



# Gulfview Heights Primary School

## 2020 annual report to the community

Gulfview Heights Primary School Number: 1201

Partnership: Salisbury

Signature

School principal:

Mr Chris Zunis

Governing council chair:

Mrs Tanya Lancaster

Date of endorsement:

3 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Gulfview Heights Primary School is a very close knit community public school catering for approximately 425 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.

Despite the challenges of the pandemic the school made significant gains and improvements including:

- Consistent learner achievement as evidenced by Progressive Achievement testing (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 (Comprehension & Oral Language focus), and the whole school Numeracy block with a focus on developing the Proficiencies of Mathematics (Problem Solving & Reasoning focus).
- A focus on STEM learning supported by introduction of a specialist Science program for all classes.
- 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 Perspective survey, Parent & Student opinion survey results.
- An improved capacity & readiness to deliver online learning, including the introduction of online communication platforms including Dojo & OneNote

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 11% of students from Non-English speaking backgrounds, 2% Indigenous students, 8% of students are identified as students with disabilities and 26% of students are eligible for school card.

## Governing council report

Gulfview Heights Governing Council for 2020 comprised of 15 parent members, the Principal, Deputy Principal (non-voting), 1 staff representative, 1 OSHC staff member as community representative, 18 voting members in total. Councilors undertook online training in 'school governance' & 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 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 2020 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.
- Planning & approval of upgrades to Early Years Unit (air conditioning & ceiling replacement), Canteen (painting & flooring) & OSHC area (air conditioning).
- Significant fundraising ventures raising approx. \$6K. Funds have been allocated to painting some contemporary Aboriginal artwork murals on school buildings.
- Ongoing review of school canteen operational procedures and policies including the management of volunteers and monitoring of finances, and appointment & review of new manager.
- Endorsement & approval of many school & OSHC policies.
- 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 2020 for a legal recoverable amount of \$330.

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 2020, as outlined in the 2019-21 School 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 2021.

# Quality improvement planning

The Department for Education introduced a new Improvement Planning Framework for all sites in 2019. GHPS set an annual target of 3% growth in the top 2 bands in NAPLAN and 75th percentile and above in PAT for 2019-2021. Recommendations for 2021 were developed through our site self-review processes, analysis of 2019-2020 student achievement data and in conjunction with the School Improvement Guide Books.

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

• 2020 student achievement: PAT-R testing: Year 1 – 16%, Year 2 – 26%, Year 3 – 23%, Year 4 – 18%, Year 5 – 20%, Year 6 – 22%, Year 7 – 8% achieved in the 75th percentile or above.

• Actions undertaken: Professional learning around the use of oral language in writing programs and working closely with the Brightpath team around collaborative moderation. A continued focus on the Big 6, particularly phonemic awareness with the rolling out of the Heggerty Phonemic Awareness program in the Reception and Year 1 classes. Other areas of focus included revisiting whole school agreements and continued team planning re Literacy block, explicit teaching of comprehension strategies, individual student learning goals and revisiting the 'talking to learn' framework with a focus on dialogic talk.

• 2021 action recommendations: Heggerty Phonemic Awareness program rolled out to year 2 classes. Professional development processes to be closely aligned with SIP goals and actions. A whole school approach to learning intentions, success criteria and goal setting is developed. Peer observation of oral language practices across the site to be undertaken. Brightpath reports used for ongoing planning, targeted teaching, ongoing assessment and reporting and student goal setting.

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.

• 2020 student achievement: PAT-M testing: Year 1 – 35%, Year 2 – 27%, Year 3 – 32%, Year 4 – 20%, Year 5 – 31%, Year 6 – 27%, Year 7 – 13% achieved in the 75th percentile or above.

• Actions undertaken: Staff Professional Learning on guided inquiry focusing on dialogic talk between students to promote vocabulary. This was supported by our site documented agreement around the use of Paul Swann 'Vocab' resource and site wide continuum. Misconceptions intervention continued across each class for the second year. Results showed an average effect size of 0.93 growth. Salisbury Partnership focus in 2020 was on task design and moderating collections of work samples to ensure consistency with grading. Collaborative planning of STEM learning experiences with a focus on students constructing their own mathematic knowledge.

• 2021 action recommendations: Continue to focus on a range of resources to support teaching and learning such as the BiTL tool, Guide Books, DfE curriculum resources and Transforming Tasks resources. Trial the use of the '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 team structures.

Goal 3: Improve learner readiness with a focus on Perseverance, Cognitive engagement and Academic self-concept

• 2020 student achievement: Yr 4-7 82% Academic self-concept, 66% Cognitive engagement, 53% Perseverance

• Actions undertaken: Wellbeing for Learning and Life staff professional learning, an analysis of wellbeing and engagement data, shared planning with learning community colleagues.

• 2021 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.

## Improvement: Aboriginal learners

The Department for Education has introduced a new Aboriginal Learner Achievement Action template to document the schools' strategies & actions for improving the learning outcomes for Indigenous students. This ensures all actions & strategies are aligned to the sites Improvement planning goals and targets. We have reflected on the 6 Key elements for Improvement & the Guiding questions within each element to ensure we are strategically attending to the learning needs of our Aboriginal learners. We have identified the following goals and targets:

• 3 out of 10 ATSI students have not yet attained our school reading benchmark/target for their respective year levels. All ATSI students will attain school reading benchmarks by the end of 2021.

• All ATSI students will achieve the Department for Education Standards for Educational Achievement (SEA) in Literacy and Numeracy by the end of 2021.

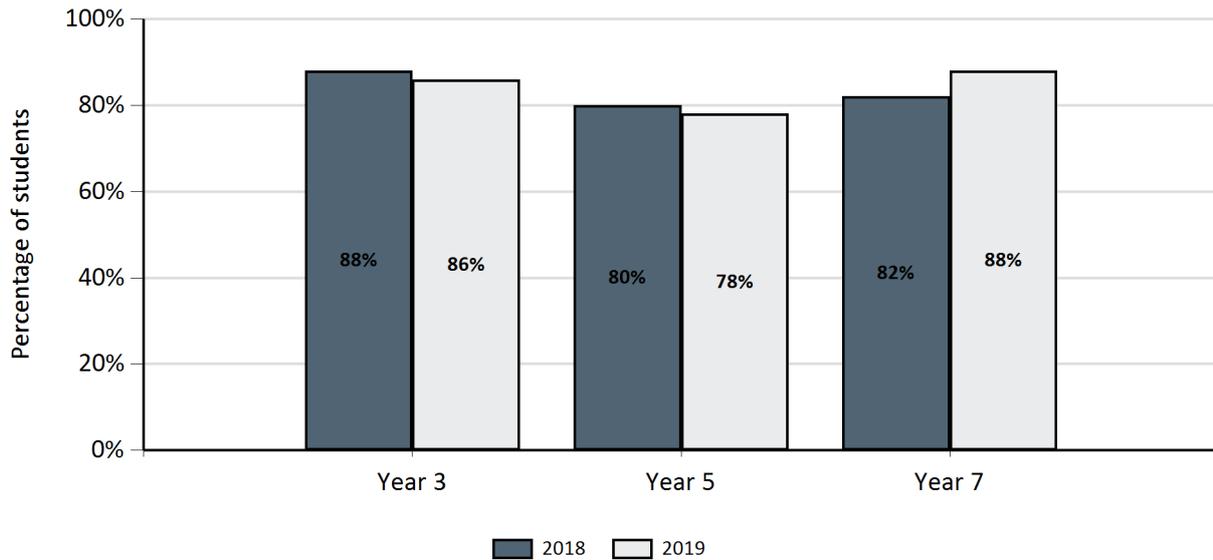
• Gulfview Heights Primary School's ATSI attendance for 2020 was 90%, compared with 77% for Department for Education sites and Like Schools with 84%. All ATSI students will achieve the Department for Education attendance target rate of 95% by the end of 2021.

# 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

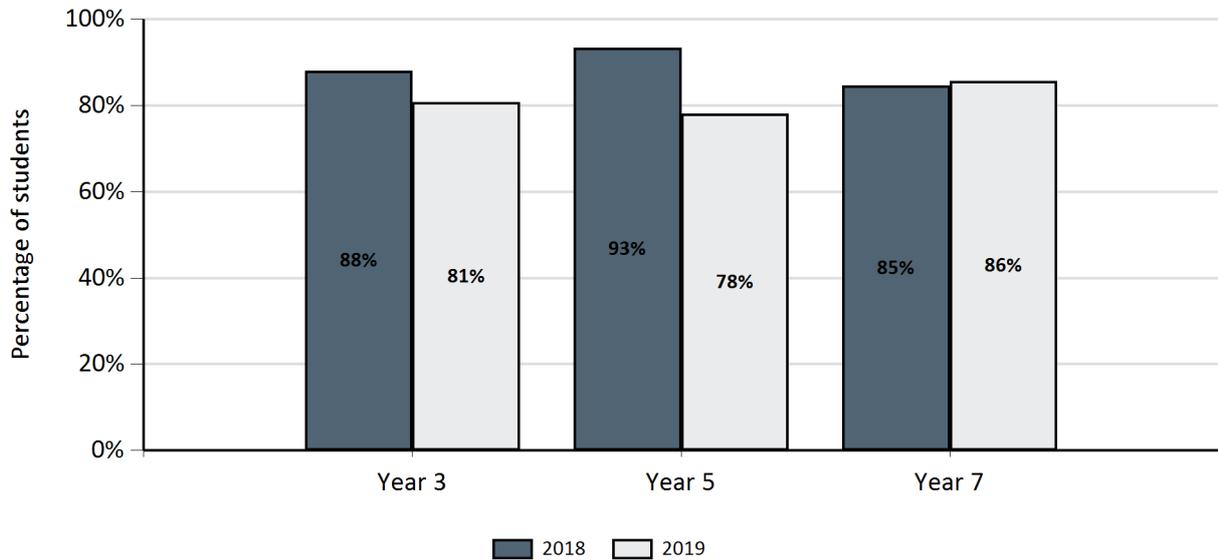


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

\*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 2020 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%	*	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 2020.

\*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 2020.

\*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 2017-2019 Average	56.3	56.3	24.0	20.0	43%	36%
Year 5 2019	64	64	17	15	27%	23%
Year 5 2017-2019 Average	52.0	52.0	16.0	12.7	31%	24%
Year 7 2019	42	42	8	8	19%	19%
Year 7 2017-2019 Average	38.3	38.3	8.7	7.3	23%	19%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<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

This year NAPLAN testing was cancelled due to COVID-19. All students undertook the PAT-R and PAT-M assessments during weeks 7-10 of term 3.

## Numeracy:

PAT-M results years 3-7 (% of students achieving DfE Standard of Educational Achievement):

Year 3 - 91%, Year 4 - 90%, Year 5 - 91%, Year 6 - 88%, Year 7 - 90%. These results are an improvement on the previous year.

We continue to have a consistent number of students who are achieving in the 75th percentile or above in years 1-7:

Year 1 - 35%, Year 2 - 27%, Year 3 - 32%, Year 4 - 20%, Year 5 - 31%, Year 6 - 27%, Year 7 - 13%

80% 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:

PAT-R results years 3-7 (% of students achieving DfE Standard of Educational Achievement):

Year 3 - 89%, Year 4 - 80%, Year 5 - 80%, Year 6 - 96%, Year 7 - 88%.

We continue to have a consistent number of students who are achieving in the 75th percentile or above in years 1-7:

Year 1 - 16%, Year 2 - 26%, Year 3 - 23%, Year 4 - 18%, Year 5 - 20%, Year 6 - 22%, Year 7 - 8%

78% 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. Strong achievement has been maintained as indicated.

School Reading Level data indicates 68% of Year 1 students have attained above level 15 as compared with 50% of DfE sites (DfE standard is level 13 by September). 81% of Year 2 students have attained above level 20 as compared with 67% of DfE sites (DfE standard is level 21 by September).

## Attendance

Year level	2017	2018	2019	2020
Reception	93.9%	93.1%	93.5%	92.3%
Year 1	93.6%	94.1%	91.1%	93.0%
Year 2	94.4%	93.4%	95.1%	91.3%
Year 3	94.2%	95.5%	92.8%	92.6%
Year 4	94.5%	95.6%	94.1%	91.5%
Year 5	93.8%	93.8%	92.6%	92.8%
Year 6	92.8%	93.5%	93.5%	90.3%
Year 7	93.6%	91.8%	91.5%	91.4%
Total	93.9%	94.0%	93.1%	91.9%

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

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

## Attendance comment

This year we updated our Attendance Policy and Improvement Plan using the new Local Policy Implementation Tool which is closely aligned with the Attendance for Learning, Success and Wellbeing 2018 to 2021 document. We have again accessed support from the Social Worker, Truancy for families who are flagged as chronic non-attenders. Our attendance data has remained positive with a 91.9% average attendance rate across terms 1-4. This is slightly lower than the previous 3 years but can be attributed to parents choosing to keep their students at home due to COVID and extra precautions around illnesses. This reaffirms our vision of providing a safe and supportive environment for all students, with high levels of participation in a range of curriculum and extra-curricular activities.

## Behaviour support comment

Staff have continued to implement the Child Protection Curriculum, anti-bullying and harassment programs to decrease incidents of bullying and harassment throughout 2020. Restorative practices continue to be employed as the preferred method when managing inappropriate behaviours both during learning time and within the school yard.

In 2020 there were 11 reported incidents of violence resulting in suspension, which was below the number in 2019. 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

This year the DfE surveyed staff, students and parents through online surveys. These 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 agree to strongly disagree.

Overall parents, students and staff indicated consistently high levels of satisfaction and agreement in all areas surveyed.

The student wellbeing and engagement survey indicated a positive rating of high wellbeing (above 75%) in response to the following statements:

Connectedness to school:

- At my school, there is a teacher or another adult who really cares about me.
- At my school, there is a teacher or another adult who believes that I will be a success.
- At my school, there is a teacher or another adult who listens to me when I have something to say.

Emotional engagement with teachers:

- I get along with most of my teachers.
- Most of my teachers are interested in my well-being.
- Most of my teachers really listen to what I have to say.
- If I need extra help, I will receive it from my teachers.
- Most of my teachers treat me fairly.

Friendship intimacy:

- I have at least one really good friend I can talk to when something is bothering me.
- I have a friend I can tell everything to.
- There is somebody my age who really understands me.

Academic self-concept

- I am certain I can learn the skills taught in school this year.
- If I have enough time, I can do good job on all my school work.
- Even if the work in school is hard, I can learn it.

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

- People respect each other at this school.
- Teachers and students treat each other with respect at the school.
- I feel like my child is important to the school.
- I receive enough communication from the school / The school communicates effectively with me.
- I know what standard of work the school expects of my child.
- I have useful discussions with the school about my child's learning.

The staff perspective survey indicates an overall engagement score of 94% and positive school culture of 92% which is in the top quartile for DfE schools. Positive perceptions were indicated through the following statements:

- At our site, teachers are encouraged and supported to create differentiated learning plans for learners.
- At our site, our resources are allocated in line with our key priorities.
- At our site, we have high expectations for every child/student's learning.
- At our site, we get sufficient information about policies and procedures.
- This site inspires me to do my best work every day.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	10.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	14.5%
Transfer to SA Govt School	49	71.0%
Unknown	3	4.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## 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 service 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	34
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	20.0	0.4	10.9
Persons	0	22	1	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$4,504,695
Grants: Commonwealth	\$22,650
Parent Contributions	\$198,184
Fund Raising	\$5,985
Other	\$46,798

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

## 2020 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 2020 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 wellbeing 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. Student Wellbeing I	Wellbeing data equivalent to State data 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 PAT-R / PAT M results, EALD levels and A-E grades.
	Inclusive Education Support Program	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 One plans.	As per A-E grades and One Plan goals in mid/end of year report.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	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 A-E grades 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 PAT-R / PAT M results & A-E grades.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	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 A-E grades and PAT-R / PAT-M results.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A