



Gumeracha Primary School

2021 annual report to the community

Gumeracha Primary School Number: 0162

Partnership: Torrens Valley

Signature

School principal:

Mrs Lyndsey Martin

Governing council chair:

Samantha Mugford

Date of endorsement:

21 March 2022



Government
of South Australia
Department for Education

Context and highlights

Gumeracha PS is a small school located approximately 40 km from Adelaide. The school motto 'Together we achieve' reflects the collaborative nature of learning at Gumeracha PS. We value parent and community involvement in school programs and the school's participation in community events. In 2021, there were 81 students who were grouped in composite classes of R/1, 2/3, 4/5 and 6/7.

Specialist subjects offered included Gardening, Science, STEM and Health/PE. In Terms 3 & 4, we collaborated with drama company, Little Big Parrots to support students to perform at a high level in our annual Christmas Concert.

Japanese was offered as the Language other than English delivered via the Open Access College Language Partnerships program. Emiko Sensei visited the school for face to face lessons throughout the year to bring the program to life. Where possible, she facilitated cultural activities such as Japanese cooking sessions, writing in kanji and video link ups with a regional Japanese school.

In 2021, we did our best within Covid limitations to maintain links with colleagues from local schools in the Torrens Valley Partnership to reduce the professional isolation that can be an issue for teachers in small schools. We were proud of staff members who showed leadership by actively participating and presenting to their peers in Partnership training sessions and Pupil Free Days.

Gumeracha PS students demonstrated the school values of 'integrity, courage, resilience, respect, commitment and responsibility' in many opportunities both in and out of the school. They displayed a willingness to give new things a go, extended friendship and tolerance to students new to the school, solved friendship issues fairly, maintained a positive attitude and demonstrated respect for others. Students were recognised with an 'Honorable Mention' in assembly for displaying school values.

Our students achieved excellent results in the UNSW ICAS tests, with one very special excellence award going to one of our youngest participants.

The wonderful community provided on-going support for the school through volunteering, fundraising, transporting and generally chipping in whenever they can.

Despite the pandemic, there were still many highlights across the year including... Sports Day, Music lessons with Mrs Koop, Science Week visits to BHS, Book Week activities, Young Leaders Day, fabulous excursions/incursions and the Year 6/7 Victor Harbor Trip in lieu of the annual Canberra Camp.

Governing council report

Member Name / Position

S Mugford/ Parent, Chairperson

S Martin/ Parent, Secretary

M Turner/ Parent, Treasurer

E Powell / Parent

D Morris / Parent

D Lovell / Parent

S Williams / Parent

H Kavanagh / Parent

J Turner / Parent

M Liddle / Parent

N Livingstone / Parent

K Beaumont-Holmes / M Samuel / K Hopgood / B Forster / R Carter - Elected staff reps

Lyndsey Martin - Principal

The chairperson position was held by S Mugford who has shown strong support to the school in this role.

The level and nature of debate on the Council is always lively, sometimes passionate but mostly constructive and productive. Decisions are made quickly with debate resolved reasonably. The Council functions well and cares a great deal about the students that attend and their ongoing learning.

In 2021, the council continued to refer to their guidelines and constitutional documents that were developed by the previous council.

Quality improvement planning

Have we met our improvement goals? - In most classes yes and for almost all of our students.

For the vast majority of our children, the trends are an upward trajectory with some PAT Maths ups and downs but still growth over a multiple year period. It is important to look at trends over a 3 year period in PAT as we have noted a pattern in which many students flat line or even revert in one year but over the three year period have gained expected growth (using SEA growth markers)

Our 2-3 outliers in the EY data are of concern because despite high quality sustained teaching practices, they still haven't made gains at the same rate as their peers and therefore flag as potential students with learning difficulties.

Interventions are in place but these interventions still mean that the trajectory of those students is not aligned to those of their peer group. These supports have included speech & language support

Our math's results are not as high in growth as our literacy results and this is something to focus on. Whilst our maths results are generally sitting well above SEA (the Department for Education's Standard for Educational Achievement), we have plenty of students who sit just out of HB (NAPLAN High Bands) and our work has not always pushed them up into this area. There has been pleasing results in Year 7 maths where we have moved 3 students who have historically sat at NMS (NAPLAN National Minimum Standard) into SEA for the first time. Collaborating with CL, PC and CIPSI team will challenge our team to improve knowledge, understanding and therefore confidence in this area and will focus us on assessment and tracking and monitoring of maths. This work will be the main goal in 2022.

We haven't moved any Year 7 writers into HB despite strong focus but we have made gains. The anomalies in the NAPLAN writing results on closer analysis, has highlighted the need for additional writing data. We must be collecting and analysing writing samples regularly using the creating texts area of the literacy progression if we are to credibly dispute NAPLAN markers.

Actions with little or no impact

- Debbie Hepplewhite training for 4-7 teachers
- Literacy progressions as audit tools – this has not been implemented consistently and therefore has made little impact
- Misconception scans in numeracy

Actions with some promising impact

- Upper Primary DfE Units of work
- Observations
- Literacy agreement
- Book Looks
- Stamps and stickers for annotations and feedback prompts
- Written feedback to students
- YouCubed WIMS materials – Jo Boaler mindset work
- Maths PLC's

Actions with excellent impact

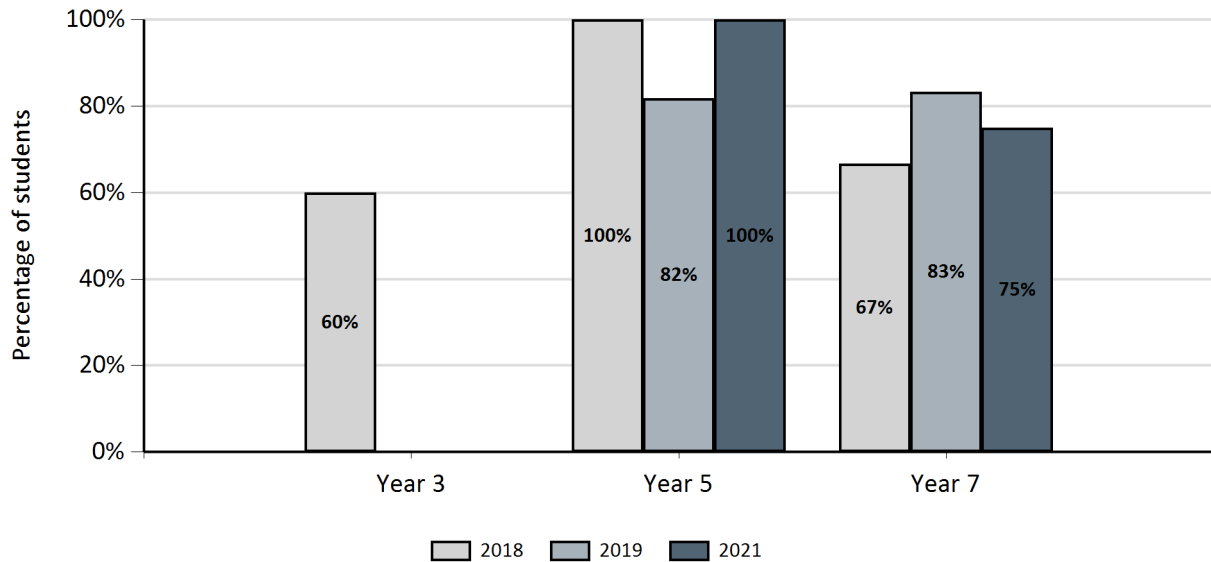
- Systematic synthetic phonics teaching e.g. Jolly Phonics & Heggerty
- Debbie Hepplewhite training for R-3 teachers
- Assessment tracking of individual students
- Consistent approach to the teaching of Reading, implementing Guided Reading
- Coaching from the LGU
- Decodable readers
- Curriculum Lead – Steph supporting 6/7 teacher in maths – incubate
- SPELD SOS materials 4-7 for 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

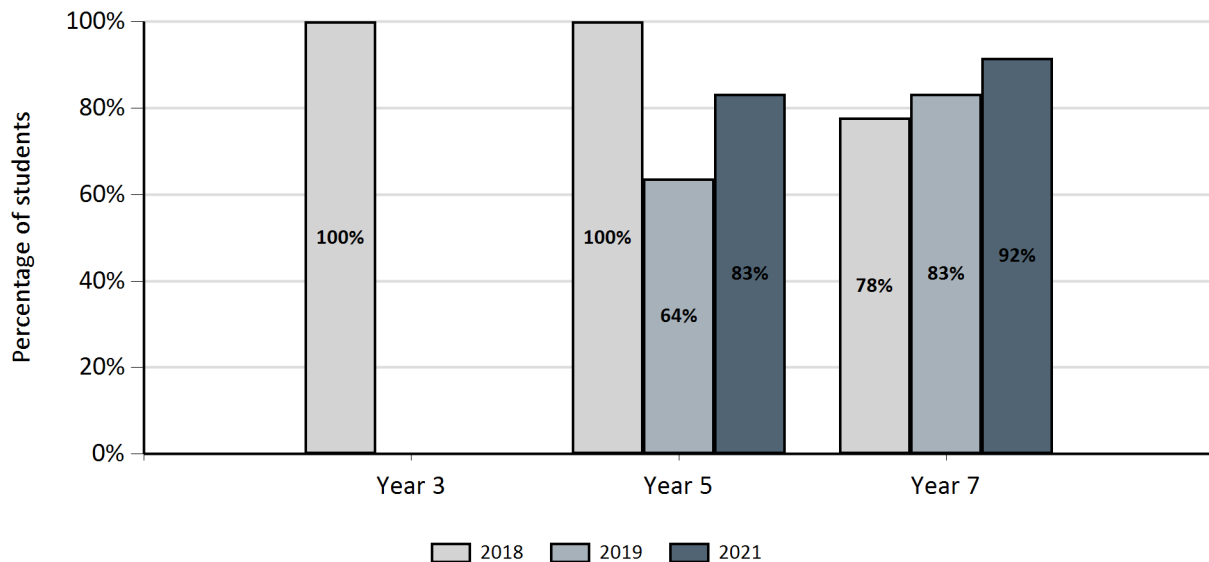


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	*	33%
Middle progress group	*	60%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	6	6	2	0	33%	0%
Year 5 2019-2021 Average	8.5	8.5	2.0	0.0	24%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Quality Teaching

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

Increased focus on data being used to develop APAS tutoring goals for extra Literacy support (to end of year 4)

- Personalised goals relating to phonemic awareness and phonics acquisition, reading fluency and writing sentences
- Additional data checks throughout this process allow more frequent view of progress/growth
- Personal learning goals set by student working with SSO

ATSI students are intentionally included in 2021 focus group across 3 of the 4 classes.
The reasoning for this is to allow for more in-depth tracking and monitoring of growth and progress. This influences team actions at staff meetings and conversations in PDP meetings. Focus group students will be those who are regularly viewed/monitored throughout 2021 and a deeper analysis of PAT/NAPLAN results will take place.

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

Outcomes for our 5 Aboriginal learners were consistent with non-Aboriginal learners across the site. Progress was made towards all individual goals.

School performance comment

As a school that always 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. We instead use individual figures and numbers "out of" to draw more accurate conclusions.

NAPLAN WRITING 2021

Year 3: No cohort results in NAPLAN writing, 2/3 sts in HB

Year 5: Increased Mean score from 2019 > 2021 of 420.1 > 498.6 (78.5), 1/6 sts in HB and 1/3 sts retained HB 3>5

Year 7: Increased Mean score from 2019 > 2021 of 465.3 > 503.6 (38.3), 0/11 sts in HB and 0% HB in Year 5 also

NAPLAN MATHS

Year 3: No cohort results in NAPLAN Maths, 0 sts in HB

Year 5: Decreased Mean score from 2019 > 2021 of 475.6 > 448.4 (-27.2), 0 sts in HB

Year 7: Stable Mean score from 2019 > 2021 of 554.3 > 551.8 (-2.5), 0% students below SEA in Year 7, 3/11 sts in HB, 1 x first time HB, 2 x HB Yr 3 and regained in Yr 7

EARLY YEARS READING

Reception (As at end of Term 3)

- 5/6 met SEA
- 2 exceeded SEA
- Intervention already in place for 1/6

Year 1 (As at end of Term 3)

- 10/14 met SEA
- Same 4 who did not SEA also did not meet Phonics Screening target
- 4 significantly exceed SEA
- Intervention already in place for 4/14

Year 2 (As at end of Term 3)

- 7/12 met SEA
- High levels of SWD in this cohort
- Intervention already in place for 4/12
- Individual 2:1 learning program in place for 1/12

Interventions already in place for the students not at standard includes: speech and language 1:1 programs, additional phonics instruction, SPELD reading and more frequent tracking and monitoring

PAT - Reading

Year 2 - GPS mean score: 101.1 & No SEA set at this year level

Year 3 - SEA: 95 GPS mean score: 130.4 & 2 of 2 students at SEA

Year 4 - SEA: 106 GPS mean score: 113.7 & 6 of 12 students at SEA

Year 5 - SEA: 112 GPS mean score: 122.1 & 8 of 10 students at SEA

Year 6 - SEA: 118 GPS mean score: 127.8 & 7 of 8 students at SEA *2 students did not participate due to prolonged absence

Year 7 - SEA: 120 GPS mean score: 131.2 & 8 of 9 students at SEA *1 student did not participate due to prolonged absence

Pat- Maths

Year 2 - GPS mean score: 109.5 & No SEA set at this year level

Year 3 - SEA: 101 GPS mean score: 119.0 & 2 of 2 students at SEA *2 students did not participate due to prolonged absence

Year 4 - SEA: 110 GPS mean score: 113.1 & 6 of 11 students at SEA

Year 5 - SEA: 112 GPS mean score: 125.6 & 6 of 6 students at SEA

Year 6 - SEA: 120 GPS mean score: 130.1 & 9 of 9 students at SEA *2 students did not participate due to prolonged absence

Year 7 - SEA: 121 GPS mean score: 129.8 & 8 of 9 students at SEA *2 students did not participate due to prolonged absence

Our mean scaled scores are above SEA targets in all areas.

Attendance

Year level	2018	2019	2020	2021
Reception	95.7%	89.3%	91.9%	96.0%
Year 1	95.3%	92.5%	91.8%	91.1%
Year 2	92.4%	94.6%	86.6%	90.0%
Year 3	93.8%	91.0%	88.5%	85.0%
Year 4	93.6%	94.1%	91.3%	90.3%
Year 5	95.9%	92.7%	92.4%	83.9%
Year 6	97.0%	92.9%	90.6%	93.2%
Year 7	91.5%	97.1%	90.2%	88.8%
Total	94.2%	92.8%	90.8%	90.2%

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

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

Attendance comment

Attendance rates fell below the Department for Education target of 95% in all year levels. The Reception cohort had the highest attendance rate and Year 5, the lowest. There was a significant dip from previous years. Attendance was significantly impacted by the pandemic and a small number of transient enrolments. Several families applied for exemptions to travel interstate when borders opened up across the Eastern states. Staff maintain contact with families via a telephone call if a child is absent for 3 or more days and keep the communication positive and supportive. A newsletter article each term encourages good attendance and provide guidelines about acceptable versus unacceptable absences.

Behaviour support comment

A small number of students are still over-represented in the EDSAS behaviour data. Most of these students are identified as SWD and have significant/severe communication difficulties. Conflict management education continues to be a significant body of work right across the classes and is supported by Leadership and the PCW. We continued working on understanding the difference between low-level conflict and bullying behaviours. Parents were invited to be actively involved in these discussions. We did not participate in the wellbeing survey at the end of 2021

Parent opinion survey summary

Parent feedback was in the whole favourable but unfortunately one disgruntled parent used this forum to verbally abuse the staff team which had negative impacts on the mental health of those involved.

Two key areas that we identified for improvement was; looking for alternate pathways to communicate with parents besides emails, giving more notice of events AND providing enough support for one particularly complex class .

HIGHLIGHTS:

- 34/37 respondents agreed (13) or strongly agreed (19) that people respect each other at this school
- Email continues to be the preferred form of communication with text messages, face to face conversations and phone calls also rating highly
- 27/37 agreed (17) or strongly agreed (10) that the school encourages parents to help students to learn, 6 did not agree or disagree, 2 disagreed/strongly disagreed
- 34/35 respondents agreed (9) or strongly agreed (25) that education at school was important to their child's future

AREAS FOR IMPROVEMENT

- 8/37 respondents were neutral (3) or disagreed (5) that they received enough communication from the school
- 8/37 respondents were neutral (3) or disagreed (5) that they had useful discussions with the school about their child's learning
- 10/37 respondents were neutral (9) or disagreed (1) that they felt equipped to help their child plan what they would do after school

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	23.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	76.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Students at Gumeracha PS are supported by dedicated volunteers. This group is made up of mostly parents, some grandparents and a very small number of general community members.

All volunteers at Gumeracha Primary School met screening and suitability requirements as per DfE screening and suitability in 2021 although the changes to the requirements re vaccinations and RAN training will be a challenge moving forward

WWCC screening documentation is managed by an SSO. Community members are given advanced notice of certificates that are due to expire and given adequate time to renew.

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	9
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	5.9	0.0	4.6
Persons	0	7	0	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$1,210,307
Grants: Commonwealth	\$3,900
Parent Contributions	\$21,070
Fund Raising	\$3,430
Other	\$6,615

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

2021 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 2021 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	Minimum number of students not met	n/a
	Improved outcomes for students with an additional language or dialect	Minimum number of students not met	n/a
	Inclusive Education Support Program	In 2021, SSO's supported students with OCOP's to: <ul style="list-style-type: none"> - develop interoception skills - learn conflict resolution strategies - do heavy work, develop gross and fine motor skills - access class learning at their own level 	All students who received IESP funding made progress against the goals outlined
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Students with learning difficulties grant - provides SSO support in small groups and Read Up/Maths Plus intervention programs for Students identified as needing Wave 2/3 intervention. Intervention programs target automaticity in number and decoding skills, sight word automaticity and comprehension in reading. Early Years funding focused on supporting the implementation of a synthetic phonics program and targeting students who were not meeting the Year 1 benchmark for the phonics screening tool for additional exposure, detailed instruction and guided practice.	Students who participated in these programs showed continued growth in 2021 in relation to their individual targets
Program funding for all students	Australian Curriculum	Australian Curriculum grant provided release time for teachers to join Partnership initiatives, plan collaboratively, collect & analyse data and attend PLC's	Having time to collect and analyse data has allowed teachers to be more targeted
Other discretionary funding	Aboriginal languages programs Initiatives	Minimum number of students not met	n/a
	Better schools funding	Predominantly used to fund release for PD opportunities, Running Record assessments, ILP writing and student specific planning time. Each teacher allocated release time for assessment and reporting	Having time to collect and analyse data has allowed teachers to be more targeted
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

