



Gulfview Heights Primary School

Annual Report 2014



The Annual Report provides the school community with information and data related to our school priorities, our achievements in 2014 and recommendations for 2015. Our school priorities in 2014 reflect those identified by Department for Education and Child Development (DECD) and the Salisbury Partnership.

*Working
together
to reach
new
Heights'*



Government of South Australia

Department for Education and
Child Development

Context

School Name:	Gulfview Heights Primary	School Number:	1201
Principal:	Mr Chris Zunis	Region:	Northern Adelaide – Salisbury Partnership

Gulfview Heights Primary School is a very close knit community public school catering for approximately 310 students from Reception to Year 7. It is located 20 km 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 2014, the school was characterised by:

- ✚ A consistent achievement in the NAPLAN whereby our Year 3, 5 & 7 students performed on par or above state average in 9 out of 15 aspects assessed.
- ✚ a continued increase in student enrolments R-7, and strong retention of students in primary years 3-7. This has resulted in the schools highest ever enrolment since opening in 1976.
- ✚ high levels of student participation in many exciting extra-curricular activities, particularly in the areas of Sport and Performing Arts including Dance, Drama and School Choir and Instrumental Music (String Instruments)
- ✚ significant upgrades to school facilities, new teaching & learning resources, technology upgrades and new infrastructure.
- ✚ high levels of individual achievement in academic studies, SAPSASA Sport and the Performing Arts.
- ✚ a 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 implementation of a new whole school Numeracy block with a focus on developing problem solving strategies.
- ✚ a highly enthusiastic and collaborative staff, committed to 'working together' planning and delivering consistent teaching practices and methodology .
- ✚ a positive school culture and image in the wider school community, as evidenced by attendances and feedback at our school community events including our School Production, End of Year Concert, Sports Day and 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 15% of students from Non English speaking backgrounds, 4% Indigenous students, 9% of students are identified as students with disabilities and 28% of students are eligible for school card.

Enrolment trends indicate a significant increase of approximately 35% in recent years, and consistently high levels of attendance above state average of approximately 94%. Most notably, the school population has had a significant increase of students with special needs (i.e. students with disabilities) from 2% to 9% over the last 5 years. These students are supported through a range of Literacy support and intervention programs.

School Vision and Values

Gulfview Heights Primary School staff provides a safe and supportive learning environment, encouraging all students to achieve their potential as learners and citizens. We are committed to working in partnership with our community and providing quality learning programs which promote the development of life long skills.

The school values of Respect, Integrity, Collaboration, Excellence and Empathy are at the core of our service delivery. They are inherent in our policies and promoted through teaching and learning programs.

Our goals include improving Literacy and Numeracy achievement of all learners; promoting student well-being through participation and decision making; and promoting student engagement with the whole curriculum by integrating Information & Communication Technologies across all areas of study.

In 2014, there was a comprehensive internal review of our three year Site Improvement Plan. This review reinforced both Literacy and Numeracy as ongoing key priorities for 2015.

2014 Highlights

The following have been significant highlights for the 2014 School Year:

- ✚ The growth of our Out of School Hours Care service, including before / after school care, and vacation care. The service experienced increasing substantial enrolments throughout 2014 resulting in the service reaching near capacity. A survey of new enrolments will guide an application for increased allocated places in 2015.
- ✚ Consolidation of a whole school Numeracy block. This format places a greater emphasis on the fluency of computation skills and development for problem solving skills. The Numeracy block incorporates a common structure that is consistent for our reception to year 7 classes. This has been supported by extensive professional development for staff with a Mathematician in residence, Ann Baker and Maureen Hagarty from MASA.
- ✚ Consolidation of our whole school Literacy focus & uninterrupted Literacy block, with a particular emphasis on the explicit teaching of the BIG SIX of Reading.
- ✚ Staff participated in extensive professional development on students with disabilities including students with speech and language difficulties. Our site was also selected to participate in the second phase of the Nationally Consistent Collection of Data on Students with Disability, having already participated in phase one in 2013.
- ✚ The continuation of Student Support & Intervention programs in the area of Literacy. Students 'at risk' have been identified through Running Records, Phonological Awareness screening (R-2) & PAT-R Comprehension testing (yrs 3-7), and reading & writing support programs implemented during our Literacy block for

students not at benchmark levels. Multilit for the Primary years and Minilit for the Early years has been implemented successfully throughout 2014, with individual student achievement data indicating significant improvements in reading levels & comprehension.

- ✚ Student Support & Intervention programs in the area of Numeracy have been developed and trialed throughout 2014. Students have been identified as needing support or extension through PAT Maths, NAPLAN and the Milligate test. Support and extension programs have been developed and delivered to a number of primary classes during the Numeracy block. A new program Quicksmart Maths has been trialed successfully with a small number of year 5 students during terms three and four.
- ✚ Increasing student participation in the 'Premiers Reading' & 'Be Active Challenge', and Australian Mathematics Competition. 299 R-7 students completed the 'Premiers Reading Challenge', 281 students completed the 'Be Active Challenge' with five students achieving legend status and 1 reaching hall of fame, and 31 students participated in the Australian Mathematics Competition.
- ✚ Well attended school community events including Acquaintance Night, Sports day, Community Assemblies, Life Education workshops, Parent Numeracy workshops and Jolly Phonics workshops.
- ✚ A highly successful whole school production 'Hidden Stars' at the Dame Roma Mitchell Theatre, Festival of Music school choir performance at the Festival Theatre, and 'Music is Fun' End of Year School concert.
- ✚ A number of successful school theme weeks including Book Week Parade, Come Out, PE Week activities, Science Week activities, Literacy & Numeracy Week activities. These were well attended and showcased the outstanding Literacy and Numeracy work undertaken in all classes.
- ✚ The Fundraising Committee coordinated several successful events in the year including our Mother's / Father's Day stalls, Recharge comedy night, Entertainment books, Cheesecakes, Family Portraits, Walkathon, Book Fair and Basket Raffle for our end of year concert.
- ✚ A successful Active After Schools program for all R-7 students. A special mention must go to staff of our OSHC service who offered to assist with supervision of the activities throughout the year.
- ✚ High levels of student participation in a variety of SAPSASA sporting activities including soccer, basketball, cricket, cross country, swimming, softball, netball and athletics. Specialist clinics have been provided for the students in football and hockey.
- ✚ Specialist curriculum offerings and programs continued in 2014 with all classes involved in weekly specialist Physical Education, Dance, Drama and Chinese lessons. Special clinics have been run in Futsal, Football, Soccer, Basketball, Fitness and Cricket.
- ✚ Visiting performances and information sessions from individuals and community groups such as the Police Band, Ken Duthie (Anzac Day), Burnside Rock Crew, Phil Cummings, Burns Trust, Golden Grove High School Band, Golden Grove High Performing Arts Students, Pet Education and Camp Quality Puppet Show.
- ✚ Instrumental Music program was extended and offered to all yr 3-7 students. 14 students participated in the program learning to play string instruments.
- ✚ R-5 classes participated in the schools swimming program with Year 5/6/7 students attending an aquatics camp at Victor Harbour.

- ✦ The consolidation of the schools transition policy and program for new Reception students, incorporating the 'same first day start' policy.
- ✦ Consistently high levels of parental involvement and participation in the various school programs. A Volunteers Morning Tea was held recognising their contributions, with three parents receiving our Annual Volunteer of the Year award presented at our End of Year Assembly. Congratulations to Jason Sloan (Jennifer Rankine Volunteer of the Year Award), Tamara Howard (Minister for Education Outstanding Volunteer Service Award), Wayne Waters (Governing Council Outstanding Contribution Award) and Felicity Bylhouwer (Governing Council Years of Service Award).

The following facility upgrades occurred during 2014:

- ✦ Resurfacing of southern court with a multi-sport synthetic surface incorporating two basketball rings / keys, 4 square courts, hopscotch, mini 5-a-side soccer court.
- ✦ Resurfacing of eastern court with play pave multi coloured acrylic surface incorporating a full size netball / basketball court with new rings and four square courts.
- ✦ Landscaping; completion of paving at the entrance to the school and traffic areas and landscaping to garden beds and play equipment to the north of school car park.
- ✦ Resurfacing of oval to improve level surface.
- ✦ Replacement of interactive smart board in the Early Years building.
- ✦ Installation of new backup server to improve IT infrastructure and a new switch to support of wireless network accessibility in the Early Years Unit.
- ✦ Upgraded computers for all interactive whiteboard connections and computer pod in the Early Years area.
- ✦ Introduction of 16 ipads in the Primary Years and 16 ipads in the Early Years to support delivery of intervention & support programs.
- ✦ Installation of new wet area cupboards and sinks in the Early Years building.
- ✦ Installation of new pin up boards in both units.
- ✦ Painting of classrooms, including windows and doors.
- ✦ Completion of the Early Years outdoor learning area.
- ✦ Installation of new grass by the Early Years unit.
- ✦ Furniture upgrades to 3 classes including new desks, chairs and drawers.



Numeracy and Literacy Week



Book Week



Production - Hidden Stars



School Choir

Sports Day 2014



SAPSASA 2014

The Gulfview Heights Governing Council for 2014 comprised of 11 parent members, 1 community members, the Principal, Deputy Principal (non-voting), executive officer (appointed by Governing Council – non-voting) and one staff representative, 14 voting members in total.

Governing Councillors 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.

The associated subcommittees of Canteen, Fundraising, Education, School Pride, Finance, OSHC were very active and have provided leadership and guidance in many aspects of school life.

Governing Council highlights / achievements for 2014 include:

- ✚ Consolidation of our onsite Out of School Hours care service incorporating Before & After School Care, and Vacation Care. All OSHC committee members have received training in the new National Quality Standards and have developed a Quality Improvement Plan for implementing these standards in 2014 and beyond.
- ✚ Significant fundraising ventures raising approximately \$6,000. These funds have been utilised to purchase new playground equipment.
- ✚ Ongoing review of school canteen operational procedures and policies including the management of volunteers.
- ✚ Developing and monitoring an annual budget aimed at consolidating the school's financial position.
- ✚ Implementing a new school Debt Recovery policy for Materials & Services charges, including the approval for an increase in school fees in 2014 for a legal recoverable amount of \$275.
- ✚ Review and development of new policies including Bushfire Action Plan, Parent Complaint Policy and Grievance Procedures.
- ✚ Implementation & review of our current 3 Year Site Improvement Plan.

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 2014. 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 2015.

Our school priorities in 2014 reflected those identified by Department for Education and Child Development (DECD) through the 'Numeracy & Literacy Strategy Birth to 18' and the Salisbury Partnership Plan. Our major strategic priority in 2015 will continue to be Literacy and Numeracy Improvement, with a strong focus on the explicit teaching of the BIG SIX in Reading and Comprehension, and Problem Solving in Mathematics. Other key priorities include Student Well Being, with a focus on consolidating Student Voice initiatives and providing a safe & harassment free environment for ALL students.

LITERACY IMPROVEMENT (Comprehension)

During 2014 we have continued to make significant development in Literacy teaching and learning. Our annual review of Literacy expectations and assessment practices was undertaken at the beginning of the year. Learning Teams discussed and reviewed the assessment expectations in greater detail to ensure consistency across the year levels. This was beneficial as both teams had new staff members. This review process will continue annually. This year we purchased the online PAT-spelling assessment program for use across years 3-7. Teachers implemented this assessment with their class and information gathered has assisted planning spelling programs to target individual learning needs.

Throughout 2014 staff has been using the Australian English Curriculum for planning and assessing after the familiarisation year in 2013. In order to deepen our understanding a Pupil Free Day was organised with Margo Leatch (Primary Australian Curriculum Implementation Officer). A needs analysis was conducted to ensure that the day was specifically targeted to staff learning needs. Leading into next year we will be looking to develop a site-specific genre map linked to the Australian Curriculum to ensure that there is whole school consistency in the teaching of writing.

With the introduction of 'Same Day Start' for Reception students we ran 2 Parent Literacy Workshops for these families. These were held during the day in term 1 and out of hours early in term 2. We will continue these valuable workshops again next year. A whole school event was again held during Literacy and Numeracy week. This year teachers read a maths-related text and students completed related maths activities. Therefore, the focus was on both Literacy and Numeracy. Feedback from both students and teachers indicated that this was a successful format. Our school also participated in the 'Read for Australia' event during Literacy and Numeracy Week. Teachers, students and parents at schools across Australia simultaneously read a text by the Australian author Aaron Blabey. A weblink and Auslan translation was also available for teachers to use.

Reading and comprehension continues to be a priority throughout our Site priority 3-year plan. During term 2, 10 of our teachers attended a training session run by Sheena Cameron & Louise Dempsey who are renowned experts in reading and reading comprehension. Teachers who attended this session found it very informative and thought it affirmed the practices currently used at our school. During term 2 Dani Bollard facilitated a whole-staff process of developing whole school running record agreements and expectations. This was a successful session as we were able to discuss the process of taking a running record to ensure R-7 consistency.

Our MiniLit and Reading tutor programs have continued in 2014 targeting those students identified as 'at risk' with their reading development. This year we expanded our MiniLit sessions to target more students. Another SSO was trained in implementing the program and we were able to run 4 groups weekly as compared to 2 groups in 2013. To-date 37 students have participated in the program in 2014 and the data indicates that all students have again made improvements, with some making significant improvements. In 2015 our goal is to maintain the programs to improve the reading development of our students at risk.

We continue to invest in Literacy resources to support students at our school. This has included resources such as readers, guided reading packs, big books and dictionaries. Teacher resources to support classroom teaching have included comprehension, Jolly Grammar, writing and oral language texts. We also purchased new running record assessment folders and the PAT-spelling online testing resource.

Our focus into 2015 will be maintaining and further developing the successful Literacy practices we have in place at Gulfview Heights Primary School.

NUMERACY IMPROVEMENT

During 2014 the Australian Mathematics Curriculum has continued to be used as a planning and assessment framework for the teaching of Mathematics / Numeracy R-7 across our school. This curriculum places an emphasis on employing students' mathematical knowledge in applicable contexts at each year level.

As recommended by the Numeracy Priority team in 2013, staff have begun to build upon their practice within the whole school numeracy block structure. Seven staff have been involved in the Mathematician in Residency Program lead by Ann Baker. Strategies gained through this professional development have been shared amongst colleagues during 2014 and will continue to be the basis for our professional discussions during 2015.

Maureen Hegarty led a pupil free day with a focus on problem solving in mathematics. This day included many practical ideas that teachers were able to use in their classes. Teachers have indicated that this day impacted on their practice and the school community would benefit from further opportunities to work with Maureen in 2015.

In 2014 Quicksmart Maths, which is an intervention program has been trialed with 6 of our year 5 students. The program has proven successful in building on the students' fluency with number. In 2015 the program will continue with another group of students.

Early Years teachers continue to use our assessment tool based on the Australian Curriculum Achievement standards. This is used to monitor growth in the strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. Primary Years teachers continue to use PAT-Maths to monitor student growth in Mathematics.

A highlight for our school in mathematics was the whole school picture book event. Students worked in mixed year level groups. During the morning they moved to the classrooms of three different teachers to hear numeracy based stories and complete a related activity with students from across the school.

A pleasing number of parents attended the Numeracy information sessions in 2014. The parents who attended indicated that they would benefit from further sessions in 2015 that focus on mathematical games that they can play with their children at home. In 2015, an Early Years and a Primary Years session will be held to demonstrate some of these. The initial numeracy block session will also be held for new parents to the school.

Staff indicated that more professional development and opportunities to share teaching and learning experiences in the area of mathematics would be preferable in 2015. This will include opportunities for the moderation of student work samples and assessment tasks.

STUDENT WELL BEING

Student well-being was also a site priority in 2014. We were involved in the National Partnership for Students with Disabilities Project throughout the course of the year. Our project focus was on developing knowledge & expertise in working with students who experience speech and language difficulties. All teachers and some SSO staff were involved in three face to face sessions and a minimum of nine hours of on-line training. Training was based around the areas of understanding speech and language difficulties, assessment for learning and interventions. Training and development was also undertaken linking differentiation for students to the specific Australian Curriculum subject areas, namely Mathematics. Staff also participated in SMART training (Strategies for Managing Abuse Related Trauma).

Our school was again chosen to provide data in a National Consistent Collection of Data on Students with Disability. Staff recorded evidence to be verified and submitted (refer student data section). An agreement to work towards full implementation of data collection by all states and territories will be in place by 2015.

Attendance

We continue to implement our attendance improvement plan having developed a flow chart for attendance and lateness, updating our current policy and brochures for parents. Termly meetings are held with the regional attendance officer to monitor any students of concern and attendance data. Gulfview Heights Primary school attendance rates are currently above those targets set by DECD. (Refer enrolment/attendance in student data section).

Student Voice

Student Voice reps held regular meetings throughout 2014. Student Voice has suggested and implemented several activities. Students continue to form action groups and run them throughout the school. These include such activities as netball, chess club, soccer, cricket, art, pokemon cards, football, board games, fitness, skipping and dancing. Student Voice successfully implemented Nocturnal Day following last year's suggestion to raise awareness of energy use. Other student voice initiatives this year include the introduction of Crossing Monitors on Kiekebusch Road and 'Crazy Hair Day' to raise money for the Animal Welfare League. The senior students from Student Voice presented a PowerPoint to Governing Council, reporting on the Leadership conference they attended at the Adelaide Entertainment Centre.

AUSTRALIAN CURRICULUM

Australian Curriculum professional development has continued to be a focus during 2014. This year a whole school pupil free day was dedicated to The Arts. This was followed by another pupil free day dedicated to English where connections were made between the Australian Curriculum and the curriculum described in SACS. Yu Qin also attended an interstate conference to explore the new Chinese curriculum.

Purchasing appropriate resources for the released learning areas has been a priority. This was important in the area of humanities as the content in this learning area has become more specific and varies greatly to the content delivered through SACS. We also continue to build upon the resources that are used for English learning experiences.

Next year teachers will become familiar with the final two areas. These include Health and Physical Education and Technologies. Technologies include both digital technologies and design and technology.

ANNUAL SITE SELF REVIEW PROCESSES

In 2014 we implemented a comprehensive three part Annual Site Self Review process. This involved:

1. Staff reviewing and analysing student achievement data, specifically NAPLAN data to inform teaching and learning programs and practices. This was a whole staff professional learning activity in which learning teams identified strengths and areas for improvement in Literacy (particularly Reading) and Numeracy. Analysis of this data also informed whole school strategies including resourcing, staff professional learning needs, the development of a range of intervention and support strategies & programs.
2. Site Priority teams reviewing our Site Improvement Plan strategies and outcomes, with a view to developing Annual Improvement plans to drive the work undertaken in each priority area in a strategic and coordinated approach in 2015.
3. Analysing staff feedback on aspects of whole school improvement using the DECD Improvement and Accountability Framework (DIAF). Particular emphasis was placed on the principle of 'Focus on Learning'. Staff highlighted specific examples of school structures, practices, programs and their effectiveness implemented at a site level.

The results of 10 staff responses are tabled for your information:

Literacy: Focus on Learning to create a (rigorous, consistent & coherent) student-centred ethos, with high expectations for all and shared beliefs and understandings about learning, to drive policy, practice & performance					
	U	D	I	E	P
Focus on Learning	0%	12%	25%	39%	24%
Make Data Count	0%	30%	3%	60%	7%
Shared Leadership	0%	0%	35%	60%	5%
Target Resource/ Intervention & Support	0%	10%	17%	18%	55%
Attend to Culture/Personal Learning	0%	37%	14%	28%	0%
Think Systematically	0%	10%	30%	60%	0%
Setting Directions/ Continuous Improvement	0%	0%	10%	57%	33%
Listen and Respond- Parent / Community Support	0%	17%	0%	33%	50%

Key: U – Undeveloped; D – Developing; I – Implemented; E – Embedded; P - Personalised

The results of 12 staff responses are tabled for your information:

Numeracy: Focus on Learning to create a (rigorous, consistent & coherent) student-centred ethos, with high expectations for all and shared beliefs and understandings about learning, to drive policy, practice & performance					
	U	D	I	E	P
Focus on Learning	0%	0%	34%	54%	12%
Make Data Count	0%	0%	2%	31%	67%
Shared Leadership	0%	0%	0%	25%	75%
Target Resource/ Intervention & Support	0%	0%	0%	67%	33%
Attend to Culture/Personal Learning	0%	0%	28%	58%	14%
Think Systematically	0%	0%	100%	0%	0%
Setting Directions/ Continuous Improvement	0%	0%	25%	0%	75%
Listen and Respond- Parent / Community Support	0%	37%	0%	46%	17%

Key: U – Undeveloped; D – Developing; I – Implemented; E – Embedded; P - Personalised

The results of 13 staff responses are tabled for your information:

Student Well Being	U	D	I	E
Attendance Improvement	0%	0%	15%	85%
Implementing DECD Child Protection and Student well Being Policy	0%	0%	13%	87%
Student Voice	0%	0%	75%	25%

Key: U – Undeveloped; D – Developing; I – Implemented; E – Embedded

Commendations arising from Site Review Processes:

- ✚ A whole school approach to intervention is in place and supported by our involvement in the 'National Partnerships - Students with disabilities project: Speech and Language focus'.
- ✚ All teachers are explicitly teaching the BIG SIX with particular emphasis on Vocabulary, Phonological awareness and a range of Comprehension strategies and this has resulted in increased results reflected in the school data.
- ✚ All teachers have consolidated the implementation of a Numeracy block and staff are engaging in self-evaluation of their Numeracy practices.
- ✚ Teachers are regularly analysing and making effective use of a range of student achievement data to monitor student progress and inform their class numeracy practices. All staff surveyed indicated growing confidence in the explicit teaching of rich vocabulary and a range of problem solving experiences.
- ✚ Shared planning and professional development in Numeracy. The establishment of a partnership focus in this area across 4 other Primary sites.
- ✚ Successful introduction of specific programs to target tier two students in Literacy and Numeracy ie. Quicksmart Mathematics, MiniLit & Reading Tutor Reading programs
- ✚ A whole school attendance improvement plan has been developed that enhances current practices and provides future direction.

Recommendations for 2015:

- ✚ Continued implementation of a whole school Literacy and Numeracy block, with particular emphasis on consistent R-7 practices and methodology with a focus on moderation.
- ✚ Ongoing professional learning which supports the differentiation in the delivery of curriculum for all students.
- ✚ Maintain resourcing and support for intervention programs which support Tier 1 & 2 students with the expansion of the Minilit/Multilit and Quicksmart maths programs.
- ✚ Teachers continue to access professional learning which supports the child protection curriculum and development of further resources.
- ✚ Continue to build upon student voice representation and action groups. The development of further student leadership opportunities.
- ✚ Continue to raise profile of student voice and the further development of action groups within the school initiated, developed and run by students.

Junior Primary and Early Years Scheme Funding

Gulfview Heights received the following funding as part of the latest Enterprise Bargaining Agreement to support Early Years initiatives across all R-3 classes.

Early Years Scheme R-2	\$42,496
Year 3 Scheme	<u>\$22,040</u>
Total Funding Received	\$64,536

This funding has been expended in total to support our whole school approach in delivering Literacy and Numeracy programs and further reducing class sizes (particularly in the Early Years) through the provision of a comprehensive whole school Intervention & Support programs, namely the implementation of our Mini-Lit and Reading Tutor programs. This funding provided the additional School Support hours to provide the necessary training and resourcing required to implement these programs. This also funded additional mentoring release of teachers through our Reading support teacher / Literacy Coordinator.

Better Schools Funding

Gulfview Heights received an additional \$12,065 through the availability of the Australian Government's Better Schools Funding aimed at improving the educational achievement of our students.

This funding has also been expended in total through the provision of additional:

- teachers and school support workers to implement our whole school Literacy & Numeracy programs and initiatives.
- professional learning for all teaching staff and school support staff in working with students experiencing speech & language difficulties.
- Intervention and support programs targeting Tier 2 students, namely our Quick-smart Mathematics Intervention program and Mini-Lit & Reading Tutor programs.
- assessments in Numeracy and Spelling to identify students 'at risk'
- 1:1 tutoring support for Indigenous students
- Special Education teacher time to provide small group tutorial assistance and support for students in the Primary Years during Literacy & Numeracy block time.

Student Achievement

Running Record (Reading Levels) Data 2014 Term 3

	Reading Levels				
<i>Year 1</i>	1-5	6-10	11-15	16-20	21-26
Gulfview	10%	20%	17%	23%	30%
State	10%	15%	20%	24%	31%
Like Schools	8%	16%	22%	25%	29%
<i>Year 2</i>					
Gulfview	0%	5%	10%	10%	75%
State	4%	5%	8%	14%	69%
Like Schools	1%	5%	9%	14%	71%

Reading Level data for Year 1 students indicates levels of achievement on par with state and like schools level of achievement.

Reading Level data for Year 2 students indicates levels of achievement on par with state and like schools level of achievement.

School Reading Level Targets / Benchmarks 2014

Year Level	Number of students	Target Level	Number of students	% of Students Achieving Target Level
Reception	55	10	17	31%
Year 1	36	20	17	47%
Year 2	42	26	19	45%
Year 3	41	26+	26	64%
Year 4	41	26+	39	95%
Year 5	32	26+	31	97%
Year 6	34	26+	34	100%
Year 7	23	26+	23	100%

Phonological Awareness Screening Test Data 2014 (Term 4 Comparison 2013-14)

Percentage of Students acquiring skills in segmenting syllables, rhyming, identifying first sounds, final sounds, blending, 3 sound segmentation.		
Year Levels	Term 4 2013	Term 4 2014
Reception	58%	89%
Percentage of Students acquiring skills in above areas including 4 sound segmentation & manipulation.		
Year 1	78%	92%
Year 2	77%	99%

PAT-R Comprehension Test Results for Years 3-7 2013-14 (Term 4 Comparison)

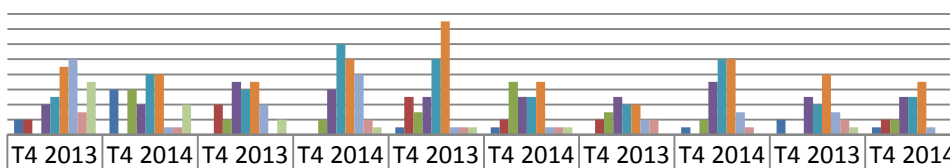
Table 1- Individual student level of achievement by Stanine for each year level (Term 4 2014)

Year Level	Stanine Levels										
	1	2	3	4	5	6	7	8	9	Absent	Total
3	6	0	6	4	8	8	1	1	4	1	39
4	0	0	2	6	12	10	8	2	1	0	41
5	1	2	7	5	5	7	1	1	1	3	33
6	1	0	2	7	10	10	3	1	0	1	35
7	1	2	2	5	5	7	1	0	0	0	23
Totals	9	4	19	27	40	42	14	5	6	5	171

Table 2- Individual student level of achievement by Stanine for each year level (Term 4 2013)

Year Level	Stanine Levels									
	1	2	3	4	5	6	7	8	9	Total
3	2	2	0	4	5	9	10	3	7	42
4	0	4	2	7	6	7	4	0	2	32
5	1	5	3	5	10	15	1	1	1	42
6	0	2	3	5	4	4	2	2	0	22
7	2	0	0	5	4	8	3	2	1	25
Totals	5	13	8	26	29	43	20	8	11	163

PAT-R Stanine Growth T4 2013 > T4 2014



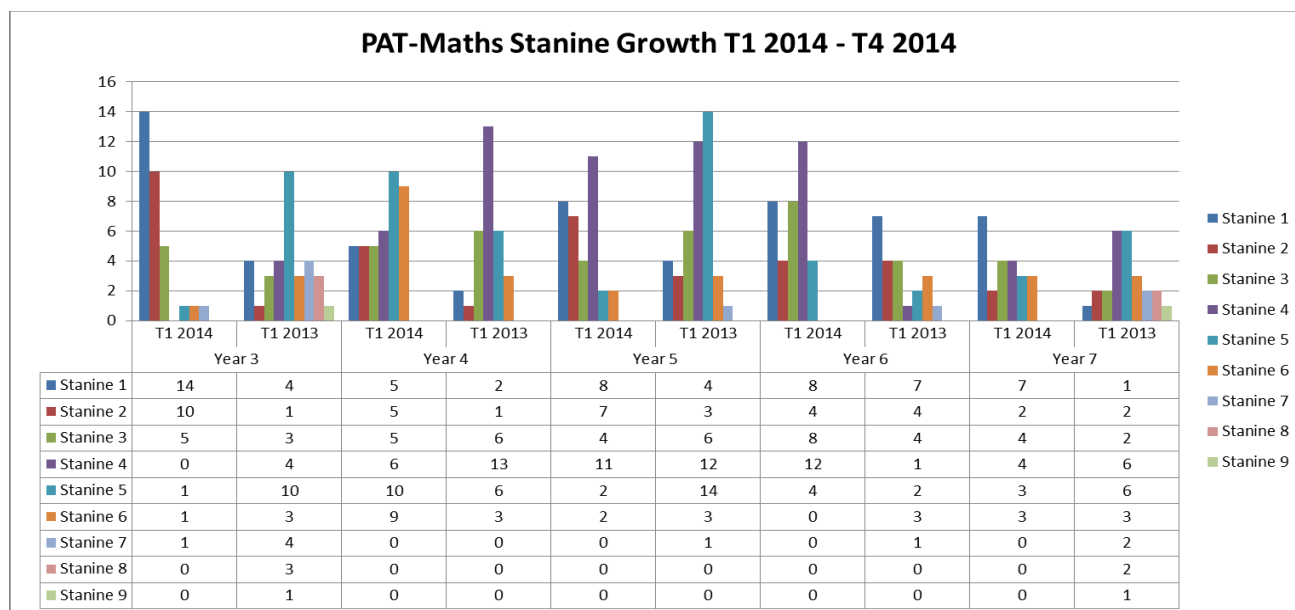
	Year 3		Year 4		Year 5		Year 6		Year 7	
	T4 2013	T4 2014	T4 2013	T4 2014	T4 2013	T4 2014	T4 2013	T4 2014	T4 2013	T4 2014
Stanine 1	2	6	0	0	1	1	0	1	2	1
Stanine 2	2	0	4	0	5	2	2	0	0	2
Stanine 3	0	6	2	2	3	7	3	2	0	2
Stanine 4	4	4	7	6	5	5	5	7	5	5
Stanine 5	5	8	6	12	10	5	4	10	4	5
Stanine 6	9	8	7	10	15	7	4	10	8	7
Stanine 7	10	1	4	8	1	1	2	3	3	1
Stanine 8	3	1	0	2	1	1	2	1	2	0
Stanine 9	7	4	2	1	1	1	0	0	1	0

The above tables highlight a relatively consistent level of achievement in Comprehension skills (by Stanine) for all year levels from term 4 2013 to term 4 2014, following the explicit teaching of Comprehension skills.

PAT-Maths Test Results for Years 3-7 2014

Table 1- Individual student level of achievement by Stanine for each year level (Term 1 2013)

Year Level	Stanine Levels									Absent	Total
	1	2	3	4	5	6	7	8	9		
3	14	10	5	0	1	1	1	0	0	1	33
4	5	5	5	5	6	10	9	0	0	0	45
5	8	7	4	11	2	2	0	0	0	0	34
6	8	4	8	12	4	0	0	0	0	0	36
7	7	2	4	4	3	3	0	0	0	0	23
Totals	42	28	26	32	16	16	10	0	0	1	171



Results for 2014 show 43% of students are achieving at a Stanine level 4 or above.

Through our whole school numeracy block we are working towards students working above this band, with a particular emphasis on 10% of students achieving in Stanine levels 8 & 9. Through the implementation of our Quicksmart Mathematics intervention program we aim to reduce the percentage of students achieving Stanine levels 1-3 from 56% to 30% over a 3 Year period.

Australian Mathematics Competition Test Results 2014

In 2014 31 students sat the Australian Mathematics Competition. Results are tabled for your information.

Australian Mathematics Competition					
	No.of Students	Participation	Proficiency	Credit	Distinction
Year 3	3	0	0	3	0
Year 4	12	0	7	4	1
Year 5	9	2	6	1	0
Year 6	6	1	3	2	0
Year 7	1	0	1	0	0
Total	31	3	17	10	1

Mean Score comparisons 2013-2014

	Year 3		Year 5		Year 7	
	2013	2014	2013	2014	2013	2014
Reading						
Gulfview	457.8	402.2	487.9	479.1	545.1	517.4
State	409.7	407.9	492.1	489.2	535.8	541.2
Aus	419.1	418.6	502.2	500.7	540.4	545.8
Region	390.0		473.2		513.1	
Like Schools	403.3		486.5		530.0	
Writing						
Gulfview	445.3	424.1	484.0	464.4	518.1	492.8
State	401.1	384.7	464.7	455.5	517.1	509.1
Aus	415.6	402.1	477.8	468.2	516.9	511.5
Region	387.5		449.1		496.1	
Like Schools	398.6		458.8		504.9	
Spelling						
Gulfview	444.8	402.3	494.0	485.6	533.6	526.5
State	403.5	401.4	481.8	488.0	543.2	539.6
Aus	410.7	411.9	494.0	497.7	549.2	545.3
Region	388.0		469.4		525.2	
Like Schools	396.2		475.9		537.0	
Grammar						
Gulfview	457.7	419.2	488.2	475.3	547.9	512.6
State	414.3	407.2	488.0	491.4	528.6	538.5
Aus	428.2	426.2	500.8	504.1	535.4	543.9
Region	394.3		467.5		505.0	
Like Schools	409.9		481.0		520.0	
Numeracy						
Gulfview	418.9	418.2	451.1	439.8	538.3	532.7
State	380.1	385.1	467.7	470.5	530.9	534.1
Aus	396.9	401.8	485.9	487.2	542.2	545.9
Region	361.6		446.3		504.8	
Like Schools	376.1		463.3		522.7	

Scores highlighted in bold blue indicate levels of achievement at or above state mean scores

Year 3 NAPLAN Analysis

Figure 1: Year 3 Proficiency Bands by Aspect

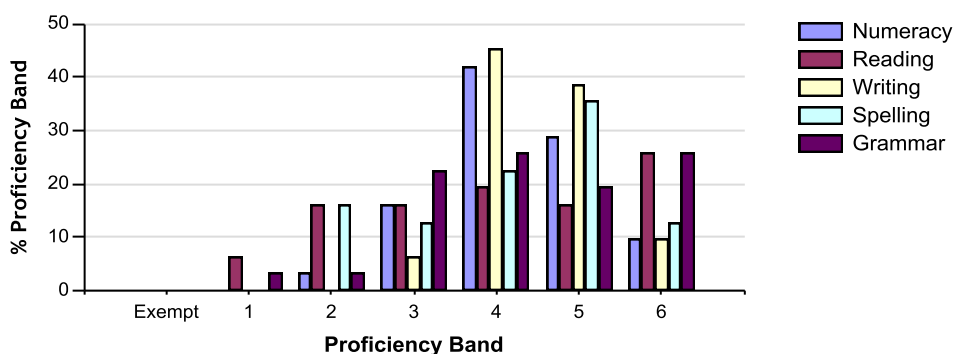


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy			3.2	16.1	41.9	29.0	9.7
Reading		6.5	16.1	16.1	19.4	16.1	25.8
Writing				6.5	45.2	38.7	9.7
Spelling			16.1	12.9	22.6	35.5	12.9
Grammar		3.2	3.2	22.6	25.8	19.4	25.8

Figure 2: Year 3 Mean Scores

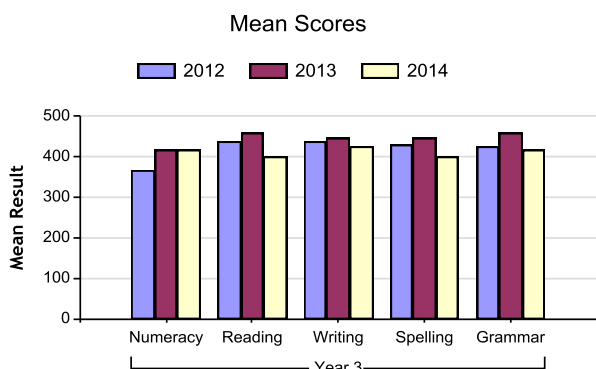


Table 2: Year 3 Mean Scores

Mean Scores by Test Aspect	Year 3		
	2012	2013	2014
Numeracy	368.8	418.9	418.2
Reading	439.3	457.8	402.2
Writing	437.5	445.3	424.1
Spelling	429.6	444.8	402.3
Grammar	425.3	457.7	419.2

In Year 3, 31 students were present for the test. 100% of students achieved the national minimum standard in Writing and 94% in Reading. The national average achievement by proficiency band fell in band 4. 94% of students achieved at/or above the national average in Writing and 62% in Reading.

In Year 3, 100% of students achieved at or above the National minimum standard in Numeracy. The national average achievement by proficiency band fell in band 4. 81% of students achieved at/or above the national average in Numeracy.

Year 5 NAPLAN Analysis

Figure 3: Year 5 Proficiency Bands by Aspect

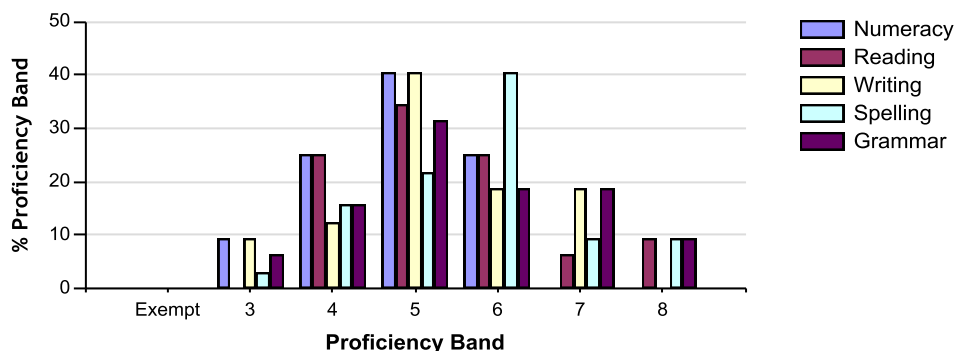


Table 3: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy		9.4	25.0	40.6	25.0		
Reading			25.0	34.4	25.0	6.3	9.4
Writing		9.4	12.5	40.6	18.8	18.8	
Spelling		3.1	15.6	21.9	40.6	9.4	9.4
Grammar		6.3	15.6	31.3	18.8	18.8	9.4

Figure 4: Year 5 Mean Scores

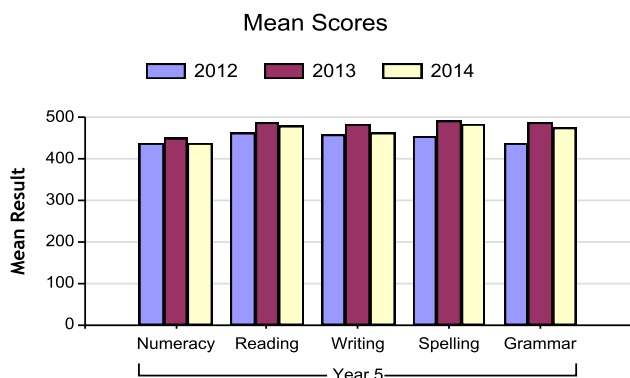


Table 4: Year 5 Mean Scores

Mean Scores by Test Aspect	Year 5		
	2012	2013	2014
Numeracy	436.3	451.1	439.8
Reading	462.3	487.9	479.1
Writing	460.4	484.0	464.4
Spelling	456.7	494.0	485.6
Grammar	436.7	488.2	475.3

In Year 5, 32 students were present for the test. 100% of students achieved the national minimum standard in Reading and 91% in Writing. The national average achievement by proficiency band fell in band 5 in Writing and band 6 in Reading. 78% of students achieved at/or above the national average in Writing and 41% in Reading.

In Year 5, 91% of students achieved at or above the National minimum standard in Numeracy. The national average achievement by proficiency band fell in band 5. 68% of students achieved at/or above the national average in Numeracy.

Year 7 NAPLAN Analysis

Figure 5: Year 7 Proficiency Bands by Aspect

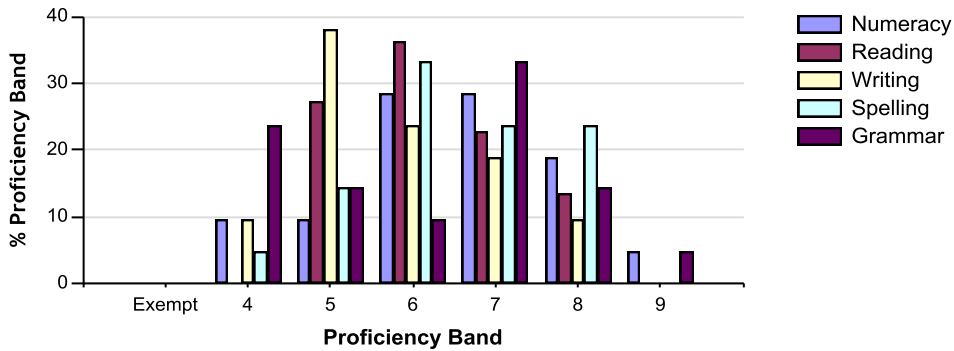


Table 5: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy		9.5	9.5	28.6	28.6	19.0	4.8
Reading			27.3	36.4	22.7	13.6	
Writing		9.5	38.1	23.8	19.0	9.5	
Spelling		4.8	14.3	33.3	23.8	23.8	
Grammar		23.8	14.3	9.5	33.3	14.3	4.8

Figure 6: Year 7 Mean Scores

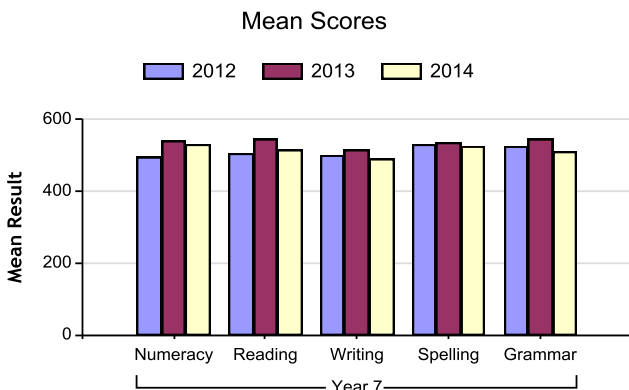


Table 6: Year 7 Mean Scores

Mean Scores by Test Aspect	Year 7		
	2012	2013	2014
Numeracy	497.0	538.3	532.7
Reading	505.6	545.1	517.4
Writing	501.9	518.1	492.8
Spelling	528.2	533.6	526.5
Grammar	527.2	547.9	512.6

In Year 7, 22 students were present for the Reading test. 100% of students achieved the national minimum standard in Reading and 90% in Writing. The national average achievement by proficiency band fell in band 6 in Writing and Reading. 53% of students achieved at/or above the national average in Writing, and 73% in Reading as compared with 71% in 2013.

In Year 7, 90% of students achieved the National minimum standard in Numeracy. The national average achievement by proficiency fell in Band 7. 53% of students achieved at/or above the national average in Numeracy.

Figure 7: Year 3-5 Growth

NAPLAN School Growth: Year 3-5

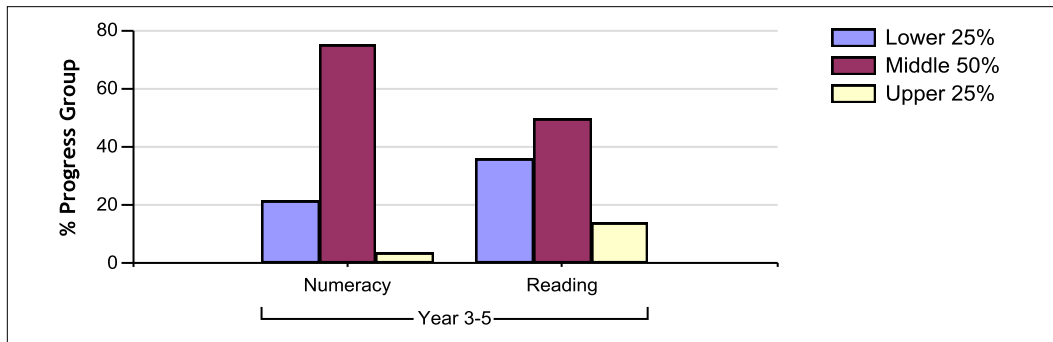


Table 7: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	21.4
	Middle 50%	75.0
	Upper 25%	3.6
Reading	Lower 25%	35.7
	Middle 50%	50.0
	Upper 25%	14.3

Figure 8: Year 5-7 Growth

NAPLAN School Growth: Year 5-7

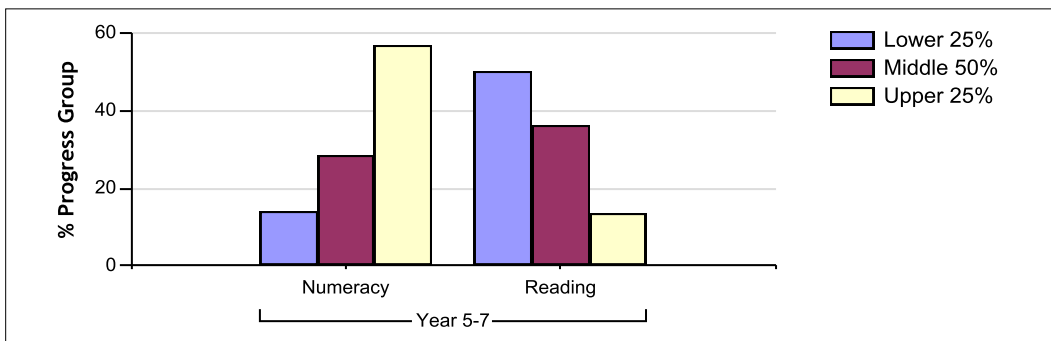


Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	14.3
	Middle 50%	28.6
	Upper 25%	57.1
Reading	Lower 25%	50.0
	Middle 50%	36.4
	Upper 25%	13.6

Percentage of Year 5 students whose progress from Year 3, and Year 7 students whose progress from Year 5 falls in the lower 25%, middle 50%, or in the upper 25% of all students in the state in Reading and Numeracy. There has been a significant increase in the progression rate in the Year 5 -7 upper numeracy aspect.

Student Data

Enrolment / Attendance

Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2012	2013	2014
Reception	94.9	91.7	94.9
Year 1	91.7	92.3	94.3
Year 2	94.3	92.5	94.2
Year 3	93.1	93.7	94.1
Year 4	93.9	93.7	94.8
Year 5	94.9	93.9	95.6
Year 6	94.7	89.6	94.0
Year 7	93.2	91.4	92.8
Total All Year Levels	93.8	92.6	94.4
Total ACARA 1 TO 10	93.6	92.7	94.3

Attendance data for 2014 compared with our Partnership, DECD and like Schools.

Table 10: Attendance by Area

	2011	2012	2013	2014
Gulfview Heights	93.1%	93.8%	92.6%	94.4%
Salisbury Partnership	88.8%	89.4%	91.5%	TBA
DECD	90%	90.3%	92.2%	TBA
Like Schools	90.4%	90.8%	92.9%	TBA

TBA: To Be Advised

Our attendance data has remained constant over the past 3 years and relatively high in comparison to the state and schools within the Northern Adelaide region. 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 evident through regular attendance.

Table: 11 Enrollments by Year

YEAR	ENROLMENT
2006	193
2007	231
2008	220
2009	223
2010	239
2011	254
2012	266
2013	286
2014	304

The term 3 census enrolments was 304 students, our highest ever enrolment in the school's history. 17% of students are from English as a Second Language or Dialect (EALD), 4% of students identify as Aboriginal Torres Strait Islander (ATSI) backgrounds, 8% are officially recognised by DECD Guidance officers as having Learning Disabilities, and 32% were eligible for School Card.

This 2014 enrolment figure is significantly higher than 2013 enrolments. We continue to have a strong Reception intake from preschools within the local area, whilst gaining several new enrolments in the Early Years R-2 classes and consolidating enrolments in the Primary Years 3-7. This has impacted on class structures for 2015 with an additional twelfth class being established from the beginning of next year.

We continued to take advantage of the significant reception intake this year by maintaining our marketing campaign to promote the school through the publication of a school promotional flyer, updating our website, conducting termly Open Mornings / School tours, and new Family information packs. These have been distributed to all local feeder pre-schools and child care centers. This resulted in very successful Open Mornings being held throughout the year with many new families enrolling their children for 2015 and beyond. This has meant a strong starting enrolment of approximately 330 students in 2015.

National Data Collection

Table 12: Data Collection by Adjustment

National Data Collection for Students with disabilities 2013					
Level of Adjustment	None at this time	Supplementary	Substantial	Extensive	Withdrawn
No. of Students	27	56	18	6	2

Gulfview Heights Primary was again chosen to participate in the National Data Collection for Students with Disabilities. This collection provides a national measurement of the number of students with disability and the level of additional support provided. It ensures an evidence base for future school improvement reform to support students with disability at the school, systemic and national level. Students with a health care plan such as asthma are included in the 'none at this time' section if no adjustments are necessary for their learning.

Destination

Progression / Retention Ratios (Students continuing from Year level to Year level)

The data available to the school indicates that progression ratios are relatively high apart from Yr 5 to 6. A number of students continue to take advantage of enrolling in other schools in Year 6 in preparation for high school. This year the overall numbers of students transferring out from Gulfview Heights continues to remain significantly lower than previous years.

Table 12: Retention rates by Year Level

Year Level	2011/2012	2012/2013	2013/2014
RE to 01	88.1	81.8	81.8
01 to 02	102.6	110.8	116.7
02 to 03	100.0	105.1	100.0
03 to 04	95.3	113.8	100.0
04 to 05	96.4	102.4	100.0
05 to 06	78.1	85.2	81.0
06 to 07	88.9	104.0	100.0

Client Opinion

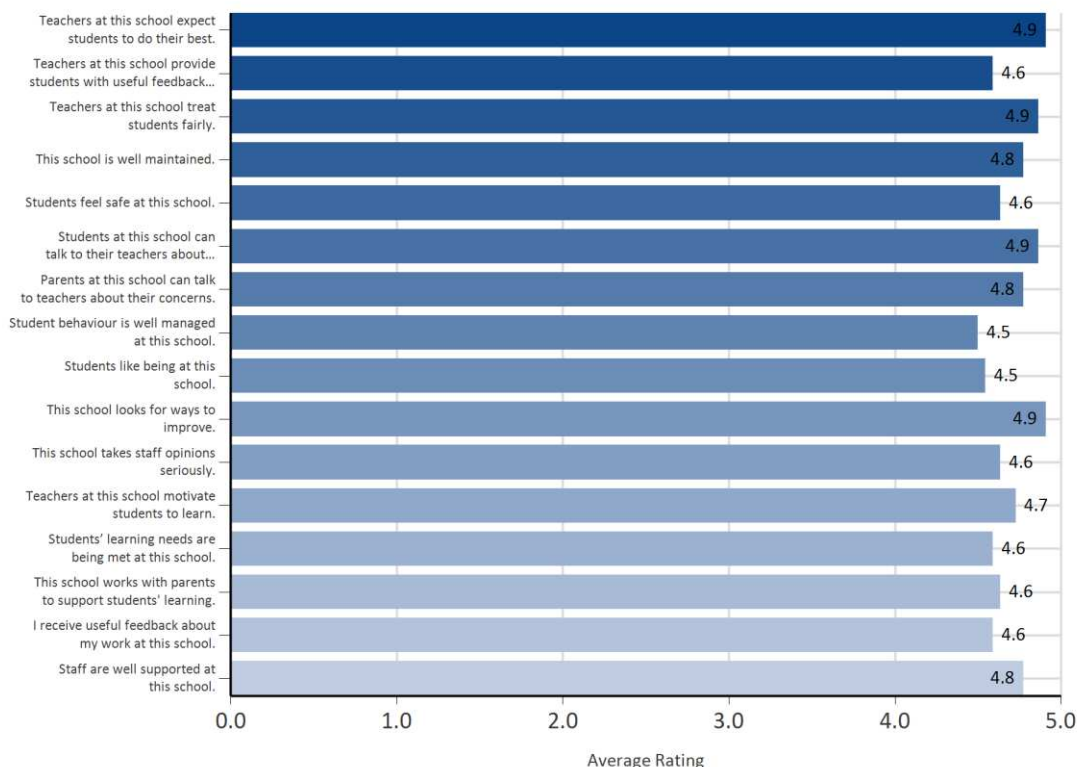
Parent / Carer, Student and Staff Opinion Surveys

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 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 agreement in all areas surveyed.

Staff Opinion Survey

The following table reflects the opinion of 22 staff about the quality of teaching and learning within Gulfview Heights Primary School.

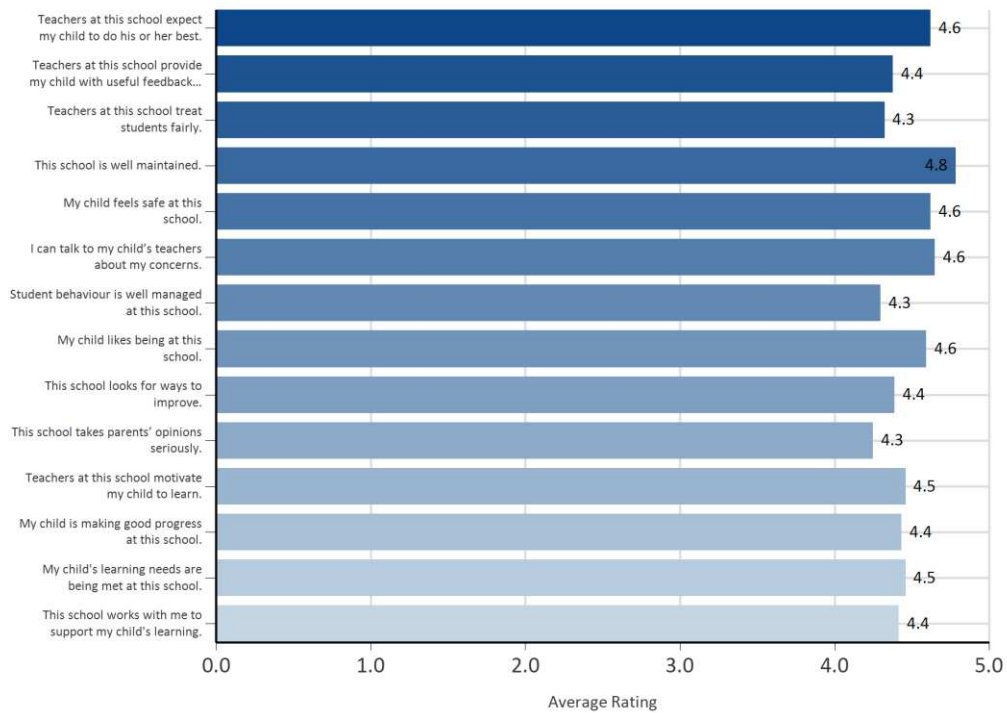
Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



Parent Survey

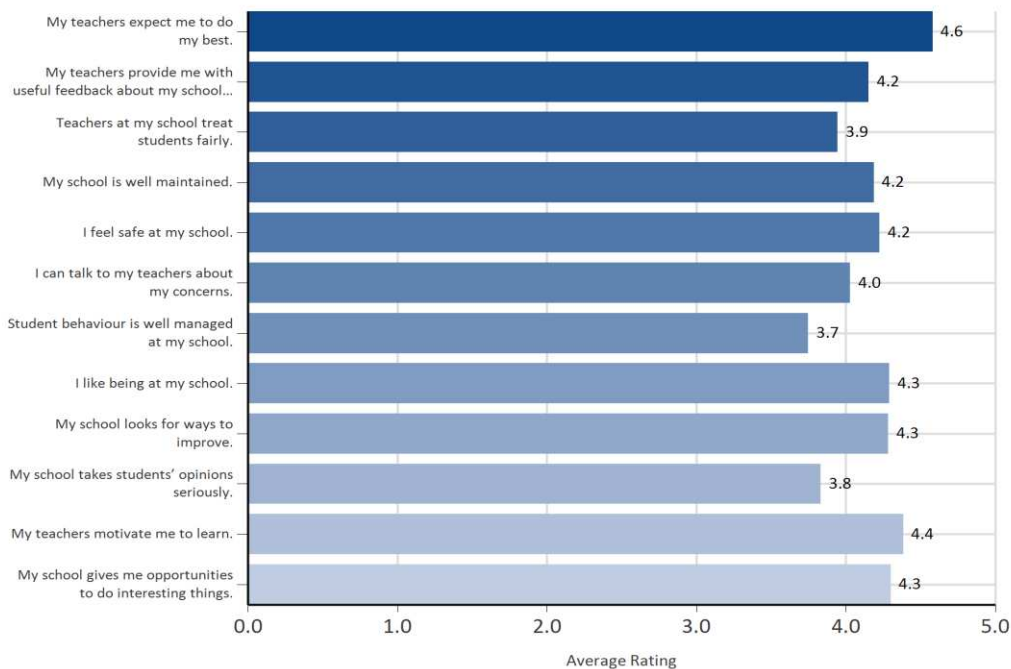
The following graph is a summary of the 37 responses received from parents about the quality of their child’s learning experiences at Gulfview Heights Primary School.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



Student Survey

The following survey is a summary from 107 students on the quality of their teaching and learning experiences at Gulfview Heights Primary.



Behaviour Management

CHILD PROTECTION AND STUDENT WELL BEING

Staff have continued to implement the Child Protection Curriculum and anti-bullying and harassment programs to decrease incidents of bullying and harassment throughout 2013.

The following table reflects the data and trends of bullying and violence within our school.

Behaviour Type	2012	2013	2014
Violence – threatened or actual	55	25	32
Threatened good order	8	2	4
Threatened safety or wellbeing	17	16	14
Acted Illegally	1	0	0
Interfered with the rights of others	29	25	4
Persistent and willful inattention	21	9	6
Total	131	77	60

Criminal History Screening

Gulfview Heights Primary School was audited in July to ensure we comply with the DECD Criminal History Clearance guidelines for all staff, volunteers, Governing Council employees, third Party providers and contractors.

The report indicates GHPS procedures meet all the requirements for DECD Criminal History Clearances. The following recommendations were outlined to further refine our procedures;

- In the event a third party provider does not have a DCSI clearance the site leader will contact CHS Liaison officer for assistance in undertaking a risk assessment ie. Active After Schools providers
- Records are maintained in a manner which they can easily be interpreted and understood by all eg. colour coding the relevant cohort of clearances such as volunteers & Governing Councillors

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Graduate Degrees or Diplomas	33
Post Graduate Qualifications	2

Please note: Staff that 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

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	15.0	0	6.9
Persons	0	17.0	0	10.0

Financial Statement

Income by Funding Source

	Funding Source	Amount
1	Grants: State Early Literacy Primary Australian Curriculum Strategy	\$14,335 \$12,890
2	Grants: Commonwealth National Partnerships Support for Students with Disabilities Bettors Schools Agreement Funding Aboriginal program Assistance Scheme	\$50,000 \$12,064 \$1,500
3	Parent Contributions	\$76,608
4	Fundraising	\$6,634

Detailed financial reports including Profit & Loss Statements and Balance sheets (as at Period 13) are enclosed for your information for the School, Canteen and Out of School Hours Care.

FINANCIAL STATEMENTS / POSITION

This year has seen considerable funding and spending on school facilities, infrastructure, staffing and resourcing to support curriculum initiatives and programs, whilst maintaining outstanding facilities and providing the best possible learning environment.

The Finance subcommittee continued to monitor the financial resources and make recommendations in line with 2014 Budget. Governing Council approved school fees for 2015 be raised outside the CPI index increase to \$285.00 per student with no discounts to apply. This does not include class camps, swimming lessons or individual class excursions.

Governing Council approved an updated Debt Recovery policy and subsequent appointment of a debt collector in an effort to recoup outstanding school fees for this year. This policy has ensured a minimum balance of outstanding fees in 2014.

The school has completed the 2014 financial school year with a carry-over of approximately \$344,000 of which there are some committed funds for significant projects to be undertaken or completed.

The 2015 budget has been drafted by the Finance subcommittee in response to submissions forwarded by staff and in line with budget spending patterns from 2014. There is a significant focus on promoting school priorities through curriculum activities, professional learning for staff, resources and facility upgrades. This has been approved in principle with minor modifications / adjustments to be presented to the new Governing Council for 2015 by the end of term 1, once all Resource entitlements are confirmed by DECD.

Expenditure on Site Learning Priorities and Professional Learning

The school continues to invest heavily in its greatest human asset – Teacher development and Professional Learning.

The following table indicates amounts expended on staff professional learning connected to the strategic priorities in our Site Improvement Plan:

Budget Lines	2014 Budget Allocation	2014 Expenditure
National Partnerships –Students with Disabilities	\$50,000	\$50,292
Literacy & Numeracy Strategy	\$14,000	\$15,320
Primary Australian Curriculum Strategy	\$13,700	\$15,306

All staff participated in extensive professional learning activities throughout the year. These have included pupil free days and staff meeting professional learning sessions. Individuals and teams of staff also attended and participated in conferences and release days specifically in the teaching of Australian Curriculum English and History, Assessment, Differentiating the curriculum: Numeracy Focus, Speech & language, Significant Difficulties in Reading and Jolly Phonics / Jolly Grammar.

In addition to the core professional learning program provided by the school all staff completed the required number of training hours in their own time ie. 37.5 hours for a full time staff member.

Funds allocated and expended against Site Improvement Plan Priorities

Our site priorities are supported by budget allocations. These allocations include classroom resources and purchase of new materials and equipment to support teaching and learning programs. The following amounts were expended during 2014 on teaching resources and equipment.

School Priorities	2014 Budget Allocation	2014 Expenditure
Literacy	\$10,000	\$9,273
Numeracy	\$10,000	\$9,623
ICT	\$14,000	\$15,476
Australian Curriculum	\$3,000	\$3,231
Student Well Being	\$2,000	\$1,347

GULFVIEW HEIGHTS PRIMARY SCHOOL

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Email: Chris.Zunis17@schools.sa.edu.au

Principal: Mr Chris Zunis

Governing Council Chairperson: Mrs Debbie Hodgetts

Signed: _____

Principal

Signed: _____

Chairperson