Gawler Primary School

2020 annual report to the community

Gawler Primary School Number: 141

Partnership: Greater Gawler

		Signature
School principal:	Mr David Pitt	
Governing council chair:	Rachael Mahoney	
Date of endorsement:	11 February 2021	

Government of South Australia

Department for Education

Context and highlights

Gawler Primary School commenced the year with 197 students, 8 classes in total. This year level breakdown was 23 Reception students, 24 Year 1s, 24 Year 2s, 16 Year 3s, 34 Year 4s, 28 Year 5s, 17 Year 6 students and 31 Year 7s. We also welcomed one new teacher.

A major staffing change was in relation to the Deputy Principal, who won a 0.5 position as a SLLIP (Senior Leader Leading Improvement Primary) in the Greater Gawler Partnership. As a consequence, a 0.5 Numeracy Coordinator position was created. Their role was to lead the implementation of the Numeracy goal and challenge of practices in our Site Improvement Plan. This included professional development on BiiN (Big Ideas in Number), observation of classroom practice, providing feedback and modelling of lessons.

Despite the interruption of COVID-19, there were still many wonderful highlights from 2020, which included:-
- PLC release for teaching staff on Phonological Awareness and Reading Comprehension
- A fun filled Year 7 Aquatics camp, held for the first time in Term 1
- A highly successful Father's Day stall run by Parents & Friends/Fundraising Committee
- Ongoing work with our Site Improvement Plan, resulting in enhanced learning outcomes
- Sports Day, which was enjoyed by all students and staff

The impact of COVID-19 brought challenges unlike any other school year. I would like to congratulate students, staff, Governing Council and parents for their patience, understanding and manner in which they dealt with the many different changes and processes that were put in place.

As this is my final annual report for Gawler Primary School, I would like to thank the school community for their support over the past 7 years during my time as Principal. I am incredibly proud of what has been achieved in partnership with the school community. I wish all students, staff and parents the very best for 2021 and beyond.

Governing council report

Our AGM was held on Thursday 20th February, followed by our first Governing Council meeting for 2021. Governing Council consisted of 8 parents and 2 staff representatives. Ordinary meetings were scheduled for Weeks 4 and 8 on a Wednesday or Thursday of each term.
There were 5 sub-committees that included Fundraising/Parents & Friends, Uniform, Grounds, OSHC and Finance.

We started the year with lots of enthusiasm for 2021. First up, our OSHC was nearing the end of its 3 year contract. There were 3 options 1) School to run OSHC 2) Go to tender 3) Recommend 3 year contract extension to current provider. All options were discussed and survey results conducted were also looked at. A vote was taken, with the outcome to recommend a 3 year contract extension to the current provider.

There was a commitment in the school budget of 25K towards a playground upgrade, with discussion of possibly another 25K in the next budget. Fundraising/Parents & Friends was a possibility to look at raising funds. Almost $2,500 was raised in fundraising efforts, which was amazing considering the impacts of COVID-19. The year started with an Easter Egg fundraiser which made a profit of $1,031. Unfortunately COVID-19 hit hard in Term 2, but our amazing staff ran the Mother's Day stall and raised $451.09. Great job! The committee managed Father's Day stall, which was also successful raising $598.53. As in previous years the committee planned on subsidising swimming lessons but this was cancelled on the 2nd day due to the second wave of COVID-19. Our breakfast club was up and running, with support from Kickstart and Gawler Uniting Church, but had to shut down due to COVID-19. The Grounds committee didn't get very far due to COVID-19. The Uniform committee dissolved as well, as all school uniforms were now being sold through the front office, due to COVID-19 guidelines.

We also saw our current Principal, David Pitt, accept a Principal position at Kapunda Primary School starting 2021. The panel process for a new Principal began in October and was completed by November, with Celeste Matthew's appointed for 2021. We would like to thank David for all his hard work and dedication to Gawler Primary School and we wish him all the best for the future.

This year was like no other with lots of uncertainty, but I would like to thank all Governing Council members and volunteers for their time and commitment to Gawler Primary School, without volunteers such programs could not be run. A special shout out to all the staff at Gawler Primary School for their amazing effort and support for students and families through a year like no other!
Rachael Mahoney
Governing Council Chairperson 2020

Quality improvement planning

Goal 1 - To increase student achievement in Reading, particularly in Years 1-4

Targets
- 70% of Year 1 students will attain SEA in Running Records
- 75% of Year 2 students will attain SEA in Running Records

Outcome
The target of 70% Year 1 attaining SEA was almost achieved (67%) while the target of 75% of Year 2 students attaining SEA for RRL ended up being 54%. Observations of teachers conducting RRL testing were carried out (this will continue in 2021) to develop greater consistency in practice across the school. A whole school Running Record agreement was constructed. Junior Primary staff also worked with Jo Campbell through a 'Sprint' PLC model focused on phonological awareness. Continued targeted resourcing including HR and financial support is required in the early years, as well as further investigation and focus into successful early years pedagogical approaches to reading. This narrow focus includes Big 6 training and continual promotion of the strategies used. GPS' next steps for this goal include implementing Heggerty across the whole school, clearer expectations regarding the test continuing to embed the Big 6, specifically comprehension and phonological awareness and a refined goal for meeting reading targets in the early years.

Goal 2 - To improve student achievement in Numeracy, particularly number in Years 5 to 7

Target
- For those students enrolled in Year 5 in 2019, 5 more students will achieve 10 points or more above the Scale Score expected for Year 6 PAT M in 2020

Outcome
Gawler Primary School were successful in this goal. Of those 2019 Year 5 students, we had an additional 4 (target was 5) improve their PAT-M score by 10 or more points. There was an increase in the percentage of students achieving SEA. In Year 3, 85% achieved SEA (compared to 75% for previous cohort) and 58% of Year 7 students achieved SEA (compared to 44% for previous scores). We also saw an improvement in lowest and highest scores achieved for the test. This was most evident in Year 5 2020 cohort, where the lowest score was 105.3 (compared to 92 when in Year 4). Teachers attended training in BiiN: Multiplicative Thinking across 3 staff meetings and were provided with resources to support their students. All curriculum SSOs attended training in BiiN theory. Coordinator worked with R/1 teachers to set up wide range of Trusting the Count activities. Targeted resourcing allowed coordinator to work with R-4 teachers to develop units of work in maths with an emphasis on methodology. Units of work in other areas. Intervention SSO expanded testing and small group support to include Place Value as well as Trusting the count with all Year 2 and 3 students tested in place value and Year 1s testing in Trusting the Count. Next year an overall testing timetable for BiiN needs to be set. BiiN strategies need to be further embedded in classrooms to include multiplicative thinking. SSOs to receive further training in BiiN, particularly in games/ activities. PLC approach to further embed BiiN.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

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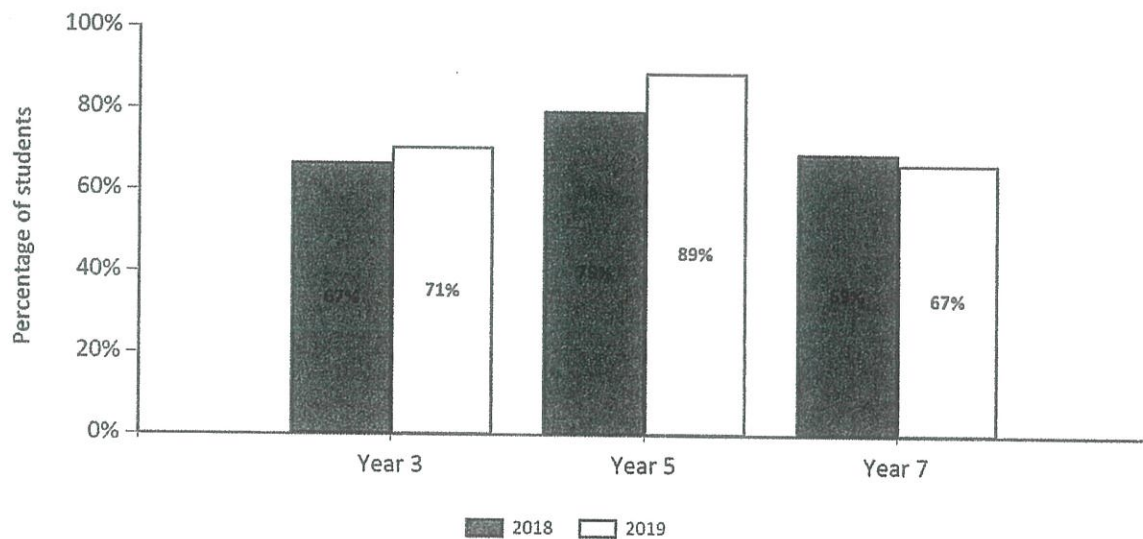
*NOTE: No NAPLAN testing was conducted in 2020.

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

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six acros all cohorts.
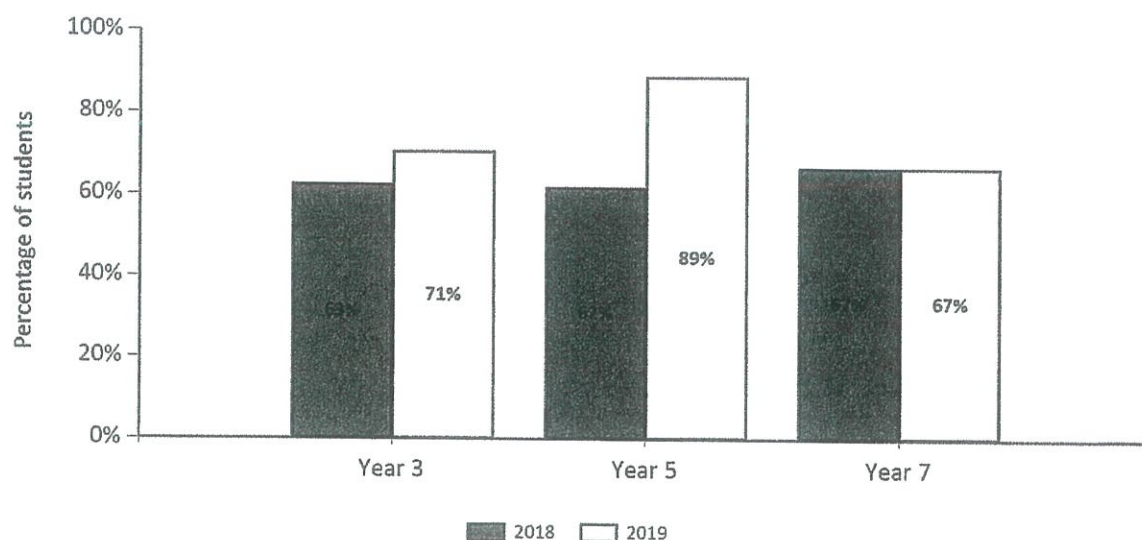
Numeracy

Legend: ■ 2018 □ 2019

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	59%	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	59%	75%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

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

	No. of students who sat the test^		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 2019	34	34	14	6	41%	18%
Year 3 2017-2019 Average	26.7	26.7	9.0	4.0	34%	15%
Year 5 2019	18	18	3	1	17%	6%
Year 5 2017-2019 Average	24.3	24.3	6.7	1.7	27%	7%
Year 7 2019	9	9	0	0	0%	0%
Year 7 2017-2019 Average	22.0	22.3	2.7	2.7	12%	12%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2020.
^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

In PAT Mathematics Yr3-7, we saw a percentage increase in 3 out 5 Year levels, some of the best results the school has seen in over 10 years. Although we saw a drop in two year levels, the overall results are still very pleasing. This is a result of consistent whole school practices and ongoing review of the teaching of mathematics. In 2020 we continued our targeted Numeracy intervention using BIiN.

PAT- Mathematics (% of students who met SEA)
Yr 3 85% (up from 75% 2019)
Yr 4 68% (up from 59% 2019)
Yr 5 57% (down from 83% 2019)
Yr 6 66% (down from 70% 2019)
Yr 7 57% (up from 44% 2019)

In PAT Reading there was an overall decrease in results from the previous year. We saw improvement in one year level, and a decrease in four, some only a small decrease, others significant. As per the Site Improvement Plan, improved achievement across the school will continue to be the focus.

PAT- Reading (% of students who met SEA)
Yr 3 78% (down from 84% 2019)
Yr 4 78% (down from 84% 2019)
Yr 5 78% (up from 72% 2019)
Yr 6 73% (down from 94% 2019)
Yr 7 65% (down from 88% 2019)

In Running Records by the end of the year, we cam very close to achieving our targets. The target of 70% Year 1 attaining SEA was almost achieved (67%) while the target of 75% of Year 2 students attaining SEA for RRL ended up being 54%. Although we did not reach our Year 2 target, we have seen an improvement from the previous years score.

Attendance

Year level	2017	2018	2019	2020
Reception	88.0%	91.8%	89.9%	87.8%
Year 1	89.9%	90.2%	93.1%	86.8%
Year 2	94.0%	92.3%	92.2%	89.9%
Year 3	91.5%	91.1%	89.9%	89.8%
Year 4	90.9%	90.5%	90.3%	89.0%
Year 5	93.6%	86.9%	94.0%	88.1%
Year 6	91.6%	91.1%	86.0%	88.8%
Year 7	87.2%	89.5%	90.1%	85.5%
Total	90.7%	90.3%	90.1%	88.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Unfortunately there was a decrease in overall attendance from the previous year, dropping from 90.1% to 88.1%. There were a small number of chronic non-attenders throughout 2020, who received intensive support from class teacher, leadership, PCW, and DfE Social Worker/Attendance Officers. The AET also worked closely with families to ensure identified students were attending school on a regular basis. Other strategies to address non-attendance included:
- Phone calls from Front Office staff to follow up non-attendance
- Phone calls and meetings with parents/carers to develop action plans
- Attendance Reminder letters to parents of students where there were concerns with irregular attendance
- Regular newsletter articles highlighting the importance of regular attendance

Behaviour support comment

A Behaviour Management policy is followed at Gawler Primary School. 2020 data had a small increase of incidents from
the previous year, due to the arrival of a several new students with extreme behaviours. Take-home, Internal
Suspension, Suspension and Exclusion data reflects same cohort of 1-2 students, all of whom have complex/trauma
backgrounds. Some of these students had high level funding, which included 1:1 support. School strategies to assist
students included:
- School Wide focus on Positive Education, such as Character Strengths, Growth Mindset and
- 1:1 yard support
- Implementation of Friendly Schools Program, to address the social and emotional learning of young people and the
essential understandings and skill development to reduce bullying in schools.

Client opinion summary

This year for the very first time the Parent Survey was conducted centrally. All parents were sent a link to participate in
the survey, with 39 completing the survey. Areas of strength from the survey were as follows:
- 97% of parents often spoke with their child about what happens at school
- 82% of parents strongly agreed or agreed that Teachers and Students treat each other with respect at the school
- 67% of parents strongly agreed or agreed that they know what standard of work the school expects of their child

The following areas were identified for improvement:
- 59% of parents strongly agreed or agreed that they have useful discussions with the school
- 41% of parents strongly agreed or agreed that the school provides opportunities to have input about their child's
learning

In Term 3, the 2020 Wellbeing and Engagement Collection for Year 4-7 students occurred. Areas of strength include:
- 75% of students reported high wellbeing in that they ate breakfast during the week
- 71% of students reported high wellbeing that there was an important adult at school

The following areas were identified for improvement:
- 26% of students reported low wellbeing for worries
- 26% of students reported low well being for emotional regulation

The staff perspective survey was conducted in Term 3, 2020. Areas identified as strengths included
- 96% of staff felt that improvement decisions are supported by available evidence/data
- 92% of staff said that site leaders provide clear direction for the future
- 83% of staff felt that there was strong evidence of effective leadership from site leaders

Areas identified for improvement:
- 63% of staff felt major change initiatives were well managed to help deliver better performance
- 42% of staff felt challenge of colleagues practice was done in a robust way

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	13	44.8%
Transfer to SA Govt School	16	55.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

Gawler Primary School adheres to tightly monitored processes around DfE Relevant History Screening. In 2020 all staff had current DfE Relevant History Screening. A comprehensive system is in place to deal with screening requests, approvals and when new approvals need to be sought. This is managed by the Finance Officer in consultation with the Principal.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	17
Post Graduate Qualifications	1

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	12.6	0.0	8.7
Persons	0	13	0	12

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

Financial statement

Funding Source	Amount
Grants: State	$2,306,865
Grants: Commonwealth	$9,000
Parent Contributions	$48,068
Fund Raising	$2,693
Other	$1,300

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

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Supporting students to improve emotional regulation	Students behaviour incidents reduced
	Improved outcomes for students with an additional language or dialect	Not applicable	Not applicable
	Inclusive Education Support Program	Funding was used through SSO hours to support students who struggled with emotional regulation and learning difficulties in Literacy and Numeracy.	Improvement in students regulating their emotions and growth in Running Records.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	APAS funding was used to provide targeted support to 4 students (through SSO hrs) who were below SEA. This included support with blending and segementing CVC words, developing speech and communication, developing sound knowledge, writing and recognising numbers and basic addition.	One student completed speech intervention. One student went up two RRL. Two students went passed Trusting the Count assessment and another completed MiniLit.
	First language maintenance & development		
	Students taking alternative pathways		
	IESP support		
Program funding for all students	Australian Curriculum	This funding was used to release teaching staff to participate in PLC sprints with Jo Campbell which focused on Phonological Awareness and Reading Comprehension. This occurred over Term 2.	Changes to classroom practice, including consistent use of Heggerty.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used to fund SSO hrs to work with small groups of students in MultiLit and BIiN intervention to address Trust the Count and Place Value misconceptions.	Improved tracking of students misconceptions and targeted support.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A