

2024 annual report to the Community

Gulfview Heights Primary School

Gulfview Heights Primary School number: 1201

Partnership: Salisbury



School principal:

Chris Zunis

Signature

Date of endorsement:

17/03/2025



Government
of South Australia
Department for Education

Context Statement

Gulfview Heights Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 399. Gulfview Heights Primary School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 4% Aboriginal students, 4% students with disabilities, 5% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

Gulfview Heights Primary School (GHPS) continues to strive for excellence through a strong focus on literacy and numeracy programs, fostering continuous improvement in academic achievement. The data presented in this report reflects the school's commitment to these areas.

Beyond the learning, Gulfview Heights takes great pride in cultivating a strong home-school partnership, fostering an inclusive, welcoming, and supportive community for students and their families. Through collaboration between staff and families, students are empowered to reach new heights in their learning and personal growth.

2024 Highlights

The Governing Council would like to acknowledge several key highlights from the 2024 school year:

Community Engagement: Gulfview Heights hosted several well-attended events including the Amazing Race/Acquaintance Night, Sports Day, Book Week Parade and the end-of-year community celebration, strengthening connections within the school community.

Student Experiences: A wide range of whole-school incursions, class excursions, SAPSASA events, camps, swimming lessons, and instrumental music programs provided students with rich learning experiences beyond the classroom.

Student Leadership: The Student Representative Council (SRC) continued to thrive, fostering student agency, leadership and collaboration. The year culminated in several student-led initiatives that positively impacted the school community.

External School Review: The 2024 External School Review provided an incredibly positive assessment of Gulfview Heights. The school's ongoing commitment to its three key pillars—Literacy, Numeracy, and Wellbeing—was evident in the work undertaken to refine the School Improvement Plan. A successful trial of the Orton-Gillingham Multi-Sensory Learning intervention was also conducted, with plans for full implementation in 2025.

Financial Decisions & Sustainability: The Governing Council made difficult but necessary decisions, including a review of the debt recovery process due to outstanding balances. Additionally, a canteen price review was conducted to ensure ongoing viability while balancing cost-of-living considerations. Despite these challenges the school remains in a strong financial position, allowing continued investment in additional intervention and support staff for another year, along with exciting infrastructure projects planned for 2025.

Wellbeing & Sustainability Initiatives: The ongoing integration of the Resilience Project has helped students develop practical skills for navigating change and adversity. Sustainable practices continued to be embedded across the school to support environmental awareness and responsibility.

Other News

- The year saw many staff movements, including the departure of Ms Dani Samuel after 17 years of dedicated service. The school community extends its gratitude for her contributions and wishes her well in future endeavours.
- Changes were made to the Pastoral Care Worker engagement, paving the way for new and exciting initiatives in the coming years. The school appointed a new Student Wellbeing Support Officer in 2024-25.
- Several school improvement projects were completed, including upgrades to the Nature Play Area, enhancements around the Peace Pole, and the construction of a paved entrance pathway following the natural route up the hill through the trees.
- Technology upgrades included the rollout of the Education Management System (EMS) for school administration, the launch of a Community Portal for parents, and investments in IT infrastructure to ensure GHPS remains at the forefront of digital learning.
- The fundraising team worked tirelessly throughout the year, organising initiatives such as the Scholastic Book Fair, Personalised Pavers Project, raffle baskets, the Walk-and-Talk-Athon / Colour Fun Run, Mother's and Father's Day stalls (led by Year 6 students), and the end-of-year raffle. These efforts significantly contributed to enhancing school resources and student experiences.
- GHPS and the Governing Council remain committed to understanding and responding to the needs of the school community. Multiple opportunities were provided for families to share their feedback, including a survey on school camps. The

overwhelming response was in favour of continuing annual camps for Years 4-6, reinforcing their value as a key part of student development and engagement.

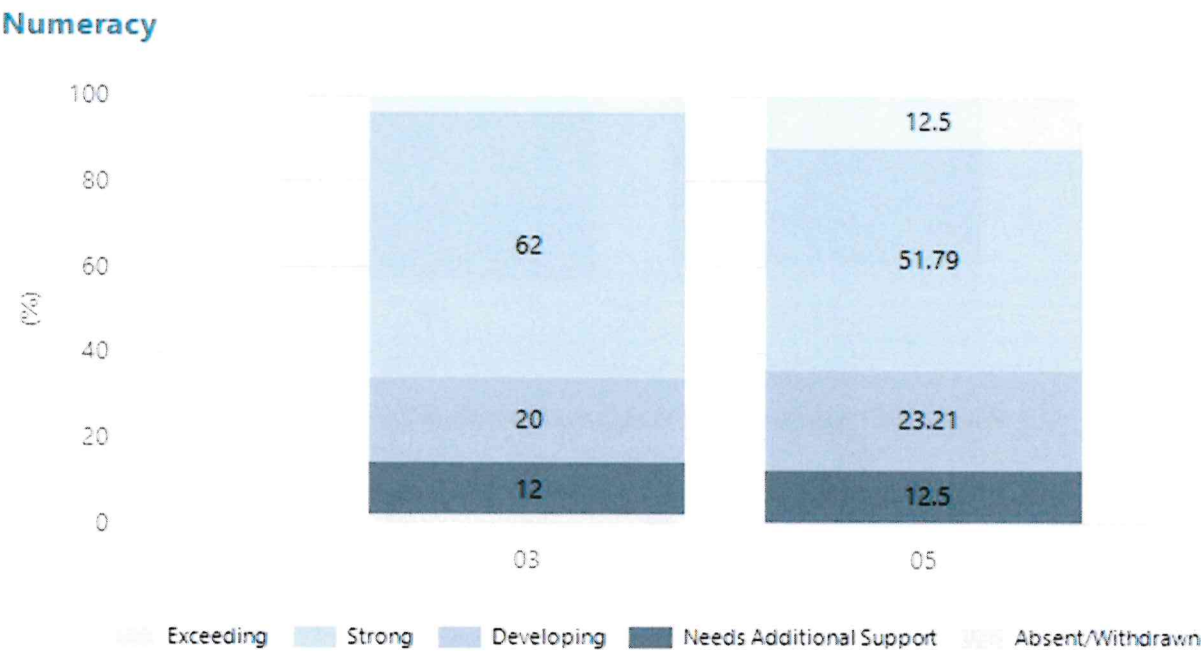
The Governing Council extends its sincere appreciation to the school’s dedicated staff and leadership team. Their unwavering professionalism, passion, and commitment to student success—both academically and in terms of wellbeing—create an environment where students and families thrive. GHPS remains a place of learning, growth and community, and we look forward to another year of progress and achievement in 2025.

The Governing Council is a great way to participate in the school community, we're always looking for extra hands to get involved. Ask your students’ teacher or hit up one of your friendly governing council members about how you can get involved.

Performance Summary

NAPLAN Proficiency

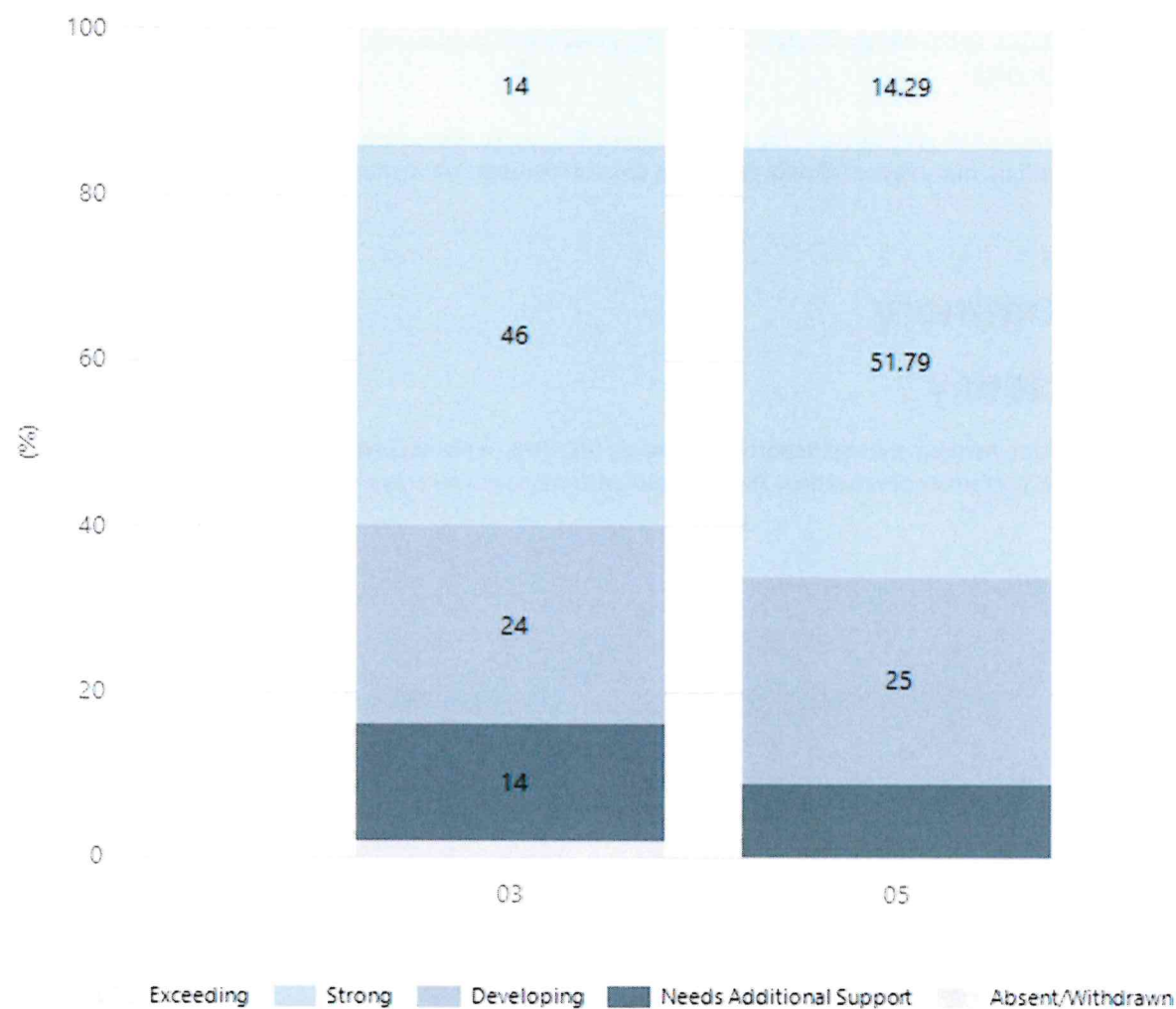
In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.



Year Level	03	05
Exceeding	2	7
Strong	31	29
Developing	10	13
Needs Additional Support	6	7
Absent/Withdrawn	1	
Total	50	56

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

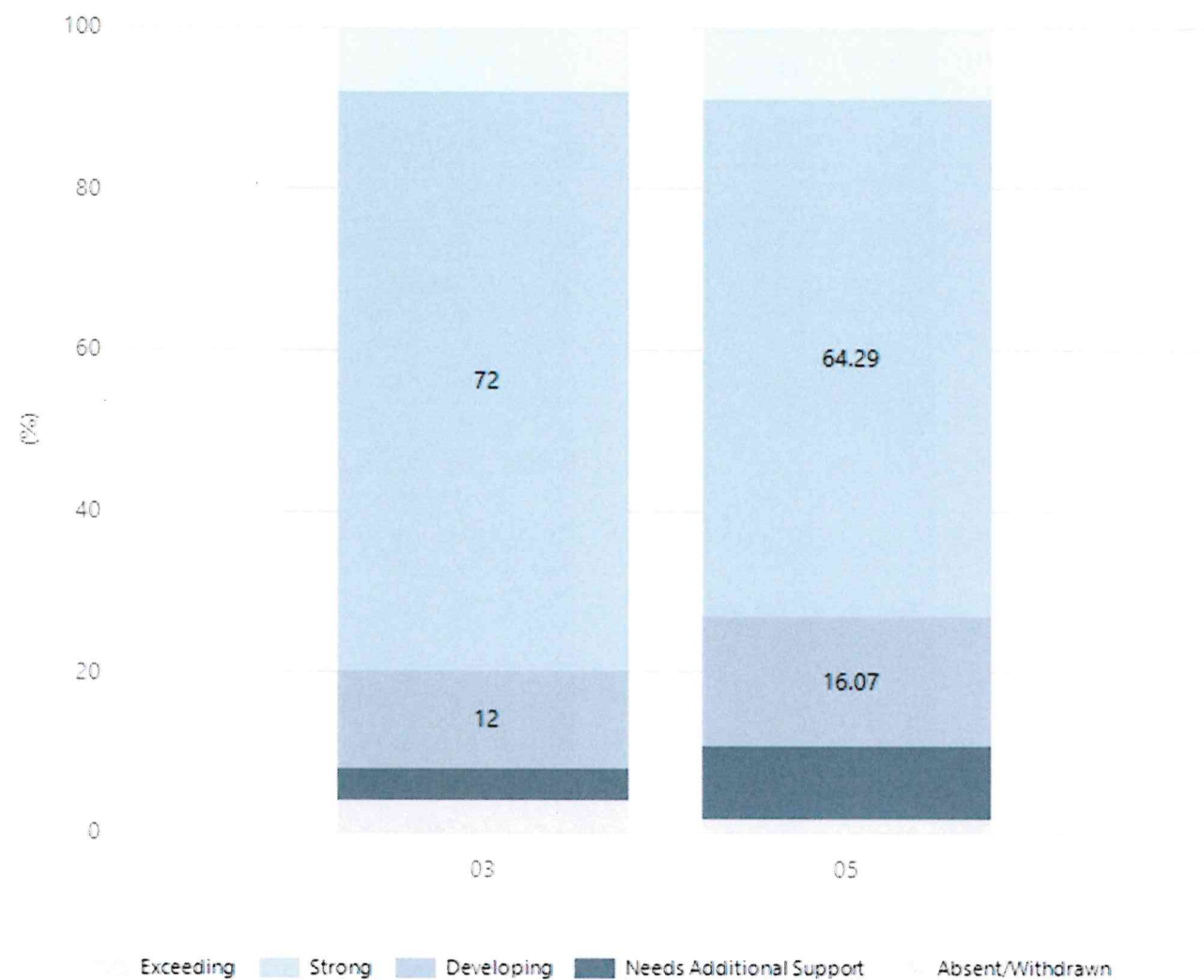
Reading



Year Level	03	05
Exceeding	7	8
Strong	23	29
Developing	12	14
Needs Additional Support	7	5
Absent/Withdrawn	1	
Total	50	56

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

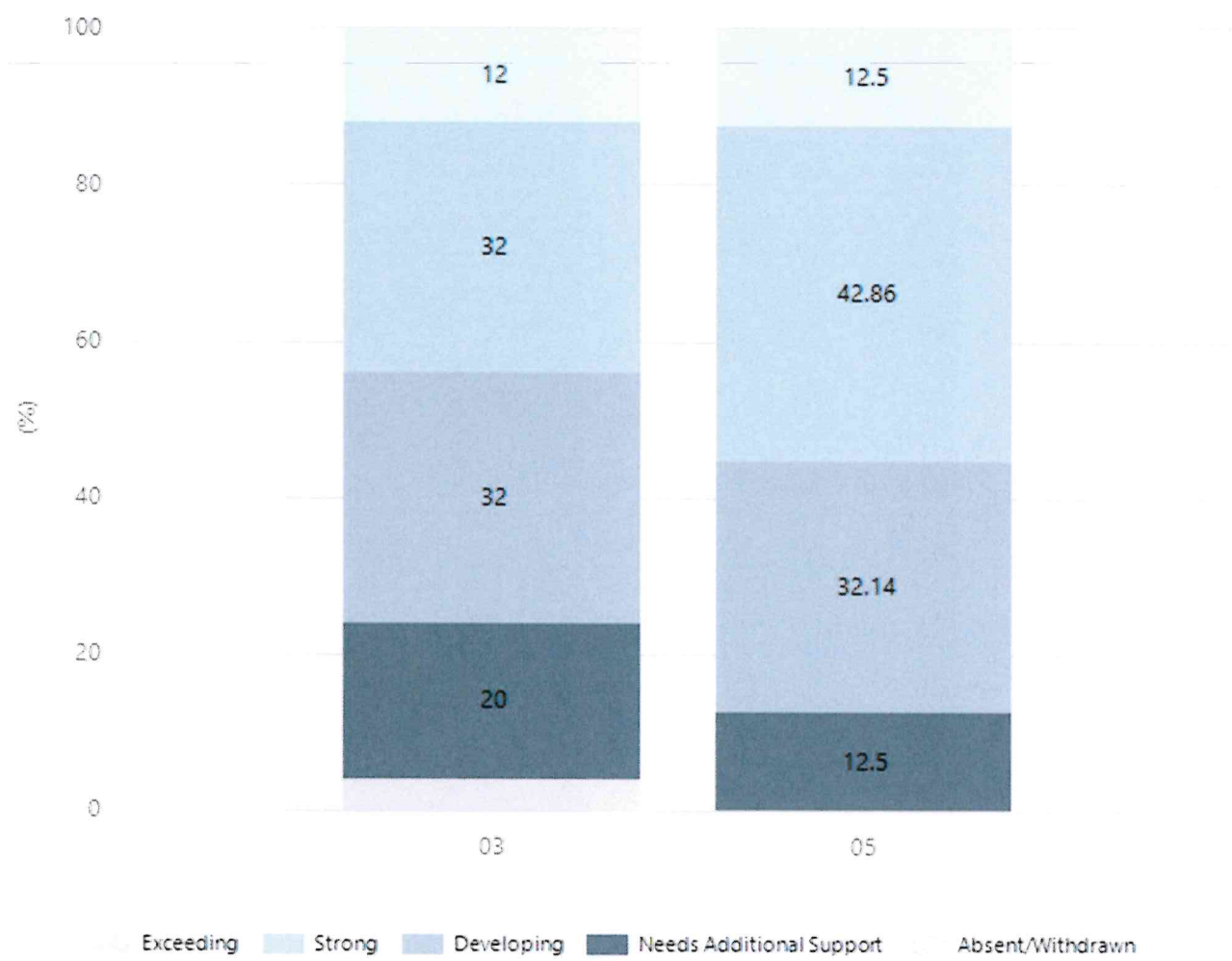
Writing



Year Level	03	05
Exceeding	4	5
Strong	36	36
Developing	6	9
Needs Additional Support	2	5
Absent/Withdrawn	2	1
Total	50	56

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

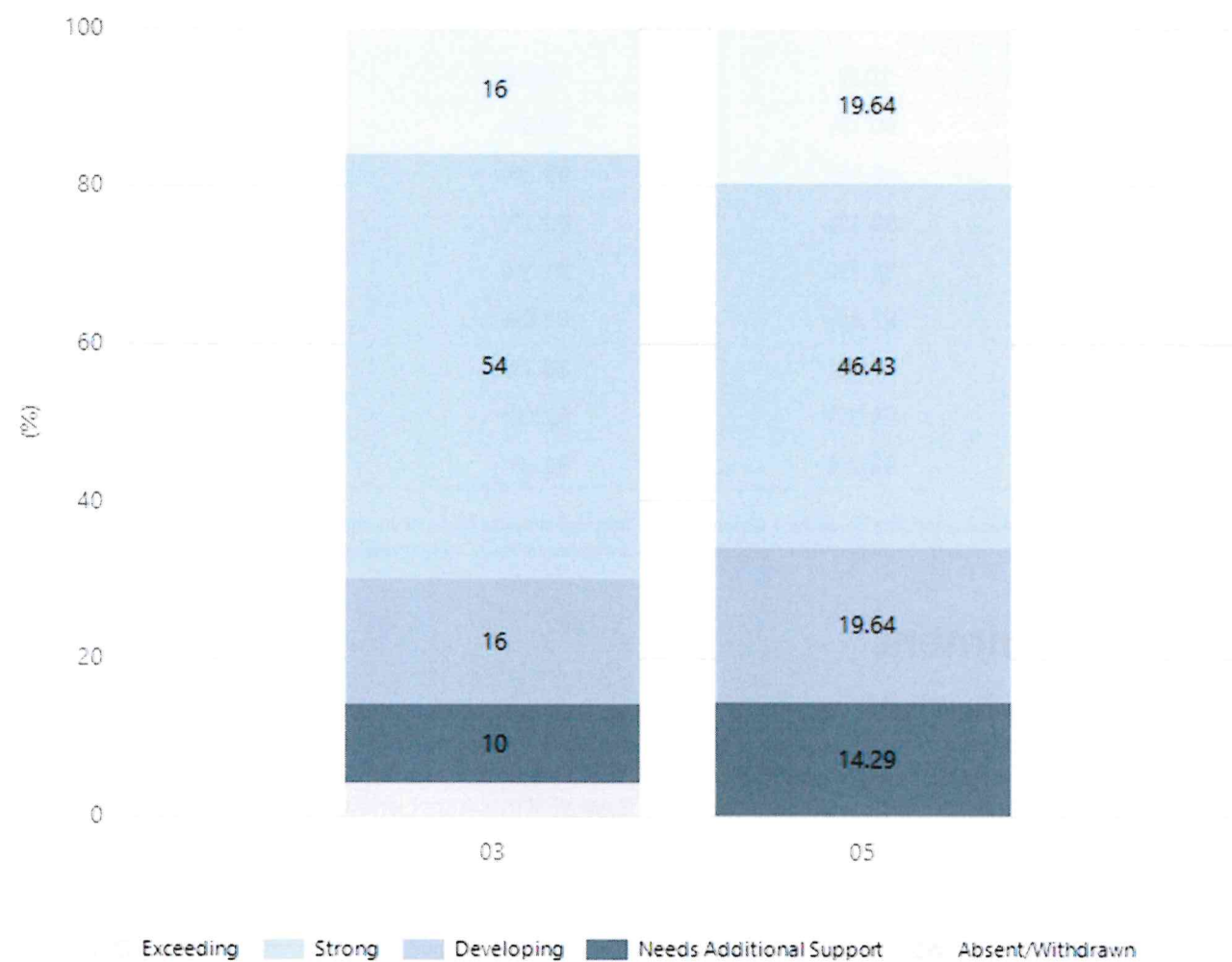
Grammar



Year Level	03	05
Exceeding	6	7
Strong	16	24
Developing	16	18
Needs Additional Support	10	7
Absent/Withdrawn	2	
Total	50	56

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

School Attendance

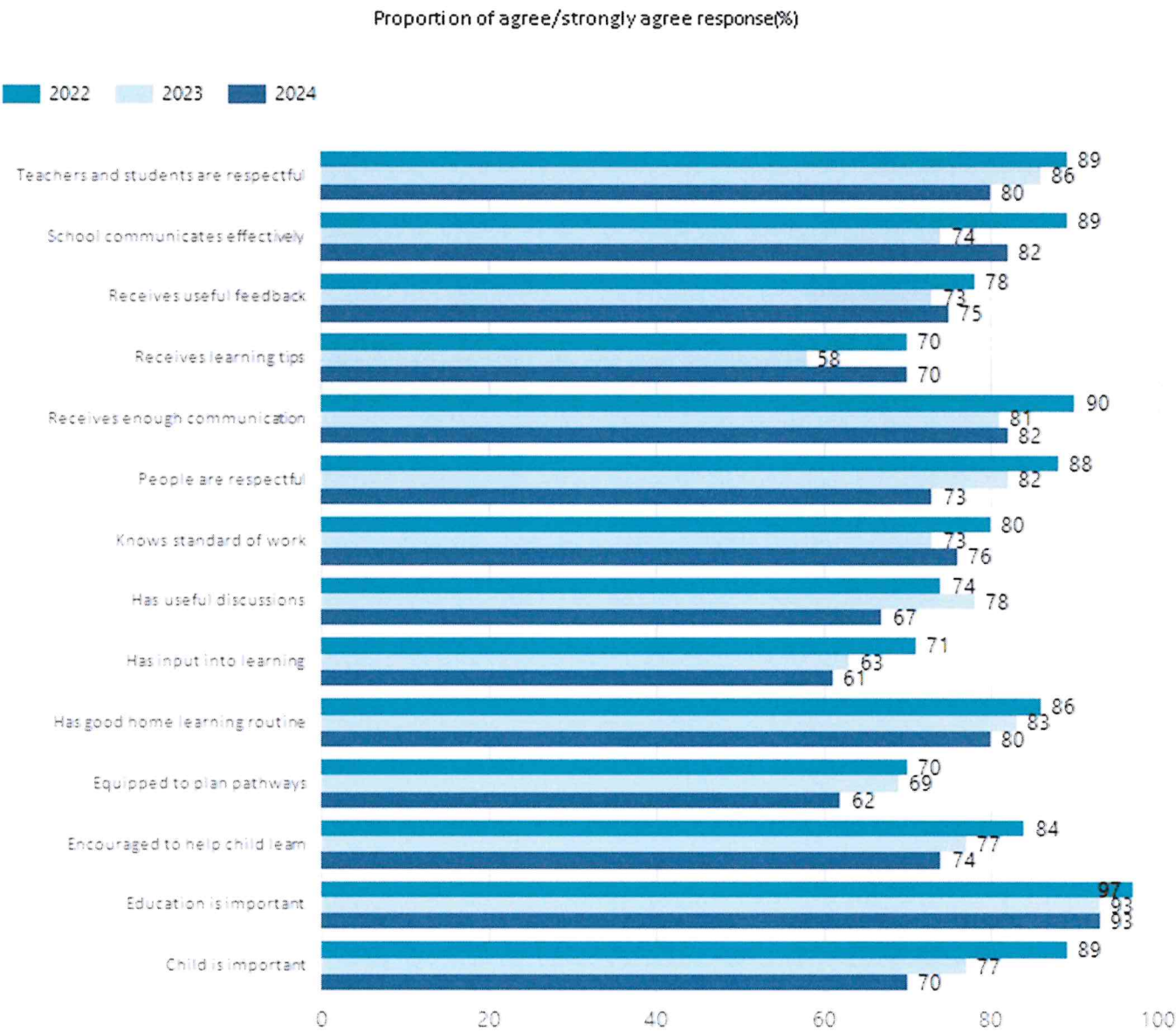
Year Level	2022	2023	2024
Reception	90.1%	90.5%	91.8%
Year 01	86.9%	93.3%	91.0%
Year 02	88.1%	92.7%	92.5%
Year 03	88.3%	91.1%	91.3%
Year 04	87.6%	91.0%	88.8%
Year 05	90.6%	88.7%	91.4%
Year 06	85.5%	92.0%	85.6%
Total	88.2%	91.3%	90.3%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	6	40.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	13.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	7.0%
U - UNKNOWN	6	40.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	21
Postgraduate Qualifications	5

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	22.3	0.0	10.3
Persons	0.0	26.0	0.0	15.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$4,242,051
Grants: Commonwealth	\$8,097
Parent Contributions	\$206,669
Fund Raising	\$15,374
Other	\$148,149

Data Source: School supplied data.

