



# Gulfview Heights Primary School 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Gulfview Heights Primary School Number: 1201

Partnership: Salisbury

Name of school principal:

Chris Zunis

Name of governing council chairperson:

Tanya Lancaster

Date of endorsement:

Monday February 10th 2020

## School context and highlights

Gulfview Heights Primary School is a very close knit community public school catering for approximately 410 students from Reception to Year 7. It is located 20km North of Adelaide on the hills face that separates the Northern and North Eastern suburbs. The school is a member of the Salisbury Partnership of schools within the Northern Adelaide Region. The school community is very supportive of school programs and has high expectations of student participation and learner achievement.

In 2019, the school was characterised by:

- Consistent achievement in NAPLAN (see School Performance comment)
- Continued increase in student enrolments R-7, and strong retention of students in primary years 3-7, resulting in the schools highest ever enrolment since opening in 1976.
- High levels of student participation in many exciting extra-curricular activities including SAPSASA, STEM activities, School Choir and Instrumental Music.
- Continued major strategic focus on Literacy and Numeracy. This included the continued implementation of an R-7 whole school Literacy program incorporating the explicit teaching of the BIG SIX in Reading, and the whole school Numeracy block with a focus on developing the Proficiencies of Mathematics and the Numeracy Capabilities across all learning areas.
- A focus on STEM learning supported by a 1 million dollar redevelopment of our Primary Years Unit.
- A highly enthusiastic and collaborative staff, committed to 'working together' to plan and deliver consistent and coherent teaching practices and methodologies.
- A vibrant and positive school culture and image in the wider school community, as evidenced by attendance and feedback at our school community events including our Whole School Production, Disco, Sports Day and our Community assemblies.
- A strengthening home school partnership, evidenced by high levels of volunteering / parental involvement in teaching and learning programs and extra curricula activities, especially in the delivery of Literacy support programs, whole school community events, sporting and fundraising activities.

Analysis of demographic data indicates the school is predominantly a mainstream middle class setting. The school has a category 5 Index of Disadvantage and comprises 19% of students from Non-English speaking backgrounds, 2.5% Indigenous students, 9.5% of students are identified as students with disabilities and 27% of students are eligible for school card.

## Governing council report

Gulfview Heights Governing Council for 2019 comprised of 15 parent members, the Principal, Deputy Principal (non-voting), executive officer (appointed by Governing Council – non-voting) and 2 staff representatives, 1 OSHC staff representative, 17 voting members in total.

Councilors were provided with an induction folder clearly explaining Council's role in the operation of the school. This meant that Council had a clear understanding of its role and standing orders. The new Governing Council ran very smoothly and supported staff in implementing our new Site Improvement Plan by co-ordinating many whole school events and activities through the various subcommittees, monitoring the budget and reviewing school policies and practices.

Governing Council highlights / achievements for 2019 include:

- Planning for improved facilities such as the upgrades to the Resource Centre and the covered outdoor area which was requested by Student Voice and OSHC.
- Hosting the Northern Adelaide Parent Forum with Chief Executive Rick Persse who shared the system directions.
- Significant fundraising ventures raising \$9,470. Funds have been predominantly allocated to purchasing STEM/Lego resources, Nature Play resources and SAPSASA equipment.
- Ongoing review of school canteen operational procedures and policies including the management of volunteers and monitoring of finances, and appointment of new manager.
- Promoted increased school-home communication through the review and endorsement of the new school website and termly family planners.
- Developing and monitoring an annual budget aimed at consolidating the school's financial position.
- Upholding the school Debt Recovery policy for Materials & Services charges, including the approval for an increase in school fees in 2019 for a legal recoverable amount of \$320.

The school staff, Governing Council and volunteers should feel very proud of their achievements, and be commended on their continued efforts in providing the best possible learning environment and opportunities for all our students.

The school community has been highly supportive of the activities undertaken, new directions and initiatives introduced in 2019, as outlined in the 2019-2021 Site Improvement Plan. In keeping with our school vision of 'continuous improvement and working in partnership with school community' we will continue to consult, review and consolidate existing programs and practices in 2020.

## Improvement planning - review and evaluate

The Department for Education introduced a new Improvement Planning Framework for all sites in 2019. The following goals and annual target of 3% growth in the top 2 bands NAPLAN/PAT were identified for 2019-2021. Recommendations for 2020 were developed through our site self-review processes, analysis of 2019 student achievement data and in conjunction with the School Improvement Guide Books.

Goal 1: Improve the Reading and Writing achievement of all learners.

- 2019 student achievement: Reading Yr 3-41%, Yr 5-28%, Yr 7-19% achieved in top 2 bands; Writing Yr 3-28%, Yr 5-17%, Yr 7-10% achieved in top 2 bands
- Actions undertaken: Professional learning for the implementation of the Big 6, whole staff exploration of Literacy Progressions and Best Advice Papers, team planning re Literacy block, explicit teaching of comprehension strategies, student set personalised learning goals, introduction of the 'talking to learn' framework with a focus on dialogic talk, further professional learning for Brightpath and opportunities to use this for the moderation of writing samples, trialed Heggerty phonemic awareness program.
- 2020 action recommendations: Debrief with teachers re BIG 6 as part of professional development processes, PDP processes to encompass observational checklists, further professional development for the teaching of comprehension strategies, site wide expectations in regards to goal setting, scheduling peer observation of oral language practices, teachers utilising Brightpath tool for ongoing planning, assessment and reporting purposes.

Goal 2: Improve the Numeracy achievement of all learners, with a particular focus on the Proficiencies and STEM pedagogy incorporating inquiry based and problem solving approaches.

- 2019 student achievement: Yr 3-32%, Yr 5-25%, Yr 7-19% achieved in top 2 bands
- Actions undertaken: Staff Professional Learning on the use of general and Maths specific vocab (Tier1-3) which led to a site documented agreement around the use of Paul Swann 'Vocab' resource and site wide continuum, whole staff exploration of Numeracy Progressions and Best Advice Papers, whole site trial of Maths Misconceptions Intervention, use of Transforming Tasks to support planning ie. Tell to Ask and Closed to Open, Salisbury Partnership focus on task design ie. termly shared staff meetings for the sharing of pedagogy and for moderation purposes, school wide expectations re Success Criteria and Learning Intentions, consistent school wide 'Success Criteria' question prompts shared with school community, a focus on collaboration within STEM learning experiences, 'Thinking Maths' professional learning for year 6/7 teachers.
- 2020 action recommendations: Investigate ways to assess Maths vocab development, revisit the BiTL tool, revisit Guide Book strategies (Pg 17), launch class posters 'Think like a Mathematician', Investigate visible learning, investigate a 'Collaboration' rubric to self-assess team work skills and promote peer to peer feedback, embed use of Learning Intentions and Success Criteria, continue to focus on Reasoning proficiencies through PLC structures.

Goal 3: Improve learner readiness with a focus on perseverance, cognitive engagement and academic self concept

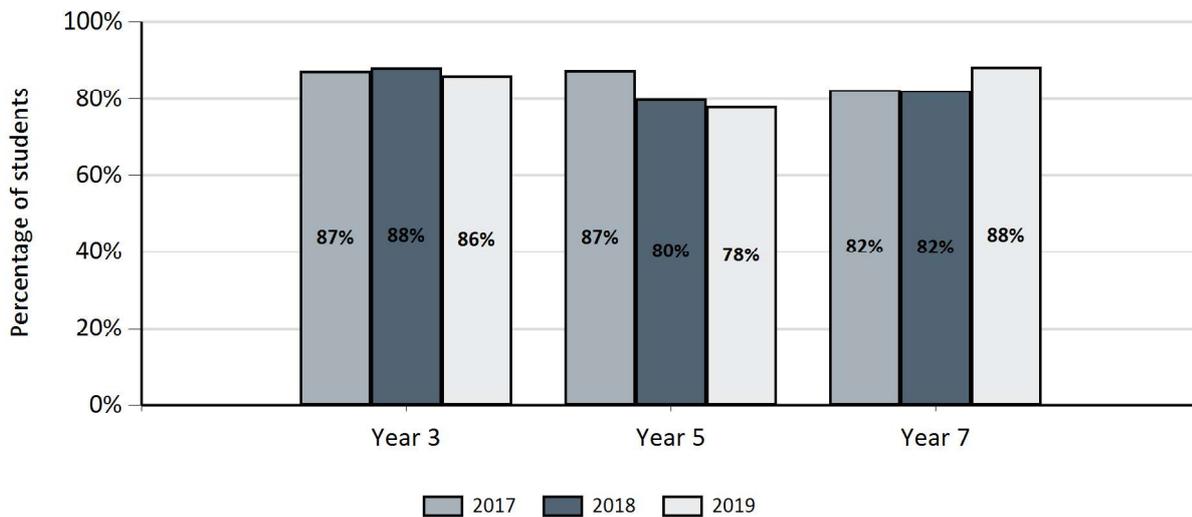
- 2019 student achievement: Yr 4-7 74% Academic self concept
- Actions undertaken: Wellbeing for Learning and Life staff professional learning, an analysis of wellbeing and engagement data, shared planning with learning community colleagues.
- 2020 action recommendations: Whole school goal setting agreements established in Reading / Writing / Numeracy and learner dispositions, staff reflection and analysis of class goal setting ie. Skill / Disposition / Content / Knowledge, introduce staff to 'How to Learn' Maths resource and links to Brain Science.

## Performance Summary

### NAPLAN Proficiency

The Department 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.

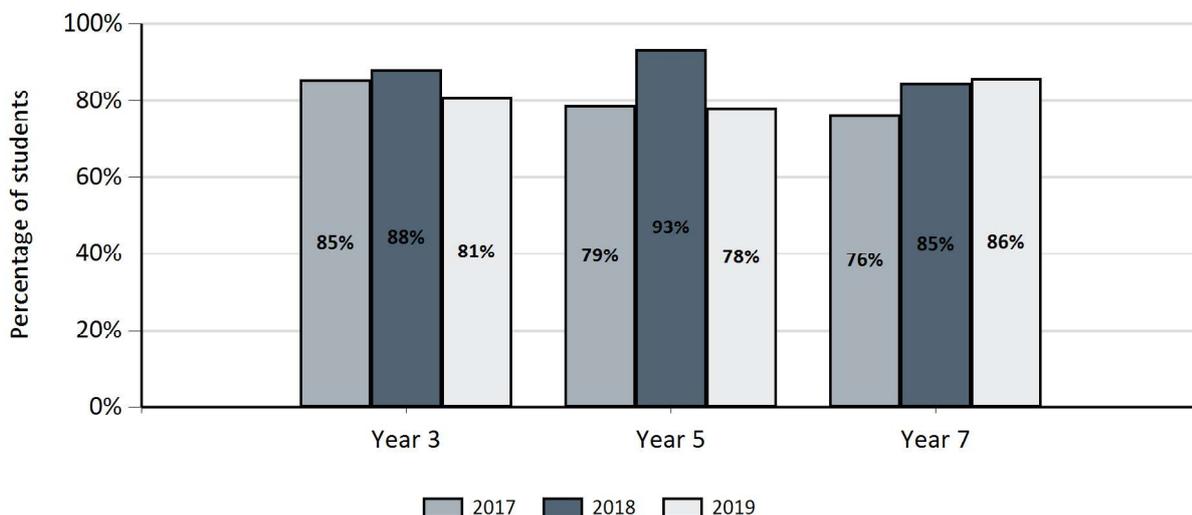
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2017 to 2019 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	13%	8%	25%
Middle progress group	39%	54%	50%
Lower progress group	48%	38%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	30%	19%	25%
Middle progress group	44%	51%	50%
Lower progress group	26%	30%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	57	57	23	18	40%	32%
Year 3 2017-19 average	56.3	56.3	24.0	20.0	43%	36%
Year 5 2019	64	64	17	15	27%	23%
Year 5 2017-19 average	52.0	52.0	16.0	12.7	31%	24%
Year 7 2019	42	42	8	8	19%	19%
Year 7 2017-19 average	38.3	38.3	8.7	7.3	23%	19%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<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

### Numeracy (DfE Standards of Educational Achievement):

Strong achievement has been demonstrated through NAPLAN Numeracy achievement for students who have achieved at or above the DfE Standard of Educational Achievement (SEA).

In year 3 NAPLAN - Numeracy, 81% of students achieved at or above the SEA. Of these students, 32% achieved in the top 2 bands with only 30% of DfE year 3 students displaying the same achievement overall.

In year 5 NAPLAN - Numeracy, 78% of students achieved at or above the SEA. Achievement in the top 2 bands was 25% of students with the average of 17% for all DfE sites.

In year 7 NAPLAN - Numeracy, 86% of students achieved at or above the SEA. Of these students, 19% achieved in the top 2 bands with 25% of DfE year 7 students displaying the same achievement overall.

83% of R-7 students achieved a satisfactory 'C' grade or above (A-E grades) in Mathematics. This is the Department for Education standard of Educational Achievement.

### Reading (DfE Standards of Educational Achievement):

Strong achievement has been maintained as indicated through NAPLAN data for students who have achieved at or above the DfE Standard of Educational Achievement (SEA).

In year 3 NAPLAN - Reading, 86% of students achieved at or above the SEA. Of these students, 41% achieved in the top 2 bands with 45% of DfE year 3 students displaying the same achievement overall.

In year 5 NAPLAN - Reading, 78% of students achieved at or above the SEA. Of these students, 28% achieved in the top 2 bands with 29% of DfE year 5 students displaying the same achievement overall.

In year 7 NAPLAN - Reading 88% of students achieved at or above the SEA. Of these students, 19% achieved in the top 2 bands with 24% of DfE year 7 students displaying the same achievement overall.

School Reading Level data indicates 66% of Year 1 students have attained above level 15 as compared with 46% of DfE sites (DfE standard is 13). 80% of Year 2 students have attained above level 20 as compared with 66% of DfE sites (DfE Standard is 21).

### Writing (DfE Standards of Educational Achievement):

In year 3 NAPLAN - Writing, 98% of students achieved at or above the SEA. Of these students, 28% achieved in the top 2 bands with 38% of year 3 students displaying the same achievement overall in DfE sites.

In year 5 NAPLAN - Writing 75% of students achieved at or above SEA. Of these students, 17% achieved in the top 2 bands with 12% of year 5 students displaying the same achievement overall in DfE sites.

In year 7 NAPLAN - Writing 67% of students achieved at or above the SEA. Of these students, 10% achieved in the top 2 bands with 15% of DfE year 7 students displaying the same achievement overall.

80% of R-7 students achieved a satisfactory 'C' grade or above (A-E grades) in English. This is the Department for Education standard of Educational Achievement.

## Attendance

Year level	2016	2017	2018	2019
Reception	92.9%	93.9%	93.1%	93.5%
Year 1	95.0%	93.6%	94.1%	91.1%
Year 2	93.8%	94.4%	93.4%	95.1%
Year 3	93.4%	94.2%	95.5%	92.8%
Year 4	94.7%	94.5%	95.6%	94.1%
Year 5	94.5%	93.8%	93.8%	92.6%
Year 6	94.3%	92.8%	93.5%	93.5%
Year 7	95.1%	93.6%	91.8%	91.5%
Total	94.1%	93.9%	94.0%	93.1%

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

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

## Attendance comment

We continue to implement our attendance improvement plan in conjunction with the Attendance for Learning, Success and Wellbeing 2018 to 2021 document, and with the assistance of support services. Our attendance data has remained positive with a 93% average attendance rate across terms 1-4. This is relatively high in comparison to Department for Education and Northern Adelaide region schools. This reaffirms our vision of providing a safe and supportive environment for all students, with high levels of engagement and participation in a range of curriculum and extra-curricular activities.

## Behaviour support comment

Staff have continued to implement the Child Protection Curriculum and anti-bullying and harassment programs to decrease incidents of bullying and harassment throughout 2019. Restorative practices continue to be employed as the preferred method when managing inappropriate behaviours both during learning time and within the school yard.

In 2019 there were 16 reported incidents of violence resulting in suspension, equal to the number in 2018. In many cases, these were repeat incidents by a small number of children. This resulted in ongoing support and counselling for the students by leadership staff, Pastoral Care Worker, Department for Education Support services Behaviour coach and inter-agency services.

## Client opinion summary

Opinion surveys were distributed to parents / carers, students and staff designed to measure how they feel about the learning environment at Gulfview Heights Primary School. They are intended to provide the school with feedback about what we are doing well and areas for further improvement using a scale of agreement levels, from strongly disagree to strongly agree. Overall parents, students and staff indicated consistently high levels of satisfaction and agreement in all areas surveyed.

The student opinion survey indicates a positive rating of agree to strongly agree in response to the following statements:

- My teachers expect me to do my best.
- Teachers at this school treat students fairly.
- I can talk to my teachers about my concerns.
- My school looks for ways to improve.
- My school gives me opportunities to do interesting things.
- My teachers provide me with useful feedback about my school.
- I feel safe at my school.
- I like being at my school.
- My teachers motivate me to learn.

The parent opinion survey indicates a positive rating of agree to strongly agree in all responses including the following statements:

- Teachers at this school expect my child to do his or her best.
- This school is well maintained.
- I can talk to my child's teacher about my concerns.
- My child likes being at this school.
- Teachers at this school motivate my child to learn.
- My child is making good progress at this school.
- This school works with me to support my child's learning.
- My child feels safe at this school.
- This school looks for ways to improve.
- My child's learning needs are being met at this school.

The staff opinion survey indicates a positive rating of agree to strongly agree in all responses including the following statements:

- Teachers at this school expect children to do their best.
- Teachers at this school provide students at this school with positive feedback.
- Teachers at this school treat students fairly.
- Students feel safe at this school.
- Parents at this school can talk to teachers about their concerns.
- Student behaviour is well managed.
- The school looks for ways to improve.
- Staff are well supported at this school.
- This school is well maintained.
- Students at this school can talk to their teachers about....
- Students like being at this school

## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	3.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	9.6%
Transfer to SA Govt School	45	86.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

Consistent practices are in place for submitting and collecting relevant history screens. This screening process is required for employees, volunteers, tertiary students and outside providers.

Teachers and staff are screened through the Teacher's Registration Board and the Working with Children Check.

Volunteers register through administration. Teachers receive records of those who are registered volunteers. These are accessed for classroom support, excursions and camps. Student teachers and outside providers are required to provide the relevant history screening on arrival.

## Qualifications held by the teaching workforce 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	38
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	21.9	0.7	10.4
Persons	0	25	1	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	\$3,898,632
Grants: Commonwealth	\$8,200
Parent Contributions	\$211,297
Fund Raising	\$25,157
Other	\$33,208

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

## 2019 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 2019 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	Appointment of a Student Wellbeing leader to oversee a range of Student Well being, Student Voice and Child Protection initiatives to promote student engagement and participation across the curriculum.	Wellbeing equivalent to State shown in the Wellbeing and Engagement Survey.
	Improved outcomes for students with an additional language or dialect	EALD teacher to provide small group tutorial assistance and support during Literacy & Numeracy block time, with a focus on the integration of Oral Language through Literacy and Numeracy learning.	As per NAPLAN and PAT-R / PAT M results.
	Improved outcomes for students with disabilities	Class teachers provide individual and small group tutorial assistance, adopting a range of intervention strategies to ensure students achieve their identified SMARTAR learning goals within individual learning plans.	As per Student Achievement Standards and NEP goals in mid/end of year report
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 Students taking alternative pathways Learning difficulties grant	Small group and individual tutorial assistance for all Aboriginal & Torres Strait Islander students who have not attained school benchmark levels in reading. Professional learning for all teaching & support staff in the teaching of Aboriginal perspectives across the curriculum.	As per NAPLAN and PAT-R / PAT M results.
Program funding for all students	Australian Curriculum	Professional learning for all staff in the explicit teaching of assessment and moderation practices, and resourcing to support the R-7 school implementation of a Numeracy block.	As per NAPLAN and PAT-R / PAT M results.
	Aboriginal languages programs initiatives	N/A	
Other discretionary funding	Better schools funding	Intervention & support programs targeting Tier 2 students, namely our Quicksmart Mathematics, MiniLit and Reading Tutor programs. Small group tutorial support for students during Literacy & Numeracy block time.	As per NAPLAN and PAT-R / PAT-M results.
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	Student Wellbeing leader works directly with students, teachers and families to provide support for behavioural or emotional needs. Wellbeing leader plays a lead role in implementing Goal 3 of the Site Improvement Plan.	Maintain student engagement in Literacy and Numeracy programs.