

2024 Annual Report to the Community

Glossop Community School and Glossop Community Preschool

Glossop Community School number: 153

Glossop Community Preschool number: 5528

Partnership: Berri & Barmera



School principal:

Luke Morrow

Signature

Date of endorsement:

12/03/2025



Government
of South Australia
Department for Education

Context Statement

Glossop Community School caters for students from R-6. At the time of this report, the enrolment in 2024 is 47. Glossop Community School is classified as Category 2 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 21% Aboriginal students, 19% students with disabilities, 9% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Information about Glossop Community Preschool is available on the centres website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

Once again it is my pleasure to present to you the Chairperson's report for Glossop Community School and this is my final report.

Our year began with a warm welcome to Karen Charles, taking on the role of Preschool teacher and Chloe Shorrock, who is our new Aboriginal Community Education Officer.

The year was jam-packed with events and fun for both the staff and students. We started off with swimming, followed by a Hockey Clinic. Students travelled to Cobdogla Primary School and participated in the JAM Band's Performance. In March there was Wheels Day, where students were able to bring their bikes/scooters to school.

Our younger students went for the day to explore Monarto Zoo. Mother's Day Morning was celebrated with the mums of the students with a morning tea.

This year, there were six students who joined their voices with students from other schools in preparation for the Riverland Festival of Music.

Mark Howie came in and taught the students a range of skills in relation to playing golf.

Book Week once again showcased students and staff dressed up in a multitude of different costumes.

Supporting Lifeline Regional SA & Far West NSW, to help raise funds and awareness for mental health, the staff participated in the Push-Up Challenge, with the aim to reach a goal of \$1,000. With a very healthy 18,426 combined push-ups, the staff not only reached their goal, but passed it.

Early in the year the planning for the new playground for our young students began. While under construction, there was much anticipation from the students eager for it to be completed. At its completion, there were many excited students ready to give it a test run.

Continuing this year was Breakfast Club and Thursday Tuck Lunch. Thank you to Erin Taylor our Pastoral Support Worker, staff and students who make all meals a success.

A small cohort of year 6 students began their transition to high school and we wish them all the best in their future studies.

Playgroup run by Kelsee Langford, provided our 0 - 5-year-olds a varied range of activities throughout the year. Different themes each week gave children the opportunity to learn, play and have fun, providing a valuable foundation for future learning.

The main focus this year for students was PBL (Positive Learning Behaviour). This was implemented by using a token system, rewarding positive behaviour. Each week, students would focus on a different PBL and at the end of the week, awards were presented to a number of students highlighting their positive behaviour. With the tokens, the students would have a choice of different experiences to choose from. This system has been seen as a great success, allowing students to learn to take ownership of their behaviour.

As we move into 2025, PBL is once again a main focus within the school, with looking at ways that the school can bring greater exposure to what PBL is to the Community.

Our project "Glossy Grub Club" was successful in receiving a grant for Parents in Education Funding. This will be implemented next year, developing strong and positive partnerships between parents and the school.

I would like to take this opportunity to express my heartfelt gratitude to Luke, the staff, Governing Council, parents and the Community. Your dedication and contributions have been invaluable and together we have made a positive impact on our school and Community.

I wish Glossop Community School every success in its future endeavours as it continues to evolve and enrich the lives of students, staff, parents and the Community.

I thank you all for allowing me to be a part of this journey of growing together. I am confident that you will build on this momentum as you move forward.

All the best.

Tracy Mickan
Glossop Community School
Governing Council Chairperson

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

NAPLAN results are not shown where sites have enrolment of less than 6 students in the applicable NAPLAN year levels.

	Term 1	Term 2	Term 3	Term 4
2021 centre	81.2%	65.5%	53%	67.3%
2022 centre	50.5%	63%	57.1%	67.3%
2023 centre	98.3%	82.5%	62.5%	76.4%
2024 centre	72%		69%	

Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ from previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

School Attendance

Year Level	2022	2023	2024
Reception	71.0%	73.3%	72.6%
Year 01	66.3%	75.1%	80.8%
Year 02	67.9%	84.1%	80.6%
Year 03	67.8%	79.1%	82.7%
Year 04	74.8%	86.3%	81.1%
Year 05	77.9%	79.7%	79.4%
Year 06	69.2%	77.9%	69.6%
Total	70.8%	78.7%	78.3%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

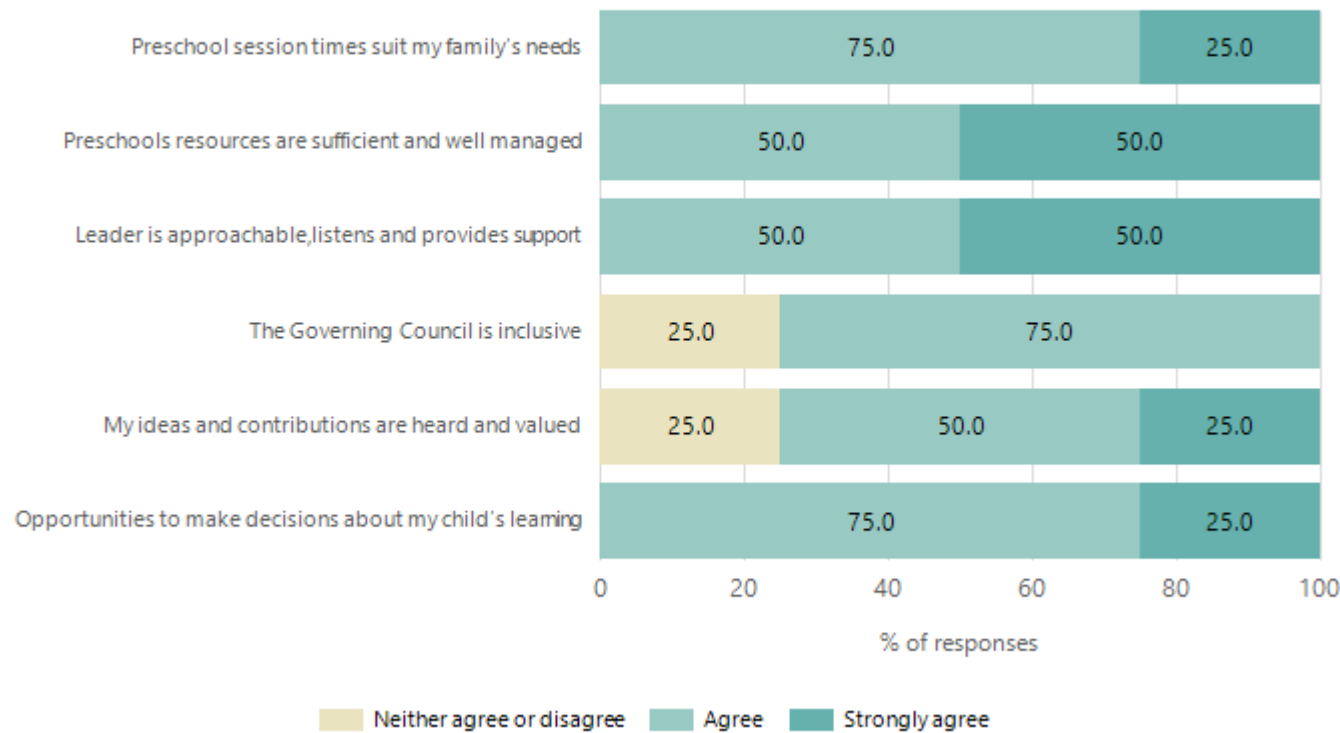
Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program for 4 terms the year before they start school.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and every day it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

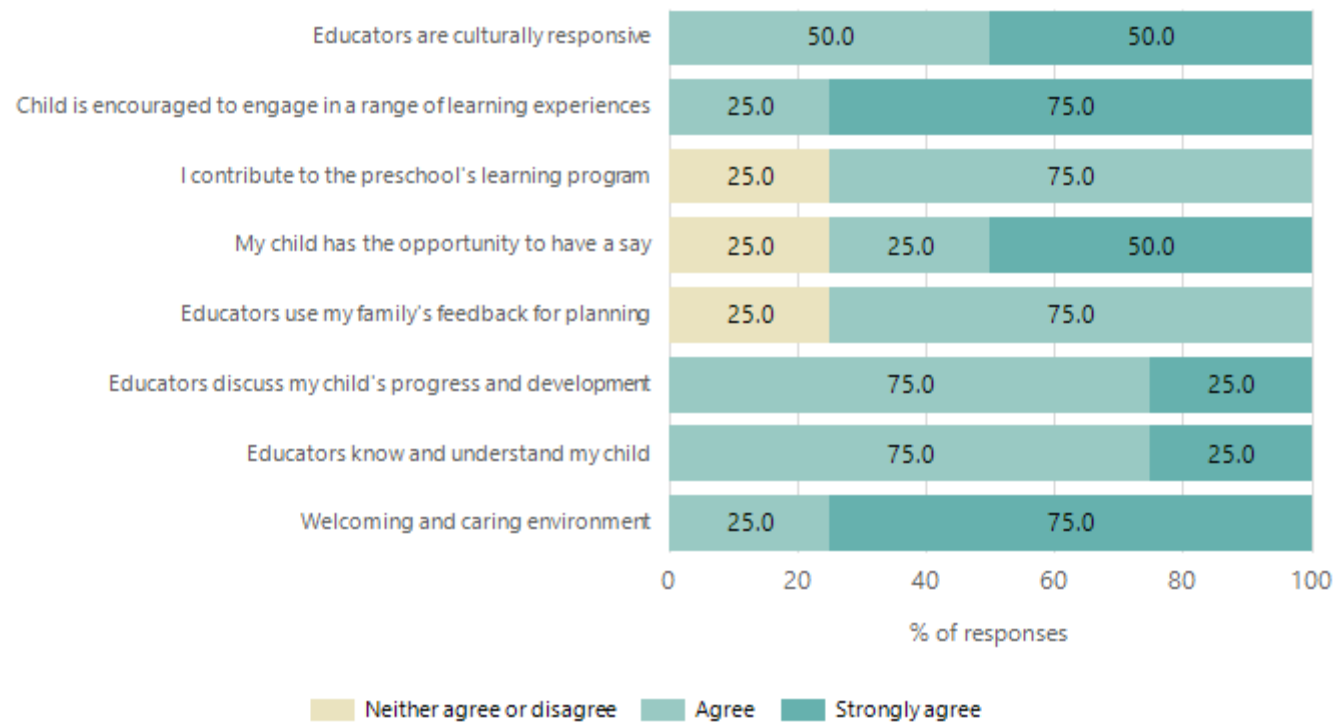
Preschool Family Opinion Survey

Governance, Leadership and Management



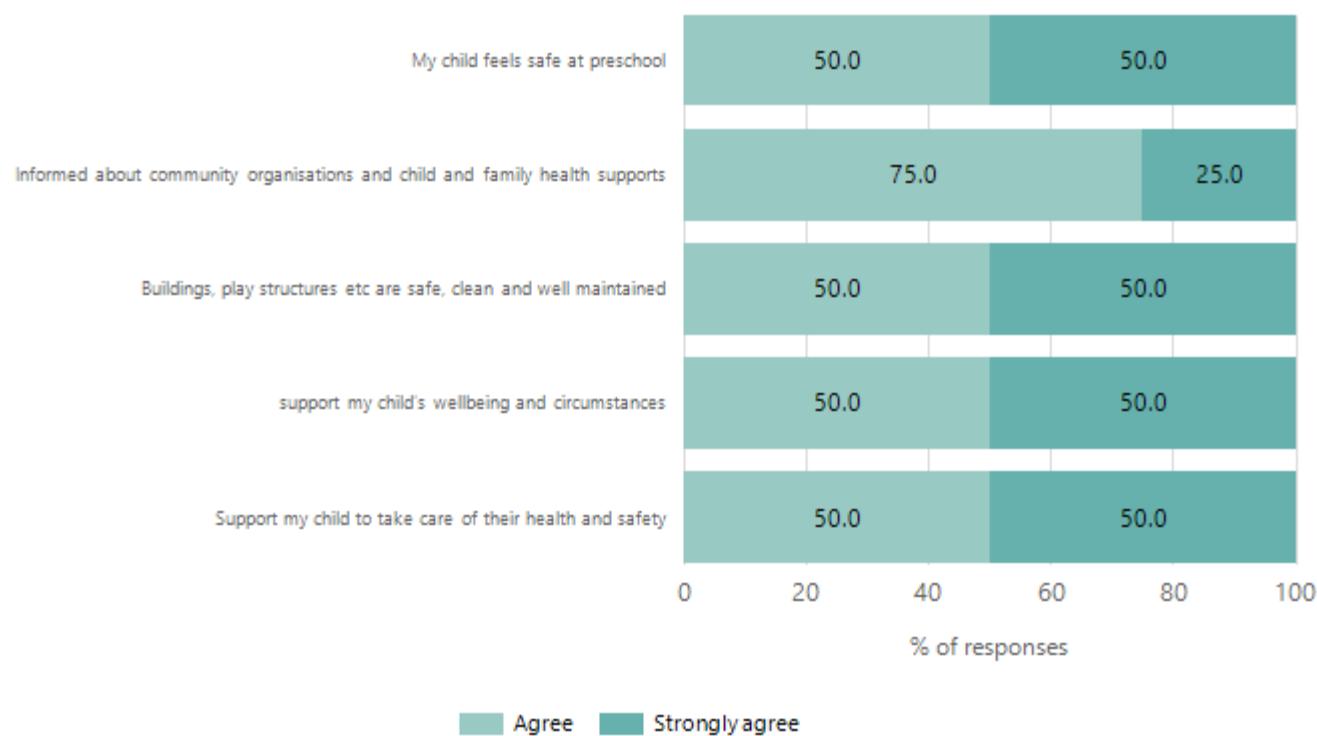
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



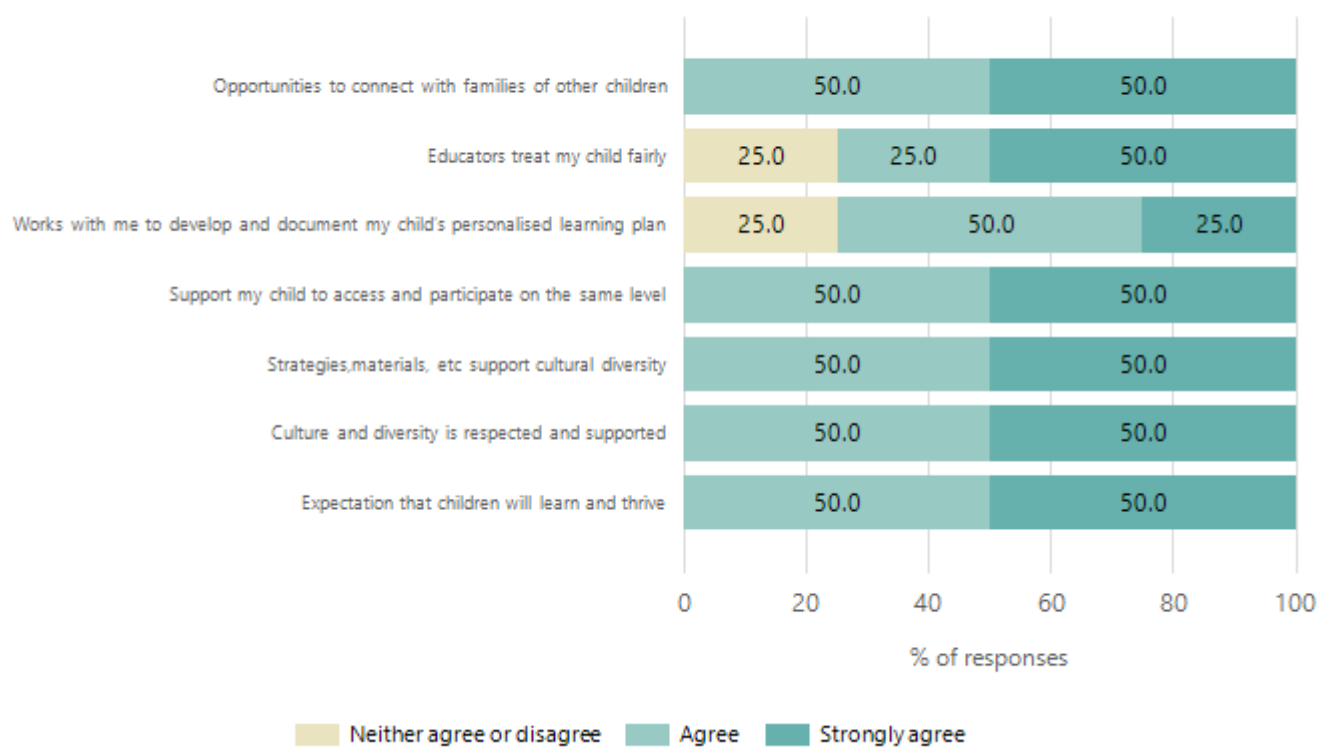
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Safety, Health and Wellbeing



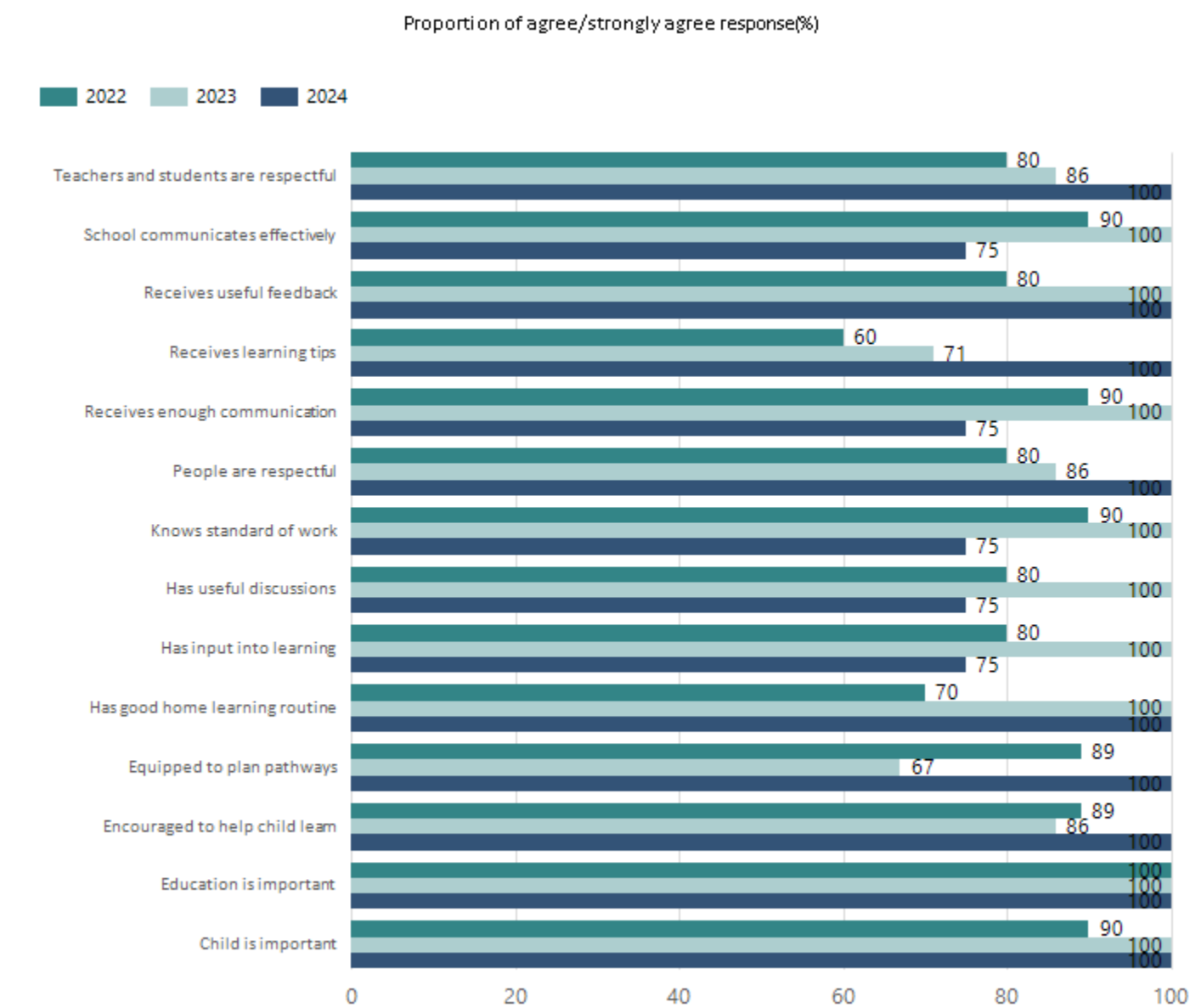
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
0153 - Glossop Community School	88.9%	100.0%	41.7%
9999 - Unknown	11.1%		58.3%

Note: The data is collected in term 3. It does not reflect the actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	3	75.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	25.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	7

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	6.2	0.0	5.4
Persons	0.0	7.0	0.0	7.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$1,413,595.42
Grants: Commonwealth	\$4,900
Parent Contributions	\$15,213.51
Fund Raising	\$1,901.35
Other	\$12,752.73

Data Source: School supplied data.