



# Greenwith Primary School

## 2022 annual report to the community

Greenwith Primary School Number: 1858

Partnership: Golden Way

Signature

School principal:

Ms Tanja Antoun

Governing council chair:

Andrew Foord

Date of endorsement:

31 January 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Greenwith Primary School is a metropolitan school located 25 km northeast of the Adelaide CBD. The February census stated 589 students from Foundation to Year 6 were enrolled and the end of the year enrolment was steady at 591. The school population includes 4.1% Students with a Disability, 5.3% Aboriginal students, 6.3% students with English as an Additional Language or Dialect (EALD), 7.8% students from a Non-English Speaking Background, and approximately 18.7% students who are eligible for School Card assistance. The school is classified as Category 6 on the department Index of Educational Disadvantage. The school's ICSEA score is 1023 (2021). The local DfE Partnership is Golden Way. The school had 21 classes F-6 and Specialist subjects included PE, Performing Arts, Science and Japanese. The school is co-located with Our Lady of Hope Catholic School and many facilities are shared across the campus.

Due to COVID restrictions, as a Campus, we continued the restrictions that were put in place in 2020, particularly our now separate playtimes. The school employs a Defence School Mentor (DSM), which is a federally funded position, to support students from Defence Force families (25 students) which is highly valued in our community. Well-being is a strong focus at our site. Our Pastoral Care Worker offers well-being and practical support for our students and families; External Service Providers implement individualised programs for a large number of students although these were affected at times, due to COVID.

Seeking numerous ways to provide opportunities for our families to connect with our special events continued to be a focus; Sports Fun Day, Disco, Year 6 Graduation, YeAR 5/6 Camp, Assemblies, and Mothers and Fathers Day Stall. For the first time, we held a Colour Run as our major fundraising event and used an online platform to seek donations. Our amazingly generous community raised a substantial amount of money which will be used to improve play areas for our students. We were super pleased to be able to host of biannual End of Year Concert for our community on the oval. Our students, parents and staff are to be commended for their resilience and flexibility in these changing learning times.

The Campus engaged a consultancy firm to provide a scope of work for the Campus Nature Play area. Year 6 Student Leaders and the school's Student Voice members contributed their ideas to the concept plans and we look forward to the work starting in 2023.

We would like to acknowledge and thank the continued leadership provided by our chairperson, Andrew Foord. He has led our Governing Council through some very important discussions always looking at the big picture.

## Governing council report

Throughout 2022, the Greenwith Primary School Governing Council continued its commitment to the school community in supporting leadership throughout yet another challenging year. I think it is fair to say we have all earned a break and are hopeful for an uninterrupted 2023.

2022 was another year of achievements at Greenwith. Our girl's SAPSASA Cricket Team were the State Champion. The boy's Tag Rugby team were crowned State Champions (and the girls were 3rd). The GPS Glamour Pom Cheer Team won 1st place in the Primary School Pom Section at the Aussie Gold International Championships. Our choir performed at the Festival Theatre as part of the Public Primary Schools Festival of Music. Our Hiragana team were invited to compete at the State Hiragana Competition as we were placed in the top 3 in the North East district and progressed to the final round, placing 6th. We had 52 students in Yr3-4 participate in the Children's University program who attended their graduation ceremony at Parliament House.

We hosted our first Colour Run which was a huge success. Thank you to our generous community with their help where we were able to raise a significant amount of money to put towards improvements in the play area. Greenwith Primary was selected by the Minister to host the Children's Week Minister for Education Awards early in Term 4, which was a wonderful opportunity to showcase our amazing school facilities, the Choir and Glamour Pom Team were also able to perform for the Minister and attendees.

It was great seeing parents on site for Bookweek and Sports Day events and the End of Year concert was a great way for the students, teachers, and families to end the year. Our year 5 and 6 students went on an Aquatics Camp to Port Hughes, which allowed the year 6's to enjoy their first camp before leaving primary school. Our students enjoyed their end-of-year excursions and we also got to host our end-of-year concert – for the first time in 4 years – despite the best attempts of Mother Nature to rain on our parade!

Congratulations again to our Graduating Year 6 Students, the graduation ceremony in week 9 of term 4 was a wonderful night of celebration. An extra congratulations to the recipients of the Class and Subject Achievement Awards, Kids In Community Award, Pearce Determination Award and the Greenwith Medal.

Of course, we were also dealt some challenges from our old friend COVID, but the resilience and resolve of our students and teachers alike allowed us to continue through with minimal disruption.

The end of 2022 saw the retirement of Mrs Lesley Raeside, a long-standing and highly valued member of the Greenwith Staff. Lesley has spent the past 14 years of her 21-year teaching career at Greenwith and will leave some rather large shoes to fill. On behalf of Governing council, we wish Lesley all the best for her retirement.

Governing Council has worked collaboratively with leadership throughout the year in supporting the school through the challenges we have dealt with. We are excited about the Campus Nature Play Area which has had a project manager appointed and will begin construction in early 2023. We continue to liaise with the City of Tea Tree Gully Council regarding upgrades to the upper primary play area, courts and Community Centre car park/traffic flow. We were able to purchase new kimonos for our Japanese Hiragana team. With the transition from year 7 to high school at the end of 2021, 2022 saw the first year of primary school students graduating in year 6. This saw a reduction of approximately 80 students from Greenwith Primary, meaning we dipped below the 600 headcount (just to 590). This meant that we were no longer deemed a large school by the department and lost funding for our ever-important Early Years Assistant Principal – as a Governing Council, we recognise the valuable role this position plays within the school and agreed to continue this role from our own school budget.

Finally, a huge thank you to all our volunteers, from the canteen to the colour run, SAPSASA and everything in between, these events for our students and school are only possible because of your help. I would like to extend a special thank you to our Governing Council members leaving their positions this year. Your commitment to the school and to supporting Governing Council over the years has been invaluable and is greatly appreciated. However, this opens the opportunity for other members of our school community to join Governing Council with new ideas and fresh faces – please contact the school to express your interest. I look forward to our AGM in Term 1 2022 and meeting any new families and seeing some familiar faces who would like to join our Governing Council.

Andrew Foord  
Chairperson - Greenwith Primary School – Governing Council

# Quality improvement planning

Goal 1 – Increase High Band retention in Numeracy.

Target 2022: 15% of students in Year 5 (14 out of 90) will achieve High Bands in NAPLAN Numeracy.  
35% of Year 4 students in 2022 (23 out of 65) to achieve the 70th percentile or above in PATM.

Goal 1: We did achieve our target of 15% of students in Year 5 achieving High Bands in NAPLAN. We did not achieve our target of 35% of Year 4 students achieving the 70th percentile or above in PATM. We achieved 30%. In 2022 we implemented our Maths Work Program F-6 to further develop problem-solving and reasoning as the focus of our work. Teachers identified students in the High Band in NAPLAN and tracked these students through our Focus Student Data Profiles, being precise and intentional in their teaching strategies to ensure growth for these students. Data continues to inform PLC planning, critically analysed data sets from PATM and school custom data sets to build contextual learning for our students.

Goal 2: Increase High Band retention in Reading.

Target: 32% of students in Year 5 (29 out of 90) will achieve High Band in NAPLAN Reading.  
39% of Year 4 students (25 out of 64) to achieve the 70th percentile or above in PATR.

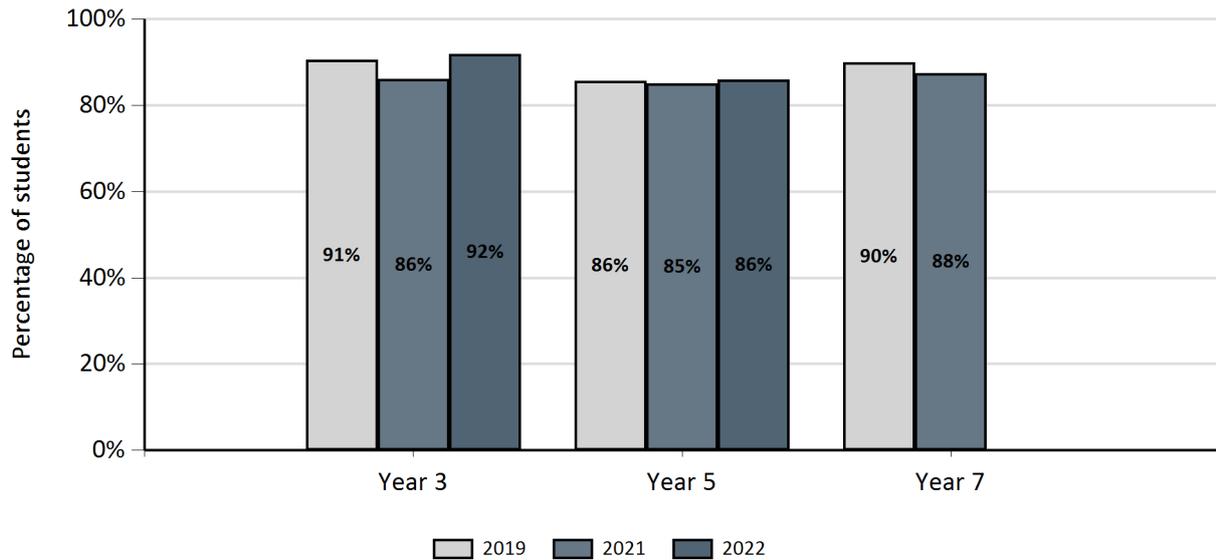
Goal 2: We did achieve our target of 32% of students in Year 5 achieving High Bands in NAPLAN. We achieved 38%. We did not achieve our target of 39% of Year 4 students to achieve the 70th percentile or above in PATR. We achieved 33%. Our site is invested in providing relevant professional development to support staff in building student learning and engagement using the Australian Curriculum, TfEL, Science of Reading and the Department for Education English Units. We facilitated a pupil-free day for staff on the Science of Reading with the Senior Speech Pathologist. 3-6 teachers all worked from the DfE English Units in 2022 and this will be an F-6 focus in 2023. Data continues to inform PLC planning critically analysed data sets from NAPLAN, PATR, and school custom data sets to build contextual learning for our 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

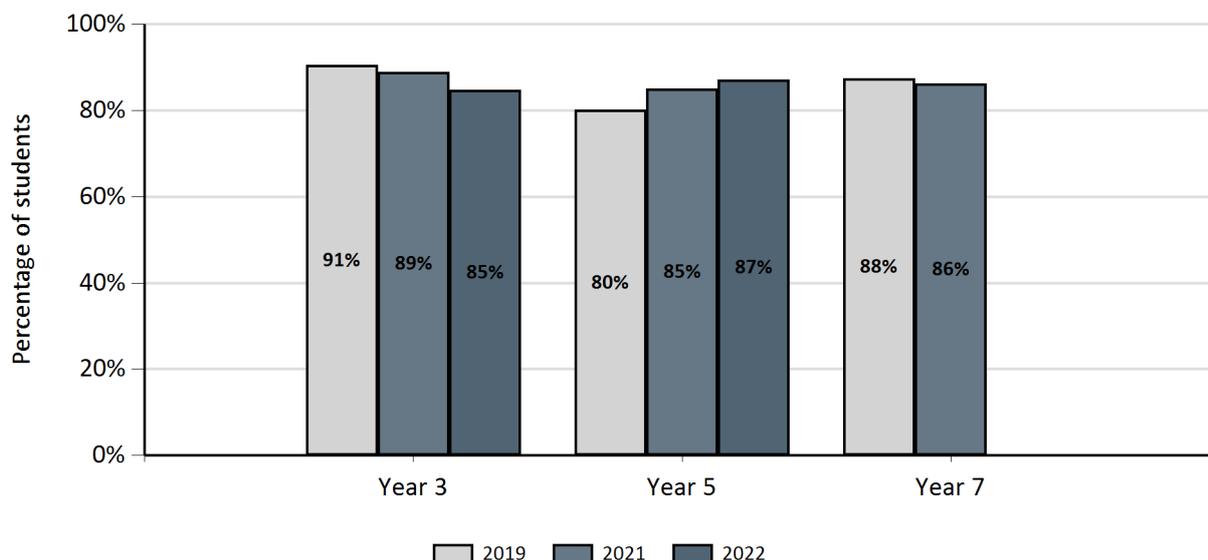


\*NOTE: No NAPLAN testing was conducted in 2020.

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.

\*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	99	99	62	36	63%	36%
Year 03 2021-2022 Average	85.5	85.5	50.5	30.5	59%	36%
Year 05 2022	93	93	35	14	38%	15%
Year 05 2021-2022 Average	86.5	86.5	30.0	11.0	35%	13%
Year 07 2021-2022 Average	80.0	80.0	22.0	22.0	28%	28%

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

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

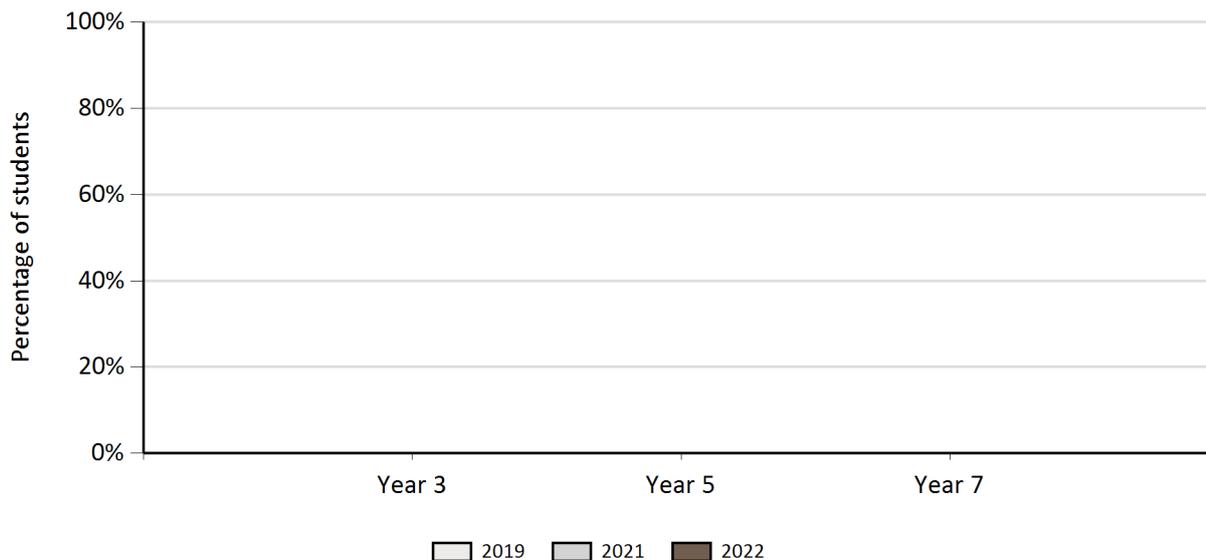
<sup>^</sup>includes absent and withdrawn students.

\*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



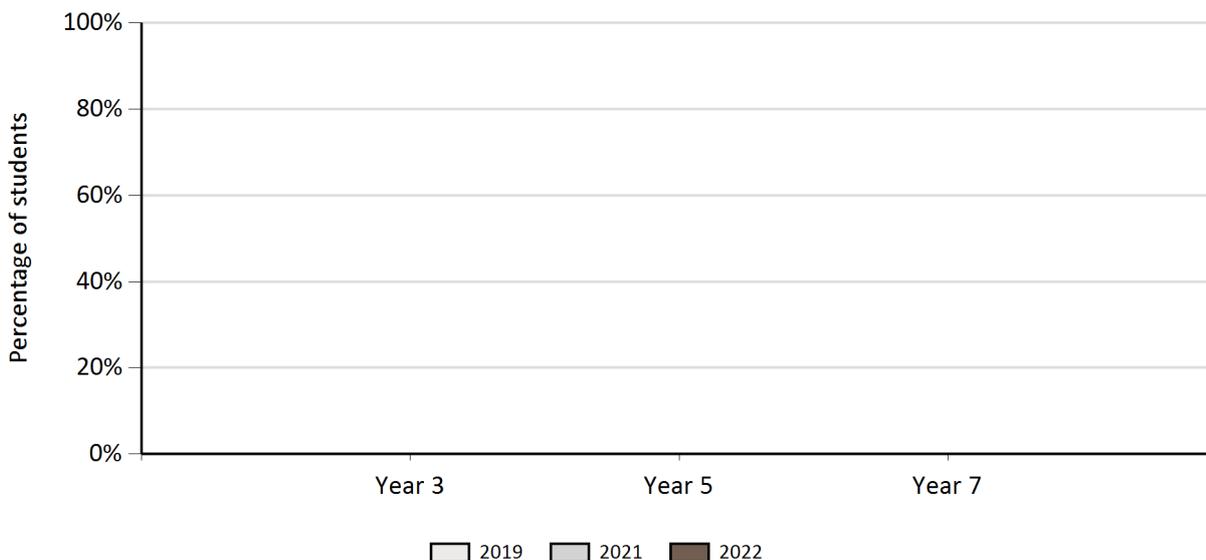
\*NOTE: No NAPLAN testing was conducted in 2020.

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

<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: Quality Teaching

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

In 2022 the focus area was Assuring consistent high-quality classroom practice. Teachers were supported to continue the One Plan document with a team approach utilizing input from AP, AET and ACEO under the direction of classroom teachers. AET comment in One Plans. During PDP meetings classroom teachers were required to provide evidence of Aboriginal learner achievement in relation to One Plan goals and progress. Focus on implementation of DFE units of work in Literacy, HaSS and specialist subjects with a focus on Intercultural Understanding General Capability.

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

In 2022 6 targeted students were tracked and monitored for attendance. School and department attendance policies were followed. ACEO and classroom teachers supported by Leadership intervention established relationships with families and regular 2-way communication. Improved attendance provided the opportunity for the students to access Wave 2 intervention and support from ACEO. 1:1 Wave 3 SSO support and intervention targeted One Plan literacy and numeracy goals. Significant improvement in a Year 4 student's attendance and engagement provided this student with a positive experience where a significant improvement in school experiences and well-being and literacy was achieved. The same was evident in a Year 1 student who has shown improved attendance and was able to engage in learning experiences showing improvement in oral language skills and basic concepts. This student has been followed by Support Services and assessment of learning needs is ongoing.

# School performance comment

## READING - NAPLAN

92% of our Year 3's were above SEA (Band 3).

86% of our Year 5's were above SEA (Band 5).

70% of our Year 7's were above SEA (Band 6).

There has been a slight decrease in students who have demonstrated achievement in reading above SEA (Standard of Educational Achievement) in Year 7. The focus on high band retention in Year 3 shows growth - of 63%; Year 5 shows an increase - of 38%; Year 7 shows a decrease - of 16%. Those students who achieved in the lower bands in NAPLAN and below benchmark in ACER testing were identified for intervention programs (eg MiniLit/MacqLit – Wave 3 intervention).

## READING – PAT-R

Our focus for 2022 was to track students who achieved the 70th percentile or above in PATR. We have worked on implementing the Year 3-6 DfE English units. This has seen greater collaboration between Year 3-6 teachers in building the teaching routines and scaffolding the new learning with accuracy and integrity. Science of reading (SoR) - Pupil Free Day supported an overall understanding for F-6 teachers. The Early Years teachers researched best practices and trialed strategies. Alignment of the agreed Heggerty routine was implemented.

Those students who achieved in the lower bands in NAPLAN and below benchmark in ACER testing were identified for intervention programs (eg MiniLit/MacqLit –Wave 3 intervention). We are monitoring students' progress between successive tests. We have identified students who have had growth and those that are coasting and those whose scores are slipping. A high priority is to ensure students demonstrate growth over two years and to help all students reach the benchmark and track students to the 70th percentile in PATR. We will continue to put faces on data and address students' data and how teachers are supporting students through Performance Management conversations and PLC meetings.

## NUMERACY - NAPLAN

85% of our Year 3's were above SEA (Band 3).

87% of our Year 5's were above SEA (Band 5).

70% of our Year 7's were above SEA (Band 6).

In Year 3 we had a slight decrease from 2021; there has been an increase in Year 5 from 2021 and a decrease in Year 7. The focus on high band retention in Year 3 showed growth – of 36%; Year 5 shows an increase – of 15%; Year 7 shows a decrease - of 20%. Those students who achieved in the lower bands in NAPLAN and below benchmark in ACER testing were identified for intervention programs (eg Quicksmart – Wave 3 intervention).

## NUMERACY – PATM

Our focus for 2022 was to track students who achieved the 70th percentile or above in PATM. We have focused on including journal problems with the intention of tailoring them to our High Band students, which has shown results in students problem-solving the challenging PATM questions. We know this has had an impact through Step 4/PLC discussion and High Band Student Focus Data Profiles documented evidence on our curriculum delivery and our work on developing rich tasks that focus on the challenge in problem-solving and reasoning. Those students who achieved in the lower bands in NAPLAN and below benchmark in ACER testing were identified for intervention programs (eg Quicksmart – Wave 3 intervention). We are monitoring students' progress between successive tests. We have identified students who have had growth and those that are coasting and those whose scores are slipping. A high priority is to ensure students demonstrate growth over two years and to help all students reach the benchmark and track students to the 70th percentile in PATM. We will continue to put faces on data and address students' data and how teachers are supporting students through Performance Management conversations and PLC meetings.

# Attendance

Year level	2019	2020	2021	2022
Reception	94.1%	93.7%	93.1%	89.6%
Year 1	91.5%	94.1%	92.4%	89.2%
Year 2	93.3%	92.3%	93.8%	89.3%
Year 3	92.4%	91.9%	91.9%	90.8%
Year 4	91.8%	92.4%	92.8%	88.4%
Year 5	92.4%	90.4%	91.5%	85.6%
Year 6	91.7%	90.2%	89.6%	88.2%
Year 7	91.5%	90.7%	90.4%	N/A
Total	92.4%	92.0%	92.1%	88.7%

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

## Attendance comment

Our attendance rate has dropped this year to 88%, due to COVID. Clear structures and processes are embedded in the school attendance policy and procedures to support regular attendance for all students and to follow up on unexplained absences. There has been an increase in explained absences due to staff being diligent in following up on unexplained absences. A few students who had significant non-attendance were managed by the Leadership Team, DfE Social Worker- Attendance and Engagement and outside agencies. We worked closely with the students and their families to encourage regular attendance and put structures and accommodations in place. Regular meetings were held with leadership, families and the students to develop and review Individual Attendance Improvement Plans, home visits and phone calls were made regularly.

## Behaviour support comment

Greenwith PS has high expectations of students' behaviour where the focus is on learning. The data for 2022 shows out of 591 students, behaviour incidents were: Yard (200) 10% decrease from 2021; Time Out in Office (465) 28% increase from 2021; Take Home (16) .5% decrease from 2021; Suspension (7) 0% change from 2021; Exclusion (0) )% change from 2021. Of the 689 behaviour incidences in 2022: 21% were related to violence and this shows a slight decline from previous years. We have seen an increase in total behaviour incidences in 2022. This increase is most evident in the number of students receiving 10 – 25 consequences during the year. This reflects a continued need to focus on Play is the Way strategies reflecting our major focus for implementation, supporting and teaching social and emotional skills using guided play and empowering language. Our data continues to show a small number of students requiring significant behaviour support. Our aim for 2023 is to reduce the number of students requiring more than one consequence.

# Parent opinion survey summary

The Parent Opinion Survey for GPS provided our school with data relevant to our particular context. 164 parents responded to the Parent Opinion Survey. It is important to note that parent comments shared referred to communications being too many platforms, the right balance of communications, to not enough. Reference was made again to the impact of COVID-19 and the difficulties it presented with communicating with staff about their child's learning.

In 2022 the proportion of 'agree/strongly agree' responses were:

79% believe that people respect each other at this school (79% 2021, 78% 2020)  
83% believe that teachers and students treat each other with respect at the school (81% 2021, 79% 2020)  
59% feel like their child is important to the school (59% 2021, 61% 2020)  
73% believe they receive enough communication (71% 2021, 63% 2020)  
66% believe the school communicates effectively (64% 2021, 62% 2020)  
59% believe they know what standard of work the school expects of their child (62% 2021, 60% 2020)  
60% believe teachers provide their children with useful feedback about their school work (62% 2021, 55% 2020)  
54% believe they have useful discussions with the school about their child's learning (54% 2021, 54% 2020)  
75% believe overall, their child has a good routine around reading, studying and learning at home (78% 2021, 78% 2020)

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	12.5%
NS - LEFT SA FOR NSW	1	6.3%
QL - LEFT SA FOR QLD	3	18.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	62.5%

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

Greenwith PS complied with all aspects of the relevant history screening requirements for staff, volunteers and 3rd Party Providers with correct departmental induction and documentation. Anyone who does not have the required clearance is not permitted to stay on-site. The volunteer training sessions were held to cater for the needs of parents at various times each term.

# 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	57
Post Graduate Qualifications	5

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	0.9	34.0	0.4	14.2
Persons	1	40	1	20

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

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$37,500
Parent Contributions	\$142,706
Fund Raising	\$43,601
Other	\$651

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	Parents and staff, through working with classroom teachers and PCW, utilize Service Providers when necessary.	Consistent language and practices across the site are implemented.
	Improved outcomes for students with an additional language or dialect	0.4 EALD/ATSI support teacher employed to implement intervention using One Plans/ILP goals as identified by our data and classroom teacher.	Ongoing progress towards SMARTAR goals is reflected in ILPs.
	Inclusive Education Support Program	Intervention processes, involving the Professional Development of staff, ensured that all SWD received their full support entitlements.	Ongoing progress towards SMARTAR goals reflected in One Plans/ILPs.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>0.4 EALD/ATSI teacher employed to support learning and engagement for our ATSI students. ACEO also supported ATSI students. 0.2 Speech Pathologist supporting Early Years teachers.</p> <p>Quicksmart Maths intervention for identified students in Years 3-6. 4 sessions per week. MiniLit intervention for 5 hours per week for identified Year 1 students. MacqLit intervention for 4 hours per week for identified Year 2-6 students.</p> <p>Students identified and additionally supported across the school through IESP funding.</p>	<p>Ongoing support for home connections with families. This resulted in some improvements in attendance and engagement.</p> <p>Data sets indicated progress towards SEA.</p>
Program funding for all students	Australian Curriculum	Ongoing training and professional learning opportunities in the Australian Curriculum and the department's Units of Work, supported by the Local Education Team.	Consistent understanding of skills and collaborative moderation - Guaranteed and Viable Curriculum
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Targeted Literacy/Numeracy intervention through Wave 3 intervention. Building capacity of staff through Professional Learning and increased leadership time.	Target students increased reading and number skills.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

