



# Geranium Primary School 2016 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Geranium Primary School Number: 145

Partnership: Coorong & Mallee

**Name of School Principal:**

Ruth Clothier

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**Name of Governing Council Chair:**

Adam Morgan

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**Date of Endorsement:**

8/3/2017

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## School Context and Highlights

Geranium Primary School is situated in a rural area and services a small community whose families are mainly employed in agriculture. The school and its facilities are the hub of the town. We have an active Governing Council and enjoy outstanding parent and community support. In 2016 we had an enrollment of 37 students.

We provide quality teaching and learning in a supportive environment, facilitating the best outcomes and care for all students. We believe that Learning is for All, Learning is for Life, and we strongly promote the school's values of teamwork, respect, responsibility, persistence and honesty. From Kindergarten to Year 7, our learning toolbox helps students achieve our priorities by being curious, creative, gutsy, getting along and going for it.

The school is well resourced, with students having ready access to computers and other digital technologies. Classes are multi-age, with programs tailored to individual students' needs. Curriculum priorities are literacy and numeracy, and learner wellbeing is an ongoing focus. German is taught as a second language.

Interaction with students from neighbouring schools is encouraged to widen the children's social networks and prepare them for their secondary schooling.

Our highlights in 2016 have been:

# the introduction of the Tiqbiz communication app

# joint swimming and athletics carnivals with Lameroo Regional Community School - a great opportunity for our students to compete with a much larger peer group

# Our Whole School Camp in Adelaide, and the Year 6/7 camp with Lameroo

# Parent working bees that not only achieved a lot of tasks around the school, but provided the opportunity to yarn, have a laugh and catch up with each other

# the opportunity for our students to participate in the Instrumental Music Program both face to face and via phone link

# Nature Play day with Simon Hutchinson from The Climbing Tree. All K-7 students were encouraged to use all sorts of loose materials to be creative, collaborate, negotiate, problem solve and have fun.

# School Concert - The confidence and joy that was displayed by all children as they sang and danced was inspiring!

# Remembrance Day Ceremony at which our students displayed a deep respect and interest in our national defense history

# Site Improvement Plan workshop involving students, parents and staff, to review our 2016 performance and set goals and strategies for 2017.

# Repairs to the pool completed in time for VACSWIM

## Governing Council Report

2016 got off to a good start with the addition of some new governing councilors to our Governing Council and a stable staff team with our core staff being the same. It was great to receive news that we were successful to get continued funding to keep Margaret Smith as PCW. Also, later in the year we were pleased to hear that Ruth Clothier was re-appointed as Principal for the next 3 years.

Staff have worked consistently hard to get the kids out to other schools and interacting with other students. Thanks to Lameroo Regional Community School for including our children in their swimming carnival and sports day. We also have school camps planned this year combining with Karoonda and continued plans to spend time with other schools helping our kids to socialize and network.

It was great to be involved with the Coorong Mallee Partnership leaders meeting with Governing Council chairs being invited. It was good to be able to talk to the chairs of other schools finding that our concerns were all very similar even though the sizes of our schools were well varied.

Again the challenge of keeping our aging infrastructure going here at the school has been a challenge and a great deal of work for Ruth and Sue in particular. Finally the work on the pool was completed with fantastic results. The bore, buildings and pipe-works are continuing to be a challenge.

The working bees/fundraisers that have been held have been well attended and thank you to the parents of GPS for continuing to support the school in many ways.

Already after attending acquaintance night I see 2017 starting on a great note. It's great to see children settling into school routine and settling into the different classroom change-ups.

After three years of being Governing Council chair I would like to thank Ruth and staff for being so great to work with. I would like to thank the rest of the Governing Council and office bearers for giving up their time so freely. I have thoroughly enjoyed doing my part for GPS.

Adam Morgan, Governing Council chair 2015/2016.

## Improvement Planning and Outcomes

### Priority 1: Literacy and Numeracy

Through regular and close attention to student achievement data, we have identified all students with learning needs and provided appropriate support through the use of ILP's and One Plans. Student data was tracked electronically using the MARKIT programme, which enables us to store achievement results and track progress. We continue to provide SSO1 time to support students, with Multi-Lit as the key support programme, and continue to build Junior Primary strength in literacy through the use of Jolly Phonics and Grammar.

In 2016, 82% of year 3-7 students achieved the DECD SEA in Pat Maths and Pat Reading Comprehension. 24% of students made a gain of at least 1 stanine in Pat Maths and 18% of students made a gain of at least 1 stanine in Pat Reading Comprehension. All Year 3 students achieved running record level 27 by the end of the year. In 2017 we will use a student data board to display and track all student achievement, reviewed each staff meeting.

### Priority 2: Student and Staff Wellbeing

We have continued to monitor and appropriately support students experiencing difficulty, and 'student concerns' is an ongoing staff meeting agenda item. High levels of communication with parents are maintained via diaries, class notes, newsletter JP blog and Tiqbiz. Both classroom teachers and PCW have provided learning opportunities to develop resilience and problem solving skills. The need for staff intervention in student friendship issues did noticeably reduce early in 2016, then deteriorated somewhat during term 4. In 2017 we have introduced the student wellbeing diaries, to assist students to build and monitor their own wellbeing.

Student Voice opportunities have continued to be provided regularly in classrooms, and in Term 4 we conducted the student opinion survey. While responses were largely positive, two areas that we will investigate further are feedback from teachers to students, and the management of student behaviour.

### Priority 3: ICT

We have continued to work with USG as our service provider to provide support for ongoing difficulties with ICT network, and responses have been more timely and helpful during 2016. In addition, in 2017 we are employing Greg Turner one hour per week to troubleshoot small problems. During 2017 we plan to replace half of the student laptops.

JP and MUP share the Technologies Learning Area, with Lorelle teaching Digital Technologies to all classes. We plan to introduce an ICT skills assessment during 2017. PD was undertaken by staff in use of smartboards and related technologies, but we need to continue embedding it into our teaching

### Priority 4: Isolation and Distance

Interschool activities between neighbouring schools and destination schools have occurred, and all students have participated in inter-school activities at least twice during 2016, such as the swimming carnival and athletics carnival with Lameroo, Highway 12 Focus days, and Year 5, 6 and 7 visits to destination schools.

Staff have planned for at least 2 learning programmes in 2016, not usually accessible, such as the Footsteps Dance Company, and our school camp. We are planning a similar whole school camp in 2017 to connect with the Adelaide Fringe Festival, and will be collaborating with Karoonda Area School in a Year 6/7 aquatics camp.

### Priority 5: Lifelong Learning

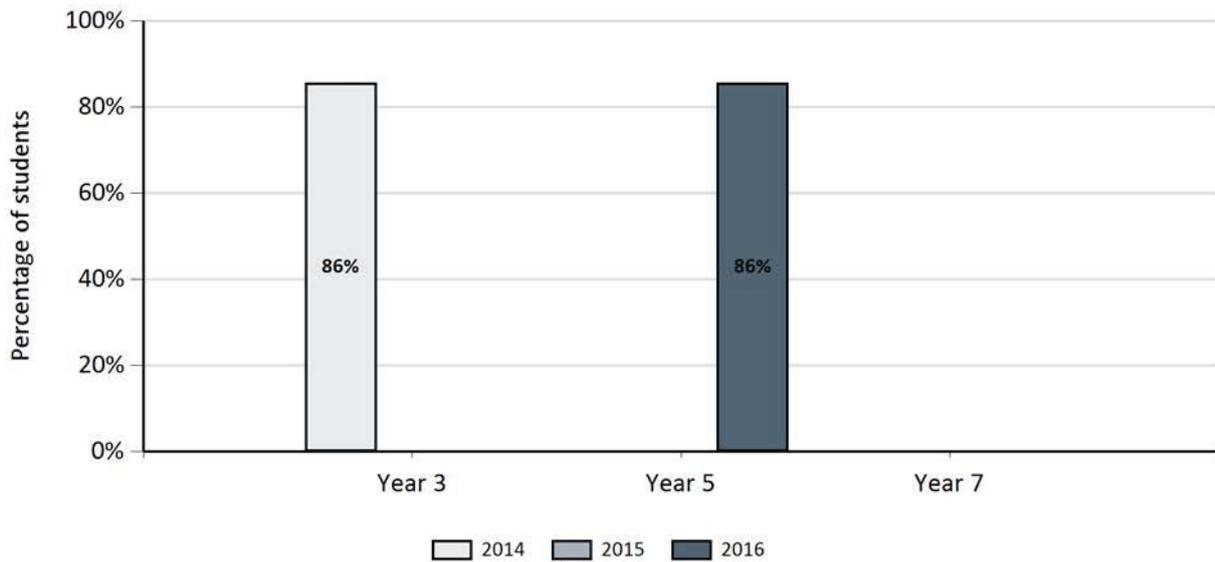
The staff created a map that links the Learning Toolbox, Executive Functions and Growth Mindset research, and the the language of the toolbox has become a natural part of school dialogue. In 2017, staff have begun implementing Inquiry strategies in classrooms and at a whole site level. Opportunities for students to contribute to their local community will again be deliberately planned throughout 2017.

## Performance Summary

### NAPLAN Proficiency

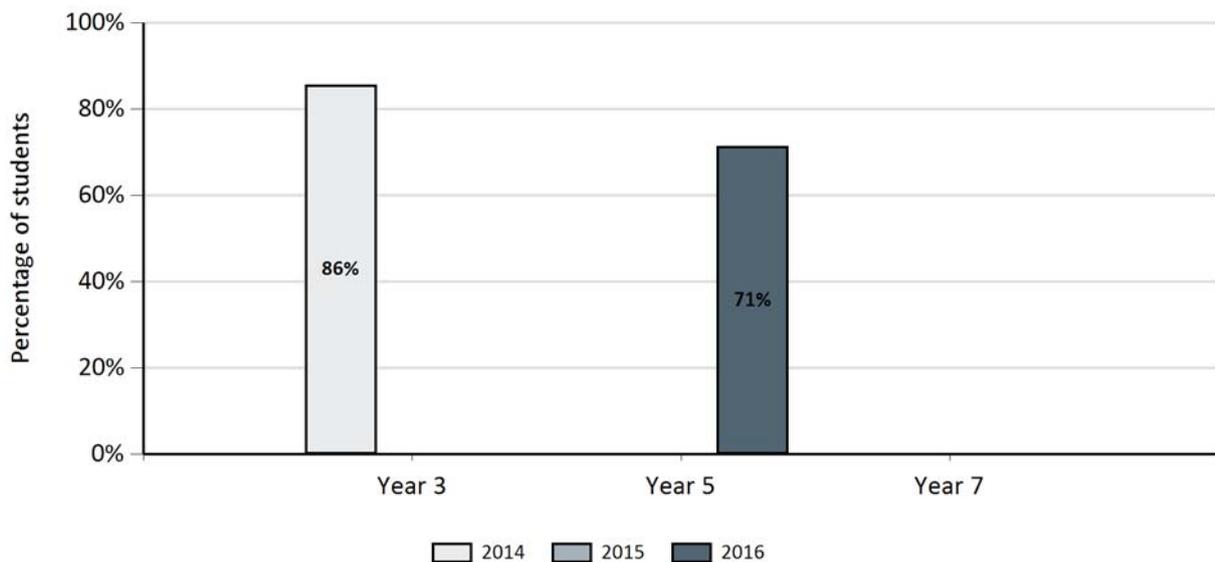
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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 2014 to 2016 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) |
|-----------------------|----------|----------|-----------------|
| Lower progress group  | 43%      | *        | 25%             |
| Middle progress group | 43%      | *        | 50%             |
| Upper progress group  | 14%      | *        | 25%             |

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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) |
|-----------------------|----------|----------|-----------------|
| Lower progress group  | 43%      | *        | 25%             |
| Middle progress group | 57%      | *        | 50%             |
| Upper progress group  | 0%       | *        | 25%             |

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 2016            | *                                | *        | *  | *        | *  | *        |
| Year 3 2014-16 Average | *                                | *        | *  | *        | *  | *        |
| Year 5 2016            | 7                                | 7        | 1  | 0        | 14%  | 0%       |
| Year 5 2014-16 Average | *                                | *        | *  | *        | *  | *        |
| Year 7 2016            | *                                | *        | *  | *        | *  | *        |
| Year 7 2014-16 Average | *                                | *        | *  | *        | *  | *        |

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

## School Performance Comment

### 2016 NAPLAN results

As a school with 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. This makes it more difficult to draw reliable conclusions about changes in performance from year to year.

#### Year 3

Reading 80% reached National Minimum Standard, 40% reached DECD Standard of Educational Achievement  
 Writing 80% reached National Minimum Standard, 60% reached DECD Standard of Educational Achievement  
 Spelling 80% reached National Minimum Standard, 40% reached DECD Standard of Educational Achievement  
 Grammar and Punctuation 100% reached National Minimum Standard, 60% reached DECD Standard of Educational Achievement  
 Numeracy 80% reached National Minimum Standard, 60% reached DECD Standard of Educational Achievement  
 80% of students were receiving additional literacy and numeracy support.

#### Year 5

Reading 100% reached National Minimum Standard, 86% reached and 71% achieved at least one band above the DECD Standard of Educational Achievement. Average growth 1 band.  
 Writing 100% reached National Minimum Standard, 71% reached and 29% achieved at least one band above the DECD Standard of Educational Achievement. Average growth 2 bands.  
 Spelling 100% reached National Minimum Standard, 86% reached and 71% achieved at least one band above the DECD Standard of Educational Achievement. Average growth 2 bands.  
 Grammar and Punctuation 100% reached National Minimum Standard, 86% reached and 71% achieved at least one band above the DECD Standard of Educational Achievement. Average growth 1.5 bands.  
 Numeracy 100% reached National Minimum Standard, reached and 29% achieved at least one band above the DECD Standard of Educational Achievement. Average growth 1 band.  
 While our students are achieving reasonably well, their rate of growth from year 3 to year 7 in NAPLAN has slowed, particularly in numeracy and reading.

#### Year 7

Due to a cohort of lower than 5 students, we are unable to discuss specific achievement data.  
 100% achievement of the National Minimum Standard, with an average growth of 1.6 bands.  
 As with Year 5, while achievement is reasonable, growth from year 5 to year 7 has slowed, particularly in reading.

## Attendance

| Year level | 2014   | 2015  | 2016  |
|------------|--------|-------|-------|
| Reception  | 93.9%  | 94.3% | 79.5% |
| Year 01    | 91.8%  | 93.8% | 86.5% |
| Year 02    | 95.8%  | 92.8% | 89.3% |
| Year 03    | 93.8%  | 96.6% | 94.3% |
| Year 04    | 98.0%  | 92.7% | 96.7% |
| Year 05    | 97.5%  | 95.0% | 94.5% |
| Year 06    | 92.2%  | 99.0% | 98.0% |
| Year 07    |        |       | 97.3% |
| Year 08    | 100.0% |       |       |
| Total      | 94.4%  | 94.2% | 92.3% |

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

While the DECD data records the average attendance of Reception in 2016 as 79.5%, site data places the number at closer to 87.5%. It must also be noted that this data is for semester 1 only, which will always be a higher rate of absences for Reception as they become used to 5 full days of school, rather than 2 days of preschool.

DECD Data Error - there was no Year 8 enrollment in 2014

Non attendance is managed through close monitoring of rolls by both the classroom teacher and Principal, following the process outlined in the site attendance policy.

## Behaviour Management Comment

Several incidents of bullying were reported early in the year. These were investigated and families were involved in finding solutions. Student contracts were used to monitor behaviour and ensure ongoing adherence to expectations.

## Client Opinion Summary

Parent Satisfaction Survey: 6 responses (27% of parents)

Overwhelmingly positive responses, with the overall average satisfaction rating of 4.4 out of 5, and the lowest average rating of 3.8 out of 5, being for 'teachers provide my child with useful feedback'. The strongest positive responses were for the indicators: 'teachers expect children to do their best', and 'students feel safe'.

Feedback to students is an area of growth, and is identified in the 2017 Site Improvement Plan as a key strategy for student wellbeing.

Student Satisfaction Survey: 35 responses (97% of students)

Overwhelmingly positive responses, with the overall average satisfaction rating of 4.3 out of 5, and the lowest average rating of 3.9 out of 5, being for 'student behaviour is well managed'. The strongest positive responses were for the indicators: 'my school looks for opportunities to do interesting things', 'my school looks for ways to improve', 'I feel safe at school' and 'my school is well maintained'.

All staff expect high standards of behaviour from students, and student behaviour is a continuous process of monitoring and management. It remains a strong focus for all classrooms.

Staff Satisfaction Survey: 5 responses (100% of greater than 0.5 FTE staff)

Overwhelmingly positive responses, with the overall average satisfaction rating of 4.3 out of 5, and the lowest average rating of 3.8 out of 5, being for 'this school is well maintained'. The strongest positive responses were for the indicators: 'teachers at this school expect students to do their best', and 'teachers treat students fairly'.

As mentioned in the Governing Council report, maintaining a large site with aging infrastructure is an ongoing challenge.

Throughout 2017, the groundsmen and Principal will meet regularly to follow a maintenance plan, working towards a more comprehensive maintenance of important infrastructure and grounds.

## Intended Destination

| Leave Reason                | School |       |
|-----------------------------|--------|-------|
|                             | Number | %     |
| Employment                  | 0      | NA    |
| Interstate/Overseas         | 0      | NA    |
| Other                       | 0      | NA    |
| Seeking Employment          | 0      | NA    |
| Tertiary/TAFE/Training      | 1      | 33.3% |
| Transfer to Non-Govt School | 0      | NA    |
| Transfer to SA Govt School  | 0      | NA    |
| Unknown                     | 2      | 66.7% |
| Unknown (TG - Not Found)    | 0      | NA    |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

DECD Data Error - there was no student that left and went to Tertiary/TAFE/Training

All DECD employees have current DCSI checks, and teachers are screened through the Teachers Registration Board. Community and parent volunteers are required to also have DCSI checks, organised by the school. All volunteer screenings are recorded in our volunteer register. Parents and guardians no longer require a screening if:

- They are volunteering in connection with an activity which involves their own child
- they are members of the governing council

## 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 | 6                        |
| Post Graduate Qualifications | 0                        |

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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            | 3.0            | 0.0                | 1.5            |
| Persons               | 0              | 3              | 0                  | 4              |

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

| Funding Source       | Amount    |
|----------------------|-----------|
| Grants: State        | \$592,691 |
| Grants: Commonwealth | \$12,598  |
| Parent Contributions | \$20,979  |
| Fund Raising         | \$1,320   |
| Other                | \$22,669  |

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

## 2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes  | Outcomes achieved or progress towards these outcomes                            |
|--|--|--|---|
| Targeted Funding for Individual Students | Improved Behaviour Management and Engagement   | N/A  |   |
|  | Improved Outcomes for Students with an Additional Language or Dialect  | N/A  |   |
|  | Improved Outcomes for Students with Disabilities   | contributes to SSO1 student support position   | SSO1 position funded for 18 hours per week                                      |
| Targeted Funding for Groups of Students  | Improved Outcomes for<br>- Rural & Isolated Students<br>- Aboriginal Students<br>- Numeracy and Literacy                         | Additional funding for camps, excursions and incursions, to ensure all students are not disadvantaged, and that our students can access experiences not normally accessible to them.<br><br>contributes to SSO1 student support position | all students participated in camps, excursions and incursions                   |
|  | First Language Maintenance & Development<br>Students taking Alternative Pathways<br>Students with Learning Difficulties<br>Grant | contributes to SSO1 student support position   | SSO1 position funded for 18 hours per week                                      |
| Program Funding for all Students         | Australian Curriculum  | incursions, professional development for staff and purchase of resources   | Loose Parts incursion, Science PD, maths resources                              |
| Other Discretionary Funding              | Aboriginal Languages Programs Initiatives  | N/A  |   |
|  | Better Schools Funding   | contributes to school camp fees, enabling all students to participate regardless of home circumstances   | all students attended school camp   |
|  | Specialist School Reporting (as required)  | N/A  |   |
|  | Improved Outcomes for Gifted Students  | N/A  |   |
|  | Primary School Counsellor (if applicable)  | Principal release time from classroom, to facilitate counseling of students and families   | A number of families and individual students were supported, and referrals made |