

2022 SCHOOL CONTEXT STATEMENT

School number:	0120
School name:	Gilles Street Primary School
School Profile:	Index of Disadvantage 4

Gilles Street Primary School is an inner city school of approximately 350 students. The school is located in the South Eastern corner of the CBD and includes an Intensive English Language Program (IELP).

In 2022 there are 18 classes:

- 11 Mainstream (2 Reception, 3 Year 1 & 2, 3 Year 3 & 4 and 3 Year 5 & 6)
- 6 Intensive English Language Program
- 1 RAAP funded (1 teacher plus 30 hours SS0 2 to 1 student)

The school values Inclusion, Kindness, Resilience, Respect, Responsibility and a sense of community.

Students attending Gilles Street Primary School engage in learning in an environment that focuses on a cycle of constant improvement in line with the School Improvement Plan. Teachers use targeted explicit teaching practices, in line with an Assessment for Learning philosophy, to ensure learning facilitates deep understanding through pedagogical approaches that include explicit direct instruction and inquiry methodologies.

Parents and community value the rich diversity of cultures at Gilles Street. The onsite Intensive English Language Program provides opportunities for students of many different backgrounds to learn and play together and for parents to connect with each other through the Parent and Community Engagement (PaCE) group.

Performing Arts is a strong feature of the school and the annual End of Year Performance, held in the Royalty Theatre on Angas Street, is a major school event.

The school also focuses on specialist teaching areas of Spanish, Physical Education and Media.

A vibrant OSHC and Vacation Care program provides students with an engaging before and after school program.

School leaders and teachers from other sites, interstate and internationally visit Gilles Street Primary School on a regular basis to observe and discuss effective teaching and learning approaches.

Gilles Street Primary School's last External School Review was in February 2019 and the three Directions were:

Direction 1: Collaboratively establish an engaging and responsive learning environment that incorporates authentic student voice and maximises student engagement in their learning journey.

Direction 2: Collaboratively develop and implement a consistent whole school approach to learning design with a focus on high expectations, student engagement, intellectual challenge and negotiated learning.

Direction 3: Develop and implement a whole school approach to assessment that informs purposeful learning and differentiates the learning for all students.

1. General information

- School Principal: Michael Bawden
- Assistant Principal, Wellbeing & Inclusion: Kristy Cannon
- Assistant Principal, Teaching & Learning: Jason Proud (Acting for Mark Tucker)
- Assistant Principal, Intensive English Language Program: Mary Marafioti (Acting)
- Student Wellbeing Leader: Meagan Hart
- Year of opening: 1900
- Postal Address: 91 Gilles Street, Adelaide SA 5000
- Location Address: 91 Gilles Street, Adelaide SA 5000
- DfE Region: Adelaide – Prospect Partnership
- Geographical location – road distance from GPO, 1 km
- Telephone number: 8223 5184
- School website address: <http://www.gillesstps.sa.edu.au>
- School e-mail address: dl.0120.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes
 - Director: Brooke Lockwood
 - Telephone number: 8227 1746
 - OSHC has a licensed capacity of 90
- Operating Hours:
 - Before School: 7.45 am – 8.30 am (Free service)
 - After School Care: 3.30 pm – 6.15 pm
 - Vacation Care: 8.00 am – 6.00 pm

Student enrolment trends:

	2019	2020	2021	2022	Change 2020 - 2021	Change 2021- 2022
Reception	35	37	31	43	-6	+12
Year 1	36	33	34	31	+1	-3
Year 2	40	35	36	38	+1	+2
Year 3	31	39	33	36	-6	+3
Year 4	39	37	40	35	+3	-5
Year 5	30	43	36	45	-7	+11
Year 6	50	29	50	38	+21	-12
Year 7	42	43	30	0	-13	-30
IELP	100	100	19	90	-81	+71
Total	403	374	309	351	-65	+42

Gilles Street Primary School maintains solid enrolment trends and generally operates close to capacity. The school decreased in size, due to the impact of Covid on immigration in 2020 and 2021. In 2022, the school has grown, despite the shift of Year 7 to high school, due to international borders re-opening. Gilles Street has a catchment area that falls east of King William Street and bounded by North, East and South Terraces.

Staffing numbers as at September 2022:

FTE: 27.6 teaching staff (including 7.8 in IELP)

Tier 1 – 26.6 FTE:

- 19.0 FTE Teacher
- 4.4 FTE Leadership
- 0.8 FTE Teacher Librarian
- 2.4 FTE Specialist Teaching Staff (Performing Arts 1.0, PE 0.6, Spanish 0.6, Media 0.2)

Tier 2 – 1.0 FTE:

- 0.2 Aboriginal Education Teacher
- 0.8 EALD

Ancillary Hours Allocated:

- SSO 235 hours
- BSSO 59 hours per week

Public transport access:

- Accessible to Adelaide Metro bus and tram services

Special site arrangements:

- School lunch orders are provided by Scootz, the local café

2. Students (and their welfare)

General characteristics:

Gilles Street Primary School is a Reception to Year 6 primary school of approximately 350 students. The student cohort is culturally diverse and the Intensive English Language Program is in high demand. The school's central location ensures it is popular with families living, working and studying in the city. The central location also leads to the student cohort being transient with a regular stream of new enrolments balanced with families returning overseas due to university courses and work assignments in Adelaide ending.

- 44% of mainstream students identify as EALD and 27% are supported by the EALD Teacher
- 14% students with disabilities as per recorded in 2022 NCCD
- 6% students with diagnosed disabilities
- 2% students receiving IESP funding (cat 1-RAAP)
- 1% Aboriginal Students

Covid 19 significantly impacted the school's Intensive English Language Program. The student population crashed in late 2020 and the service struggled to stay open in 2021. It has since rebounded strongly. In the first half of 2022 IELP class allocation grew from three to six in the first month of the school year. The Gilles Street IELP zone has contracted three times in 2022 and now only takes in the CBD.

Student well-being programs:

The Growing with Gratitude Wellbeing and Positive Psychology program is implemented throughout the school to raise awareness of student social emotional learning, provide support for students experiencing mental health difficulties and works authentically with parents, carers and families. This program consistently promotes the virtues of gratitude and kindness to students, staff, parents and the wider school community through weekly and termly whole school focuses.

Wellbeing staff closely analyse WEC Data and engage students as genuine partners in the response to this data in order to improve student engagement and sense of belonging at Gilles Street.

Student support offered:

- Learning and Wellbeing Support - Assistant Principal of Wellbeing & Inclusion and Student Wellbeing Leader
- Support for EALD students with 0.8 teacher provision
- Aboriginal Education Teacher supports Indigenous students and their families with 0.2 teacher provision

Student management:

Policies and procedures for both yard and classroom management are in place. The Wellbeing Agreement was reviewed and updated in 2021. The Behaviour Support policy is continually monitored and was updated in 2019. Restorative practices are used throughout the school with a focus on rebuilding and repairing relationships after a negative incident has occurred.

Student Voice:

Gilles Street Primary School actively promotes student voice through junior and upper primary Student Representative Council, The SRC Executive and Student Wellbeing Leaders in partnership with a strong year 5/6 leadership program.

These groups meet on a fortnightly basis; have representatives from all classes, report to all students at assembly and to Governing Council each month.

Intervention programs:

- Minilit
- Multilit
- Growing with Gratitude
- What's the Buzz
- Zones of Regulation
- 'The Interoception Curriculum' by Kelly Mahler
- Open Parachute SEL program will be trialled by UP in Term 4

3. Key School Policies

The Site Improvement Plan is the key policy that drives school improvement:

Refer to Site Improvement Plan for further information on school priorities

- Behaviour Support Policy
- Attendance
- Wellbeing Agreement
- Maths Agreement
- Literacy Agreement (Update process has started)
- School Values Statement – Inclusion, Kindness, Resilience, Respect, Responsibility

School Improvement Plan Priorities 2022 - 2024:

- Increase student achievement in Reading, Reception to Year 2
- Increase student higher band achievement in Writing
- Increase student higher band achievement in Mathematics

Recent key outcomes:

- Whole school implementation of the Promoting Literacy Developing Program (PLD)
- School Values review and update in 2021 and implementation in 2022
- Implementation of ImproMation – 2022
- Reading Audit in partnership with Curriculum and Learning Division
- Review and update of staff developed whole school agreements for Maths and Wellbeing
- English Agreement review and update was planned; however, this is still a work in progress and will be informed by Reading Audit results with an update expected to be completed by term one 2023
- Review and update of Student Attendance and Behaviour Support Policies
- Student achievement in comparison to Standard of Educational Achievement and a range of system tests including NAPLAN, PAT M, PAT R, Year One Phonics Screen and Running Records, is strong for a Category 4 primary school, although 2022 NAPLAN shows regression in some areas and the reasons for this are being investigated
- Review and update School Council Constitution to transition to a Governing Council (Term two 2022)

4. Curriculum

The school operates within two curriculum frameworks:

- Australian Curriculum
- Intensive English Language Program

Specialist learning areas include:

- Language – Spanish (Mainstream)

Updated: Sep-22

Page 5

- Performing Arts / Drama (Mainstream and IELP)
- Physical Education (Mainstream and IELP)
- Media Arts (IELP)
- EALD teacher 0.8

Specialist Curriculum Features:

- Spanish language and culture is an integral part of the teaching and learning program at Gilles Street due to the diversity of culture and language found across 21 countries and over 460 million native Spanish speakers worldwide.
- Media Arts is taught to all IELP students to expand their exposure to a wide range of English through a range of different media modes.
- Performing Arts focuses on music, dance and drama with the teacher also coordinating the annual End of Year Performance at the Royalty Theatre.
- The specialist Physical Education program was established in 2019. All classes have a specialist PE lesson every week and this program is supplemented by tennis, gymnastics, swimming, aquatics and BikeEd programs. The establishment of the PE program has led to growth in the number of students involved in a variety of sports teams through SAPSASA knockout competitions and after school teams.
- IELP and Mainstream junior primary students have one specialist library lesson per week. These lessons focus on developing a love of literacy in students and vocabulary.

Teaching Methodology:

- The school strategically focuses on constant improvement in teaching practice and consistency across all year levels. This is supported by professional development backed by research and examples of best practice that is proven to work in other schools. Gilles Street's partnership with Bentleigh West Primary School in Melbourne is an example of this.
- Students and teachers are supported by a well-established ICT system that is maintained and constantly improved by a full time ICT technician.
- Gilles Street began a mobile device roll out plan for students and teachers in 2019. This was supported by a full network upgrade and this infrastructure supports ICT learning anywhere and anytime in the school.

Student assessment procedures and reporting:

- Parent / Teacher Interviews Week 6 and 7 of Term 1 – all mainstream students
- Parent / Teacher Interviews IELP term two and four after enrolment
- Written reports Term 2 and Term 4 – Mainstream
- IELP students are assessed against the Learning English: Achievement and Proficiency Levels (LEAP Levels) each term and on exit (Exit is usually after four terms; however, this can vary depending upon the student)

5. Sporting Activities

- Netball (Lunchtime training and Thursday afternoon games in Terms 2 and 3)
- Hockey (Monday afternoon training and Friday afternoon games in Terms 2 and 3)
- House Cross Country – Term 1
- House Sports Day – Term T3
- SAPSASA Interschool and District – Athletics, Cross Country, Swimming, Netball, Soccer, Basketball

6. Other Co-Curricular Activities

- Himawari Daiko Traditional Japanese Drumming Troupe

- Festival of Music – Senior Voices Choir
- DfE Instrumental Music – Strings
- Private Instrumental Music Lessons – Piano, Drums, Guitar & Voice
- Special Events:
 - Colour Run
 - Reception Parent Morning Tea
 - Growing with Gratitude Parent Evening
 - Harmony Day
 - Mothers’ Day Breakfast
 - Fathers’ Day Breakfast
 - Naidoc Week
 - Reconciliation Day
 - Book Week
 - Sports day
 - Year 6 Graduation
 - End of Year Performance
 - Volunteer Thank You Morning Tea Term 2 and Term 4
 - Reception Transition Parent Information Morning and School Readiness Evening

7. Staff (and their welfare)

Staff Profile:

- Generally stable; however, there were a number of DfE forced IELP displacements at the end of 2020 and 5 retirements of experienced IELP and Mainstream staff at the end of 2021.
- Approximately 80% female / 20% male.
- Teaching staff work in Professional Learning Communities (PLCs). These PLCs play a significant role in driving the School Improvement Plan (SIP) through their Challenge of Practice that addresses a specific SIP target. PLCs have designated release time twice per term and a scheduled shared 100-minute NIT session each week.
- PLCs for Specialist Teachers have been attempted with Partnership schools but we are still yet to find the right way to do this – planning with Partnership schools to try and resolve this for 2023 will happen in Term 4
- Professional development is designed to meet the needs of each PLC as directed by the SIP.
- Each PLC has representative on the School Improvement Team (SIT).
- Each teacher is observed teaching and given feedback by their line manager.
- Staff professional development is undertaken in line with the DfE Performance Development Plan process.
- Ancillary Staff (SSOs and BSSOs) provide support in Finance, Office Administration, Intervention, Behaviour Support, Classroom, Library and Grounds. The Assistant Principal, Wellbeing and Inclusion strategically designs SSO timetable to support specific student needs and matches SSO skills to specific students.
- SSOs and BSSOs are provided appropriate professional development, when available, that fits in line with classroom learning programs and specific needs of individual students.
- The Assistant Principal, Wellbeing and Inclusion, is constantly liaising with DfE and external support services.

8. Incentives, support and award conditions for staff

- Staff are supported in Step 9 and Lead / Highly Accomplished Teachers processes
- Mentoring support for Early Careers Teachers in line with DfE processes

9. School Facilities

Buildings and Grounds:

- Gilles Street Primary School main building is heritage listed and the classroom, OSHC and Wellbeing Department building on the southern side of the school is also over 100 years old – this building is in urgent need of an upgrade.
- A new library and renovations to the upstairs space of building one senior classes were completed as part of the Building the Education Revolution (BER) in 2011.
- Outdoor play space is restricted at Gilles Street Primary School so the library and hall are open and supervised for students during break times.
- All rooms have reverse cycle heating and cooling.
- All classrooms are equipped with Smartboards.
- All teachers are supplied with a laptop and iPad

Specialist facilities and equipment:

- OSHC Room with kitchen
- School Hall with kitchen facilities
- Performing Arts Room
- Spanish Room
- Library

Student facilities:

- Teachers do an excellent job making classrooms inviting and learner focused in in-flexible learning spaces

Staff facilities:

- Staff room
- Teacher work room in Building C

Access for students and staff with disabilities:

- No special provisions for students with a disability

Access to bus transport:

- Adelaide Metro bus and tram services

10. School Operations

Decision making structures:

- The school is managed in a consultative manner with staff representation on the School Improvement Team
- The Personnel Advisory Committee, Work Health Safety Committee, Leadership Team and Finance Committee form part of the structured decision making process
- The Governing Council forms the parent governance arrangements and provides advice to the principal
- An OSHC Management Committee operates as a subcommittee of the Governing Council
- The Parent and Community Engagement (PaCE) group is a subcommittee of Governing Council and takes responsibility for organising community events such as the Mothers' Day Breakfast, Election BBQ and School Disco

Regular publications:

- Parent Information Handbook
- Staff Information Handbook
- Newsletter three times per term published via school website and distributed through Sentral
- Day One Update – first day of every term, distributed via Sentral

- Term Overview – provided by class teachers to all families on Friday of Week 1 every term

Other communication:

- School website <http://www.gillesstps.sa.edu.au>

School financial position:

Gilles Street Primary School is well resourced due to responsible financial management practices. Hiring of the school hall by outside businesses provides a regular source of income.

11. Local Community

General characteristics:

Gilles Street Primary School is a cohesive multicultural school, which enjoys a positive reputation amongst the parents and local community. A large number of parents work and / or live in the CBD.

Parent and community involvement:

- A small but strong group of parents who proactively support a wide range of school community events
- The PaCE group is well managed and always looking for improved ways to engage the school community
- Parents support the organisation and coaching of school sports teams
- The Circle of Friends group was very strong before Covid and will be re-established in 4th term of 2022
- IELP parental involvement is supported through interpreters, workshops and information sessions

Feeder and destination schools:

- Due to the nature of the school, Reception students come from a large number of pre- schools
- At the end of year six the majority of students enrol at Adelaide and Adelaide Botanic High Schools while some students head to Glenunga and Mitcham Girls High Schools as well as a small number moving to private schools

Other local care and educational facilities:

Gilles Street Primary School uses the Pulteney Grammar School fields in the parklands with a reciprocal arrangement agreed between the schools and the Adelaide City Council.

Commercial/industrial and shopping facilities:

The Adelaide Central Market and Gilbert Street supermarket are within walking distance.

Other local facilities:

The school uses the whole city and its resources as an extended classroom to support and enrich the school curriculum. Teachers and students have easy access to the Central Markets, the Zoo, Museum, Art Gallery, Festival Theatre and a number of other valuable city learning resources.

Accessibility

- Bus and tram routes are readily accessible
- There is limited on site car parking available

Local Government body:

- Adelaide City Council

12. Further Comments and Future Challenges

The school hosts numerous visits from interstate, intrastate and international delegations of teachers and school leaders to learn about and view the IELP program in action. This has contracted during Covid; however, requests for visits to the school by educators have started to rebound.

Gilles Street Primary School has a number of challenges in the near future including:

- Managing enrolments on a restricted site – IELP Zone Boundaries have contracted three times this year
- Planning for future developments in city schooling due to growth of inner city living
- Aging school facilities that require improvement and increased flexibility

I certify that this is a true and accurate statement.

Michael Bawden

A handwritten signature in blue ink, appearing to read 'MBW', with a stylized flourish at the end.

26/09/2022