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.

2012 Highlights

The biggest highlight for 2012 occurred at the end of the year when we were able to announce the successful acquisition of the 2 buildings located on the Western boundary of the school. The Department for Education and Child Development had purchased the building for the school after many years of negotiation and meetings. Thanks to the staff in the Departments Asset Services Unit, Donna Feretti, the school community and members of the school council who have worked hard over the past 6 years. There are no plans at this stage for any development but we hope to have the land cleared so we can use it as additional play space in the near future.

The pattern of culture display has transformed the undercroft area near OHSC into a colorful and vibrant exhibition of 17 cultures from across the world. Many thanks to our talented art teacher, Christine Lawrence, grounds committee and the year 6/7 students who have created the masterpiece and brightened up the school. We have also seen the development of mini gardens around the school which complement the schools involvement in the South Parklands “Walyo Yerta” (managed by Angela Plew). The end of year performance took on a slightly different aspect this year, being largely drama based which depicting many fractured fairytales and played out on stage at the Royalty Theater. It is always spectacular thanks to Val Zogopolous and her team and Helen Grant and the film club for producing some spectacular movies to entertain us.

Although hampered by extremely difficult conditions the Sports day was a huge success with a great deal of community involvement and interest. Parents and staff need to be congratulated on their commitment to ensuring our students are actively participating in sports across the year this is admirable considering our diverse nature. The year 6/7 students once again impressed us with the personal project exhibition in the library. There were so many different projects which illustrated the excellent work being done through the International Baccalaureate Middle Years Programme.
**Site Improvement Planning**

**Kids Matter**

In 2012 the school made the decision to engage in the ‘Kids Matter Framework’ to help address the active promotion of mental health and wellbeing and student engagement using a flexible whole school approach.

Kids Matter Primary is a national health initiative that has been developed in collaboration with ‘beyond blue’, the Australian Psychology Society and Principals Australia Institute with funding from the Australian Government Department of Health and Ageing and supported by Australian Rotary Health.

Through Kids Matter Primary Gilles Street Primary School has begun a journey over several years where we plan and take action building on work we are already doing. There are four components which are known to have a positive impact on children’s mental health. These are:

1. Positive school community
2. Social and emotional learning for students
3. Working with parents and carers

This year our journey began with a focus on the first component of a Positive school community. The target areas were:

1. A school community that promotes mental health and well-being.
2. Respectful relationships, belonging and inclusion

The staff action team ran a Pupil Free day training session which included staff, volunteers and parents. Through the group’s reflection, discussion and visioning for our future, action groups were formed to support strengthening our positive school community.

‘Circle of Friends’ was developed as a concept to provide a more meaningful merging of our school community in a cross cultural setting and to provide opportunities for community members to form connections and friendships. Another group formed to look at the inclusiveness of our physical environment with an outcome being the painting of the undercroft poles which incorporates the many cultures of our school. Other groups participated in philosophical discussion and a planning and visioning process. Reflecting on perceived needs, forming action groups and having discussions are all healthy practices while strengthening a positive school community.

The SRC ran a Bullying and Anti Bullying Survey during 2012 with the target audience being Years 4 to 7 students. Their aim was to gain an insight into our school story. Overall most children felt happy and safe at school and they could explain what helped them feel safe at school and who had tried to help them. The majority of children had told someone about bullying they had experienced and 42% felt that it solved the problem. As a result of this survey the SRC could be involved in some playground research on how students are interacting and to include questions around race and culture next year.

In 2011 the Cossey report was released as result of research into increased student bullying in schools across the State. One of the recommendations was that all schools review their procedures and protocols for dealing with bullying at a local level and implement recommendations which include reviewing the anti-bullying policy annually and providing school council termly updates in relation to school bullying data. Our school has implemented all of these recommendations.

In 2013 we plan to involve the whole community in addressing the next two components of the Kids Matter Framework; Social and Emotional Learning for Students and Working with Parents and Carers. We will establish a parent and student group to support the staff in their endeavours to ensure all the school community are involved in the communication and participation of our planning and actions.

**Innovation and Teaching.**

The implementation of the Australian Curriculum using a learning design framework and the Microsoft partners in learning programme gave us the opportunity to explore the nature and quality of teaching and learning at GSPS. Many initiatives were explored and the theme of “empowered and powered up learners”
developed through exploring access to and engagement with fluid learning environments and personalised and connected learning that makes use of the community beyond the classroom. All staff participated in the PILSR online survey in March 2012 and the overall results of the survey were very positive, however the following areas emerged that needed more investigation and development.

- increasing the use and range of technology that staff used in classrooms to engage learners and communicate at all levels, including personal connectedness.
- Increasing the opportunities for students to have choice in what and how they demonstrate their learning, working in multiple modes.
- Increasing the opportunities for connecting the learning to authentic real world applications.

Staff used the Teaching for Effective Learning Framework. DECD (TFEL) to reflect on their practice and access research based pedagogy. The focus of domain 4 has ensured that staff were reflecting, collecting data about their practice in relation to developing authentic learning opportunities and incorporating Information technology into the teaching and learning. Our units of inquiry have been modified to use the learning design framework and includes aspects of capabilities for life and work ATCS 21c skills.  

http://atc21s.org/index.php/about/what-are-21st-century-skills/

Outcomes Students
There has been an observable increase in the number of students bringing their own devices. The opening up of spaces has enabled a more personalised approach, students in the upper year levels have commented on the freedom to consolidate, extend or relearn aspect of their learning. There is a growing visibility of technology/innovative practices around the school. eg QR codes and the mobility of devices.

Student Data informed us that students felt more empowered and feel they have more of a voice and choice in their learning and they are using and choosing which technologies they will use in their learning.

Outcomes Staff
Staff are embracing new technologies and experimenting with devices in their classrooms and for themselves personally and accessing e-learning training including spotlight sessions.

Sharing our practice The school has received a large number of requests from other sites and DECD personnel to visit and see how we are innovating with technology and pedagogy and staff are sharing practice. Staff have presented at the Regional conference, South Australian Primary Principals conference and featured on two state-wide Centra session.

Curriculum planning Documentation has been updated using on line planners and staff have accessed the online curriculum resource Scootle and have shared this learning with sites across the State as a Leading Learning School for work implementing the Australian Curriculum through an ICT lens.

Uptake of social media in our school community (Twitter and Facebook). Many parents are receiving information by linking to our sites and posting comments.

Tools There has been a significant increase in online tools as a means to build knowledge and share information including Edmodo, OneNote and wikis.

Our community has been connected with our journey through our school council and site improvement plan. They have also connected through social media, commenting via Facebook and following our twitter feeds. Our recent Opinion survey provided further evidence of community perceptions.

Future Directions
Invest in staff training - one of our most important resources is the willingness and motivation of staff to continue to learn and be excited by the learning. Finding the balance between motivation, challenge and skills is essential in fostering the desire to be brave and try new initiatives. We will continue to invest in staff learning opportunities and to allow people to develop new ideas, take well thought and researched risks and challenges and to share their learning.

Connect our learning - Our use of collaborative learning spaces has really only just begun. This is one way that we will be “gently nudging” (Andy Hargreaves) staff to engage with technology and the value of accessing an extensive network of educators with a wealth of knowledge and expertise.
Base practice in research – by continuing our association with the Microsoft Partners in Learning community we will have access to the research of experts in the field and site-based practitioners.

Feedback on practice – The PILSR Survey tool will continue to give us information about where we are in relation to the skills required for this and future generations of learners.

Our most important driver for change will be our students, the technologies they are using and the ways they are connecting cannot and should not be harnessed by our traditionalist approaches.

“My greatest fear is that unless education itself moves, then our young children will begin to think that our form of education is irrelevant to their lives” Lord David Puttnam, Educating for the Digital Society, 19 Jan 2010, Institute of International & European Affairs Digital Future Group (http://www.youtube.com/watch?v=imikY3UP-MA)re.”

Aboriginal learners

Targets – maintain attendance of all Aboriginal students at or above whole of school average. Collect data on individual student achievement using Mutilit and evaluate the ongoing effectiveness through the Individual learning plan process.

The average attendance of the 11 Aboriginal students over the year was 90%, and 2 students left during the year. This was slightly down on what we expected and we will continue to monitor and address attendance as it arises.

All students are working within an Individual Learning Plan which is reviewed at the beginning of each year and then revisited at each assessment period. Specific targets are set and measured for each child.

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The Multi Lit program has been used for the children to close the literacy gaps. One student at year 7 level has now exited the program and is reading at age level. The others are showing marked improvement in sight words, phonemes, fluency and comprehension.

Student Achievement

Literacy and Numeracy

The school has worked hard over the past 5 years to develop a consistent and cohesive approach to literacy teaching and assessment practices. In the review of our early years literacy programme staff identified that there were a number of different programmes operating across the site and although there were some consistencies in teaching practice there was no whole site agreements in relation to how and what we taught within our mainstream literacy programme. A small group was established and began collecting resources including Deselea Konza Big 6 and research sheets from the DECD Literacy secretariat.

There has been considerable growth throughout the early years which is reflected in year 3 literacy NAPLAN Data and Running records data.

Refinement and implementation of whole school assessment processes.

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.

For 2013 whole school assessment practices will be finalised and processes for collecting sharing and monitoring this data will be developed. Staff will also engage in moderation exercises using the Australian Curriculum English.

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.
Staff worked in year level groups to design and share assessment criteria in the areas of Number and Algebra. The George Booker diagnostic assessment was trailed with children from R-7 to provide additional information. Although useful this information was better suited to the older grades. We are currently investigating alternative assessment and diagnostic assessments in numeracy that will provide additional information to the NAPLAN tests. Staff will also use the assessment criteria to conduct moderation exercises both internally and across our cluster group.

**Year 2 Running Records**

Year 2 data over the last 3 years has always indicated that over 70% of our students have achieved over RR 21. (over 50% at 26 or above)

The reduction in the number of students in the bottom levels has been a pleasing aspect with only 21% below level 21.

We anticipate that this will continue to grow based on our year 1 data this year.

**2012 Target- 80% of year 2 students are reading at RR level 21 or above**

We nearly achieved this target with 78% reading at RR21 or above in the September data collection cycle.

**Year 1 Running Records**

The year one data has shown a significant improvement over the last 3 years with a 20% growth in year 1 students achieving over RR level 21 in 2012.

There has also been over 20% decrease in the students achieving level 20 or below and a decrease in children recoding RR levels below 15 over the past 3 years.

**2012 target- 70% of year 1 students are reading at RR 16 or above.** This target was achieved.

**Oxford benchmarks.**

In 2011 we set benchmarks for achievement using the Oxford word list. We could not find any data on what was expected per year level so made some assumptions based on what we thought students should know in various year levels. The benchmarks were based on how many words the students could recognise and read and how many they could spell. The data was collected at the end of 2011 and was used to review individual growth and set a basis for comparison.
In 2012 data was collected by the teachers on a one to one basis as students progressed through the word list as an integral part of their spelling programme. In October 2012 whole school data was collected and analysed by the team.

The data collected showed that we had underestimated the benchmarks for reading of the words. Many of the students became very proficient in reading the words and could identify them easily. Many year ones were reading over 100 sight words and year 2s over the 300 mark. This also transferred to their reading with teachers reporting greater fluency and improvements in RR levels throughout. The spelling of the words proved to be problematic, considerably time consuming and as they were not designed to identify spelling proficiency or used as a diagnostic tool did not provide useful data.

There has been a gradual increase in all areas from 2011 to 2012 data. The largest increase has been in the area of spelling, which increased 21% since 2011. This area has shown varied results over the past 5 years and no real trends have emerged. We expect with the results gathered from our Oxford benchmark data that a more sustained growth over time will develop.

There has been a gradual increase in year 3 reading over the past 5 years which has been pleasing as it has been a focus since lower scores were recorded in 2008.
Year 5 results are varied and generally show no clear pattern over time. Year 5 writing has shown a decrease over the past 3 years and is an area that is being further investigated. A focus for 2012 was to increase the mean in numeracy. This was achieved with the mean increasing from 492 in 2011 to 508 in 2012.

The Year 7 data has shown a slight increase across most areas. Numeracy has shown a significant decrease which was concerning. On analysis of the data our students performed well on word based problem solving questions which previously had been an area that was low. This was a pleasing aspect however there were other questions where we scored below State average. Numeracy will continue to be a focus area for 2013.
### Student Data

#### Attendance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2011</th>
<th>2012</th>
<th>Change 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>94.2</td>
<td>92.5</td>
<td>-1.7</td>
</tr>
<tr>
<td>Year 1</td>
<td>90.9</td>
<td>95.3</td>
<td>4.4</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.9</td>
<td>92.5</td>
<td>0.6</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.2</td>
<td>94.2</td>
<td>0</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.9</td>
<td>92</td>
<td>-2.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.3</td>
<td>95.5</td>
<td>1.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.9</td>
<td>93.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Year 7</td>
<td>91.9</td>
<td>96</td>
<td>4.1</td>
</tr>
<tr>
<td>Primary Other</td>
<td>93.6</td>
<td>95.6</td>
<td>2</td>
</tr>
<tr>
<td>Primary Total</td>
<td>93.1</td>
<td>94.4</td>
<td>1.3</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.1</td>
<td>94.4</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Overall attendance for Mainstream students is 93.8% and 94.4% for Intensive English language Students. This has shown an overall increase of 1.3% since 2011. Although attendance rates are good at Gilles Street we do experience a large number of exemptions, particularly with students returning overseas for family reasons. A major focus over the past three years has been sharing information and accurate recording of exemptions from school, particularly those resulting from family holidays. Our attendance policy was reviewed in 2012 in line with the DECD requirements and will be presented to council in 2013. A greater focus on following up lateness and unexplained attendances was a focus for 2012 and we will continue to address this in 2013.

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.

#### Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>36</td>
<td>20.90%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1.70%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>8</td>
<td>4.70%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>120</td>
<td>69.80%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>2.90%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>172</td>
<td></td>
</tr>
</tbody>
</table>

The majority of students from Gilles Street transferred to other government schools. This high percentage is reflective of our transient population and Intensive English language programme.
Client Opinion

Staff, Student and parent opinion surveys are conducted each year and assist in the identification of areas of strength and areas requiring further improvement. Four general areas are examined: Quality of Teaching, Support of Learning, Relationships and Communication, and Leadership and Decision making. The graphs on the next page indicate that parent opinion across all areas has improved, staff remained static in quality and support and decreased slightly in relationships and leadership, and students remained static across all areas.

STUDENTS felt that there was a high quality of teaching in the school where teachers explained things clearly, made learning interesting, and managed the class well and everyone took care of the school and the students. Most students felt happy to be at the school. Areas that scored lower were that students didn’t feel their teachers discussed their learning with them enough.

PARENTS were very positive about how the school was organised and were particularly positive about the learning programmes offered and the care and support their children were given. A major focus for 2012 was to improve our communication and how we responded to issues and concerns. We have developed multiple means of communicating through Facebook and Twitter and are in the process of redeveloping the school website and moving to electronic newsletters. Through our work with the Kids Matter framework, we have initiated the Circle of Friend group, which is designed to increase the relationships between parents and the school. This area showed a positive improvement for 2012.

STAFF were extremely positive about the quality and support given for student learning programmes and were slightly lower in relationships and leadership.

Below are some of the parent written responses.

Community perceptions comment from parent opinion survey DECD 2012

“I have total confidence in the leadership and governance at my daughter’s school. The principal and her team are inquisitive and flexible: willing to explore innovations as they arise and to provide opportunities for pilot testing new technologies.”

“My child is eager and motivated to learn and this comes from the quality of the teaching and learning at this school. My child is always encouraged to extend her learning when she is interested and she is given resources and ways to do this.”

“The environment of my child’s school is extremely nurturing and highly inclusive, whilst celebrating differences rather than trying to make everyone feel they should be attaining a single profile. It is a characteristic that determined our choice to send our daughters to Gilles Street.”
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>50</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</td>
<td>25</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>27</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source

The profit and loss statement is attached