

# Glenburnie Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Glenburnie Primary School Number: 148

Partnership: Blue Lake

**Name of School Principal:**

Sam Griffith

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**Name of Governing Council Chair:**

Bert Prosperi-Porta

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**Date of Endorsement:**

22/03/2017

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## School Context and Highlights

Glenburnie Primary School is a small rural school situated 10km east of Mt. Gambier and 7km west of the Victorian border. We are committed to providing a school where we have a cooperative, caring and non-threatening environment with a relevant, challenging, varied, success-orientated and adequately resourced curriculum. We have strong community support where parents are encouraged to actively support their children.

At Glenburnie Primary School we aim to provide opportunities for our students to enjoy learning, express themselves and develop their confidence. Opportunities for students to learn, create, play, imagine, share, compete and perform.

Additional programs that have encouraged this in 2016 included:

Speech and Drama Eisteddfod (3 award winners), Debating Eisteddfod (18 students - division 2 winners & 3 individual winners), Choir (14 students - 3 soloists, a compere and an assisting artist), Instrumental Music (16 students - 3 orchestra members), First Lego League (10 students - overall winning team), Pedal Prix (12 students - 1st year), Sporting Carnivals, Auskick and coaching clinics, SAPSASA (6 representatives), SRC, Japanese Day, Environmental Education programs including the Youth Environment Leaders program (YELP), Enterprise, GPS Sports day (Congratulations Charlesworth), District Small Schools Sports Day (Glenburnie finished 3rd), Harmony Day, Jump Rope For Heart, Mount Gambier Show Entries, Mad Minute, Scratch Day, End of Year Concert as well as many visiting performances and excursions.

As always our students will face challenges and hurdles but we hope that they continue to develop the personal skills, qualities and mindset to work through the challenges and overcome the hurdles.

### SCHOOL PROFILE – 2016

Category 7 Index of Disadvantage. 8% school card students. 0% Indigenous student population. 5 % students with disabilities. 88 students. 4 classes: Reception/Year 1 - 25 students. Year 2/3 - 24 students. Year 4/5 - 24 students. Year 6/7 - 28 students.

THANK YOU also to all our staff members, teaching and non-teaching, who have continually worked hard to create a safe, happy learning environment for our students.

To Bert Prosperi-Porta (Governing Council Chairperson), Jaime McKinnon & Carly Spooner (Parent Club Presidents) and all members of both committees, I would like to thank you for your time and effort throughout 2015.

A big THANK YOU to all the volunteers who have been involved in the school in many different ways.

## Governing Council Report

Dear, Members, Parents, Caregivers, Students and Staff.

Welcome to Glenburnie Primary School. Hopefully you are all refreshed and enjoyed your break over the holidays and are ready for another busy 2017.

Welcome to all the new families and staff that are all beginning their educational journey at Glenburnie and we hope the new students and parents feel welcome and enjoy this transition to our school.

This is a brief review of what Glenburnie achieved in 2016

Classes: 2016 started with 90 students

R/1: 20 2/3: 19 4/5: 29 6/7: 22

Our elected school captains for 2016 were Adam Prosperi-Porta and Scout Elshaug, Vice Captains were Adam McKinnon and Shelby Ryan. Their conduct and representation of Glenburnie Primary School was of a high standard and they were great ambassadors.

Curriculum focus in 2016:

In 2016 Glenburnie continues in implementing and assessing in all areas of the Australian Curriculum. We are also continuing with: L.O.T.E - Japanese, Health and PE, Design and Technology, Business and Economics & Civics and Citizenship.

2016 saw an increased focus on (S.T.E.M) Science, Technology, Engineering and Maths.

Finance: Thank you to all members and staff of our Finance committee, Governing council and Parent Club for all their hard work throughout 2016. Glenburnie finished 2016 in a solid financial position and we are all looking forward to new plans, projects and goals during 2017.

2016 saw the completion of our Art Shed, which students and staff are enjoying. Thank you to all the staff, students and parents that gave up their weekends to help finish this project and complete the new nature play area.

Financial commitments for 2017 Include: Committing more money towards C.O.L.A.; Canberra Camp contributions; Increased classroom spending; I.T – new printer.

In concluding my report, I would like to thank Sam Griffith for his vision and leadership at Glenburnie, thank you to all the staff, SSO'S and parents for their help and continued contribution at school and on all school committees. Primary school education and wellbeing is a very important time in child's learning, and we at Glenburnie always strive for success in children's learning. Our commitment along with great communication and support between parent and teachers will enable Glenburnie to continue to succeed at the highest level of learning.

Well done to all Staff, Students, SSO'S and Parents on a great 2016. Looking forward to another great year in 2017.

Bert Prosperi-Porta

## Improvement Planning and Outcomes

Site Improvement Plan targets and strategies

Improving the teaching and learning outcomes of Numeracy, Reading and Spelling

DECD SEA - Department for Education and Child Development Standard of Educational Achievement

### TARGETS

- 90% of students achieving National Minimum Standard (DECD SEA) in Numeracy, Reading and Spelling NAPLAN in Years 3, 5 and 7.
- 70% of students achieving medium or high growth in Numeracy and Reading based on NAPLAN data from years 3-5 & years 5-7.
- Increase the number of students who attain NAPLAN scores in the higher bands (DECD DEA) for Numeracy, Reading and Spelling in Years 3,5 & 7
- 90% of all students (yr 2-7) achieve the 2016 DECD Standard of Educational Achievement (SEA) scale score for PAT Maths, PAT Reading and PAT Spelling.
- 75% of all students (Yr 3-7) increase their scale score in PAT Maths, PAT Reading and PAT Spelling.
- 90% of students reading at age appropriate PM benchmark based on site reading targets.
- 95% of reception students at level 5 or above in running records by September.
- 95% of year 2 students at level 21 or above in running records by September.
- 95% of year 1 students at level 13 or above in running records by September.

### STRATEGIES

- Professional development for teachers in quality teaching pedagogy. Investigating what teaching strategies make the biggest difference to student learning outcomes.
- Investigating current and strategic intervention practices.
- The continued use of relevant tools to provide accurate measures of improvement across reading, spelling and maths.
- Identify Wave 1 and Wave 2 teaching strategies to be explicitly taught and implemented across the site.
- Consistent language and teaching strategies used across the site.
- Regular professional learning discussions during staff meetings and pupil free days to focus on pedagogies and resources that are making a difference.
- Regular classroom observations to focus on teaching pedagogy.

### OUTCOMES

93% of students achieved DECD SEA in Reading, 93% of students achieved DECD SEA in Spelling, 93% of students achieved DECD SEA in Numeracy.

Numeracy - 61% of students achieved medium or high growth for year 3-5 and 100% of students achieved medium or high growth from years 5-7.

Reading - 78% of students achieved medium or high growth from years 3-5 and 92% of students achieved medium or high growth from years 5-7.

PAT Maths - 96% of students (Yr 2-7) achieved DECD SEA.

PAT Reading - 96% of students (Yr 2-7) achieved DECD SEA.

64% of students (Yr 3-7) increased their scale score in PAT Maths.

77% of students (Yr 3-7) increased their scale score in PAT Reading.

87% of students reading at age appropriate benchmarks.

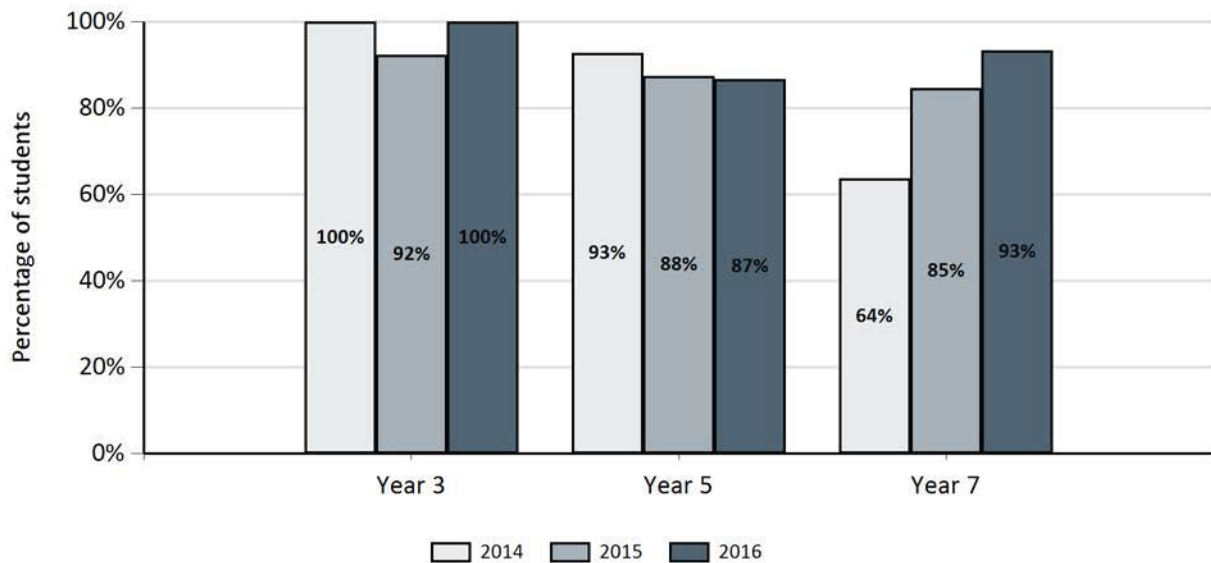


## Performance Summary

### NAPLAN Proficiency

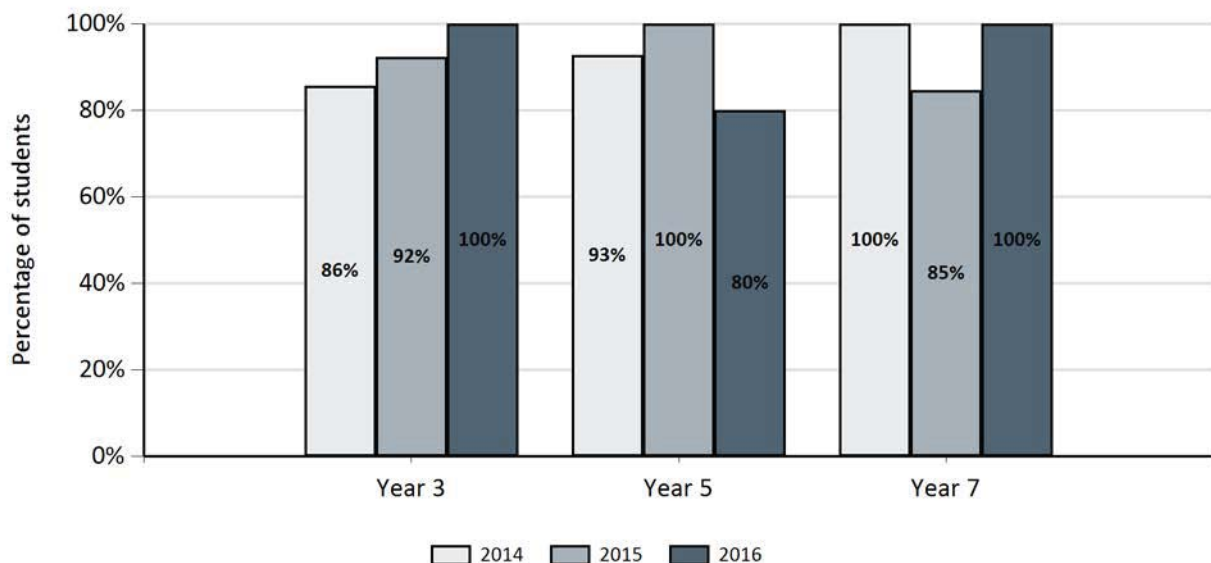
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	21%	8%	25%
Middle progress group	71%	42%	50%
Upper progress group	7%	50%	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	38%	0%	25%
Middle progress group	46%	33%	50%
Upper progress group	15%	67%	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	11	11	10	9	91%	82%
Year 3 2014-16 Average	12.7	12.7	9.3	7.3	74%	58%
Year 5 2016	15	15	7	2	47%	13%
Year 5 2014-16 Average	12.3	12.3	4.7	1.3	38%	11%
Year 7 2016	15	15	7	7	47%	47%
Year 7 2014-16 Average	13.0	13.0	5.7	6.0	44%	46%

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

Individual Student data is collected from school based standardized tests in the areas of reading, spelling and maths. Tests used include PM Benchmarking (reading), Running Records (reading), Flesch-Kincaid Scale (reading Yr 6/7), PAT Spelling, PAT Reading and PAT Maths.

This student data is collated on an individual class spreadsheet and combined with NAPLAN data. We are able to analyse the data to track progress of year levels, cohorts of students and individuals. Using this analysis we identify clear priority areas to work on in 2017.

We also look at year level data from end of year student report cards (A-E).

Staff have spent considerable time (including a student free day in term 4 2016) investigating data (NAPLAN, PAT & site collected) and student achievement. Our results show a high percentage of students achieving age appropriate benchmarks in all areas of literacy and numeracy, which is pleasing.

There are some trends and identifiable areas we can see from our NAPLAN data.

One identified area for improvement is in our middle years in the Numeracy area. Generally our students are achieving the DECD SEA but in both the PAT testing and NAPLAN testing it is clear that they are having difficulty with higher order thinking and solving complex mathematical problems.

We have begun investigating this more closely and looking at our teaching strategies for problem solving, the curriculum expectations, reading and understanding questions and also how students feel about maths or their mindset towards maths.

Our focus is also on extending students that sit in the middle range to achieve in the upper bands. Our goal is to see a greater percentage of students achieving in the 'upper bands' of national and site based testing.

This will be achieved through targeting resources both human and financial to areas where we believe will make the greatest improvement, teachers undertaking training and development and investigating current best practice in the district, state and country. Ensuring our teachers are equipped with the knowledge and skills to be able to extend the students.

All teachers are involved in small school learning improvement clusters where they look at current research to identify what makes the greatest difference to students learning outcomes. Teachers identify strategies (pedagogy) for improvement and implement these in their classroom. Student engagement and achievement data is collected at the beginning and at the end.

## Attendance

Year level	2014	2015	2016
Reception	94.3%	91.5%	95.0%
Year 01	93.4%	96.4%	91.6%
Year 02	96.1%	94.2%	97.7%
Year 03	95.8%	93.5%	94.6%
Year 04	96.6%	95.3%	92.6%
Year 05	95.4%	95.3%	95.2%
Year 06	88.7%	93.9%	96.0%
Year 07	94.8%	90.4%	93.9%
Total	94.3%	93.6%	94.2%

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

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

## Attendance Comment

Our overall attendance increased slightly in 2016. However, we were below the DECD target of 95% attendance. The most significant reason for non-attendance was illness which accounted for almost 50% of our absences. This was followed by family reasons where students are absent for 1-2 days.

Low level of unexplained absences recorded again in 2016 due to efficient recording system and teachers being vigilant on unexplained absences.

In 2016 we continued to monitor lateness closely - students late for the start of the school day. Our lateness data improved slightly in 2016.

## Behaviour Management Comment

At Glenburnie Primary School we regard student wellbeing as an important foundation for learning. This is promoted through: Site based programs/strategies, class meetings and whole school assemblies, funding of additional SSO support, SRC events, involvement in extra-curricular opportunities

Generally we have a low level of behavior incidents at Glenburnie Primary School. Low level in terms of severity and regularity.

There were no recorded incidents of suspension or exclusion at Glenburnie Primary School in 2016.

We constantly strive to create the safest possible learning environment for our students where they understand and develop positive personal skills, characteristics and relationships.

## Client Opinion Summary

No client opinion data was collected in 2016.

It is our view that an important part of our schools improvement cycle is to seek feedback from our parent community. To support this we developed a feedback survey for parents to complete online. The online survey remained open until 29th November 2016.

There were only 2 online responses collected via this survey method.  
Unable to collate a survey report.

We are looking to trial an opinion survey using the School Stream app. early in 2017.

This is currently under construction through the school and the creators of the app.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	19.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	15	71.4%
Unknown	2	9.5%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

To ensure compliance regarding Child Safety and Criminal History safeguards, Glenburnie Primary School worked to develop a record of all staff and volunteers (almost 30 volunteers) that engaged with our school.

- Check staff certification and training, and update where needed (police checks, first aid, child protection curriculum, RAN training)
- Work with volunteers including Governing Council and Parent Club to ensure all volunteers applied for police checks – this was advertised, managed through the front office and funded by site with the understanding of reimbursement.



## 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	11
Post Graduate Qualifications	1

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	5.7	0.0	2.8
Persons	0	7	0	4

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

## Financial Statement

Funding Source	Amount
Grants: State	\$375.00
Grants: Commonwealth	\$0
Parent Contributions	\$20,552.75
Fund Raising	\$8783.25
Other	\$0

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	NA	
	Improved Outcomes for Students with an Additional Language or Dialect	NA	
	Improved Outcomes for Students with Disabilities	SWD funding was used to provide students with SSO support to meet individual learning and social targets identified in their Negotiated Education Plan. SSO's work in class and individually with students.	All students achieved or working towards targets identified in their NEP.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Rural and Isolated funding used to allow students to access programs and performances in Mount Gambier without financial commitment from parents. All classes provided with excursion budget lines to allow them to access these learning opportunities.	All students able to participate in out of school learning activities.
	First Language Maintenance & Development	Students with learning difficulties funding used to run the literacy intervention program - Multi-Lit across year 3-7 classes. Students assessed and identified for the program. A trained SSO runs the program with 10-12 students across 4 days.	In 2016 13 students from year 3-7 involved in Multi-lit.
	Students taking Alternative Pathways Students with Learning Difficulties Grant	Australian Curriculum funding used to provide staff with release to participate in the Informing Literacy project through Cengage Learning - writing focus	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	Better Schools Funding is combined with school funding and used to target students from educationally disadvantaged backgrounds. Focus areas include meeting literacy and numeracy targets for identified students.	All students assessed and identified for support.
Other Discretionary Funding	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	0.2 Primary School Counsellor funding used to provide targeted programs that teachers can use in their classrooms as well as small group or individual programs or support services as required.	All students accessing programs such as Play is The Way or Kidz Biz.