



# Glen Osmond Primary School

## 2022 annual report to the community

Glen Osmond Primary School Number: 152

Partnership: Greenhill South

Signature

School principal:

Mr Garry North

Governing council chair:

Tharani Mahadeva

Date of endorsement:

17 April 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Glen Osmond Primary School continues to provide high quality educational and wellbeing outcomes for its students and community. The challenges of the pandemic impacted our school and community in many ways and certainly tested our ways of operating. We are very proud of how our staff, students and community responded to the ever changing situation with patience, resilience and understanding.

The cultural and linguistic diversity of the GOPS community has continued to grow and now represents a rich fabric of international experiences. This presents a wonderful opportunity to develop intercultural understandings throughout all of our classes and in how we engage with our contemporary community.

Despite the restrictions, we have managed to maintain many of the more traditional GOPS events that our community have previously enjoyed. Sports Day, Graduation, transition, excursions and incursions often looked different to what we were accustomed to however we generally managed to find a way.

We have operated 14 classes in 2022 and appointed 2 current contract teachers to ongoing positions. Our site support staff continue to provide a range of dynamic and targeted intervention programs that are providing significant improvements in student learning outcomes.

## Governing council report

2022 was a smooth transition year at Glen Osmond Primary School. We slowly got back to normality after the pandemic with the support of the school leadership team and parent community. It was great to come back on the school grounds, interact with teachers and introduce all the wonderful new parents and families to GOPS.

Traffic safety was a continuous topic through the year. We hope the new safety measures have helped students and parents arrive/depart the school effectively.

The Constitution was one the main amendments for the GC. It was great to get through this process and ensure our school policies and procedures are also up to date. Big thanks to Jody for leading us through the Constitution amendments.

OSHC – Paula, Jedd and all the educators in the OSHC team have done an amazing job to keep the service running smoothly and increase the number of students attending the service. OSHC is now at full capacity with some days close to 50 students. This demonstrates their commitment to provide a safe service with high quality of care. The vacation care program continues to operate well with new and fun activities for all ages.

Finance – The Qkr! App came into full swing with all payments going through one platform. It streamlined processes for the school admin team and hopefully helped parents make all transactions in one place. More IT improvements to come with the introduction of the new Education Management System. It's been great to work with Nicole and the school admin team through all the improvements.

Grounds & Maintenance – There were lots of upgrades around the school. Bathrooms refurbished, carpets replaced, new cottage roof at OSHC and lots of improvements in the various play/outdoor spaces around the school. The spider web did see its last day in the playground and is now being replaced with some fabulous cubes for more climbing fun.

Thanks to Georgie for representing the committee and working through all the matters with Garry and the school staff.

Sports – Pete, Anthony and the enthusiastic Sports committee ran all after-school sports like a well-run machine. It's great to see GOPS continue to provide after-school sports with the help of our amazing parent community. We couldn't have offered the following sports without them - cricket, softball, soccer, netball, basketball. Tennis & AUSKICK are other sports that run sessions at GOPS to provide all students with an opportunity to try something new. It's also great to see GOPS represented for athletics at state levels...well done to everyone that kept active!

Fundraising – The passionate Fundraising committee led by Meghan and Jody started up the Snack Shack aka Canteen again. It's been a huge hit on Fridays during Term 1 & 4. They also tried their luck at Lawn Bowling Night which got washed out by weather but still made some money. The Community Singing Night BBQ and bake-stall continued with success with tasty treats all around. Look forward to all the new community engaging ideas for the future!

Grants subcommittee – Justine started the first Grants subcommittee in 2022. Although unsuccessful in receiving any grants, it was great to apply to some community grants and understand what options we have outside our usual fundraising ideas.

RAP – The Reconciliation Action Plan committee collaborated well with Betram Hawker Kindergarten to create a plan. It was wonderful to have Uncle Cedric and his team on site to educate us more about First Nations culture. Some of the beautiful artwork can be seen around the school especially near the bike racks.

On a personal note, it's been challenging wearing a few hats for GC this year – Treasurer, Secretary and now interim Chair. I've thoroughly enjoyed all of it and working with Garry, the school team and all the committed parents of our wonderful GOPS community. Two long standing members, Danielle & Matt, left us as their children moved on and I'd like to thank them for all the contributions over the many years. It does take a village to raise our children and I'm glad I have the support of the GOPS community.

# Quality improvement planning

## Reading

Significant work continues across the school in the teaching of synthetic phonics. From Reception to Year 6 students practice regular routines in decoding and encoding words and sounds. The school has also recently invested in the implementation of functional grammar to support writing. The combination of these initiatives is supporting ongoing high levels of success in Reading.

The phonics and functional grammar initiatives will continue lead our literacy improvement work in 2023 and 2024. The school has identified significant long term funds to support this work.

## Writing

All teaching staff are involved in functional grammar professional learning. This work is building great capacity in our staff to deliver explicit lessons in writing and to also have the confidence and competence to assess the learning need and literacy levels of our students. Whilst this informs the teaching of writing for all, in particular it will serve the teaching and assessment of our EALD learners. In the past GOPS has tried to appoint an EALD teacher to take LEAP levels and to provide the next teaching points for teachers and SSOs. The new approach where all teachers are receiving high quality professional learning in functional grammar will ensure that our whole staff builds capacity.

## Numeracy

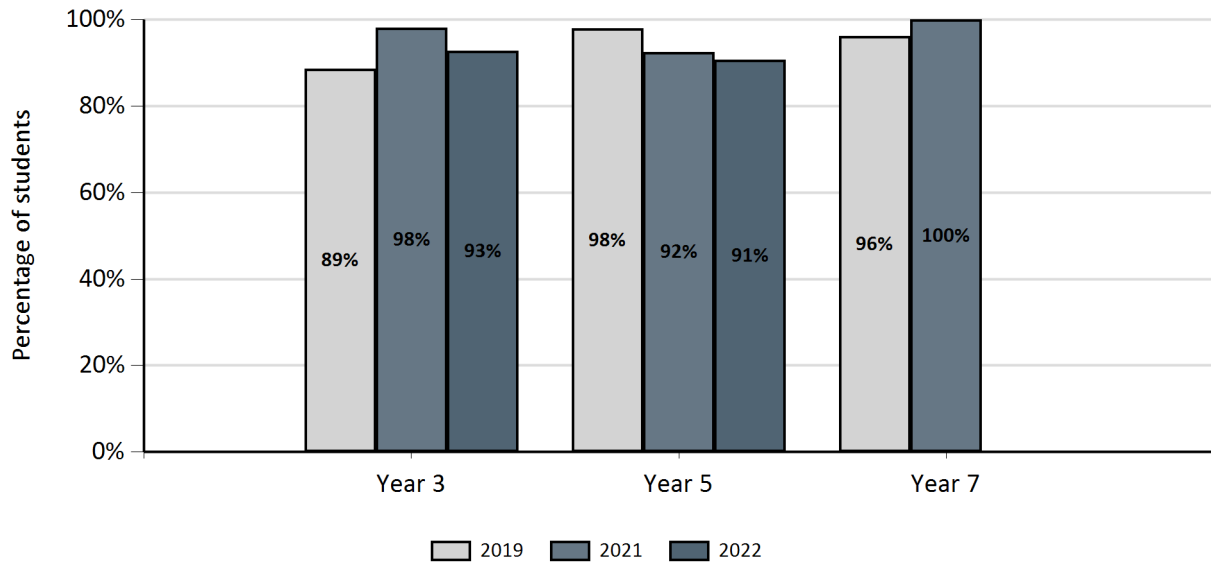
A re-focus on Mathematics emerged in 2021 with staff expressing a need to engage in further professional learning with their colleagues so as to build on the achievement of students. The Primary Maths Association was engaged and conducted several successful workshops. During 2022 and into 2023 the focus has honed in on the Education Department Mathematics units and a deeper understanding of the scope and sequence of the Mathematics curriculum. In 2023, Professional Learning Communities (PLC) will focus on Mathematics R to 6. PLCs will be supported by a newly appointed Curriculum Leader (B1). Our students have continued to achieve strong learning outcomes through classroom programs and Quicksmart intervention.

# 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

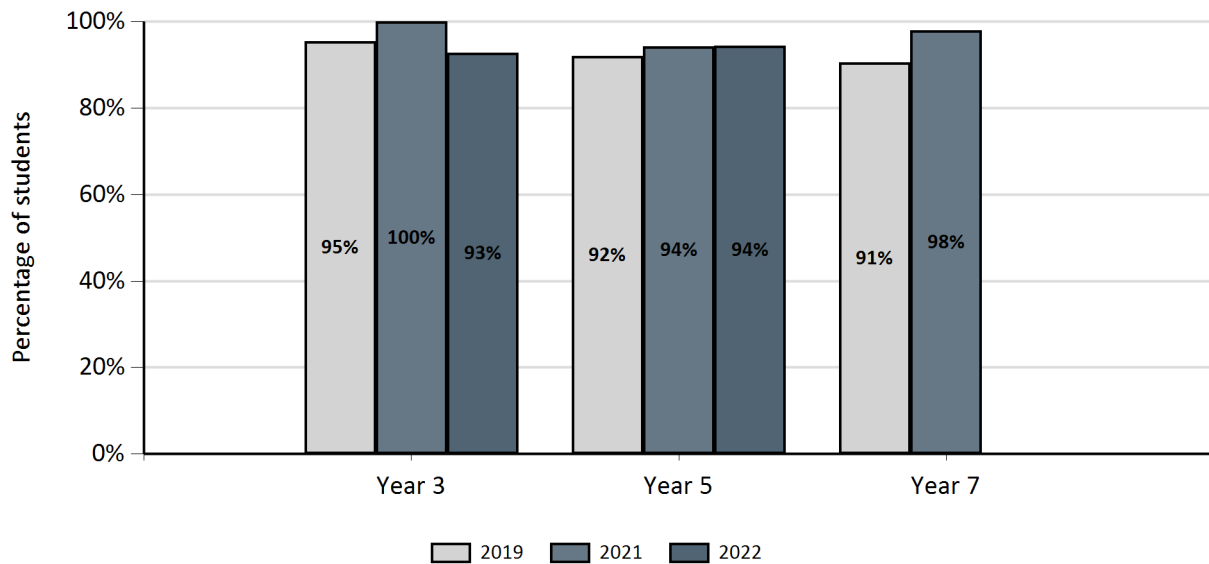


\*NOTE: No NAPLAN testing was conducted in 2020.

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



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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 <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	55	55	39	33	71%	60%
Year 03 2021-2022 Average	53.5	53.5	39.5	34.0	74%	64%
Year 05 2022	54	54	29	22	54%	41%
Year 05 2021-2022 Average	53.5	53.5	32.5	27.5	61%	51%
Year 07 2021-2022 Average	48.0	48.0	29.0	34.0	60%	71%

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

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

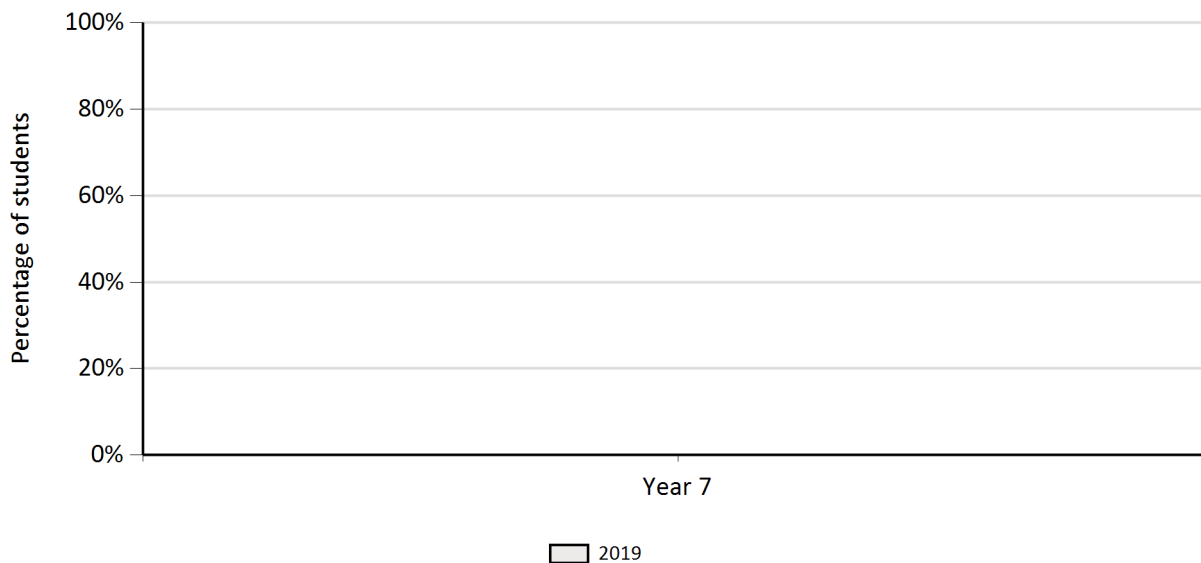
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



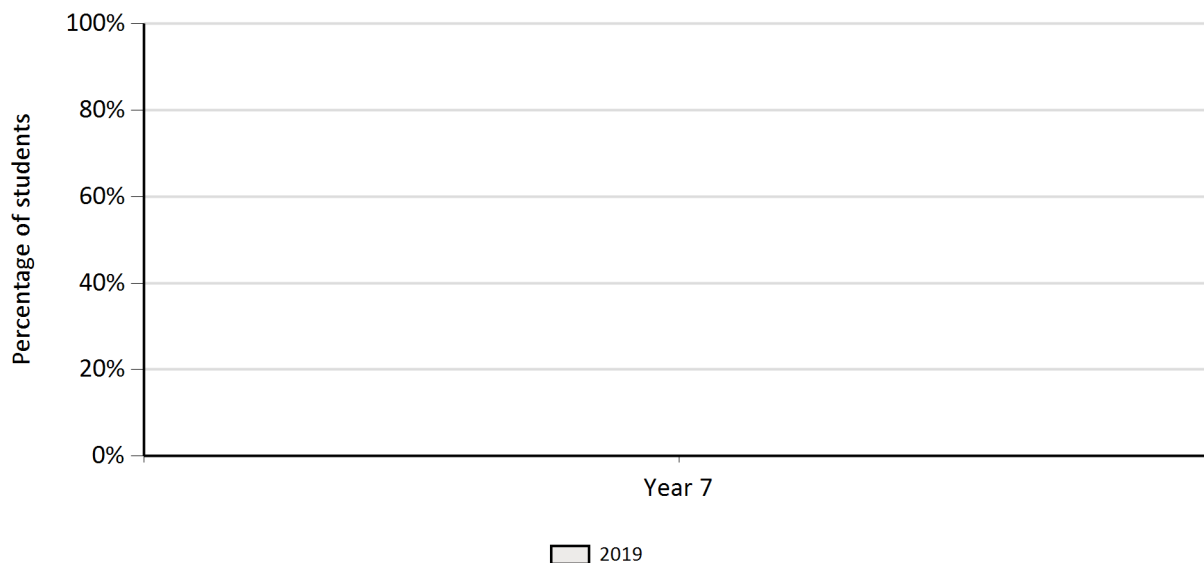
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Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



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Data is only shown for Aboriginal learners.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

## Key element focused on for school improvement in 2022: Quality Teaching

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

The GOPS Reconciliation Action Plan (RAP) committee continued its work in embedding Aboriginal perspectives across R to 6. In 2022 we partnered with the Carclew Arts - Aboriginal Artists in Schools project. All students R to 6 were involved in painting, storytelling and bush plant workshops over a 10 week period. Many art works were produced with a sample of pieces featuring in an installation on one of our school fences celebrating the project. All teachers were involved in a session with the lead artist and contributed to their class sessions. This was a highly successful way to have students, staff and community engage in a project together with Indigenous artists acknowledging and celebrating Aboriginal culture. All teachers engaged in the Department for Education professional learning, Working Together – Cultural Awareness Training.

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

In 2022 GOPS had one student identify as a Torres Strait Islander. The student has continued to achieve high results in NAPLAN and PAT testing. The family have been regularly involved in reviewing and setting goals for improvement through the One Plan.

# School performance comment

## Reading

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The phonics and functional grammar initiatives will continue lead our literacy improvement work in 2023 and 2024. The school has identified significant long term funds to support this work.

## Writing

All teaching and curriculum support staff are involved in functional grammar professional learning. This includes induction of new staff (Writing Plus course) and ongoing professional learning for existing staff. This work is building great capacity in our staff to deliver explicit lessons in writing and to also have the confidence and competence to assess the learning need and literacy levels of our students. Whilst this informs the teaching of writing for all, in particular it will serve the teaching and assessment of our EALD learners. In the past GOPS has tried to appoint an EALD teacher to take LEAP levels and to provide the next teaching points for teachers and SSOs. The new approach where all teachers are receiving high quality professional learning in functional grammar will ensure that our whole staff builds capacity.

## Numeracy

A re-focus on Mathematics emerged in 2021 with staff expressing a need to engage in further professional learning with their colleagues so as to build on the achievement of students. The Primary Maths Association was engaged and conducted several successful workshops. During 2022 and into 2023 the focus has honed in on the Education Department Mathematics units and a deeper understanding of the scope and sequence of the Mathematics curriculum. We have worked collaboratively with Greenhill South Partnership schools on moderating A to E grades and the development of planning and assessment tools. In 2023, Professional Learning Communities (PLC) will focus on Mathematics R to 6. PLCs will be supported by a newly appointed Curriculum Leader (B1). Our students have continued to achieve strong learning outcomes through classroom programs and Quick Maths intervention.

The absence of 2020 NAPLAN data makes it more difficult using the tables to draw reliable conclusions about changes in performance from year to year.

Running records data continue to show consistently high outcomes in early years reading. These results continue to influence reading outcomes across the school with over half of our students achieving high band results in Years 3, 5 and 7. The Running Records tool will be replaced in 2023 to provide a more detailed data set that teachers will use to inform the teaching and learning of reading.

2022 Phonics Screen Check (PSC) showed an 85% pass rate. Year 1 students are tested on the accuracy of their phonemic awareness. Many students achieved high results however this data set is focused on the number of students achieving greater than 28 out of 40 correct answers.

Fewer students achieved high band results in Literacy and Numeracy than the 2021 test. 54 to 70% of students achieved results in the upper two bands in Reading. 41 to 74% of students achieved results in the upper two bands of Numeracy. This would reflect a normal variation in cohort achievement levels and has been further analysed by school leaders and teachers to ensure appropriate support for individual students.

Between 93% and 100% of students achieved the Standard of Educational Achievement in Literacy and Numeracy in years 3, 5 and 7.

Increasing achievement in the upper two bands for Literacy and Numeracy remains a priority for GOPS in 2023. The embedding of phonics instruction R to 6 and the implementation of professional learning communities in Mathematics will support that achievement.

There has been an increase in the number of students.



## Attendance

Year level	2019	2020	2021	2022
Reception	92.9%	92.0%	91.0%	88.9%
Year 1	93.8%	91.6%	94.9%	89.2%
Year 2	94.0%	92.5%	93.4%	89.3%
Year 3	94.1%	92.5%	95.5%	91.8%
Year 4	94.3%	91.4%	95.1%	90.9%
Year 5	93.8%	92.6%	95.4%	90.5%
Year 6	94.6%	93.0%	95.3%	88.6%
Year 7	94.0%	92.3%	94.7%	N/A
Total	94.0%	92.3%	94.5%	89.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

## Attendance comment

An average of 89% attendance reflects a reduction in attendance levels against 2021. A significant part of this is the higher than normal number of exemptions that have been approved since the reduction of travel restrictions and the resumption of international flights.

With a high percentage of our students with families overseas there has been a steep increase in requests for exemption to travel on extended international trips over recent months.

## Behaviour support comment

There were no external suspensions from school in 2022. We have taken steps toward building positive behaviours for learning through our engagement in developing self-regulation awareness and techniques. Staff have visited another site and implemented many initiatives regarding Interception and we have now reached whole staff agreement to implement to Zones of Regulation approach R to 6 in 2023. To support that we are engaged with an Occupational Therapist and have recently been successful in winning a grant to support our work. This work will be a key part of our Wellbeing Strategy in 2023.

## Parent opinion survey summary

A significant area for improvement over past Parent Perspectives survey has been communication. The school has invested significant time and energy over the past two years to clarify its communication channels, pattern and purpose. A Communication Strategy has led the development and implementation of a common class / family communication platform R to 6, a new website that gives direct information and is visually culturally representative and transition to an on-line newsletter that provides a greater range of video and photo content. A communication schedule drives a regular pattern of weekly bulletin, three weekly newsletter and agreed posting dates for literacy and numeracy R to 6. Community feedback through the perspectives survey has recognised these as positive developments.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	7.7%
OV - LEFT SA FOR OVERSEAS	1	7.7%
QL - LEFT SA FOR QLD	2	15.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	38.5%
VI - LEFT SA FOR VIC	2	15.4%
WA - LEFT SA FOR WA	2	15.4%

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

GOPS Volunteer policy and procedures have been reviewed and will be updated early in 2023 to fully reflect the scope of Volunteering at GOPS and the Relevant History Screening processes.

# 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	34
Post Graduate Qualifications	8

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	21.8	0.0	9.8
Persons	0	24	0	16

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

## Financial statement

Funding Source	Amount
Grants: State	\$3,599,961
Grants: Commonwealth	\$122,474
Parent Contributions	\$172,009
Fund Raising	\$1,000
Other	\$45,378

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	Appointment of Wellbeing Leader. Student agency activated through Student Action Teams). Improved wellbeing and engagement supported by development of Wellbeing Strategy. Staff and students involved in analysis of Wellbeing Engagement Census data.	Approximately 50 students, Years 3 to 6, involved in decision making groups to activate student agency.
	Improved outcomes for students with an additional language or dialect	EALD/LEAP focus for professional learning for teachers and curriculum support staff. Individual students receive targeted intervention commensurate with allocated units. R/1 oral language program in consultation with EALD and speech specialists.	Functional grammar instruction to support English Language acquisition
	Inclusive Education Support Program	Support for all IESP students is targeted, supported by One Plans and staffed accordingly. Learning progress is tracked and regularly reviewed. A team of teachers, leadership and SSO for the Student Review Team to provide advice for class teachers regarding tailored support in Wave 1 and manage applications for further support in Waves 2 and 3.	Regular review of One Plan goals. Students at risk targeted by Student Review Team
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	IESP grant targeted to intervention as managed by the Student Review team: <ul style="list-style-type: none"> <li>• Oral language program Year 1 /2</li> <li>• Phonics instruction in small groups</li> <li>• Targeted maths intervention building automaticity</li> <li>• Targeted 1:1 or small group targeted literacy and numeracy support in class</li> <li>• One plans developed for all IESP students</li> </ul>	All funding and support is targeted with monitoring and review in place
Program funding for all students	Australian Curriculum	All teachers are supported through Professional Learning Communities to work on Australian Curriculum units, scope and sequence.	All teachers engaged in implementation of Australian Curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	GOPS does not receive funding for an Aboriginal Languages program	GOPS does not receive funding for an Aboriginal Languages program
	Better schools funding	Converted to SSO support for literacy and numeracy intervention.	Targeted students receive specialised support. Outcomes and progress documented and used to inform further improvements.
	Specialist school reporting (as required)	not required	not required
	Improved outcomes for gifted students	Teachers released to plan for high band strategy through Case Conferences Maths Olympiad weekly with Hourly Paid Instructor.	individual student progress in achieving and maintaining high band results

