



# Grange Primary School 2018 annual report to the school community



Government  
of South Australia  
Department for Education

Grange Primary School Number: 1022  
Partnership: Western Adelaide Shores

Name of school principal:

Grant Small

Name of governing council chair:

Robert Lustri

Date of endorsement:

Chris Sheldon, Education Director 07/03/2019

## School context and highlights

In 2018 Grange Primary School had 759 students in 28 class groups, in mostly single year level classes. This was an increase of 37 enrolments from 2017. The decision in 2017 by the Governing Council to enforce the school zone has been an important one in limiting the speed of growth in enrolments.

In term 3 we celebrated the completion and official opening of our Science, Technology, Engineering and Mathematics (STEM) facilities works by the Minister of Education, the Honourable John Gardner. These works were funded at \$1,000,000 by the Department and a further \$200,000 by the school. STEM specialist spaces, renovated wet areas across the school, a double "model" classroom, new library area, better access to outside learning areas and break out spaces across the school supported a more flexible and contemporary learning environment for every student. Further significant building improvements will occur in the next few years through the \$6,000,000 allocated to Grange Primary School for Better Schools facilities development

The flattened leadership structure was highly successful in providing direct mentoring, coaching and support in the areas of literacy, mathematics and learner engagement. This model will be further strengthened in 2019 through the employment of 3 Coordinator, coaching positions; literacy, mathematics and technologies. Significant progress has been achieved this year in the use of technology as a tool for learning assisted by the "Bring Your Own Device" initiative. In 2018 most classes had begun and in 2019 all classes will be using BYOD .

High levels of participation and achievement has been seen in International Competitions and Assessments for Schools (ICAS), Sir Oliphant Science Awards, chess, debating, sport, Wakakirri and Japanese Hirigana competitions. Grange PS students were highly successful in the City of Charles Sturt, Mayoral Make a Book competition, enabling Grange to be by far the most successful school in the competition. The work of Grange teachers in supporting best pedagogical practices in Mathematics and Writing has been showcased at national and state conferences.

Congratulations to Sarah Worrall for recognition as 2018 Volunteer of the Year, for her wonderful work in looking after school lost property.

Congratulations to Year 7 graduates and to the major award winners

- o Josiah Mitton- Hannah Moore
- o Hindmarsh- David Farr
- o Mary Colton-Jade Girardi
- o Principal- Jackson Rigney

## Governing council report

In 2018 Grange Primary School celebrated an outstanding year of progress, with our great learning environment and learners showcased as examples of excellence throughout South Australia, particularly in Mathematics and Writing.

The achievements of our students continue to be above State and National averages as evidenced against NAPLaN benchmarks, Progressive Achievement Testing and Running Records, and in some cases are the highest level of achievement ever.

Our achievements are only possible through the community we create – our students, parents and school staff – working together in the many ways to create an environment of excellence, wellbeing and school pride.

And we will continue to work together, and continue to live our values of Best Effort, Showing Respect, and Being Kind, as we continue Learning Today for Tomorrow. This culture will guide our journey of continuous improvement enabling us to move from a good and great school to one that is consistently outstanding. In 2019 we will set new goals, measurable targets and invest in our practice and expertise to further improve student achievement, capability and confidence in Literacy, Mathematics and Technology.

I wish to congratulate and thank everyone in our community for their efforts and contribution, and the tremendous care they put toward the growth and development of our students who are exceptional learners.

Robert Lustrì  
Grange Primary School  
Governing Council Chairperson 2018

## Improvement planning and outcomes

The 2016 External School Review (ESR) identified the following directions which focus our 2016-2019 Strategic Plan. The areas of significant progress against these directions includes:

Direction 1. Provide targeted teaching that meets the needs of every learner, by building teacher capacity to use data diagnostically to design differentiated learning opportunities.

Teacher professional learning focussed on the development of a consistent and engaging pedagogy in Mathematics with a emphasis on unfamiliar problem solving. Teachers designed low floor, high ceiling engaging learning, common assessment and moderation strategies in Mathematics. All upper primary teachers were actively engaged in the DfE Thinking Mathematics Project resulting in significant growth in student achievement. The use of data to inform teaching and differentiate practice was focused on and Markit as a tool for recording and efficiently summarising through the use of the academic profile. Attendit was investigated for marking attendance and is planned for full implementation in 2019.

Direction 2. Broaden educational leadership across the school through a coherent and unified approach to leading effective curriculum and pedagogical development.

In 2018 a restructured and flattened leadership began tenures of 5 years for the Senior Leadership positions. 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. In 2019 the coaching and mentoring of teachers will be further strengthened with the addition of three coaches in literacy, mathematics and technologies.

Direction 3. Enable student ownership of learning and intellectual challenge through collective inquiry into authentic engagement to inform pedagogical practice.

Non Instruction time was reorganised and STEM replaced health as NIT. This supported health being taught by classroom teachers and a faster pace of change in STEM through the modelling and teaching of three specialist NIT teachers. Double STEM lessons supported deeper learning. Far greater engagement and enthusiasm for STEM learning was demonstrated by students in these sessions. The Bring Your Own Device (BYOD) initiative was extended into most classes and with the support of Technologies coach became an embedded practice in many primary classes. This enabled technology to be used as a tool for learning, recording and sharing learning. The \$500 initiative for co-construction of learning environment available for each class was highly successful in building student voice, ownership and engagement in an authentic mathematical task.

Progress against SMART targets - English and Mathematics

At least 10% of students achieve Australian Curriculum at an "A" level in at every year level.

TARGET MET at all year levels. Highest percentage in Foundation and Year 2 English (22%) and Year 7 Maths (35%). In Years 3-7, there is a higher percentage of students achieving an A in Maths as opposed to English, while in years F-2 it is the reverse.

At least 20% of students achieve Australian Curriculum at a "B" level in at every year level

TARGET MET at all year levels. Highest percentage in Year 7 English (46%) and Year 7 Mathematics with 30%.

90% of students achieve Australian Curriculum levels at "C" or better in at every year level

TARGET MET in Years 2, 5,6 and 7 (English) and Years 2 and 7 (Maths). All other year levels achieved between 80% and 88%.

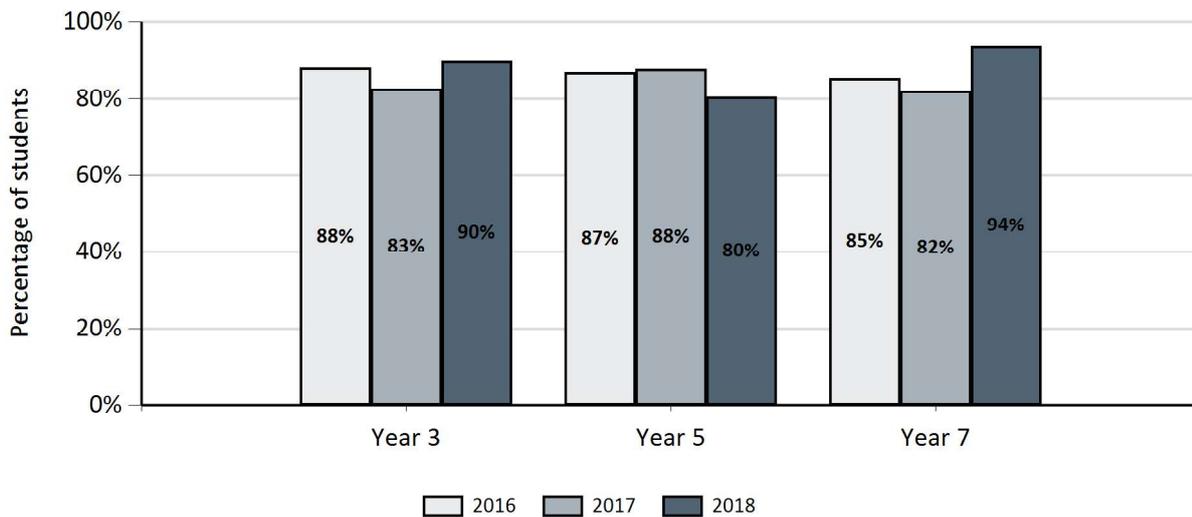
In the early years, reading Running Records data sets at years 1 and 2 demonstrated very significant progress.

## Performance Summary

### NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

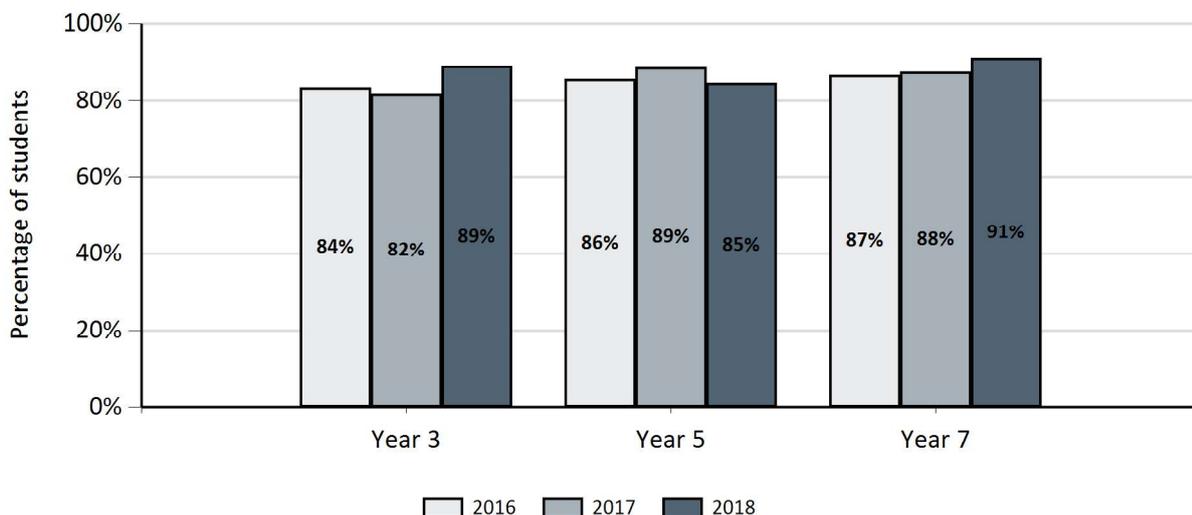
#### Reading



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

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



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

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

| NAPLAN progression    | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group  | 20%      | 18%      | 25%             |
| Middle progress group | 46%      | 70%      | 50%             |
| Lower progress group  | 35%      | 11%      | 25%             |

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

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

| NAPLAN progression    | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group  | 25%      | 38%      | 25%             |
| Middle progress group | 49%      | 48%      | 50%             |
| Lower progress group  | 26%      | 14%      | 25%             |

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

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

|                        | No. of students who sat the test <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|------------------------|---|----------|--|----------|--|----------|
|                        | Reading                                       | Numeracy | Reading  | Numeracy | Reading  | Numeracy |
| Year 3 2018            | 99  | 99       | 54   | 41       | 55%  | 41%      |
| Year 3 2016-18 average | 96.0  | 96.0     | 46.3   | 31.0     | 48%  | 32%      |
| Year 5 2018            | 97  | 97       | 32   | 27       | 33%  | 28%      |
| Year 5 2016-18 average | 92.3  | 92.3     | 31.7   | 25.3     | 34%  | 27%      |
| Year 7 2018            | 79  | 79       | 22   | 34       | 28%  | 43%      |
| Year 7 2016-18 average | 75.3  | 75.3     | 25.7   | 29.0     | 34%  | 38%      |

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

<sup>^</sup>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 2018 the number of Year 3, 5 and 7 students at Grange PS who achieved above the National Minimum Standard (NMS) for Reading ranged from 80% to record high of 94%. While both Year 3 and 7 both saw significant gains from 2017, Year 5 results dropped in 2018.

Year 3 reading proficiency achievement increased significantly to 90% from 83% in 2017. This is the highest level ever for year 3 reading.

Year 5 Reading proficiency achievement dropped to 80% from 88% in 2017.

Year 7 Reading proficiency achievement rose markedly to 94% from 82% in 2017. This broke a pattern of falling results since 2014. In 2019 literacy coaching and support time in reading will focus on years 3-7 to strengthen the explicit teaching of reading. In 2018 the Progressive Achievement Tests (PAT) Reading demonstrated good progress across each year level. The triangulation of all data sets is a area for development in 2019.

The 2018 Numeracy Proficiency achievement for Years 3, 5 and 7 saw a range of 85% to 91% of students achieving above the National Minimum Standard (NMS). Similar to reading, both year 3 and 7 proficiency increased while there was a fall in Year 5. Generally Numeracy results remain strong with significant increases at Year 3 and Year 7.

In 2018 Year 3 Proficiency Numeracy increased markedly from 82% in 2017 to 89% in 2018. Year 5 Numeracy decreased to 85% in 2017. Year 7 Numeracy achievement rose for the third year in a row to 91% compared with 88% in 2017, These results have continued to climb since 2014 where only 80% of students achieved the NMS.

Reading progression from Year 3 to Year 5 saw the bulk of Grange students achieve middle progress .

94% of Year 3s reached Band 3 or above and met Standard of Educational Achievement for NAPLAN Maths Year 3.

44% of Year 3s achieved Bands 5 & 6 – high band attainment

88% of Year 5s reached Band 5 or above and met Standard of Educational Achievement for NAPLAN Maths Year 5.

29% of Year 5s achieved Bands 7 & 8 – high band attainment

At year 3 achievement in the highest bands saw a large increase to 55% (Reading) and 41% (Mathematics) which was very pleasing. Higher band achievement at year 5 sat at 33% (reading) and 28% (mathematics)

In year 7 higher band achievement was 28% (reading) and 43% (mathematics)

Most significant is the ongoing and consistent progress in mathematics.

2018 was the second year of a consistent whole school implementation of the Bright Path Ruler as a moderation tool. Alongside the explicit teaching of writing through the "Seven Steps for Successful Writing" and bookmaking strategies in the early years, we are seeing significant progress in student achievement in using appropriate writing conventions and in students authorial craft as a writer. This was particularly the case in Semester 2. The City of Charles Sturt, Mayoral Make a Book competition in term 4, showcased Grange students as outstanding writers winning 23 of the 40 prizes.

## Attendance

| Year level | 2015  | 2016  | 2017  | 2018  |
|------------|-------|-------|-------|-------|
| Reception  | 93.0% | 92.7% | 93.3% | 93.9% |
| Year 1     | 92.8% | 93.6% | 92.3% | 93.5% |
| Year 2     | 93.8% | 93.2% | 93.5% | 92.7% |
| Year 3     | 93.6% | 94.7% | 92.8% | 94.1% |
| Year 4     | 91.7% | 93.6% | 93.5% | 93.0% |
| Year 5     | 93.6% | 92.9% | 93.5% | 93.9% |
| Year 6     | 92.7% | 92.7% | 93.0% | 92.8% |
| Year 7     | 90.2% | 92.2% | 91.7% | 93.5% |
| Total      | 92.7% | 93.2% | 93.0% | 93.4% |

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

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

## Attendance comment

In 2018 the attendance rate has been 93%, this number is consistent with the results of 2017. The greatest change has been the increase in the amount of exemptions that have been sought from 1.4% in 2017 to 1.7% in 2018. The amount of children who have been ill is at the lowest level it has been since 2013. There has been a significant decrease in the amount of students who have missed school as a result of family reasons in 2018. The minimal levels of suspensions and take homes had no impact on attendance in 2018. Our best attended year level was Year 3 and the lowest at year 6.

## Behaviour management comment

In 2018, 2% of the total enrolments of Grange Primary School were involved in incidents that resulted in behaviour management. Of these 16 students who required intervention, none of these were female. More than half of all incidents that were reported were as a result of students with ASD (Autism Spectrum Disorder) or other learning difficulties. There has been an increased level of in-class support for these students in 2018 and none of the students have experienced alternate placement which is a significant difference from 2017. Threatening or actual violence, threatening good order and threatening safety or wellbeing were the greatest contributors of inappropriate behaviour this year.

## Client opinion summary

The reworked School Vision (Learning today for tomorrow) and Values (Give best effort, show respect and be kind) were in place from the start of the 2018 school year to better direct and inform our work as a high performing school and community of the 21st Century. The new vision and values greatly enhanced consistency of language and the whole community on the same page. Positive feedback from parents and the Governing Council was reported on the introduction of the new vision and values. The next step is to enact the school vision and values consistently across the school.

A parent opinion survey was conducted in term four. The survey results demonstrated strong levels of satisfaction with the school. All respondents agreed with the statement that "This school looks for ways to improve". This is a very positive endorsement of the school focus on continuous improvement. From parent comments and ratings in the survey there were a few comments about consistency across the school and across teachers. The topic of consistency from a few parents is one that sits alongside comments from staff in seeking greater consistency across the school as a whole. This is a focus for 2019.

High levels of satisfaction was reported by parents through the strategies employed and work of the Parent & Community Liaison Officer. This role has led increased recruitment of volunteers for the school. The implementation of the Volunteers Policy 2017 has been initiated and a Volunteers Register is now held on site. For the first time, Grange PS was successful in obtaining the support of the Essilor-Vision Foundation, who visited Grange Primary School on several occasions to carry out free-eye testing to all students from Foundation to Year 3. This program proved highly successful and beneficial, with 50% of students requiring referral for further eye-testing to an optometrist. Parents greatly valued this initiative.

Funding was obtained through Fund My Neighbourhood scheme, for a playground upgrade (\$116,941). This project has now been completed and acquitted. This initiative was voted on by the local community and as our application had one of the highest levels of support from our community, it received funding.

Parent Initiatives in Education (PIE) funding (\$3,000) has successfully been obtained for 2019, as part of a 'Supporting Your Child For the Start of School' initiative, aimed at providing parent information sessions for new families.

## Intended destination

| Leave Reason                | School |       |
|-----------------------------|--------|-------|
|                             | Number | %     |
| Employment                  | 0      | NA    |
| Interstate/Overseas         | 12     | 11.4% |
| Other                       | 0      | NA    |
| Seeking Employment          | 0      | NA    |
| Tertiary/TAFE/Training      | 0      | NA    |
| Transfer to Non-Govt School | 26     | 24.8% |
| Transfer to SA Govt School  | 65     | 61.9% |
| Unknown                     | 2      | 1.9%  |
| Unknown (TG - Not Found)    | 0      | NA    |

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

## 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 | 72                       |
| Post Graduate Qualifications | 17                       |

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce composition including Indigenous staff

|                       | Teaching Staff |                | Non-Teaching Staff |                |
|-----------------------|----------------|----------------|--------------------|----------------|
|                       | Indigenous     | Non-Indigenous | Indigenous         | Non-Indigenous |
| Full-Time Equivalents | 0.0            | 38.9           | 0.1                | 15.2           |
| Persons               | 0              | 42             | 1                  | 23             |

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

## Financial statement

| Funding Source       | Amount       |
|----------------------|--------------|
| Grants: State        | \$91,958.40  |
| Grants: Commonwealth | \$112,049.64 |
| Parent Contributions | \$289,350.00 |
| Fund Raising         | \$34,647.89  |
| Other                | \$20,000     |

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

## 2018 school annual report: Tier 2 funding report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

| Tier 2 funding section                   | Tier 2 category (where applicable to the site)   | Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes   | Outcomes achieved or progress made towards these outcomes  |
|--|--|---|--|
| Targeted funding for individual students | Improved behaviour management and engagement   | The new school Vision (Learning Today for Tomorrow) and Values (Give Best Effort, Be Kind and Show Respect) were in place from the start of the year providing consistency across all classes and to reflect 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 the Bright Path ruler in 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 the Bright Path ruler in Writing  |
| Targeted funding for groups of students  | Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development<br>Students taking alternative pathways<br>Students with learning difficulties<br>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. Multi Lit, Mini Lit and Quicksmart Numeracy were effectively used. | ILP's reviewed and reworked.<br><br>Progress in Running Records, PAT Reading and the Bright Path ruler, Writing.<br><br>AET and ACEO connections with Aboriginal families. |
| Program funding for all students         | Australian Curriculum  | Restructure leadership to enable Senior Leaders (F-2, 3-5 and 6-7) to lead learning in literacy, Mathematics and learner engagement, with a focus on coaching and mentoring teachers.   |  |
|  | Aboriginal languages programs initiatives  | N/A   |  |
| Other discretionary funding              | Better schools funding   | Release of all teaching staff for 6 half days across 2018 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 Literacy and Mathematics.   |
|  | 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 pro-actively support and intervene where necessary.  | Targeted support and proactive intervention.   |