Context

School Name: Gilles Street Primary School  
School Number: 0120

Principal: Deb O'Neill  
Region: Eastern

The Gilles Street Primary School community is extremely proud of its history and the unique learning opportunities it provides students. Being on the doorstep of the Central Business District and successfully implementing a Mainstream and Intensive English Language Programme has enabled our students to experience an exciting and diverse learning opportunity. Our international community represents over 40 cultural backgrounds from every continent. Through learning from each other and by studying an International and Global Curriculum, children develop awareness and understanding of other cultures which leads to a deeper appreciation of the richness of humanity. Our school values, Respect, Diversity, Community and Learning are reflected in all areas of the school community.

The Annual Report outlines the school’s progress in achieving its priorities and identifies areas for future growth and direction.

2013 Highlights

The purchase of the adjacent warehouses at the end of last year was a wonderful way to end 2012 and enabled us to make some plans about the space. The buildings were demolished in September 2013 and work began restoring the space into green play area. After a few setbacks we are hopeful that the space will be back on track shortly. The Off the Wall Mural party was a huge success and was a fitting way to acknowledge the work of Christine Lawrence and the community in the development of the wonderful mural that graced our play area for so many years. It was also a wonderful event to celebrate the new space that we have been given. I would like to thank all of the people involved who organised the celebration. There is a permanent reminder of the mural erected in the front office.

The Arts again featured highly with the end of year performance again a wonderful success with the transformation from black and white to colour through dance and song thanks to Val Zogopolous and her team. Students also participated in African Arts Mask Making and Windmill project. The Sports day was a huge success with a great deal of community involvement and interest and this year our students participated in many extra curricular opportunities. The year 6/7 students once again impressed us with the personal project exhibition in the library and their community and service projects which featured many different aspects of the programme and illustrated the excellent work being done through the International Baccalaureate Middle Years Programme. The Circle of Friends held a number of community events including Mardivi Nawana Parker holding a series of lectures on resilience and raising children. The year also saw the revamp of our website and the digital newsletter which look spectacular. We farewell Julie Neal who will be retiring after 34 years of teaching, we wish her all the best and Pam Levie who has spent the year with us as an exchange teacher.
Innovation and Learning 2013
During 2013 we continued to work within our vision of ‘empowering and powering up learners’ through innovation and Australian Curriculum implementation.

Australian Curriculum Implementation
2013 saw the appointment of a Primary Australian Curriculum Facilitator to work across the 6 schools in our cluster (Gilles Street Primary School, Sturt Street Community School, Black Forest Primary School, Unley Primary School, Goodwood Primary School and Felixstow Community School). As a cluster, we began the year by determining our foci and developing strategies to meet our defined outcomes. We engaged in combined staff meetings once per term with a different focus each term including meetings addressing the General Capabilities and Cross Curriculum Priorities. We also held a combined Pupil Free Day where we looked at Assessment and Reporting, Multi-Age classes and integrating Digital Technologies.

At Gilles Street Primary School, we continued to teach, assess and report using Australian Curriculum Achievement Standards in Maths and Science. We also began to work with English and History, reporting on each of those in the end of year reports. The Innovation and Learning Coordinator, Gyllian Godfrey, with our teacher-librarian, Alison Hicks, worked together to redefine our interdisciplinary units within the Australian Curriculum, Teaching for Effective Learning Framework and Learning Design model across Science, History and Geography Curricula (Geography being published on the Australian Curriculum website mid 2013). Teachers have found these new planning templates helpful to the implementation of these learning areas.

IBMYP
Teachers participated in ‘NEXT CHAPTER’ training addressing the new IB requirements with the Norwood Morialta Cluster.

Innovations
iPads continued to be rolled out across the Junior Primary with the addition of 20 more iPads in c-block and 10 allocated to the IELC Reception/Year 1 rooms. Teachers moved from transporting a trolley from class to class for iPad lessons to having access to 7+ in their rooms at all time. This is encouraging an approach where students will identify the iPad as a tool they can use at different times for learning across various learning areas. Teachers are also to manage their own class profile on their iPads ensuring apps are relevant to the current learning at hand.

We took advantage of Microsoft Education pricing and purchased 45 Surface RTs for use in our middle and upper primary year classes. These will be rolled out in 2014.

The BYOT policy continues to be used with a high number of students bringing their own technology to school. This enhances and personalises their own learning while freeing up access to school resources for students across the school.

Flexi-time in the upper primary also continues to engage students in self-regulation. They are continuing to build skills in working independently, goal setting and problem solving. This flexible learning arrangement also provides conferencing time between teachers and students to work on specific areas of need.

The school also funded 7 teachers to attend the EduTech National Congress and Expo in Brisbane. The congress explores the big picture role technology has to play in the future of education and how to lead in the 21st Century School. Each staff member came back with something to implement with students from different ways to engage with literacy to gamification in the classroom, with deep learning occurring for students through games such as Angry Birds and Minecraft, all of which was shared at the day closure in Term 3.
Three staff also attended the Microsoft Partners in Learning Alumni Forum. The forum took teachers through 21st Century Learning Design practices, based on rigorous research and development. These staff shared their learning and took the whole staff through a similar process on our day closure in Term 3.

2013 also saw the development and launch of our new school website at [http://www.gillesstps.sa.edu.au](http://www.gillesstps.sa.edu.au). 2014 will see the launch of class galleries through the website. The website has also given us the capacity to deliver our newsletter digitally. This will go a long way to improve communication and reduce paper and printing costs in the school.

2013 was a busy and exciting year which will continue during 2014 and beyond.

Gyllian Godfrey
Innovation and Learning Coordinator, 2013.

COMMUNITY WELL BEING

KIDS MATTER

The working group consisted of fourteen staff including an SSO. The group planned Staff meetings, Parent workshops and a Pupil Free day. The focus for the year was on Social and Emotional Learning for students and Working with Parents and Carers. Teachers and parents attended workshops addressing these topics. The staff discussed the implications of the information and we looked at our current practices in relation to this. At the same time we were looking at the Australian Curriculum, specifically in Health and Physical Education. A map of the connecting links across all aspects of Social and Emotional learning was developed to assist staff.

Psychologist Madhavi Nawana Parker ran 2 workshops at school during the year. She spoke to staff at staff meetings and then ran a parent workshop in the evenings. On the 2nd April the topic covered was “Building the Foundations for Positive Discipline”. The second workshop was held on 30th July on the topic of “Resilience”. These sessions were very well received by staff and parents who gained a deeper understanding of both topics. The staff could relate the information to the Social and Emotional teaching that they were providing for the children.

A Pupil Free day was arranged for staff on 14th Oct with the following topics covered: Brian Bamford You can Do It, Lana Da Browiski, Child Protection Update and Debbie Laycock, Restorative Justice and Practices. Staff were involved in new learning and also recognised good practice already in place and implemented strategies immediately following the workshops.

Two Social workers were attached to the school from the Flinders University for the first 6 months of the year. We set up specific goals for them to achieve including training the Peer Mediators and running that program, support in classes for Social skills workshops, creating a list of local community resources for staff and parents to access, supporting the aims of Kids Matter and following up on community programs offered for students. The peer mediator program ran with varied success while the students were here and their support in the classrooms was not as effective as hoped. The main success is a resource which is now part of our website that is available for the whole community which refers to an amazing amount of community resources available to our whole community and readily accessible on our website.

Using the data collected from the staff Psychological Health Survey and the 2013 School Survey from Student and Parents and Caregivers we monitored our aim to create a Positive School Community. The Psychological Health Survey from staff has indicated the need to continue to monitor all forms of communication. The other areas indicated that we need to write up processes and make sure all staff are aware of them. From the perspective of Safety and Well Being from Students and Parents and Caregivers, most indications were that people felt safe and happy in our school environment.
ABORIGINAL LEARNERS
The attendance data reflected that the average attendance of our group of students was 93% for 2013. In 2012 the attendance average was 90%. The target we have set for our school is 95%. The students all now have an ILP that is reviewed 3 times a year in line with our school reporting practices. In a District wide review of ILP’s we have identified that we need to improve in clear articulation of processes about learning targets with the whole community.

FUTURE DIRECTIONS
The Kids Matter focus will be on Helping Children with Mental Health difficulties. We will also review the work done over 2013 and collect data on the confidence level of staff with teaching and learning Social and Emotional skills and our processes and procedures in this area. Data collections will continue to be reviewed by the whole community to see if we can minimise outcomes in relation to attendance, bullying and behaviour statistics. Parent and Student forums will be used to incorporate as many stakeholders’ views. We have won a grant for Aboriginal Languages Programs Initiative for 2014 and intend to investigate the use of the Kaurna language throughout the school.

Carol West Deputy Principal

Student Achievement

Literacy and Numeracy
Literacy and Numeracy have continued to be a major focus across the site. The staff have engaged in extensive training and development, with an emphasis on numeracy, including moderation using the Australian Curriculum mathematics. Staff have also continued to develop the literacy agreements and collect data on student achievement. As a result has continued to be considerable growth throughout the early years which is reflected in year 3 literacy NAPLAN Data, showing a 4 year upwards trend in most areas.

Literacy
A defined whole school agreement has now been extended and implemented from R-7 in relation to all of the elements of literacy teaching. This includes share agreements for all aspects of English language and consistent data collection tools are being added to ensure that there is a consistent data collection across mainstream. A number of teachers attended a THRASS training session which looked at the development of phonic using the THRASS approach. Teachers also extended the guided reading programme across junior primary and Multi Lit and Rainbow Reading continued to support our Upper Primary students.

Numeracy
In 2012 numeracy was identified as being an area that we needed to refine and consolidate. During the year staff began implementing and assessing against the Mathematics area of the Australian Curriculum. In 2013 we further continued our learning and engaged in moderation activities and professional learning. A number of staff participated in a series of training sessions with Michael Wymer and shared practice across our cluster. This year we have collected baseline data using the “I Can Do Maths” for students in year 1 and 2. Next year we will also be using the PAT maths for students across the school. These will be used to guide practice and measure growth. Numeracy will continue to be a major focus for 2014.
Running Records.
Running records data is collected in April and September. State wide recommendations are that year 1 students achieve RR levels between 16 and 20 or above. At GSPS nearly 60% of our year 1s achieved this benchmark. This is lower than expected and there has been a decline since 2012. Any student who did not meet the benchmarks in September are monitored and growth measured against running records conducted at the end of the year and will be retested early in term 1. Data is also collected using the Oxford word list and recorded against school set benchmarks. Student progress is monitored.

State wide recommendations are that year 2 students achieve RR levels between 21 and 24 or above. At GSPS 70% of our year 2s achieved this benchmark. There has been a slight decrease since 2014. 2014 Target- 80% of year 2 students are reading at RR level 21 or above.
The National Assessment Program Literacy and Numeracy test (NAPLAN) is conducted in May every year for years 3, 5, 7 and 9 students and compares school and individual achievement at a school, state and national level in the areas of spelling, writing, reading, grammar and numeracy.

When looking at the Year 3 trends over the past 3 years have seen significant increases in the mean scores for Numeracy - 32 points, Grammar - 19 points and Spelling - 40 points, with Writing increasing by 12 points and Reading remaining stable after a significant increase in 2012. This is particularly pleasing and shows a trend upwards across all areas since 2011.

Year 5 means have remained stable in numeracy and writing although both of these are below the National mean. Reading has increased slightly by 11 points whilst Grammar has decreased slightly by 10 points.
Year 7 results improved in numeracy, reading and writing, with slight decrease in spelling and significant decrease in grammar.

Progress Growth. Student growth is measured from year 3 to 5 and 5 to 7. From year 3 to 5 growth was pleasing. In Reading there is a pleasing over representation in the higher growth rates across both cohorts. In Numeracy growth from year 3 to 5 was pleasing, yet from 5 to 7 showed an over representation in the lower progression rates.

Numeracy analysis.
Numeracy remains to be a major focus for growth and improvement. In analysing 2013 NAPLAN data we were able to identify trends and areas for further improvement. Some of the identified factors included

- Boys are performing significantly better than girls Numeracy in all year levels.
- In Year 3 means scores have been increasing over the last 3 years and top 2 proficiency bands are increasing.
- Year 5 and 7 means are stable however top 2 proficiency bands are decreasing (although year 5 mean is below national levels.)

When we drill down into question analysis there are some areas that surface as areas for improvement. The types of questions where our students did not achieve as high when compared to National cohort were involving higher order levels of thinking- interpret, identify, calculate, solves and many involved word or pictorial representation of number.

As a focus for 2014 we will investigate how we increase higher order thing involving interpreting, analysing and solving complex problems and how we present problems in a variety of ways- pictorial, graph, word as well as numerical.

We are also plan to assess each mainstream student using PAT Maths online programme. This will give us the ability to diagnostically identify areas where each child needs supports but also look at whole site trends.
Student Data

Attendance

Student nonattendance is outlined in the policy and follows a process of parental contact by the class teacher and leadership team to ascertain any underlying reasons for non-attendance or lateness. If this is not resolved a formal process is initiated with written correspondence and referrals to DECD attendance officers for further follow-up. The school has high levels of exemptions across the year where families travel overseas, often to visit relatives. The number of exemptions have increased over the years and the number of unauthorized absences decreased.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Reception</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>90.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.9</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.9</td>
</tr>
<tr>
<td>Year 7</td>
<td>91.9</td>
</tr>
<tr>
<td>Primary Other</td>
<td>93.6</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.1</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>92.8</td>
</tr>
</tbody>
</table>

Mainstream attendance 92.1% Intensive English Language attendance 90.9%. Unexplained absences are 17.8% which is a drop from 21.8% in 2012. Exemptions form a large part of our absences with 34.2% in 2012 and 38.9% in 2013. We will continue to follow up unexplained absences.

Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Region</td>
</tr>
<tr>
<td>Employment</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>25</td>
<td>15.0%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>2</td>
<td>2.3%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>27</td>
<td>16.2%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>113</td>
<td>67.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Our school population both Mainstream and Intensive English Language are extremely transient with large numbers of students moving interstate and overseas, mainly for business reasons. Also, when arriving from overseas many families move into the city as a short term solution and then relocate. Our Intensive English Language Students move to their local schools once completing the programme.
**Behaviour Management**

Data is collected on Bullying and Behaviour and reported to the School Council over the year. The statistics show that 3% of our students are involved in Bullying Behaviour and averages of 8% of students are involved in Behaviour Incidents. This is a very small proportion of the school population and comparable to statistics collected in previous years. Behaviours are managed using a restorative approach and generally logical and educative. Serious behavioural incidents follow the DECD behaviour management policy.

**Client Opinion**

**Parent Opinion survey**

![Bar chart showing parent opinion survey results]

The Parent opinion survey was conducted in November with 31 responses. There were very positive responses in relation to the overall learning programmes at the school and the general management. The percentages below are where parents have indicated that they agree or strongly agree with the statements.

Parents felt that students knew what was expected of them (90%) and that the school was well managed (87%) and provided a safe and secure
environment for their children (87%). Parents felt welcome (90%) and comfortable with (87%) and listened to (87%) by staff at the school and felt that the school treated all cultures fairly (90%)

In relation to the teaching and learning programme parents felt that teachers at this school wanted their child to learn (80%) and that their child received quality teaching and learning (80%).

The areas where parents felt less satisfied were in relation to the school having higher expectations of students (67%) and that the learning programmes were not rigorous enough (69%). They also felt that they did not have enough input into the educational programmes offered at the school (45%) and they were not as involved in the decision making programmes (65%). In these areas there were also a large number of unknown responses which indicated we need to increase the ways we involve and seek opinions from parents and caregivers about the educational programmes at the school.

**Student opinion Survey, National Questions**

The student opinion survey was conducted in November 2013 and 116 responses from mainstream students in years 3 to 7. The questions asked were divided into 4 sections: the National Questions are compulsory and will eventually provide a National benchmark for comparison. The other 3 sections have been developed by the school using the Teaching for Effective Framework (TfEL) to ascertain how students are feeling across the 3 domains; creating safe conditions for rigorous learning, developing expect learners and personalising and connecting the learning. The percentages below are where students have indicated that they agree or strongly agree with the statements.
In relation to the National Questions students believed that their teachers expect them to do their best (100%) and provided them with useful feedback about their work (85%). They also felt that their school looks for ways to improve (89%). In Domain 2, create safe conditions for rigorous learning. Students felt that there were clear expectations (code of conduct, rules, and values) of how they work and play together (89%) and that the feedback they get about their learning includes clear explanations with appropriate support of how to improve (82%). In Domain 3, Develop expect learners, students felt that they learn strategies to improve thinking and learning (76%) and learn how to work with each other as a team and how to work independently (83%). In Domain 4 Personalise and connect learning they felt the teachers ask them questions to find out what they know and what they want to learn (81%). (86%) also stated that they use computers or other technology for learning (86%).

There were some areas where students were less satisfied and scored (lower than 72% agree or strongly agree. In the National Questions students felt that teachers at this school treat them fairly (65%). In Domain 2, Create safe conditions for rigorous learning (61%) felt have some choice about what and how we learn and (68%) felt they get the opportunities to direct own learning and to work independently (68%). In Domain 3, Develop expect learners (67%) felt they get time to practice what they are learning until they know they can do it whilst (58%) felt comfortable thinking aloud and sharing my thinking. In Domain 4 Personalise and connect learning (66%) said they were able to rate how well they thought they have learned against goals and standards they set and (73%) felt they got to choose different ways to learn that make learning enjoyable and more exciting for them.

These responses will be examined by staff and council and determine areas for whole school and class actions.

Below is the link to the My school website where annual results will be published in the near future.  
My School website  
http://www.myschool.edu.au/

### Accountability

#### Staff

**Teacher Qualifications**

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>60</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>13</td>
</tr>
</tbody>
</table>

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 including Indigenous staff**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>23.20</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>27</td>
</tr>
</tbody>
</table>

The school employs an Aboriginal Community Education Officer for 5 hours per week to support the needs of the Aboriginal Community as well as to promote and educate the wider school community.

### Financial Statement