



Glen Osmond Primary School 2017 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:

14th February 2018

School Context and Highlights

The school started with 13 classes in 2018, one more than in 2017. With the extra class came the refurbishment of Room 15 and the movement of a large range of arts resources to the Performing Arts Room. Classes included three Reception/Year 1 classes, two Year 2 classes, three Year 3/4 classes, one Year 5, one Year 5/6, one Year 6, a Year 6/7 and one Year 7 class. Student numbers increased throughout the year and resulted in all classes being full to capacity with 3 classes being over capacity.

NIT specialist learning areas included Science, The Arts and French. Leadership positions included Principal, Deputy Principal, Co-ordinator in Innovative Pedagogies and a Student Wellbeing Leader.

Unexpected changes in Leadership positions included the Co-ordinator, Shane Atkins, leaving at the end of Term 1 to take up a higher level position at another school. Helena Kontis took the Science, Kitchen Garden position for the remainder of the year and Theresa Andreucci was released 1 day a week to continue the ICT teacher support and infrastructure upgrade. We advertised for a Coordinator in STEM for 2018 and Maria Colarusso was selected.

The Deputy Principal, Tanya Scobie, broke her ankle late in Term 3 and took sick leave for the rest of the year. Theresa Andreucci took on the position and Margherita Little took the Year 6/7 class.

The OSHC Director became ill in Term 4 and retired from the position on December 24th. The Assistant Director stepped up to the Director position and will remain until a permanent replacement can be appointed.

The STEM Building Works had a major impact on everyone throughout the year with regard to demands of time, planning, meetings, negotiations, building restrictions, extended timelines and relocation of people and resources. Work started early in Term 3 and continued throughout the holidays and Term 4. Relocation of three R/1 classes to the Gym and two Year 2 classes to the Library for Term 3 was a major accomplishment. Building 3 was completed early in Term 4 and Building 4 at the end of Term 4.

A new look website was completed and the Schoolstream app has been a welcome means of immediate communication. Event highlights of the year included the Welcome Picnic, Sports Day, Harmony Day Assembly and morning tea, Friendship Day and Community Singing Night. The SRC raised money for charity with Crazy Hair Day, Hat Day, Pyjama Day and a Book Week Parade. The Lion King Jr. musical was a triumph for the senior students.

Governing Council Report

2017 has been a very hectic 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 hard work of our Principal Julie. On top of her normal duties, Julie has also managed the new STEM facilities and other improvements at our school. A big 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 – 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. The Sub-Committees have done a mountain of work to support our kids to get the most out of their time here at GOPS. Canteen, Finance, Fundraising and Social, Grounds and Facilities, OSHC, Sports and Wellbeing and Communications have all been active and I thank you all for your time, energy and commitment.

Last year I talked about the need to budget for improving our school facilities and Governing Council set aside significant funds to make this happen. The Grounds and Facilities have been working hard to produce a Master Plan so our staged work can be coordinated. I would like to thank all the community for voting for our school to receive \$120,000 for the Fund My Neighbourhood Grant which will be going towards Nature Play around the oval. In my time at GOPS, I have never seen the grounds looking so good and with this funding, it will only get better.

We were excited to see the STEM facilities finished which will be a great learning asset for the school for many years. Governing Council has special responsibility for OSHC and we have continued to see an excellent service being provided to our families. Well done also for trialling a Vacation Care service this year. I would like to note that Jane Phillips retired after many years of loyal service to the OSHC and our school community. She will be missed.

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.

Graham Jaeschke



Improvement Planning and Outcomes

A self-review process was conducted with staff where achievement, perception, demographic and process data was discussed and analysed. The Principal Consultant, Literacy Coach and Principal facilitated the process.

Achievement data included NAPLAN data, Progressive Achievement Test (PAT) results in Reading Comprehension and Mathematics plus Running Records. Teachers interrogated whole school, year level and individual student data.

Analysis of the school data indicated achievement of Site Improvement Plan targets generally in Reading and Mathematics. Continued monitoring of individual student Reading progress with Case Management meetings twice a year is vital to continue this improvement as is the continued employment of a Literacy Coach to support staff in implementing effective learning strategies.

Focus in Mathematics teaching and learning through Partnership support in learning design, assessment and moderation professional learning will continue in 2018 as we continue to encourage rigour and improved higher band achievement. Further utilisation of resources identified through professional learning in the Numeracy Plus course will be facilitated by teachers who attended these sessions.

Writing was identified as a key area for focus and improvement in 2018. Teachers will be completing the Writing Plus course and utilising the "Brightpath" writing assessment tool to identify planning points for student writing. Rigour and higher band achievement in all aspects of writing is the goal as we focus on improvements in sentence construction, spelling, punctuation and grammar.

Perception Data was investigated through the DECD Student Engagement and Wellbeing Survey as well as the Parent Opinion Survey.

The Student Engagement and Wellbeing Survey of Years 4-7 students indicated the need to focus on Perseverance, Emotional Regulation and Cognitive Flow - engagement with tasks (getting totally engaged in a task). This fits with the need to encourage rigour, relevance and persistence in activities that students are interested in.

Verbal and social victimisation were also identified as areas of wellbeing that needed attention and effective learning programs to develop self-management skills, social awareness and resilience were identified as keys to improving this. The Student Wellbeing Leader will conduct workshops based on "Social and Emotional Learning" where teachers will investigate and integrate strategies to help students develop their personal and social capabilities.

Results of the Parent Opinion Survey and teacher observations indicated a need to review the Anti-Bullying Policy and Respectful Behaviour Code so that there is consistency and common understanding of the processes and procedures for behaviour development and restorative practices.

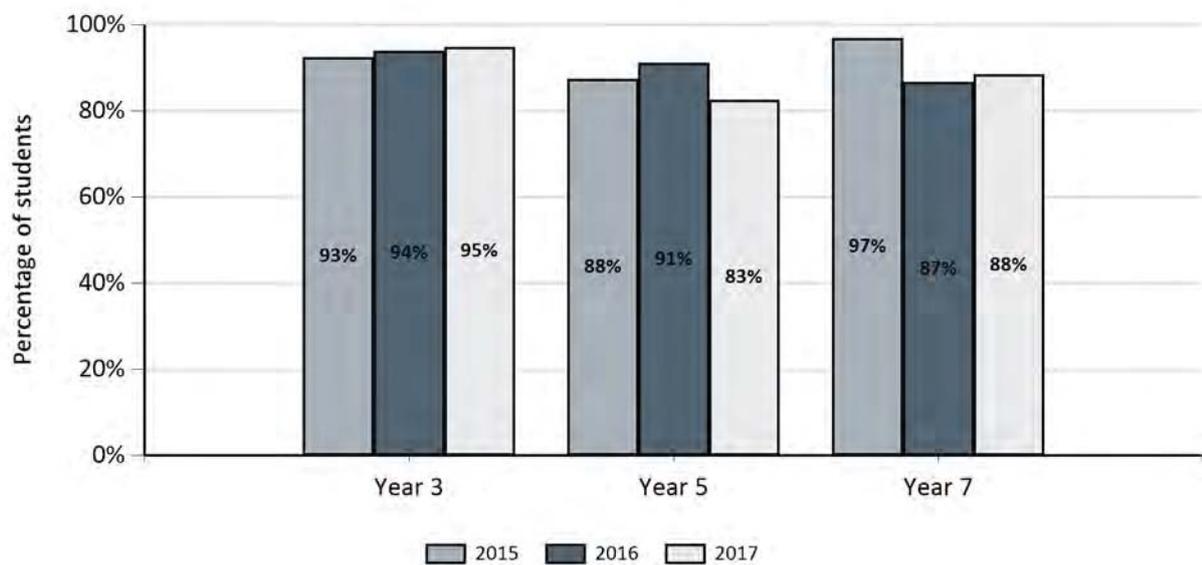
Performance Development meetings with teachers and leadership personnel will include discussions about individual student progress in Writing, Mathematics and Social skills.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

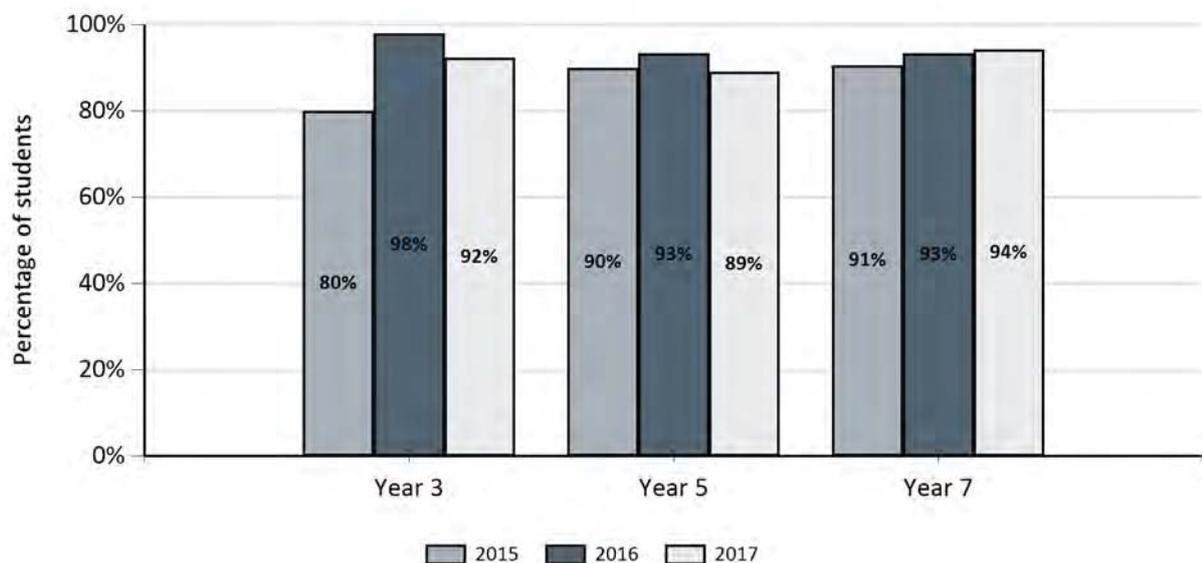
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 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	46%	40%	25%
Middle progress group	37%	43%	50%
Lower progress group	17%	18%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 5-7	Year 3-5	State (average)
Upper progress group	50%	34%	25%
Middle progress group	35%	49%	50%
Lower progress group	15%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	39	39	20	22	51%	56%
Year 3 2015-17 Average	43.0	43.0	21.7	19.0	50%	44%
Year 5 2017	46	46	22	17	48%	37%
Year 5 2015-17 Average	43.7	43.7	22.0	12.7	50%	29%
Year 7 2017	52	52	30	28	58%	54%
Year 7 2015-17 Average	38.0	38.0	17.7	17.3	46%	46%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

NAPLAN NUMERACY

Results indicate improvements across most year levels in growth rates over 2 years, achievement in the upper bands and higher band retention.

National Minimum Standard (NMS)

- 100% of Yr 3 and Yr 5 students achieved NMS
- 94.2% of Yr 7 students achieved NMS

Growth

- 34% of Year 5 students achieved high levels of growth in Numeracy over 2 years – increase of 10%
- 50 % of Year 7 students achieved high levels of growth in Numeracy over 2 years – increase of 5%

Achievement in Upper 2 bands

- 56% Yr 3 students achieving in upper 2 bands – increase of 14% from 2016
- 37% Yr 5 students achieving in upper 2 bands – increase of 15% from 2016
- 54% Yr 7 students achieving in the upper 2 bands – increase of 1% from 2016

Higher Band Retention

- 80% of Yr 5 students retained in higher bands – increase of 38%
- 92.9% of Yr 7 students retained in higher bands – increase of 10%

Mean Scores

- improvement in Year 3 – increase 16%
- slight decrease in Year 5 – decrease of 5 %
- improvement in Year 7 – increase of 16%

NAPLAN READING and WRITING

Results indicate improvements in growth rates over 2 years and higher band retention in Reading.

There was improvement in achievement in the higher bands in Reading when compared to historical averages.

There was some decrease in writing mean scores in Years 3 and 7.

NMS

- 100% Yr 3 students achieved NMS in Reading & Writing
- 98% Yr 5 students achieved NMS in Reading & Writing
- 94% Yr 7 students achieved NMS in Reading & Writing

Growth over 2 years

- 46% of Year 5 students achieved high levels of growth in Reading over 2 years – increase of 22%
- 40% of Year 7 students achieved high levels of growth in Reading over 2 years – increase of 22%

Upper 2 bands Reading

- 51% of Yr 3 students achieved in upper 2 bands – 7% above the average of past 3 yrs. decrease 7% from 2016



Attendance

Year level	2014	2015	2016	2017
Reception	95.0%	95.5%	90.9%	91.1%
Year 1	94.1%	94.3%	92.1%	95.0%
Year 2	94.2%	95.7%	92.9%	94.0%
Year 3	94.7%	93.7%	94.4%	93.7%
Year 4	95.2%	94.6%	93.5%	94.6%
Year 5	95.4%	94.9%	95.0%	92.0%
Year 6	95.6%	93.6%	94.5%	94.4%
Year 7	94.3%	95.3%	94.7%	94.7%
Total	94.8%	94.7%	93.5%	93.7%

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 Administrative 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 Support 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 incidents recorded on EDSAS. The number of incidents does not represent the number of students as some students had perpetrated more than 1 incident.

- 24 of violence – threatened or actual
- 17 of threatening the good order
- 10 of threatening safety or wellbeing
- 1 of acting illegally
- 1 of interfering with the rights of others
- 2 of persistent and wilful inattention

Consequences included Warnings, Time Out in Class, Time Out in Administration, Internal Suspension and Suspension depending on the severity and/or frequency of the incident.

Majority of students undertook Time Out in Administration with follow up counselling with teachers and senior staff. Two students received internal suspension and 3 students, external suspension.

Client Opinion Summary

DECD Student Wellbeing and Engagement Survey 2017

A report of survey responses from our students in Years 4-7 gave indications of:

- What young people at our school think about their wellbeing
- The strengths of the students and the school and how these might be built upon
- Issues or challenges that may warrant further investigation

Students indicated highest levels of wellbeing in optimism and happiness. They indicated high levels in emotional engagement with teachers, peer belonging, cognitive engagement, friendships, academic engagement and self-concept. There was a high level of involvement in organised activities out of school, sports, music and the Arts.

Students indicated lowest levels of well-being in perseverance, emotional regulation, and cognitive flow (total engagement in a task). Other aspects in the lower range included belonging to a school and school climate. Verbal and social victimisation also scored lower on the scale.

Staff identified social and emotional learning as a key area for development along with the continued focus on building a positive, inclusive community.

Revision of the Anti-Bullying policy and Respectful Behaviour Code will be conducted to ensure that students, teachers and parents have common understandings about the processes and procedures.

Anti-bullying audits will be completed by students as part of the monitoring process.

Parent Opinion Survey

72 responses about the Quality of Teaching and Learning, Support of Learning, Relationships and Communication, Leadership and Decision-making were recorded with the greatest majority of respondents agreeing or strongly agreeing that:

- Teachers make learning interesting and enjoyable
- My child likes being at this school and feels safe
- The school encourages students to have a sense of pride in their achievement
- I am comfortable about approaching my child's teachers to ask about his/her progress
- There is a broad variety of communications that inform parents about this school
- I am encouraged to be involved in the school in all kinds of ways
- I am given the opportunity to be involved in the school's educational activities

Staff analysis of responses identified areas for improvement including:

- A review of the Anti-Bullying Policy and Respectful Behaviour Code
- Consistency and improved communication to parents of student achievement, class programs, school procedures, services and decision making processes



Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	11	16.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	16	23.9%
Transfer to SA Govt School	40	59.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

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
- 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	32
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	18.5	0.0	4.2
Persons	0	20	0	5

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	292117386
Grants: Commonwealth	52605.32
Parent Contributions	325504.42
Fund Raising	14755.88
Other	61050.67

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

2017 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 2017 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	SSO support 1:1 for identified students in class learning programs and yard play. SSO support for pairs and small groups in activities to support social skills development and class activities. +	Increased attendance, time in class, task completion, social skills development
	Improved Outcomes for Students with an Additional Language or Dialect	SSO and Deputy Principal support for students in class literacy programs. TRT release for teachers to level texts.	Student achievement of DECD SEA or greater in Literacy.
	Improved Outcomes for Students with Disabilities	SSO support in class for individual and small groups of students plus some withdrawal settings. Electronic Resources – sound field systems, laptop computers, ipads and apps. Professional Development for SSOs and teachers +	Student achievement of personal goals in Personal Support learning Plans (PLSPs)
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Literacy Coach 0.2 FTE – PD and coaching of teachers and SSOs in data analysis, latest reading, writing and spelling resources plus modelling teaching strategies. SSO support for individuals and groups of students to work on Literacy and Numeracy activities. SSO doing Levelled Literacy Intervention program with identified Year 1 students. Purchase of Levelled Literacy Intervention resource.	Achievement of goals in student PLSPs. Improved teacher capacity in data analysis to inform planning & targeted intervention. Inquiry based approach to Maths.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	TRT release for teachers to attend PD with Literacy Coach on targeted intervention strategies and Case Management meetings. PD for teachers and SSO's in Mathematics with Tierney Kennedy. Resources to support Mathematics assessment.	
Program Funding for all Students	Australian Curriculum	NA	NA
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	SSO and teacher attendance at Autism SA PD with TRT release. Electronic resources for identified students. SSO support of students with learning difficulties and disabilities – as above +	Student achievement of goals in PLSPs. Improved Teacher skills in differentiation +
	Specialist School Reporting (as required)	NA	NA
Improved Outcomes for Gifted Students		Teacher differentiation in class learning programs. Opportunities to participate in University of NSW ICAS assessments in various subject areas. + <i>Opportunities to participate in Music Festival, Debating, SADSASA events</i>	Opportunities for students to choose and excel in areas of interest, expertise.
	Primary School Counsellor (if applicable)	0.2 FTE Student Wellbeing Leader led Kidsmatter Action team in organising community events to encourage inclusivity and a positive school community. She supported students and class teachers in social skills development.	Positive & inclusive school community with support in social skills development.