



Gladstone Primary School and Gladstone Kindergarten

2022 annual report to the community

Gladstone Primary School Number: 147

Gladstone Kindergarten Number: 6620

Partnership: Upper Mid North

Signature

School principal:

Mrs Jodie Zwar

Governing council chair:

Ms Karen Ide

Date of endorsement:

16 March 2023



Government
of South Australia
Department for Education

Context and highlights for the combined site

The school averaged 62 enrolments throughout the year across five groupings – K, Rec, 1/2, 3/4 and 5/6. In 2022, 8 students transferred in and 6 transferred out of the school. We have 7 teachers (3 full time and 4 part time) and five school support officers (SSO) to support children’s learning. 45% of children received school card, and 3% identified as ATSI. We have 55% of children travel to school by bus from the surrounding communities of Caltowie, Georgetown, Gulnare and Yacka.

The school used the funding received from DfE and school funding for a wellbeing teacher 0.6 FTE for the year and a PCW for two days a week. Both of these roles have enabled children to access alternative contacts whilst at school for personal issues or as someone to chat with. Our wellbeing teacher also coordinated our Student Representative Council which meet on a fortnightly basis.

Again, the pandemic impacted on some programs or altered the way we did them, but we managed to provide children with the opportunities to learn in different ways utilising our wonderful outdoor learning areas, including our new nature play space. Some of our highlights were: Swimming lessons, Nunga Activity Day, Sports Day, Gymnastics, visits to the Keith Michell Theatre, tag rugby carnival, soccer carnival, 5/6 class using the GHS Tech room, Bowman’s park nature days, year 3 to 6 HASS camp to Adelaide, Book Week celebrations, Science week activities.

The site-based preschool provides early year’s services to Gladstone and the surrounding communities. This includes preschool, occasional care and playgroup. This year we averaged 10 enrolments and 55% accessed the school bus to attend preschool. Occasional Care provided the community with access to three sessions per week, two for over 2’s and one session for under 2’s. Highlights for this year included: Bowman’s Park nature days, Big Boys at Kindy, Mum’s night, bus excursion to visit the children’s houses, visiting the Gladstone Art Exhibition, working with Child Studies students from Gladstone High School, performance at the Keith Michell Theatre.

Governing council report

As another year closes, we look back on the year 2022. The school year commenced with staggered starts for some grades and home learning for the remaining grades. All our staff, students and parents have become adept at home learning now. I would like to acknowledge the wonderful work and support that our teachers and ancillary staff continue to provide to our student body.

2022 was our first year without the year seven students on campus, and our year six students stepped up to the challenge of their new leadership roles.

This year, saw the construction of the new outdoor nature play space, which the students enjoy. We have also had the long-awaited return of school camps and excursions, which have been enjoyed by both staff and students.

Our new fundraising representative has enthusiastically led another successful year of fundraising. With the relaxing of COVID restrictions, the governing council has been able to actively pursue a variety of fundraising opportunities. The funds raised have been used to purchase new items for the school including new decodable readers, a new easel for the kindy and new sports equipment and activities for the students to use at break times. We still have some funds to carry over to the next school year, so we will see some new purchases be undertaken.

This year saw the maiden year of our new principal, as she commenced her five year term. Jodie has been a positive influence on the school, as we have seen new plans and ideas come to fruition. We are excited to see the overall improvements for the future of our school.

Once again, our governing council and parents have worked tirelessly, donating time, money and goods to assist with the additional items for the school and the children. I am grateful for the great group of parents on our governing council and the hard work they have undertaken this year. I also thank the parents and students that have assisted the school and governing council this year.

We look forward to 2023 with more changes for the school, including mid-year intake for the kindergarten.

Karen Ide – Chairperson

School quality improvement planning

Goal 1 – Increase students’ achievements in Reading R – 6.

Challenge of practice – If teachers explicitly teach reading strategies, then students will develop a greater comprehension of texts.

Success Criteria – we will see students: further develop their skills to identify, analyse and explain texts with greater success; reading more complex, age appropriate texts; ask questions as they read and search for answers in the text.

Results – All students in Year 3 and 5 achieved SEA in NAPLAN Reading, with 37% of Year 3 students in High Bands and 33% of Year 5 students in High Bands.

Two SSOs have implemented phonemic awareness intervention three times per week with identified students. Our data showed fantastic growth for those students who received support and will assess all students from year 3 to 6 next year to identify students who need support. This data led to crucial conversations between teachers and SSOs to improve student learning. After a year of implementation SSOs have refined their implementation and documentation ready for 2023. The curriculum teacher and site leader have attended Dibels training and worked collaboratively to assess all students in the school mid-year and at the end of the year. This data has been shared with all staff and was used for classroom programming and intervention. We noticed after the implementation of intervention that students who received intervention from the curriculum teacher made more improvement than those working with an SSO. Our next step is to upskill our SSOs to provide consistent and high-quality intervention. The HITS of explicit teaching and questioning came through in our sprints in Learning Teams. High impact teaching strategies continue to be a focus for 2023.

Areas for improvement/next steps – Our next steps are to implement intervention programs such as MacqLit and phonemic awareness. Our literacy goal for 2023 will be a focus on writing and how we can use our current reading achievement to increase our writing skills to move into higher bands.

Goal 2 – To improve students’ achievements in mathematical literacy R-6.

Challenge of practice – If teachers use site specific data to plan effectively, then students will develop a greater understanding of mathematical concepts.

Success Criteria – we will see students solve and create word problems at age-appropriate levels and above; we will see students illustrate their understanding of mathematical language in worded problems; we will see students develop strength in working out single step and multi-step problems.

Results – We had all students in year 3 and 5 met SEA in NAPLAN and 63% of year 3 students in high bands. Using PAT-M data from year 1 to 6 we identified a small number of students who will be accessing numeracy intervention in 2023. Teachers also analysed each students results within the platform to identify common misconceptions and where explicit teaching

Areas for improvement/next steps – In 2023, we will begin using another form of assessment to collect data and inform teaching. We are waiting for further directions which will arise from the Numeracy Summit in March 2023.

Preschool quality improvement planning

Learning improvement goal 1 – To strengthen and stretch children’s questioning skills through inquiry.

The TROL/PA data shows a growth of children asking questions. 2021 average was 2.6 and the 2022 average was 3.6. Understanding questions and varied vocabulary also show similar growth between 2021 and 2022. The data has been sourced from the pedagogical documentation which is part of our formative assessment progress.

This year the enablers to observe this success has come from:

- Allowing children’s voices to be heard and followed, such as bookmaking, family involvement.
- Being persistent with our documentation processes and strengthening our skills.
- Providing time and real life natural provocations for children to investigate their own questions with educators scaffolding their process of working through a problem and exploring their environment.
- Encouraging the children to take responsibility and care for our living plants and animals.

Frequently in our documentation analysis, the disposition of confidence was recognised as inhibitor for children. Therefore we adjusted our actions to focus on helping children develop ‘emerging autonomy, inter-dependence, resilience and sense of agency’ (EYLF pg 22). The children’s learning goals became focused on:

- Confidently generating and exchanging ideas in play.
- Verbally discussing opinions and preferences.
- Motivating and encouraging children to succeed when they are faced with challenges.

During the year we developed an educator timetable to ensure all educators were accessing time to observe children and document what they see and hear.

Next steps:

Continuing to work on children’s growth mindset. How do we support children to use mathematical language? What builds confidence?

Build into the week an allocated time for documentation analysis and curriculum decision making.

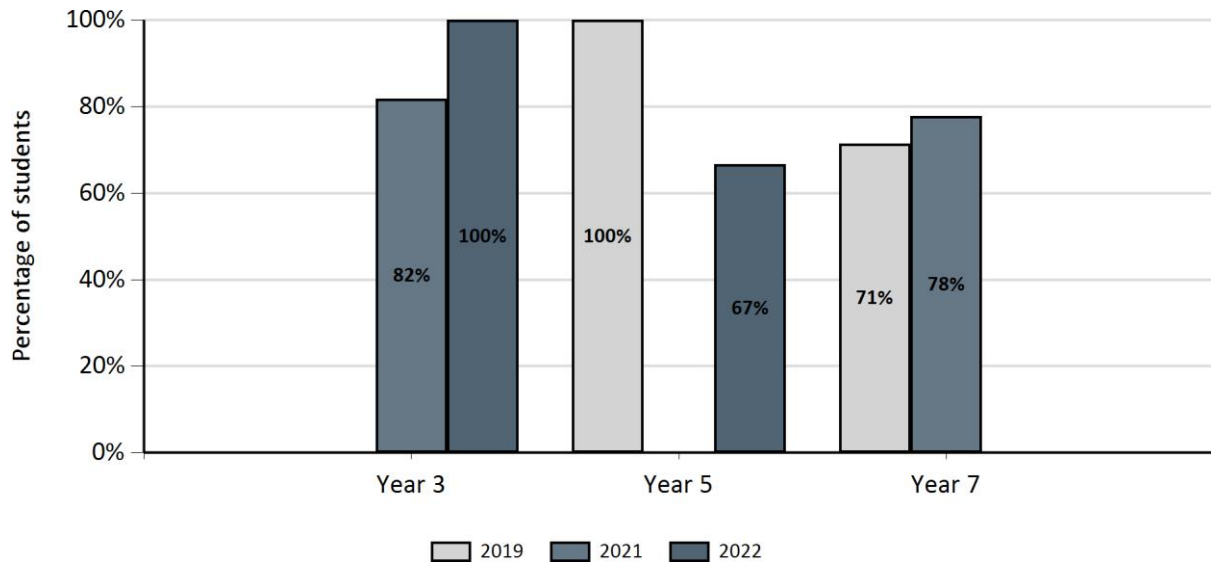
Explore the potential for Story Tables and Play Boxes to develop and extend children’s oral language when sequencing their narratives, explaining their ideas and engaging in social exchanges.

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

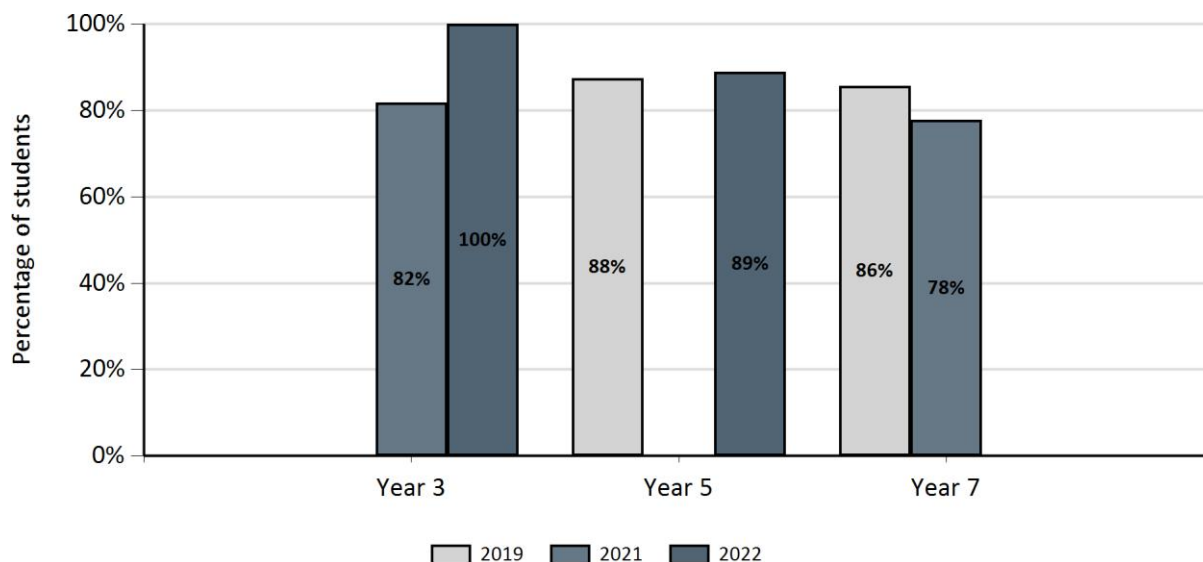


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

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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 03 2022	8	8	3	5	38%	63%
Year 03 2021-2022 Average	9.5	9.5	5.0	4.5	53%	47%
Year 05 2022	9	9	3	0	33%	0%
Year 05 2021-2022 Average	6.5	6.5	1.5	0.5	23%	8%
Year 07 2021-2022 Average	9.0	9.0	2.0	0.0	22%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

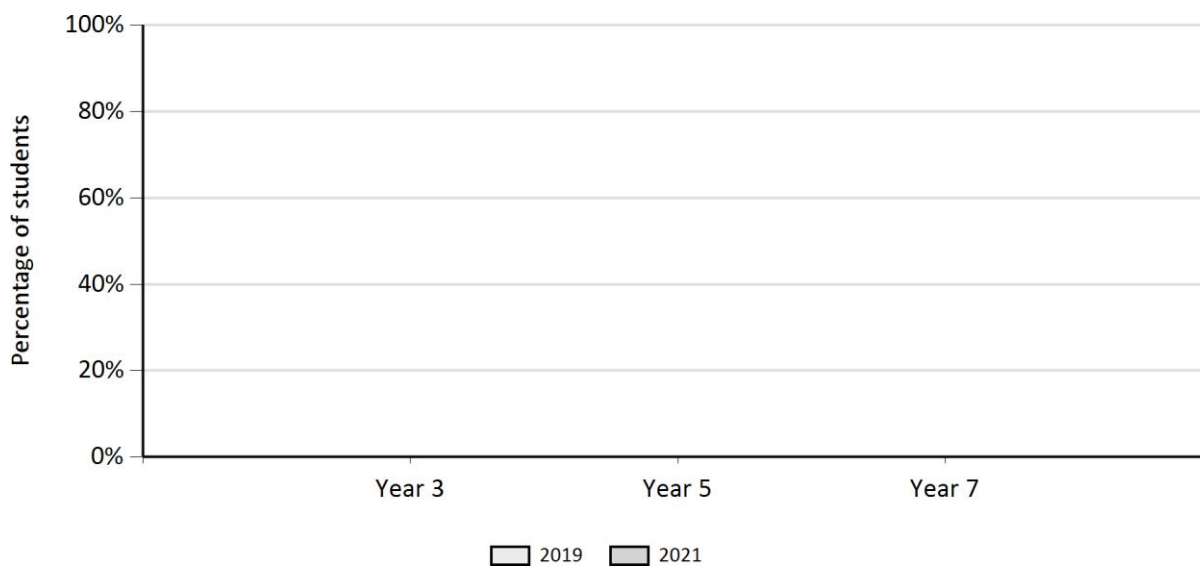
[^]includes absent and withdrawn students.

*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



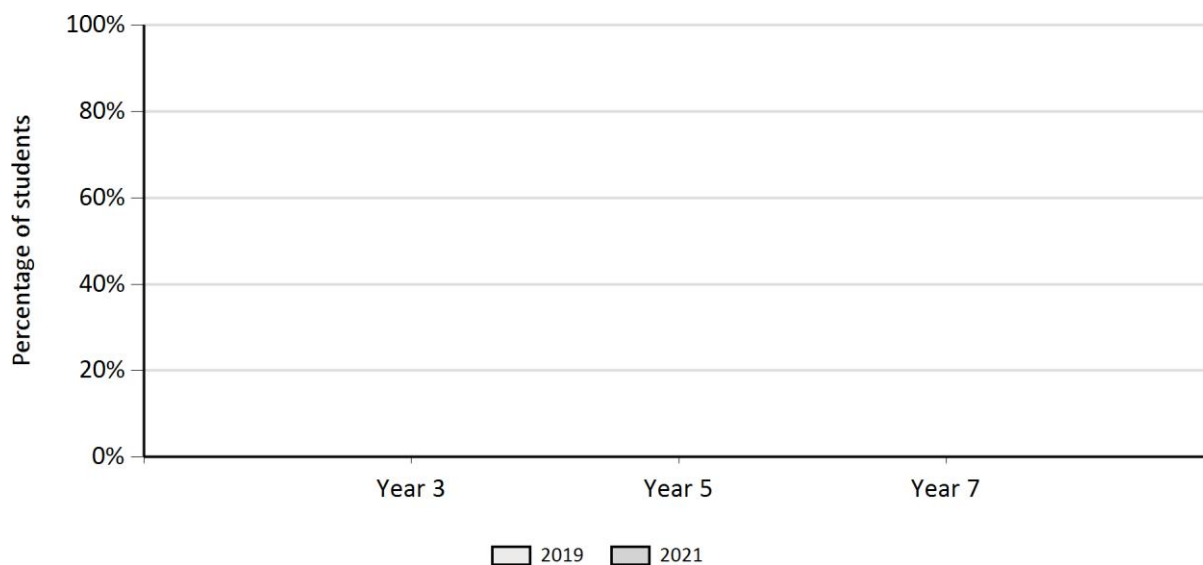
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 03 2021-2021 Average	*	*	*	*	*	*
Year 05 2021-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Tracking & Monitoring

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

New improvement actions implemented via the Aboriginal Learner Achievement Leaders Resource to raise the literacy and numeracy achievement of Aboriginal learners:
 Reading was a focus, with children taking the STAR reading test at the end of each term. Children were supported within learning areas and individually to focus on phonemic awareness intervention lessons in regular short intervals to enable proficiency in isolating sounds, blending, segmenting and manipulating the individual sounds in words. The use of picture books was used regularly to support literacy improvement with a link to culture.

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

Improvements achieved in literacy and numeracy outcomes for aboriginal learners (including individual successes):
 The percentage of Aboriginal students in the school is 2%. Data was used to identify skills/concepts learned and next learning steps. These were reviewed regularly with next learning steps identified. We saw an improvement in initial sounds, medial sounds, final sounds, blending syllables into words, and segmenting words into phonemes. The next learning steps are segmenting words into syllables and blending phonemes into words. We did not have any Aboriginal learners participate in NAPLAN this year.

School performance comment

As a school that has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes 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.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	83.3%	72.7%	100.0%	72.2%
2020 centre	97.5%	86.1%	100.0%	98.2%
2021 centre	95.0%	84.5%	82.6%	85.4%
2022 centre	68.7%	71.4%	69.6%	89%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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	2019	2020	2021	2022
Reception	95.3%	88.4%	91.0%	86.1%
Year 1	86.1%	96.0%	82.0%	75.3%
Year 2	86.1%	90.8%	93.7%	85.9%
Year 3	87.8%	91.6%	93.6%	85.9%
Year 4	85.6%	82.2%	88.1%	84.4%
Year 5	95.1%	89.7%	89.8%	78.5%
Year 6	84.7%	86.3%	83.7%	83.7%
Year 7	91.1%	83.0%	92.1%	N/A
Total	88.3%	88.6%	89.4%	83.3%

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

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

Attendance comment

Attendance at the preschool has been average in 2022. All families report absences of illness, appointments or family are reported using the School Stream communication app. Absences not reported are followed up by educators if a child is away for more than one day without notification. Attendance in the school has fluctuated. Teachers contact families after two days of absence without any notification from the family. The majority of the reasons given for non-attendance is family and illness. We have seen an increase in absence in both the preschool and school this year due to waves of COVID and other illnesses in our community, with many families choosing to keep their child home with a 'runny nose' or 'cough'. The Wellbeing teacher has continued to maintain regular contact with children and families. We have seen a decrease in unexplained absence with the introduction of the School Stream app in term 2 this year.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	12	11	10	10
2020	10	9	9	10
2022	12	11	10	11
2021	20	22	23	11

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 applied our behaviour procedures throughout the year. All teachers have built positive relationships with their students and provided them with skills and strategies to help them within the classroom. Most behaviour issues are created by children who have difficulty managing their emotions and are unable consistently to self-regulate, which often occurs outside of their daily learning environment and within the school yard. The Wellbeing teacher is available to support children three days a week and supported classroom teachers when appropriate. This year has seen the introduction of Growing with Gratitude along with other sites in our partnership to provide frameworks to create a culture of gratitude and tools to build lasting positive mental wellbeing.

Parent opinion survey summary

19 parents completed the School Parent Engagement survey which is 61% of families in the school. The highest percentage in the strongly agree/agree category was 100% believe 'Education is important' while the lowest percentage for strongly agree/agree was 56% for 'Has input into learning'.

School climate – The areas of strength are 'I feel like my child is important to the school' and 'The school communicates effectively with me' (up 24% from last year) both with 95%. Both of these areas have improved from last year and many comments from parents were about the positive introduction of our communication app.

Learning at school - The area of strength is 'knowing what standard of work the school expects' with 83%. Areas to work on are ensuring we provide our children with useful feedback and have regular discussions with families about their child's learning.

Learning at home – the areas of strength are that 'my child has a good routine around reading, studying and learning at home' and 'I talk with my child about what happens at school' both with 95% agreeance.

Future plans & pathways – The area of strength is 'that education at school is important to my child's future' with 89% and our area to focus on is supporting parents 'to help their child plan what they will do after school' which only 58% felt equipped to do.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
147 - Gladstone Primary School	70.0%	44.4%	50.0%	77.8%
9027 - St Joseph's Parish School	10.0%	55.6%	43.8%	22.2%

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 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	27.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	54.5%
U - UNKNOWN	2	18.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

Out of the eight preschool children transitioning to school we had 6 staying at Gladstone Primary School and 2 attending the local parish school. The transition to Gladstone Primary School from the preschool is seamless as children attend excursions and nature play sessions together and have a combined afternoon session from term 3 until the end of the year.

Our three year 6 children will all be attending the local high school in 2023.

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 ensures 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 2022 .

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 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$1,221,520
Grants: Commonwealth	\$0
Parent Contributions	\$12,886
Fund Raising	\$6,193
Other	\$0

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

2022 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 school)	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	We added an extra 0.2 to our wellbeing allocation to focus on the wellbeing and engagement of our students.	This gave students the opportunity to access our student wellbeing teacher over three days per week.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	N/A	N/A
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways IESP support	ACEO in our school worked with small groups of students with a focus on literacy and culture. Rural and isolated students funding was used to help fund transportation to access educational opportunities, including performances, excursions, activities and a camp to Adelaide. Employing SSOs to support targeted students with extra time, for example, speech programs.	Continuing to be culturally aware every day, not only for specific weeks. Students had access to a wide variety of educational experiences. Some students have had their case closed and we continue to monitor their speech/language.
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to employ a curriculum teacher to work with teachers to adopt and adapt curriculum units. Our curriculum teacher and principal work collaboratively to track and monitor all students in our site in literacy.	Teachers have adapted the DfE Units of Work to suit our site context.
Other discretionary funding	Aboriginal languages programs initiatives	N/A	N/A
	Better schools funding	Used to employ teaching staff to keep class sizes smaller. Our focus was on continuing to improve our literacy and numeracy results.	We had an increase in the number of students in High Bands reading.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2022 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.
Improved Early Childhood Development (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.