

Geranium Primary School Annual Report 2014



1. CONTEXT

School Name:	Geranium Primary School	School Number:	0145
Principal:	Ruth Clothier	Partnership	Coorong Mallee

We began the school year with 32 students, which fell to 31 by the end of term 1, and remained stable for the rest of the year. The classes consisted of Junior Primary: Reception to Year 2, with 15 students, and Middle and Upper Primary: Years 3 – 6, with initially 17 students, then 16.

The late appointment of our Junior Primary teacher meant that the class began the year with Deb Marsland as a relief teacher, and then in week 2 we welcomed Lorelle Barton to the school. Kathryn Roberts remained as the Middle and Upper Primary teacher. Non Instructional Time (NIT) was catered for by Emily Schulz as the PE and Arts teacher on a weekly basis, and Renate Lauterbach as the German teacher 3 days a term. During the morning Literacy and Numeracy blocks, the Year 6 students were taken by Ruth Clothier, the Principal, to lessen the breadth of the Middle and Upper Primary class.

While the year level groups are small at the upper end of the school, there are good numbers in each year level at the lower end. The current numbers in the school reflect the decrease in population density in the surrounding district. The students are primarily from farming backgrounds, and enjoy life outdoors, particularly sporting activities. The families of the school are enthusiastic and committed, and the school is an integral and valued part of the whole community.

2. REPORT FROM GOVERNING COUNCIL

As a governing councillor I have been pleased with many of our achievements in and around our school.

It is pleasing to walk around the school seeing our children learning and playing in such a well-resourced and safe environment. It's great to see building repairs done, swimming pool repairs to happen after swimming season and in general the school neat and tidy thanks to Greg, the rest of staff, the children and many other volunteers from the community.

This year combining with Coonalpyn and Raukken for swimming and camps has proved quite valuable for our kids and they have made some great new networks with these kids.

As we see some of our children move on to new adventures we are sad to lose some great contributors to GPS. I would especially like to thank Elise and Michelle for their many years here at Geranium. They have both contributed in so many ways - thankyou.

I would like to thank Ruth and all the staff for the time they continue to put in to making this a great learning environment for our kids.

In closing I look forward to getting together with our new Governing Council and getting on with helping build a bright future for GPS. With the numbers to come through Kindy in the next few years we look forward to what lies ahead.

Adam Morgan
Governing Council Chairperson

3. 2014 HIGHLIGHTS

In 2014 we collaborated with Coonalpyn Primary School for a joint **swimming carnival**, which was a resounding success. The students from both schools were split into teams, so that the competition was not between schools, and the students and families had a fantastic day of competition and socializing. Good links were made between the students from both schools, which then contributed to the success of the school camp later in the year. It is anticipated that the swimming carnival will occur again in 2015, with the inclusion of Raukken Aboriginal School. Following on from our joint swimming carnival, we were fortunate to have 7 of our students nominated to participate in the **Upper South East Swimming Carnival**, and they did a sterling job! Coonalpyn and Geranium joined forces again, and we came home with the Sub Juniors handicap pennant. Tom Barrett also won the silver medal for the Sub Juniors.



We participated in the **Highway 12 athletics carnival**, along with Lameroo Regional Community School and Pinnaroo Primary school. Our students competed valiantly and achieved great results in spite of our small size. We were very proud of Joe Howard coming runner-up in the 11 year old boys division. We are planning a joint athletics carnival with Coonalpyn Primary School and Raukken Aboriginal School in 2015, along the same lines as the swimming carnival.



Our students were fortunate to be able to participate in a number of **excursions and incursions** this year. In August we travelled to Coonalpyn for a great day of fun to celebrate **book week**, with the Coonalpyn and Raukken students. It was lovely to stand back and watch all of the students interacting together – chatting, playing football, playing on the equipment and generally enjoying getting to know each other. This was a great fore-runner for the camp, because it meant that our students had people that

they were looking forward to meeting up with again.

In Term 2 we visited **Old Tailem Town**, as part of the History curriculum, and learnt about aspects of our history in an entertaining and hands-on way. Students were extremely engaged listening to stories of school life in the past and were shown many different objects and teaching equipment, quite different to what we have now.

We were fortunate to secure some funding and be involved in the **Young Environmental Leaders Programme**, with Mr Harry Beauchamp from the NRM Board at Murray Bridge visiting and running sessions with the Middle and Upper Primary students.

We had a visit from a team of **RAAF personnel**, who spoke with the students about a career in the RAAF, let them climb all over their 4WDs and did a fantastic job helping to clean up the school garden, as part of their training.



Our students also had the opportunity to participate in a **cricket clinic** organized by SA cricket, and we sent a team of cricketers to the first Mallee Minis T20 Blast Cup. Each student did an amazing job and we came away with 2 great wins and a 3rd placing.

Our Year 6 boys were involved in the **Pedal Prix** programme at Coomandook Area School, and one of them participated in the 24 hour HPV Pedal Prix Event in Murray Bridge.

In term 3 we had a visit from **'Mobile Science Education'** when Lee the presenter had the students visualising the actual size of planets and the distances between them and using numbers which the children found quite mind-boggling. A real hit was launching their own 'rockets' using bi-carb soda and vinegar as the fuel. They were also able to observing the wonders of the night sky inside the 'Starlab' mobile planetarium.



The **school camp** at El Shaddai in Wellington was a fantastic time of discovering new friends and having a go at challenging tasks like rock climbing, treasure quest, flying fox, holding reptiles and team games. Strong links have been made with Coonalpyn Primary School and Raukken Aboriginal school, and it is intended that those links will continue and grow in 2015.



The **school concert** at the beginning of term 4 was again a huge success. We were entertained with items from the Kindergarten, both classes and the Glee Club, from the theme 'Welcome to the Jungle'. The concert continues to receive great community support, and the Parrakie Hall was packed to capacity!

Our older students continue to be involved in **SAPSASA** (South Australian Primary Schools Amateur Sports Association). In 2014 they participated in swimming, athletics, cross country running, cricket, football and tennis – being a small school our students are fortunate to be able to compete in many different sports.



Throughout 2014 the Year 6 students undertook various **fundraising** strategies, to raise money for the purchase and installation of **fitness equipment**, which would benefit the older students of the school and the wider community. They wrote to neighboring business asking for donations, put small change boxes at the local store and in the front office, and held a stall at the Mallee Market date. To date they have raised \$573.00. These funds, combined with a donation from B's Café in Lameroo, a contribution from the P&F, a local council grant, and additional school funds have enabled the purchase of 4 pieces of equipment. The equipment is anticipated to arrive early in 2015.



A new initiative in 2014 was the introduction of **School Pride** and **Make A Difference (MAD)** days. School Pride days were scheduled afternoons a term, and were designed to engage students and interested community members in projects that would improve the school, particularly the outside environment. Projects undertaken in 2014 were the vegetable garden, the native garden, and making recycled garden furniture from shipping pallets. The students participated in a number of Make A Difference Days, organized by Margie Smith our CPSW.



Poverty Day was an in-school event, when students took part in a meal of rice and donated gifts for children in poverty in Nepal. In Term 4 the whole school visited Kyeema Hostel and Charles Wing of the Lameroo Hospital, spending time with the aged residents. It is anticipated that these two initiatives will continue in 2015.



4. SITE IMPROVEMENT PLANNING AND TARGETS

Our site improvement plan identified five main areas of focus – literacy, numeracy, student and staff well-being and the development of ICT capability.

In literacy and numeracy, our targets included a noticeable movement in student achievement, a deepening of teacher knowledge evidenced in their written programmes, and every student regularly reading at home. We have worked towards these targets by maintaining a strong focus on student achievement data, periodically analyzing results and movement, and making adjustments to teaching and learning plans accordingly. We have also targeted particular students for additional learning support, and maintain a close monitoring of their progress through the use of Independent Learning Plans (ILPs), reviewed each term. Teachers have accessed both Ann Baker training in mathematics, and Accelerated Literacy training in literacy, to deepen their knowledge and skills. The school has continued encouraging students and families to regularly read at home through the Reading Cup competition, regular newsletter items and the Premier's Reading Challenge.

Our targets in the area of student and staff well-being included a close attention to student learning needs, the fostering of a sense of belonging and pride in our school, and the provision of support for students to confidently talk about things that concern them and seek help when needed. For staff, our targets were to increase the collegial support both within the school and in the wider partnership, and foster a strong sense of confidence in their role. The continued work of our CPSW, Margie Smith has ensured students have a trusted adult to whom they can go with their concerns, no matter how small, and be assured that they are heard and cared for. The implementation of ILP's ensures a close attention to student learning needs, and the introduction of 'School Pride' days has built a strong sense of pride and ownership of the school and its environment. The staff have been able to access training within the partnership, fostering links with other teachers in like areas. Regular performance and development sessions occur with the staff and principal, during which a plan is developed for the staff person's professional development needs.

The development of the ICT capability of the school was a high priority this year. While the school had a set of laptops, frequent breakdowns and lack of connectivity led to a large amount of frustration for staff and students alike. As the year has progressed, the curriculum server has been replaced, all laptops and desktops are now functioning and the whole system is working much more effectively. The unreliability of connectivity remains a difficulty, which is outside of the school's ability to rectify.

The staff have begun work on a three year strategic plan, which will be ready for community consultation and implementation early in 2015. This will provide direction and vision for the next three years of the school's life.

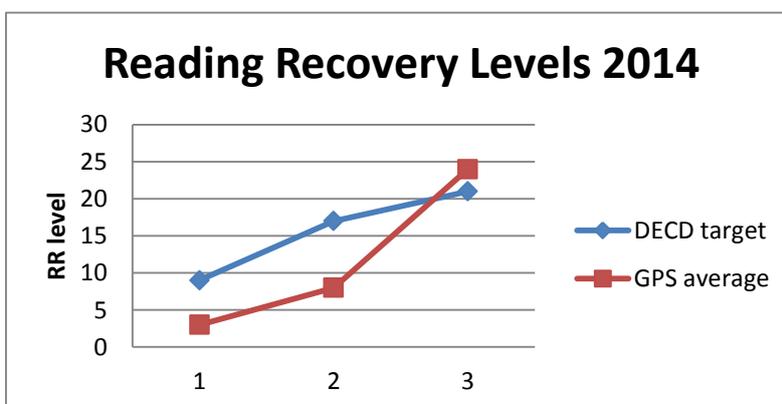
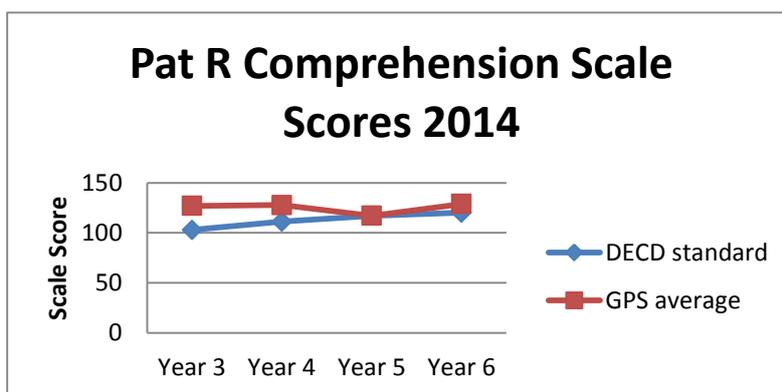
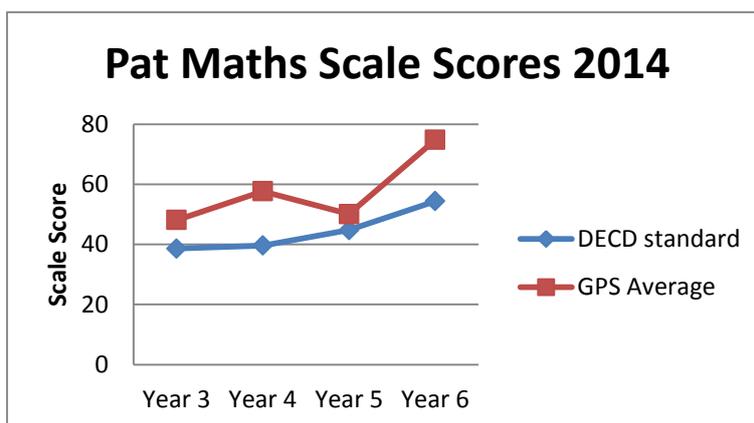
4.1 Junior Primary and Early Years Scheme Funding

The Early Years Funding Initiatives (Early Years Class Sizes) are designed to reduce class sizes in the early years of schooling. In 2014 we received \$4980.00 for Reception to Year 2, and these funds contributed to extra SSO1 hours providing in class and withdrawal student support. For year 3 we received \$3857.00, and these funds contributed to the second teaching position, enabling us to have smaller class sizes.

4.2 Better Schools Funding

Better Schools Funding is designed to contribute towards meeting the needs of educationally disadvantaged or Aboriginal/Torres Strait Islander students. In 2014 we received \$1104, which contributed to the costs of our School Camp. The School camp enabled our students to participate in activities they would normally not be able to access, and to be part of a much bigger social group, made up of three small schools – Geranium Primary School, Coonalpyn Primary School and Raukken Aboriginal School.

5. STUDENT ACHIEVEMENT



In all analysis of data, it must be noted that small cohorts mean difference is amplified.

The PatR Comprehension and PatMaths tests are nationally recognized achievement tests, and targets have been set by DECD for expected achievement at year levels. The above graphs demonstrate that our students consistently achieve above the DECD standard. The Reading Recovery levels are a nationally accepted standard for beginning reading achievement, and again DECD targets have been set. By year 3 our students are achieving above the DECD standard, but interestingly, our students start below the DECD standard. This is an area of focus for us in 2015.

The SSO1 position is primarily for student support, and the Governing Council deliberately assigns extra funding to ensure the provision of this position. This student support is provided in a flexible manner to suit the needs of the individual students and their classroom programme. This support can be in the form of 1:1 work with the SSO1, in class support, and small group work.

In 2014 all students who had an identified learning need had an Independent Learning Plan (ILP) drawn up by their teacher in collaboration with other relevant personnel. This plan outlined the concerns and recommendations for the student, and a learning plan. Each ILP was reviewed term by term. Included in these plans was support provided by various other staff, ie the SSO1, volunteers and the Principal. These plans ensured a strong focus on the identified students, with regular review and targeted support, and student results have shown pleasing progress.

5.1 NAPLAN

Student Proficiency Bands

Year 3 reports use Bands 1 to 6 - Band 2 is the National Minimum Standard , Band 3 and above meets DECD Education Achievement Standard and Bands 5/6 are the top two proficiency bands for Year 3 and indicate students that excelled in that test aspect. Such students are said to be in the Higher Bands.

Year 5 reports use Bands 3 to 8 - Band 4 is the National Minimum Standard - Band 5 and above meets DECD Education Achievement Standard, and Bands 7/8 are the top two proficiency bands for Year 5 and indicate students that excelled in that test aspect. Such students are said to be in the Higher Bands.

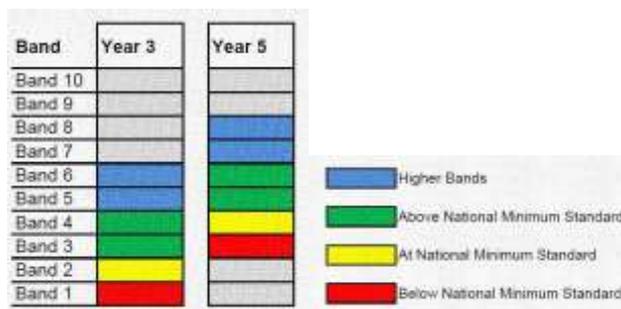


Figure 1: Year 3 Proficiency Bands by Aspect

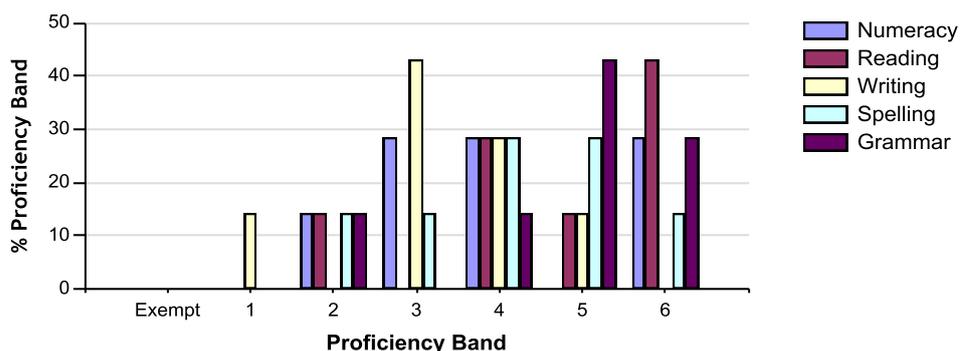


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy			14.3	28.6	28.6		28.6
Reading			14.3		28.6	14.3	42.9
Writing		14.3		42.9	28.6	14.3	
Spelling			14.3	14.3	28.6	28.6	14.3
Grammar			14.3		14.3	42.9	28.6

In all analysis of data, it must be noted that small cohorts mean difference is amplified. The total cohort of Year 3 in 2014 was 7 students.

The majority of our Year 3 students meet the DECD Education Achievement Standard, and there appears to be a strength in Grammar, with 71.5% students in the Higher Bands, achieving excellence.

Figure 2: Year 5 Proficiency Bands by Aspect

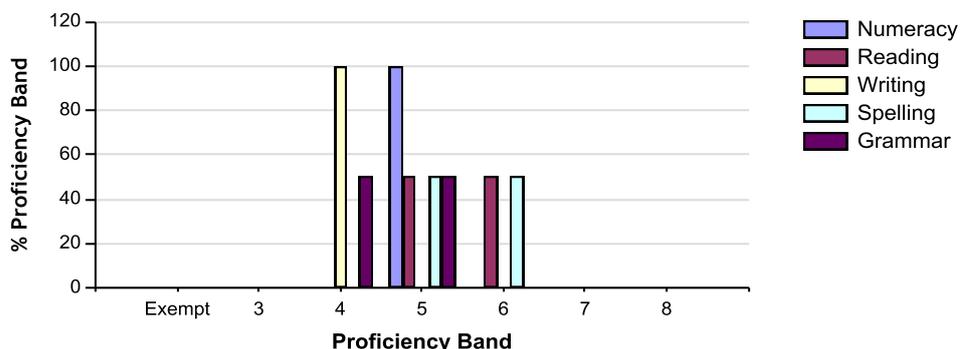


Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy				100.0			
Reading				50.0	50.0		
Writing			100.0				
Spelling				50.0	50.0		
Grammar			50.0	50.0			

In all analysis of data, it must be noted that small cohorts mean difference is amplified. The total cohort of Year 5 in 2014 was 2 students. In year 5 in 2014, all students achieved the minimum national standard in all areas.

Student Mean Scores

The mean, or average score shows an aggregate score for the whole cohort. When numbers in a cohort are small, the mean score can be misleading as it may be affected by a few high or low performing students.

Figure 3: Year 3 Mean Scores

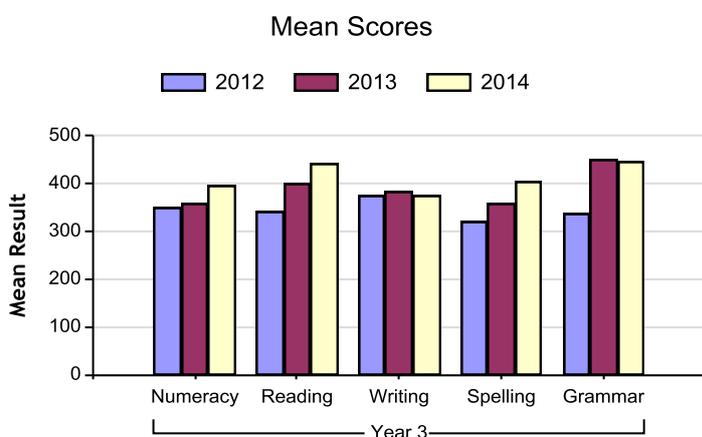


Table 3: Year 3 Mean Scores

Mean Scores by Test Aspect	Year 3		
	2012	2013	2014
Numeracy	351.9	357.5	396.0
Reading	340.8	401.9	443.3
Writing	377.2	382.8	374.1
Spelling	322.7	359.8	405.0
Grammar	338.0	449.1	445.7

The mean scores for Year 3 have gradually increased over the past 3 years, except in writing where they have remained static. All Year 3 mean scores for 2014 are above the average of 250.

Figure 4: Year 5 Mean Scores

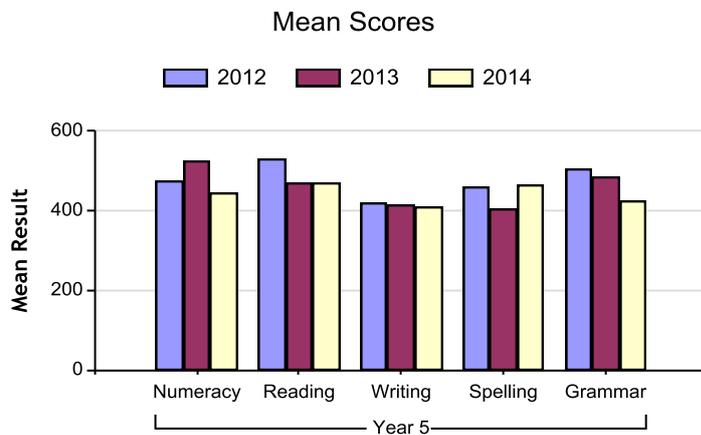


Table 4: Year 5 Mean Scores

Mean Scores by Test Aspect	Year 5		
	2012	2013	2014
Numeracy	473.7	526.1	447.2
Reading	531.1	470.6	469.9
Writing	421.8	413.1	408.7
Spelling	462.0	407.3	463.2
Grammar	505.1	487.1	424.9

The Mean Scores for year 5 in 2014 have little statistical value as the cohort was only two students. All Year 5 Mean Scores for 2014 were above the average of 300.

Growth

Growth data between year 3 and 5 can only be based on one student, so is not provided as the student is easily identifiable. There is no growth data for year 3/5/7 as there were no Year 7s in 2014.

6. STUDENT DATA

6.1 Attendance

Figure 7: Attendance by Year Level

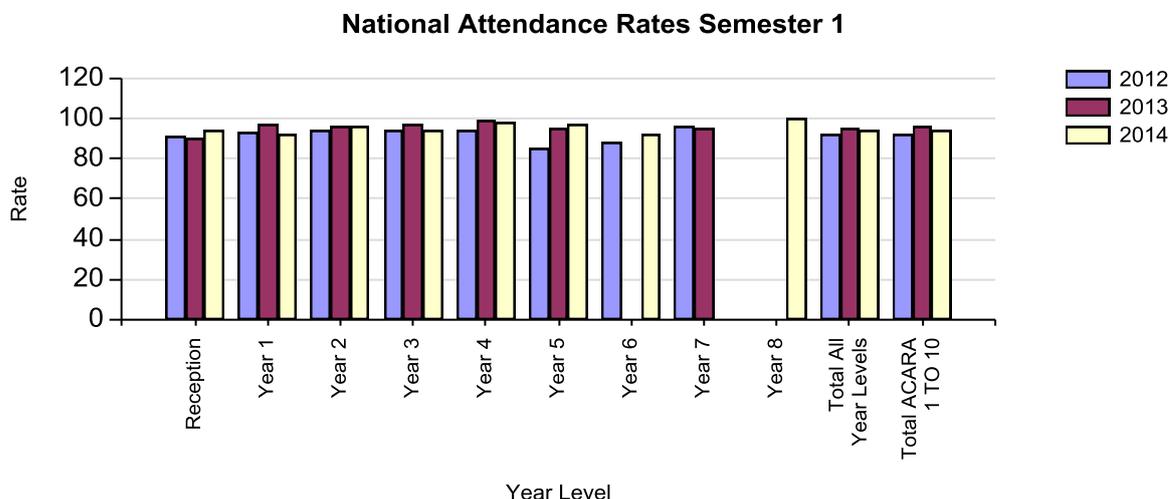


Table 7: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2012	2013	2014
Reception	91.0	90.5	93.9
Year 1	92.8	97.3	91.8
Year 2	94.4	96.1	95.8
Year 3	94.6	97.2	93.8
Year 4	94.5	99.5	98.0
Year 5	85.1	95.0	97.5
Year 6	87.9		92.2
Year 7	96.4	95.5	
Year 8			100.0
Total All Year Levels	92.1	95.7	94.4
Total ACARA 1 TO 10	92.3	96.5	94.4

Student attendance over the past three years has shown an increase, with a slight dip in 2014. The vast majority of absences in 2014 were due to illness. We have exceeded the DECD target for attendance in 2014 of 93% with an average attendance of 94.4%.

Due to our distance from regional centres, it is understood that at times families need to take their child/ren out of school to be able to access medical and/or specialist appointments.

The rate of unexplained absences is extremely low, with only 5 recorded for the whole year.

6.2 Destination

Table 8: Intended Destination

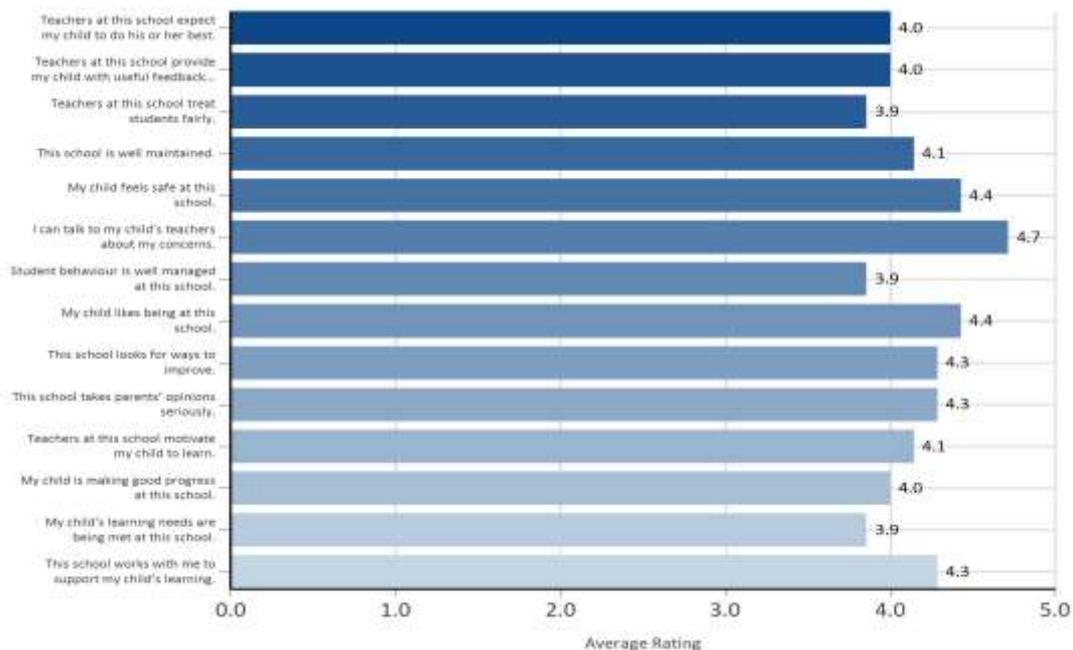
Leave Reason	2013			
	School		Index	DECD
	No	%	%	%
Employment			2.0%	3.0%
Interstate/Overseas			10.9%	10.1%
Other			0.5%	1.4%
Seeking Employment			1.3%	3.6%
Tertiary/TAFE/Training			5.4%	4.6%
Transfer to Non-Govt Schl	2	29%	12.9%	9.7%
Transfer to SA Govt Schl	5	71%	46.1%	47.4%
Unknown			20.9%	20.1%

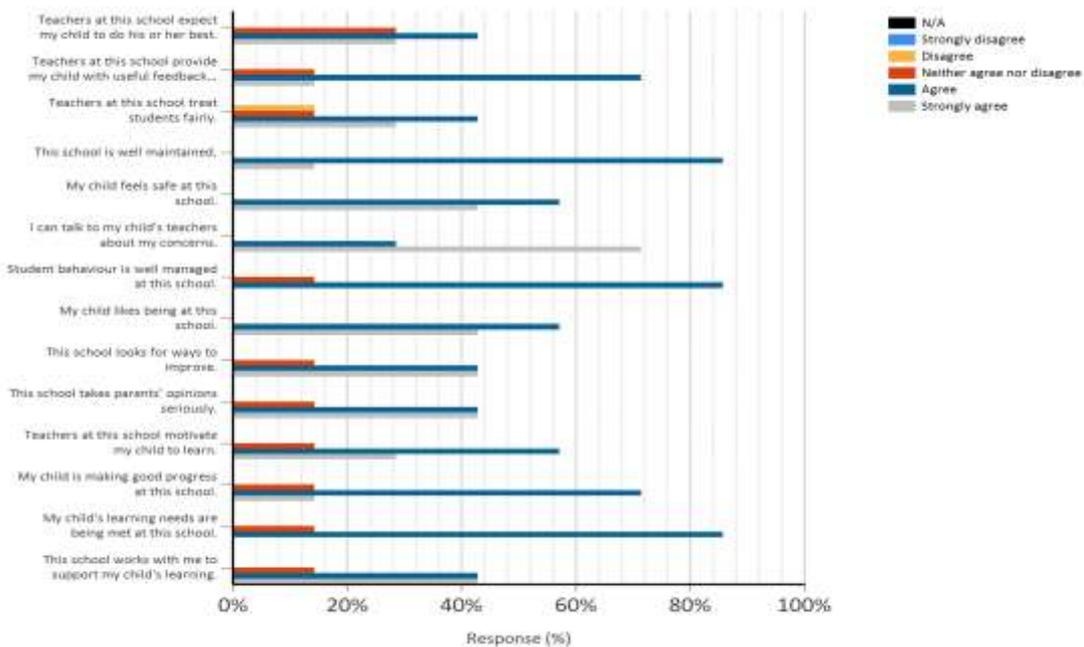
The majority of students moving from GPS to other schools are choosing to go to local Government Schools, with a small percentage choosing Non-Government options.

7. CLIENT OPINION

Parent Satisfaction Survey

Question overview		Rating	Score
Module name	National parent questions	Strongly agree	5
Module owner	National	Agree	4
Mandatory	Yes	Neither agree nor disagree	3
Type	Multiple rating (multi row likert)	Disagree	2
Answered	7	Strongly disagree	1
Not answered	0	N/A	Null



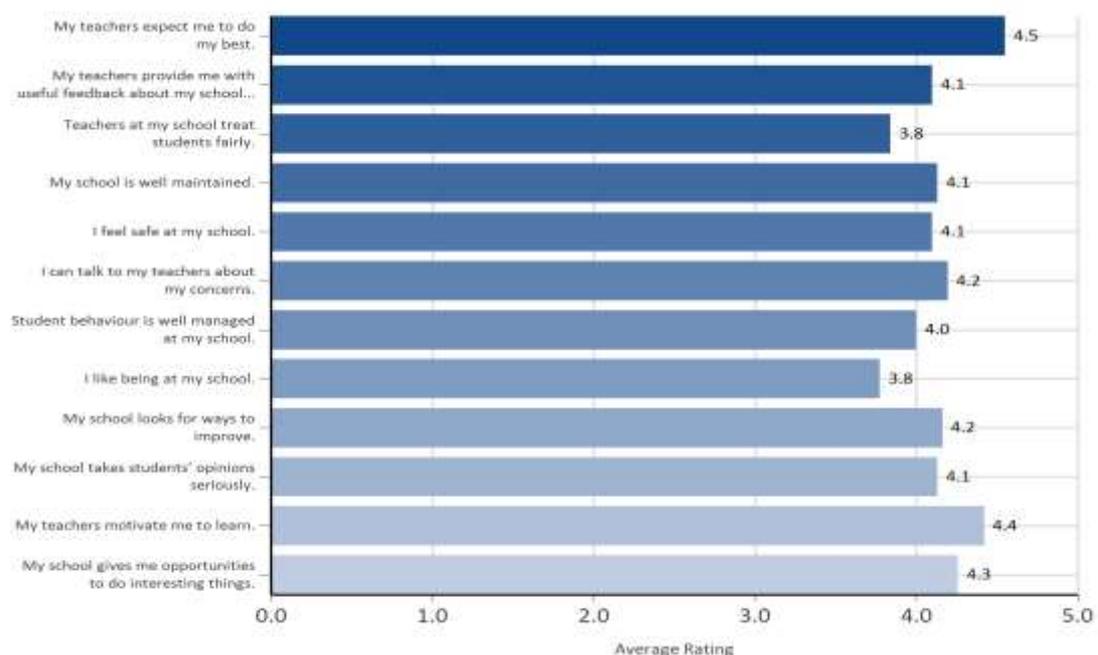


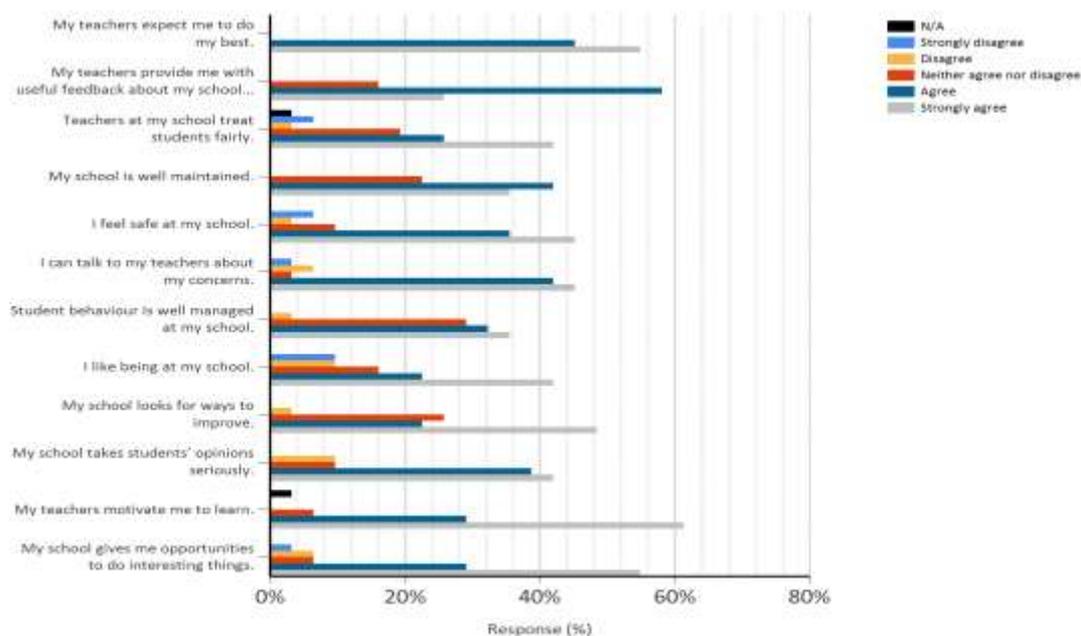
Any analysis of the data must be very general, and can be misleading, due to the low response number of 7. All responses are in the range from neither agree nor disagree to strongly agree. With one disagree response regarding students being treated fairly, the school will review the grievance procedures for students and parents.

Generally, parents appear happy with the way the school is functioning.

Student Satisfaction Survey

Question overview		Rating	Score
Module name	National student questions	Strongly agree	5
Module owner	National	Agree	4
Mandatory	Yes	Neither agree nor disagree	3
Type	Multiple rating (multi row likert)	Disagree	2
Answered	31	Strongly disagree	1
Not answered	0	N/A	Null





Responses ranged generally from neither agree nor disagree to strongly agree. There were some strongly disagree and disagree responses. It was felt that the way the surveys were administered may have caused this result, with students not fully understanding how to make their responses. The school will review how surveys are delivered to ensure greater accuracy.

8. ACCOUNTABILITY

8.1 Behaviour Management

There have been no serious incidents of violence and bullying in 2014. The Anti-bullying and Harassment policy was reviewed in 2014, and communicated clearly to families and students. Teachers constantly monitor social interactions within the classroom and playground, in collaboration with the CPSW and parent interactions. We believe this is vital in a small school, to ensure small incidents do not develop into greater problems.

8.2 Relevant History Screening (formerly Criminal History Screening)

All employees are required to have a current History Screening before commencing, and expiry dates are monitored by the Principal, ensuring all staff are appropriately screened.

An audit on volunteer History Screening was undertaken in 2014, as part of the SSO1 role. The volunteer register is reviewed regularly, to ensure all certificates are up to date. All new volunteers to the school are required to receive their screening before beginning, and must also undertake Responding to Abuse and Neglect (RAN) training when it is next offered.

All Governing Council members are required to have a current History Screening, and are monitored via the volunteer register.

Visitors to the school may have appropriate screenings, and if not, are always under direct teacher supervision.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	8
Post Graduate Qualifications	

Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalent	0	3	0	1.44
Persons	0	3	0	2

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	561476.48
2	Grants: Commonwealth	4568.60
3	Parent Contributions	8636.50
4	Other	14405.02

Principal: Ruth Clothier

Signed:

Governing Council Chair: Adam Morgan

Signed: