

Gawler East Primary School 2017 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:

Alec Tibbitts

Name of Governing Council Chair:

Alison Payton

Date of Endorsement:

14th March 2018

School Context and Highlights

Gawler East Primary School is proud to offer parents and students a safe and caring learning environment where students are encouraged and supported to achieve high standards of work and behaviour. Respect is a key theme - respect for self, respect for others, respect for learning and respect for the environment. We have extensive grounds and plenty of options for students to participate in during their breaks. Specialist subjects are The Arts, Indonesian and PE, with class teachers taking responsibility for all other areas of the curriculum. At the start of 2017 the school had **** enrolments in 15 classes.

A new leadership team started at the beginning of 2017. Alec Tibbitts, Adele White, Leah Searle and Mel Leslie were all appointed to the school.

Staff at GEPS are committed to adapting and improving pedagogy to meet the needs of their individual class members. Key areas that we focused on included differentiation, early intervention, task design, moderation, literacy and numeracy.

Teachers and Leaders use data to inform practice. In 2017 we created a data room which is used to display and discuss individual students' academic performance and that of different cohorts of students.

The process of upgrading facilities takes time and can be quite costly. Fortunately the school was in a strong financial position at the start of the year and projects were able to be progressed. Fencing was installed to separate the JP sandpit from a retaining wall, eliminating the risk of a fall. This fencing will eventually be extended to surround a JP safe play area.

After much consultation, a designer was contracted to plan a Natural Play Area at the back of the brick buildings. Once completed, this area will fill what is currently a 'dead space.' Very few students were playing in the area as it was featureless and lacked any appeal.

New signs were sought and installed later in the year. These included an electronic sign which provides us with another means for informing the community of any special events or information.

In 2017, we were proud to host two teachers from South Korea with two GEPS staff travelling to Korea later in the year. We also hosted 6 Korean students with 6 GEPS students paying a return visit in January 2018.

Special events included Christmas Carols, Swimming, Camps, Bike Ed, Tennis SA visit and the OSHC assessment where the service was found to be meeting all standards and exceeding them in three areas.

Governing Council Report

Nil report.

Improvement Planning and Outcomes

Targets for 2017

NAPLAN

Maintenance of students performing in DECD higher achievement bands, and a reduction of students performing below the DECD Standard of Educational Achievement (SEA) for NAPLAN.

In both Literacy and Numeracy the DECD SEA for students is band 3 in year 3, band 5 in year 5 and band 6 in year 7.

In Literacy the percentage of students achieving the benchmarks in 2016 and 2017 were:

Year 2 2016 - 50% 2017 - 49%

Year 3 2016 - 86% 2017 - 68%

Year 4 2016 - 70% 2017 - 77%

Year 5 2016 - 70% 2017 - 72%

Year 6 2016 - 75% 2017 - 76%

Year 7 2016 - 87% 2017 - 80%

The targets were met in years 4, 5 and 6.

In Numeracy the percentage of students achieving the benchmarks in 2016 and 2017 were:

Year 2 2016 - 78% 2017 - 58%

Year 3 2016 - 81% 2017 - 65%

Year 4 2016 - 70% 2017 - 70%

Year 5 2016 - 64% 2017 - 66%

Year 6 2016 - 77% 2017 - 72%

Year 7 2016 - 80% 2017 - 70%

The targets were met in years 5 and 6.

To compare different cohorts of students who are in the same year level can be misleading, however, it does inform the site where priorities should lay.

In keeping with the School Review 2015, it is recommended that:

Site leaders work with staff to regularly analyse data to inform practice

Ensure site agreements are undated and adhered to

A narrow and deep focus for the SIP is enacted

Junior and Middle Primary staff participate in additional support in the form of maths coaching and training

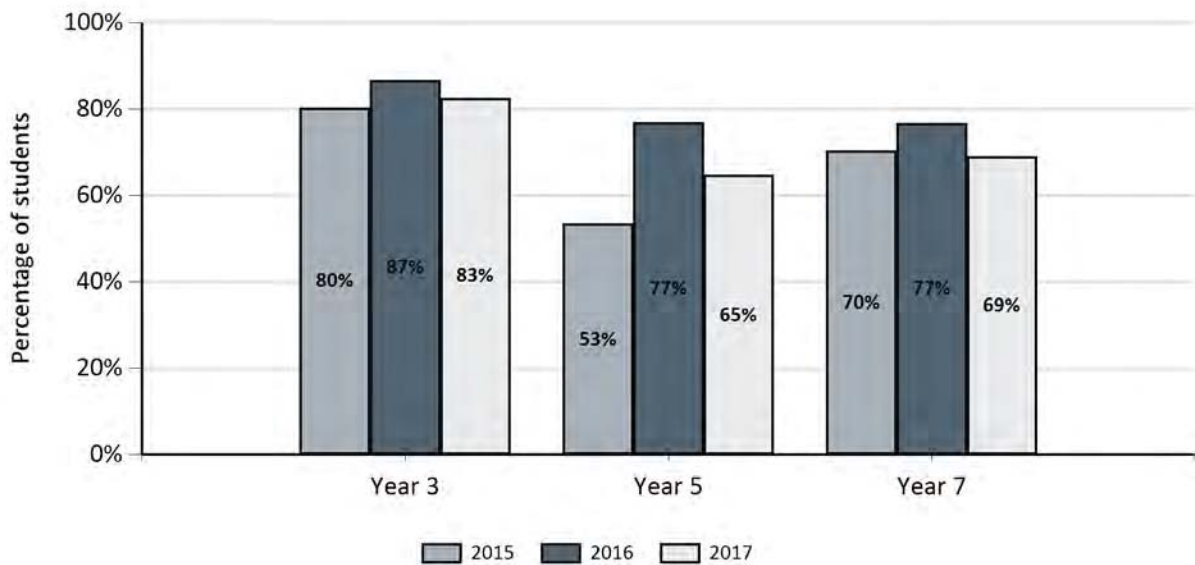
All staff participate in training that will enable them to support students demonstrating positive attitudes towards maths

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

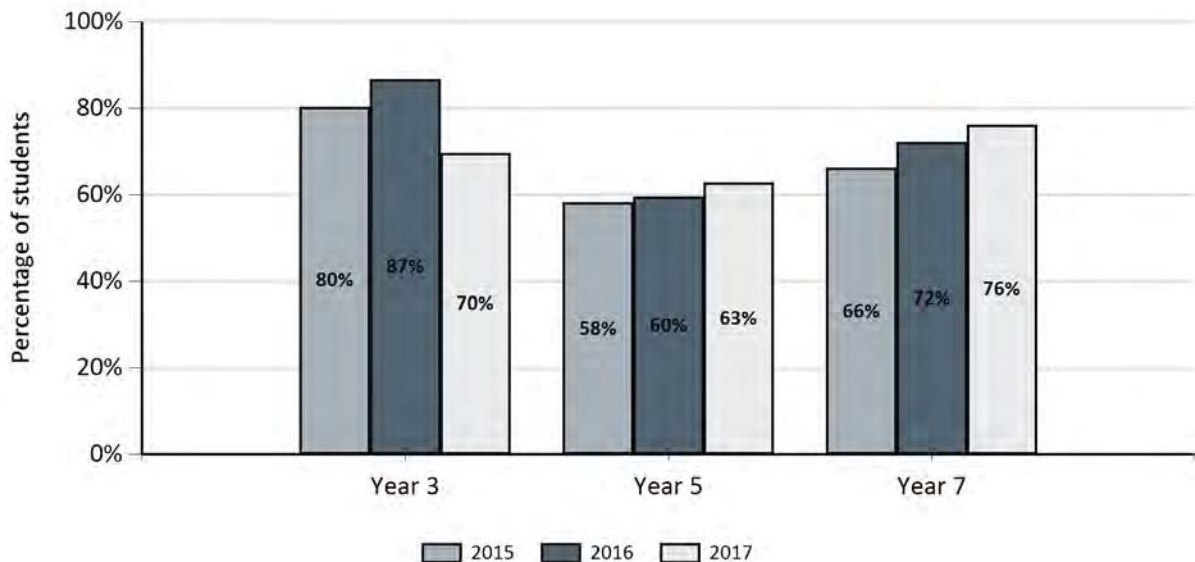
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	35%	26%	25%
Middle progress group	41%	50%	50%
Lower progress group	24%	24%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 5-7	Year 3-5	State (average)
Upper progress group	23%	13%	25%
Middle progress group	66%	45%	50%
Lower progress group	11%	42%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	46	46	13	8	28%	17%
Year 3 2015-17 Average	47.3	47.3	17.0	9.7	36%	20%
Year 5 2017	51	51	13	5	25%	10%
Year 5 2015-17 Average	48.7	48.7	11.3	4.7	23%	10%
Year 7 2017	42	42	7	7	17%	17%
Year 7 2015-17 Average	49.7	50.0	10.0	6.0	20%	12%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

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

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

School Performance Comment

This year began with a transition period with a new leadership team. The priority was to observe and reflect on growth and results from NAPLAN, PATR and PATM testing for 2017. Running records was also a focus area for growth. Using 2016 data as a comparison was also an area of observation with planning and preparation to support growth in 2018 of a focus area.

The main approach towards preparing students for NAPLAN has been to improve classroom practice, including providing students with open ended problems with multiple entry and exit points. Consolidating on pedagogy that included differentiation for Numeracy included number fluency and problem solving.

The first graph shows that the percentage of students who achieved at or above the National Minimum Standard from year 3 in 2015 to year 5 in 2017 in both Literacy and Numeracy has decreased. The school comparison against the National percentage showed that year 3 students were able to identify a collection of small monetary notes, identified and used tallies correctly, used fractions to identify a whole, able to use single multiplication problems and able to solve a problem with three unknowns using addition. The largest decreasing mathematical aspect was basic number fluency which has become a whole site focus for 2018. Conversely, the percentage of students who achieved at or above the National Minimum Standard from year 5 in 2015 to year 7 in 2017 in both Literacy and Numeracy has increased. Year 5 students were able to determine half of a number, comparison of dimensions, capacity, division problems with remainder and comparing lengths. Year 7 students were able to identify a decimal in thousands, solve a problem using division, calculate final cost using discount and use directional language. The NAPLAN progress tables highlight areas for the improvement and planning process and areas of strength. The NAPLAN Progress Charts measure the growth of students who participated in NAPLAN two years previously. Middle level growth is considered a normal rate of growth. The chart shows that the state average growth figures are 50% medium level growth and 25% upper level growth.

In Reading, 76% of year 5 students and 76% of year 7 students showed progress at Middle or Upper level growth. In Numeracy, 58% of year 5 students and 89% of year 7 students showed progress at Middle or Upper level growth. The growth shown by our students from year 3 to 5 in Numeracy is concerning and will need addressing in 2018.

The Progressive Achievement Test in maths and reading (PAT-M and PAT-R) is similar to NAPLAN testing however is administered by the school using computers. Students are required to answer multiple choice questions and click through the test. There were a number of technical issues during the testing which required students to sit the test during multiple sessions.

PAT-R data showed some encouraging growth in students achieving benchmark in years 4, 5 and 6 and PAT-M data showed year 4 and 5 students maintained their growth levels from 2016 and there was an increase in growth in year 5.

Attendance

Year level	2014	2015	2016	2017
Reception	92.6%	93.0%	93.5%	92.9%
Year 1	91.7%	91.9%	93.4%	93.1%
Year 2	92.8%	91.2%	93.7%	92.3%
Year 3	94.1%	94.5%	94.4%	94.6%
Year 4	92.1%	93.4%	93.5%	94.1%
Year 5	93.1%	91.1%	93.1%	91.9%
Year 6	92.8%	90.7%	91.5%	93.3%
Year 7	93.3%	91.9%	87.9%	91.2%
Primary Other		100.0%		
Total	92.8%	92.2%	92.7%	92.9%

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

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

Attendance Comment

In 2017 a number of strategies were implemented to address non-attendance and unexplained absence. These included:-

- daily and weekly monitoring by Student Wellbeing Leader
- communication with parents including phone calls to follow up unexplained absences
- letters home to parents twice a term to request explanation of unexplained absence
- designing of attendance plans to support students and families (with involvement of the Attendance and Engagement Officer)
- regular newsletter articles to promote the importance of attendance and the impact non- attendance has on students learning

Behaviour Management Comment

All behaviour incidents are entered onto the EDSAS system which allows for close analysis.

During 2017 the site experienced a marked decrease in the number of incidents of violence. This was largely due to proactive strategies including interoception and reactive strategies including a zero tolerance towards violence approach. During the year, as the incidents of violence decreased, leaders focused more on lower level behaviour. This was reflected in the behaviour data.

Leaders also make themselves available to meet with students before an issue becomes a behaviour management incident. Counselling is provided by all leaders with the student wellbeing leader often being the first point of contact.

Client Opinion Summary

In 2017 parents and staff were provided with an optional survey to complete about various aspects of the school. A random sample was asked to respond and 21 of those people completed the survey.

Each question's answer is rated from 1-5 with 5 being strongly agree and 1 being strongly disagree. An average score is calculated.

In the parents survey, the highest score achieved was 4.6 for the question, "I can talk to my child's teacher about my concerns." The lowest score achieved was 3.7 for the question, "Student behaviour is well-managed at this school." Interestingly 8 of the 21 applicants indicated they neither agree nor disagree and no parents indicated they disagree or strongly disagree. This seems to indicate that the strategies to manage student behaviour should be shared with the school community.

There were three questions where 1 parent indicated they disagreed with the statement:
Teachers at this school provide my child with useful feedback about his or her school work
This school is well maintained
Teachers at this school motivate my child to learn.

In the staff survey, the highest score achieved was 4.4 for the questions, "Teachers at this school expect students to do their best" and, "Parents at this school can talk to teachers about their concerns," and, "This school looks for ways to improve." The lowest score achieved was 3.4 for the question, "This school takes staff opinions seriously."

The largest number of staff who disagreed with a statement was for the statement, "This school is well maintained."

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	3.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	26	27.7%
Transfer to SA Govt School	63	67.0%
Unknown	2	2.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

The school is fully compliant with the DECD policy regarding DCSI relevant history screening. This applies to all staff, volunteers who work with children in classes other than those in which their own children are placed and any volunteers who have access to information about students. Contract workers are also required to provide proof of DCSI relevant history screening before being allowed on site.

Copies of the screening outcome letters are kept in the front office.

Teachers apply for registration every three years. Part of this process includes the DCSI relevant history screening.

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	41
Post Graduate Qualifications	9

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	23.3	0.0	10.8
Persons	0	26	0	15

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$3,965,515.78
Grants: Commonwealth	\$6,400.00
Parent Contributions	\$123,670.15
Fund Raising	\$1,237.45
Other	\$52,555.76

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

2017 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 2017 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	The Senior Leader - Student Wellbeing was provided with additional classroom release which meant there was greater opportunity for early intervention for managing behaviour. Students were given SSO support - class/yard	Behaviour incidents requiring Admin follow-up decreased significantly by term 4.
	Improved Outcomes for Students with an Additional Language or Dialect	No report due to small number of students.	
	Improved Outcomes for Students with Disabilities	All students with verified disabilities were given class support to reach the goals in their NEP. Identified students also participated in Intervention programmes and received yard support.	All students were able to meet one or more goals as described in their NEPs.
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	Aboriginal and Torres Strait Islander students were supported through the employment of an ACEO, managed by our AET. This support was used to help students improve learning outcomes through intervention programmes and connection to culture.	In 2017 one student was not achieving SEA in Literacy and attendance. All other ATSI students were achieving at or above the SEA.
	Australian Curriculum	Funding was used for teachers to participate in T and D, moderation processes and	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Identified students were provided with Intervention programmes - Minilit.	Students improved in their foundation literacy skills.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Counsellor was released from classroom teaching 0.8, 0.2 was funded. Interception and early behaviour intervention were the main focuses.	Reduction of students' time spent in the office due to challenging behaviours.