



# Geranium Primary School

## 2022 annual report to the community

Geranium Primary School Number: 145

Partnership: Coorong & Mallee

Signature

School principal:

Ms Emma Oliver

Governing council chair:

Angela Piggott

Date of endorsement:

15 December 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Geranium Primary School is a small rural school in the Mallee, and a member of the Murray Bridge 2 Portfolio. Most of the students come from an agricultural background locally. There are limited employment and housing opportunities which limits enrolment potential. Enrolments have continued to reduce since the previous review.

Current enrolment was 16 at the beginning of 2022. The site has extensive facilities including a swimming pool, community library and a gym; these facilities are accessed by the local community regularly. The school had 1 class with students separated into Junior Primary and Middle Primary classes for literacy and numeracy in the mornings. Due to a lack of enrolments, the provision of educational services has been suspended at Geranium Primary School, pending the outcome of a Ministerial Enquiry into the educational needs of the Geranium area; to be undertaken in 2022/23.

## Governing council report

It has been a difficult year at Geranium Primary School. Student numbers became too small to be a successful, functional school. It was with great sadness that families made the decision to withdraw their children and enroll them at a larger site. This difficult decision was not in any way related to the quality of educational provision, it was simply to prioritise the social and emotional needs of our children.

## Quality improvement planning

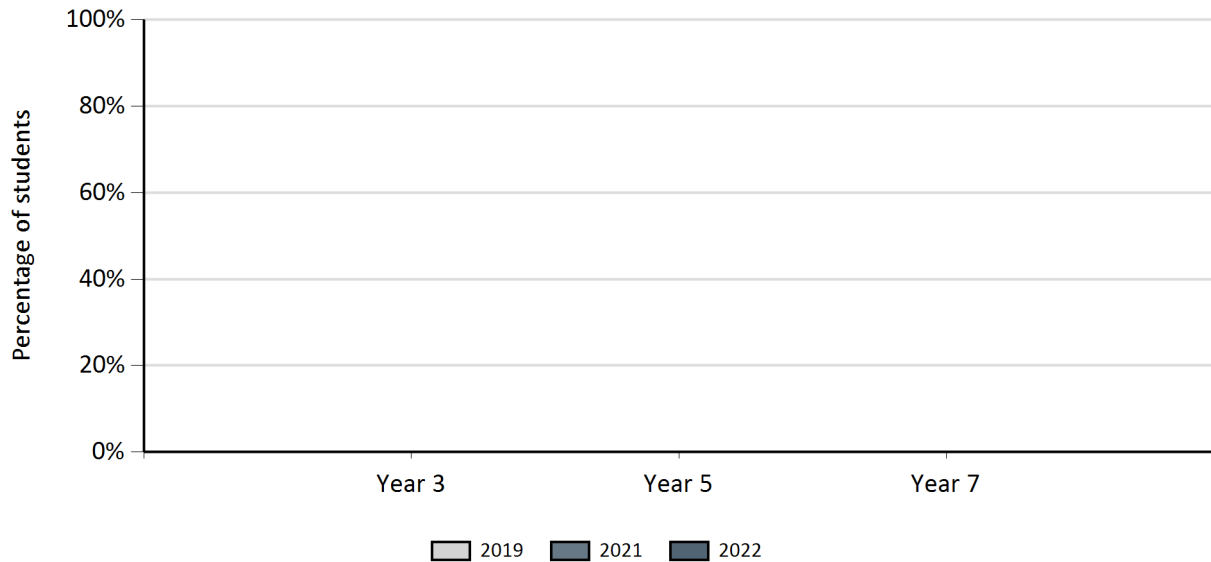
We implemented Big Write and VCOP (vocabulary, connectives, openers and punctuation) as well as PLD for the first half of 2022. There are currently no relevant data sets pertaining to school improvement and student learning outcomes due to the suspension of provision.

# 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

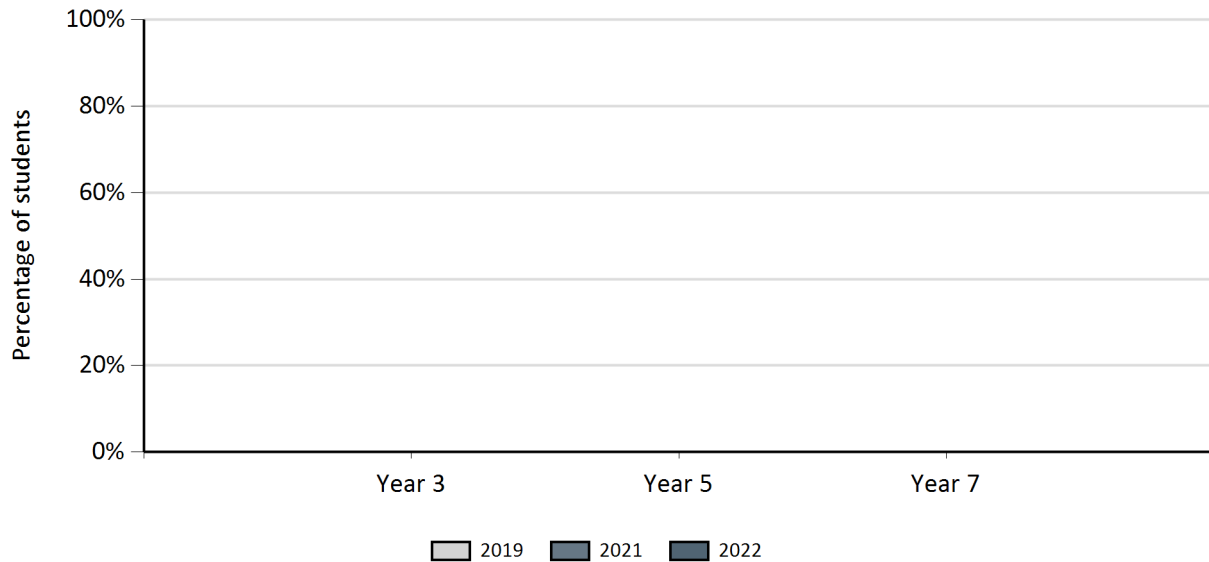


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

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

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

<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 2022: Data Informed Planning**

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

There are currently no relevant data sets pertaining to school improvement and Aboriginal Learner outcomes due to the suspension of provision.

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

n/a

## School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

## Attendance

Year level	2019	2020	2021	2022
Reception	88.2%	94.1%	87.6%	N/A
Year 1	91.5%	88.8%	87.0%	79.0%
Year 2	96.6%	95.2%	95.2%	90.7%
Year 3	90.6%	95.4%	96.9%	90.0%
Year 4	96.2%	96.1%	90.8%	91.0%
Year 5	92.6%	93.6%	95.4%	92.0%
Year 6	93.2%	N/A	89.1%	95.3%
Year 7	95.8%	93.9%	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Secondary Other	N/A	N/A	N/A	N/A
Total	93.0%	93.5%	91.6%	89.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.  
NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

There are currently no relevant data sets pertaining to attendance due to the suspension of provision. Prior to the suspension of services, attendance was at 90%. Absences were followed up with a phone call to families in instances where there had been a lack of communication from families.

## Behaviour support comment

There are currently no relevant data sets pertaining to behavior support due to the suspension of provision.

## Parent opinion survey summary

There are currently no relevant data sets pertaining to the parent opinion summary due to the suspension of provision.

## Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	92.3%
VI - LEFT SA FOR VIC	1	7.7%

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

We maintain a volunteer register which is managed by Admin staff to track WWCC expiries and compliance for volunteers. (Including Governing Council members).

# 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	7
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 Equivalents	0.0	2.8	0.0	2.0
Persons	0	3	0	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$478,680
Grants: Commonwealth	\$0
Parent Contributions	\$2,338
Fund Raising	\$0
Other	\$13,000

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	This funding was used to provide students with SSO support, either 1:1 or in small groups to assist the students monitor and modify their behaviour and engagement in class	For some students this was successful, improving engagement and outcomes.
	Improved outcomes for students with an additional language or dialect	n/a	n/a
	Inclusive Education Support Program	n/a	n/a
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 Support funding was used to purchase phonics resources and support literacy learning. The Rural and Isolated Student funding was used to subsidise off site activities and excursions.	Our Year 1 student received extensive 1:1 support
Program funding for all students	Australian Curriculum	This funding has been used to build teacher capacity through engagement with the guidebooks and best practice papers through professional development and implementation of our SIP.	Coherent, site-wide Literacy and Numeracy Statements were consolidated and implemented.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	The Better Schools funding was used for building staff capacity with a focus on the SIP and face to face professional development in implementing Big Write and VCOP	A coherent whole school approach to writing was implemented across the school
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a



