

Glen Osmond Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Glen Osmond Primary School Number: 152

Partnership: Greenhill South

Name of School Principal:

Julie Mattiske

Name of Governing Council Chair:

Graham Jaeschke

Date of Endorsement:

15/02/2017

School Context and Highlights

The school started with 331 students and 12 classes with a mixture of composite and straight year levels. Staff leadership positions included a Principal, Deputy Principal, Coordinator in Innovative Pedagogies and Primary School Counsellor appointed for Terms 3 and 4. Specialist NIT subjects included The Arts, Science and French. Extra time was given for a teacher to manage and coordinate sports clinics and interschool sports teams.

There were high student numbers in the senior classes, and 2 single gender classes including a Year 2/3 girls' class and a Year 2 boys' class. Student numbers increased throughout the year to a high of 343.

Principal, Joy Milward, left in January to take on a Principal Consultant position in the Greenhill South Partnership. Deputy Principal, Tanya Scobie, became Acting Principal in Terms 1 and 2 and an Acting Deputy Principal, Kay Weiland, was appointed from another site. The Principal position was advertised in Term 2 and Julie Mattiske was selected and appointed for a 6½ year tenure, starting in Term 3.

Large projects such as re-surfacing the 2 netball courts and the building of the new Stephanie Alexander Kitchen were completed and the kitchen was officially opened on Thursday 22nd September.

The school was awarded a \$1,000,000 STEM Works grant to upgrade and re-purpose learning spaces to accommodate innovative STEM (Science, Technology, Engineering and Mathematics) pedagogy. A Planning Report was completed after consultation with staff, DECD personnel and an architect. Spaces in the Junior Primary and the Middle Primary buildings will be modified and work is planned to start July – October 2017.

Governing Council included 14 members and committees in Grounds, Sport, Fundraising, Education and Well Being, Canteen and OSHC were very active. OSHC facilities provided before and after school care 5 days a week with numbers averaging 25–30 students each day.

There was extensive involvement of parents in coaching and managing a variety of sports including netball, football, softball, soccer, basketball and cricket.

Community involvement and participation was encouraged in events such as Sports Day, Quiz Night, Community Singing Night, the Friendship Seat Dedication and class based concerts.

The senior musical, A Kid Summer Night's Dream, was a popular showcase of the Performing Arts, as were fortnightly assemblies.

The Schoolstream app was introduced to enhance the electronic communication with parents.

Governing Council Report

2016 has been a busy year and we have much to be proud of. Our wonderful school continues to strive for excellence and is a thriving learning environment for our children.

I would like to acknowledge the great welcome the school has given to Julie, our new Principal. She has settled in very well and she is a pleasure to work with. Thank you also to our teaching staff for continuing the focus on high expectations.

And a big thank you to the parents for your continuing involvement with the school – volunteering around the school, attending working bees, Governing Council, the massive work of our Sub-Committees, volunteering to support the Kitchen Garden, supporting Sport, organizing or attending seminars, organizing or attending our – thank you all.

Our school would not thrive without this support and we are always looking for parents to put up their hands to volunteer on our sub-committees. A new Sub-Committee is forming next year to help plan our 140 year celebrations in 2018 which is very exciting.

This year we have seen some noticeable improvements at the school with our kitchen complete and upgrades to our tennis court and Junior Primary Netball court. We are well aware that we need to continue to budget to maintain and improve our facilities but we hope that you have noticed that our grounds are looking much better with our working bees focusing on the front of the school in particular which looks a treat.

We are also all very excited that our school will receive funding to build a new STEM facility. Planning is underway and we will hear more next year I am sure. This is good recognition for the wonderful learning environment we have at the school. Governing Council has special responsibility for OSHC and we have continued to see an excellent service being provided to our families.

I would like to make special mention of a couple of Governing Council members who have retired or will retire this year. Carolyn Harbord and Michelle Moran have done a great job over many years and we thank them for their involvement in our school.

I would also like to mention the many parents of Year 7 students that will be farewelling GOPS to say a big thank you for the many years of support you have given and we know your future schools will now benefit from your support.

Improvement Planning and Outcomes

Governing Council reviewed and discussed the current focus areas and improvement plans for the school in order to clarify strategic directions. Priorities were identified and included in the Strategic Directions 2017-2018 document. In addition to Literacy and Numeracy, other key areas were identified including student well-being and positive community building, Digital Technologies, Science, Performing Arts, PE and improving outdoor learning spaces. STEM and STEM Works was recognised as a welcome innovation in the light of the STEM grant.

Literacy

Work with the Literacy Coach on improvement of student progress and achievement in Reading continued in 2016. Staff reviewed the Literacy Policy and a Whole School Agreement was consistently applied in all classes. Students engaged in DECD mandated minutes, non-interrupted time in Reading tasks daily.

All students were tracked and monitored in reading. Data Wall/Case Management meetings were held with each teacher twice in the year in order to track, monitor and respond to every student's progress in Reading Level and comprehension Performance Development Plans and student review meetings focused on student progress and achievement in reading. Professional Development focused on targeted teaching of effective reading and comprehension strategies, understanding and using data and Guided Reading organisation.

Improvements in NAPLAN results included:

- 63% of Year 5 students achieved middle levels of growth in Reading over 2 years.
- 77% of Year 7 students achieved middle levels of growth in Reading over 2 years.

The percentage of students achieving in the upper 2 bands has stayed the same for Years 3 (58%), 5 (49%) and 7 (53%). We aim for improvement in 2017.

A review of this site priority by staff resulted in recommendations for 2017 that included adhering to the assessment schedule, continuing Case Management meetings, professional development in best practices, targeted intervention and design of differentiated literacy learning experiences.

Improvement of student progress and achievement in Writing will also be a focus in 2017.

Numeracy

Teachers engaged in the analysis of Progressive Achievement Test - Mathematics (PAT-M) data to inform class practices and to identify where more individual student support was needed. This included analysis at the question level and identifying PAT-M Resources.

Combined staff meetings were held across the Partnership sites with teachers completing moderation of Mathematics tasks. This practice will continue in 2017.

Improvements in NAPLAN results included:

- 56% of Year 5 students achieved middle levels of growth in Numeracy over 2 years.
- 45% of Year 7 students achieved high levels of growth in Numeracy over 2 years, which is very good.

There was an increase in percentage (15%) of Yr 7 students achieving in the upper 2 bands which is pleasing.

The percentage of students achieving in the upper 2 bands for Years 3 (42%) and 5 (22%) has stayed the same.

This is an area for improvement and professional development in differentiated learning design, moderation and shared best practices will be focused on in 2017.

Well Being

Staff and the Education and Wellbeing Committee mapped current practices related to student well-being. A decision was made by staff and GC to pursue the KidsMatter framework as a basis for planning improvement in student wellbeing and mental health. A KidsMatter Action Team of parents and staff was formed and an Action Plan for 2017 was developed.

ICT

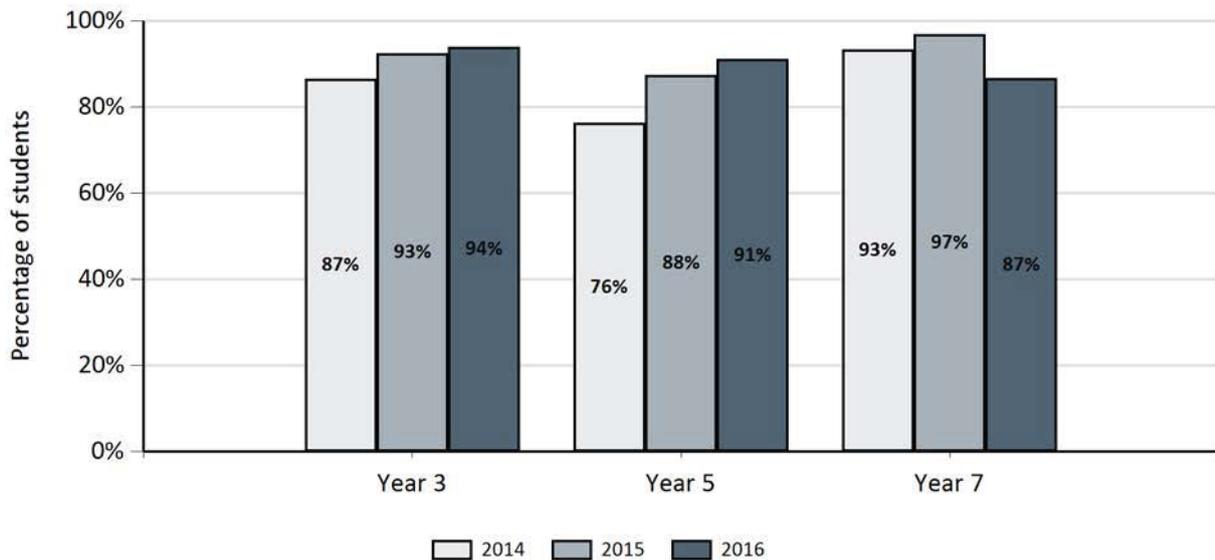
Staff mapped the current state in regards to ICT, and an Audit by "Vectra" was carried out, resulting in a plan to improve connectivity, reliability and device management. Professional Development for staff in Digital Technologies is continuing.

Performance Summary

NAPLAN Proficiency

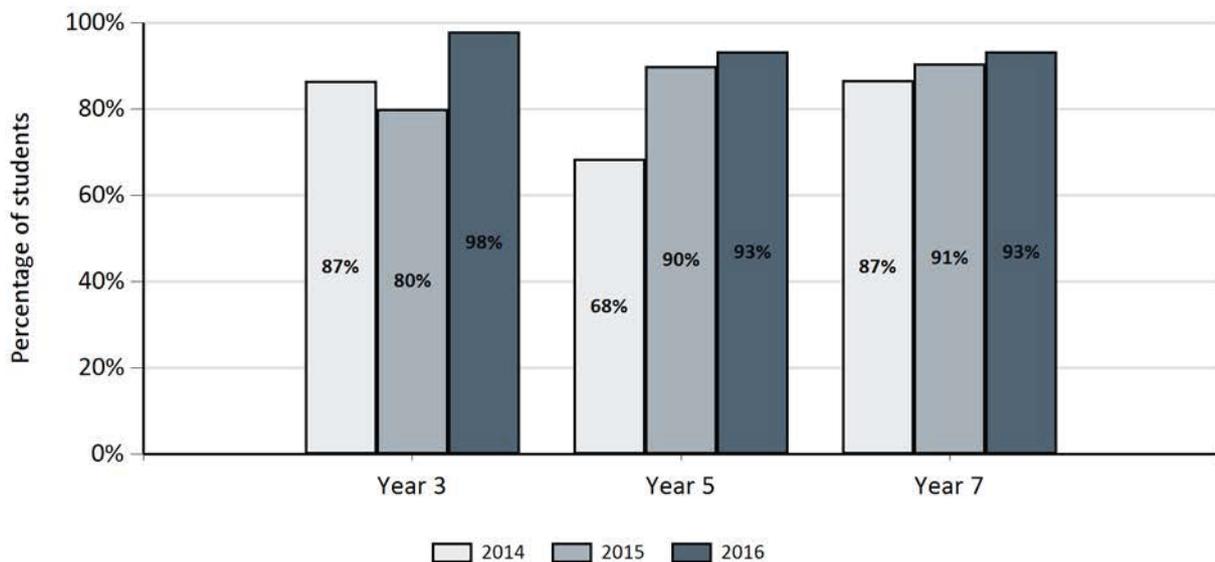
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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)
Lower progress group	12%	5%	25%
Middle progress group	63%	77%	50%
Upper progress group	24%	18%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	20%	14%	25%
Middle progress group	56%	41%	50%
Upper progress group	24%	45%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2016	50	50	29	21	58%	42%
Year 3 2014-16 Average	47.3	47.3	25.7	19.3	54%	41%
Year 5 2016	45	45	22	10	49%	22%
Year 5 2014-16 Average	41.0	41.0	19.7	9.0	48%	22%
Year 7 2016	30	30	12	16	40%	53%
Year 7 2014-16 Average	30.7	30.7	12.0	11.7	39%	38%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

NAPLAN

There was an improvement in mean scores for all aspects in Year 3 results.

There was an improvement in mean scores for all aspects in Year 7 results except for Reading which stayed the same.

There was a decrease in mean scores for all aspects in Year 5 results.

Any student who did not reach National Minimum Standard in NAPLAN results has a Personal Learning Support Plan (PLSP) and receives targeted intervention.

Reading

Results indicated that the majority of Year 3, Year 5 and Year 7 students achieved National Minimum Standard (NMS). There has been steady improvement in Years 3 and 5 results since 2014.

The result for Year 7 was slightly lower than last year.

Results indicate that 63% of Year 5 students and 77% of Year 7 students achieved middle levels of growth in Reading over 2 years.

The percentage of students achieving in the upper 2 bands has stayed the same for Years 3 (58%), 5 (49%) and 7 (53%) and this is an area for improvement in 2017.

Writing, Spelling, Grammar and Punctuation

The majority of students (between 97% and 100%) in Years 3, 5 and 7 achieved NMS.

Numeracy

Results indicated that the majority of Years 3, 5 and 7 students achieved National Minimum Standard in Numeracy and that there has been steady improvement since 2014.

It was pleasing to see that 45% of Year 7 students achieved high levels of growth over 2 years.

The increase of 15% of Year 7's (53%) achieving in the upper 2 bands is a positive outcome also.

56% of Year 5 students achieved middle levels of growth over 2 years.

Running Records

The number of students in Year 1 and Year 2 achieving the DECD Standard of Educational Achievement (SEA) in the higher levels was above that of the state and like schools.

Results indicated that 76% of Reception students achieved SEA (Level 5 or above), 79% of Year 1 students achieved SEA (Level 15 or above) and 83% of Year 2 students achieved SEA (Level 21 or above).

Our aim is for all students to achieve SEA and this will continue to be a focus with strategies for targeted intervention, Professional Development and Case Management.

Attendance

Year level	2014	2015	2016
Reception	95.0%	95.5%	90.9%
Year 01	94.1%	94.3%	92.1%
Year 02	94.2%	95.7%	92.9%
Year 03	94.7%	93.7%	94.4%
Year 04	95.2%	94.6%	93.5%
Year 05	95.4%	94.9%	95.0%
Year 06	95.6%	93.6%	94.5%
Year 07	94.3%	95.3%	94.7%
Total	94.8%	94.7%	93.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

All unexplained absences are followed up by teachers and/or Administration Officers with telephone calls and/or emails. The Attendance Officer is contacted in the case of extended absences. The Deputy Principal works with the family and Attendance Officer to manage a plan of improved attendance as part of a Personal Learning Plan.

Students coming in late or leaving early must sign in and out on a sheet in the Front Office.

Teachers document messages in roll books. Emails and telephone calls received from parents are directed to teachers and recorded on EDSAS.

Behaviour Management Comment

There were 55 (compared to 29 in 2015) incidents of violence or bullying perpetrated by 20 (compared to 24 in 2015) students and managed using processes identified in the school's Respectful Behaviour Code and Anti-Bullying Policy.

- 15 students were reported only once
- 5 students were reported 2 or more times

The majority of students reported undertook Time Out in the Administration building with follow up counselling and restorative practices from teachers and/or a member of the leadership team. Other consequences for more serious incidents included Take Home, Suspension and one Exclusion.

Data from a 2016 KidsMatter Survey on student wellbeing and mental health was presented to Governing Council and Staff.

Client Opinion Summary

A KidsMatter Survey of parents, students and staff was carried out. The results of the survey were used to develop an Action Plan which the KidsMatter Action Team will implement in 2017.

Parent opinions about mental health and well-being in our school included:

- The school respects and values my family's beliefs and wishes
- The school provides a safe and caring environment for my child.
- I feel welcome when visiting my child's school
- I feel that my child's teacher cares about my child
- I am comfortable talking to my child's teacher about my child

Students R-3 said:

- My teachers care about me
- I always try my best at school
- I like myself
- I have at least one friend who cares about me
- I have friends to play with at lunch times

Students 4-7 said:

- I can tell when a student is upset or worried.
- I know how to help a friend who is upset or worried
- Teachers help students who are worried or upset
- There are teachers students can go to if they are worried or upset
- I feel safe at this school

Staff said:

- Our school can make a real difference towards improving students' mental health and wellbeing
- Supporting students' mental health and wellbeing helps reduce behavioural problems and improves their academic learning outcomes
- Supporting students' mental health and wellbeing is a central part of my role

Parent Opinions about areas for focus included:

- Communication
- School making use of outside support services to assist children with difficulties
- Staff supporting parents who may be experiencing challenges in their life
- Parenting and child development
- Building resilience, dealing with bullying, cyber safety, child development and learning, child well-being and mental health

Students R-3 wanted:

- To look forward to coming to school
- Other children helping them
- Cheering up of other children
- To talk to their teacher if they have a problem
- To feel happy at school

Students 4-7 wanted more about:

- Learning to make friends
- School dealing with bullying/harassment
- Practise building friendships/managing emotions
- Helping parents of students who are worried/upset

Staff Opinion about areas for focus included:

- School communication in a variety of ways to meet diverse needs of our students and families
- Contributions of diverse cultures and groups are encouraged

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	9	11.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	38	46.3%
Transfer to SA Govt School	35	42.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All DCSI Child Related Employment Screening records are up to date and the following groups have current clearances:

- All DECD current employees
- Volunteers (including Governing Council members)
- Employees and volunteers of Governing Council
- Instrumental Music providers
- Sports coaches and coordinators
- Drama Club Coordinator
- Tertiary students on placement
- Site/service users

All procedures follow departmental guidelines with school based Requesting Officers skilled in online screening procedures.

Teacher Qualifications 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	37
Post Graduate Qualifications	4

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	16.7	0.0	7.0
Persons	0	18	0	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$2,893,870.42
Grants: Commonwealth	\$53,411.58
Parent Contributions	\$324,326.23
Fund Raising	\$12,912.30
Other	\$49,233.62

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	1:1 SSO support for 3 identified students in learning programs and yard play.	Increased attendance, time in class, social skills, self-regulation.
	Improved Outcomes for Students with an Additional Language or Dialect	SSO Support in class speaking and writing programs. TRT release teachers to level texts.	Student achievement of DECD SEA in Literacy.
	Improved Outcomes for Students with Disabilities	SSO support -class, small group and withdrawal settings. Electronic resources - Sound Field Systems, ipads, ipad apps. Furniture – wobble stools, sloping desktops	Achievement of goals in Personal Learning Support Plans (PLSP's).
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students	Literacy Coach – PD for teachers in data analysis, guided reading, comprehension, assessment schedules, spelling plus mentoring and modelling practice in classes.	Site Improvement Plan goals met.
	- Aboriginal Students	SSO Support for individual students and small groups students to work on literacy activities.	Achievement of goals in student PLSP's.
	- Numeracy and Literacy	TRT release for teachers to attend PD with Literacy Coach, Case Management meetings and improved, targeted intervention.	Improved teacher capacity in data analysis and targeted intervention.
Program Funding for all Students	Students taking Alternative Pathways Students with Learning Difficulties Grant	PD for teachers in Maths, moderation of student work in Mathematics in and learning design	
	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	Not Applicable	
Other Discretionary Funding	Better Schools Funding	SSO support students with learning difficulties and students with disabilities. Electronic resources for identified students. Learning Resources eg Oz Box	Student achievement of goals in PLSP's. Successful and safe yard play.
	Specialist School Reporting (as required)	Not Applicable	
	Improved Outcomes for Gifted Students	Not applicable, but encapsulated by differentiated class learning programs.	
	Primary School Counsellor (if applicable)	0.3 FTE release of teacher for Counsellor role in Terms 3 & 4. 0.1 FTE funding for SSO to do Art Therapy program for groups of students in Terms 3 & 4	Improved social skills for students. Wellbeing, mental health strategy started.