SCHOOL CONTEXT STATEMENT

School number: 0146
School name: GILLES PLAINS PRIMARY SCHOOL

School Profile: General information

- School Principal name: Belinda Smith
- Children’s Centre Director: Allyson Goodale
- Counsellor name: Sarah Wills
- Year of opening: 1901
- Postal Address: Beatty Ave Hillcrest 5011
- Location Address: Beatty Ave Hillcrest 5011
- DECD Region: Torrens Partnership
- Geographical location – ie road distance from GPO (km): 10km
- Telephone number: 82613339
- Fax Number: 82661471
- School website address: www.gillesplc7.sa.edu.au
- School e-mail address: dl.0146.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: A school based preschool program exists within the Gilles Plains Children’s Centre.
- Out of School Hours Care (OSHC) service: No
- February 2014 FTE student enrolment = 82
  School Card FTE 0.14
  NESB FTE 44
  Aboriginal FTE 28

2014 student enrolment FTE = 82
2013 student enrolment FTE = 112
2012 student enrolment FTE = 124
2011 student enrolment FTE = 118
• Student enrolment trends: High level of transience has been recorded over past 5 years. Enrolments fluctuate throughout the year.

• Staffing numbers (as at February census):
  - 4 classrooms configurations: R/1- 2/3 -4/5- 6/7
  - Principal FTE 1.0
  - Counsellor FTE 0.8
  - ACEO (20 hours per week)
  - EALD teacher FTE .3
  - NIT FTE 0.6
  - 2 Classroom Support SSOs @ 15 hours
  - Resource Centre/ administration SSO @ 22.5 hours
  - Front office/ finance SSO @ 37.5 hours
  - IT support @ 15 hours
  - GSE 12 hours
  - Education Director of Care FTE 1.0 (.5 leadership of Children’s Centre+ .5 teaching component within school based preschool)
  - .4 preschool teacher
  - Community Development Coordinator 1.0

  Enrolment figures reflect a staffing entitlement of 3.5 classes. PAC and Governing Council support the decision to purchase extra staffing to allow for small class sizes. This has been funded by the redistribution of grants and funding.

• Public transport access: Bus services run along North East Road to the city and Tea Tree Plaza

• Special site arrangements:
  Torrens Partnership – collaborative working arrangements exist: Ann Baker Mathematician in Residence project
  School is located within a shared campus. Co-located is Maringa Turtpandi, GP PLUS, and NECAP (North East Community Assistance Program) North East Community Childcare Centre. The campus works as an integrated service.

2. Students (and their welfare)

• General characteristics
  Gilles Plains Primary School is part of the Torrens Partnership and is a category 2 site. The site supports birth – Year 7 with a Children’s Centre centrally located within the school. Our school community is diverse with approximately 13% of our students coming from indigenous backgrounds and another 35% coming from a NESB background. This fluctuates, however, due to the transience nature of our community.
• Student well-being programs
  - Play is the Way is the key reference point used to support students. All staff have attended Professional Learning to support the use of Key Scripts that are used consistently across site.
  - Community Café - breakfast is available each day.
  - Fruit and lunches are supplied as needed so all students can access the Crunch n Sip program and Healthy Food policy.
  - SMART strategies are implemented to support the high number of students experiencing / experienced complex trauma.
  - Relaxation techniques used across site to support self regulation/soothing.

• Student management
  - Restorative Practices underpin the site’s practices. The Behaviour Education Policy – using wisdom, not force, to guide children in the development of positive social behaviour. Behaviour that assists learning, social harmony and the expression of culturally appropriate values is taught, practised reinforced and embedded.

• Student government
  - SRC operates under the guidance of the School Counsellor

• Special programmes
  - Staff use consistent metalanguage that reflects the orthographical principles of English.
  - The Children’s Centre has many parent education programs run throughout the year depending on need.
  - A school based preschool is within Children’s Centre - line managed by school principal.

3. Key School Policies

• Site Improvement Plan and other key statements or policies:
  - Our vision is “Building the foundations for life long success” which underpins all actions.
  - The business of Gilles Plains Primary School is to raise learner achievement through curriculum provision and quality teaching:

QUALITY TEACHING
Global research confirms that teacher quality is the single greatest factor in nurturing student achievement. Our focus is on continually building teachers’ capacity to deliver quality pedagogy supported by high expectations. Teachers exhibiting deep content knowledge and who base practices on current research are able to plan learning programs that reflect the diverse needs of learners.

Numeracy outcomes for 2014:
  - Positive increase in learner engagement indicated via Engagement Matrix
• Increased ability for students to articulate their learning, not what they are doing using key scripts: WALT (We are Learning Today) TIB (This is Because)

• Site NAPLAN data demonstrates growth from previous mean scores (Years 5 – 7 & Years 3 - 5)

• Student PPLEM results (Term 1 – Term 4) reflect positive change.

• Walk through data provides evidence of change in the Mathematical learning environments

**Literacy Outcomes for 2014:**

• **End of Reception:** 100% students (excl SWD) are reading at level 10

• **End of Year 1:** 100% students (excl SWD) are reading at level 20

• **End of Year 2:** 100% students (excl SWD) are reading at level 26+

• Positive increase in learner engagement indicated via Engagement Matrix
  
  Map engagement data

• Increased ability for students to articulate their learning, not what they are doing using key scripts: (WALT /TIB)

• 100% students use a consistent meta language to demonstrate their knowledge and understandings:
  
  – student checklist
  
  – interview process
  
  – site assessment

• Site NAPLAN data demonstrates growth from previous mean scores (Years 5 – 7 & Years 3 - 5)

• 100% learners can provide evidence of their knowledge of the foundational literacy skills and processes (student checklist)

**STUDENT ENGAGEMENT & WELLBEING**

Both an indicator of and pre-requisite for successful learners. Wellbeing refers to children’s physical, social and emotional welfare and development. Young people who have high levels of wellbeing have been shown to:

• Be engaged with and in their learning

• Attend school regularly

• Achieve better results
• Be retained in education longer.

EARLY YEARS

The Early Years embrace the critical time between birth and age eight. Evidence highlights the important, lasting effects on social, emotional, physical and intellectual development during the early years of every child’s life. Ensuring each child has the best possible foundation for success is fundamental to the service provision of GPPS.

• Recent key outcomes:- The 2014 Annual Report is on the site’s website.

4. Curriculum

• Subject offerings: Visual Arts / Health and PE (NIT subjects)
• Open Access/Distance Education provision:
• Special needs:
• Special curriculum features:
• Teaching methodology:
  John Fleming – Explicit Teaching Model – I do We do You do
• Student assessment procedures and reporting
  Interviews in term 1 & 3
  Written report in term 2 & 4

5. Sporting Activities

• Active After School Sport Program offered
• Sports Day held each year

6. Other Co-Curricular Activities

7. Staff (and their welfare)

• Staff profile
  : 21 staff members – mix of part time and full time
• Leadership structure
  : Principal, Children’s Centre Director and Counsellor
• Staff support systems
  Professional Development is encouraged and budgets reflect the priority of investing in our people.
• Performance Management
• Structured Performance management operates based on site’s policy. An important part of effective professional practice is collecting evidence that
provides the basis for ongoing feedback, reflection and further development. Potential sources of evidence include:

- evidence of the impact of teaching on student outcomes
- direct observation of teaching
- evidence of the teacher’s impact on colleagues and the school as a whole
- student feedback/peer feedback/parent feedback
- teacher self-assessment
- evidence of participation in professional learning and teacher reflection on its impact

- Staff utilisation policies
- Access to special staff
- Other

8. **Incentives, support and award conditions for Staff** – HR advised none of the below are relevant to this context

- Complexity placement points
- Isolation placement points
- Shorter terms
- Travelling time
- Housing assistance
- Cash in lieu of removal allowance
- Additional increment allowance
- Designated schools benefits
- Aboriginal/Anangu schools
- Medical and dental treatment expenses
- Locality allowances
• Relocation assistance
  
• Principal’s telephone costs
  
9. School Facilities

• Buildings and grounds
  The school has two separate buildings. A gymnasium has been built as part of the BER project. Considerable refurbishments have occurred during the development of the Children’s Centre on site.

• Heating and cooling
  All buildings have heating and cooling

• Specialist facilities and equipment
  Children’s Centre on site- Community Development section located centrally within the main building of school.

• Student facilities
  Turfed play area- oval- playground area

• Staff facilities
  Each teaching staff member has access to a laptop.
  Staff carpark and staffroom available

• Access for students and staff with disabilities
  Limited access due to two leveled building. A ramp provides wheelchair access to admin building.

• Access to bus transport
  Bus route operates along North East Road.

10. School Operations

• Decision making structures
  All decision making groups operate on a democratic decision making model. Various structures exist to enact the policy currently in place and include staff meetings- Governing Council- Partnership Group

• Regular publications
  Newsletter published fortnightly

• School financial position
  Collaborative budgeting processes are in place in which staff and parents have input. The site holds funds for the Children’s Centre Goods and Services budget.
11. Local Community

- General characteristics
  Low socio economic community - Although we are based at Hillcrest:
  - 33% of current enrolments live at Windsor Gardens (5087)
  - 24% of current enrolments live at Oaken (5086)
  - 18% of current enrolments live at Hillcrest (5086)
  The addresses of the remaining 25% of students are from 13 different suburbs. Families are from East Timor, India, Iran, Pakistan, Russian, Sri Lanka and Zambia. Indigenous enrolments have been increasing.

- Parent and community involvement
  - 2014 priority is to increase parent participation

- Feeder or destination schools
  - Our preschool
  - Windsor Gardens Secondary

- Other local care and educational facilities
  Hampstead Primary School and Hillcrest Primary School are within 3.5 km radius of school as well as several private schools.

- Commercial/industrial and shopping facilities
  - Tea Tree Plaza is 6.3 km away
  - Rundle Mall is 10.1 km away

- Local Government body
  - The school has a close connection to Dana Wortley’s office (Local Member of Parliament) Dana Wortley holds an active seat on the Governing Council Port Adelaide Enfield Council actively supports school.