



Gladstone Primary School and Gladstone Kindergarten

2021 annual report to the community

Gladstone Primary School Number: 0147

Gladstone Kindergarten Number: 6620

Partnership: Upper Mid North

Signature

School principal:

Mrs Jodie Zwar

Governing council chair:

Karen Ide

Date of endorsement:

7 March 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

The school averaged 81 enrolments throughout the year across 5 groupings – K, R/1, 2/3, 4/5 and 6/7. In 2021, 11 children transferred in and 8 transferred out of the school. 9 teachers [2 full time and 7 part time] and 5 SSOs supported children's learning and progress. 40% of children received school card, 7% identified as ATSI, 4% received IESP additional funding. 48% 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.

The pandemic impacted on some things that we did and/or the way we did them, but we managed to provide opportunities for children to learn outdoors and outside of the school including:

Water safety lessons, Jump Rope for Heart, Aboriginal Cultural Activity day, Gladstone Gaol, Blyth Escape Rooms, Nature Walks for preschool, Gymnastics, Beach & Water Park, Tag Rugby, Crows Cup for Girls.

The school-based preschool provides early years services for Gladstone and the surrounding community. This includes preschool, occasional care and playgroup. This year's student body was higher than average with a maximum of 23 enrolments during the year. 40% of the student body accessed the school bus to travel to and from the facility. Due to the high preschool numbers the Occasional Care Program ran on a separate day and was not integrated with the preschool program. Highlights during the year included: Big Boys at Kindy, Ladies Night, Nature Kindy Visits to Bowman Park, Excursions to visit the children's houses, visiting the Art Exhibition, Working with the Child Studies from Gladstone High School.

Governing council report

2021 was another challenging and successful year for our school. Once again, our teachers and support staff have provided a great learning environment for our students.

There have been many academic achievements for the year. Gladstone Primary school students have shown continued growth in their literacy and numeracy. The Back to Front maths program has continued and seen further improvements to the children's numeracy outcomes. The school has seen an overall increase in NAPLAN results and a measured increase in literacy outcomes, with our school being a top performer in the portfolio.

Unfortunately, the uncertainty surrounding COVID meant that the students were unable to have a school camp. Numerous excursions were organised instead, and the students greatly enjoyed them.

This year has seen many improvements to the outside facilities of the school, either completed or approved, with a new all-purpose surface on the court, plans to repair the grandstand and a new nature playground to be installed in the new year, that has been planned in conjunction with the SRC. The students are looking forward to playing in the new playground once it has been constructed.

This year we farewell our current principal, Liz Hughes and Andrea Catford, from the kindergarten. During Liz's tenure, she has seen overall academic improvements in the students. Both staff members will be missed, and we wish them well in their future endeavours. We welcome our new principal for 2022, Jodie Zwar.

Thanks go to our Fundraising Coordinator, Rebecca Cunningham, for her effort organising fundraisers throughout the year. This is valued 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 fantastic and appreciated. A big thank you to our outgoing members, Tom Flavel and Sarah Hollitt. Your 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 2022.

School quality improvement planning

Goal 1 – Increase children’s achievement in Number B-7.

Challenge of Practice – when we use a common approach to teaching Number, we will increase children’s achievement.

Success Criteria – When we review individual children’s learning we will see that they: explain, show and transfer understanding of Number in different contexts, and demonstrate fluency in Number [ie flexibility, accuracy, efficiency].

PAT results for children who were at the school in 2020 and 2021 who achieved SEA or above:

Year 3 [2021] -> 10/11 Target exceeded [7/12]

Year 3 -> year 4 [2021] 5/8 -> 6/7 Target met

Year 4 -> year 5 [2021] 3/3 -> 2/3 Target not met

Year 5 -> year 6 [2021] 4/5 -> 3/5 Target not met

Year 6 -> year 7 [2021] 6/8 -> 6/8 Target not met

In 2021 70% of children made improvements compared to the previous year decrease from 79% in 2020.

Areas for improvement across the school –

All teachers to use of interleaving to identify areas of strength and weakness for individual children.

All teachers to use the information to plan for intervention and extension in small groups or individual.

Goal 2 – Increase children’s reading comprehension of a variety of texts R-7.

Challenge of Practice – when we use a common approach to teaching vocabulary and comprehension strategies, we will increase children’s comprehension of texts.

Success Criteria – When we review individual children’s learning we will see that students: understand, use and transfer words into other areas of learning, and have a range of strategies to help with interpreting and inferencing.

In the STAR reading test at the end of 2021, for children enrolled in 2020, 41% showed a year of growth and 19% showed between 6 and 11 months growth.

Year 3 [2021] -> 9/11

Year 3 -> year 4 [2021] 6/8 -> 7/7 Target met

Year 4 -> year 5 [2021] 3/3 -> 2/3 Target not met

Year 5 -> year 6 [2021] 4/5 -> 2/5 Target not met

Year 6 -> year 7 [2021] 6/8 -> 7/8 Target met

Areas for improvement across the school –

All teachers to provide time for children to read daily and to conduct weekly reading conferences.

All teachers to use information from reading conferences to plan for intervention and extension.

All teachers to explicitly plan and teach comprehension strategies through modelling and discussion of quality texts.

Preschool quality improvement planning

Learning improvement goal 1: To extend children’s ability to communicate their mathematical thinking.

- Our pedagogical documentation shows educators and children have increased the frequency of using mathematical language with expressing their theories and ideas over term 3 and 4. Educators have increased their understanding of mathematical vocabulary with identifying tier words of mathematical language, which has provided more intentional teaching for children to communicate their mathematical thinking.

- Our practice is embedded, we feel we have a good grasp of implementing mathematical language into our learning program and can recognise children’s expression of their mathematical thinking.

Learning improvement goal 2: Improve children’s receptive language.

- The collation of our data from our Pedagogical Documentation shows children are explaining their ideas and thinking. We have implemented planned small story groups. Our book based planning with the small story groups has depth with teaching strategies to use for building children’s knowledge in vocabulary and phonological awareness. The focus on vocabulary has increased children’s comprehension which they have demonstrated through their explanations of the book content. Educators have used an inquiry approach to the intentional teaching which has provided opportunities for children to express their points of view and ideas.

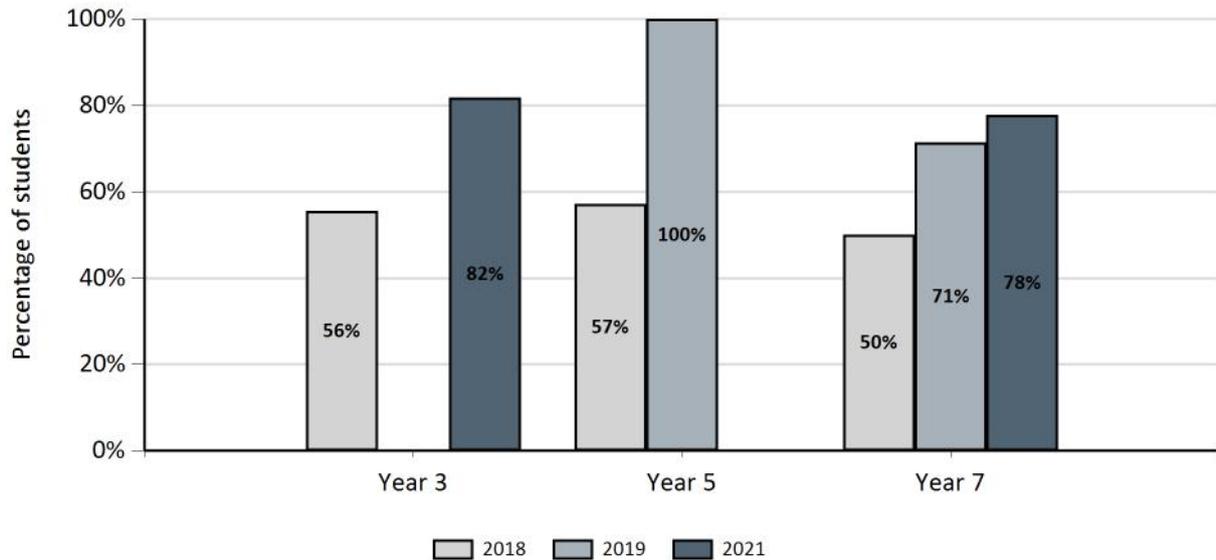
- The analysis of the data shows we need to work more on developing children’s skills with asking level 3 and 4 questions, explore a child driven approach to word investigations, explore children’s recall of the vocabulary learnt and understanding of the storyline and increase children’s involvement skills with their learning.

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

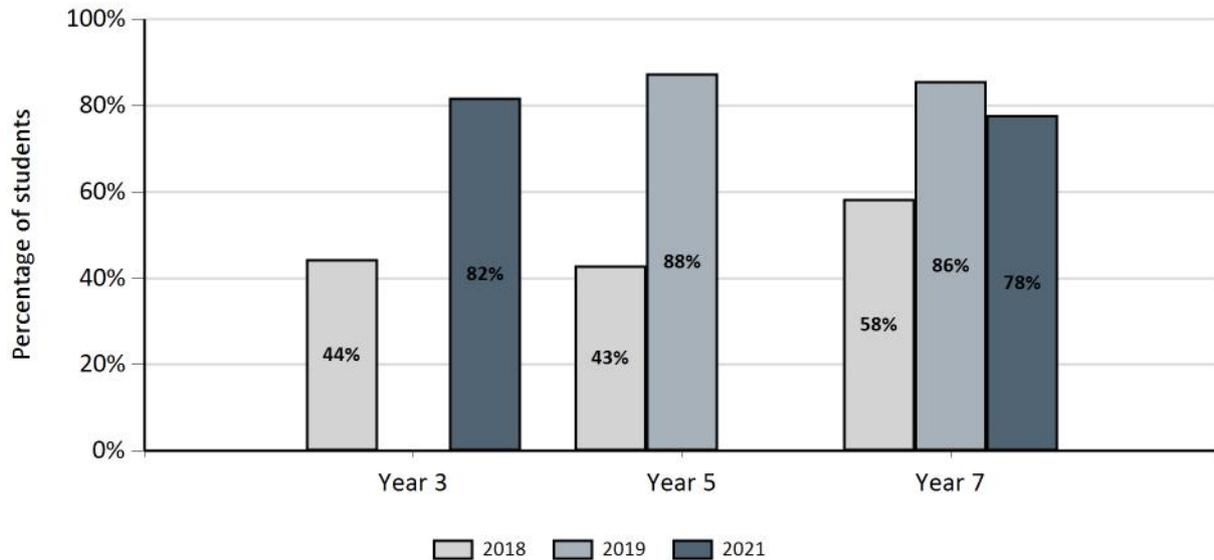


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	11	11	7	4	64%	36%
Year 3 2019-2021 Average	8.0	8.0	4.0	2.5	50%	31%
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	6.0	6.0	2.0	0.5	33%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

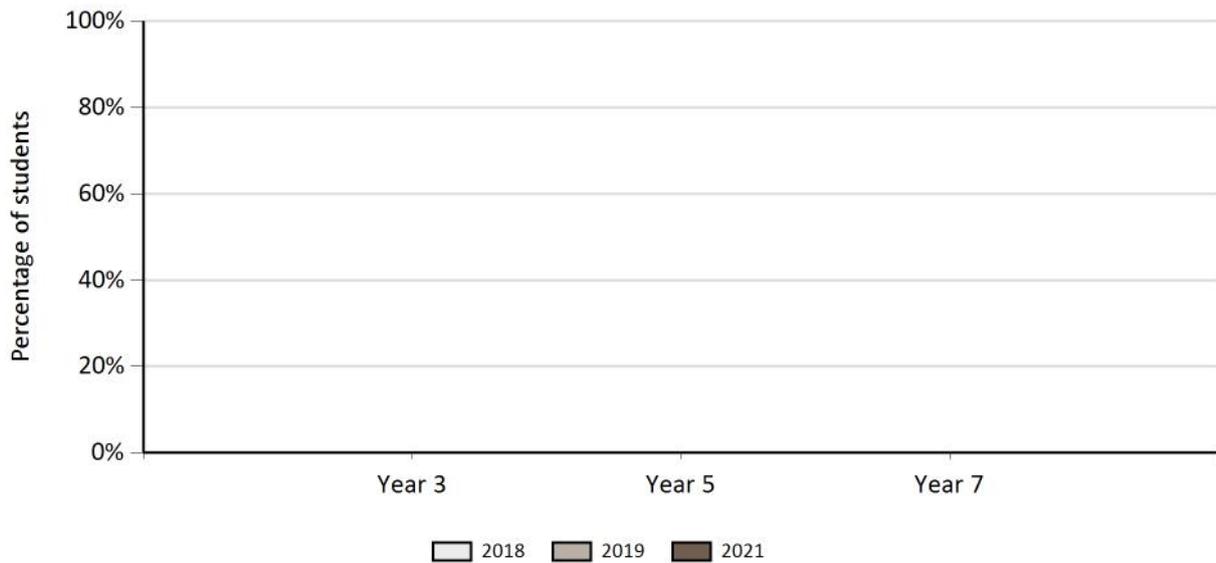
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



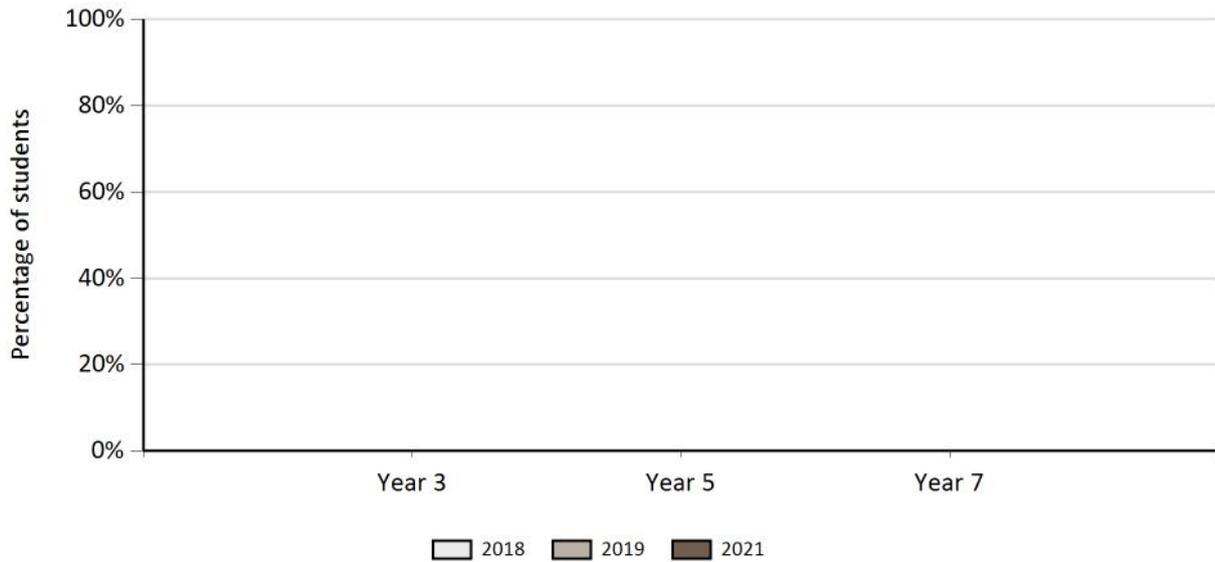
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Intervention & Support

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Reading was our focus, with children taking a STAR [Accelerated Reader] reading test at the beginning of the year and then at the end of each term. Children were supported within learning areas and individually to ensure growth.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The percentage of Aboriginal Learners in the school changed from 10% at the beginning of the year to 7% at the end. Data was used to identify learning strengths and weaknesses of Aboriginal Learners in the school at the beginning of the year and then throughout the year as new data became available. All Aboriginal children from year 4 to year 7 grew between 5 months and 1 year & 2 months. All children from Reception to year 2 learnt phonics, achieved SEA in Running Records by Term 2 and continued to improve through the second part of the year. In NAPLAN good growth of up to 3 bands was achieved, with Aboriginal Learners being just below SEA.

School performance comment

As a small school with cohorts no larger than 11, small changes in the number of our students can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Phonics Screening Year 1 – 83% at SEA

Running Records

Reception – 80% at SEA

Year 1 – 100% at SEA

Year 2 – 100% at SEA

The school's results continue to be high in these areas, providing children with a strong start in literacy.

NAPLAN

Reading

Year 3 - 82% at SEA

Year 5 – 75% at SEA

Year 7 – 71% at SEA

Numeracy

Year 3 - 82% at SEA

Year 5 – 75% at SEA

Year 7 – 71% at SEA

38% of children were in Higher Bands for Reading and 21% in Numeracy

PAT Reading

Year 3 – 81% at SEA

Year 4 – 87% at SEA

Year 5 – 75% at SEA

Year 6 – 50% at SEA

Year 7 – 78% at SEA

64% of children made improvement from the previous year

PAT Maths

Year 3 – 91% at SEA

Year 4 – 88% at SEA

Year 5 – 75% at SEA

Year 6 – 50% at SEA

Year 7 – 67% at SEA

70% of children made improvement from the previous year

A-E grades children at C or above

English – 77%

Maths – 79%

This is an 8% increase for English and 1% for Mathematics from 2020.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
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%	98.1%
2021 centre	95.0%	84.5%	82.6%	83%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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	2018	2019	2020	2021
Reception	88.7%	95.3%	88.4%	91.0%
Year 1	91.0%	86.1%	96.0%	82.0%
Year 2	89.1%	88.0%	90.8%	93.7%
Year 3	81.6%	84.7%	91.6%	93.6%
Year 4	92.0%	85.6%	82.2%	88.1%
Year 5	84.2%	95.1%	89.7%	89.8%
Year 6	89.9%	84.7%	86.3%	83.7%
Year 7	89.3%	91.1%	83.0%	92.1%
Total	88.3%	88.3%	88.6%	89.4%

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. Attendance was good in the first half of the year, but unfortunately dropped in the latter part. Teachers contact families after 2 days of absence without notification from the family. The majority of reasons given for non-attendance is family. The Wellbeing teacher continued to make regular contact with children and families.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	12	12	12	11
2019	12	11	10	10
2020	10	9	9	9
2021	20	22	23	25

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.

Behaviour support comment

Teachers have consistently used our Behaviour Procedures throughout the year. Consequently we have had very few suspensions. 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. Teachers completed a course on self-regulation and included new strategies into their learning areas. The Wellbeing teacher supported children when necessary and has led many discussions in classes around bullying – what it is and what to do about it.

Parent opinion survey summary

18 parents completed the client opinion survey, which is 49% 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 59% for 'Teachers at the school provide my child with useful feedback'.

About this school

The strongest area was 'I feel my child is important to the school' 88%.

Communication is an area where we have improved with 'The school communicates effectively with me' 71%

There has been some improvement in 'I know what standard of work the school expects of my child' from 72% to 79%.

About how students learn at home

There has been improvement in 'The school provides an opportunity for me to have input about my child's learning' from 56% to 71%

About the school system overall

There has been improvement in 'The school provides me with useful tips on how to help students learn at home' from 56% to 71%.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
147 - Gladstone Primary School	66.0%	70.0%	44.4%	50.0%
741 - Port Broughton Area School	0.0%	0.0%	0.0%	6.3%
9027 - St Joseph's Parish School	33.0%	10.0%	55.6%	43.8%

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 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	50.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	42.9%
U - UNKNOWN	1	7.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

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. In 2021, 11 children transferred to the school during the year and 7 children left. Most children leaving the school also leave the area and enrol at another public school in the state.

Relevant history screening

The school adheres to the Department for Education guidelines, 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	15
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	8.4	0.0	3.7
Persons	0	10	0	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$1,278,038
Grants: Commonwealth	\$4,500
Parent Contributions	\$19,970
Fund Raising	\$2,195
Other	\$0

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

2021 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 2021 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	NA	NA
	Inclusive Education Support Program	1 to 1 intervention and support in classrooms has helped to continually improve children's learning.	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 Students taking alternative pathways 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 and most entry fees.</p> <p>ACEO employed 6 hours a week to improve outcomes for Aboriginal children from K - 7.</p> <p>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 provide release time.	The 8 areas of the curriculum planned, assessed & reported against (incl Auslan)
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Children below SEA in Running Records, NAPLAN, phonics screening check (PSC) and PAT testing were supported within the classroom or withdrawn as required.	Running Records improvement 100% in y1 & y2 at/above SEA. Year 1 PSC 83% at SEA.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	Intervention programs were identified from using the Oral Language Project Screening Tools. From these tools targeted programs were recommended by the speech pathologist and implemented by the educators.	All children showed growth on the TROL/PA data collection
Inclusive Education Support Program	Significant support was provided for children identified with a developmental delay. Educators followed the programs and advice from the supporting specialist. When necessary, educators attended meetings with the specialist to plan and implement strategies for the children's needs.	This was provided to 25% of students and 9 hours of preschool support per week. All children have transitioned onto school in 2022.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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