



Gumeracha Primary School

2020 annual report to the community

Gumeracha Primary School Number: 162

Partnership: Torrens Valley

Signature

School principal:

Mrs Lyndsey Martin

Governing council chair:

Sam Mugford

Date of endorsement:

15 February 2021



Government
of South Australia

Department for Education

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 2020, there were 72 students who were grouped in composite classes of R/1, 1/2/3 and 4/5 and 6/7.

Specialist subjects offered included Gardening, Science, STEM and Health/PE. In Terms 3 & 4, we collaborated with drama company, Little Big Parrots to support students to perform at a high level in our modified 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. Where possible, she facilitated cultural activities such as Japanese cooking sessions, writing in kanji and video link ups with a regional Japanese school.

In 2020, we did our best to maintain 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.

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.

Despite the pandemic, there were still many highlights across the year including... Sports Day, Music lessons with Mrs Koop, Science Week visits to BHS, Book Week activities, Young Leaders Day, fabulous excursions, an R-6 camp to Narnu Farm and the Year 7 Victor Harbor Trip in lieu of the annual Canberra Camp.

Governing council report

Member Name / Position

S Mugford/ Parent, Chairperson
S Martin/ Parent, Secretary
A Edwards/ Parent, Treasurer

A Lewis / Parent
E Powell / Parent
D Morris / Parent
D Lovell / Parent
S Williams / Parent
H Kavanagh / Parent
J Turner / Parent
M Thurston / Parent
N Livingstone / Parent

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

The chairperson position was held by S Mugford who has shown strong 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 2020, the council continued to refer to their guidelines and constitutional documents that were developed by the previous council.

Quality improvement planning

Areas that will be sharpened for 2021 after the Stage4&5 review include

- re-prioritising goals - early reading to more of a maintenance role and writing and maths as major goals
- being more explicit about the writing success criteria

The 2020 school improvement plan goals were:

Goal 1: Increase student decoding/encoding abilities in early years

- 70% (7 of 10 students) will meet the benchmark in the Year 1 phonics screening test
- 7 of 10 Year 1 students will meet Running Records SEA target - 3 will need pa/ph intervention
- 3 of 4 Year 2 students will meet Running Records SEA target - 1 will need ongoing intervention
- Identified students will have individual targets that will be tracked by classroom teachers and SSO's

Goal 2: Increase student achievement in writing R-7

- Year 3 - 7 of 9 students at SEA, 3 at HB
- Year 5 - 8 of 12 students at SEA, 3 at HB
- Year 7 - 8 of 10 students at SEA, 2 at HB

Goal 3: Increase learner progress in mathematics

- Year 3 - 7 of 9 students at SEA, 3 at HB
- Year 5 - 8 of 12 students at SEA, 4 at HB
- Year 7 - 8 of 10 students at SEA, 5 at HB
- 1 student retaining 3-5, 1 student retaining 5-7

RESULTS against SEA/Targets:

PHONICS SCREENING

6 of 9 students met the targets

Of those who didn't : 2 have been identified as a SWD and already has support hours and a current OCOP in place. The other student is accessing Wave 2 and 3 support in the classroom and continues to be targeted in quality Wave 1 teaching.

RUNNING RECORDS

The same 6 of 9 students met the Year 1 RR target.

Interventions in place continue to focus on early reading development and a synthetic phonics approach

3 of 5 students met the Year 2 RR target

Of those who didn't : 1 has been identified as a SWD and already has support hours and a current OCOP in place. The other student is accessing Wave 2 and 3 support in the classroom and continues to be targeted in quality Wave 1 teaching.

NAPLAN

No tests were administered in 2020 as Covid-19 meant that the states were not consistently delivering school as a face to face model and some states had moved to an online model.

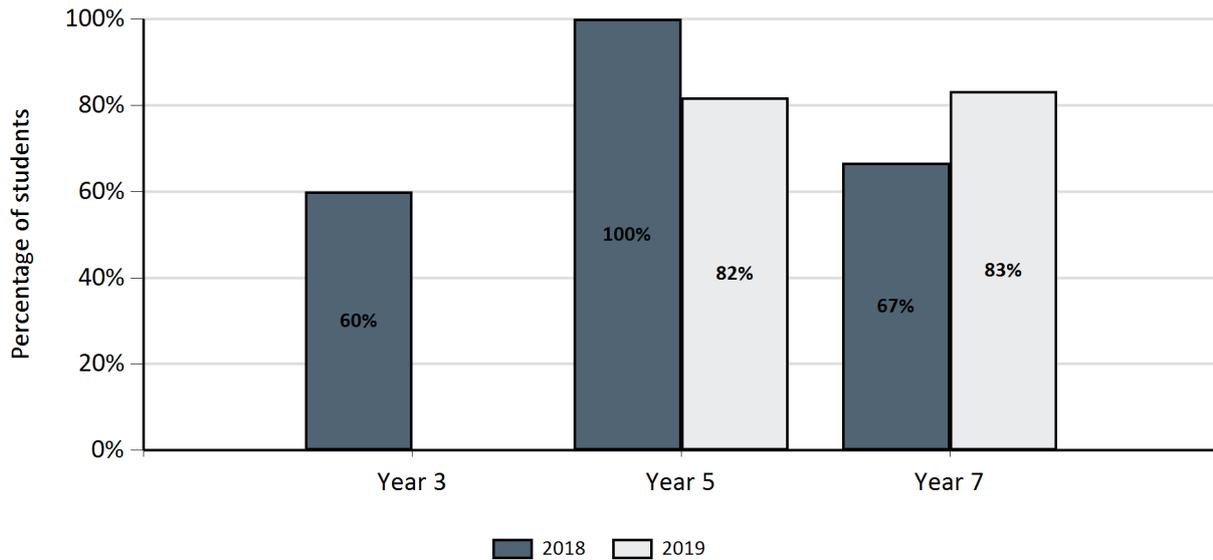
In general, students met or surpassed out predicted targets and we had no surprises.

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

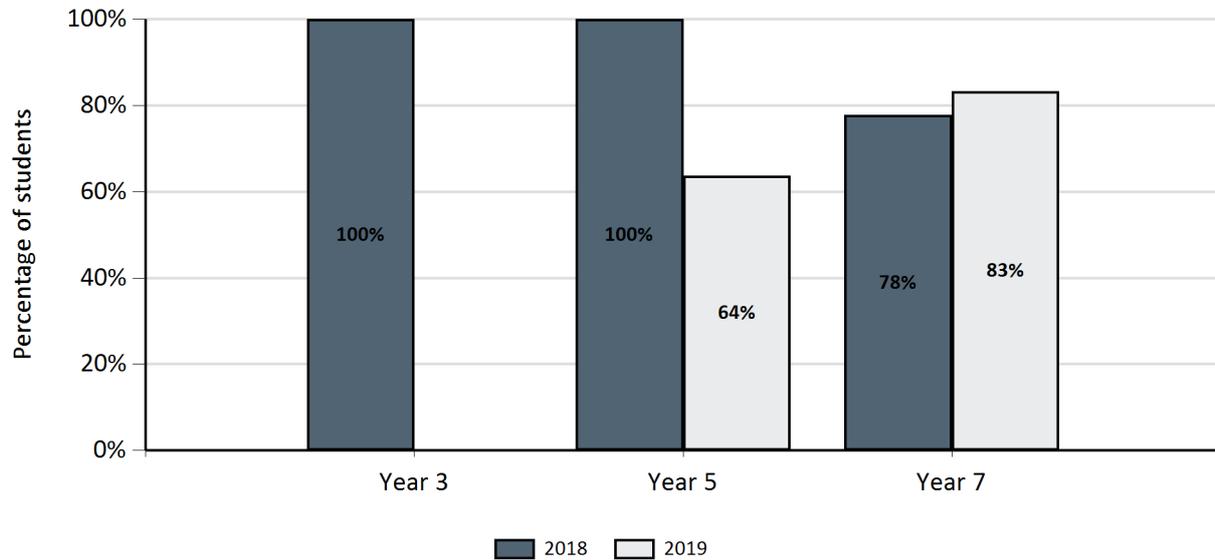


*NOTE: No NAPLAN testing was conducted in 2020.

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	8.7	8.7	2.7	1.3	31%	15%
Year 5 2019	11	11	2	0	18%	0%
Year 5 2017-2019 Average	8.7	8.7	3.0	1.7	35%	19%
Year 7 2019	6	6	2	2	33%	33%
Year 7 2017-2019 Average	6.3	6.3	1.7	2.0	26%	32%

*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

NAPLAN
n/a for 2020

PAT - Reading

Year 2 GPS mean score: 111
 Year 3 - SEA: 95 GPS mean score: 111 & 7 of 8 students at SEA
 Year 4 - SEA: 106 GPS mean score: 127.9 & 5 of 5 students at SEA
 Year 5 - SEA: 112 GPS mean score: 122.1 & 8 of 10 students at SEA
 Year 6 - SEA: 118 GPS mean score: 133 & 10 of 11 students at SEA
 Year 7 - SEA: 120 GPS mean score: 136.2 & 8 of 8 students at SEA

Pat- Maths

Year 2 GPS mean score: 109.5
 Year 3 - SEA: 101 GPS mean score: 114.4 & 8 of 8 students at SEA
 Year 4 - SEA: 110 GPS mean score: 124.9 & 5 of 5 students at SEA
 Year 5 - SEA: 112 GPS mean score: 123.8 & 8 of 10 students at SEA
 Year 6 - SEA: 120 GPS mean score: 129.7 & 11 of 11 students at SEA
 Year 7 - SEA: 121 GPS mean score: 135.2 & 8 of 9 students at SEA

Our mean scaled scores are above SEA targets in all areas.
 We track students across each year to show patterns in their growth over time, this has been beneficial where children may have large growth in one year and then much smaller growth the next.
 Teachers are encourage to use the PAR resource centre to identify actions that will lead to growth from band to band.

Attendance

Year level	2017	2018	2019	2020
Reception	84.2%	95.7%	89.3%	91.9%
Year 1	91.7%	95.3%	92.5%	91.8%
Year 2	96.2%	92.4%	94.6%	86.6%
Year 3	93.4%	93.8%	91.0%	88.5%
Year 4	94.8%	93.6%	94.1%	91.3%
Year 5	96.7%	95.9%	92.7%	92.4%
Year 6	93.0%	97.0%	92.9%	90.6%
Year 7	90.6%	91.5%	97.1%	90.2%
Total	92.8%	94.2%	92.8%	90.8%

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 Department for Education target in all of the year levels. We were not able to achieve the 95% target.

The Year 5 cohort had the highest attendance rate and Year 2 numbers were lowest. There was a significant dip from previous years. Attendance was significantly impacted by the pandemic and some transient enrolments.

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 support comment

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

Conflict management education continues to be a significant body of work right across the classes and is supported by Leadership and the PCW. We continued working on understanding the difference between low-level conflict and bullying as students go straight to bully label.

In the 20 Student wellbeing Survey, Gumeracha PS scored above state/national averages for Emotional engagement with teachers, school climate and academic self-concept. Participation in sports was low with 43% doing no sports outside of school and less children reported being satisfied in life from previous years.

Client opinion summary

Parent feedback was in the whole favourable.

Two key areas that we identified for improvement was; the school providing useful tips to families about how to help students learn at home AND knowing what standard of work to expect. There was a suggestion that this could be a semi-regular newsletter item and that teachers should look for ways to do this as appropriate for the level of schooling.

HIGHLIGHTS:

- 34/35 respondents agreed (14) or strongly agreed (20) that people respect each other at this school
- Newsletters and email were the most preferred form of communication
- 32/35 respondents agreed (15) or strongly agreed (17) that they received enough communication
- 30/31 respondents agreed (4) or strongly agreed (26) that education at school was important to their child's future
- 31/35 respondents agreed (12) strongly agreed (19) that they felt that their child is important to the school

AREAS FOR IMPROVEMENT

- 8/34 respondents were neutral (7) or disagreed (1) that they knew what standard of work the school expects of their child
- 7/33 respondents were neutral (6) or disagreed (1) that they had useful discussion with the school about their child's learning
- 10/29 respondents were neutral (7) or disagreed (3) that the school provided them with useful tips on how to help their child learn at home

The vast majority of respondents (24/32) indicated that it was too early to think about what pathways their child would take after school

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	18.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	9	81.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

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 DfE screening and suitability – child safety policy and DfE screening and suitability child safety procedure.

DCSI/WWCC 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.

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	7
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	5.4	0.0	4.1
Persons	0	6	0	7

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

Financial statement

Funding Source	Amount
Grants: State	\$1,019,904
Grants: Commonwealth	\$650
Parent Contributions	\$21,617
Fund Raising	\$2,069
Other	\$5,587

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	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
	Inclusive Education Support Program	In 2020, SSO's supported students with OCOP's to: <ul style="list-style-type: none"> - develop interoception skills - learn conflict resolution strategies - do heavy work, develop gross and fine motor skills - access class learning - play appropriately 	All students who received IESP funding made progress against the goals outlined
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	students with learning difficulties grant - provides SSO support in small groups and Read Up/Maths Plus intervention programs for students identified as needing Wave2/3 intervention. Intervention programs target automaticity in number and decoding skills, sight word automaticity and comprehension in reading. Early Years funding focused on supporting the implementation of a synthetic phonics program and targeting students who were not meeting the Year1 benchmark for the phonics screening tool for additional exposure, detailed instruction and guided practice.	Students who participated in these programs showed continued growth in 2020 in relation to individual targets
Program funding for all students	Australian Curriculum	Australian Curriculum grant provided release time for teachers to join Partnership initiatives, plan collaboratively, collect & analyse data and attend PD	Having time to collect and analyse data has allowed teachers to be more targeted
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	Having time to attend to OCOPS has allowed teachers to be more targeted
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a