

# Gilles Plains Primary School and Gilles Plains Child Parent Centre

## 2016 Annual Report to the Site Community



Government  
of South Australia  
Department for Education  
and Child Development

Gilles Plains Primary School Number: 146

Gilles Plains Child Parent Centre Number: 1582

Partnership: Torrens

**Name of School Principal:**

Robyn McLean

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**Name of Governing Council Chair:**

Michelle Creten

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**Date of Endorsement:**

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## Site Context and Highlights

Gilles Plains Primary School is located in Hillcrest, ten kilometres north east of Adelaide. The campus hosts the North East Community Child Care Centre, Maringga Turtpandi and Community Health Centres, North East Community Assistance Project alongside the Gilles Plains Children's Centre and Primary School.

During 2016 Gilles Plains had 85 students enrolled in our Reception to year 7 classes, 40 children enrolled in preschool and over 100 families attending our community programs. The school community reflects the diversity of the Hillcrest area, with 35% of our students for whom English is an Additional Language or Dialect (EALD) and a further 25% being Aboriginal.

The school has been fortunate to maintain permanent teaching staff, and we had the addition of new staff during 2016. We added the resources of a Teacher-Librarian to our team, which provided a rich opportunity for resource-based learning. Access to the collection on a daily basis has improved students' use of books and developed reading skills. All students engaged in the Premier's Reading Challenge.

The leadership structure of the school consists of Principal, Children's Centre Director and School Counselor.

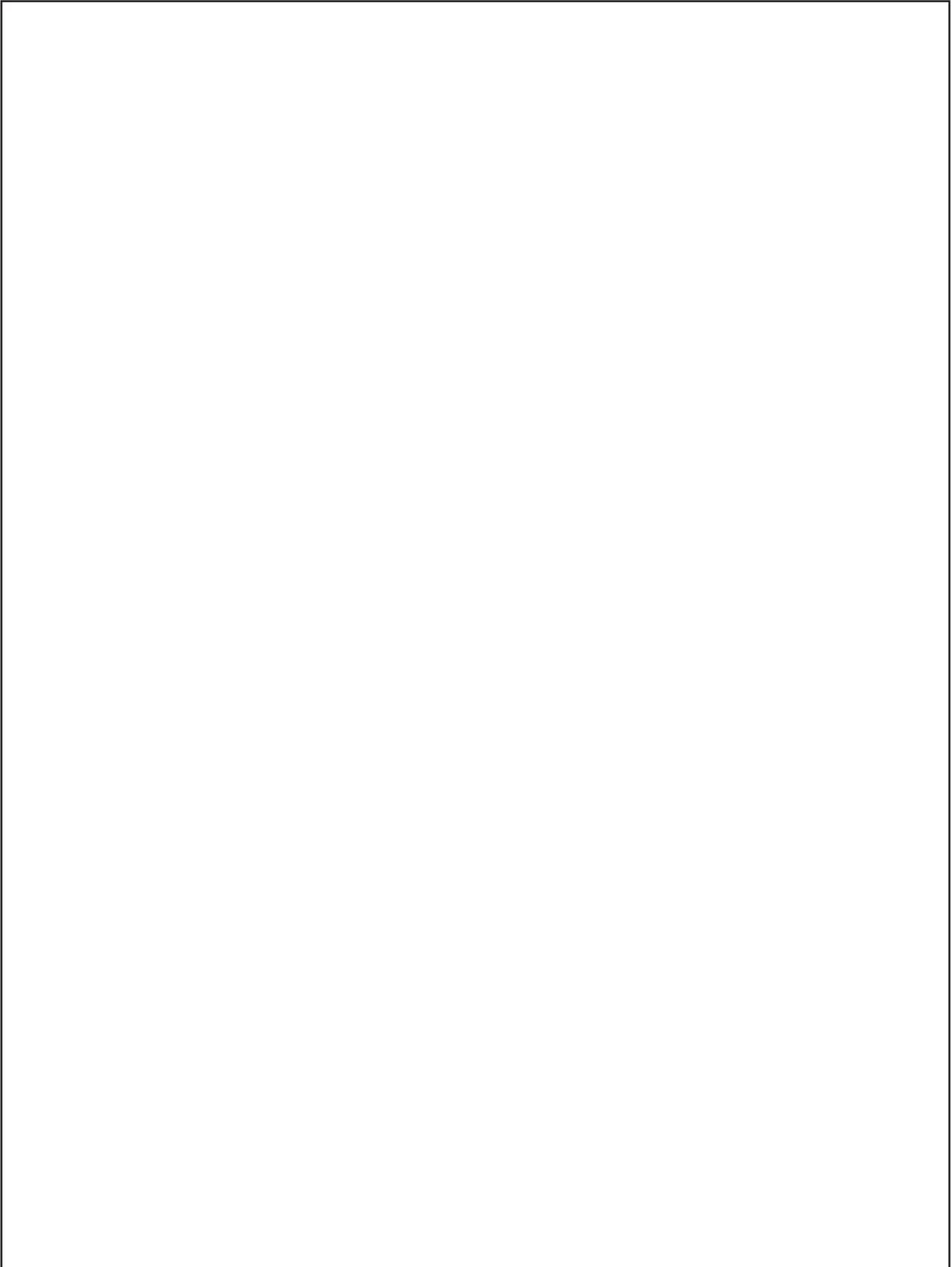
In 2016 the school community shared many achievements, building on the 115 year tradition of the school.

Our year 3-7 students participated in a school camp in term 1, setting up positive relationships and opportunities for establishing sound foundation for further development. Staff learned a range of skills to support the mental health of our students, including the implementation of the KidsMatter framework across the Children's Centre and Primary School.

The development of peer support groups, led by our counselor and supported by staff from Uniting Care Wesley-Bowden, have provided rich opportunities for our children to explore friendship and develop social skills together.

During 2016, the parent community voted to amalgamate with Windsor Gardens Secondary College. The Governing Council worked with the committee of the Secondary College to establish relationships across the two school sites in preparation for officially becoming one school from the beginning of 2017. That process will take some time, as we proceed to building a new Children's Centre, refurbish space for primary students and staff and establish ourselves as a Birth to Year 12 school.

## Governing Council Report



## Quality Improvement Planning (Preschool)

Improvements made in programs and practice were as planned; incorporating literacy and numeracy indicators in planning and assessment documents and creating a systematic solution for educators to come together and reflect, review and moderate children's learning and wellbeing. These improvements are embedded now. Adjustments may be made to enable as many educators as possible to come together. The literacy and numeracy indicators have been a major shift away from mathematical knowledge towards learning disposition and mathematical ideas. The processes for planning for numeracy will be work for 2017.

Improvements around children's health and safety were proposed for the promotion of healthy eating. Specifically, any food or drinks provided by the service were nutritious and appropriate to the age of the child. To do so we maintained a culture of concern about snack choices and children would ask educators "is this healthy?", of course, we wanted children to identify the healthy choice independently and so planning was done for teaching and learning about the healthy and unhealthy spectrum. Lots of written material was provided for parents to support their children's learning. We continue to strive for regular emergency evacuation awareness opportunities for children and staff.

Improvements regarding relationships with children focused on supporting children to understand how their actions affect others and for educators to preserve the dignity and rights of children at all times through behaviour guidance strategies. I am very pleased to report that the work done this year has made a significant shift in culture that has created a more supportive environment for children's strong feelings. We were fortunate to have our FSC guide the team through the Circle of Security parenting workshops where we were able to discuss the big ideas of that framework in relation to the children in setting. A restorative practice strategy has taken hold around accident and incidents between children, often unintentional slights that cause offence. Children now readily ask, "Are you ok?" which soothes and repairs damaged relationships.

Collaborative partnerships have been forged through the designated forum - the coffee morning. This general invitation was taken up by some parents (mainly mums) who took the informal and child friendly opportunity. Ideas were invited as our FSC and CDC made decisions around types of programs of interest and the scheduling and delivery details. The connections between people are always a goal for us and this proved useful. Policy decisions remain in the scope of staff, leadership and governing council. This is an area for improvement in 2017.

Finally, improvements for leadership and service management were proposed around continuity of educators, administrative and communication systems and information for parents about the service, teaching and learning. We have successfully filled the CDC vacancy with a consistent staff member for the entire period of the vacancy. Preschool SSO positions such as Bi-lingual and Support have been filled by the most suitable SSO from our known pool making it easy for children and staff to quickly begin effective teaching and learning. The transparent and open communication sharing (otherwise known as staff meeting) has been a reliable tool. Less successful perhaps has been the focus on providing information to parents about current learning. The sign in area has been a consistent point of reference with displays on the wall, in the photobook, in half year interviews, newsletters and group emails. This is an area for further work.

## Improvement Planning and Outcomes (School)

The school continued the focus on mathematics and literacy skills, as a crucial aspect of participation in learning, work and society. We developed staff and student learning in this area.

### Key Actions:

We continued to access learning from DECD Partnership Support staff, and have been successful in receiving on-going support from YuMi Deadly Maths project from Queensland University of Technology. This is a three year 'train the trainer' program, and will be delivered to teaching staff in the primary and middle years.

Partnership Support staff have taught our teaching staff to target teaching and learning at each child's point of need, honed skills in goal setting, particularly for our students on Negotiated Education Plans (NEPs) and Individual Learning Plans (ILPs). The development of short-term goals continues to be well supported by our parents and caregivers.

Short-term and medium-term goals have been developed for all students, assessed and achieved, making new goals possible.

### Targets for 2017:

#### Literacy:

Of our Year 1 and 2 students, 70% will meet the DECD Standard of Educational Achievement (SEA) by the end of Term 3, 2017.

Of our Year 4-7 students, 80% will meet the DECD Standard of Educational Achievement by the end of Term 3, 2017.

#### Numeracy:

By 2017,

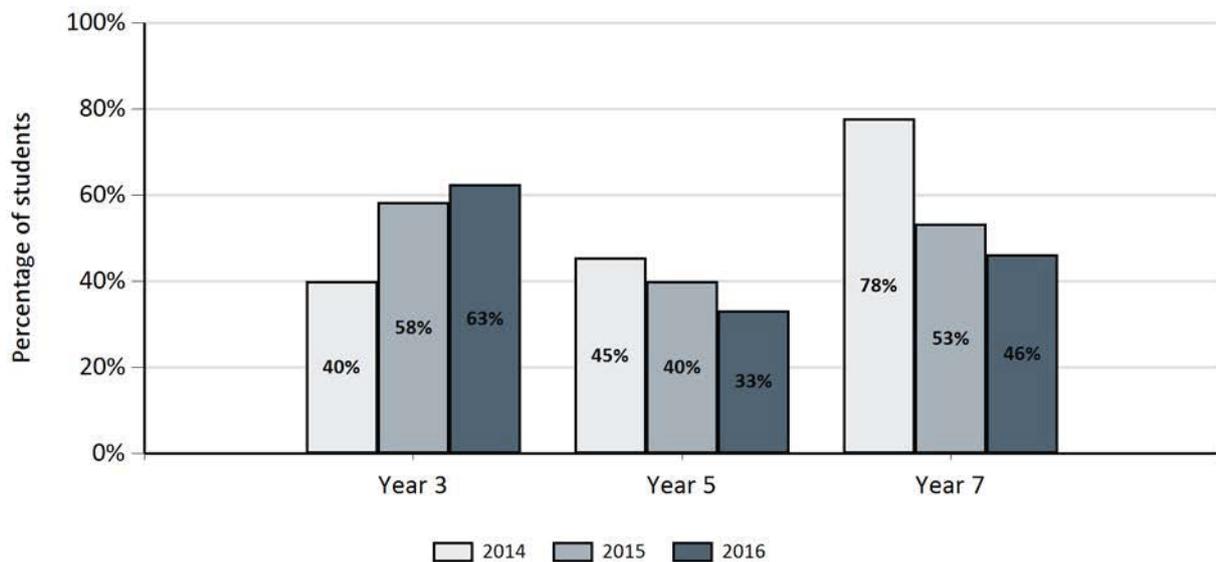
- 90% of our Year 3 students will achieve the DECD Standard of Educational Achievement
- 90% of our Year 5 students will achieve the DECD Standard of Educational Achievement
- 90% of our Year 7 students will achieve the DECD Standard of Educational Achievement on average over 2015/17.

## Performance Summary

### NAPLAN Proficiency

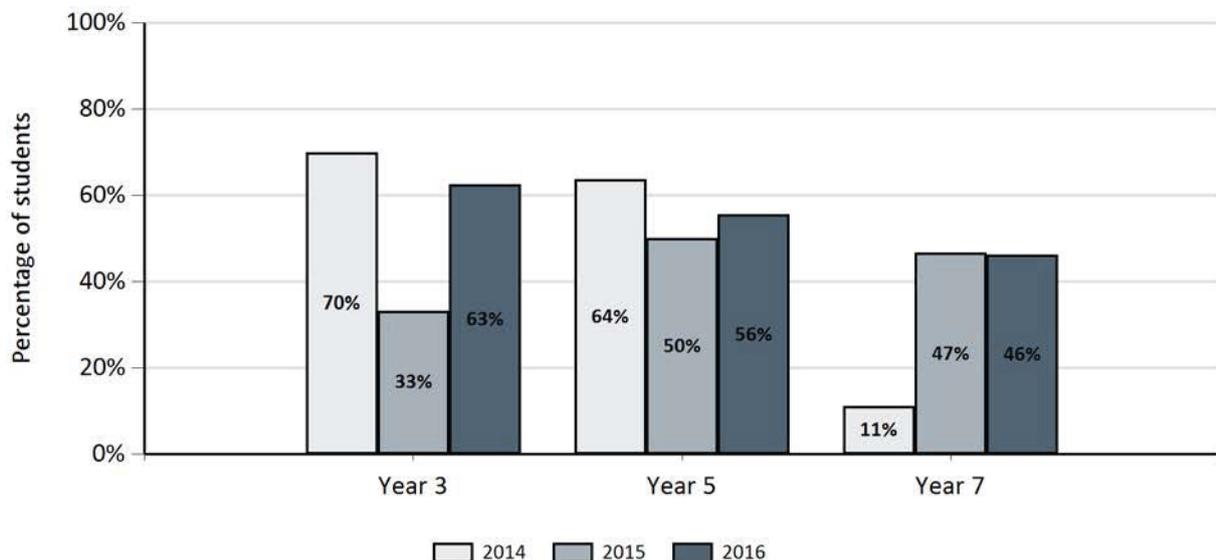
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	14%	38%	25%
Middle progress group	86%	50%	50%
Upper progress group	0%	13%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	29%	63%	25%
Middle progress group	43%	25%	50%
Upper progress group	29%	13%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	8	8	3	0	38%	0%
Year 3 2014-16 Average	10.0	10.0	2.3	1.3	23%	13%
Year 5 2016	9	9	0	0	0%	0%
Year 5 2014-16 Average	10.0	10.0	0.3	0.3	3%	3%
Year 7 2016	13	13	0	2	0%	15%
Year 7 2014-16 Average	12.3	12.3	1.3	0.7	11%	5%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## School Performance Comment

The performance of students in NAPLAN, PAT-M and PAT -R is consistent with teacher assessment of their progress. Our younger students are progressing at higher rates than our year 7 students; as has been the case over a number of years. Attendance continues to be a significant factor in student achievement, with much time being lost from learning opportunities.

Our students continue to be over-represented in the lower growth group in NAPLAN numeracy, and showing higher than expected growth in literacy from years 5 to 7. This trend has been evident over a number of years; hence our focus on numeracy as a area for whole school improvement. The additional resources provided by specialist maths teachers will assist our development in this area.

## Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	92.3%	89.2%	88.9%	81.6%
2015 Centre	79.3%	83.9%	75.8%	72.7%
2016 Centre	78.4%	85.0%	75.6%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

## School Attendance

Year level	2014	2015	2016
Reception	81.3%	88.7%	76.7%
Year 1	87.1%	83.8%	88.2%
Year 2	81.9%	87.3%	77.5%
Year 3	92.1%	87.7%	88.0%
Year 4	90.0%	89.1%	88.1%
Year 5	85.7%	92.5%	92.6%
Year 6	87.9%	80.8%	89.2%
Year 7	85.5%	79.6%	75.7%
Total	86.7%	86.0%	84.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Attendance and punctuality is well below the DECD average for all year levels. Although there was some improvement over the year, particularly in our senior class, this remains a key focus area for improvement in 2017.

## Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	39	37	36	38
2015	29	31	33	33
2016	37	40	41	40

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Preschool Enrolment Comment

Enrolled children numbered 40 in 2016 with the smallest of variations of 39 and 41. the majority of which were enrolled prior to the school year starting.

Three children left during the first weeks of term 1 as places became available at their local preschool, tow children left at the end of term 2 to start reception at local Catholic Education Facilities and two children left the are. I believe this indicates a stable population with low transience rates and the current situation where preschools become full and keep a waiting list but those families seek enrolment elsewhere until a place becomes available, for example, ten families completed an enrolment and attended the parent information sessions at the end of 2015 but their children never started in 2016 due to an offer being made to them from their local preschool.

The competition of preschool places continues to create a tension for families and centres.

## Behaviour Management Comment

Most students at GPPS are actively engaged in learning. Approximately 15% of our students have required support to resolve uncooperative, disruptive and violent behaviour.

## Client Opinion Summary



## Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0146 - Gilles Plains Primary School	21.7%	35.7%	35.0%
0419 - Athelstone School	0.0%	0.0%	5.0%
0647 - Linden Park Primary School	8.7%	0.0%	0.0%
0665 - Hillcrest Primary School	17.4%	7.1%	30.0%
0898 - Klemzig Primary School	0.0%	7.1%	0.0%
0967 - Vale Park Primary School	4.4%	0.0%	0.0%
1043 - East Marden Primary School	0.0%	7.1%	0.0%
1210 - Modbury West School	4.4%	0.0%	0.0%
8003 - Heritage College Inc	4.4%	0.0%	10.0%
8027 - Pedare Christian College:Junior Sch	4.4%	0.0%	0.0%
8032 - Cedar College	8.7%	14.3%	0.0%
8385 - Saint David's Parish School	4.4%	0.0%	5.0%
9031 - St Martin's Catholic Primary School	4.4%	7.1%	0.0%
9083 - St Monica's Parish School	4.4%	0.0%	0.0%
9088 - St Pius X School	13.0%	7.1%	5.0%
9115 - Prescott Primary Northern	0.0%	14.3%	5.0%
9402 - Sunrise Christian School	0.0%	0.0%	5.0%
Total	100%	100%	100%

## Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	3.1%
Transfer to SA Govt School	31	96.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## Destination Comment

The transience of our school community impacts on learning across all year levels. With 30% of our children leaving across the school year there is an unsettling affect for those individual children and their families; but also impacts on class dynamics and learning programs.

## DECD Relevant History Screening

All volunteers, visiting support staff and contracted employees have verified DCSI clearances before entering Gilles Plains Primary School. Induction and sign-in processes have been refined during 2016, ensuring that management systems remained accurate.

## Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	23
Post Graduate Qualifications	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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.

### School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	8.0	0.9	5.1
Persons	0	9	1	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	1,852,348.08
Grants: Commonwealth	11,950.00
Parent Contributions	34,663.80
Fund Raising	158.64
Other	

## 2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Staff capacity building through playing around using the indicators to describe children's Learning and plan learning experiences. Develop reporting mechanisms for parents around numeracy learning. Resources. Teacher Text - Maths Is All Around You.	Teacher capacity building to plan and deliver
Improved ECD and Parenting Outcomes (Children's Centres only)	N/A	N/A
Improved outcomes for children with disabilities	N/A	N/A
Improved outcomes for children with additional language or dialect	Bilingual Support around cultural and linguistic connections	Those children made progress in their English language development

\* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

## 2016 School Annual Report: Tier 2 Funding Report\*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Tier 2 funding was used to increase the hours of our counselor to a full time position.	Reduced behaviour incidents; increased participation in wellbeing programs.
	Improved Outcomes for Students with an Additional Language or Dialect	Tier 2 funding was used to employ a teacher 0.6 - to provide support for EALD, SWD and Aboriginal students.	Improved processes for support of children.
	Improved Outcomes for Students with Disabilities	See above. This funding also provided for classroom support staff across the school.	Progress toward achievement standards
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Teaching staff were supported to engage with a range of professional learning opportunities, implementing the Australian Curriculum, numeracy and literacy and Aboriginal students.	Increased participation in learning programs
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	Reduce class sizes with the employment of 1.0 classroom teacher	Improved literacy achievement for year 1 and 2 students
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	Wellbeing programs delivery.	see behaviour management above

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.