Gilles Street Primary School

2017 Annual Report
to the School Community

Gilles Street Primary School Number: 120
Partnership: Adelaide - Prospect

Name of School Principal: ____________________________
Gyllian Godfrey

Name of Governing Council Chair: __________________
David Conroy

Date of Endorsement: _____________________________
5th March 2018
School Context and Highlights

Our student population continues to grow and thrive with 102 Intensive English Language students and 288 mainstream students starting at the beginning of 2017. Our multicultural and diverse community continues to be a strength of our school with over 40 cultures represented.

In 2017 Performing Arts continued to grow with many more students enrolling in private instrumental music lessons, including guitar, drums, voice and piano. The Senior Voices choir also continues to grow and once again featured in the Festival of Music, with a number of students being part of the arena percussionist group. It was great to see the performing arts showcased at a number of assemblies during the year.

Digital Technologies was also introduced as a specialist subject for R-5 mainstream students, taught by Gyllian Godfrey in Semester 1 and Alicia Alfaro in the second semester. Students were highly engaged in these lessons as they practiced computational thinking through coding and integrating with Design technologies through 3D digital printing. This was showcased in the Umbrella: Winter City Sounds Music Festival. This learning has been enhanced by the involvement in the 3D Primary Schools Project and 2 staff taking up the opportunity to be involved in the DECD STEM 500 initiative.

Staff have also expanded their skills in moderation and assessment of writing by assessing, tracking, monitoring writing skills and targeting teaching to the needs of students through the introduction of the Brightpath tool. Initial results are showing improvement in their narrative writing. Our involvement in this project will continue in 2018.

The Parent and Community Engagement group were once again instrumental in this year’s fundraising efforts (just over $5000.00) through the Sports Day BBQ and the GSPS Games Night, Let's Get Quizzical, at the beginning of Term 4.

This year we also farewelled Deb O’Neill, the principal of 11 years, in July. Deb moves to Linden Park Primary School. We wished her all the best with staff, School Council and Adelaide Prospect Partnership farewells.

School Council under the leadership of David Conroy has ensured the shared ownership and responsibility between the school and the community and we thank them for the work that they do in this space.

Governing Council Report

“Alone we can do so little; together we can do so much.” – Helen Keller

This is something that I think about when I reflect on the year the Gilles Street Primary School Council has had. 2017 was a year of significant change and one that could have been far more disruptive had it not been for the combined efforts of parents, staff, and students.

The Council welcomed two new first-time members, had many robust discussions, saw the Parents and Community Engagement Group (PACE) bounce back from a slow start, said goodbye to principal Deb O’Neill and went through the process of selecting a new principal. We continued to share and learn about each other, the school, and we sought to provide constructive feedback at every opportunity, always looking to build a stronger sense of community.

The first Sports Day BBQ was a huge success and I hope that this will continue for many years to come. The Games Night was great fun, even if it was a later night than most mums and dads are used to! Both events raised more than $6000, some of which was put towards investing in decodable readers, which will help children in the early years build a strong reading foundation.

I would like to thank my fellow councillors for giving me the opportunity of chairing School Council and for all their support over the year. Thank you to the school staff and leadership who made sacrifices and put in extra effort with little or no recognition. I’d also like to thank the partners of council members who support us all to attend meetings.

Finally, welcome to Michael Bawden, new Principal of Gilles Street Primary School. I have been so impressed with Michael’s approach in the first weeks of 2018 and am excited about the potential that 2018 and the future holds. Remember, alone we can do so little, together we can do so much.

David Conroy
Gilles Street PS School Council
Chairperson
Improvement Planning and Outcomes

The Site Improvement Plan and External review inform our areas of improvement.

Direction 1: Improve student learning by collaboratively developing, documenting and implementing a consistent whole school approach to numeracy and mathematics teaching. Staff continue to work across the Adelaide Prospect Partnership and IELC Programs to develop consistency of practice and in their Professional Learning Communities to develop clear numeracy agreements, trialling year level plans for a guaranteed and viable curriculum in mathematics and designing tasks and moderating tasks that aim to higher band achievement.

Using the PAT testing student data has been collected, analysed and growth measured. We continue to see strong results and sustained growth against the Standards of Educational Achievement (SEA) across all year levels. The analysis of data and access to the PAT Resource Centre has enabled more targeted teaching and careful design and moderation of assessment tasks.

Direction 2: Evaluate current pedagogical work to determine the most effective strategies to improve student learning and implement these consistently in all classrooms.

In 2017 we have participated in the Brightpath pilot program to measure achievement and growth in writing and improve fluency in Mathematics. Brightpath, as a tool to judge and record student progress in writing along with moderation opportunities for staff and targeted teaching notes shows promise in measuring and designing learning for student growth. 2018 will see us move into the second phase of the pilot. We have also participated in the DECD QuickSmart maths intervention pilot to improve fluency in students demonstrating low achievement against the SEAs. We have seen students involved in the program achieve significant improvement in terms of their fluency in Mathematics.

Direction 3: Support student achievement in the Australian Curriculum, initially in mathematics, and ensure high levels of growth are evident throughout the school by collaboratively analysing achievement data to drive curriculum planning and intervention.

A key strategy to achieving our priorities continues to be our Professional Learning Communities. Each team uses evidence of student learning to inform and improve the individual and collective practice through a focus on using data to inform practice, in particular their approaches to targeted teaching and the development of ‘I can’ statements for student literacy and numeracy goal setting. Staff continue to use data to inform practice and measure growth in literacy and numeracy and will be involved in internal and Learning Design, Assessment and Moderation exercises across the Adelaide Prospect Partnership in 2018. We continue to explore effective intervention processes and practices at a class and site level, including approaches to teaching students with specific learning difficulties i.e. dyslexia and the introduction of Jolly Phonics in 2018 to ensure a strong start to reading in the early years.
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**

![Graph showing percentage of students achieving NAPLAN proficiency levels for Reading by year level and year.](image)

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**

![Graph showing percentage of students achieving NAPLAN proficiency levels for Numeracy by year level and year.](image)

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**

<table>
<thead>
<tr>
<th>NAPLAN progression</th>
<th>Year 3-5</th>
<th>Year 5-7</th>
<th>State (average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper progress group</td>
<td>53%</td>
<td>39%</td>
<td>25%</td>
</tr>
<tr>
<td>Middle progress group</td>
<td>27%</td>
<td>52%</td>
<td>50%</td>
</tr>
<tr>
<td>Lower progress group</td>
<td>20%</td>
<td>9%</td>
<td>25%</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>NAPLAN progression</th>
<th>Year 3-5</th>
<th>Year 5-7</th>
<th>State (average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper progress group</td>
<td>45%</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>Middle progress group</td>
<td>45%</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>Lower progress group</td>
<td>10%</td>
<td>22%</td>
<td>25%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Numeracy</th>
<th>% of students achieving in the upper two bands **</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>37</td>
<td>37</td>
<td>19</td>
<td>13</td>
<td>51%</td>
</tr>
<tr>
<td>2017</td>
<td>39</td>
<td>39</td>
<td>23.0</td>
<td>15.7</td>
<td>64%</td>
</tr>
<tr>
<td>2017</td>
<td>25</td>
<td>25</td>
<td>10</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td>2017</td>
<td>26.0</td>
<td>10.3</td>
<td>40%</td>
<td>38%</td>
<td></td>
</tr>
</tbody>
</table>

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

Running Records - (Term 3 collection)
Year 1 benchmark 13+ - 27 students (87%) achieved the Year 1 benchmark, of the 4 who did not (13%), all identify as an English as an Additional Language/Dialect student and/or Aboriginal or Torres Strait Islander. Although slightly lower than 2016 this maintains an improvement against our historic baseline average. Growth overall was lower than expected with an average of approximately 5.9 months, however 2 students made 12 months or more growth over the year.

2017 Target - increase of students achieving running record level 15-20 was not met with only 22% achieving within this range and only a decrease of 4% from last year achieving 21+.
Year 1 benchmark 21+ - 31 students (88%) achieved the Year 2 benchmark, of the 9 who did not (22%) 6 identify as English as an Additional Language/Dialect student and/or Aboriginal or Torres Strait Islander and/or on a Negotiated Education Plan. Average growth was 7 months across the year across all students, however 12 students progressed by the expected 11-12 months. Although lower than 2016 achievements this maintains an improvement against our historic baseline average.

2017 Target - increase in students achieving Running Record level 21- 24 was met with 5% more (23%) achieving the target.

PAT R - more students achieved SEAs in each year level than compared to 2016, except in Year 3: Year 3 (95) 30/36 students (83%), Year 4 (106) 41/45 students (91%), Year 5 (112) 34/39 students (87%), Year 6 (118) 30/32 students (93%), Year 7 (120) 25/26 students (96%)

PAT M - overall more students achieved SEAs in each year level than compared to 2016, except in Year 3 and a very slight decrease in Year 7: Year 3 (101) 29/36 students (80%), Year 4 (110) 40/45 students (88%), Year 5 (112) 36/39 students (92%), Year 6 (120) 31/32 students (96%), Year 7 (121) 23/26 students (88%)

NAPLAN targets aimed to increase the number of students achieving in the upper bands in Reading and Numeracy.

Reading as well as retaining students in the higher bands between Years 3-5 and Years 3-7

Reading
Year 3 - there was a decrease in students achieving in the higher bands (2016 80%) with only 51.4% achieving in 2017
Year 5 - there was a slight decrease from 48.3% in 2016 to 46.2% in 2017
Year 7 - there was also a decrease from 48.3% to 40%

Numeracy
Year 3 - there was a decrease in students achieving in the higher bands (2016 52.5%) with only 35% achieving in 2017
Year 5 - there was an increase from 2016 20.7% to 38.5% in 2017
Year 7 - there was also a significant increase from 2016 34.5 to 56% in 2017.

Our School Performance Report indicates that there has been little or no change from 2016 in Year 3 & 5 Reading and we are meeting and/or exceeding the DECD targets for Year 7 with the same results for Numeracy. We continue to meet/exceed the DECD targets in retaining students in the higher bands in Year 5 reading and Year 7 numeracy. However Year 5 numeracy and Year 7 reading is in decline against our baseline.

Attendance

<table>
<thead>
<tr>
<th>Year level</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>95.4%</td>
<td>93.8%</td>
<td>91.9%</td>
<td>95.1%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.5%</td>
<td>93.7%</td>
<td>92.2%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.5%</td>
<td>91.2%</td>
<td>93.3%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.5%</td>
<td>94.0%</td>
<td>94.1%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.6%</td>
<td>89.6%</td>
<td>94.4%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.5%</td>
<td>90.3%</td>
<td>95.2%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.8%</td>
<td>93.0%</td>
<td>92.5%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.0%</td>
<td>95.2%</td>
<td>94.8%</td>
<td>91.5%</td>
</tr>
<tr>
<td>Primary Other</td>
<td>93.5%</td>
<td>95.0%</td>
<td>90.6%</td>
<td>94.8%</td>
</tr>
<tr>
<td>Total</td>
<td>93.2%</td>
<td>93.2%</td>
<td>92.9%</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.
Attendance Comment

The school has an attendance policy that is shared with parents on enrollment and also through regular newsletter articles. Students who are not at school and parents have not contacted us are contacted to ascertain why. Absences over three days or chronic non-attendance are followed up by 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 action.

Behaviour Management Comment

47 bullying incidents reported by 27 students.
10 students reported more than once. (5.48% of student population)
Students counselled about behaviour & their parents/guardians informed.
In Term 4 a Restorative lunch time program was trialled. Students who made inappropriate choices attended these sessions, run by Rachael Courtney, where students discussed the behaviour & strategies for dealing with the situation if it arose again & how they could repair the situation.
This proved successful, received positive feedback & will continue in 2018.
Information collected indicates GSPS students need assistance understanding what bullying is & isn’t & that we need to reassess how we use our yard space to support students to feel safe.

Client Opinion Summary

Staff, students and parents completed the 2017 Opinion survey. The responses were graded on a scale of 1 to 5. Student surveys included school generated questions based on the Teaching for Effective Learning framework and included aspects on the learning and school environment, communication and the quality of the teaching and learning.

Parents agreed/strongly agrees that they could talk to teachers about their concerns (91%) that their children are safe at the school (89%) and that their children like being at the school (86%). The spread of opinion ranged wider in the areas of student behaviour management being well maintained indicating a need for a more consistent approach across the school and the school taking parents opinions seriously. There is a strong sense from parents that their child’s teacher knows what he/she can do and what he/she needs to learn. Reflective of our diversity parents feel that students from all backgrounds and cultures are treated fairly in our school.

Students believe that their teachers expect them to do their best, however they do not always feel they can talk to their teachers about their concerns. They agree/strongly agree that they feel a part of this school community. A high proportion expressed satisfaction in the teaching and learning at the school.

Teachers also agreed that teachers expect students to do their best and parents can talk to teachers about their concerns. Teachers did not generally agree that the school was well maintained.

The full reports will be discussed with School Council and staff.
Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>39</td>
<td>23.1%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1.8%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Transfer to Non-Govt School</td>
<td>11</td>
<td>6.5%</td>
</tr>
<tr>
<td>Transfer to SA Govt School</td>
<td>116</td>
<td>68.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td>0</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

DECD Relevant History Screening

Processes and procedures regarding volunteers working across our school were reviewed in 2017 in accordance with new procedures. As a result we expect volunteers to undergo DCSI police clearances as per the guidelines and all volunteers undertaking the mandatory Responding to Abuse and Neglect training, initially in face to face sessions provided by the Assistant Principal - Wellbeing and Inclusion and more recently in the on line training in Plink for non-DECD employees.
Teacher Qualifications and Workforce Composition

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>38</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>9</td>
</tr>
</tbody>
</table>


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

<table>
<thead>
<tr>
<th></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>0.0</td>
<td>26.1</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non-Indigenous</td>
</tr>
<tr>
<td></td>
<td>0.3</td>
<td>9.5</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>16</td>
</tr>
</tbody>
</table>


Financial Statement

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td></td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>$185445.06</td>
</tr>
<tr>
<td>Fund Raising</td>
<td>$13039.10</td>
</tr>
<tr>
<td>Other</td>
<td>$859995.47</td>
</tr>
</tbody>
</table>

Data Source: Data Source: Education Department School Administration System (EDSAS).
<table>
<thead>
<tr>
<th>Tier 2 Category</th>
<th>Improved Outcomes for Students with Disabilities</th>
<th>Improved Outcomes for Students with an Additional Language or Dialect</th>
<th>Improved Outcomes for Students with an Additional Language or Dialect</th>
<th>Improved Outcomes for Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2 Funding</td>
<td>Targeted Funding for Individual Students</td>
<td>Targeted Funding for Groups of Students</td>
<td>Targeted Funding for Groups of Students</td>
<td>Targeted Funding for Individual Students</td>
</tr>
<tr>
<td>Section</td>
<td>Improved Behaviour Management and Engagement</td>
<td>Improved Outcomes for Students with Disabilities</td>
<td>Improved Outcomes for Students with Disabilities</td>
<td>Improved Behaviour Management and Engagement</td>
</tr>
</tbody>
</table>

**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:**

- Improved Behaviour Management and Engagement:
  - The 0.2 Counselor allocation continues to maintain partial funding for the Assistant Principal in Wellbeing and Inclusion. We have trialled Restorative sessions to better support students to manage behaviours.
  - SSO support allocated to students to support identified SMART Targets. Teachers given adequate release time to develop, monitor and report on student progress.
  - The 0.2 allocation is used to partially fund the position of Assistant Principal - Wellbeing and Inclusion.

- Improved Outcomes for Students with Disabilities:
  - Early years literacy and Numeracy programs has focused on students not achieving SEAs with intervention support including Minilt and Multilt for literacy and this year the introduction of Quicksmart for Numeracy. All Aboriginal students receive via a 0.2 AET. Staff has engaged in extensive professional learning with emphasis on learning design and moderation of Mathematics. Numeracy Agreements have been developed within learning teams.
  - Australian Curriculum has been implemented across all 8 areas of study and is reported on twice yearly to parents.
  - Aboriginal Languages Programs have been implemented across all 8 areas of study and is reported on twice yearly to parents.

- Improved Outcomes for Students with an Additional Language or Dialect:
  - First Language Maintenance & Development initiatives have been implemented across all 8 areas of study and is reported on twice yearly to parents.

**Targets:**

- Low levels of behavioral incidents have been recorded.
- Improved results are demonstrating growth and supports moderation.
- Early results are demonstrating growth and supports moderation.
- SMART goals are recorded on a One Plan and reviewed regularly.

**Other Discretionary Funding:**

- Students exit once SEA is achieved.
- Due to unavoidable circumstances the program was put on hold until 2018.
- Students exit once SEA is achieved.

**Due to unavoidable circumstances the program was put on hold until 2018.**

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**Running Records:**

- 90.3% of year 1 students achieved SEA
- 80% of year 2 students achieved SEA
- Aboriginal student attendance is 92%

**This continues to be beneficial to the wellbeing of both staff and students.**

**Due to unavoidable circumstances the program was put on hold until 2018.**

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