

Glencoe Central Primary School 2017 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:

13 February 2018

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 69. 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, Lego League, Music and Riding for the Disabled. 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. 15 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 11 educators, working across 4 classes (an increase from our usual 3 classes). Our teaching team is enthusiastic and passionate about developing their own skills, participating in professional development opportunities.

Governing Council Report

Facilities

- Sandpit development, installation of tornado swing
- Restructured library to cater for the fourth classroom

Curriculum

- Focus on Early Years learning needs, and linking in with kindy
- Indonesian, Science, Art and Music
- All the camps were a great success
- range of sporting programs - Sports Day, Pines Sports Day, cross country, many SAPSASA reps
- Lego League for the first time
- Upper Primary were National winners in the Cows Create Careers competition
- Pedal Prix – participated in Mount Gambier race as well Loxton Race for the first time this year
- Phonics, Problem Solving and Student Voice all being focus areas throughout the year

Community

- SECAV Partnership, schools within the region
- LAP volunteers efforts, active SRC and student leaders throughout year, leadership with YELP and YEC
- A big thankyou to Ange who led a successful PCA group

Staffing

- losing our school cleaner Greg Armstrong, also our hard-working volunteer Jenny Hughes
- Rebecca Langford to the school for a year as the 4/5 teacher
- Since 2011 the numbers began at around 40, peaked at 77 and have sat around the high 60's
- Sam is leaving to accept another position one of which will have new and exciting challenges. So I hope that all kids learn to accept and embrace challenges that lay ahead.
- With Sam leaving it has created an excellent opportunity for Lyn Houlihan to come into our school environment and embrace the work that Sam and our teachers have started and continue to build upon. With our very dedicated staff and SSO's along with all the families associated at the school I'm sure 2018 will be an exciting year.

Improvement Planning and Outcomes

2017 saw a whole site focus on developing student skills in independent thinking, problem solving and positive learning dispositions.

Literacy and Numeracy target

Focus areas and Inquiry for 2017:

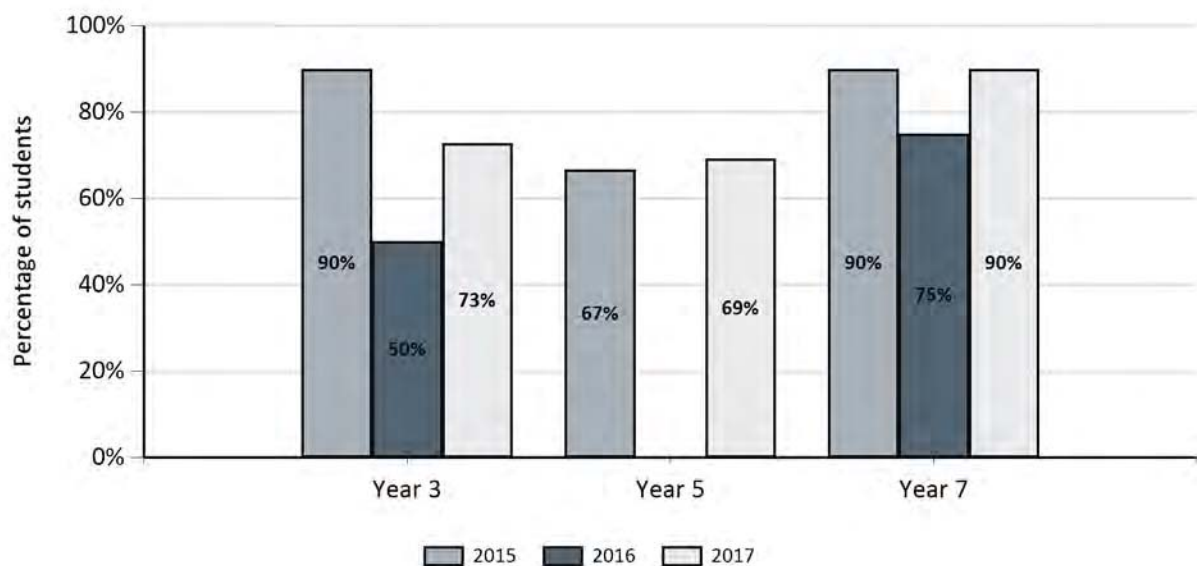
- 1) how can our numeracy and literacy agreements/practices reflect student input into learning/targets, development of powerful learning dispositions and cross-curriculum problem solving?
- 2) how do we utilise local/partnership schools to assist us in moderating practice and assessment?
- 3) how can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

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

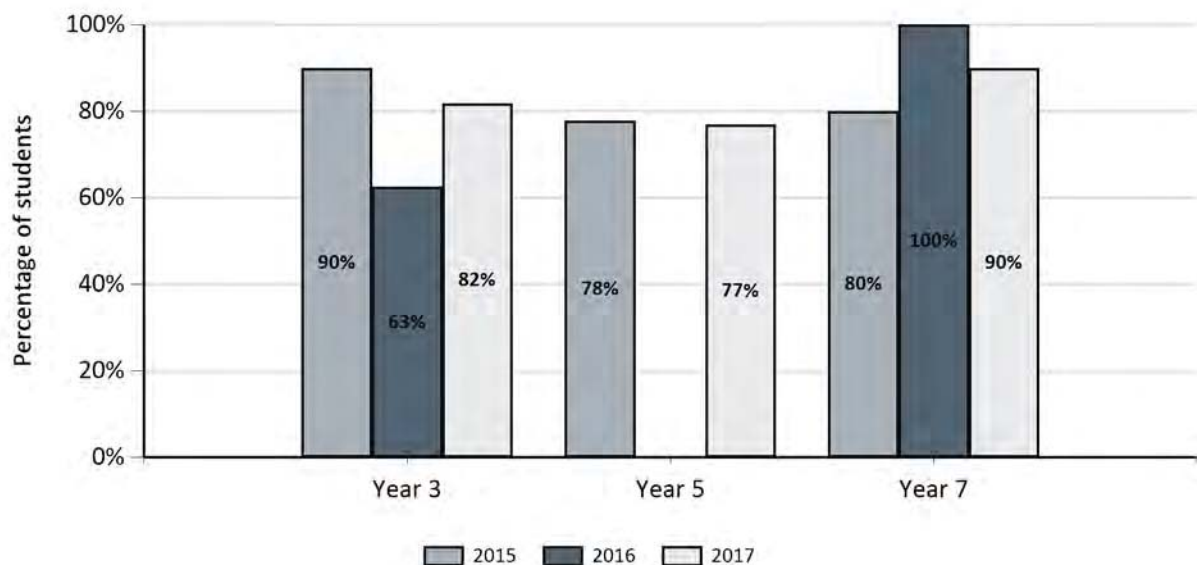
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 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	20%	22%	25%
Middle progress group	60%	56%	50%
Lower progress group	20%	22%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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)
Upper progress group	27%	33%	25%
Middle progress group	36%	56%	50%
Lower progress group	36%	11%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	11	11	3	2	27%	18%
Year 3 2015-17 Average	9.7	9.7	3.0	2.7	31%	28%
Year 5 2017	13	13	3	1	23%	8%
Year 5 2015-17 Average	8.7	8.7	3.0	1.7	35%	19%
Year 7 2017	10	10	2	4	20%	40%
Year 7 2015-17 Average	10.7	10.7	1.7	3.3	16%	31%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

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	2017
Reception	93.8%	92.3%	72.8%	91.7%
Year 1	91.6%	92.8%	93.6%	89.0%
Year 2	91.9%	94.2%	96.8%	95.3%
Year 3	94.4%	92.9%	94.9%	94.9%
Year 4	92.5%	92.4%	95.2%	92.8%
Year 5	95.9%	92.5%	92.9%	95.3%
Year 6	94.6%	95.0%	97.2%	91.5%
Year 7	92.7%	93.3%	96.1%	95.0%
Total	93.3%	93.2%	94.7%	94.0%

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

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

Attendance Comment

Once again, close to DECD attendance target of 95% - we achieved 94% as a school

Targets set:

* To decrease unexplained absences from 10.8% to 8%: reached 12% - keep target, revise strategies used

* To maintain absence of girls at around 50% of total absences: reached 47.4%, maintain target

* Decrease 10+ absences in each semester to below 11: reached 7 in Sem 1, up to 14 in Sem 2 – keep target, revise strategies used

* Improve again on decreasing Late/Early absences to below 150 (2015: 268, 2016: 177): reached 531 (40% of these – 215 – are from only 5 families) – area for improvement in 2018



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

Intended Destination

Leave Reason	School	
	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	0	NA
Transfer to SA Govt School	14	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

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 to be scheduled for 2018
- 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	9
Post Graduate Qualifications	1

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	5.4	0.0	2.9
Persons	0	6	0	5

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$912810.93
Grants: Commonwealth	\$0.00
Parent Contributions	\$31439.53
Fund Raising	\$12965.43
Other	\$19267.68

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

2017 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 2017 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, num and lit intervention focus groups) with SSO, tech support (eg Dragonspeak, ipad, camera and visual aides), educator training and development, engagement programs (eg LAP, RDA)	student goals towards SEA and NEP progression ongoing
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	supporting access to learning programs, experience 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, particularly in years 5-7
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	direct SSO support in class/individual situations for learners, teacher release for planning with peers/SSOs	writing results in NAPLAN and Brightpath next area for development
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	development of learning spaces and resourcing, tech development, support for teacher access to learning and moderation	progression towards SEA through improved environments and educator training
	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	counsellor support for students and families, program facilitation for community, engagement and WB programs (eg anger, Revved Up)	increased student voice and wellbeing, with specific areas for 2018 development