GILLES STREET PRIMARY SCHOOL
Established September 4th 1899

2024 annual report to the Community

Gilles Street Primary School

Gilles Street Primary School number: 120

Partnership: Adelaide - Prospect

School principal: Angela Van Enkhuyzen

Date of endorsement: 14/02/2025

Government of South Australia
Department for Education

Context Statement

Gilles Street Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 301. Gilles Street Primary School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 2% Aboriginal students, 19% students with disabilities, 15% 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

The 2024 year was eventful for the GC and school community, with many achievements that enriched the school experience and have helped secure a positive future in the coming few years. We thank Assistant Principal Jason Proud for stepping in to the acting Principal role to commence the school year, and then Tanja Antoun for taking the interim role for the first half of the year.

During her time the GC and staff appreciated Tanja's experience from different schools and while she was careful not to exert too much influence awaiting a new substantive Principal appointment, she was able to bring some positive ideas and the GC appreciated her insights.

During Term 2 the GC contributed to the formal recruitment process for a new Principal and were very happy to be able to attract Angela Van Enkhuyzen to the role. Angela came to the school from a leadership position within the Department for Education and before that was the Principal at Marryatville Primary for a number of years. Angela's experience and enthusiasm for the school has been greatly welcomed by the GC and school community and we look forward to seeing the school thrive under her leadership in the coming few years.

This year the GC also saw the completion of some work to ensure the quality of our OSHC service. This was a large focus of 2023 and we were delighted to work with the Principals and OSHC director Courtney Sherriff on these improvements. We feel confident that GSPS will continue to provide an excellent OSHC service in coming years.

Another highlight of 2024 was the reinvigoration and expansion of the PaCE group, which organised several very successful activities for the school community. We were also delighted to see the expansion of the sports program and the return of the highly regarded end of year performance.

Finally, we are pleased to report forward momentum on some matters that were paused while we waited for a longer-term Principal. These include plans for a new school logo, set to be finalised in early 2025, and a site plan for facilities refurbishing and development. 2025 will also see a new Site Learning Plan enacted in line with the DfE Strategy. We note that other areas of focus for 2025 may include strategies to increase enrolment, and improvement in communication between the school and school community. On behalf of the GC, we extend a big thank you to the school leadership and staff, PaCE and everyone who helped on the many community engagement and fundraising activities, and all of the other volunteers that contributed to our great school across the year.

Kade Davison and Melanie Takarangi

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.
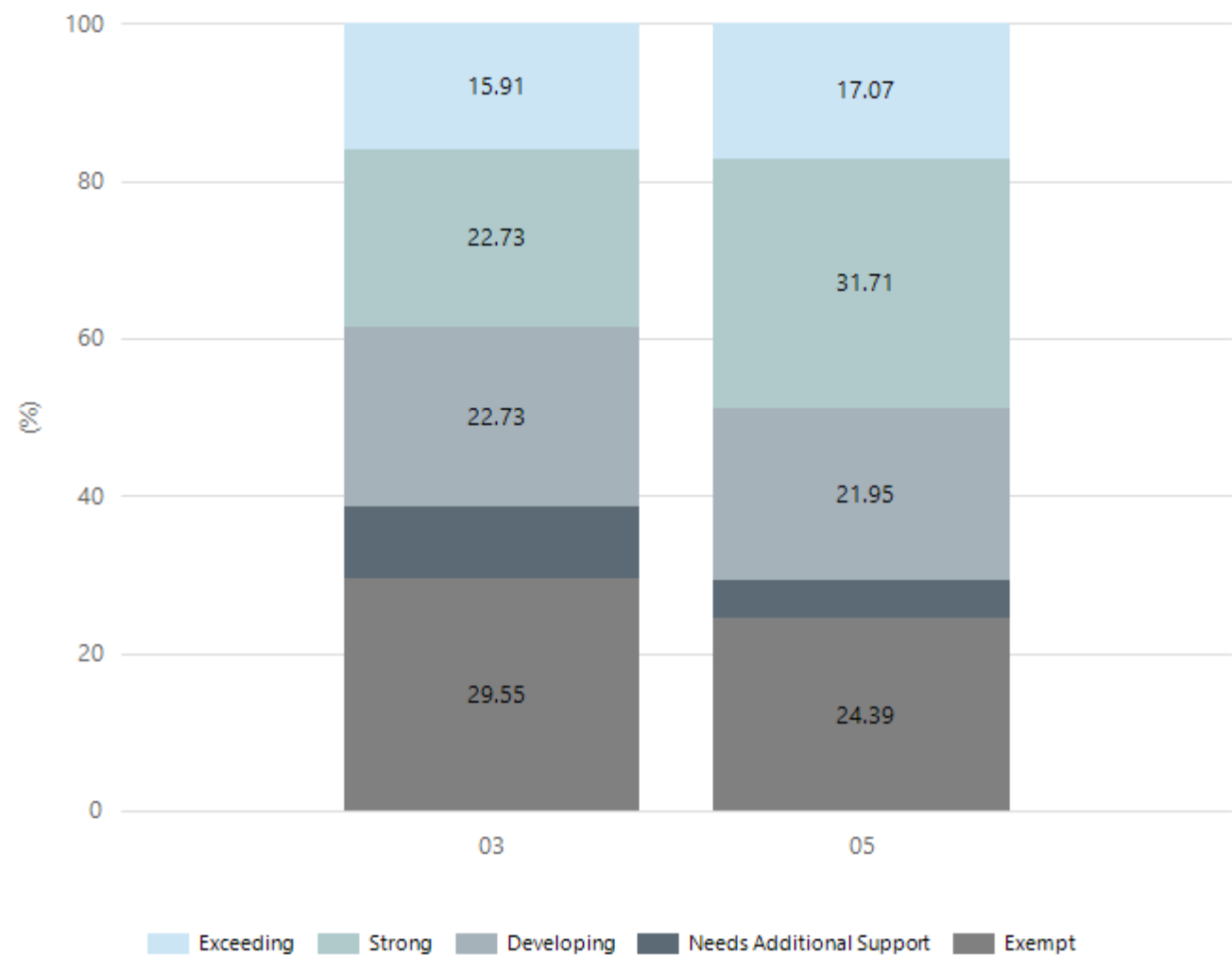
Numeracy
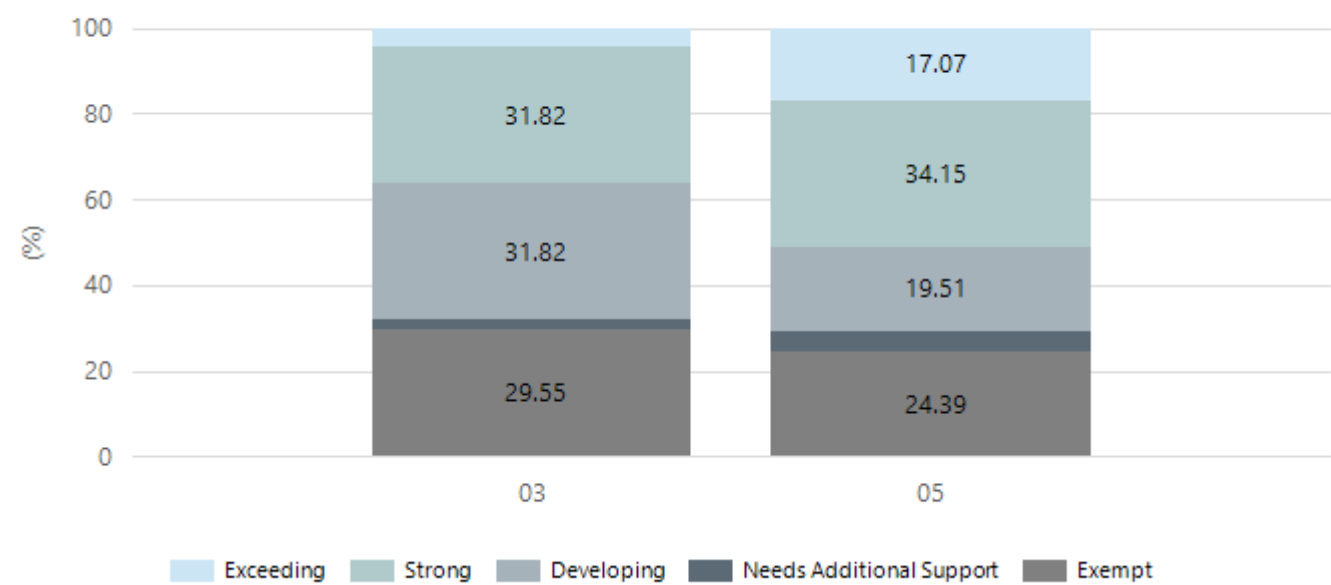
Year Level	03	05
Exceeding	2	7
Strong	14	14
Developing	14	8
Needs Additional Support	1	2
Exempt	13	10
Total	44	41

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	7
Strong	10	13
Developing	10	9
Needs Additional Support	4	2
Exempt	13	10
Total	44	41

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.
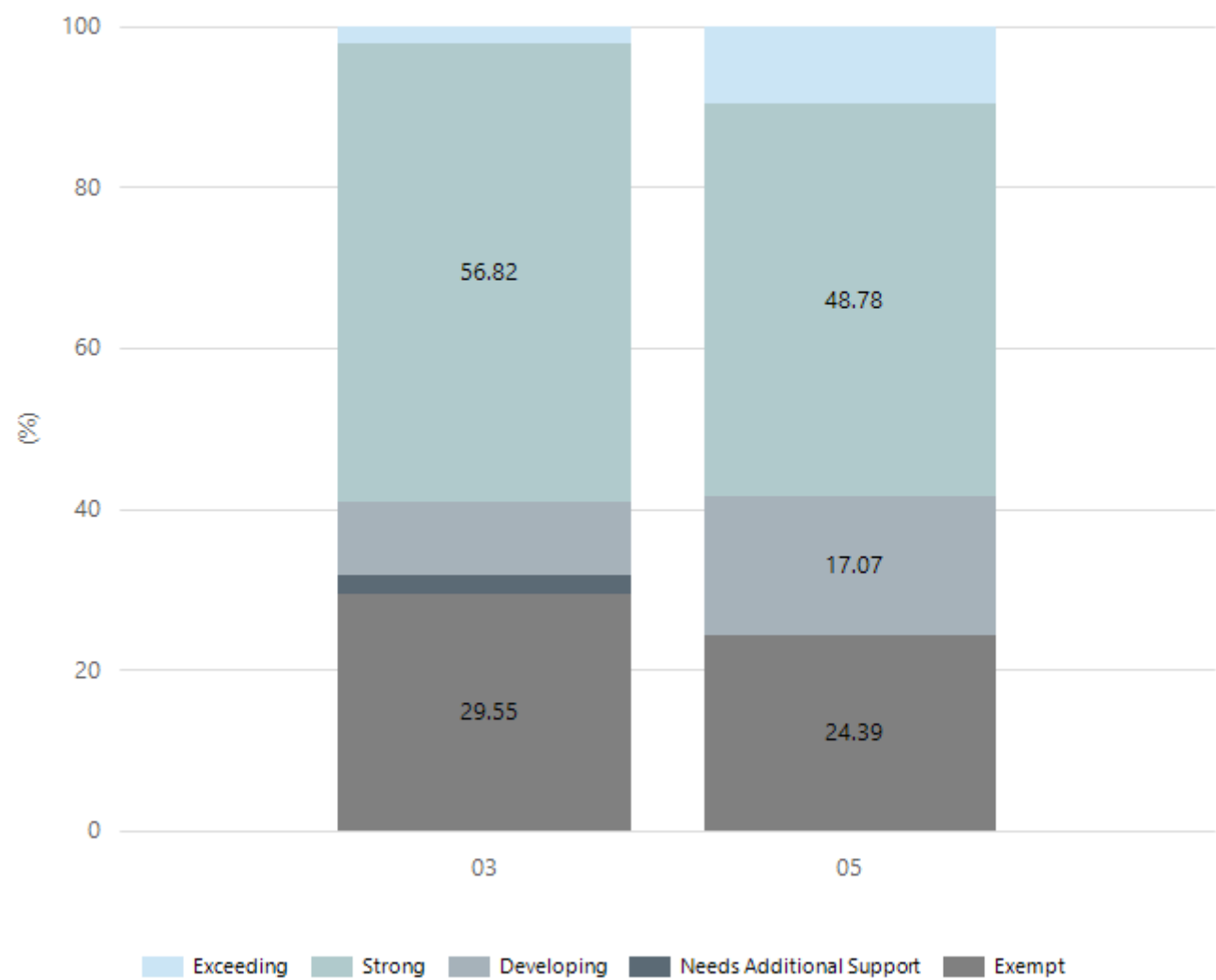
Writing

Year Level	03	05
Exceeding	1	4
Strong	25	20
Developing	4	7
Needs Additional Support	1	
Exempt	13	10
Total	44	41

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	2	6
Strong	12	10
Developing	8	9
Needs Additional Support	9	6
Exempt	13	10
Total	44	41

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.
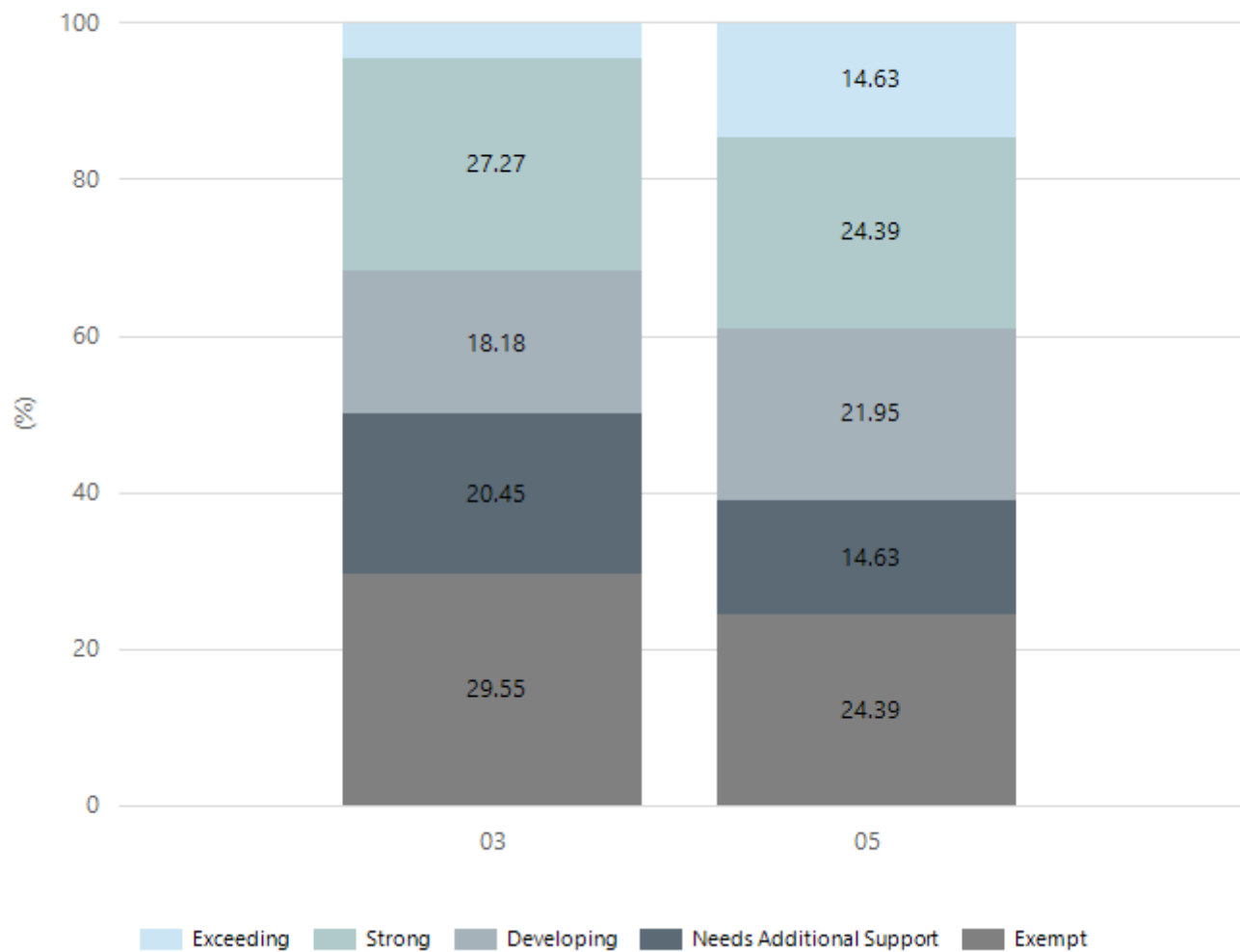
Spelling

Year Level	03	05
Exceeding	5	11
Strong	14	13
Developing	7	5
Needs Additional Support	5	2
Exempt	13	10
Total	44	41

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.
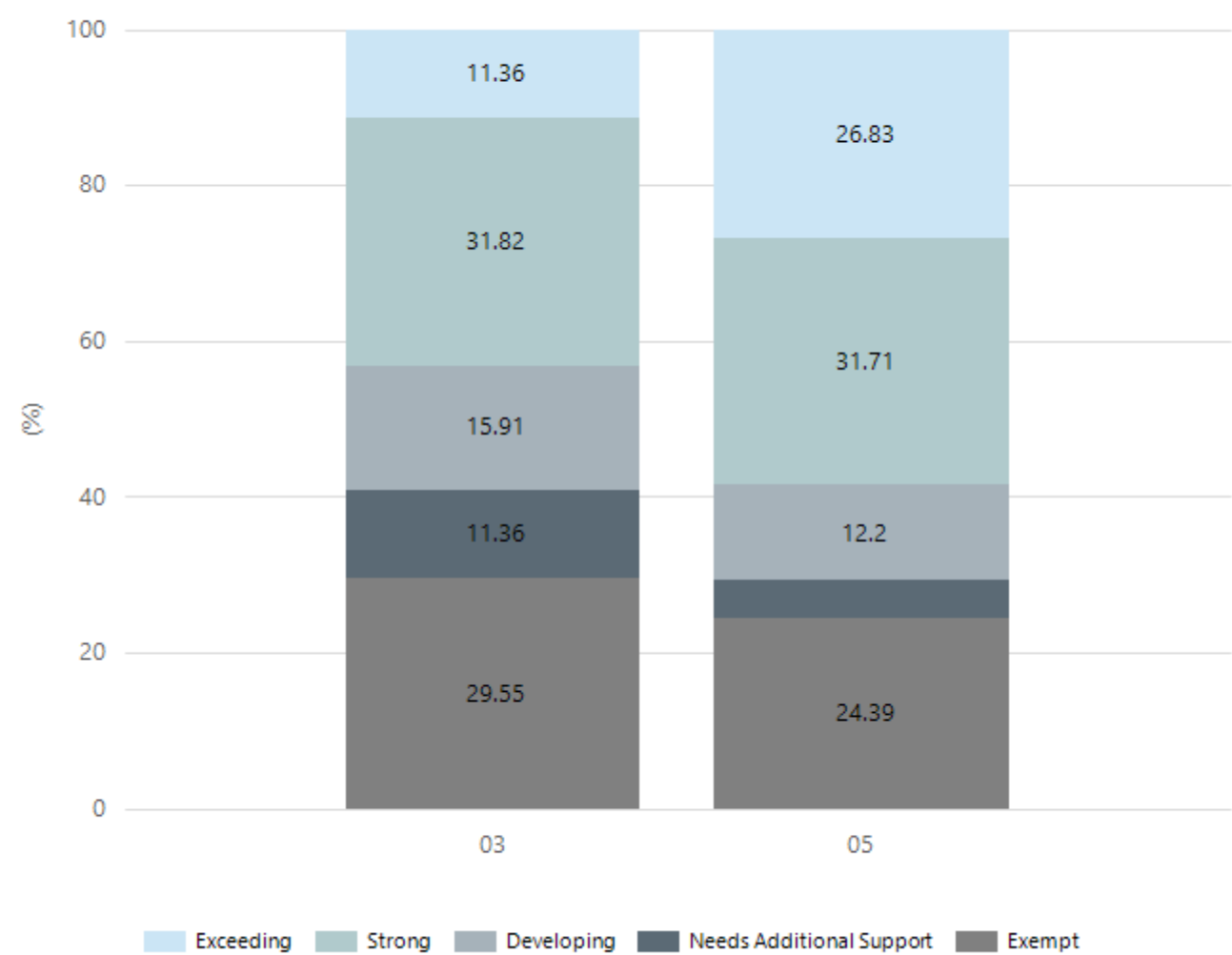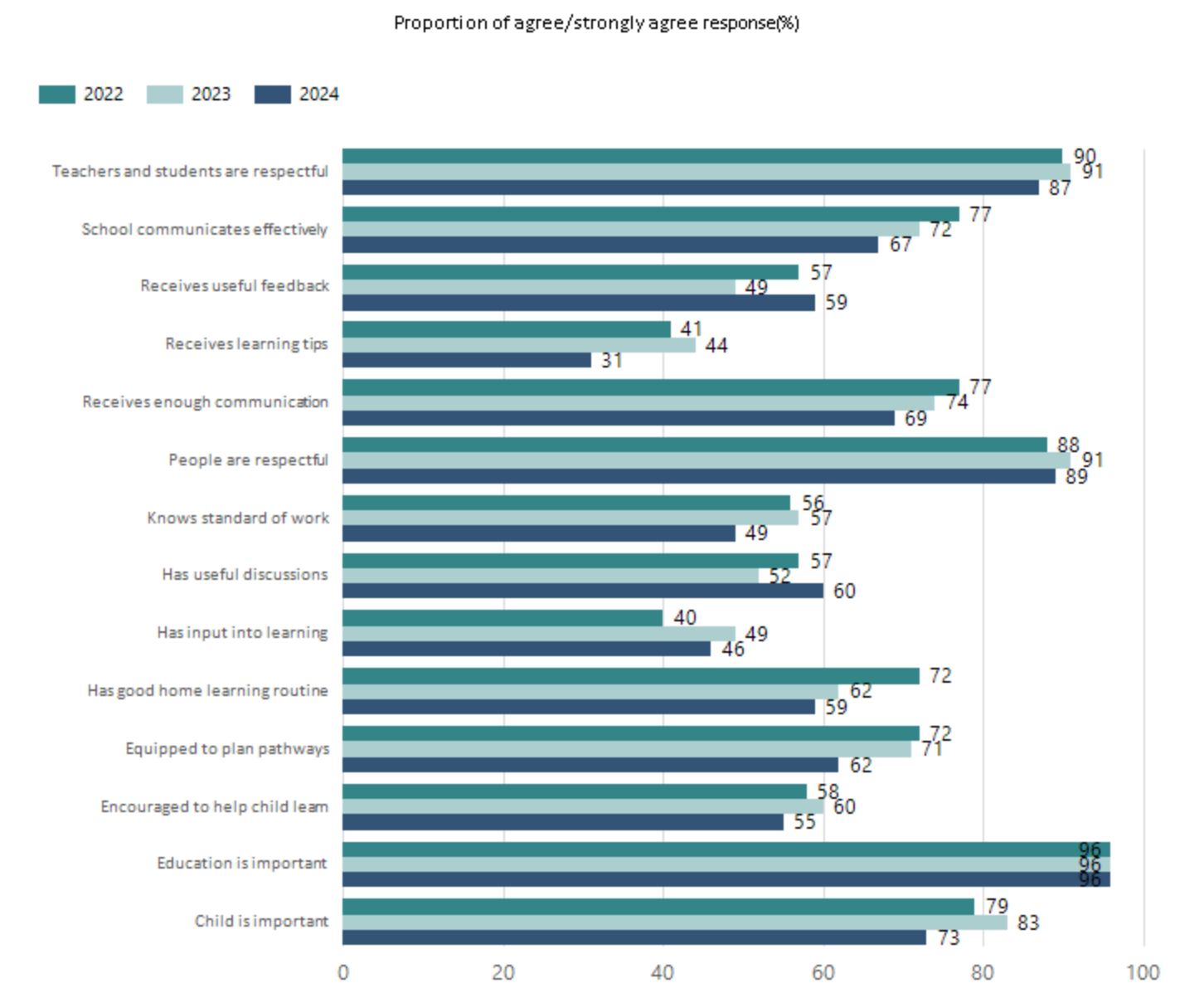
School Attendance

Year Level	2022	2023	2024
Reception	90.5%	91.1%	87.6%
Year 01	86.5%	90.3%	88.7%
Year 02	89.2%	87.7%	92.7%
Year 03	86.1%	92.1%	92.3%
Year 04	89.8%	91.2%	92.4%
Year 05	86.0%	88.1%	90.0%
Year 06	89.8%	93.3%	90.6%
Primary Other	93.2%	94.3%	88.9%
Total	89.6%	91.5%	90.5%

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

Proportion of agree/strongly agree response(%)

Legend: 2022, 2023, 2024

Category	2022	2023	2024
Teachers and students are respectful	90	91	87
School communicates effectively	77	72	67
Receives useful feedback	57	49	59
Receives learning tips	41	44	31
Receives enough communication	77	74	69
People are respectful	88	91	89
Knows standard of work	56	57	49
Has useful discussions	57	52	60
Has input into learning	40	49	46
Has good home learning routine	72	62	59
Equipped to plan pathways	72	71	62
Encouraged to help child learn	58	60	55
Education is important	96	96	96
Child is important	79	83	73

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

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	33.0%
NS - LEFT SA FOR NSW	3	20.0%
OV - LEFT SA FOR OVERSEAS	1	7.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	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	24
Postgraduate Qualifications	8

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	27.3	0.0	7.4
Persons	0.0	32.0	0.0	12.0

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	N/A
Grants: Commonwealth	$3,350
Parent Contributions	$261,416.20
Fund Raising	$10,618.05
Other	$156,349.51

Data Source: School supplied data.