Glossop Primary Community School K-7 and Glossop Community Preschool

2020 annual report to the community

Glossop Primary Community School K-7 Number: 153
Glossop Community Preschool Number: 5528
Partnership: Berri & Barmera

	Signature
School principal:	Mrs Sally Schwartzkopff
Governing council chair:	Tracy Mickan
Date of endorsement:	9 February 2021

Government of South Australia

Department for Education

Context and highlights for the combined site

Glossop is a small rural town nestled between Berri and Barmera in the Riverland of South Australia, approximately 245 kilometres north-east of Adelaide. Glossop Primary Community School K-7 provides education for students from preschool to year 7. The purpose-built preschool facility provides a welcoming indoor and outdoor learning space that allows for opportunities of play-based learning in a variety of contexts. The school facilities are spacious and well-maintained, catering for students in foundation to year 7. Enrolments in 2020 were steady throughout the year with minimal transience and a few new enrolments joining our school. With 6 children enrolled in the preschool and 41 in foundation to year 7 we continued to run four classes, including the preschool. Of our student population we have 33% ATSI and 23% of students identify as a student with disability. The majority of our families are School Card eligible and we have a Department for Education bus service. In 2020 specialist teaching was offered in Science, and our LOTE focus was Greek and AUSLAN.

2020 was a difficult and challenging year. The impact of COVID-19 on teaching, learning and school events was felt throughout the year, however the staff team must be commended for meeting these challenges and rising above them, staying focused on student learning.

Through the Sporting Schools program students participated in tennis, gymnastics, netball and athletics coaching. Students in years 3-5 attended the Hot Shots Tennis Carnival and participated extremely well. Our Sports Day was held early in fourth term and students participated in a variety of track and field events throughout the day. The Pogo Pulse program was introduced to students in our school by John Papametis in term 4. Students in years 3-7 learnt persistence, resilience and growth mindset through a weekly pogo lesson. The program has been well received by our students.

Playgroup in the preschool learning space ran weekly on Friday mornings. This free service was aimed at engaging families with children aged birth to 5 with the preschool and school, while offering an opportunity for children to learn through play. Unfortunately COVID restrictions saw playgroup suspended a number of times throughout the year.

Our Breakfast Club was available every morning thanks to the support and efforts of SSO Gail Wharton, Pastoral Care Worker Erin Harrald, and a group of parent volunteers. We also received support from Foodbank and the Rotary Club of Renmark, ensuring this service could run daily. On average 12 students accessed our Breakfast Club each day.

Teachers participated in the first two days of the Berry Street training which is a whole school model focused on trauma informed practice. Strategies of Berry Street have been embedded across the school, with a daily Welcome Circle being held every morning to greet students and set the day up in a positive way for learning. Our Welcome Circle has been committed to by all staff and students.

In terms 2 and 3 students worked with Scott Rathman from Rusted Tin Contemporary Aboriginal Arts to share their thoughts, ideas and design for a mural to wrap the walls of the craft room building. The student's ideas came to like when Scott returned to paint in mid-term 3. The wall by the entrance to the office was also adorned with Aboriginal artwork, as was the wall of the activity room when a very special mural depicting our Welcome Circle was painted.

Our year was rounded off with a End of Year Assembly that was well attended by our families. Students presented a small concert item, the year 7's were presented with a graduation gift.

Governing council report

The three R's - Respect, Responsibility and Resilience are important core values for any school. In many ways it is the foundation of a successful school community. 2020 was a year that challenged every single one of us, but despite the problems we all encountered, it was also an opportunity to implement positive changes.

Thank you to Sally and all the staff for the hard work they did in navigating our students through this challenging year, while always maintaining our core values. Once again, thank you to the members of the Governing Council for their time and ideas. Hopefully next year we will be able to start implementing our grand plans and make our School even better.

Thankfully, we were still able to hold our Sports Day, with students participating in a range of events. Congratulations go to team "Pondi" on a great win.

At the end of year School Concert, the students showcased their talent to a small group of spectators which was enjoyed by all. We say congratulations and goodbye to our year 7 students, wishing them all the best with their studies in 2021. It was an emotional farewell as we said thank you and goodbye to Sally for her time spent at Glossop and wished her all the best for the future.

As we make our way into 2021, individually and as a School Community, our core values Respect; Responsibility and Resilience will continually be tested. Together as one community we are stronger. So I challenge all staff, parents and students to step up and step forward, and take the initiative to make our school community a safer and better place.

Tracy Mickan
Chairperson

School quality improvement planning

Quality Area 1: Educational program and practice
A clear and concise programming and planning cycle was introduced to the preschool. This demonstrated clear links between observations, children's voice, intended learning and the implementation of the program. Children were supported to achieve their learning goals and participate fully in the program at their own level. The PreLit program was taught explicitly with the aim to provide students with the necessary early literacy skills before more formal literacy learning is introduced in the foundation year of school.

Quality Area 2: Children's health and safety
Clear procedures for meeting and recording children's needs were continued. Daily yard and bathroom checks ensured that the environment was safe for children. A daily quiet time after lunch each day allowed children to rest their bodies and minds.

Quality Area 3: Physical environment
The preschool was maintained in a clean and tidy manner ensuring the environment was safe and suitable for students. The placement of furniture was given careful consideration to ensure children had spaces for active and quiet play, while also encouraging their independence through the use of lockers and individual hat/shoe storage.

Quality Area 4: Staffing arrangements
The staffing throughout 2020 in the preschool was stable and consistent. The site funded a SSO to work in the preschool alongside the teacher to ensure the needs of all children were met and safety and supervision requirements were adequate.

Quality Area 5: Relationships with children
Children were supported to develop strong relationship connections with staff and their peers. This was created through consistent, predictable routines and regular attendance.

Quality Area 6: Collaborative partnerships with families and communities
A weekly playgroup saw a number of new families engage with the preschool and school staff. Community connections were built and maintained through the very successful implementation of these services.

Quality Area 7: Governance and leadership
The Statement of Philosophy drives the service and leadership of the school principal ensures that the preschool service is one of high quality.

Preschool improvement planning - review and evaluate

Goal 1: To increase the percentage of students meeting the SEA for reading by 2021.

Close attention was paid to the explicit teaching of the Big 6 in Reading across all year levels, this included ensuring that all reading had purposeful learning at its core. The 'Whole School Commitment to the Teaching and Learning of English' supported this. InitaLit was implemented with rigor in the foundation to year 2 class. Decodable readers were used for all students in these year levels and we saw significant progress of students through the decodable levels. Three staff were trained in the MiniLit and MacqLit intervention programs and these were rolled out across the school in term 3. Students were assessed using the recommended diagnostic tools and placed in the program as determined by these.

Our target was to increase the number of students meeting SEA in reading in foundation to year two. In 2018 31% of students reached SEA in reading and in 2019 this rose slightly to 36%. It is difficult to comment on this target for 2020 due to the use of decodable readers for students in foundation, however late testing in term 4 indicated that 50% of students in foundation had reached the SEA benchmark of level 5 in running records. Further, we can unequivocally say that all students in F-2 made reading progress as measured by their decodable progress.

Goal 2: Increase in student achievement in mathematics, particularly the number strand, reception to year 7.

Our work in this goal area has been heavily supported by a Project Officer from Learning Improvement Division. Through professional learning, and rigorous fortnightly Professional Learning Communities, mathematics teaching and learning has been intentionally reflected upon and best advice and practice has been discussed. Further development of this work will occur in 2021 with all classes making commitments to the teaching and learning of mathematics through the use of the VanDerWalle text. Agreements about the use of manipulatives and the need to develop mathematical mindsets in our learners are in place.

Our target for 2020 was that all students in the 2020 year 2/3/4 cohort will demonstrate 0.4 growth in PAT-M. 72% of students in this cohort demonstrated 0.4 growth from 2019 to 2020 and 83% of students in years 1 to 7 demonstrated growth from their 2019 result. Whilst the target was not met, the shifting, positive trajectory of our PAT-M results will be carefully monitored and planned for in 2021.

Improvement: Aboriginal learners

Aboriginal learners have been a high priority group throughout 2020. With the appointment of 0.2 AET to our site we have been able to support their needs with intentionality and fidelity. Learner data has been closely monitored and used to support decisions and interventions for ATSI students. Aspects of this work included:
*Literacy and numeracy group tuition involving students being withdrawn from class by SSO's.
*Students participating in PreLit, MiniLit or MacqLit based on their needs.
*Daily reading program – all students are encouraged to read to an adult 5 times a week. If they achieve this goal they participate in reading reward time.
*Follow up with attendance on a daily basis and to work with families with habitual or chronic non-attendance.
*AET and class teachers consulting regarding progress of each child.
*Individual or small group tuition with SSO staff and mentors – music, woodwork for personal and social learning, gardening, Minecraft and cooking to increase student attendance.
*AET set programs for group tuition based on student assessment eg. Maths for Learning Inclusion, SPA, Letter/Sound knowledge and PAT testing.
*Aboriginal Education Teacher works with classroom teachers and leadership to set the programs across the site targeting next learning steps.

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
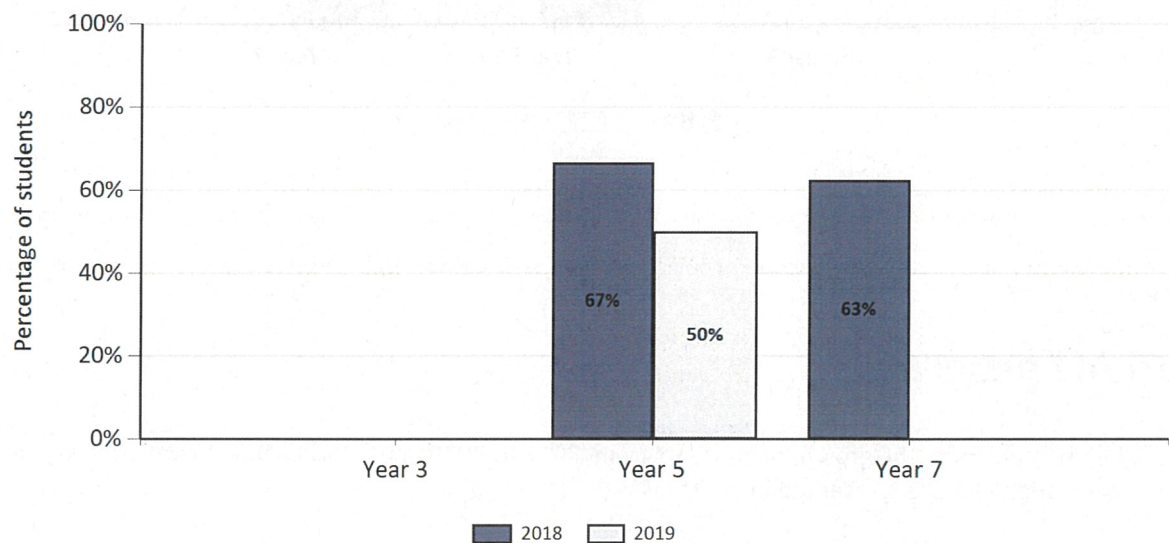
*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.
Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six acros all cohorts.
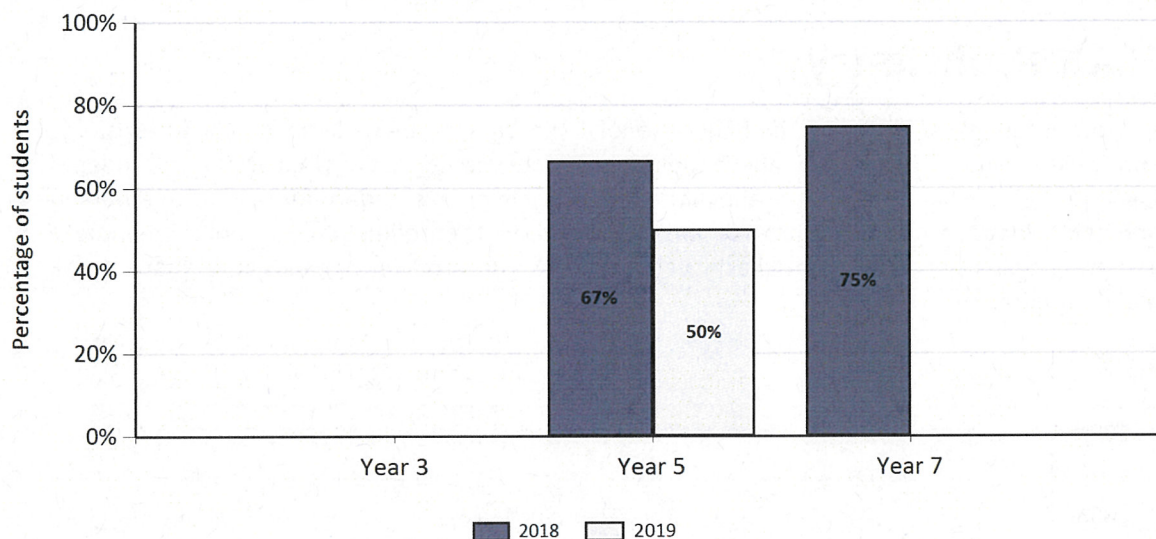
Numeracy

*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 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

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

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	8	8	1	0	13%	0%
Year 5 2017-2019 Average	8.0	8.0	1.3	0.7	17%	8%
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	8.3	8.3	1.3	1.3	16%	16%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2020.
^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.

School performance comment

COVID-19 meant that NAPLAN testing in 2020 did not go ahead. Staff have relied on PAT data as the measure of year to year growth. Analysis of the PAT results shows that over80% of students demonstrated growth in both reading and mathematics. Staff are aware that about 50% of our students do not reach SEA in PAT maths or reading and this has been the driver for our work with Learning Improvement Division and PLCs. We have noted that the number of students receiving a lower score than the year before has been significantly reduced in the last 12 months and we attribute this to high quality maths instruction and programming. The PAT results have also been analysed at a question level to determine the gaps in teaching and content. Ways to address these have been identified and discussed.

Running Records are not actively being used in student's foundation year due to the recommendations of the InitiaLit teaching sequence. Students in the foundation year used decodable readers aligned to the InitiaLit teaching sequence. Initial testing of these students using the benchmarked reading levels began late in term 4 and early indications are that their reading ability is meeting, and in some cases exceeding, SEA.

Our year one enrolment for 2020 was one student and as such our Phonics Screening Check data is invalid. The PSC is being used across the school to monitor student's ability to decode.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre			60.0%	76.0%
2018 centre	58.2%	54.4%	60.5%	53.3%
2019 centre	68.0%	85.7%	77.8%	75.6%
2020 centre	84.2%	N/A	67.1%	65%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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 to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.
*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2017	2018	2019	2020
Reception	89.0%	81.3%	94.4%	73.0%
Year 1	81.1%	91.6%	86.9%	84.5%
Year 2	87.0%	74.6%	88.7%	88.0%
Year 3	88.3%	75.7%	82.7%	85.7%
Year 4	83.0%	73.1%	85.0%	80.8%
Year 5	82.8%	79.1%	89.4%	79.1%
Year 6	88.7%	84.3%	86.5%	87.9%
Year 7	81.3%	89.4%	84.8%	78.0%
Total	85.0%	81.2%	87.2%	81.5%

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

Attendance comment

Most children enrolled in the preschool attended regularly. COVID restrictions did impact this at times, however staff maintained close contact with families to encourage regular attendance.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	N/A	N/A	4	5
2018	4	4	4	6
2019	10	7	9	9
2020	6	N/A	6	6

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Preschool enrolment comment

The number of students enrolled in preschool in 2020 was consistent. 2 students are 3 year-old Aboriginal children who attended 12 hours per week.

Behaviour support comment

The behaviour needs of students have been met through the additional allocation of funds to support individual students. The implementation of Positive Behaviour Levels and whole-school expectations that were categorised under our school values contributed to a significant shift in student behaviour. An SSO was employed to specifically engage with students with difficult behaviour in terms 3 and 4. Supporting student engagement at break times in games and activities reduced the number of incidents across the school.

In term 4 a new wellbeing space was incorporated into the office area. This space has been utilised by a number of students needing time and space to regulate themselves.

In 2020 we had 3 days of suspension, and this is down from 33 days in 2019. Incidents of suspension and take-home were only considered after exhaustive efforts were made to support students in their learning at school.

Client opinion summary

The parent opinion survey link was completed by 8 people, represent 29% of our clients. The survey results represent the opinions of a small number of our school community. Parents completing the school survey were generally happy with the service, with most responses falling in the 'agree' and 'strongly agree' category.

Top responses were:
*People respect each other at this school
*The school communicates effectively with me
*I know what standard of work the school expects of my child
*Teachers at this school provide my child with useful feedback about their schoolwork
*I have useful discussions with the school about my child's learning
*The school provides me with useful tips on how to help students learn at home

The preschool parent opinion survey was completed by 3 parents, representing half our clients. Parents completing the preschool survey were generally happy with the service, with all responses falling in the 'agree' and 'strongly agree' category. Responses to the 22 questions indicate that families are pleased with the preschool service. Comment on the preschool survey is:

"Leadership is amazing. It flows through from the incredible principal Sally, down to each class leader/s. As parents, we feel as though this contributes to the overall cohesiveness of the preschool and school. Very professional."

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
153 - Glossop Primary Community School K-7	100.0%	100.0%	88.9%	100.0%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	10	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

All students moving from preschool to foundation will start in the foundation class at GPCS in term one of 2021. All year 7 students transitioning to high school will move to Glossop High School.

Relevant history screening

All staff and volunteers have the required certificates and screening relevant to their role in the school. Volunteers who have worked in the school and been on excursions have been appropriately supervised by staff members at all times.

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	8
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: 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	4.4	0.0	3.7
Persons	0	5	0	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	$884,566
Grants: Commonwealth	$8,500
Parent Contributions	$9,847
Fund Raising	$1,718
Other	$0

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

2020 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 2020 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	SSO support in all classrooms to support student learning. Daily literacy and numerac intervention programs were implemented across the school with a number of teaching and support staff managing these.	Students demonstrated growth in regular progress monitoring.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	SSOs employed to work one to one and in small groups with students identified as SWD. Differentiated and individualised learning programs delivered.	Individual student goals set, evaluated and revised regularly.
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	Three class structure enabled teachers to work closely with students and better meet their individual needs, particularly in literacy and numeracy. SSO in each classroom supported student learning and the delivery of individual learning plans. AET supported all ATSI students and worked closely with classroom teachers to ensure learning needs were met. Equitable attendance at all school excursions, camps and cultural events.	Improved attendance for students. Improvement in PAT results in both literacy and numeracy. Improved student engagement with teachers and learning.
Program funding for all students	Australian Curriculum	Release for teachers to work in a PLC structure focusing on student learning content, supported by Learning Improvement Division. Essential Assessment used in all classed to track student progress in Maths curriculum.	Consistent application of the AC in all classrooms.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Purchase and training for staff in two recommended best practice MultiLit intervention programs.	Improvement in student reading.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The PreLit program was continued in the preschool. Staff intentionally planned for children's oral language and literacy development. Site funded SSO in the preschool to support children's learning and progress.	Phonological awareness of students improved.
Improved ECD and parenting outcomes (children's centres only)	NA	NA
Inclusive Education Support Program	Preschool SSO employed by site to work with students with additional needs. Teacher and SSO worked collaboratively with support services to determine needs, assess students and deliver programs.	Speech and language outcomes for identified students.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.