



Georgetown Primary School

"Providing opportunities to be the best that we can be"

GEORGETOWN PRIMARY SCHOOL

2015

Annual Report

School number: 0144

Region: Upper Mid North Partnership

Principal: Kathy Arthur/Katie Deverell

Governing Council Chairperson: Karyn Durrant



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2015 Annual Report Georgetown Primary School

Karryn Durrant _____ Governing Council Chairperson

Katie Deverell _____ Principal

Date _____

1.Context

Georgetown Primary School is situated 200km north of Adelaide and is part of the Upper Mid North Partnership.

Georgetown is a small rural town with a population of approximately 200 in a predominantly rural area.

We are 50kms from the nearest regional centre Port Pirie.

Georgetown Primary School is part of the Rocky River Cluster with Gladstone Primary, Laura Primary, Wirrabara Primary and St Joseph's Parish Primary School. The schools meet together on a regular basis for sporting activities, Arts Performances and Mastermind for upper primary students.

Georgetown Primary School also incorporates the communities of Yacka and Gulnare and students from these areas travel to school by bus. More than half of our students either walk, ride or are driven to school each day.

The school and the community have a close association.

Unfortunately enrolment numbers have declined quickly over the last two years-we started this year with 27 students enrolled and completed the year with 23 students. In 2016 the predicted enrolment is 17 with a resulting reduction to a one class structure for the afternoons at least. Parents and Staff have supported two teaching groups for Maths and English each morning.

Our 23 students are represented by 15 families. 22% of students were eligible for school card and 22% were on Negotiated Education Plans. 7% of students identify as ATSI.

A Breakfast program is run every Tuesday and Thursday morning free of charge.

Pastoral Care programs: The school has a pastoral care worker who is employed for eleven and a half hours a week. Remuneration is from local churches and the Schools Ministry Group.

The school has a very active and successful SRC. The SRC reps take a major role in decision making, planning and fundraising.

2. Report from Governing Council

As Governing Council Chair this year it is my pleasure to present the Governing Council overview for 2015.

In January we welcomed Mrs Kathy Arthur as Principal and we had a full and representative election of parents to the Governing Council. Committees make up a large part of Governing Council and this year all committees have been busy.

I would like to thank all the parents who have been part of Governing Council this year. A special mention to David Hodgson (Vice Chair), Ben Crawford (Treasurer), and Carissa Kirchner (Secretary).

I would like to thank Isa Paech for her enthusiasm as Chair of the Fundraising Committee. Again we have had successful fundraisers and this year included A Winery Tour, catering for the wedding of Michelle and Shaun Noonan, tea towels and our Easter and Christmas raffles.

The Grounds Committee has undertaken two major working bees this year and the enhancements to the school grounds have included the paving of the vegie garden area, erection of a shade shelter and a new garden shed and underground piping from the water tank to the garden area.

As part of NAIDOC day students were also involved in planting over 80 trees and shrubs along the oval boundary. We extend a big thankyou to all the parents, who attended the working bees and were involved in this work and especially to Tony Muirhead who has carried out a lot of this work in his own time.

Playgroup has had another successful year. A re-organising of the LAC has seen a more open layout with new cupboards for extra storage. Playgroup was successful in gaining a grant from the Foundation of Regional and Rural Renewal and play boxes were purchased that have been used jointly between playgroup and junior primary students.

Governing Council would like to thank the people who have run our school in a dedicated and hardworking manner, our staff Kathy, Katie, Penny, Emma, Hilary, Alison, Sarah, Marie, Tony, Michelle, Des and Sue. Your commitment and support to our students especially and their parents is a credit to you all.

It is with sadness that we farewell Kathy this year; it has been a pleasure to have you as part of our school Kathy and we have valued your experience and knowledge.

This year we say farewell to the Treasure Family, the Keatley Family, who have been part of the GC this year, the Ferme Family, who have been involved in GC and various committees over the years and Neil is currently the convenor for the Grounds Committee and the Ashby family, who have been involved with the Governance of the School every year they have had children at the school which is 12 years. They have been involved with numerous committees and Matt held the position of Chairperson a few years ago. We thank you all for your generosity and hard work you have given to the school over the years. It has been very much appreciated.

A marketing group was set up in Term 2 for promotion of the school, and students successfully developed a flyer and posters which were delivered into our surrounding towns. Although the intentions of the Marketing group were successful in the short term, the long term has seen the reality that we are lacking in a long term sustainable population for our school. This has translated into the result that GPS will be moving towards an amalgamation with Gladstone Primary School in 2017. Parents were polled early in term 4 and the result was a majority vote in favour of an amalgamation with Gladstone Primary School at the start of 2017.

Although this has been a difficult journey in the decisions made, I above all wish to thank and commend my fellow Governing Council members and the wider Parent body who have helped along the way. They have been incredibly supportive and understanding and their conduct through this difficult and long process has been a reflection not only on themselves but the community of Georgetown Primary School. We wish that people see next year as a celebration of the school's life and all that has been achieved.

Thank you,

Karyn Durrant
Chairperson

3. 2015 Highlights

Some of the many achievements and happenings at the school during 2015 have been:

Acquaintance Night.

Twice weekly Breakfast Club.

Rocky River Sports Day. GPS was successful in winning the overall shield 'Rocky River Sports Day' Shield.

JP Excursion to RSL Museum in Pt Pirie.

UP Excursion to the Museum in Melrose.

ANZAC Celebrations for the 100 years of ANZAC's.

SAPSASA Sports representatives.

NAIDOC Day.

Scientists in Schools Program.

Planting of the School Crops including wheat, chick peas, beans and lentils.

Whole school farm visit to Ben and Beck Crawford's farm.

Whole school camp to Arbury Park.

JP sleepover at the school.

Yr 7 Canberra Trip.

4. Site Improvement Planning and Targets

Identified priorities for 2015-2017

LEARNING – Student learning achievement in Numeracy and Literacy

- That each student shows a growth of 1 stanine or more in all PAT tests, within the testing period of each year
- Year 1-3 students will move forward more than 1 level per term in the Running Records.
- Decrease the number of students in the lower bands of NAPLAN
- Maintain or increase number of student in the higher bands of NAPLAN
- Attendance-at least 93% average for the year.

Key Actions & Progress

- Whole school reading at least twice a week.
- Reading Intervention programmes for students below the SEA (Standard of Educational Achievement)
- Individual Student Folders set up with progress graphed against the SEA. Reviewed each term and intervention programs revised as needed.
- Whole school numeracy program based on Ann Baker and Maths 300.
- Connecting Jolly Phonics in JP with WRaP in UP class
- Reading Comprehension taught using Sheena Cameron Resources.
- Whole school curriculum agreements developed as well as an assessment timetable.

Outcomes

Analyses and results of student Achievement Data are recorded in other sections of this report but in relation to the targets identified most were only partially met.

For 2016 the priority is that:

All students will achieve the individually set targets in Literacy and Numeracy. These targets will be set, in consultation with students, at the beginning of the year and reviewed near the end of each term, with renegotiated targets as required. Strategies for monitoring progress will also be put in place and data sets for monitoring progress will also be identified. All information is to be recorded in each student's assessment folder.

A 3 Tier Intervention Diamond has been developed which identifies the level or Tier of Intervention each student requires-including extension.

There will be an additional focus on

- staff using the TfEL framework for their teaching practice
- Growth Mindsets/Inquiry based learning.

4.1 Junior Primary and Early Years Scheme Funding and

4.2 Better Schools funding

The funding the school received for these two areas was used to increase teacher time so that two separate classes Yr 1 to 3 and Yr 4-7 could be maintained throughout the year. This provided a teacher student ratio of 1:8 in the JP class and 1:15 in the Upper Primary class and also reduced the range of year levels each class teacher had to cater for. In addition, extra SSO time allowed 1:1 support 4 days a week in reading for all JP students and identified students in Yr 4-7. Anecdotal information from the students and SSO's indicate that there has been good improvement in each student's ability to more accurately recall what they have read, read more fluently and show a greater understanding of the meaning of the text.

5. Student Achievement

Also refer to the NAPLAN results in the next section 5.1

PAT Year 3-7

70% of Yr 3-7 students were at or above the Standard of Educational Achievement (SEA) in Maths.

58% of Yr 3-7 students were at or above the Standard of Educational Achievement in Comprehension.

Students who have not reached the SEA for their year level will be provided with additional support next year.

Particular areas of focus were identified from the results ;

Maths – Year 6 Focus on Number-Fractions, Patterning, Shape and transformation, Decimals.

Maths - Year 5 -Focus on Geometry (spatial transformations) and Measurement (litre conversions).

Focus on Number equations and inverse operations, ordering decimals, fractions, angles

Running Records

Year 3's are above target for reading.

Year 1 & 2 students are still developing, but have made significant improvements as a result of small class numbers and 1:1 support 4 days/week.

All have made significant improvement. 87.5 % made growth of a least one level per term thus achieving the Priority target in the Site Improvement Plan. 37.5 % of students made 10+ levels growth for the year. 25% made 5+ levels growth for the year.

5.1 NAPLAN

Below is a table to show Year 7 school results.

Student numbers in Year 5 and 3 were fewer than 5 so it is not possible to discuss trends.

Year 7 Mean Scores

| Mean Scores by Test Aspect | Year 7 | | |
|----------------------------------|--------|-------|-------|
| | 2013 | 2014 | 2015 |
| Numeracy | 507.7 | 540.4 | 581.1 |
| Reading | 518.0 | 530.3 | 588.9 |
| Writing | 460.8 | 500.2 | 523.9 |
| Spelling | 485.5 | 526.3 | 589.9 |
| Grammar | 530.6 | 504.0 | 561.9 |

Teaching staff analyzed the results of each area of the 2015 NAPLAN and the following is a summary of their findings and recommendations for 2016.

Year 7

100 % of our Yr 7 students made medium to upper progress in reading compared with 75% of all students nationally.

80% of Georgetown Primary School students made medium to upper progress in numeracy compared to 75% of all students nationally.

All students achieved above the national minimum benchmark.

In Reading 86% scored higher than the national % correct.

In Writing, 80% scored higher than the national % correct.

In Writing the Year 7's scored higher than the national average on 8 out of the 10 criteria.

In Spelling in 23 out of the 30 questions the Year 7's scored higher than the national % correct.

60% scored equal or higher to the national average on grammar.

In Numeracy on 28 of the 32 questions our Year 7 students scored higher than the national % correct.

Year 5

75% of students achieved medium or upper progress in reading.

75% of students achieved medium or upper progress in numeracy.

All Year 5 students made medium progress overall in literacy and numeracy from Year 3 to Year 5.

Year 3

All students in Year 3 were well above the DECD and region score in numeracy.

6.1 Attendance

Table 9: Attendance by Year Level

| Attendance by Year Level | % Attendance | | |
|--------------------------|--------------|------|------|
| | 2013 | 2014 | 2015 |
| Reception | 77.4 | 83.8 | |
| Year 1 | 91.7 | 87.6 | 86.7 |
| Year 2 | 94.7 | 95.3 | 85.6 |
| Year 3 | 91.6 | 87.5 | 92.4 |
| Year 4 | 96.3 | 88.2 | 90.2 |
| Year 5 | 96.2 | 97.8 | 83.0 |
| Year 6 | 89.8 | 91.1 | 82.3 |
| Year 7 | 94.2 | 93.8 | 93.4 |
| Total All Year Levels | 91.8 | 90.7 | 87.7 |

Unfortunately we did not achieve the DECD 95% attendance target for 2015. Exceptional circumstances impacted on the attendance target in Term 1 and illness in Term 2. However in terms 3 & 4 attendance in most weeks was at or above the target. There were no Reception students enrolled in 2015. All absences are followed up promptly. The majority of parents contact the school that morning if their child is absent.

6.2 Destination

Table 10: Intended Destination

| Leave Reason | 2014 | | | |
|---------------------------|--------|-------|-------|-------|
| | School | | Index | DECD |
| | No | % | % | % |
| Employment | | | 3.4% | 2.9% |
| Interstate/Overseas | | | 7.6% | 9.5% |
| Other | | | 2.6% | 1.4% |
| Seeking Employment | | | 5.7% | 3.8% |
| Tertiary/TAFE/Training | | | 4.6% | 3.6% |
| Transfer to Non-Govt Schl | | | 6.5% | 9.8% |
| Transfer to SA Govt Schl | 7 | 63.6% | 53.3% | 48.8% |
| Unknown | 4 | 36.4% | 16.2% | 20.3% |
| Unknown (TG - Not Found) | | | 0.0% | 0.0% |

The table indicates that 11 students transferred from GPS during or at the end of 2014. This was much higher by % than schools of similar socioeconomic status (Index) DECD schools. 2015 figures are not yet available.

7 Client Opinion

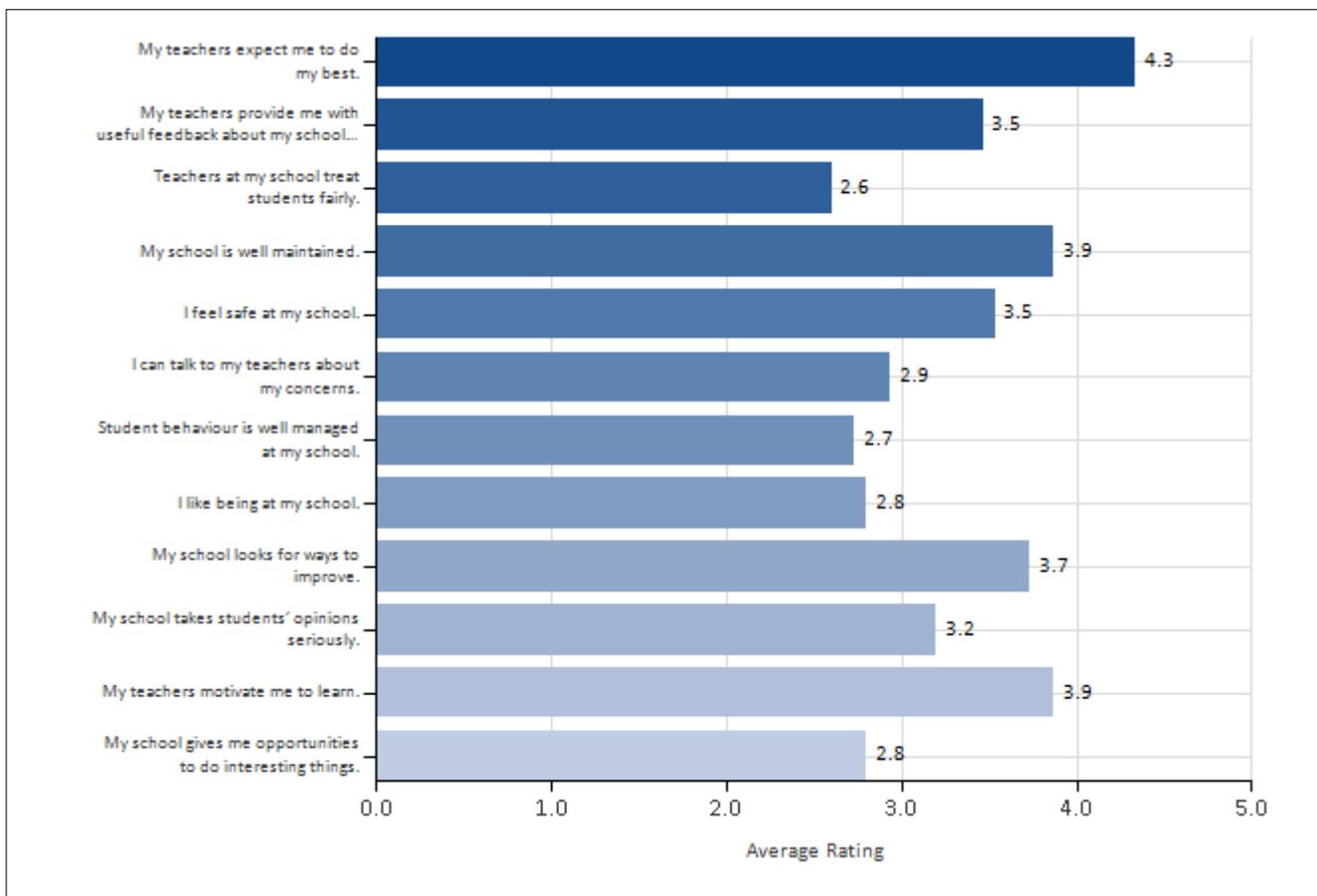
Parent Opinion Survey

4 out of 17 surveys were completed so it is difficult to interpret trends with such a low response. It is recommended to send out surveys much earlier next year in Term 3 rather than late Term 4.

Staff Survey

4 out of 7 Surveys were returned. All question responses were positive. Suggestions included more buddy reading in pairs than threes, encourage more student involvement and positive attitude.

Student Survey



Further discussion with students is required in 2016 regarding some of the responses.

All year 4 to 7 students completed the survey.

8.1 Behaviour Management

Bully Audits

A bully audit of students in Year 1 to Year 7 was carried out in Terms 1 and 3 with reports to staff, students and Governing Council made as follow up. In Term 1, 4 students were confidentially identified and teaching staff followed up with discussions and strategies were put in place. In Term 3 another audit was completed. Of concern was that nine students were named, some up to 4 times. Again extensive confidential discussions were held, parents notified as necessary, behaviour plans set up, the school values and their meanings were revised with students and whole class lessons on anti-bullying were taught. In addition a workshop was held for students with members of the Schools Ministry Group conducting it. By mid Term 4 there were very few instances of reported bullying.

8.2 Relevant History Screening

The school was audited in the first week of the schools year regarding compliance with the screening verifications as required by the DECD Screening & Suitability-Child Safety Policy. The audit cited several instances of non-compliance. Through follow-up to rectify these issues, the use of a school based data base, the Applications Portal on Learn link and local strategies and processes put in place the school is now 100 % compliant with the policy.

8.3.1 Teacher Qualifications

Teacher Qualifications

| Qualification Level | Number of Qualifications |
|------------------------------|--------------------------|
| Bachelor Degrees or Diplomas | 8 |
| Post Graduate Qualifications | 2 |

8.3.2 Workforce Composition: Georgetown Primary School 2015

Workforce Composition

| Workforce Composition | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non Indigenous | Indigenous | Non Indigenous |
| Full-time Equivalents | 0.00 | 3.00 | 0.00 | 2.11 |
| Persons | 0 | 4 | 0 | 3 |

9 Financial Statement

Income by Funding Source

| | Funding Source | Amount |
|---|-----------------------|---------------|
| 1 | Grants: State | \$552 412.96 |
| 2 | Grants: Commonwealth | \$4500.00 |
| 3 | Parent Contributions | \$5040.00 |
| 4 | Other | |