Grange Primary School
2017 Annual Report to the School Community

Government of South Australia
Department for Education and Child Development

Grange Primary School Number: 1022
Partnership: Western Adelaide Shores

Name of School Principal: Grant Small

Name of Governing Council Chair: Rob Lustri

Date of Endorsement: 19/02/2018

School Context and Highlights

In 2017 Grange Primary School had 722 students in 27 class groups, which are mostly single year level classes. The Grange School vision and values were reviewed and reworked through a discussion and consultation process with students, Governing Council, parents and staff. The Vision of "Learning today for tomorrow" and values of "Give Best Effort, Show Respect and Be Kind" were agreed to and underpin how we work as a school community.

At Grange one of the most important jobs is to build the professional capacity of our teachers to be even more effective and intentional learning designers, understanding each learner's starting point, engaging and challenging every learner and maximising the learning growth and achievement of every learner, every day, in every classroom.

In 2017, leadership was restructured for the next 5 years. Senior Leaders were appointed in Early Years subschool and whole school Literacy, Years 3/4/5 subschool and whole school Learner Engagement and Years 6/7 subschool and whole school Mathematics to coach and mentor teachers to enable every student to flourish in their learning. This strategy was highly successful.

Some of the many highlights have been-
• High levels of participation and achievement in International Competitions and Assessments for Schools (ICAS) Sir Oliphant Science, Chess, Debating, sport, Wakakirri and Japanese Hirigana competitions
• Hosting a highly successful Statewide 3D printing showcase for 35 schools and 300 educators and students and attended by the State Minister for Education, Susan Close. The showcase shared work of the 35 schools, including Grange that participated in round one of the 3D Printing DECD initiative.
• Significant progress in use of technology as a tool for learning through the trial and introduction of the "Bring Your Own Device" initiative and whole school structures such as the online newsletter, QKR APP for banking and canteen orders, online uniform purchases, School Facebook page, use of Skoolbag APP for absences and general communication
• Congratulations to Nick Godlevsky, Sarah Keany, Michelle Rothall, Jamie Rothall and Michael McManus for their recognition as 2017 Volunteers of the Year
• Allocation of $1,000,000 STEM facilities improvement and $6,000,000 for Better Schools facilities development

• Congratulations to Year 7 graduates and to the major award winners
o Josiah Mitton- Brodie Haddow
o Hindmarsh- Ilya Aidman
o Mary Colton-Grace Petrus
o Principal- Billie Reimann

Governing Council Report

In 2017 Governing Council welcomed a large number of new members. The Council are a committed, energetic and enthusiastic group who actively support the Principal and Staff in the continued improvement of the School, for the learning, growth and development of our students and community.

The leadership strength of our Students, Staff and Parents continues to grow with the focus on Stretch and Performance. Last year's $1m STEM Facilities funding will further support that endeavour as the refurbishment works are completed this year. The recent announcement of another $6m funds will enable the School to transform our teaching and learning spaces and technologies and pedagogical practices to accelerate the learning of all students.

Governing Council continued to oversee and be involved in many activities including Sport, Fundraising, Out of School Hours Care (OHSC), Canteen, Education, Finances and Facilities. Several School policies were reviewed and ratified including a new Vision Statement "Learning Today for Tomorrow" and Values; "Best Effort, Showing Respect, and Being Kind" that underpin our culture and community.

Of particular note for 2017 is the efforts of Jo Owen, Canteen Manager and the volunteers who provide an exceptional and caring service to our community that continues to improve through the application of technology such as QKR.

The demand for OSHC, Before, After School and Vacation Care continued to increase this year, and Jasminka Huskic and team responded by growing capacity to meet these challenges whilst maintaining a high level of service, activities and facilities during the building works.

In 2017, Debbie Moore worked in the new role of the Parent & Community Liaison Officer and has successfully enabled the school to access extra funding including the Residents Win Grant ($76,000) to develop and implement improved traffic solutions and create a school frontage on Surrey Street; and Fund My Neighbourhood Grant ($106,000) to build a new school playground on Jetty Street frontage, which will be used by students, OSHC and the local community after working hours/weekends.

Debbie has also been instrumental in organising a number of workshops and groups that help build a resilient and supportive School community including amongst other things an Autism Support Group (registered with Autism SA) to offer support to families with children on the Autism Spectrum.

Rob Lustri, Governing Council Chairperson, 2017

Improvement Planning and Outcomes

The 2016 External School Review identified the following directions which focus our 2016-2019 Strategic Plan-
1. Provide targeted teaching that meets the needs of every learner, by building teacher capacity to use data diagnostically to design differentiated learning opportunities.
2. Broaden educational leadership across the school through a coherent and unified approach to leading effective curriculum and pedagogical development.
3. Enable student ownership of learning and intellectual challenge through collective inquiry into authentic engagement to inform pedagogical practice.

2017 Progress against these ESR directions included-
1. A restructured and flattened leadership composition began comprising-
* Senior Leader, Leading Learning Years Foundation-2 Subschool and whole school Literacy- Carmen Fiedler
* Senior Leader, Leading Learning Years 3-5 Subschool and whole school Learner Engagement- Nick Warren
* Senior Leader, Leading Learning Years 6-7 Subschool and whole school Mathematics- Alex Narcys
This structure has proven to be highly successful providing strong and proactive leadership through coaching and mentoring of all teachers. This enabled increased teacher capacity to differentiate teaching and learning and use student achievement information to direct individualised student learning where they achieve their very best.
2. Improved learning and teaching in Mathematics
• A consistent and coherent pedagogy in Mathematics with a strong focus on unfamiliar problem solving.
• Teachers designed low floor, high ceiling engaging learning, common assessment and moderation strategies in Mathematics
3. Establish foundations amongst teachers and students for 21st Century Learning
• Improved teachers capacity to teach STEM
• Extended the Bring Your Own Device (BYOD) to further classes
• Used technology as a tool for learning
• Used data to inform teaching and differentiate practice
• Started 3D printing, hosting a 3D Printing showcase. A great showcase of 3D Printing and of our school.
• Microsoft STEM Innovation Learning Project- one of 10 pilot schools
• $500 initiative for co-construction of learning environment available for each class implemented
• Year 7/8 STEM collaborative project with the Western Adelaide Shores Partnership participation
• $1,000,000 funding for STEM Works enabling improved facilities to teach STEM
4. Implemented strategies for Learner Engagement, Inspiration and Empowerment in every class and for every student
• A consistent, proactive strength based approach to behaviour education used across the school
• Increased learner engagement through student voice and co-construction of learning
• Reviewed and reworked the school vision and values to underpin a high functioning school of the 21st Century

Targets and Outcomes in 2017, as listed in the Site Improvement Plan 2017-
• 90% of students reach the Standard of Educational Achievement (SEA) for their year level in PAT Reading, Running Records and PAT Mathematics
• 90% of students achieve Australian Curriculum levels at "C" or better in English and Mathematics- varies by learning area and year level. Target met in Mathematics (Years F, 1,2, 4, 7) and English (Years 4, 6, 7)
• At least 10% of students achieve Australian Curriculum at an "A" level in English and Mathematics- Target met at all year levels and well exceeded (years F-7) apart from F Maths
• At least 20% of students achieve Australian Curriculum at a "B" level in English and Mathematics- Target met and well exceeded at some year levels (years 1-7)

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.
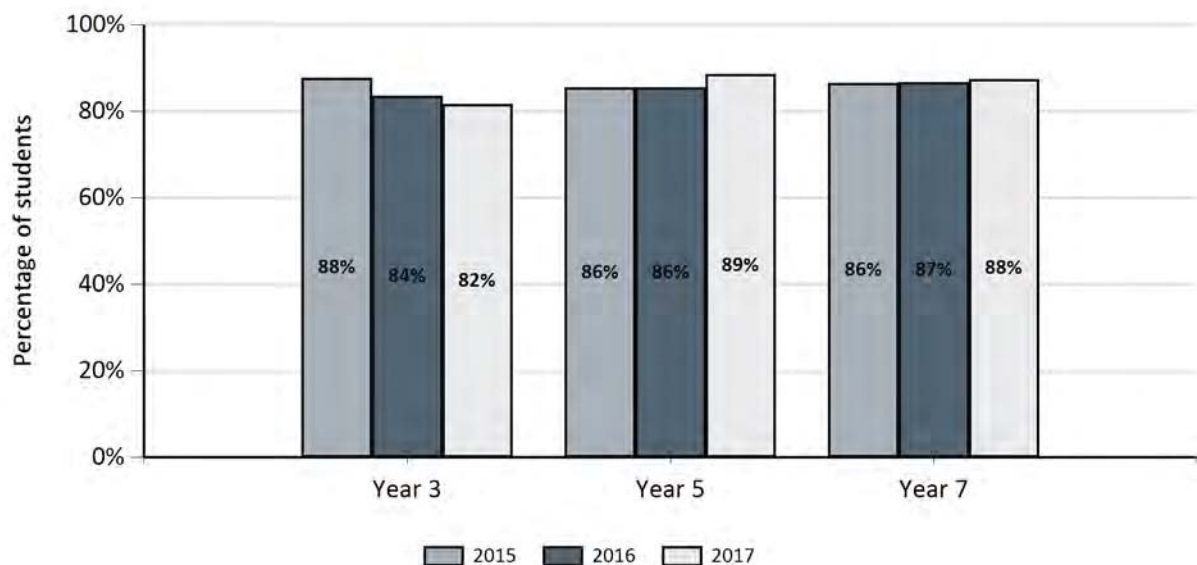
Reading
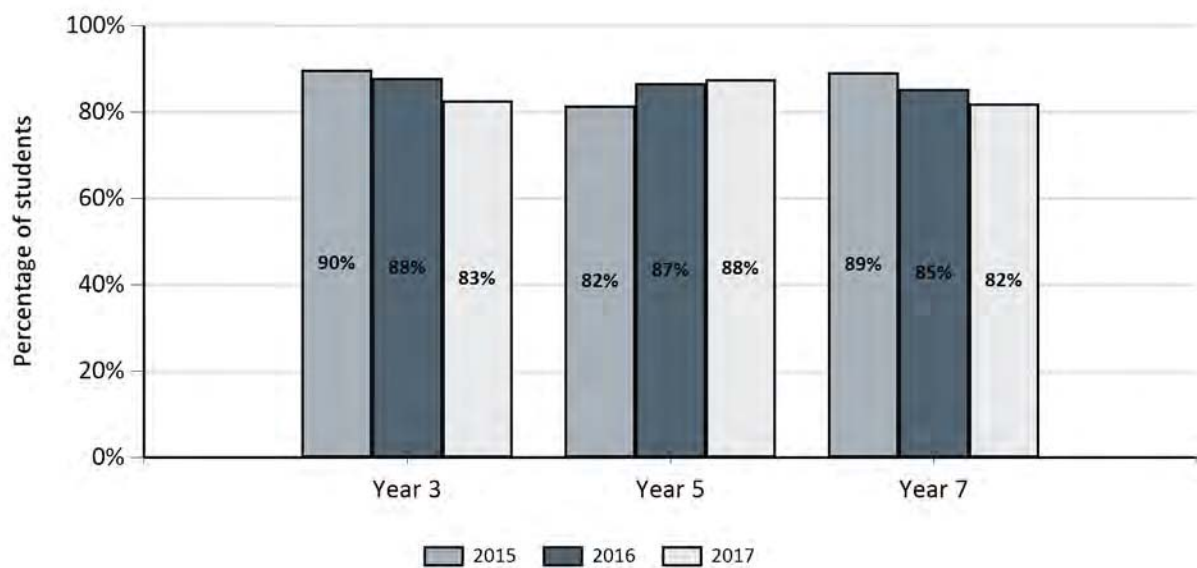
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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 2015 to 2017 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	24%	32%	25%
Middle progress group	44%	42%	50%
Lower progress group	31%	27%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 5-7	Year 3-5	State (average)
Upper progress group	32%	19%	25%
Middle progress group	55%	53%	50%
Lower progress group	13%	28%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	98	98	41	29	42%	30%
Year 3 2015-17 Average	95.7	95.7	45.3	31.3	47%	33%
Year 5 2017	97	97	36	22	37%	23%
Year 5 2015-17 Average	85.3	85.3	29.7	21.7	35%	25%
Year 7 2017	72	72	23	22	32%	31%
Year 7 2015-17 Average	73.7	73.7	27.7	25.3	38%	34%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^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

In 2017 the number of Year 3, 5 and 7 students at Grange PS who achieved above the National Minimum Standard for Reading ranged from 82% to record high of 88%. While both Year 3 and 7 saw a drop in percentage from 2016 to 2017, Year 5 again saw a 5% increase to 88%.

Year 3 Reading Proficiency achievement fell to 83% compared to 88% in 2016.
Year 5 Reading proficiency achievement rose 1% from 87% in 2016 to 88% in 2017, which is the third consecutive year of increase.
Year 7 Reading proficiency achievement while sitting at 82% in 2017, has been dropping each year from 2014 to 2017. This will be a focus area for the Senior Leader – Literacy and upper primary teachers in the focus on explicit teaching of reading. The second half of 2017 did show across each year level progress in against the Progressive Achievement Tests (PAT) in Reading.

The 2017 Numeracy Proficiency achievement for Years 3, 5 and 7 also saw a range of 82% to 89% of students achieving above the National Minimum Standard (NMS). Results were mixed with a fall in Year 3, significant increase at Year 5 and the Year 7 percentage increasing for the fourth year in a row. No results have dipped below 2014 percentages.

In 2017 Year 3 Proficiency Numeracy fell from 84% in 2016 to 82% in 2017. Year 5 Numeracy increased to 89% in 2017
Year 7 Numeracy rose by a per cent (to 88%) compared with 87% in 2016, These results have continued to climb since 2014 where 80% of students achieved the NMS. The 2017 year saw the highest percentage so far at both year 5 and 7. Year 3 and the early years Mathematics is consequently a focus for the Senior Leader Mathematics in 2018.

NAPLAN Progression Data
Reading progression from Year 3 to Year 5 saw the bulk of Grange students achieve middle progress Growth from Year 5 to Year 7 saw only 23% of students achieve Lower progress and 47% of students achieved middle progress both of which were lower percentages than the state average. As a result the school percentage of student who achieved upper progress was higher than state average (30% compared to 25% respectively).

Numeracy progression results were pleasing across years 3-7. Grange PS achieved similar results to the state in the lower progress group, we had significantly less students achieve in the middle progress group meaning we have significantly more students achieving in the upper progress group - 43% compared to 25% for the state.

Year 5 to 7 growth was even more significant. Only 13% of students achieved in the lower progress group compared to 25% of the state. While the middle progress group results were closer (GPS 41% and State 50%) Grange still had few students achieve in this group. As a result Grange had a significantly higher percentage of students achieve in the upper progress band with almost double the state average (47% compared to 25%).

In Reading, Running Record data demonstrated very significant progress achieved at year 1 and 2 levels. The consistent practice of using Jolly Phonics since 2015 at years F-2 is providing a consistent Foundation for student success in reading.

Attendance

Year level	2014	2015	2016	2017
Reception	93.1%	93.9%	92.7%	94.0%
Year 1	93.6%	94.1%	94.1%	93.5%
Year 2	95.0%	94.5%	93.7%	93.7%
Year 3	93.4%	94.8%	95.1%	93.7%
Year 4	93.5%	92.0%	94.0%	93.7%
Year 5	93.9%	94.4%	93.7%	94.1%
Year 6	93.6%	93.6%	93.9%	93.1%
Year 7	92.1%	90.4%	92.5%	92.0%
Total	93.6%	93.5%	93.7%	93.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance across the last few years has remained relatively static. Initiatives of Student Voice, including a weekly attendance trophy and a weekly focus on individual absences has made a positive difference at some year levels.

A reduction in exemptions (the lowest since 2013) and family/social absences in 2017 due to families understanding the reasons why it is important to come to school regularly to improve academic achievement, feel a sense of belonging and to form meaningful relationships with peers remains a focus into 2018 to achieve our attendance target of at least 95%.

Behaviour Management Comment

A student led, proactive and supportive approach was taken with behaviour management in 2017.

Support in classes increased by having an on-call leader at all times for challenging behaviour.

Student Leaders played a vital role in identifying where and when inappropriate behaviours such as verbal and social victimisation were happening in the school. The library was opened every day during lunchtime to provide a safe space for children to play in a supervised area. Student Leaders also provided a Bully Free Zone (BFZ) where children could go regularly to establish new relationships with peers.

New sporting equipment was provided to each class and daily access to borrowing of additional equipment was available to occupy students during playtime.

Client Opinion Summary

1. Review and reworking of the school vision and values
With clear expectations and logical consequences being our focus to managing challenging behaviour, we undertook an extensive review of the School Vision and Values. An extensive consultation process with students, Governing Council, parents and staff was undertaken across the school year to better direct and inform our work as a high performing school and community of the 21st Century. The Vision of "Working together to learn for now and the future in a challenging, diverse and nurturing environment and the Values- Identity, Diversity, Friendship, Respect and Enjoyment while being in place for over 20 years were not enacted across the school, seemed unclear as values and did not depict learning in a high performing school of the 21st Century.

The inclusive discussion, debate and consultation process ended up agreeing upon the Vision of "Learning today for tomorrow" and values of "Give Best Effort, Show Respect and Be Kind". These underpin how we work as a school and community and will be fully implemented from the start of 2018.

Each of the new Values came with a number of consistent behaviours that every child, staff and school community members follow and develop. This process aimed to increase the ownership that the students have on their own behaviours and to see more positive interaction between all members of our school community into 2018 and beyond.

2. Leadership survey
Teaching and non teaching staff were surveyed in term four regarding their opinion and satisfaction with school leadership practice and support.
High satisfaction levels (83%) were received about the effectiveness of the new leadership structure of Principal and three Senior leaders, which begun in 2017. It is worth noting the very high level of satisfaction of staff of leadership effectiveness in "Leading Learning and pedagogical practices across the school (82%)", as this is the clear intent of the leadership positions.

Differing opinions and level of satisfaction were identified in staff morale (64%), communication processes (66%) and performance and development (71%). In 2018 these will be a focus for further development and consistency of practice. The psychological health survey will also be undertaken in term 1, 2018 to seek further information about areas going well or in need of further work.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	20	14.9%
Other	4	3.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	25	18.7%
Transfer to SA Govt School	85	63.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Grange PS follows the DECD policy for Relevant History Screening and provide financial support for our canteen volunteers, LAP support volunteers, sports coaches who do not have their own children in the team and Governing Council members.

All applications are done online. They are registered with the Department of Communities and Social Inclusion and 100 point checks are carried out for all volunteers. All applications are finally submitted by the school. Notification of approval is gained via an email to the school and a letter is received by the applicant.

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	67
Post Graduate Qualifications	19

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	36.9	0.0	13.2
Persons	0	42	0	19

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	$108,160
Grants: Commonwealth	$1,700
Parent Contributions	$299,778
Fund Raising	$18,330
Other	$1,830

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

2017 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 2017 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	The redefined school Vision (Learning Today for Tomorrow) and Values (Give Best Effort, Be Kind and Show Respect) to provide consistency across all classes and to reflect contemporary best practice.	Consistency of message across the school.
	Improved Outcomes for Students with an Additional Language or Dialect	Use of teacher and SSO intervention time to support students individually and in small groups through use of both withdrawal and in class support time. EALD teacher allocated.	Progress in Running Records, PAT Reading and Bright Path Writing
	Improved Outcomes for Students with Disabilities	Use of teacher and SSO intervention time to support students individually and in small groups through use of both withdrawal and in class support time.	Progress in Running Records, PAT Reading and Bright Path Writing
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Use of teacher and SSO intervention time to support students individually and in small groups through use of both withdrawal and in class support time. AET and ACEO time.	ILP's reviewed and reworked. Progress in Running Records, PAT Reading and Bright Path Writing. AET and ACEO connections with Aboriginal families. Nunga group
Program Funding for all Students	Australian Curriculum	Restructure leadership to enable Senior Leaders (F-2, 3-5 and 6-7) to lead literacy, Mathematics and learner engagement, a focus on coaching and mentoring teachers.	
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Release of all teaching staff for 6 half days across 2017 to work in like year level and specialist teams as a Professional Learning Team (PLT) with a focus on Literacy and Mathematics professional learning.	Greater consistency of effective pedagogy in Mathematics and Literacy.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	School funding allocated for 0.2 Students with High Intellectual Potential (SHIP) focus teacher and connection with Seaton HS SHIP initiatives.	ILPs developed, testing of students, accommodations made to classroom practice.
	Primary School Counsellor (if applicable)	Funding utilised to supplement flattened leadership capacity through 3 Senior Leaders to proactively support and intervene where necessary.	Targeted support and proactive intervention.