



# Golden Grove Primary School

## 2022 annual report to the community

Golden Grove Primary School Number: 1848

Partnership: Golden Way

Signature

School principal:

Ms Wendy Moore

Governing council chair:

Ms Rebecca Feltus

Date of endorsement:

14 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Golden Grove Primary School has a vision to engage learners in quality learning opportunities within a safe and positive environment. Our vision drives our core work.

The 2022 school year concluded with an enrolment of 545 students in 21 classes. This represents a decrease in enrolments from previous years due to the South Australian Year 7 move to High School and a trend in reduced Reception enrolments (58 in 2022); this is in line with local Preschool numbers.

2022 was the third year of managing the impact of COVID; we worked hard to ensure student learning and wellbeing was well supported. The 2022 year began with a staggered start whereby only Reception and Year 1 students were present in classrooms. Students in Year 2 – 6 were provided with online learning opportunities, including 'live' sessions to facilitate the building of classroom connections. In Week 3, Year 2 – 6 students returned to their classrooms with 88% in attendance by Week 4.

Highlights throughout the year included Sportsday, Science Week, SAPSASA events, and Swimming & Aquatics events. Assemblies were once again open to family members and our Anzac Day assembly was attended by Minister for Education, Blair Boyer and Member for King, Rhiannon Pearce. Book Week was celebrated with a parade, workshops with author Phil Cummings and a Story Quest performance.

We were well represented at the Festival of Music with 106 GGPS students performing across the ten concerts.

Curriculum subjects presented by Specialist teachers in 2023 included Performing Arts, Japanese, Auslan, PE and Science. This was the first year that Science was taught by Specialist teachers and this proved a great success with many highlights including the hatching and incubation of chicks and a gardening club.

A six million dollar Capital Works Project began mid-year with the demolition of all transportable buildings (with the exception of the library). New lawn areas were developed and we excitedly watched as building modules were delivered for our new Performing Arts space and Library. The expected completion date of the project is May/June 2023.

Year 6 students were, for the first time in SA history, the leaders of the school in 2022. A new leadership structure was developed to increase the opportunities for leadership whereby students applied for the following roles: Sports Leader, Library Leader, Community Service Leader, Arts Leader and Public Relations Leader.

We farewelled and celebrated the retirements of four long-term staff members Pauleen Howard, Gary Rankin, Huong Do and Lorna Crisanti during the year. We also celebrated the permanent appointments of six of our staff members who had previously been employed on contract: Sophie Dogan, Katie Hoffman, Haylee Garner, Matt Forester, Sage Blackmore and Crishel Reynolds.

The year concluded with a very busy period of time with twelve classes attending 3 day camps. Students in Year 3 & 4 attended the Arbury Park Outdoor Education Centre and Year 5 & 6 students attended Wirraway Campsite.

## Governing council report

The 2022 Golden Grove PS Governing Council consisted of 15 members including the Principal, two staff members and one community member. The Council met twice per term in 2022 and experienced strong attendance at most meetings.

The Governing Council received regular updates from the Principal and staff representatives on improvement planning and outcomes and engaged in ongoing policy revision. In particular, Governing Council received information regarding the school's Site Plan which has specific improvement targets for Reading and Maths. The school's leadership team provided the Council with an understanding of the work undertaken by teachers to analyse student achievement data and plan for learning improvement.

In 2022, the Governing Council invited all GGPS parents to participate in a survey regarding the offering of languages at our school. The survey results told us that there are very differing views across our parent and student community. A large percentage of parents were keen to consider a change in language from Japanese, many wanted Auslan to be offered, some were keen on Spanish but others were very passionate about maintaining Japanese. As a result, Governing Council supported the offering of both Japanese and Auslan in 2023 whereby each student would access one semester of Auslan and one semester of Japanese.

Effective Governing Council operations were managed by Finance, Canteen, Uniform, Asset and OSHC Committees. In 2022, Governing Council oversaw the staffing of the Cobbler Creek OSHC whereby a new Director was employed late Term 4 2021. Throughout the year, Cobbler Creek OSHC was supported by Governing Council decision-making and attention to fee structure, opening times, cancellation policy, booking procedures and staffing. The service was well managed by Director Jasmina Dowden during a challenging period of time impacted by COVID, staff shortages and changes to facilities (due to the school's Capital Works Project).

Governing Council also oversaw the staffing of the Canteen which was well managed by Manager Kate Reynolds and Assistant Manager Rachael Clarke-Jones despite low volunteer numbers and restrictions.

In line with Department for Education requirements, the Governing Council Constitution was revised at the end of 2022. The revised Constitution was approved by DfE and in place for the start of 2023.

On behalf of the Governing Council, I would like to thank all staff for their dedication and management of the school during the difficult periods of restrictions due to COVID-19. I thank them for ensuring the students of our school have been catered for despite the challenges of the past three years.

# Quality improvement planning

2022 was the first year of a new Site Improvement Plan. Our new plan prioritises numeracy and literacy as in previous years with newly devised and emerging actions.

As per Department for Education improvement processes, our two priorities each have a goal, targets, a challenge of practice, success criteria and planned actions.

The numeracy goal is to increase student achievement in numeracy and our challenge of practice is as follows: if we intentionally plan and explicitly teach problem solving and reasoning to stretch all learners then we will increase student achievement in numeracy.

The literacy goal is to increase student achievement in literacy and our challenge of practice is as follows: if we explicitly teach reading and writing strategies to stretch all learners then we will increase student achievement in literacy.

In 2022 the action which had the greatest impact on both priorities was the collaborative work of year level teaching teams. Together, year level teaching teams designed whole year teaching plans, term overviews and assessment tasks and met regularly to review progress and teaching impact.

For the past three years, our numeracy improvement work involved the entire scope of the Mathematics content. This year, with the aim to increase student capacity for mathematical thinking, our improvement strategy narrowed to focus on the Australian Curriculum Proficiency strands of Problem Solving and Reasoning. A Numeracy Coordinator, Nathan Fryer was employed to lead this work with Assistant Principal, Michelle Wright. A whole school guideline was developed whereby two problem solving and reasoning lessons per week would be provided in Primary classes and one lesson per JP class. Teachers were supported to plan and implement the explicit teaching of skills, vocabulary and understandings to develop student problem solving and reasoning through professional learning and planning opportunities.

To further strengthen this improvement work, our Year 4 teachers participated in a “Targeted Actions Project” with other Year 4 teachers from within the Felixstow Portfolio. This project came about to address the identified trends in data indicating a ‘dip’ in Year 5 numeracy achievement in our school and in general, across the state. Each teacher identified learners who had achieved high bands in Year 3 NAPLAN, observed their dispositions and designed tasks to stretch their understandings and skills. The aim of designing tasks for these learners in particular was to strive to maintain high band learning and provide stretch for all learners.

Our work in literacy continued to focus on reading this year however we widened our improvement strategies with a renewed focus on writing.

In terms of reading, Junior Primary (R-2) teachers explicitly taught and assessed phonological awareness, phonics and decoding skills through a daily literacy drill, including a newly added Heggerty drill (phonological and phonemic awareness). Year 3 – 6 teachers explicitly taught reading comprehension strategies through Guided Reading or Literature Circles. A high number of teachers of Year 3 – 6 classes taught the Department for Education English Units of Work.

To renew our writing focus, we reviewed current practice in handwriting. Understanding that writing is a complex communication skill requiring proficiency in transcription skills, we developed a whole school approach to support the development of student automaticity in handwriting and keyboarding skills. Once automaticity develops in students, they are more able to concentrate on the content and message that they are creating. The newly developed school guideline for Handwriting and Keyboarding will be implemented in 2023.

NAPLAN writing results were analysed to identify next steps in the writing improvement journey with sentence structure / grammar being prioritised for 2023.

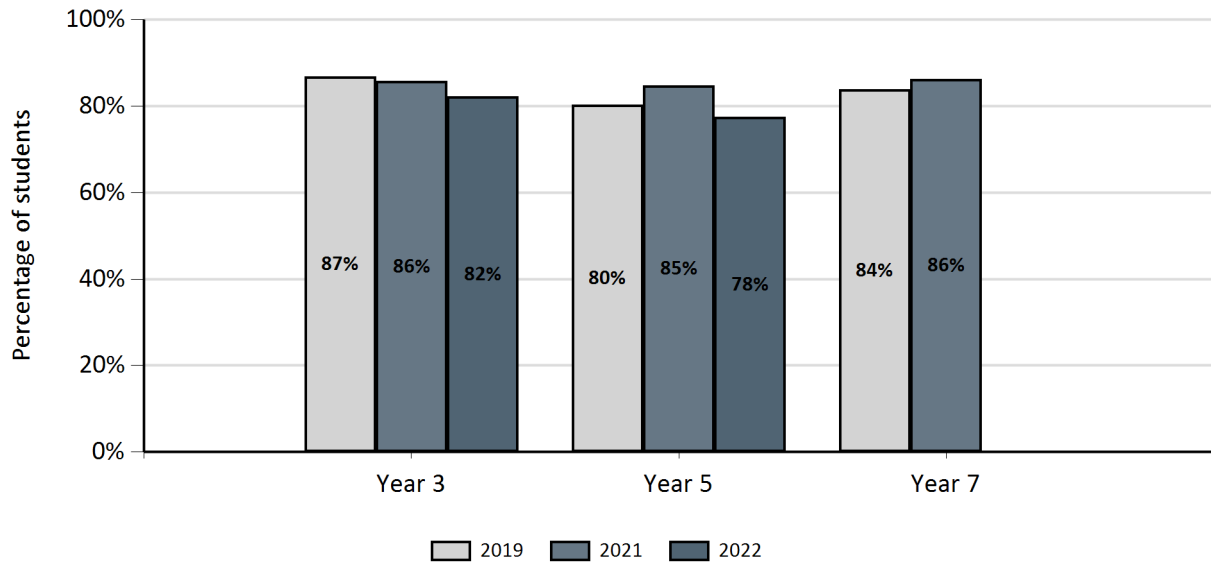
With a view to continually build staff knowledge, we revisited the “Science of Reading” in Term 4 and used this learning as a lens to review current teaching practices in literacy. We looked at research-based practices and resources that may provide further impact and as a result, 2023 planning will include the implementation of InitialLit in Junior Primary classes, Heggerty (phonemic awareness) in Primary classes and exploration of a morphology resource “Morpheme Magic”. Other Literacy resources to be trialled in 2023 as a result of our self-review include “Handwriting Heroes”, “Word Cracker” and “Dibel”s (a literacy skills measuring tool).

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

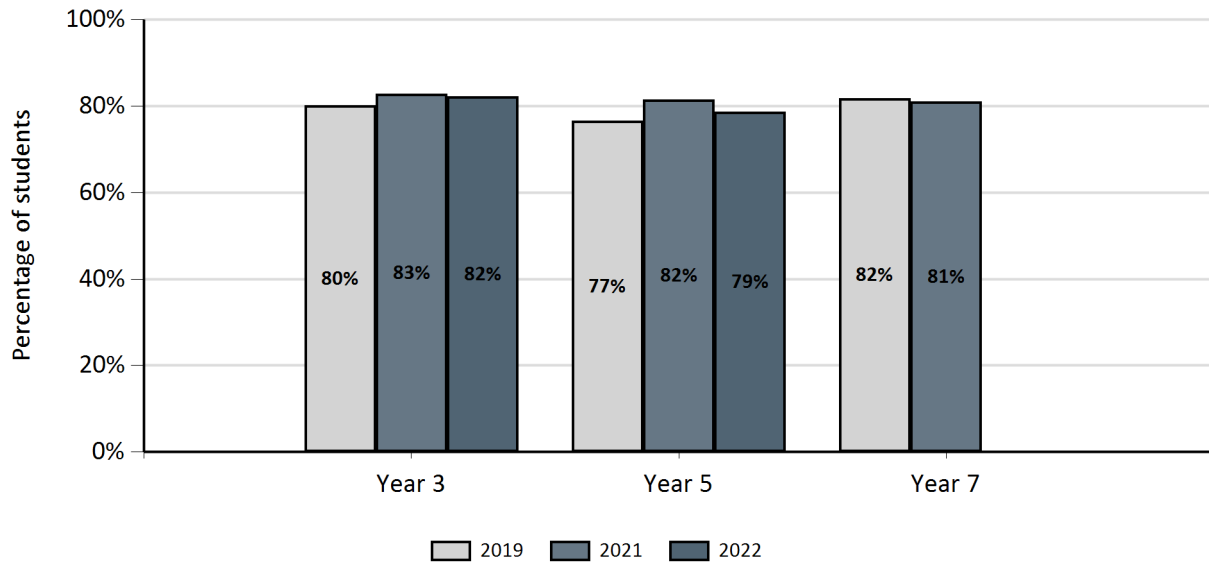


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



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

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	73	73	33	20	45%	27%
Year 03 2021-2022 Average	86.0	86.0	39.5	23.0	46%	27%
Year 05 2022	89	89	28	8	32%	9%
Year 05 2021-2022 Average	90.5	90.5	26.0	12.0	29%	13%
Year 07 2021-2022 Average	95.0	95.0	23.0	26.0	24%	27%

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

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

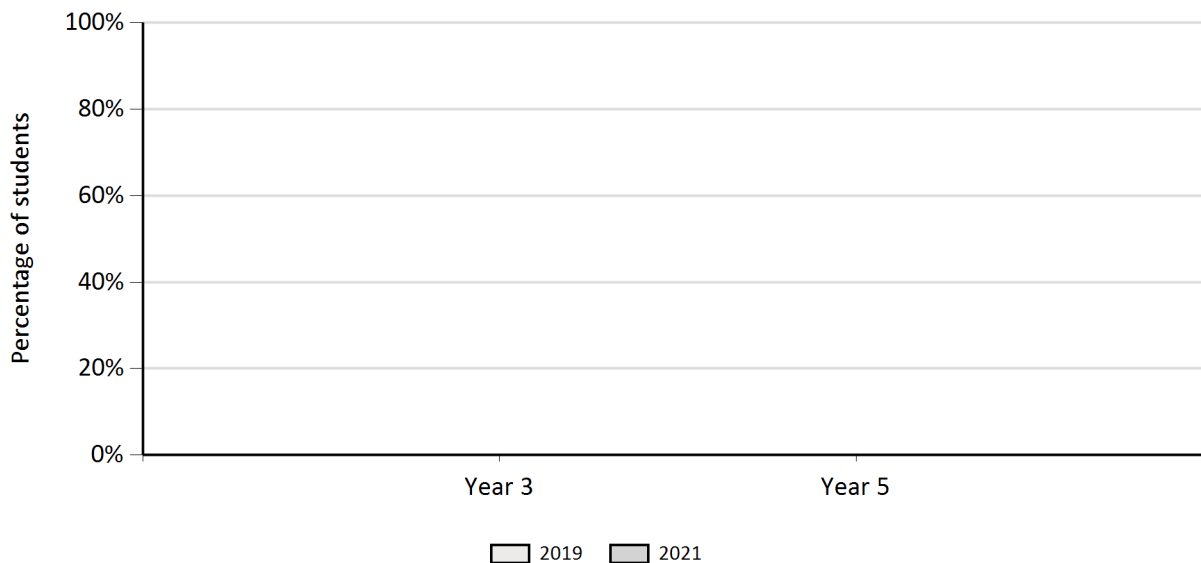
<sup>^</sup>includes absent and withdrawn students.

\*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



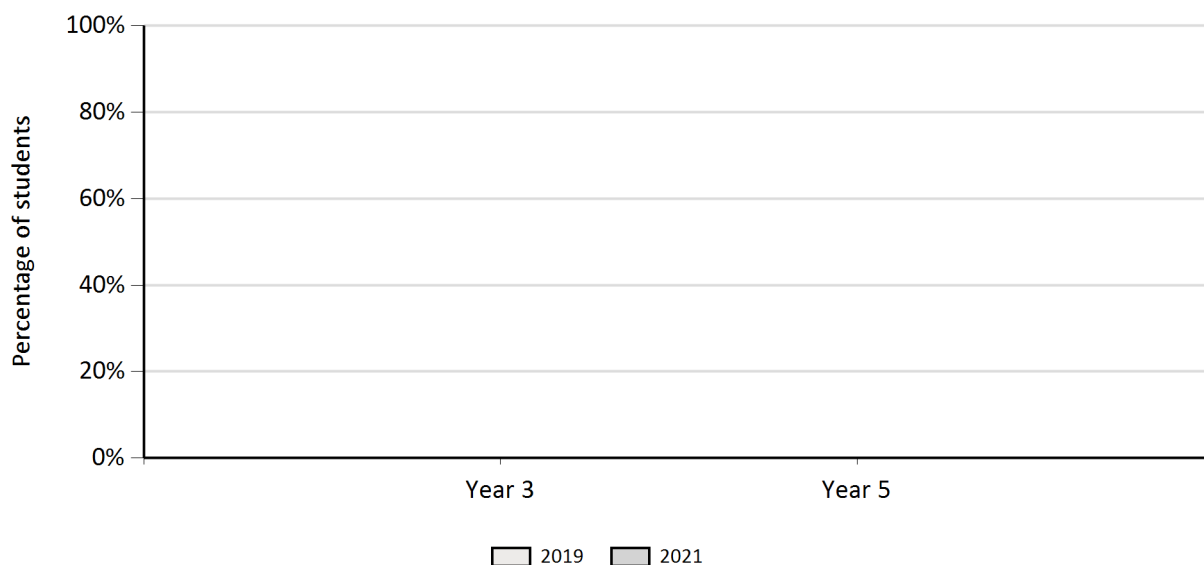
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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 2021-2021 Average	*	*	*	*	*	*
Year 05 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.

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

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

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

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Intervention & Support

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

Review team discussions tracked, monitored and reviewed growth and achievement of all Aboriginal learners. Team discussions included Janelle Mannix, Aboriginal Community Education Officer newly employed in 2022. Janelle brought additional information to the team discussions as she supports students in the classroom and therefore has a working knowledge of their learner dispositions. Aboriginal learners engaged in intervention programs MiniLit, MacqLit & Quicksmart.

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

Examples of Quicksmart success:

Student 1:  
 Addition  
 Accuracy increased by 10%, response time increased by 1.3 seconds  
 Subtraction  
 Accuracy increased by 29%, response time increased by 7.5 seconds

Student 2:  
 Addition  
 Accuracy increased by 60%, response time by 3.4 seconds  
 Subtraction  
 Accuracy increased by 31%, response time increased by 5.9 seconds.



# School performance comment

PAT Maths testing is conducted annually for students in Year 2 to Year 6. 2022 results continued a pleasing 5 year trend of an increase of average scale scores in most year levels.

The following data is indicative of PAT Maths average scale scores starting from 2018 to 2022:

Year 2 Standard of Educational Achievement 97  
GGPS Year 2 averages 2018 - 2022: 103, 105, 108, 108, 112

Year 3 Standard of Educational Achievement 101  
GGPS Year 3 averages 2018 - 2022: 111, 113, 114, 115, 116

Year 4 Standard of Educational Achievement 110  
GGPS Year 4 averages 2018 - 2022: 119, 118, 120, 121, 119

Year 5 Standard of Educational Achievement 112  
GGPS Year 5 averages 2018 - 2022: 121, 121, 125, 124, 128

Year 6 Standard of Educational Achievement 120  
GGPS Year 5 averages 2018 - 2022: 129, 129, 134, 133, 137

PAT Reading testing is also conducted annually for students in Year 2 to Year 6. 2022 averages were above the Standard of Educational Achievement and demonstrated steady growth over a 5 year period in all year levels.

Year 2 Standard of Educational Achievement 91  
GGPS Year 2 average 2022: 103

Year 3 Standard of Educational Achievement 95  
GGPS Year 2 average 2022: 112

Year 4 Standard of Educational Achievement 106  
GGPS Year 2 average 2022: 122

Year 5 Standard of Educational Achievement 112  
GGPS Year 2 average 2022: 126

In 2021, a strengthening of results in both NAPLAN Reading and Maths was achieved. This was partially maintained in 2022.

Specifically relating to our numeracy Site Improvement Plan targets for 2022:

26% of Year 3 students achieved in HB in NAPLAN Maths (target 28%)

9% of Year 5 students achieved in HB in NAPLAN Maths (target 20%)

Specifically relating to our literacy Site Improvement Plan targets for 2022:

65% of Year 1 students achieved 28 out of 40 in Phonics Screening (target 73%)

45% of Year 3 students achieved in HB in NAPLAN Reading (target 45%)

31% of Year 5 students achieved in HB in NAPLAN Reading (target 27%)

## Attendance

Year level	2019	2020	2021	2022
Reception	93.3%	91.5%	91.8%	86.7%
Year 1	95.3%	93.5%	92.6%	86.4%
Year 2	93.3%	92.6%	93.5%	88.4%
Year 3	93.4%	92.5%	93.6%	88.7%
Year 4	94.5%	92.2%	92.5%	88.9%
Year 5	92.6%	91.7%	91.1%	87.9%
Year 6	92.8%	91.1%	91.4%	86.4%
Year 7	91.6%	91.3%	89.1%	N/A
Total	93.3%	92.0%	91.9%	87.7%

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

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

## Attendance comment

Clear structures and processes were embedded in the school attendance policy and procedures. This includes the management of attendance data through an electronic system which facilitates accurate and timely daily monitoring.

We work closely with students and their families to encourage regular attendance and historically experience strong attendance rates. However, in 2022 student attendance rates decreased and this was more than likely due to the COVID-19 pandemic and also due to a small group of individual students with significant non-attendance. These cases were managed by the Student Wellbeing Leader in collaboration with the Department for Education Social Worker.

Class teachers, the Student Services Manager and the Student Wellbeing Leader followed up unexplained or regular absences through email, text, letters and phone calls.

## Behaviour support comment

In general, the learning environment at GGPS is calm and supportive and students are respectful in their interactions with peers and staff. In 2022 we sought to develop a common language to support behaviour and culture through Program Achieve.

A very small cohort of students require measures to manage and redirect behaviour.

In 2022, Take Home measures were implemented on 8 occasions in response to non-compliance or threat to safety and there were 6 Suspensions in response to threatened or perpetuated violence.

# Parent opinion survey summary

Highly agreed statements in the Parent Engagement survey included:

Teachers and students are respectful  
People are respectful  
School communicates effectively  
Parent receives enough communication  
Education is important

Those statements with lower/lowest agreement:

Parent has input into learning  
Parent receives learning tips  
Parent has useful discussions

In 2022 we sought to increase the information shared with parents regarding their child's learning by introducing mid-term sharing of Assessment Folders and offering Parent Teacher Meetings in Term 3 after the mid-year Student Report was distributed.

Communication with parents will remain a priority moving into 2023 as we understand that the restrictions placed on parent access to staff during the COVID period hindered the development of strong home-school partnerships.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	35.3%
OV - LEFT SA FOR OVERSEAS	1	5.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	47.1%
VI - LEFT SA FOR VIC	1	5.9%
WA - LEFT SA FOR WA	1	5.9%

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

All employees have current Working with Children Check screening. Parent Volunteers who attend camp at our school also are required to have a current Working with Volunteer Check.

# 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	61
Post Graduate Qualifications	6

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	36.0	0.0	17.2
Persons	0	43	0	25

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

## Financial statement

Funding Source	Amount
Grants: State	\$5,348,668
Grants: Commonwealth	\$19,287
Parent Contributions	\$227,056
Fund Raising	\$9,854
Other	\$359,887

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	0.8 Student Wellbeing Leader provided access to students requiring wellbeing support. Ongoing revision of wellbeing policies was undertaken and whole school wellbeing practices implemented including development of a Wellbeing Hub (the Hive).	Consistent language and practices across the site to support student wellbeing.
	Improved outcomes for students with an additional language or dialect	EALD support was provided to identified learners. The EALD teacher supported students in small groups using the EALD resources in Terms 2 - 4.	Students working toward agreed goals.
	Inclusive Education Support Program	Intervention processes, including professional learning for staff, ensured all SWD received full support entitlements and ongoing monitoring.	Ongoing progress towards goals as reflected in One Plans.
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	Aboriginal students supported as required with attendance, learning and engagement.  Quicksmart Maths intervention program provided for identified students in Year 3 – 6.  MiniLit and MacqLit intervention programs provided for identified Year 1 – 6 students.  Intensive, targeted phonics intervention provided for identified Year 3 and Receptions at risk of not meeting SEA.	Data sets indicating growth towards SEA for students engaged.
Program funding for all students	Australian Curriculum	Australian Curriculum professional learning for staff focused on planning and provision of every child's entitlement to a guaranteed and viable curriculum. Teachers were provided with release time to collaborate in year level teams for planning, monitoring and assessment.	Evidence of year plans, term overviews and assessment strategies across each year level and specialist area.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Targeted literacy/numeracy intervention programs were delivered for students identified at risk of not meeting SEA.  Professional learning opportunities were provided for staff.	Increase in staff and student skills and knowledge.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

