



Glenelg Primary School

2022 annual report to the community

Glenelg Primary School Number: 1017

Partnership: Holdfast

Signature

School principal:

Mr Shane Misso

Governing council chair:

Layla Pagac

Date of endorsement:

21 March 2023



Government
of South Australia
Department for Education

Context and highlights

In 2022 Glenelg Primary School became R-6 with 672 students. Glenelg Primary School is located on the corner of Brighton and Diagonal Roads. The grounds have been landscaped to provide a range of natural and creative play areas, with access to the Glenelg oval for additional play space. The students come from a range of socio-economic backgrounds, averaging 23% School Card students and 100 students from NESB.

The priority in 2022 was to continue improving outcomes in writing and numeracy by using the recently released DfE units of work (3-6) and scope and sequence (S&S) documents for consistency. All staff received additional training in understanding and incorporating the documents into their planning. All year 3-6 teachers incorporated a minimum of one English and Maths unit per term. Many delivered additional units across other curriculum areas. JP teachers embedded the R-2 S&S into all planning incorporating the new Units of Work released in September 2022. Year-level teams have worked very productively to generate and refine year and term planners for all curriculum areas ready for 2023. The impact of a staggered start to the 2022 school year delayed many planned improvement processes that were never fully recaptured.

The seven-million-dollar redevelopment project was again put on hold responding to the building industry impact of COVID. The revised project completion time is now closer to end Term 1 2022 is now Student Voice is evident through Peer Mediators, Senior Student Leaders, Smart Play leaders and Student Ambassadors. Embedding the 5 keys to Success for the 'You Can Do It' program are evident through the R-7 classes. The Glenelg Kids' Council R-7 continue to lead the school in organising charitable fundraisers and inter-reception activities. Student decision making and feedback in curriculum and assessment is a focus for all staff. The focus on student agency to access formative feedback and set goals remains on our Site Improvement Plan.

Community highlights for 2022 included the running of an open Sports Day, meet the teacher evening, Showcase of My Learning, Year 6 production, and a school-hosted graduation ceremony and celebration designed fully by the students. These events have gone a long way to reviving the pre-COVID community engagement levels that Glenelg Primary is known for. A return to Glenelg Oval for a community-based end-of-year "MASAOKE" concert and involvement as the largest single contributor to the Glenelg Community Christmas Pageant topped off a year of strengthening community connections. The Governing Council and the Parents and Friends group have been huge supporters and drivers of these activities.

Now that Glenelg has high speed and reliable internet is now a priority that staff and students have appropriate and reliable access to devices and software. After undertaking an informal audit of devices across the school, it was decided to purchase laptops for staff so that their work is not 'locked in' to a desktop computer, tying them to their desk and not allowing them to utilise an appropriate device for work undertaken in Staff Meetings or Professional Development sessions.

The next step is to improve access for students and student learning. Currently, students in Years 3-6 have shared access to a number of ageing laptops and a bank of 10 iPads in each class. This is not ideal for learning 21st century learning skills, nor does it allow them access in a timely manner. We are working towards a few ideas to help improve student access and use of ICTs to be introduced by the beginning of 2024.

Governing council report

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Quality improvement planning

Teachers in Years 3-6 continued to work on aligning practice by undertaking Units of Work in Mathematics each term. The units contain intentional sequencing and are aligned already to the Scope and Sequence ensuring all required content and concepts are explored in a developmental progression.

In R-2, teams have taken well to the new units which were released in September. We have hired a curriculum writer to help this establishment by instructional coaching in classes alongside teachers.

Deeper staff engagement in our school improvement process was a key strategy in 2022. Components of this included:

Meetings involving professional development which included data analysis (from whole school to class level)

Meetings involving breaking down the success criteria for students to achieve our SIP goals and the challenges of practice and actions to achieve these

These two key changes involved multiple sessions of analysis, reflection and development of clear, targeted, commonly understood and agreed directions for 2023.

Our next steps include the following:

Review and refine our Mathematics Agreement

Year 3-6 classes continue to teach Units of Work according to agreements (two per term)

R-2 to continue establishing Units of Work by teaching 1 unit per term minimum

Analyse PAT data and Teaching Resources Centre to further address development in number concept in PLC (whole staff, focused on SIP) and PLT work (Year Level teamwork in shared NIT/after school)

Develop consistent Mathematics dialogue and use 'Maths Chats' across R-6 (and add to whole school Maths agreement)

Staff establish moderation processes in year level teams utilising DfE reporting descriptors and moderation exemplars

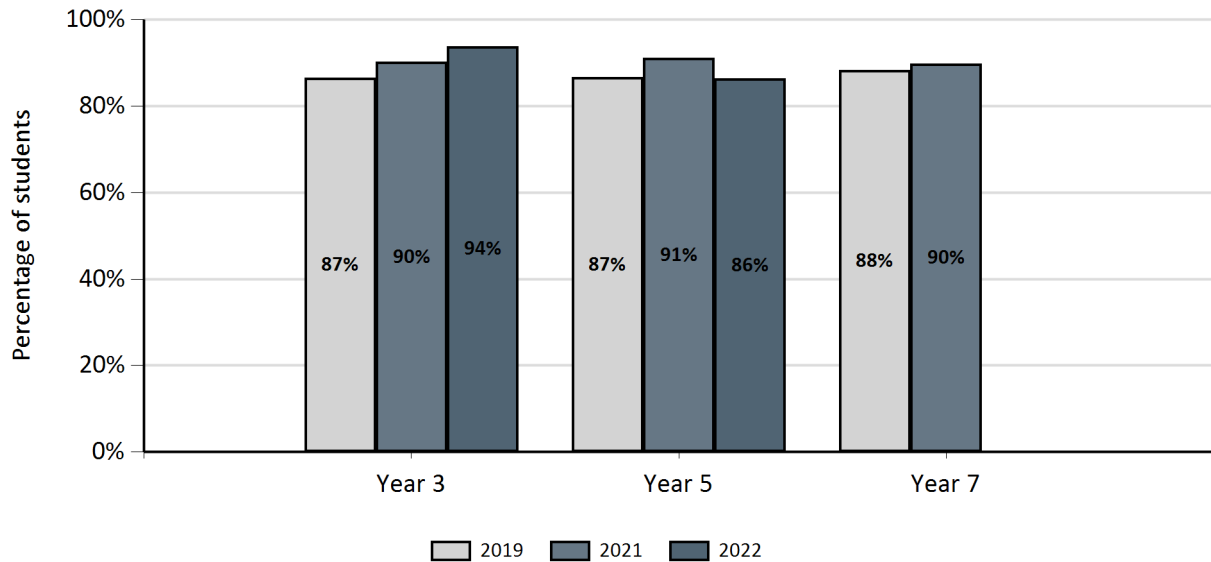
Establishing and maintaining PLC groups based on SIP goals that focus on connecting the SIP with students

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

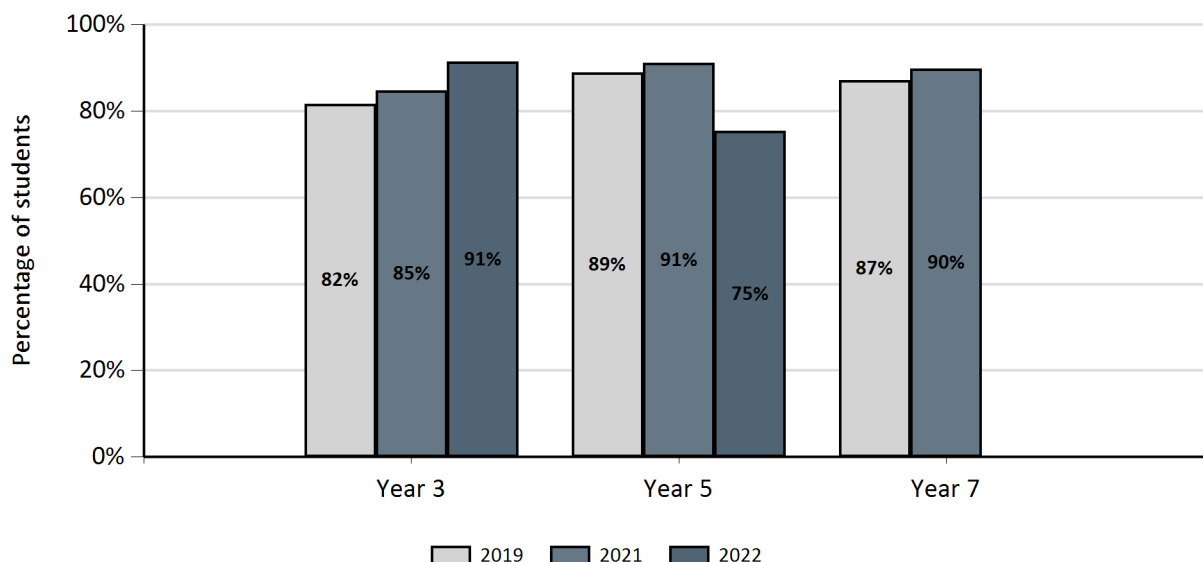


*NOTE: No NAPLAN testing was conducted in 2020.

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	82	82	44	21	54%	26%
Year 03 2021-2022 Average	87.0	87.0	44.0	24.5	51%	28%
Year 05 2022	118	118	42	20	36%	17%
Year 05 2021-2022 Average	110.0	110.0	43.0	23.5	39%	21%
Year 07 2021-2022 Average	79.0	79.0	23.0	39.0	29%	49%

*NOTE: No NAPLAN testing was conducted in 2020.

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

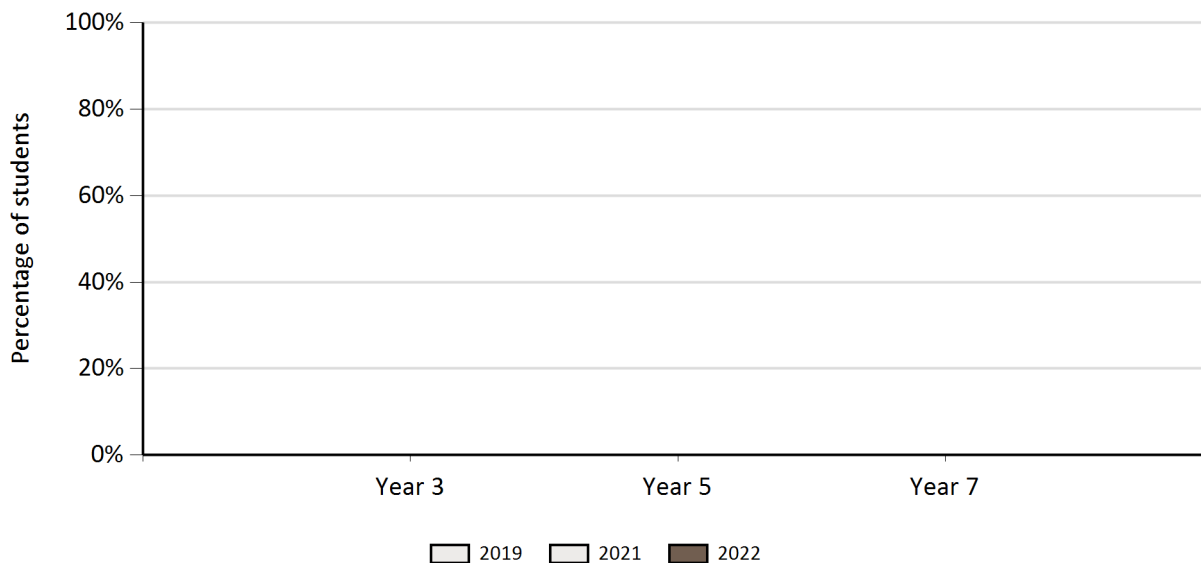
[^]includes absent and withdrawn students.

*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



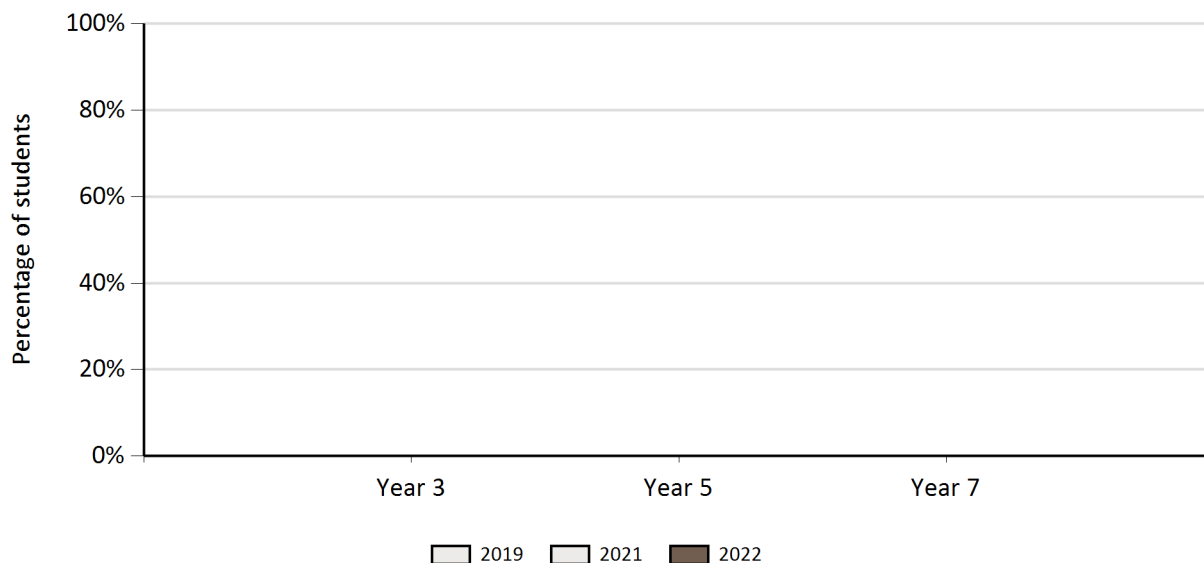
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Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



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Data 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 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.

[^]Includes absent and withdrawn students.

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**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:

In 2021, the continued focus for Glenelg Primary School was the ALALR element of Tracking and Monitoring Growth and Achievement.

An increase in ATSI enrolment over 2021 provided a return of 0.2 AET funding plus approximately 8 hours of ACEO. Dionne Lodge provided ongoing ACEO support in 2022, however has transitioned to other roles and sites for 2023. Jason Rose took the role of AET re-establishing community connections, formalising programs with an emphasis on cultural understandings, and promotion of academic diligence and importance. This approach included engagement of specialty and whole school First Nations experiences, and closer monitoring of all First Nations OnePlans. In 2023 the ALALR will be revised to reflect the new challenges and targets surfaced during the review of First Nations OnePlans

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

EW improvement actions were implemented by the ALALR to raise literacy and numeracy achievement.

Improvement actions to be implemented in 2022 included analysis of individual performance data from PAT-R and PAT-M testing and from previous years to "paint a picture" of the student, academic reporting data from individual school reports, data from targeted interventions, regular monitoring of attendance and academic achievement. This data will then be used to inform interventions for students and where support should be implemented. This was significantly tracked by the incoming AET in 2022 and drove the revision of all OnePlans.

Every Aboriginal student has an updated One Plan, developed with input from students, families, class teachers and other GPS staff. Learning goals in each One Plan outline the intended learning outcomes for each Aboriginal learner. In addition, the three students who were eligible for special APAS funding in 2022 also had SMART goals regarding the use of this funding. The progress of all students has been reviewed at the end of 2022 and reported separately.

School performance comment

In terms of our School Improvement Plan, our goals and targets in 2022 were as follows:

SIP Goal 1

To increase student achievement in number in all year levels

Targets

55% of Year 3 and 40% of Year 5 in the higher bands and 90% of students achieve C or above in mathematics.

SIP Goal 2

To increase the levels of achievement in writing in all year levels

Targets

35% of Year 3 and 15% of Year 5 students in the higher bands in NAPLAN writing and 85% of students at C or above in English.

Our results in NAPLAN Mathematics were not as hoped for. Achievement in SEA was excellent in Year 3. In Year 5, it was considerably lower (13 points lower than the three-year average). Achievement in High Bands was reduced across NAPLAN-assessed cohorts (10 lower in Year 3 than three-year average and 9.3 lower in Year 5).

PAT showed however that overall cohort progress was generally steady, if not greatly positive for most year levels (average growth of 5.93 across Years 2-6). Whilst this is not a direct measure of student improvement in Number, it does show that cohorts progressed mostly very well from Years 2-6. Number is clearly an extremely important strand (and is the majority strand in terms of question types) and some of this reflects growth in knowledge and application of conceptual understanding in Number.

Reading was not specifically a goal within our current SIP, however, it is noted that in Year 3 there is a continued increase in achievement and in Year 5, things were steady compared to the three year average, but down from last year. This gives us confidence that our practices in reading are maintaining consistent performance across cohorts of students. Notably, Year 3 students achieved 94th percentile, which is a four year high. This data reflects our choice to prioritise writing where our results do not reach the same high levels of achievement.

According to our Phonics Screening benchmark, our 2022 Year 1 students demonstrated 76.4% (state average 76.9%) proficiency. This has risen from 56.6% in 2018, reflecting the implementation of more consistent evidence based practices since 2019. The 17 students that performed below benchmark are engaging in Wave 3 interventions in 2023.

Attendance

Year level	2019	2020	2021	2022
Reception	92.4%	88.5%	95.0%	88.2%
Year 1	92.1%	86.4%	94.1%	88.1%
Year 2	92.8%	89.4%	93.5%	90.3%
Year 3	92.6%	88.4%	94.2%	89.6%
Year 4	94.0%	88.1%	93.3%	90.2%
Year 5	91.6%	89.0%	92.9%	88.5%
Year 6	93.8%	86.4%	92.9%	87.6%
Year 7	93.3%	88.8%	92.8%	N/A
Total	92.9%	88.2%	93.5%	88.9%

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

Attendance comment

The Glenelg Primary School Attendance Policy involves the following sequence of steps to address attendance concerns:

A front office staff member sends SMS alerting the primary caregiver absence (daily). Classroom teacher contact with caregiver after 3 days of unexplained absence (Seesaw platform or phone call). Chronic/ongoing absenteeism: formal letter of concern is sent home via post and email.

Processes including DCP reports, DfE behaviour personnel, our ACEO and referrals made to the DfE Social Work Duty Line. The AP in Wellbeing may conduct home visits or refer a family to a DfE Child Wellbeing Practitioner to assess child protection concerns.

The parents/caregivers of students with chronic absenteeism are required to attend a formal meeting/create an attendance plan to address the blockers to attendance. Support measures and a formal plan may be documented in more complex circumstances. The attendance at school has been consistent over the past few years. The increase in absences related to illness (without certificate) may be attributed to the impact that COVID19 has had on the community and other related illnesses which have been less prevalent in recent COVI

Behaviour support comment

In 2022 high-level behaviours including significant violence, illegal activity, sexualised concerning behaviour towards others, and repeat harassment have dropped significantly. This has been through a continued focus on socially acceptable behaviours in our school community and a strong stance with families about school expectations and tolerances.

Classroom and yard negative behaviours are still unfortunately common. Teachers are managing these very well however there is a significant impact on the learning and social development of other students and teacher wellbeing. Internal and external resources to support the children and families involved are difficult to access, inhibiting families from reaching out for support and compounding behavioural patterns at school and home. Dysregulated behaviours in the early years of schooling is of the highest concern, translating into school disruptions and loss of learning.

Major violence incidents have received a rapid response via IRMS reports. This support has included additional support hours and counselling for affected individuals.

Parent opinion survey summary

This year 206 families contributed to the official Department for Education online survey in term 3.

Glenelg Primary school has matched or exceeded positive responses to all areas of the survey in comparison to state data. This is something to be very proud of. Some of the very high-performing areas for Glenelg Primary include; People are respectful, Teachers and students are respectful, I feel like my child is important, Teachers talk to my child often, I know what standard of work is expected of my child and the school encourages parents to help students learn. It was noted that families were seeing greater support for children with additional needs academically, socially and physically. This includes disability support, behavioural problems at home and school, social and emotional dysfunction and an increasing amount of student anxiety. Community call for additional support has not been well addressed by an already strained Student Services group or external agencies. Current resourcing is insufficient to meet the needs of all identified students so a triage type approach is taken to prioritising needs. After 2 years of lobbying Glenelg Primary has secured the services of "In School Psychology" who are structured to provide an experienced therapeutic psychologist under the current Health Care/Medicare system. It is hoped that this will build capacity is students and families to work through complex needs beyond the regular scope of the classroom teacher.

Communication methods are always an area for improvement and simplification to maximise connections. Face to Face parent-teacher interviews were rated the most popular method however were diminished again due to COVID. Electronic communication was rated as the next most popular which was further utilised in 2022. Some families still have difficulty connecting and seek individual contact. Further strategies will be explored in 2023 to involve parents in their child's education and Governing Council will promote more community connection opportunities. At the time of the 2022 survey our bigger community activities had not occurred so were not reflected as positive returns to a previously more connected school/family dynamics.

In the free text comments "Response to the internal abduction incident (communication)" have featured heavily and negatively. A slow an incomplete response by the Department has left the local school team open to ongoing criticism about aspects of security and supports that we have no control over. While the Local Education Team have supported to the full extent of their capacity the staff at school this has not impacted on parent perceptions.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	13	32.5%
NT - LEFT SA FOR NT	1	2.5%
OV - LEFT SA FOR OVERSEAS	8	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	14	35.0%
VI - LEFT SA FOR VIC	3	7.5%
WA - LEFT SA FOR WA	1	2.5%

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

Since the changes to the Department for Education policy in July 2019 regarding Volunteering, Glenelg PS has 182 active volunteers listed in 2022. This year volunteer applications continued to reduce through unavailability and minimal opportunities for involvement due to site access restrictions in term 1. This generated issues later in the year when activities requiring volunteer support returned and not enough volunteers were available for several events. Total numbers are a build-up from prior years. We have 170 expired or are no longer willing to volunteer due mainly to moving to the next level of schooling. Application numbers have dropped to about 35% of 2019 levels. (2019= 76 applications / 2022= 26 applications)

All Volunteers are required to undertake a 9 step process that includes having a current Relevant History Screening (Working with Children Check) to become a registered Volunteer. RAN training and site inductions are offered both online and at the site. All prospective volunteers are kept informed of their mandated requirements on an ongoing basis. All new and continuing volunteers have updated their training.

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	77
Post Graduate Qualifications	21

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	1.0	39.7	0.3	13.1
Persons	1	50	1	19

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

Financial statement

Funding Source	Amount
Grants: State	\$6,166,251
Grants: Commonwealth	\$10,200
Parent Contributions	\$314,900
Fund Raising	\$50,881
Other	\$178,259

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	tudents supported with funding have benefited from the support and are better able to cope in the classroom. This also means that the other children in the class have less distractions and learning outcomes improved. Whole school interoception, interoception space and smart play program	Focus on learning and integrating with others improving. Achieving goals set
	Improved outcomes for students with an additional language or dialect	Staffing and Literacy resources. All teaching staff trained in LEAP levels modules 1-3. All levelling reviewed and moderated. New EALD teacher delivering sequential SAE lessons across the junior years into year 4. Focus on in-class support for the student and teacher. 1 BSSO for refugee Ukrainian students. NESB data fully reviewed and updated.	Improved support, improved data, constant reviewing of programs and student data
	Inclusive Education Support Program	Funding was used to provide targeted intervention to students in regular time tabled sessions by Support Workers. One Plans were written with SMARTER goals based on recommendations from Department for Education speech pathologists, special educator, private professionals and family input. Program expanded to include more in-class support and assistive technology support for older students	Improved NAPLAN results.
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	APAS funding was used to provide targeted support to 2 students (through SSO hrs) who were below SEA. This included support with blending and segmenting CVC words, developing speech and communication, developing sound knowledge, writing, and recognising numbers and basic addition.	Overall improvements in student academic performance
Program funding for all students	Australian Curriculum	Whole school PD days aligned with SIP; focused on Math, Trusting the count and a deep understanding of the new Scope and Sequence documents plus the mid-year released JP units of work. Year levels and term planners produced R-7.	Whole school alignment in planning, mirroring the DfE curriculum documents and AC
	Aboriginal languages programs Initiatives	N/A in 2022 To be trialled in 2023 for all First Nations children	Monitoring of student achievement data in literacy and numeracy.
	Better schools funding	This funding was used to build leadership capacity; through increased teacher involvement in various leadership courses, teachers then engage in school wide projects to improve student learning results, ie student agency	Greater number of skilled teacher leaders supporting the implementation of effective practice across the school.

Other discretionary funding	Specialist school reporting (as required)	Whole school PD days aligned with SIP; focused on Math, Trusting the count and a deep understanding of the new Scope and Sequence documents plus the current and mid-year released units of work. Year levels and term planners produced and refined R-7. Commencement of LEAP training for assessment and skill development.	Whole school alignment in planning mirroring the DfE curriculum documents and AC
	Improved outcomes for gifted students	Improved understanding of the curriculum and scope and sequence has improved QDTP in all classrooms providing appropriately differentiated pathways for the Gifted and Talented students	Higher student engagement and efficacy. Better representation in high bands of NAPLAN and PAT through positive approach.