



Gladstone Primary School and Gladstone Kindergarten

2020 annual report to the community

Gladstone Primary School Number: 147

Gladstone Kindergarten Number: 6620

Partnership: Upper Mid North

Signature

School principal:

Mrs Liz Hughes

Governing council chair:

Mrs Karen Ide

Date of endorsement:

10 December 2020



Government
of South Australia

Department for Education

Context and highlights for the combined site

The school averaged 70 enrolments throughout the year across 5 groupings – K, R/1, 2/3, 3/4/5 and 6/7. In 2020, 10 children transferred in and 7 transferred out of the school. 9 teachers and 5 SSOs supported children's learning and progress. 40% of children received school card, 11% identified as ATSI, 11% received IESP additional funding. 52% of children travel to school by bus from the communities of Caltowie, Georgetown, Gulnare and Yacka.

The school has received funding for a Wellbeing teacher 0.5 FTE for the year and a PCW 2 days a week. Both of these people have been able to provide children with alternative contacts whilst at school for any personal issues or just a person to chat with.

Unfortunately many events and activities were cancelled due to the pandemic but we did manage to provide some opportunities for children to learn outdoors and outside of the school including:

- Acquaintance evening
- water safety lessons
- science and aboriginal perspectives at the Fire Pit
- Colour Run at school
- Kindy, Reception and year 1 visited the Bundaleer Reservoir
- Year 3 to 7 visited the Bundaleer forest
- R/1 visited the Jamestown Museum
- Sports Day
- year 2/3 excursion to Melrose Museum
- Footsteps dance for a week at school for everyone
- year 6/7 excursion to Sundrop Farm and Carlton PS, Port Augusta
- year 2 to 5 excursion to Moonta Museum
- Schools Ministry Group Peace presentation

Governing council report

2020 has been an interesting and challenging year for all the staff, students and families at Gladstone Primary School. Through the global pandemic, we have been lucky to have such passionate and dedicated staff. Our staff rose to the challenges that this year's unprecedented events have thrown at us, by adapting and providing a calm space for our children and the tools to work from school or home. Our staff and students have shown great resilience, flexibility and adaptability.

On behalf of our school community and our Governing Council, I would like to say thank you to the teachers and school leaders who have continued to work hard to create a strong learning space in these unknown and trying conditions.

There have been many highlights and achievements for the year. Gladstone Primary school students have again shown growth in their development in literacy and numeracy. The Back to Front maths program has seen growth in the children's numeracy outcomes. We look forward to seeing the student growth in literacy in the new school year with new strategies in place. The preschool will be continuing their numeracy goal and have a new literacy goal. We are proud of the achievements of the students and teachers within our small school.

This year has seen the commencement of Auslan (sign language) classes, which have been well received by the students. Students completed their swimming lessons in term one, before restrictions commenced. The whole school camp was cancelled due to COVID restrictions. In its place a number of excursions were undertaken and were enjoyed by the students. This year has also seen the extension of the kindergarten outdoor area.

The fundraising committee has had another successful year, raising around \$6,000 in a challenging year. The fundraisers held included the ever-successful Bird In Hand wine drive, catering the Catford's clearing sale and the end of year raffle. These are in addition to the SRC organised Colour Run. The funds have been utilised for the purchase of new microscopes for the school and a contribution to the future addition and extension of the existing play spaces.

Thanks go to the many parents and families that have volunteered their time or donated goods to fundraisers throughout the year, your help goes a long way to the betterment of our school for current and future students. This is appreciated by the governing council and all the school families.

Thank you to my fellow Governing Council members who each make a valuable contribution to our school. Their time, skills and dedication to our school is phenomenal and does not go unnoticed. A big thank you to our outgoing member, and former Chair, Nat Hodgson. Your tireless dedication to both Governing Council and the school will be missed.

To the parents, families and friends, the Governing Council values your support provided to the school. We welcome anyone that would be interested in becoming a Governing Council member in 2021.

Karen Ide

School quality improvement planning

Goal - Deeper understanding of Number from K-7

Challenge of Practice - If we develop a common approach to teaching Number, through the Big Ideas and Growth Mindsets, we will increase children's understanding, problem solving, reasoning and fluency in Number.

Success Criteria - Children will be able to both verbally and in written work show levels of increased understanding and skills in Numeracy tasks. This will be reflected and tracked in positive growth at individual student level and results of site

based tests throughout the year.

I can do maths number component test – further improvement was gained in 2020, building from 58% in 2018 to 76%.

Rec & year 1 2019 -> Year 1 & year 2 2020, 12/17 [71%] -> 13/17 [76%]

PAT results for children who were at the school in 2019 and 2020 who achieved SEA or above:

Year 3 [2020] -> 7/8

Year 3 -> year 4[2020] 1/4 -> 4/4 Target met

Year 4 -> year 5 [2020] 2/6 -> 5/6 Target met

Year 5 -> year 6 [2020] 7/8 -> 6/8 Target met

Year 6 -> year 7 [2020] 2/6 -> 2/6 Target not met

In 2020 79% of children made improvements compared to the previous year an increase from 58% in 2019.

Identified areas for improvement across the school -

Fractions – presented in a variety of ways

Commutativity - addition/subtraction & multiplication/division

Shapes – 2D and 3D

Multistep problems

Patterning to algebra

Mathematical vocabulary

Visualizing problems / drawing problems to solve

We will spend one more year refining teacher practice and improving children's understanding of Number. We will update

our Maths Statement of Practice to reflect Maths pedagogy across the school.

Preschool improvement planning - review and evaluate

The PQIP Goals have followed the directions from 2019 review. The Educators started an inquiry into Numeracy in the Preschool setting, with a particular focus on Number Sense. The review process identified from Preschool and Primary School data that there is a trend of children struggling to explain their thinking processes and theories. When Educators unpacked the skills needed to do this, vocabulary was identified as an important tool needed. Hence the challenge of practice was 'When we intentionally teach mathematical language, we will extend children's ability to communicate their theories and ideas'.

The Educators focused on Pedagogical Documentation for a source of evidence to show children using mathematical vocabulary to demonstrate their thinking processes and theories. When we are successful at teaching mathematical vocabulary, we will notice children using Tier 2 and 3 words in their play, discussions, and explanations.

The actions focused on Planning, Practice, Assessment and Training and Development. In the fortnightly Learning Plan we documented intentional teaching strategies to sustain and extend children's conversation around numeracy.

Educators planned Invitations and Provocations to provoke thoughts, ideas, and actions to expand on children's number thoughts, projects, ideas and/or interests. Educators planned to document through observations, recording, video, photos and Floor Books. Ongoing professional dialogue with all Educators in the School from Birth to Year 7 through Staff Meetings, Student Free Days and Training Opportunities would build their capacity to extend children's mathematical vocabulary.

Improvement: Aboriginal learners

Aboriginal learners were supported by all teachers in classrooms as well as by SSOs and the ACEO. Adults working with Aboriginal children regularly met regarding the progress and needs of the children.

Aboriginal children who were identified for extra support through APAS were assigned to a lead adult who tracked and monitored their progress and achievement.

The ACEO worked with individual and small groups of children to help them create a connection to their people and place, as well supporting them with their learning.

2020 presented difficulties with consulting with families to create One Plans, the ACEO worked with teachers and children to create their plans and then these were shared with families for their input and information.

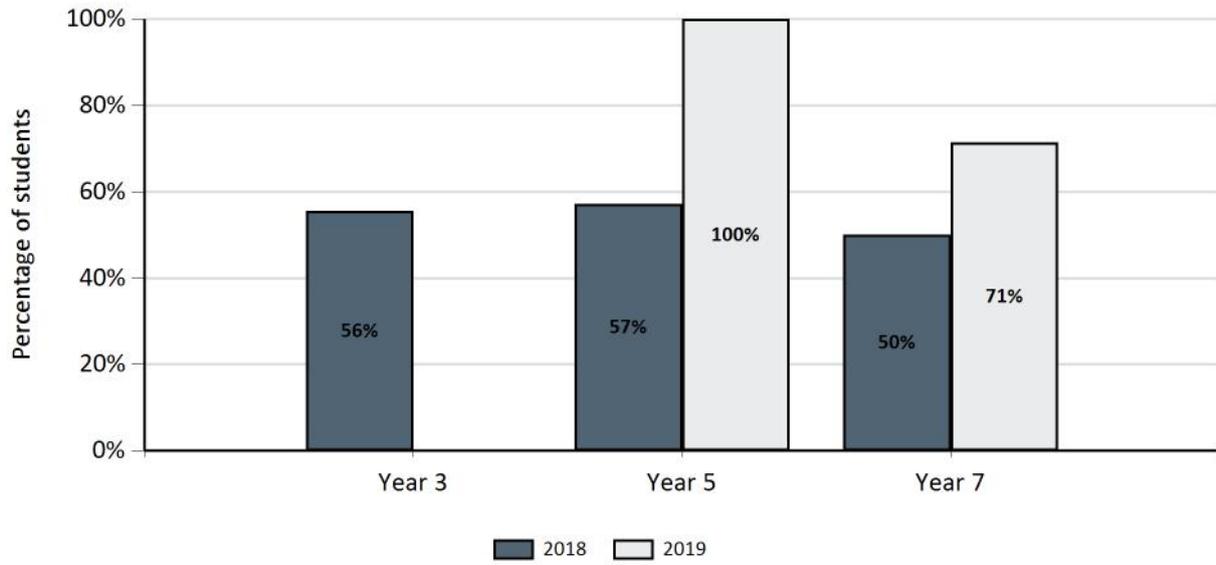
Attendance was something which became an issue for some families after the COVID-19 options for learning at home at the end of Term 1. All staff worked to support children and families to get back into a routine with some success.

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

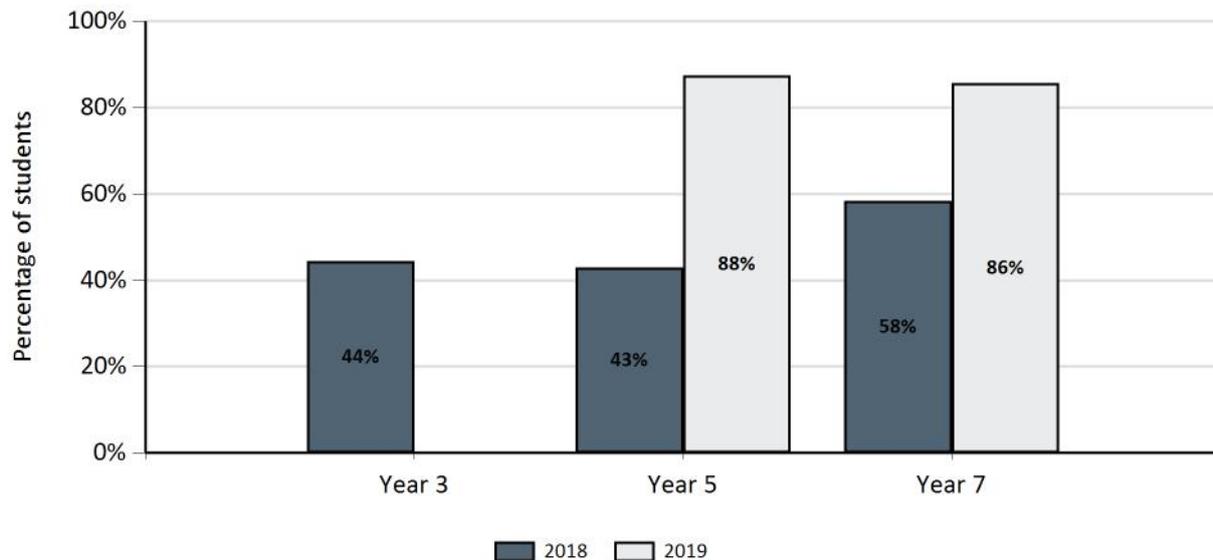


*NOTE: No NAPLAN testing was conducted in 2020.

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 across 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.

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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%.

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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 | 8.3 | 8.3 | 2.7 | 2.7 | 32% | 32% |
| Year 5 2019 | 8 | 8 | 4 | 0 | 50% | 0% |
| Year 5 2017-2019 Average | 8.3 | 8.3 | 2.7 | 0.7 | 32% | 8% |
| Year 7 2019 | 7 | 7 | 2 | 1 | 29% | 14% |
| Year 7 2017-2019 Average | 9.7 | 9.7 | 1.0 | 0.7 | 10% | 7% |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

As a small school with cohorts no larger than 12 we include numbers and percentages of children at SEA .

Phonics Screening Year 1 – 4/5 80%

Running Records

Reception – 6/7 86%

Year 1 – 5/5 100%

Year 2 – 11/12 92%

Year 2 results improved from 75% at SEA in 2019 to 92% in 2020.

PAT Reading

Year 3 – 6/7 86%

Year 4 – 4/4 100%

Year 5 – 4/5 80%

Year 6 – 7/8 88%

Year 7 – 1/5 20%

65% of children made improvement from the previous year

PAT Maths see Improvement planning – review and evaluate

A-E grades children at C or above

English – 35/51 69%

Maths – 40/51 78%

Preschool attendance

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2017 centre | 95.5% | 87.0% | 82.0% | 81.8% |
| 2018 centre | 95.8% | 89.6% | 88.9% | 93.9% |
| 2019 centre | 83.3% | 72.7% | 100.0% | 72.2% |
| 2020 centre | 97.5% | 86.1% | 100.0% | 95% |
| 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 | 92.2% | 88.7% | 95.3% | 88.4% |
| Year 1 | 91.5% | 91.0% | 86.1% | 96.0% |
| Year 2 | 87.4% | 89.1% | 88.0% | 90.8% |
| Year 3 | 93.6% | 81.6% | 84.7% | 91.6% |
| Year 4 | 81.8% | 92.0% | 85.6% | 82.2% |
| Year 5 | 91.5% | 84.2% | 95.1% | 89.7% |
| Year 6 | 87.0% | 89.9% | 84.7% | 86.3% |
| Year 7 | 92.1% | 89.3% | 91.1% | 83.0% |
| Total | 89.6% | 88.3% | 88.3% | 88.6% |

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Attendance for the preschool has been consistent in 2021. All families report absences of illness or family appointments. Absences are followed up by Educators if a child is away for more than one day without notification.

Some of the families in the school got out of the routine of school during the beginning of the coronavirus, and unfortunately in spite of our best efforts they did not get this routine back. Teachers contact families after 2 days of absence without notification. Our Wellbeing Teacher has been working with a few families trying to support them in returning children to a routine on school days. We have reviewed our Attendance policy and procedures in preparation for 2021 and have included some new procedures to track and monitor children who are chronic and habitual non-attenders.

Preschool enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2017 | 11 | 14 | 13 | 15 |
| 2018 | 12 | 12 | 12 | 11 |
| 2019 | 12 | 11 | 10 | 10 |
| 2020 | 10 | 9 | 9 | 9 |

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 preschool enrolments reduced from 10 in term 1 to 9 in term 2, 3 and 4. Enrolments remained consistent throughout the year despite 3 being eligible for mid-year intake at a local private school. Families felt strongly about their children completing their preschool year before starting school.

Behaviour support comment

Teachers have consistently used our Behaviour Procedures throughout the year. Even the number of children who reach buddy class or office has reduced when compared to 2019. Consequently we have had very few suspensions - 3. Most behaviour issues are created by children who have difficulties managing their emotions and are not always able to self-regulate. Teachers work towards building strong relationships with all children and spend time providing strategies to assist children to perform well in the classroom.

Client opinion summary

18 parents completed the client opinion survey, which is 44% of families in the school.

Overall the highest percentage for Agree and Strongly Agree was 100% for 'I think that education at school is important to my child's future'. The lowest percentage for Agree and Strongly Agree was 55% for 'The school provides me with useful tips on how to help students learn at home' and 'The school provides an opportunity for me to have input about my child's learning'.

About this school

The strongest areas were 'People respect each other at this school' 89%; and, 'I feel my child is important to the school'.

Communication is an area where we have improved with 'I receive enough communication from the school' 89%, but still need to improve on communication on a personal level – 'The school communicates effectively with me' 72%.

Area for improvement is – 'I know what standard of work the school expects of my child' 72%.

About how students learn at home

An area for improvement is 'The school provides an opportunity for me to have input about my child's learning' 56%.

About the school system overall

An area for improvement is 'The school provides me with useful tips on how to help students learn at home' 56%.

Intended destination from Preschool

| Feeder Schools (Site number - Name) | 2017 | 2018 | 2019 | 2020 |
|-------------------------------------|-------|-------|-------|-------|
| 147 - Gladstone Primary School | 90.0% | 66.0% | 70.0% | 44.4% |
| 9027 - St Joseph's Parish School | 10.0% | 33.0% | 10.0% | 55.6% |

NOTE: The data is collected in Term 3. 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), Term 3 2020 collection.

Intended destination from School

| Leave Reason | Number | % |
|-----------------------------|--------|-------|
| Employment | 0 | NA |
| Interstate/Overseas | 3 | 13.6% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 0 | NA |
| Transfer to SA Govt School | 18 | 81.8% |
| Unknown | 1 | 4.5% |
| Unknown (TG - Not Found) | 0 | NA |

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

Destination comment

The kindergarten children are evenly split between the local parish school and Gladstone Primary. Transition to Gladstone Primary from the kindergarten is quite seamless as children know and regularly spend time with adults and children from the school.

The school attracts quite a few enrolments from people living in temporary accommodation in Gladstone and the other small towns which have bus access to the school. This results in some movement during the school year. Most children leaving the school also leave the area and enrol at another public school in the state.

Relevant history screening

The Department for Education guidelines are adhered to, with all adults who are regularly in the school having screenings before they begin work. The Department for Education has a reminder system and online application which ensure that this is attended to in a timely manner.

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 | 13 |
| Post Graduate Qualifications | 2 |

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 | 6.9 | 0.0 | 2.8 |
| Persons | 0 | 9 | 0 | 4 |

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

Financial statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | \$1,073,032 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$16,541 |
| Fund Raising | \$11,079 |
| 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 | Wellbeing Teacher 0.5 FTE was available to meet with children 3 days of the week | Improved engagement for some children |
| | Improved outcomes for students with an additional language or dialect | N/A | N/A |
| | Inclusive Education Support Program | 1 to 1 intervention and support in classrooms has helped children to continually improve. | Improvement in many areas for children with disabilities. |
| Targeted funding for groups of students | <p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p> | <p>Rural and Isolated index provided opportunities for all children to access performances and excursions, with no payment charged for bus travel, most entry fees although this was limited due to COVID-19 restrictions.</p> <p>ACEO employed 6 hours a week to improve outcomes for Aboriginal children from K - 7. Identified children received additional 1-1 support in reading and numeracy.</p> | All children were able to access a variety of learning opportunities |
| Program funding for all students | Australian Curriculum | Funding supported staff to attend professional development and release time. | 8 areas of the curriculum planned, assessed and reported against. |
| Other discretionary funding | Aboriginal languages programs Initiatives | N/A | N/A |
| | Better schools funding | Children below SEA in Running Records, NAPLAN, phonics screening and PAT testing were supported within the classroom or withdrawn as required. | 86% Rec, 100% y1 & 92% y2 at or above SEA in reading. |
| | Specialist school reporting (as required) | N/A | N/A |
| | Improved outcomes for gifted students | N/A | N/A |

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 | Speech and Language therapy Intervention with numeracy and literacy development as identified in their individual learning plans. Increased staffing for Educators to work with small groups to document learning with children. 3 children received support from the Speech Pathologist for Educators to support their speech | 2 children identified with severe Speech and Language delay have been 'case closed'. All children showed improvement in their literacy |
| Improved ECD and parenting outcomes (children's centres only) | N/A | N/A |
| Inclusive Education Support Program | N/A | N/A |
| Improved outcomes for non-English speaking children who received bilingual support | N/A | N/A |

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