grants: State	\$929933.25
Grants: Commonwealth	\$0.00
Parent Contributions	\$32319.96
Fund Raising	\$18379.55
Other	\$8467.96

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

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	NA	
	Improved Outcomes for Students with an Additional Language or Dialect	NA	
	Improved Outcomes for Students with Disabilities	classroom support programs (eg speech, numeracy focus groups) with SSO, technology support (eg Dragonspeak, ipad use), educator training and development, engagement programs (eg RDA support)	student goals towards SEA and NEP progression developed/ongoing
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	supporting access to learning programs, experiences and opportunities (eg transport, camp, excursions) resourcing and training for literacy and numeracy developments, support in peer mentoring for educators	numeracy growth and achievement in NAPLAN upper bands strong, especially 5-7s. reading results next target area of growth
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	direct SSO support in class/individual situations for learners	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	development of learning areas/spaces and resourcing, tech development (eg IT resourcing)	progression towards SEA improvement through improved teaching and teaching space
	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	counsellor support for student and family, program and support development for community, engagement and wellbeing programs (eg girls, anger)	increased wellbeing, access to experiences leading to prime learning conditions