



Gumeracha Primary School
2018 annual report
to the school community



Government
of South Australia
Department for Education

Gumeracha Primary School Number: 162

Partnership: Torrens Valley

Name of school principal:

Lyndsey Martin

Name of governing council chair:

Kerrie Drogemuller

Date of endorsement:

18/02/2019

School context and highlights

Gumeracha PS is a small school located in a semi-rural environment approximately 40 km from Adelaide. The school motto 'Together we achieve' reflects the collaborative nature of learning at Gumeracha PS. We value parent and community involvement in school programs and the school's participation in community events. In 2018 students were grouped in composite classes of R-2, 3-4 and 5-7.

Specialist subjects offered included Gardening, HASS, STEM and Health/PE. Coaching clinics in Rugby and Volleyball were offered in Terms 2 and 3. In Term 4, we collaborated with drama company, Little Big Parrots to support students to perform at a high level in our annual Christmas Concert.

Japanese was offered as the Language other than English delivered via the Open Access College Language Partnerships program. Emiko Sensei visited the school for face to face lessons throughout the year to bring the program to life. She facilitated cultural activities such as Japanese cooking sessions, writing in kanji and video link ups with a regional Japanese school.

In 2018, we maintained links with colleagues from local schools in the Torrens Valley Partnership to reduce the professional isolation that can be an issue for teachers in small schools. We participated in LDAM Network meeting with Birdwood PS and other Partnership offerings.

Gumeracha PS students demonstrated the school values of 'integrity, courage, resilience, respect, commitment and responsibility' in many opportunities both in and out of the school. They displayed a willingness to give new things a go, extended friendship and tolerance to students new to the school, solved friendship issues fairly, maintained a positive attitude and demonstrated respect for others. Students were recognised with an 'Honorable Mention' in assembly for displaying school values. We also nominated two students for the Morialta Citizenship Awards and they received a certificate and prize at the final assembly for the year.

The wonderful community provided on-going support for the school through volunteering, fundraising, transporting and generally chipping in whenever they can.

There were many highlights across the year including... Sports Day, Music lessons with Mrs Koop, STEM in schools visit, Honourable John Gardner Minister for Education – South Australia visiting UP, Book Week activities, Adelaide Symp0hony Orchestra visiting JP, Young Leaders Day, fabulous excursion and the Year 7 Canberra Trip.

Governing council report

Member Name / Position

K Drogemuller / Parent, Chairperson
S Martin/ Parent, Secretary
A Edwards/ Parent, Treasurer

A Edwards / Parent
A Lewis / Parent
S Martin / Parent
K Attenborough / Parent
E Powell / Parent
D Morris / Parent
K Drogemuller / Parent
D Lovell / Parent
K Williams / Parent

K Beaumont-Holmes / M Samuel / K Hoppood / B Page - Elected staff reps
Lyndsey Martin - Principal

The chairperson position was held by K Drogemuller. Kerrie has shown exemplary support to the school in this role.

The level and nature of debate on the Council is always lively, sometimes passionate but mostly constructive and productive. Decisions are made quickly with debate resolved reasonably. The Council functions well and cares a great deal about the students that attend and their ongoing learning.

In 2018, the council continued to refer to their guidelines and constitutional documents. These reference documents are a resource that we will continue to use to guide future groups.

The 2018 financial audit early in the year reported zero findings and is a credit to the finance officer, Bronwyn Starr. The council expressed concerns early 2018 about the processes in place for following up non-paying parents. The Principal and Finance officer attended to this promptly and the Council Members are satisfied with amendments made.

Improvement planning and outcomes

The 2018 school priority areas were:

THINKING AND LEARNING/LANGUAGE DEVELOPMENT

Focusing on... Targeting vocabulary development as a tool in the classroom to promote dialogue as a powerful learning tool AND providing opportunity for students to develop independent learning skills and strategies through project based learning and multiple entry points.

HIGH QUALITY LITERACY LEARNING

Focusing on... Using tracking and monitoring tools to inform practice and identify students at risk, providing opportunity for dialogue & conversation as a learning/ assessment tool for comprehension & writing AND supporting teachers to be expert instructors of reading through work with SPELD/Dyslexia SA with a strong focus on meeting the needs of learners with identified Learning Difficulties.

HIGH QUALITY MATHS LEARNING

Focusing on... Assessing student outcomes/growth using agreed/common tools to inform practice and identify students at risk, developing reasoning skills by utilising intentional questioning and multi-layered problem solving (will support higher band achievement) AND collaborating with Birdwood PS to moderate assessment tasks and ensure grading is fair and reasonable.

SCHOOL CULTURE

Focusing on... Communicating learning regularly and effectively with families through newsletters, Schoolstream, student voice, outside publications, digital sharing, meaningful displays of student work, developing meaningful relationships/partnerships in the local community through the Community Links Program which focuses on social responsibility and service to the community, developing empathy and valuing diversity, actively recognising students who are displaying the school values in both intrinsic and extrinsic ways AND looking for opportunities to include student voice.

2017 student performance against the DECD SEA: Please note Learning difficulties includes - dyslexia, auditory processing, SPD etc

Reception RR - 3 of 4 met SEA. The student who didn't has been assessed and is supported by Dept. speech pathologist

Year 1 RR- 3 of 7 met SEA. Of those who didn't : 1 SWD and 1 LD (speech.) Both received Wave 2 or 3 intervention in 2018. 2 students reached the SEA benchmark one month later.

Year 2 RR- 3 of 5 reached SEA. Of those who didn't; 1 SWD and 1 undiagnosed LD. Both received Wave 2 or 3 intervention in 2018.

Year 3 - NAPLAN READING - 7 of 11 met SEA (3 HB) Of those who didn't 1 LD, 2 felt extreme test anxiety and 1 significant trauma impacting on performance. All received Wave 2 or 3 intervention in 2018

Year 3 - NAPLAN NUMERACY - 11 of 11 met SEA (2 HB)

Year 5 NAPLAN READING - 10 of 10 met SEA (5 HB)

Year 5 NAPLAN NUMERACY - 10 of 10 met SEA (2 HB)

Year 7 NAPLAN READING - 6 of 7 met SEA (3 HB) 2 withdrawn, The student who didn't meet SEA is identified as SWD

Year 7 NAPLAN NUMERACY - 7 of 8 met SEA (4 HB) 1 withdrawn, The student who didn't meet SEA is identified as SWD

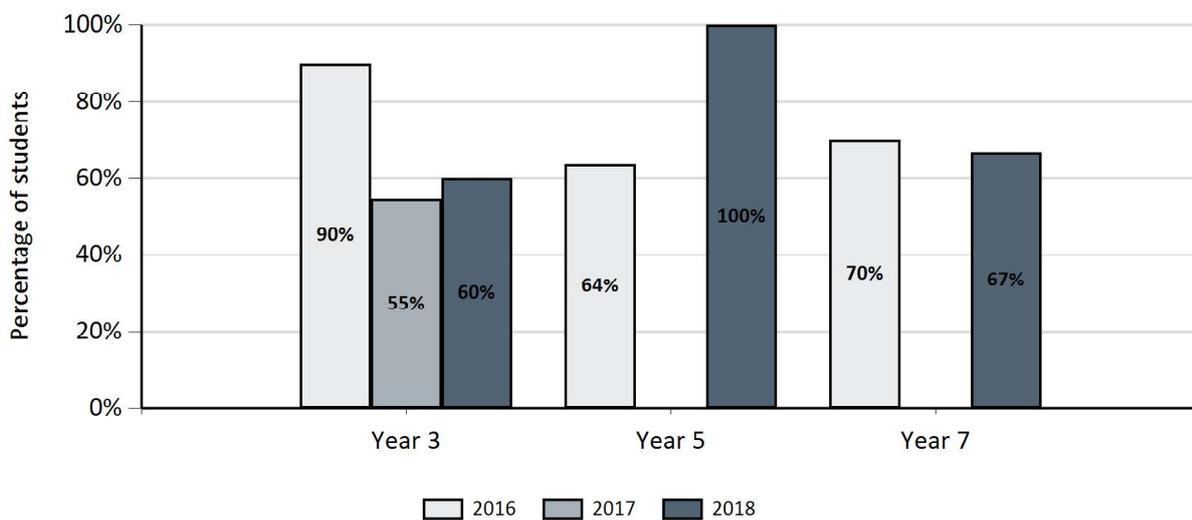
In general, students met or surpassed out predicted targets.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

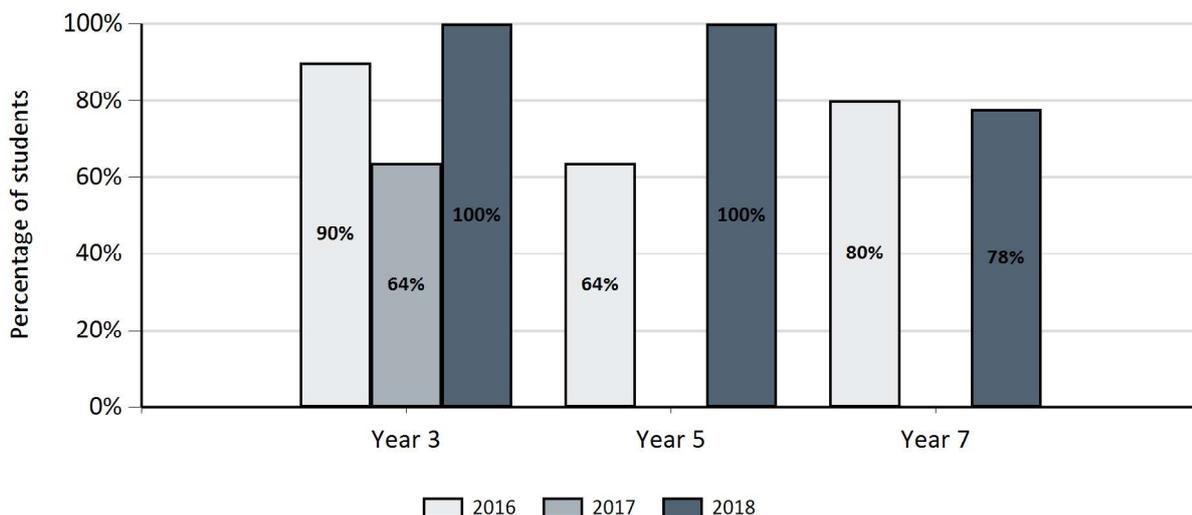
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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%	67%	25%
Middle progress group	62%	33%	50%
Lower progress group	12%	0%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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)
Upper progress group	25%	57%	25%
Middle progress group	62%	29%	50%
Lower progress group	12%	14%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	10	10	2	1	20%	10%
Year 3 2016-18 average	10.3	10.3	3.3	1.3	32%	13%
Year 5 2018	10	10	5	2	50%	20%
Year 5 2016-18 average	8.7	8.7	2.3	2.0	27%	23%
Year 7 2018	9	9	3	4	33%	44%
Year 7 2016-18 average	7.7	7.7	2.0	2.0	26%	26%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]includes absent and withdrawn students.

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

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

School performance comment

NAPLAN

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, 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.

KEY POINTS:

Year 3

- Reading: 65% met SEA and 25% HB, SWD not meeting SEA worked towards individual targets
- Numeracy: 100% met SEA and 20% HB

Year 5

- Reading: 100% met SEA and 50% HB
- Numeracy: 100% met SEA and 20% HB
- 87% students achieved Middle (62%) or Upper (25%) growth from Year 3>5

Year 7

- Reading: 85% met SEA and 40% HB, SWD not meeting SEA worked towards individual targets
- Numeracy: 85% met SEA and 50% HB, SWD not meeting SEA worked towards individual targets
- 100% students achieved Middle (33%) or Upper (67%) growth from Year 5>7

PAT - Reading

Year 3 - SEA: 95 GPS mean score: 111.1

Year 4 - SEA: 106 GPS mean score: 116.5

Year 5 - SEA: 112 GPS mean score: 126.6

Year 6 - SEA: 118 GPS mean score: 127.8

Year 7 - SEA: 120 GPS mean score: 131.4

In 2018 growth across the school slowed from previous years, this is not an alarming pattern considering the higher than SEA scores achieved across the board and good numbers of students in high stanine levels.

This showed us that we need to stretch comprehension questioning for our high achieving students and to stimulate growth for 2019.

Pat- Maths

Year 3 - SEA: 101 GPS mean score: 108.9

Year 4 - SEA: 110 GPS mean score: 118.7

Year 5 - SEA: 112 GPS mean score: 128.8

Year 6 - SEA: 120 GPS mean score: 128.9

Year 7 - SEA: 121 GPS mean score: 130.0

This showed us that the maths focus school-wide was continuing to pay dividends for our students. In 2018 growth across the school slowed from previous years, this is not an alarming pattern considering the higher than SEA scores achieved across the board and good numbers of students in high stanine levels.

Attendance

Year level	2015	2016	2017	2018
Reception	90.6%	94.0%	82.6%	95.7%
Year 1	95.1%	94.5%	90.5%	95.5%
Year 2	94.1%	92.5%	93.6%	92.5%
Year 3	87.3%	87.7%	93.2%	93.9%
Year 4	91.3%	95.6%	95.0%	93.8%
Year 5	88.2%	90.6%	96.2%	96.2%
Year 6	93.8%	89.4%	90.5%	97.0%
Year 7	94.4%	90.3%	90.3%	91.5%
Total	92.2%	91.4%	91.7%	94.4%

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

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

Attendance comment

Attendance rates fell below the DECD target in 4 of the 8 year levels. We were within 0.6% of meeting the 95% DfE target. Year 7 rate was significantly lower than average.

The Attendance and Engagement Officer worked alongside the Principal in the second half of the year to engage families.

Staff maintain contact with families via a telephone call if a child is absent for 3 or more days and keep the communication positive and supportive.

A newsletter article each term encourages good attendance and provide guidelines about acceptable versus unacceptable absences.

Behaviour management comment

A small number of students are still over-represented in the behaviour data. Some of these students are identified as SWD and have communication difficulties.

Conflict management and education continues to be a significant event. This is taught across the classes and supported by Leadership and the PCW. We need to continue working on understanding the difference between low-level conflict and bullying as students go straight to bully label.

Students generally report that they feel safe and happy at school. In the 2018 Middle Years Wellbeing Survey Gumeracha PS scored well above state/national averages for Emotional engagement with teachers, school climate and satisfaction with life. Emotional Regulation and positive body image were low.

Client opinion summary

The 2018 Parent Survey was in the whole favorable (15% response rate, predominantly parents with R-3 sts)

Parents commented included:

- A strong sense of both community and belonging as well as a commitment to the individual. The approachability of the teachers and staff and their openness and genuine care for our children.
- Individual learning plans considered and delivered for my children. Positive encouragement and support.
- I appreciate the many and varied ways my children are learning. The quality of teaching is excellent. The teachers put in 110%.
- Our children are meeting our expectations for their learning and we are always able to obtain immediate and applicable feedback about their progress and communication regarding their social and personal wellbeing.

Areas of concern included

- There isn't enough support in the classroom for Teachers, especially if they are also responsible for Children with special needs. (I would be good if the Government could provide suitable funding for this).
- Communication is sometimes poor, if our children are sent to another class or to the library for poor behaviour then that should always be communicated to parents, regardless of what it was. If it is bad enough to be sent out of class, we should know about it. It annoys us if we hear it second hand.
- We get the feeling that there are certain students whom get leniency compared to others, in the case of poor behaviour in class, and towards others in the school yard. Behaviour management to us is inconsistent.

Students recognised strong relationships with adults as being important not only for their happiness but their learning. They were able to talk about how their teacher challenged them in a good way and helped them with their thinking. They find conflict challenging and need adult support to share and get along, this is linked to observed and self-identified lower levels of self-regulation.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	20.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	8	80.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

Students at Gumeracha PS are supported by dedicated volunteers. This group is made up of mostly parents, some grandparents and a very small number of general community members.

All volunteers at Gumeracha Primary School meet screening and suitability requirements as per DECD screening and suitability – child safety policy and DECD screening and suitability child safety procedure.

DCSI screening documentation is managed by an SSO. Community members are given advanced notice of certificates that are due to expire and given adequate time to renew.

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	9
Post Graduate Qualifications	0

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	4.7	0.0	3.3
Persons	0	6	0	6

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$903,319.76
Grants: Commonwealth	\$2,600
Parent Contributions	\$16,465
Fund Raising	\$5,517.32
Other	\$25,270

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

2018 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 2018 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 behaviour management and engagement	minimum number of students not met	n/a
	Improved outcomes for students with an additional language or dialect	minimum number of students not met	n/a
	Improved outcomes for students with disabilities	minimum number of students not met	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 Students with learning difficulties grant	Students with learning difficulties grant - provides SSO support in small groups and Read Up/Maths Plus intervention programs for students identified as needing Wave 2/3 intervention. Intervention programs target automaticity in number and decoding skills, sight word automaticity and comprehension in reading.	Students who participated in these programs showed continued growth in 2016 and 8/10 met their personal targets.
Program funding for all students	Australian Curriculum	Australian Curriculum grant provided release time for teachers to join Partnership initiatives. and support LDAM work.	
Other discretionary funding	Aboriginal languages programs initiatives	minimum number of students not met	n/a
	Better schools funding	Predominantly used to fund TRT release for PD opportunities, Running Record assessments, ILP writing and student specific planning time. Each teacher allocated release time for assessment and reporting	
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a
	Primary school counsellor (if applicable)	0.05 salary - releases Principal teaching load and allows reactive and preventative programs to be in place	proactive approach taken Values program resourced and supported in 2nd year