

GLENBURNIE PRIMARY SCHOOL

• learning • respect • sense of community • healthy living



Glenburnie Primary School

2022 annual report to the community

Glenburnie Primary School Number: 148

Partnership: Blue Lake

Signature

School principal:

Mrs Judy Goodes

Governing council chair:

Sally Mann

Date of endorsement:

21 February 2023



Government
of South Australia
Department for Education

Context and highlights

Glenburnie Primary School is a small rural school situated 10km east of Mount Gambier and 7km west of Victorian border. 2022 enrolments were approximately 78. Our student catchment zone includes the local Glenburnie community, Worrolong, Strathdownie, Mumbannar, Dartmoor and students living east of Attamurra Road in Mount Gambier. We have a significant number of students 61/78 (79%) who attend Glenburnie come from outside our catchment zone with the majority travelling from Mount Gambier. The complexity of the site has increased over time, with 21% school card students, 35% of students have a documented One Plan, 14% IESP funding, 2.5% Aboriginal students. Our current classification of index of disadvantage is a category 5. Our students demonstrate our school values each day, within the behaviour, positive attitude and kindness that they display. Our school values are Learning, Respect, Sense of Community and Healthy Living. The learning progress of all students is central to the work of all staff. Student literacy and numeracy development are identified school priorities and are key areas of focus within our Site Improvement Plan. Staff have completed our Literacy Statement of Practice and have reviewed our Numeracy Statement of Practice over the course of the year. We have completed Guided Reading Professional development and worked with staff from Yahl Primary School to complete staff observations and sharing of guided reading resources. Staff participated in whole school training in the Berry Street program, this program has influenced how we start each morning with the inclusion of morning circles and the development of the classroom culture of brain breaks and positive primers. 2022 again proved to be a year where we needed to be flexible and adaptable, especially at the beginning of the year with the staggered return to learning. 2022 was a year of action, enjoyment, learning and achievement, with highlights being the Year 6 camp to Adelaide with the other small schools, our first Christmas concert on our oval, the return of Small School Sports Day, our annual whole school trip to the beach, the Year 5/6 Enterprise Day. 2022 was the first year of year 6 students becoming our school leaders in South Australia. I want to congratulate all our year 6 students on the way they stepped into this role, and how they worked together to lead events like Sports Day and SRC activities. Thank you to the wonderful staff at Glenburnie Primary School for their dedication and commitment to our school, the families and especially the students. They provide opportunities for our students to enjoy learning, express themselves, challenge themselves and develop their confidence. Thank you to our parent volunteers and in particularly those that give up their time to be part of our Governing Council and Parent Club committees.

Governing council report

The 2022 school year has seen our year 6 student's step up as the school leaders as we entered our first year without year 7. We saw changes to the structure of our composite class and thank you goes to our wonderful teachers for a smooth transition into these changes. It has been fantastic to see some normality return with more face-to-face learning, excursion opportunities, and parents able to be more involved after a tough two years. Judy Goodes kindly returned for terms 3 and 4, as Sam Griffith won the Curriculum lead role in the Education District Office. Judy's return enabled a seamless transition for the school community. Judy brings a wealth of knowledge and certainly gets things happening within the school. I wish Ailie Flett and Judy Noble all the best on their leave next year and thank them for their commitment to the success of their students past, present and future. Thank you to all Governing Council members for their support through the year and Parent Club members for their continued efforts to fundraise for the benefit of the school and students.

Sally Mann

Quality improvement planning

Quality Improvement Planning

The 2022 Site Improvement Plan is in its first year of a three-year cycle. We have focused on improving student achievement in the areas of mathematics and reading. In line with our education system targets we are seeking growth for every student, in every class in our focus area.

Incorporating the 2021 External Review recommendations, which include,

- ensuring students have equity of access to viable literacy and numeracy curriculum by developing a consistent R-7 whole-school approach and effectively engaging with the literacy and numeracy progressions.

- improving learning outcomes for all students by developing and implementing a whole school understanding of what high expectations, differentiated learning and formative feedback mean for the design of engaging and challenging learning.

- improving the quality and consistency of teaching and learning by implementing a collaborative observation process that builds capacity of all staff and monitors the implementation of whole-school initiatives across all classes.

Goal 1 – Literacy – Reading

- Teaching sprints process used to improve and develop teacher practice in reading, highlighted by sprints in setting reading goals and explicit instruction in guided reading.

- Teachers developing a Statement of Practice for Literacy.

- Teachers trialing a consistent planning proforma that highlights and clearly outlines the areas of quality literacy instruction, including learning intentions, success criteria, differentiation and reflection.

- Teachers worked with LGU to develop knowledge around the 4 approaches to reading, independent, modelled, shared and guided. Reviewed how long each week we dedicated to each approach in classroom programs. Teachers moved to highlight reading approaches in term and weekly programs, to be accountable to programming each reading approach.

- Data spreadsheet and schedule updated to include, Heggerty Phonological Awareness screener (F-2), InitialLit screener (F-2) and DIBELS screener (Yr 3-6).

- Teachers embedded reading conferencing into termly reading programs

- Teachers completed training by Sheena Cameron on Reading comprehension strategies and Mandy Nayton essential steps, before, during and after reading comprehension.

Goal 2 – Numeracy

- Teachers implemented Numeracy Statement of Practice, with a focus on resources used within classroom activities, all staff programmed using the numeracy curriculum planner.

- Teachers used mathematics units of work and numeracy progressions to plan learning activities and for the assessment of activities and recording.

- Teachers released twice a term to complete classroom observations, where the focus was on differentiation, challenge and visualisation strategies. Teachers shared observations using TAG feedback.

- Teachers completed professional development around visual maths and number talks.

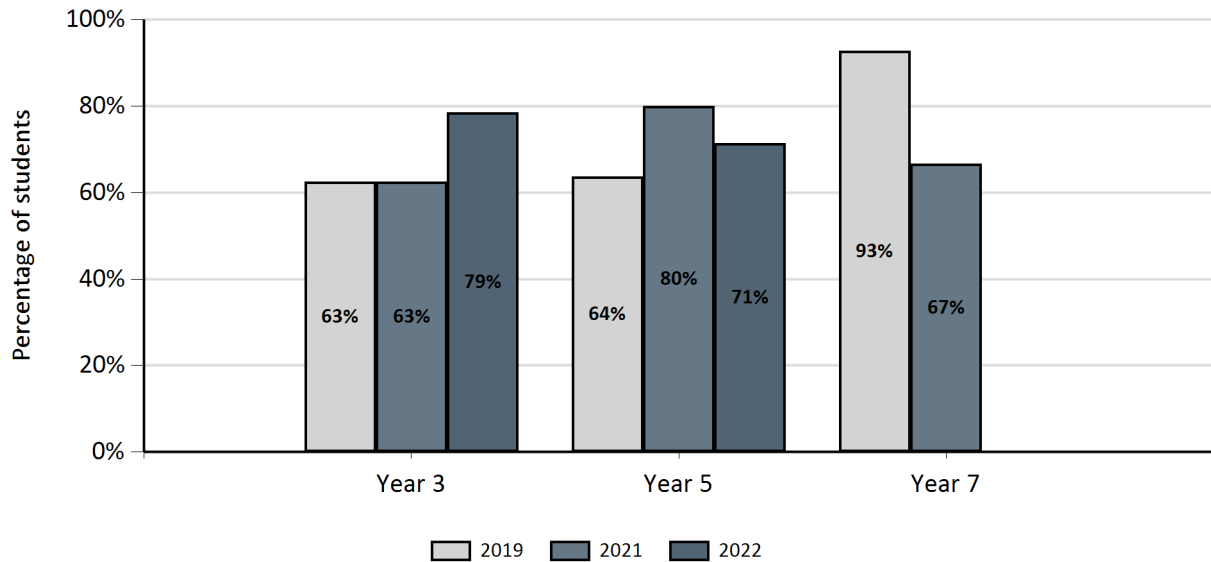
- Teachers used Booker numeracy assessments to complete pre and post-tests, for base line data.

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

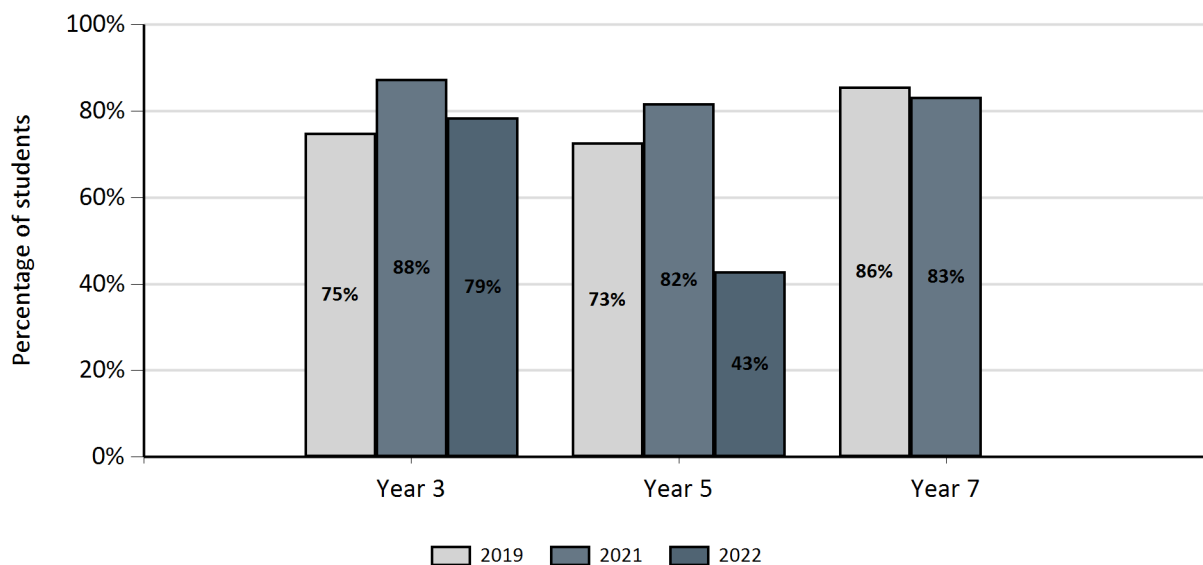


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	14	14	6	0	43%	0%
Year 03 2021-2022 Average	11.0	11.0	5.5	2.0	50%	18%
Year 05 2022	7	7	2	1	29%	14%
Year 05 2021-2022 Average	8.5	9.0	2.0	1.5	24%	17%
Year 07 2021-2022 Average	12.0	12.0	2.0	2.0	17%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

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

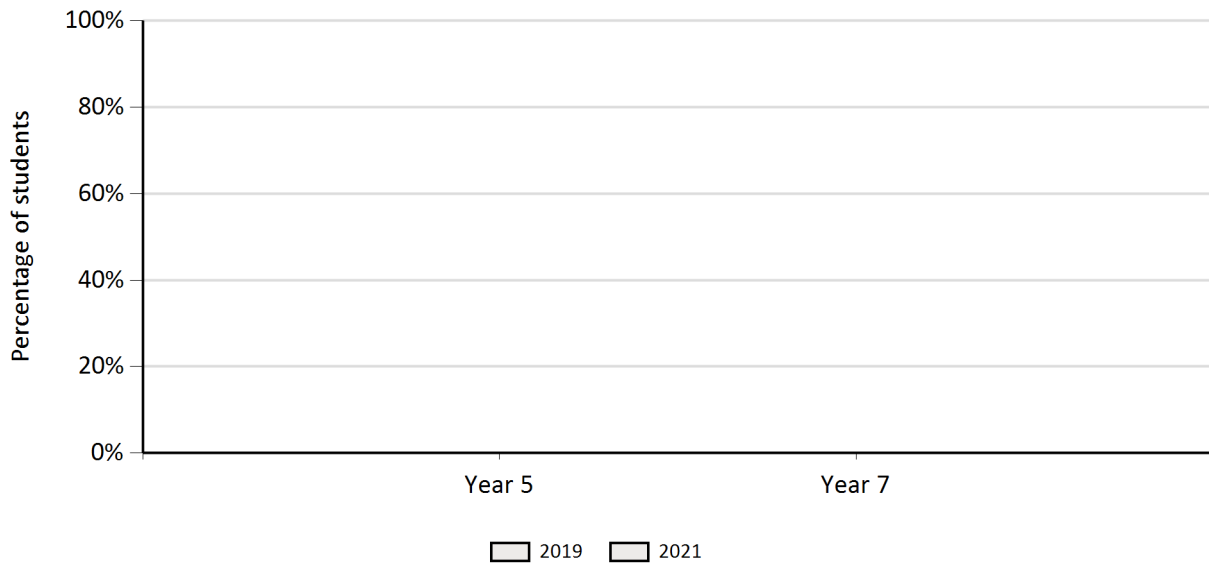
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



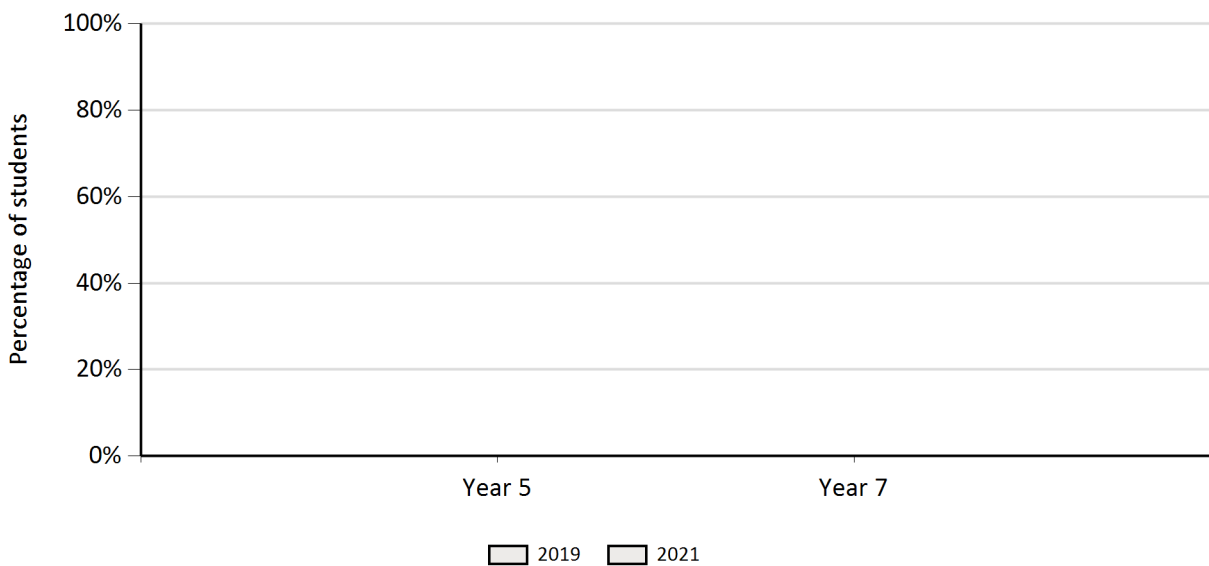
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 07 2021-2021 Average	*	*	*	*	*	*

*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:

With our focus on Tracking and monitoring for 2022, we included data informed learning achievement goals in the SIP where our focus is around reading and numeracy. One plans were reviewed each term and learning goals were shared with families and all staff to assist in planning and intervention programs where needed. Staff meet twice a term to monitor progress, analyse outcomes, and determine strategies responsive to the needs of individual Aboriginal learners.

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

PAT data from 2022 indicated results above SEA in Vocabulary, Reading and Maths. Dibels results showed strengths in Oral language fluency and comprehension. Booker numeracy pre and post assessments showed an improvement over the year and each of the number functions showed an improvement in relevant testing during mathematical units of work.

School performance comment

The school has established processes for collecting, collating and analysing data, which is recorded on our whole school data schedule. Part of our process is to review our data spreadsheet at the end of each term, and at week 5 staff meeting with SSO's in line with our intervention program review. This not only creates a chance to reflect on our Site Improvement goals but also allows teaching staff to focus on future teaching and learning directions. Data is collated on class tracking sheets as well as a whole school data spread sheet, we all have access to each other's data, through a teams folder. In 2022 we collected data through Naplan, OARS site (PAT testing), Dibels reading assessment, PLD spelling program, phonic screening, InitialLit assessments, Booker maths assessments (pre and post testing).

When looking at school data and in particular percentages we need to consider the small number of students in each year level.

SIP Reading targets 2022:

- Year1: 75% (7/9) of students achieve C or above in English
- Year3: 75% (10/13) of students achieve SEA in NAPLAN reading
30% (4/13) of students achieve HB in NAPLAN reading
- Year5: 75% (6/8) of students achieve SEA in NAPLAN reading
37% (3/8) of students achieve HB in NAPLAN reading

SIP Results towards Reading targets:

- Mid-year reports – Year 1 students – 1A, 2B, 3C, 2D = 6/8 = 75%
- End of year reports– Year 1 students – 1A, 3B, 2C, 2D = 6/8 = 75%
- Year3 Naplan targets meet with 6/13 achieving HB and 10/13 achieving SEA
- Year5 Naplan targets 6/8 achieved SEA, however only 2/8 achieved HB in reading

While our dibel's results show that 23 out of 41 (56%) of students in year 3-6 still record a red overall result on their reading screening, all students have made at least 100 points of growth over the course of the year. With student oral reading fluency showing growth, and the MAZE (Comprehension) being the area that needs additional work in all cohorts. Our NAPLAN data saw us meet both our targets in the year 3 cohort with 6 out 13 students place in the higher bands. In our year 5 cohort we achieved our target of 6/8 students gaining the SEA, however only 2 out of 8 students achieved a result in the high bands.

SIP Numeracy Target 2022:

- 30% of year 2-6 students will achieve an A or B in Maths
- Year 3: 75% (10/13) of students achieve SEA in NAPLAN numeracy
30% (5/13) of students achieve HB in NAPLAN numeracy
- Year 5: 75% (6/8) of students achieve SEA in NAPLAN numeracy
37% (3/8) of students achieve HB in NAPLAN numeracy

SIP Results towards Numeracy targets:

- Mid-Year report data
- Year 2 – 2A, 2B, 6C, 1D, 1Mod
- Year 3 – 0A, 4B, 5C, 5D
- Year 4 – 0A, 4B, 6C, 0D, 1Mod
- Year 5 – 0A, 2B, 3C, 1D, 1Mod
- Year 6 – 0A, 3B, 5C, 1D
- TOTAL – 2A, 15B, 25C, 8D, 3 Mod = 17/53 A or B = 32%
- End of year report data
- Year 2 – 2A, 1B, 9C, 1 MOD
- Year 3 – 0A, 5B, 4C, 5D
- Year 4 – 2A, 3B, 5C, 1 MOD
- Year 5 – 0A, 2B, 4C, 2D
- Year 6 – 0A, 3B, 6C
- TOTAL – 4A, 14B, 28C, 2MOD = 18/48 A OR B = 37.5%

NAPLAN

Met SEA target in year 3 10/13 but not in year 5 4/8, we did not meet either HB target in year 3 1/13 and year 5 0/8

Year 1 Phonics Screening:

6/8 75% of year 1 students achieved the phonics screening benchmark in 2022, this was an increase from 2021, where 46% of year 1 students achieved the benchmark.

Attendance

Year level	2019	2020	2021	2022
Reception	89.6%	91.7%	94.9%	83.9%
Year 1	91.8%	83.0%	92.6%	85.9%
Year 2	89.8%	91.2%	88.4%	88.0%
Year 3	90.8%	92.9%	94.2%	83.8%
Year 4	92.5%	88.9%	89.0%	90.3%
Year 5	93.3%	93.2%	92.2%	84.9%
Year 6	88.4%	93.5%	93.8%	85.3%
Year 7	94.1%	88.9%	92.3%	N/A
Total	91.4%	90.4%	92.1%	85.9%

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

Attendance comment

We saw a significant decrease in attendance in 2022, with attendance falling from 92.1% in 2021 to 85.9% in 2022. This decrease is due to the number of Covid 19 cases that the school had across the year and the conditions around Covid 19 isolation that changed from month to month. Exemptions have increased due to families being able to travel due to states opening after extended lock downs.

The breakdown of attendance and absence rates see our overall rates at 88.6% attended, 1.5% exemptions, 2.7% family/social, 0.2% ill with certificate, 5.9% ill without certificate, 1.1% unexplained.

With the introduction of EMS in term 4 of 2022 we are now able to send out system generated emails to families to follow up unexplained absences, this saw unexplained absences decrease in term 4.

Behaviour support comment

The school continues to monitor and manage student behaviour in alignment with existing policies. We place a significant importance on creating and facilitating a safe and supportive learning environment for our students and staff. This begins with our setting up for success at the start of each year and is then reviewed throughout the year. A focus of 2022 was to build on staff knowledge and utilisation of the Berry Street Education model, with all staff being trained in the approach, which included morning circles, ready to learn plans and positive primers. From our school population there were 5 take homes and 3 suspension consequences applied. We have a small number of students that require intervention and adjustments. Ongoing behaviour matters with children are addressed collaboratively and in consultation with the school's behaviour support coach and other relevant personnel.

Parent opinion survey summary

We had 17 responses to the online parent survey from 2022. Across the board the results showed an increase in parent approval in 2022, with no questions answered as a strongly disagreed.

In relation to questions around school climate:
All but one response 16/17 (94%) Strongly agreed or agreed that people respect each other at school, that the school communicates effectively with families and that families receive enough communication from the school. With 94% of responses preferring communication through parent teacher interviews and newsletters and 82% through apps such as school stream.

In relation to questions around Learning at School:
41% responses Strongly agrees, 29% agreed and 17% don't agree/disagree and 5% disagree that they have useful discussions with the school about their child's learning, with a similar response to the school provides useful feedback. With a parent comment regarding a classroom with shared teachers and how the communication between teachers is inconsistent. From these responses staff are looking at the feedback and communication they provide parents regarding student learning, and making sure the feedback is consistent across the school.

In relation to questions around Learning at Home:
All respondents talk to their child about what happens at school. In answer to the school provides me with useful tips on how to help students learn at home, 11% strongly agreed, 41% agreed, 23% neither agreed or disagreed, and 17% disagreed. From this feedback the school will organise parent information sessions to assist with literacy and numeracy development for example reading skills and strategies, number awareness strategies and how to set up routines around reading, studying and learning. 14 responses either agreed or strongly agreed with the questions, the school provides an opportunity for parents to have an input about their child's learning, and the school encourages parents to help students to learn.

In relation to questions around Future plans and pathways:
With 100% of Responses agreeing or strongly agreeing that education at school is important for their child's future. 58% agreeing they feel equipped to help their child plan what they will do after school, with 17% strongly agreeing, 11% disagreeing with this statement and 5% neither agreeing nor disagreeing.

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

Our school community is aware that if they intend to volunteer at our school, they need to complete a Working With Children Check, and once we receive a 'clearance', they will be able to volunteer and work with children on site and this process is the same for parents wishing to volunteer for excursions and camps.

Staff are aware of the need to be organised, to have appropriate paperwork completed, lodged and to have received documentation back before parents/volunteers can participate in school activities.

All applications are completed online. Notification of approval is gained via email to the school and a letter is received by the applicant.

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	12
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	5.7	0.0	4.1
Persons	0	8	0	6

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

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$19,228
Fund Raising	\$6,815
Other	\$0

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	Funding was allocated to provide PD and resources for all staff to complete Berry Street training and to then structure this program into our daily teaching. Funding allocated to SSO hours to provide engagement programs and activities.	Increased engagement connection to school and peers through wellbeing.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	IESP funding is used to provide students with SSO support to meet individual learning, social and emotional targets identified in One Plans. Support from SSO's in class and in the yard, under teacher direction.	All identified SWD have regularly reviewed One Plan and are working towards targets,
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Rural and isolated funding is used to allow students to access programs at school and in the community without financial commitment from parents. All classes provided with an excursion budget line to allow them to access these learning opportunities. Aboriginal funding used to review One Plans for all Aboriginal students at the end of each term and the beginning of the year. Funding also used to provide whole school cultural days and lessons with Environmental SSO Ken Jones. Students with learning difficulties, funding used to provide relevant training and to run literacy and numeracy intervention programs such as preLit and MiniLit.	All Aboriginal students have a one plan which is reviewed each term. All identified students receiving one to one or small group intervention.
Program funding for all students	Australian Curriculum	Australian curriculum funding used to provide staff release to participate in training and Small School collaborative work to plan Literacy and Numeracy tasks and moderation for students in line with the guidebooks.	All teachers involved in planning, moderation and review focusing on teaching practice.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Better Schools Funding is combined with School funding and used to target students from educationally disadvantaged backgrounds. Focus areas include meeting literacy and numeracy targets for individually students.	All identified students currently receiving one on one support.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

