Gladstone South State School

ANNUAL REPORT

2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Queensland Government

Contact Information

Postal address:	153 Toolooa Street Gladstone 4680
Phone:	(07) 4899 4333
Fax:	(07) 4972 6799
Email:	principal@gladsoutss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Dominic Carter - Principal

School Overview

Gladstone South State School, established in 1898, is the second oldest school in the Gladstone City area and lies within the traditional country of Goreng Goreng. It is part of the Central Coast District within the Fitzroy-Central West Queensland Region. Gladstone South State School is a Band Eight school with an enrolment of approximately 290 students from the Preparatory Year to Year Seven. Gladstone South State School is characterised by students from a diverse range of backgrounds including Aboriginal and Torres Strait Islander Students and students from language backgrounds other than English. The schools' diversity is evident across a range of social, economic and cultural aspects which adds to the richness of the school climate. Student engagement is recognised and encouraged in the classroom, playground and the community. Students participate in daily physical activities and fruit break, promoting the notion of 'a healthy body, a healthy mind.' At Gladstone South State school we are South S.M.A.R.T. promoting academic, sporting and cultural endeavours and excellence.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

Priority	Strategy	Partially Completed	implemented	To be completed in 2017
Reading	Five weekly data meetings		√	
	Develop capacity of staff to deliver quality teaching lessons		√	
	Whole school levelled reading groups		√	
	School purchased speech pathologist		√	
Writing	Implement daily demand writing based on seven steps to writing			√
	Continually develop capacity of staff to deliver quality teaching lessons	√		
Numeracy	Embed rapid recall routines into daily planning	√		
Science	Track and monitor student progress		√	

Queensland
Government

Retention	Local advertising		√	
	Playgroup at school		√	
Transition	Pre prep program		√	
Attendance	Incentive based program for high attending students		√	
Closing the gap between attendance and outcomes of indigenous and non-indigenous students	Employ Indigenous Education Workers		√	
	Develop student profiles	√		
	Indigenous homework club		√	

Future Outlook

Priority	Strategy
The teaching of reading based on The Big Six – building staff capacity & consistency of pedagogical practice	- Collaboratively develop and refine Pedagogical Framework - Collaboratively develop and refine develop and Refine GSSS 'Big 6' Framework - Build staff knowledge of phonemic awareness in the prep to year two juncture and implement the Speech/Sound/Pic (SSP) approach within all classrooms -Provide SSP professional development for teachers and teacher aides not currently trained in SSP -Consolidate STRIVE to enhance student vocabulary and introduce pre and post testing to monitor success -Identify current high yield strategies for enhancing fluency and comprehension and implement across the school -Support staff to use The Australian Curriculum when planning units of work with an emphasis on reading within and across the curriculum (Reading to Learn) lead by the HOC -Align intervention models with the Speech/Sound/Pic approach -Instigate a targeted program of reading extension to support upper two bands improvement -Continue whole school levelled reading groups approach in year 3 to 6 - Continue 5 weekly reading data meetings - Develop whole school approach to providing students with feedback for learning.
Improve attendance data to at least 92%, targeting students in the less than 85% attendance rate and	-Analyse the attendance data to clearly identify students and families with below 85% attendance -Instigate targeted follow up directed at families, including support agency involvement

Queensland
Government

case manage individuals requiring further intervention.	-Publish regular reminders about 'Every Day Counts' and instigate a reward system to promote positive attendance
	-Continue daily phone calls home to explain absences and remind community about school attendance expectations
	-Commence chaplain home visits to improve school/home communication and support for improved attendance
	- School is enjoyable and engaging for students therefore students want to be at school.
Build High Expectation Relationships based on the Stronger Smarter Institute - A Foundation for Quality Learning Environments in all Australian Schools, 100% staff	Professional Development of teachers building High Expectation Relationships with the Stronger Smarter Workplace Program
	Professional Development of teachers building High Expectation Relationships with the Stronger Smarter Leadership Program

Queensland
Government

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	256	126	130	40	84%
2015*	266	130	136	36	86%
2016	260	121	139	44	81%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

The student population of Gladstone South State School reflects the diversity of the wider community. We are very proud of our cultural and social heritage, truly believing that we are enriched by sharing a wide set of experiences, histories and understandings.

Many of our families are engaged with the various industries that have been long established within the city of Gladstone. The trade, technical and engineering skills of our parent community are extensive and contribute to our community's very positive outlook on the value of education.

While our student body is a cohesive and inclusive community

- Approximately 15% of our student population celebrate a language background other than English. Some students are involved in learning English language through our English as an Alternative Language/Dialect program.
- The number of aboriginal and Torres Strait Islander students enrolled at Gladstone South State School, trends towards 20%.
- Students with disabilities, who are catered for through our Special Education Program, undertaking differentiated learning experiences in their general classrooms also make up 10% of the student population.
- Students who are operating 1 year or more above or below their year level have their specific learning needs supported through Individual Curriculum Plans. This cohort of students is also approximately 10% of the total enrolment of the school.

Another feature of our school that we openly celebrate is the on-going family connections across generations. We have many students who were themselves students of 'South, and are proud to have their own children enjoying the high quality education experiences offered by the school.

Queensland Government

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	21
Year 4 – Year 7	25	27	24
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Response to Intervention and High Impact Teaching support students with Reading
- Speech Sound Pictures – our signature approach for teaching reading in Early Years
- Gifted programs are conducted within classrooms and also cluster primary schools and high school excellence days.
- Students also have the opportunity to participate in university competitions.
- SWPBS and personal development programs for students to embed South SMART values within the school community.

Co-curricular Activities

- Instrumental Music in strings
- Interschool Rugby League , touch football
- Visiting Sports Development officers – Rugby union, Rugby League & AFL
- Eisteddfod instrumental, choir, verse
- Library days – both at school and also the public library to provide a literacy focus
- NAIDOC, multicultural, Christmas Carols

How Information and Communication Technologies are used to Assist Learning

Each classroom has a pod of computers which students can access to support their learning. The school has a technology lab with 30 computers for classes to access as part of their ICT learning program. Students engage with ICT each week via a lesson dedicated to covering the Technology curriculum. 60 Ipads available to support learning. IpadsComputers are used to support work undertaken in classrooms as well as individual learning programs to enhance student engagement in the curriculum.

Staff and students have ready access to a wide range of technology and software: C4T, Interactive white boards, digital cameras, video cameras, email, internet, blogs and video conferencing.

Social Climate

Overview

A focus for the school over a number of years has been to improve the social environment. Several initiates have been introduced to support the pastoral care of students and improve their welfare and feeling safe at school. These include:

- A school chaplain for 2 days per week who runs various groups to support student wellbeing

- SWPBS lesson each week program which has developed South SMART values and a consistent approach to behaviour management across the school

- Positive rewards for demonstrating school values are presented on parade each week

- South SMART bullying strategy (STAMP) has been developed to educate students and assist in the prevention of bullying. S-Stay away, T – Tell someone, A – Always help, M- Make friends, P – Play nicely

- The students and parents are aware of strategies/personnel in place to respond to incidents of bullying (including cyber bullying) such as: class teacher, HOC, Principal, Chaplain and SWD staff. The most important feature is that students feel safe to report incidents to an adult and a reporting format is in place to involve the necessary participants in mediating the situation.

- The school has leadership positions at a whole school and class level to develop qualities of leadership from prep to year 6

Queensland Government

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	89%	100%
this is a good school (S2035)	100%	94%	100%
their child likes being at this school* (S2001)	100%	94%	100%
their child feels safe at this school* (S2002)	100%	94%	100%
their child's learning needs are being met at this school* (S2003)	100%	89%	100%
their child is making good progress at this school* (S2004)	100%	89%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	100%
teachers at this school motivate their child to learn* (S2007)	100%	94%	100%
teachers at this school treat students fairly* (S2008)	94%	88%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	89%	100%
this school works with them to support their child's learning* (S2010)	100%	94%	93%
this school takes parents' opinions seriously* (S2011)	94%	89%	100%
student behaviour is well managed at this school* (S2012)	94%	81%	100%
this school looks for ways to improve* (S2013)	100%	89%	100%
this school is well maintained* (S2014)	100%	83%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	87%	97%	98%
they like being at their school* (S2036)	78%	94%	97%
they feel safe at their school* (S2037)	87%	91%	89%
their teachers motivate them to learn* (S2038)	89%	94%	98%
their teachers expect them to do their best* (S2039)	95%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	88%	94%	98%
teachers treat students fairly at their school* (S2041)	83%	83%	92%
they can talk to their teachers about their concerns* (S2042)	89%	83%	97%
their school takes students' opinions seriously* (S2043)	78%	84%	94%
student behaviour is well managed at their school* (S2044)	67%	79%	89%
their school looks for ways to improve* (S2045)	88%	94%	98%
their school is well maintained* (S2046)	78%	90%	100%
their school gives them opportunities to do interesting things* (S2047)	90%	93%	94%

Queensland Government

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	92%
they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
they receive useful feedback about their work at their school (S2071)	83%	96%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	94%	100%	92%
staff are well supported at their school (S2075)	89%	96%	96%
their school takes staff opinions seriously (S2076)	94%	91%	91%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	78%	87%	79%
their school gives them opportunities to do interesting things (S2079)	89%	91%	91%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

A close relationship between parents, the community and the school enhance the education of children. Parents are encouraged to actively participate in a range of school activities. Parent/carer involvement in our school was characterised by:

- Involvement of parents and community in the annual events such as Sports Days.
- Invitations to celebratory school and classroom events such as end of unit celebrations, graduation ceremonies, volunteer recognition morning teas, Anzac Day service, Education Week activities, Under 8's Day.
- Formal parent teacher interviews twice a year and informal interviews held as requested.
- Regular information dispersal via newsletter, website, school assemblies, class parent information sessions/newsletters
- Parental support in class activities
- Visits to classrooms to view students' learning or as a guest presenter in an area of expertise
- Parents and Citizens Association, P&C sub committees
- Tuckshop volunteers

Respectful relationships programs

Gladstone South State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

- The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Queensland Government

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	13	21	17
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

In 2016 the school put measures in place to reduce water consumption. All leaking taps and pipes were fixed as a priority. Electricity continued to remain high due to increased use of ICT devices in every classroom. The school began to turn lights off a night time to reduce electricity use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	159,543	9,905
2014-2015	148,071	7,450
2015-2016	54,526	64,439

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff
From the end of the previous school year, 69% of staff was retained by the school for the entire 2015 school year.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	23	<5
Full-time Equivalents	17	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	23
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Queensland
Government

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $35000

The major professional development initiatives are as follows:

- High Performance Teams (Dr. Peter Stebbins)
- NAPLAN
- ICT
- Curriculum Development
- Mandatory Training Modules
- Fire Safety
- Asbestos Training
- School improvement agenda
  Literacy and Numeracy Inservice
- Master Teacher - Mentoring
- First Aid & CPR training
- Leadership Development
- Principal Leadership Days

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	89%	90%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

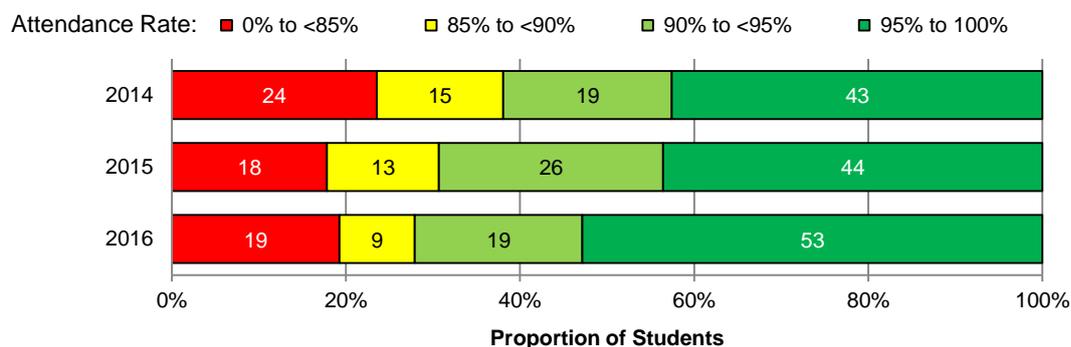The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

Queensland
Government

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL														
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	86%	92%	89%	91%	90%	93%	88%	83%					
2015	92%	93%	91%	91%	90%	90%	94%						
2016	92%	93%	90%	93%	91%	93%	89%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	24	15	19	43
2015	18	13	26	44
2016	19	9	19	53

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Queensland
Government

Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Queensland
Government