



Gulfview Heights Primary School

2021 annual report to the community

Gulfview Heights Primary School Number: 1201

Partnership: Salisbury

Signature

School principal:

Mr Chris Zunis

Governing council chair:

Leila Belle & Luke Jansons

Date of endorsement:

3 March 2022



Government of South Australia
Department for Education

Context and highlights

Gulfview Heights Primary School is a very close-knit community catering for approximately 412 students from Reception to Year 7. It is located 20km North of Adelaide on the hill's face that separates the Northern and Northeastern 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 Phonics screen, Reading Level data, A-E grades, NAPLAN & 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 School's 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 during the pandemic, including the introduction of online communication platforms including Dojo & OneNote.
- Implementation of several wellbeing initiatives including trauma informed practices (Berry Street Education Model), to be further supported with the introduction of 'The Resilience Project' in 2022.

Governing council report

2021 saw some changes introduced by our Governing Council, including the nomination of Co-Chairs and increasing our emphasis on community driven governance. We believe that an important role of the Governing Council is to identify and incorporate student, parent/carer and community feedback which reinforce our values, policies and direction of the school.

Some highlights of 2021 included:

- Supporting the re-appointment of our long-time Principal Chris Zunis for an additional 5 year term, providing continuity and ongoing strong leadership for the school
- Supporting a student-initiated proposal for the installation of Aboriginal Artwork around the school, noting the significance of this artwork to the Aboriginal members of our school community, and the visual acknowledgement of the Kurna community, the traditional custodians of the land on which our school is situated
- Creation of an environmental sustainability committee - with involvement from students, staff and parent/carer representatives - which has overseen: an audit of waste management by Wipe-Out-Waste, with advice on how to increase recycling and reduce our contribution to landfill; resumption of organic waste collection from classrooms; and establishment of a school veggie garden, complete with greenhouse, composting system and worm farm (driven by Dawn Dyer and supported by a Woolworths Junior Landcare Grant)
- Commitment to 'The Resilience Project' - a teaching curriculum developed by Hugh Van Cuylenberg, which takes a whole-school approach to teaching positive mental health strategies, and helps students build life skills to help them deal with change and adversity (to begin in 2022). We anticipate the program will be of great benefit to both students and the entire school community
- Facilitating the creation of a dedicated Uniform Shop
- Approving an increase of the Canteen service (now 5 days a week)
- Approving upgrades to air conditioning in the OSHC / upper primary area, sports facilities and a refresh of the Nature Play area
- Approving the commission of new school signage (to be installed in 2022)
- Recognition of volunteers who have made ongoing or outstanding contributions to the school in a volunteer capacity in 2021

The Council expresses their gratitude for the hard work and dedication of the school's staff and leadership team during these testing times. Their flexibility, professionalism and focus on positive student outcomes create an environment where students can truly thrive.

Quality improvement planning

Our 2019-2021 School Improvement Plan (SIP) outlined an annual target of 3% growth in the top 2 bands in NAPLAN and 75th percentile and above in Progressive Achievement Testing (PAT).

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

The following year levels achieved an increase in Standard of Educational Achievement (SEA) and Higher Band (HB) trend data (2017-2019)

Reading

Year 3 – 96% achieved SEA (2017-2019 87.03%)

Year 5 – 85% achieved SEA (2017-2019 81.7%)

Writing

Year 3 – 100% achieved SEA (2019 91%)

Year 5 – 85% achieved SEA (2019 70%)

Year 7 – 70% achieved SEA (2019 from 67%)

Reading

Year 3 – 66% achieved HB (2019 40%)

Year 5 – 32% achieved HB (2019 27%)

Writing

Year 3 – 58% achieved HB (2019 26%)

Year 7 – 13% achieved HB (2019 10%)

The increase in SEA in reading can be attributed to the strong reading focus over the past 3 years with a focus on the Big 6, namely Phonological Awareness, Comprehension and more recently Oral Language.

Whilst we have strong Literacy results, we have determined a need for a greater level of consistency & coherence in classroom practice across the school. Our focus for the 2022-2024 SIP is to review and embed instructional routines into each class (e.g. literacy block, guided reading expectations).

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.

The following year levels achieved an increase in SEA and HB trend data (2017-2019)

Year 3 – 88% achieved SEA (2017-2019 84.8%)

Year 5 – 83% achieved SEA (2017-2019 83.3%)

Year 3 – 36% achieved HB (2019 32%)

Year 7 – 25% achieved HB (2019 19%)

The increase in SEA in Numeracy can be attributed to the improved teacher capacity and pedagogy over the past 3 years through whole school agreements and professional learning. Consolidating the numeracy block structure and instructional routines will be a focus in our 2022-2024 SIP.

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

2021 data indicated a slight decrease in learning readiness as indicated by the following:

High Perseverance 52% (dropped from 55% 2020)

High cognitive engagement 56% (increased from 54% 2020)

High Academic self-concept 69% (dropped from 81% 2020)

Wellbeing & engagement will continue to be a strong focus in our school with the rollout of the Resilience Project across the school community in 2022, in an effort to provide individual and community support to students & families experiencing ongoing challenges in a post pandemic era.

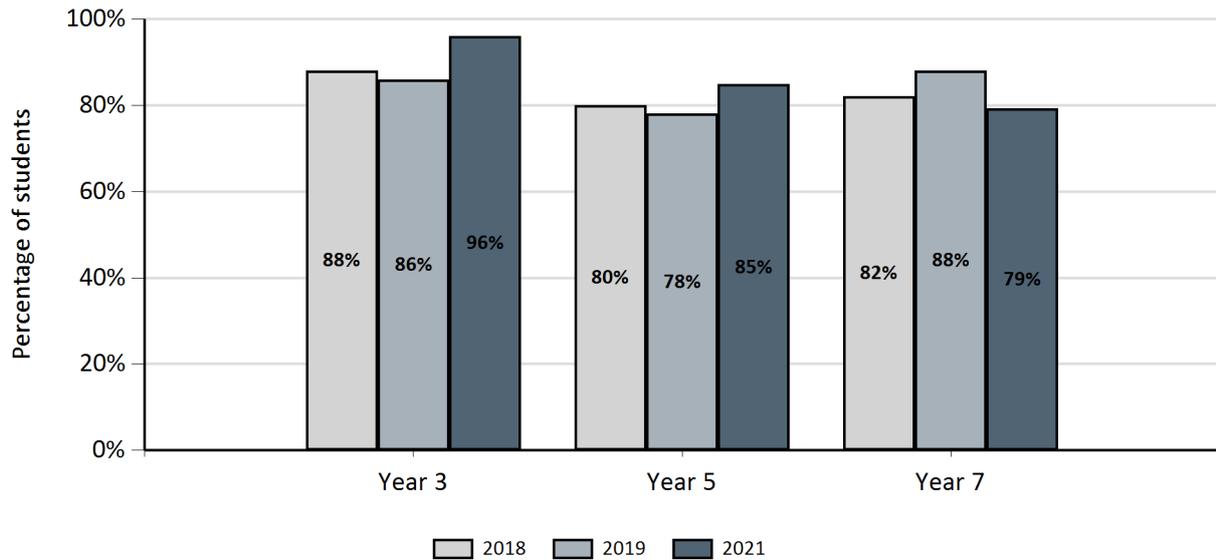
Our 2022-2024 SIP goals were developed through our site self-review processes, analysis of 2019-2021 student achievement data, support and input from our Local Education Team referencing the School Improvement Guide Books & new curriculum resources released by Department for Education.

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

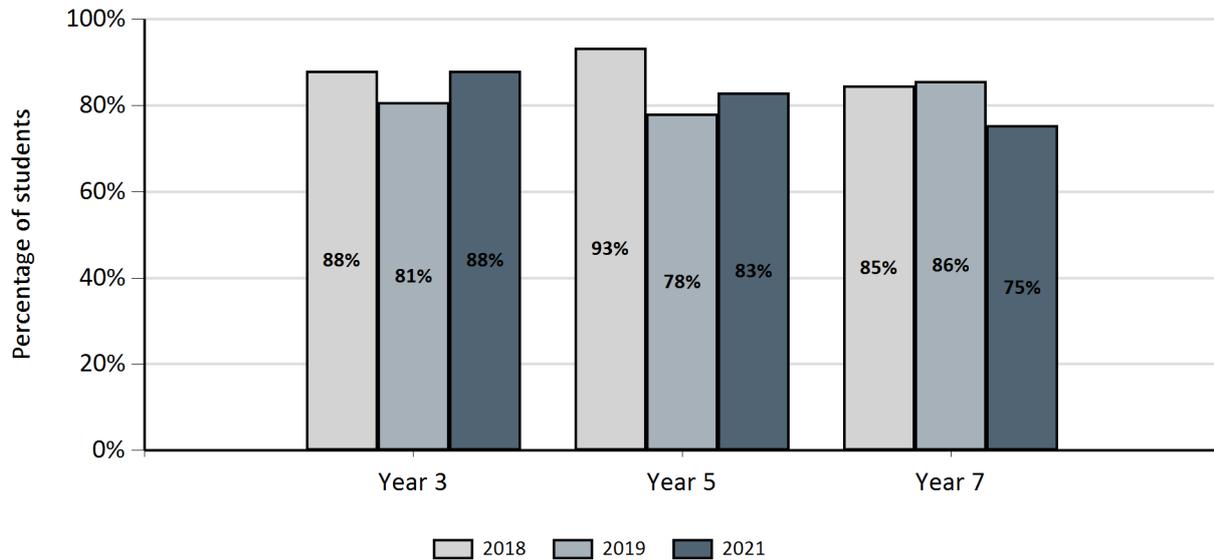


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	35%	35%	33%
Middle progress group	49%	57%	48%
Lower progress group	16%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	37%	24%	33%
Middle progress group	55%	60%	48%
Lower progress group	*	16%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	50	50	33	18	66%	36%
Year 3 2019-2021 Average	53.5	53.5	28.0	18.0	52%	34%
Year 5 2021	53	53	17	11	32%	21%
Year 5 2019-2021 Average	58.5	58.5	17.0	13.0	29%	22%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

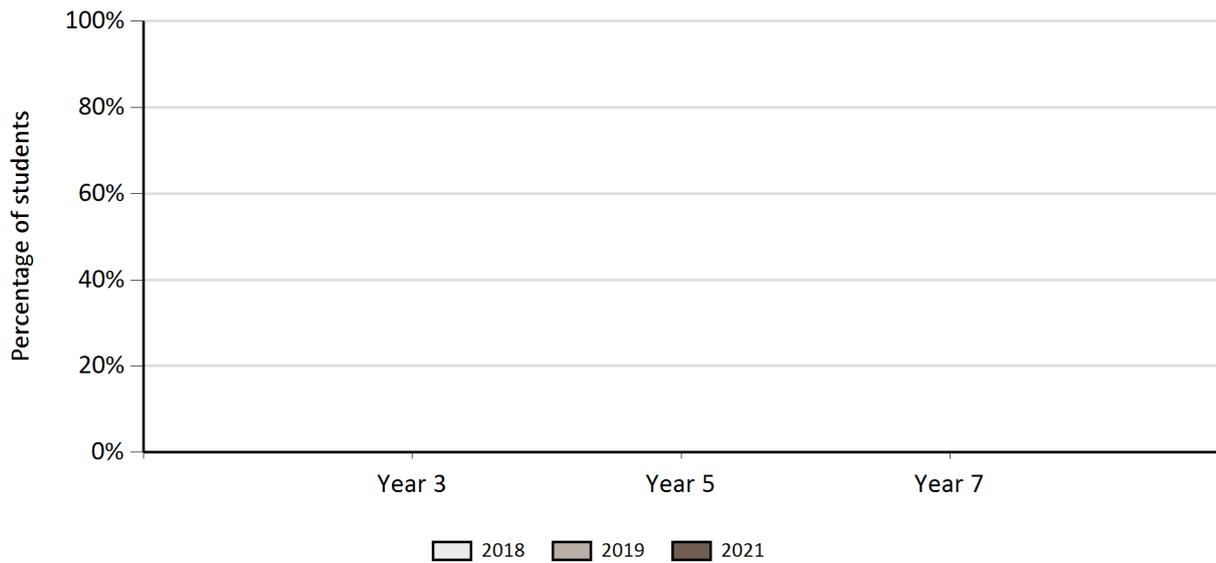
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



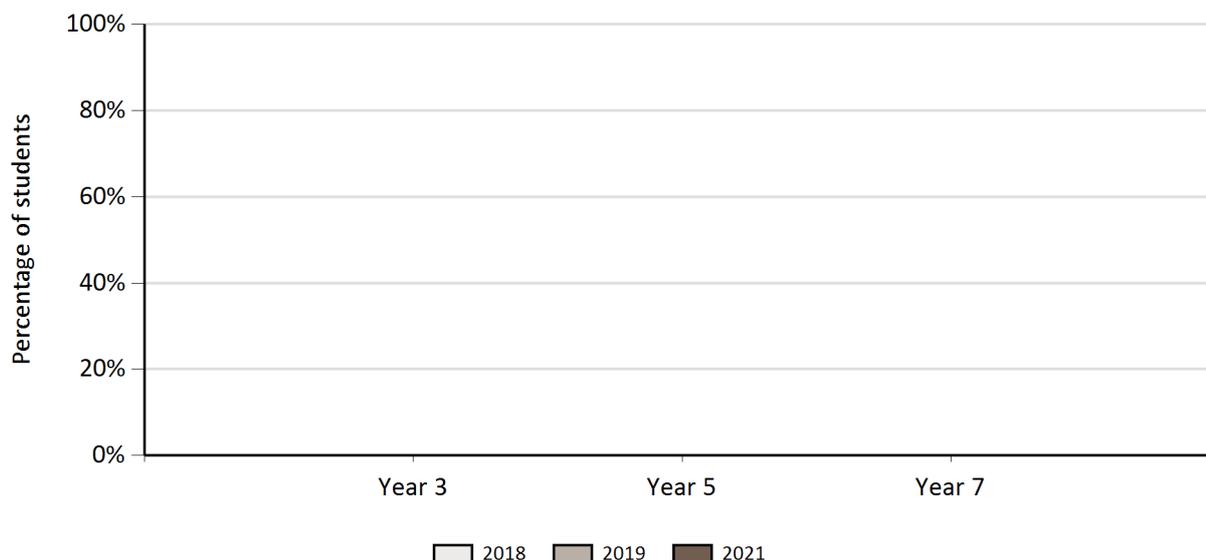
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In Week 0, class teachers were allocated time to work with their learning community partner to analyse Literacy and Numeracy data sets from the previous year. This analysis was used to inform class teachers of the literacy and numeracy improvement practices to be implemented for the Aboriginal learners in their classrooms. They then designed units of work to deliver a high-quality learning program that increased levels of engagement and provided multiple entry and exit points along the learning continuum, which lead to improved learning outcomes. Data was also used to identify students at risk, to provide timely and appropriate evidence-based learning intervention programs and set individual SMARTAR goals to reflect specific learning needs. Further data reflection assisted the Upper Primary staff, working alongside Sheree Wingard, Curriculum Lead from the Salisbury Partnership, to continue to develop their learning design tasks using the Department for Education Curriculum Resources Units of Work.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

As a result of the implemented actions, our Aboriginal learners have made the following improvements and achievements:

- 70% Year 3-7 students achieved benchmark and beyond in PAT-R. 20% were just below benchmark.
- 90% Year 3-7 students achieved benchmark and beyond in PAT-Maths. 10% who did not achieve were just below benchmark.
- Increased achievement of Brightpath scores from 2020 to 2021 for Information Reports, Narrative and Persuasive writing as evidenced in moderated samples. Year 3-7 students attained a score improvement of 19% in Information Reports, a 17% improvement in Narrative writing and a 21% improvement in Persuasive writing.
- One Year 5 student achieved a high band of achievement in NAPLAN Numeracy
- One Reception student has reached all year level requirements of the Phonological Awareness Skill Mapping (PASM) and another has accomplished 5 of the 6 requirements.

School performance comment

Strong achievement has been maintained as evidenced by NAPLAN data with the majority of students achieving at or above SEA.

Year 3 NAPLAN Reading: 96% of students achieved at or above the SEA. This is an increase from 2019 and the highest result to date. Of these students, 66% achieved in the top 2 bands. This is a significant increase from 40% in 2019.

Year 5 NAPLAN Reading: 85% of students achieved at or above the SEA. This is an increase from 2019, but a decrease from the year 3 to 5 cohort 2019-2021 (86% in 2019 to 85% in 2021). Of these students, 32% achieved in the top 2 bands. This is an increase from 27% in 2019.

Year 7 NAPLAN Reading: 79% of students achieved at or above the SEA. This is a decrease from 2019 (88%) however a slight increase for the year 5 to 7 cohort from 2019 (78%) -2021 (79%). Of these students, 17% achieved in the top 2 bands.

Term 3 DfE running record data indicates that 58% of year 1 students achieved above level 15 (DfE SEA target is level 13) compared to 49% for the state. 80% of our Year 2 students achieved the DfE SEA target of level 21 compared to 69% for the state.

67% of year 1 students achieved SEA in the Year 1 Phonics Screen. This is a decrease from 75% in 2020.

81% of R-7 students achieved a satisfactory 'C' grade or above (A-E grades) in English. This is the DfE SEA.

Year 3 NAPLAN Numeracy: 88% of students achieved at or above SEA. This is an increase from 2019 and the highest result to date. Of these students, 36% achieved in the top 2 bands. This is an increase from 32% in 2019.

Year 5 NAPLAN Numeracy: 83% of students achieved at or above SEA. This is an increase from 2019, and an increase from for the year 3 to 5 cohort from 2019 (81%) – 2021 (83%). Of these students, 21% achieved in the top 2 bands. This is a decrease from 23% in 2019.

Year 7 NAPLAN Numeracy: 75% of students achieved at or above the SEA. This is a decrease from 2019 (86%) and a slight decrease for the year 5 to 7 cohort from 2019 (78%) -2021 (75%). Of these students, 25% achieved in the top 2 bands.

84% of R-7 students achieved a satisfactory 'C' grade or above (A-E grades) in Mathematics. This is the DfE SEA.

Year 3 NAPLAN Writing: 98% of students achieved at or above the Standard of Educational Achievement. Of these students, 58% achieved in the top 2 bands.

Year 5 NAPLAN Writing: 85% of students achieved at or above the Standard of Educational Achievement. Of these students, 13% achieved in the top 2 bands.

Year 7 NAPLAN Writing: 70% of students achieved at or above the Standard of Educational Achievement. Of these students, 13% achieved in the top 2 bands.

Attendance

Year level	2018	2019	2020	2021
Reception	93.1%	93.5%	92.3%	92.9%
Year 1	94.1%	91.1%	93.0%	94.0%
Year 2	93.4%	95.1%	91.3%	94.6%
Year 3	95.5%	92.8%	92.6%	91.9%
Year 4	95.6%	94.1%	91.5%	94.7%
Year 5	93.8%	92.6%	92.8%	92.7%
Year 6	93.5%	93.5%	90.3%	91.6%
Year 7	91.8%	91.5%	91.4%	90.3%
Total	94.0%	93.1%	91.9%	92.9%

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 continued to implement our Attendance Policy and Improvement Plan created in 2020. All unexplained absences are followed up on the day of the absence via phone calls to families which is a new initiative as a result of this policy. We have again accessed support from the Social Worker, Truancy for families who are flagged as chronic non-attenders.

Our attendance data has remained consistent with a 92.9% average attendance rate. This is a slight improvement on 2020 but lower than 2018 and 2019 which 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 engagement and participation.

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 2021. Restorative practices continue to be employed as the preferred method when managing inappropriate behaviours both during learning time and within the school yard. In 2021 there were 7 reported incidents of violence resulting in suspension, which was below the number in 2020. 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.

Parent opinion survey summary

This year we received 133 responses to the online parent opinion survey. This information provides our school with important 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 parent responses indicated consistently high levels of satisfaction and agreement in all areas surveyed. Parent response numbers and results were consistent to 2020 information.

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

School climate:

- Teachers and student respect each other at the school
- I receive enough communication from the school
- The school communicates effectively with me
- People respect each other at school

Learning at school:

- Teachers at the school provide my child with useful feedback
- I know what standard of work the school expects of my child

Learning at home:

- Overall, my child has a good routine around reading, studying and learning at home
- The school encourages parents to help students to learn

Communication channels

- Parents indicated the preferred platforms for communication that the school uses

The learning at home and communication channels information has been particularly valuable as we explore the most effective strategies for remote learning and communicating effectively with our school community. This information has been used to review our learning at home programs and to develop a Whole School Remote Learning statement of practice.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	17.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	46	80.7%
VI - LEFT SA FOR VIC	1	1.8%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

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, along with sighting of their vaccination status.

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	37
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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 Equivalent	0.0	20.8	0.4	10.4
Persons	0	23	1	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$4,280,077
Grants: Commonwealth	\$19,128
Parent Contributions	\$255,748
Fund Raising	\$6,107
Other	\$40,332

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

2021 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 2021 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 Wellbeing, Student Voice and Child Protection initiatives to promote student engagement and participation across the curriculum.	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 Progressive Achievement Testing - Reading & Mathematics 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 Literacy & Numeracy block.	As per PAT-R / PAT M results & A-E grades.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Intervention & support programs targeting Wave 2 students, namely our Quicksmart Mathematics, MiniLit and MultiLit Reading 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)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable

