

# Gawler East Primary School 2016 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Gawler East Primary School Number: 1008

Partnership: Greater Gawler

**Name of School Principal:**

Bob Wildy

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**Name of Governing Council Chair:**

Ali Payton

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**Date of Endorsement:**

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## School Context and Highlights

Gawler East Primary School is a large metropolitan school 44 kilometres from Adelaide. It is Category 6 in scaling system of 1 to 7 with 7 being the highest in terms of educational advantage in the DECD scale. This scale has been calculated and updated once in the last 13 years. However, there is a changing trend with increasing social complexity occurring in the school population. This is evidenced by the decline in the Australian Curriculum, Assessment and Reporting Authority's (ACARA) Index of Community Socio- Education Advantage (ICSEA) scale which is calculated annually. This has fallen steadily every year from a score of 1027 in 2009 to a low 981 in 2013, with slight increases in 2014/15 to 993. The distribution of students in 2015 indicates that we have 32% of students in the bottom quarter of students compared to Australian Distribution of 25%. This demographic has changed significantly from 2009 when we had 12% of students in the lower quarter. We currently have 69 % in the bottom / lower middle quarters compared to 42% in 2009 with 31% in the upper middle/ top quarters currently compared with 57% in 2009.

Gawler East had a student population at the beginning of Term 1, 2016 of 390 students in the school. This was made up of 144 students in Reception to Year two and 246 in Years three to seven. Our enrolment is made up of 184 boys and 206 girls. We had 15 classes in 2016. The student population in 2016 included 2.8% Aboriginal Students, 2% Students of Non English Speaking Background, 7% Students with Disabilities, 1.8% Guardianship of the Minister, and 25% students receiving School Card.

Every year we start the new school year with 'Setting up for Success' - our annual two-week program which focuses on explicitly teaching our school values of Respect, Responsibility, Honesty and Fairness, as well as introducing our students to Play is the Way - our whole school behavior education program. We celebrated the culmination of this program with a very successful Family Fun Day, in which parents/carers are invited into see the work students have achieved and meet new teachers.

Other highlights throughout 2016 include: Swimming, Interoception action research project. Indonesian cooking, Book Week, Sporting schools - athletics & tennis, Reconciliation week/Aboriginal Murals, SAPSASA, Burnsafe, Lab on Legs, JP Science Show, Street Smart, Responsible Pet Ownership, Choir, Wirraway Camp, Milo Cricket, Jeans for Genes Day, Loud Shirt Day.

## Governing Council Report

Governing Council has provided oversight to the school in regards to determining major activities in the school such as the Family Fun Day and the whole school sports day as well as the expenditure of monies on the Skoolbag online communication tool for parents and Parenting Ideas & Insights brochures. Governing Council members also provided input into the Site Improvement Plan goals, and followed up directions from the External Review regarding High Expectations, Student Engagement and Rigorous Learning. A Governing Council member also sat on the merit selection panel as a parent representative for the selection of the new principal for 2017. Governing Council gave approval to Pupil Free days and School Closure day for the Royal Adelaide Show and continued to have input into the implementation of our new school uniform and logo. Governing Council members have received with enthusiasm reports from school leaders and teachers about the Learning Frontiers Program, the Interoception (Nest) Action Research project and project based learning occurring in classes across the school.

Out of School Hours Care (OSHC) is a subcommittee of Governing Council, with the Governing Council being the employing body and responsible for the OSHC service. Out of School Hours Care provided before school, vacation care, pupil free day and school closure care and after school care for our local community, at a very reasonable cost. Our OSHC programme is highly valued by our community. Emma Higgins, our OSHC Director, continues to provide outstanding leadership and direction to our service, seeking input from school and OSHC staff, parents and students, in making ongoing changes and improvements for BSC, ASC and Vacation Care, working towards the new National Quality Standards.

Our Governing Council consists of 13 parent members, 2 staff representatives and 1 community representative from Gawler East Preschool (2 male and 14 female). The positions of Chairperson, Secretary and Treasurer have been filled. Quorum was achieved in all meetings. Attendance at meetings was generally good. Apologies received were generally due to (paid) work and family commitments.

## Improvement Planning and Outcomes

Our Site Improvement Plan focussed on addressing External Review directions from 2015 as well as implementing whole school agreements in Literacy, Numeracy and Wellbeing.

Teaching staff formed Professional Learning Communities (PLCs) to facilitate collaborative planning and professional reflection/dialogue of current effective pedagogies as we implemented aspects of our Literacy, Numeracy and Wellbeing Agreements.

As a follow up to our External Review Directions, staff, students and parents developed clear definitions of what student engagement, high expectations and rigorous learning mean to our community.

Student engagement is when GEPS students are actively participating and showing interest and focus in their learning.

At GEPS we have high expectations that all members of our school community will: Pursue their personal best in everything they say and do, accept challenges, persist through difficulties and work towards achieving success.

Rigorous learning is when experiences are challenging, thought provoking and reaching for higher level of quality in both effort and outcome, in a safe environment.

Through performance development meetings, teachers have had the opportunity to share aspects of their work, critically reflect on their teaching practice in relation to the above definitions, as well as receive and give constructive feedback for improvement.

### Literacy

Staff professional development on Jolly Grammar and Running Records supported our Literacy Agreement. Students across the school were tracked using running records and Bedrock sight words. Running Record data allowed us to identify students, in the early years, who required further support with targeted interventions such as MiniLit and MultiLit.

### Numeracy

Emphasis on Natural Maths and Back to Front Maths continued. We have participated in a Partnership Pupil free day on Powerful Learners and senior staff have participated in results plus training for leaders.

During our Term 4 pupil free day teachers analysed PAT-R and PAT-M data to plan and implement tailored and targeted instruction and to track and monitor student progress. This will be an area for further development in 2017 and beyond.

### Wellbeing

Attendance is directly linked to student well-being and achievement and we do our best to reach attendance targets.

Unfortunately we did not meet our attendance target for 2016 and so improving our rate will be a priority for 2017. Strategies include: weekly tracking of individual students by teachers, phone calls to families where there are attendance concerns, detailed documentation of contact via attendance case notes, home visits and in extreme cases of concern referrals are made to our Attendance and Engagement Officer or Child Wellbeing Practitioner.

We have continued our work around Positive Education and Play is the Way in 2016 to support the wellbeing of students as well as the introduction of 'The Nest' interoception action research project.

In 2016 our data schedule was implemented with all student achievement data to be stored in our custom built web based system, 'Scorelink'. Teachers are able to log in at anytime to enter, track and analyse student performance. Although most of the data is targeted towards Literacy, particularly reading, we have also collected some data in Mathematics.

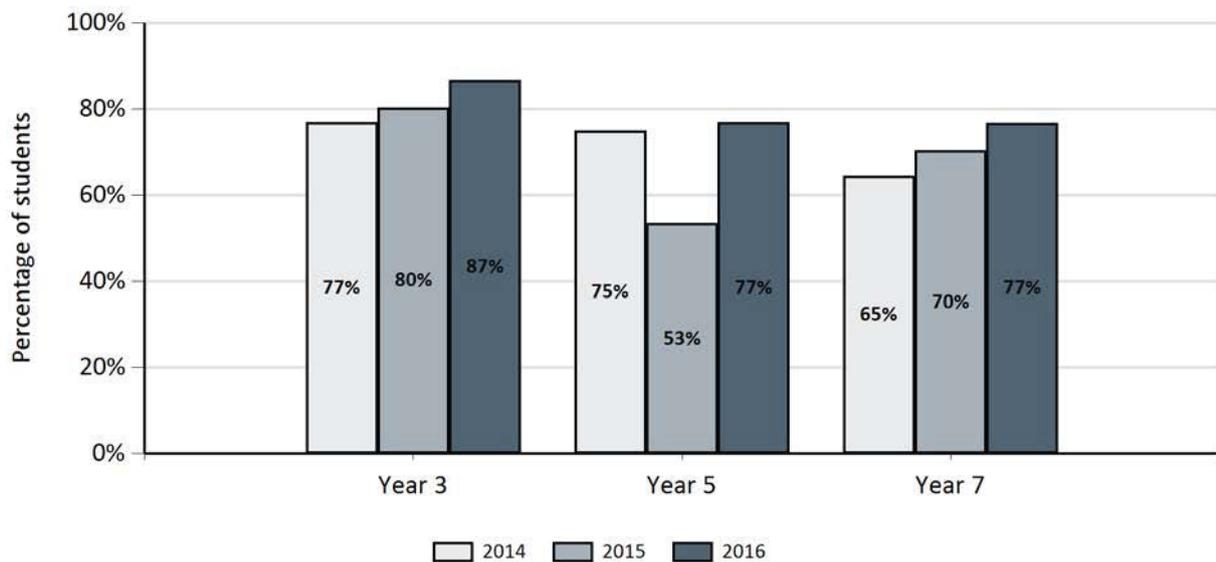
This year we have also continued our work with the AITSL hub to research and trial innovative practices. We have introduced Discovery Time across R-2 with very positive feedback.

## Performance Summary

### NAPLAN Proficiency

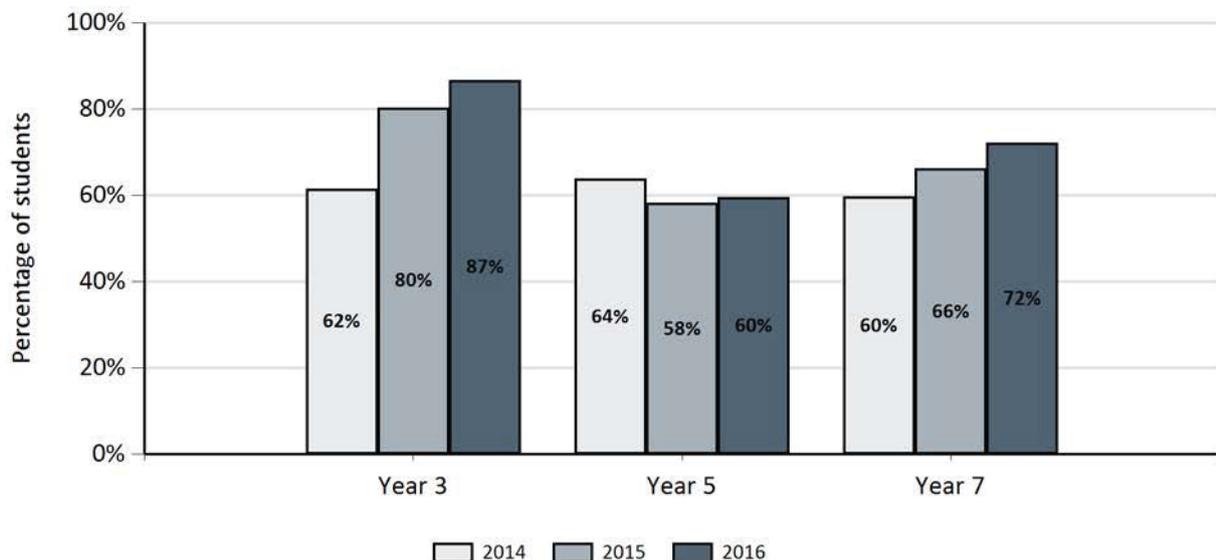
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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 2014 to 2016 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)
Lower progress group	15%	14%	25%
Middle progress group	57%	59%	50%
Upper progress group	28%	27%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	42%	13%	25%
Middle progress group	33%	53%	50%
Upper progress group	24%	34%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2016	45	45	21	6	47%	13%
Year 3 2014-16 Average	49.3	49.3	18.0	10.3	36%	21%
Year 5 2016	52	52	13	5	25%	10%
Year 5 2014-16 Average	50.3	51.0	11.7	5.3	23%	10%
Year 7 2016	43	43	10	6	23%	14%
Year 7 2014-16 Average	56.3	56.7	10.0	5.7	18%	10%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

## School Performance Comment

### NAPLAN Proficiency

There has been an improvement each year in the percentage of students demonstrating achievement in NAPLAN proficiency bands above the National Minimum Standard in Reading and Numeracy for both Years 3 and Year 7 for the last three years. This is pleasing. Year 5 results have varied with a significant percentage drop in Reading occurring in 2015 and Numeracy results have remained fairly static.

### NAPLAN Progress

#### Reading

There was an improvement in the Reading progression data for both Year 3 to Year 5 and Year 5 to Year 7 as indicated by NAPLAN results in 2016. We achieved our target of 80% with 85% being achieved at Year 3 to Year 5, with an increase of 11% from 2015. This was really pleasing and reflects the success of our early intervention programs, in particular Mini-Lit and Multi-Lit, which have been running for a few years. There was a slight improvement in the Year 5 to Year 7 progression data with our target of 80% again being exceeded by 6 % in middle to upper progress. This maintained the high level of achievement from 2015.

#### Numeracy

Our numeracy progress data from Year 3 to Year 5 was 57% in the middle to upper levels. This was 10% down from 2015 and is significantly below our target of 80%. However, progress data from Year 5 to Year 7 exceeded our target by 7 % with 87% of our students achieving middle to upper progress.

Our Year 3 to Year 5 results are disappointing considering the resourcing and training provided to staff in the Back to Front Maths problem solving approach that we have adopted as a whole school in 2012 and the ongoing training provided in Ann Baker's Natural Maths. Numeracy will need to continue as a priority at GEPS in 2017.

### NAPLAN Upper Two Bands Achievement

The percentage of students achieving in the upper two bands in Reading in 2016 at all three year levels is better than the average over the last three years. At Year 3 level, the 2016 result was a pleasing 11% increase. Our Numeracy results are varied with Year 3 percentages being down by 8% , Year 5 being the same and Year 7 a 4% increase over the last three year average.

## Attendance

Year level	2014	2015	2016
Reception	92.6%	93.0%	93.5%
Year 01	91.7%	91.9%	93.4%
Year 02	92.8%	91.2%	93.7%
Year 03	94.1%	94.5%	94.4%
Year 04	92.1%	93.4%	93.5%
Year 05	93.1%	91.1%	93.1%
Year 06	92.8%	90.7%	91.5%
Year 07	93.3%	91.9%	87.9%
Primary Other		100.0%	
Total	92.8%	92.2%	92.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

Attendance figures at Gawler East Primary School in 2016 have continued to be reasonably good with an overall attendance figure of 92.7%. Attendance continues to be monitored on a day to day basis by classroom teachers with individual concerns being passed onto senior staff or school counsellor. These are followed up accordingly with a telephone conversation, by letter or by a face to face meeting with parents to share information on the potential impact that non-attendance has on their child/ren's educational outcomes. When necessary, referrals are made to the local Attendance Officer.

## Behaviour Management Comment

72.7% of students did not have a detention during 2016. A further 9.7% of students had only one detention during the year; 5.5% - 2 detentions, 2.0% - 3 detentions and 1.6% - 4 detentions. Therefore, 91.5% of our students comply with our behaviour code averaging 1 or less consequences per term.

3.7% of students (16 students) recorded consequences 9 times or more making up 44.5% of the total number of incidents. A number of these students received higher level consequences such as take home, internal and external suspensions. Individual plans and accommodations are in place for these students to try to encourage behaviour change. Altogether, there were 14 Internal Suspensions, 20 Suspensions and 1 Exclusion in 2016.

## Client Opinion Summary

**Parent:** Only 10 parents responded to the survey, down from 28 in 2015, which unfortunately does not provide the school with statistically valid data. Respondents had an opportunity to respond on a five-point scale from strongly agree, agree, neutral, disagree and strongly disagree.

The average scores ranged from a high 4.6 (I can talk to my child's teacher about my concerns) to a low 3.3 (This school takes parents opinions seriously). Three questions received a slight increase rating from 2015 (My child likes being at this school + 0.4; I can talk to my child's teacher about my concerns + 0.1, and Student behaviour is well managed at this school + 0.1) All other questions were rated lower which was a disappointing result. However, in real terms, 8 of the 10 respondents were Neutral, Agree or Strongly Agree to all questions, with one or two in the Disagree column and one person Strongly Disagreed to the last two questions of the survey.

**Staff:** 21 staff responded to the survey, up from 9 in 2015. The average scores ranged from a high 4.5 (Teachers at this school expect students to do their best; Teachers at this school treat students fairly) to a low 3.6 (Student behaviour is well managed at this school). There was significant increase with the questions, The school is well maintained (+1.3), Student behaviour is well managed at this school(+0.9), Teachers treat students fairly (+0.7) and Staff are well supported at this school. (+0.7). Overall there were increases in 10 questions with 3 remaining at the same level and there were slight decreases in three questions, Parents at this school can talk to teachers about their concerns (- 0.4) Teachers at this school expect students to do their best (- 0.2) Students at this school can talk to teachers about their concerns.(-0.2) When looking at the responses in real terms, there were three or less respondents who disagreed to 7 questions with one respondent strongly disagreeing to the question Student behaviour is well managed at the school. All other 17 /18 respondents to all questions were Neutral, Agree or Strongly agree.

**Students:**109 students responded to the survey. The average scores ranged from a high 4.5 (My teachers expect me to do my best) to a low 3.3 (Student behaviour is well managed at my school). 12 of the 14 questions were rated higher by students from 2015 by an average of nearly 0.3 with the other two questions remaining the same.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	4.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	40	30.3%
Transfer to SA Govt School	86	65.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

All staff, Governing Council members, parent volunteers and visitors, regularly working with children have current History Screening in place. The school keeps copies of the Criminal History clearances and maintains a data base/ records of expiry dates to ensure compliance.

## Teacher Qualifications 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	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	20.4	0.0	10.5
Persons	0	22	0	14

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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

## 2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	0.2 counsellor time was combined with 0.6 RAAP funding to begin an action research project on teaching interoception skills to small groups and individuals to improve their self regulation and engagement in learning.	Behaviour and engagement data clearly shows improvement for targeted individuals
	Improved Outcomes for Students with an Additional Language or Dialect	Funds used to release a teacher to conduct EALD scaling for 8 students.	4 year 1s - levels 3-5 2 year 5s - level 8 2 year 7s - levels 10 and 12
	Improved Outcomes for Students with Disabilities	Students received SSO support time according to their level of disability with programs integrating NEP goals with year level topics and adjusted to the students' ability level.	NEP goals reviewed and updated during regular review meetings.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Oral language development support with reception students; 26.5 hours/week. MiniLit, MultiLit and Numeracy intervention programs; 24 hours/week. Three trained SSO's delivered 4 MiniLit lessons a week for 22 students.	27 students completed MiniLit. 6 students completed MultiLit. Improvement in literacy and numeracy outcomes evidenced through upward trend in NAPLAN data
Program Funding for all Students	Australian Curriculum	T&D support for teachers to implement whole school literacy and numeracy agreements and Australian Curriculum.	
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Top up of ACEO, additional 5 hours/week to make 12 hour/week total.	15 ATSI students have achieved individual goals set in their ILPs.
Other Discretionary Funding	Specialist School Reporting (as required)	11 hours/week SSO time intervention programs (MiniLit, MultiLit and Numeracy)	
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		