

Gladstone South State School

Queensland State School Reporting

2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

The purpose of this report is to provide information to the school community about the school in general: its' curriculum, students, staff, the progress in school improvement and the future goals. Families who are unable to access this report are able to request a copy by contacting the school office on (07) 4972 1955 and one will be provided.

School progress towards its goals in 2013

Throughout 2013 the school has achieved many of its goals or has made the commitment to continue with them into 2014. The following achievements have been made:

- Reading development across the school- in 2013 the school focused on developing consistent whole school reading programs. Improvement in consistency of pedagogical approach has been achieved.
- Numeracy – The school began to implement whole school maths programs in all year levels. This was aligned with student levels and focused on core maths content.
- Differentiation – Teachers have been differentiating classroom work and modelling this in planning. Students are receiving more individualise lessons during class time.
- School wide Positive Behaviour Support (SWPBS) – The school has successfully implemented the SWPBS process throughout the school. Weekly lessons have been developed and are taught by teachers to support the process.
- Explicit Instruction – The pedagogical approach through explicit instruction continues to be embedded within every classroom.

Future outlook

The Key focus areas for 2014 will be:

- Reading – P-2 Fluency and refining the whole school reading program
- Writing – implementing daily demand writing and explicit teaching of vocabulary
- Numeracy – Daily whole school maths mental program and engaging in YuMi Deadly maths training
- Science – develop a tracking tool for monitoring student progress
- Attendance – improving student attendance to 92%

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	306	153	153	87%
2012	289	139	150	84%
2013	251	118	133	85%

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

Characteristics of the student body:

The student population is a diverse representation of socio economic and cultural backgrounds. Currently students attend from within and outside the catchment area. Students are representative of professional, semi-professional, skilled and un-skilled workers of the community. Some families are reliant on social welfare. A significant proportion of students are from Aboriginal and Torres Strait Islander (approx. 15%) and English as a Second Language (ESL) (approx. 16%) backgrounds. The continuation of a trial year 7 into high school program at a local high school has significantly effected enrolments in 2014.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	25	22	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	12	31	18
Long Suspensions - 6 to 20 days	0	4	1
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our school at a glance

Our distinctive curriculum offerings

Additional literacy development which progresses students through various learning levels.

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.

Project 600

SWPBS and personal development programs for students to embed South SMART values within the school community.

YuMi Deadly Maths

Extra curricula activities

Instrumental Music in strings

School Choir

Interschool Rugby League

Eisteddfod instrumental, choir, verse

Library days – both at school and also the public library to provide a literacy focus

NAIDOC, multicultural, Christmas Carols

Environmental Education - Reef Guardianship, Green and healthy schools programs

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. Computers 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

A focus for the school over a number of years has been to improve the social environment. Several initiatives 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 3 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 7

The school has adopted three elders from the Indigenous community who play an active role to enhance the wellbeing and learning outcomes of students and parents

Parent, student and staff satisfaction with the school

Staff satisfaction around most areas are high and meet state and like school standards. The major area of improvement comes out of maintenance at the school.

Parents support for the school is similar to state schools with management of behavior being the main priority.

Student support for the school is similar to state and like schools

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	93%
this is a good school (S2035)	100%	93%
their child likes being at this school* (S2001)	95%	97%
their child feels safe at this school* (S2002)	95%	96%
their child's learning needs are being met at this school* (S2003)	95%	90%
their child is making good progress at this school* (S2004)	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	95%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	93%
teachers at this school motivate their child to learn* (S2007)	100%	96%
teachers at this school treat students fairly* (S2008)	95%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%
this school works with them to support their child's learning* (S2010)	95%	93%
this school takes parents' opinions seriously* (S2011)	95%	88%
student behaviour is well managed at this school* (S2012)	95%	85%
this school looks for ways to improve* (S2013)	100%	96%
this school is well maintained* (S2014)	100%	97%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	91%
they like being at their school* (S2036)	83%	89%
they feel safe at their school* (S2037)	89%	91%
their teachers motivate them to learn* (S2038)	91%	91%
their teachers expect them to do their best* (S2039)	98%	91%
their teachers provide them with useful feedback about their school work* (S2040)	96%	94%
teachers treat students fairly at their school* (S2041)	87%	88%

Our school at a glance

they can talk to their teachers about their concerns* (S2042)	83%	91%
their school takes students' opinions seriously* (S2043)	89%	88%
student behaviour is well managed at their school* (S2044)	76%	76%
their school looks for ways to improve* (S2045)	96%	91%
their school is well maintained* (S2046)	93%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	97%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	96%
they feel that their school is a safe place in which to work (S2070)	96%
they receive useful feedback about their work at their school (S2071)	88%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	87%
staff are well supported at their school (S2075)	96%
their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	72%
their school gives them opportunities to do interesting things (S2079)	88%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

We value and encourage partnerships between parents, the community and school. The school provides regular communication via newsletters, website, school assemblies, parent information sessions and parent-teacher interviews (offered twice a year). The school invites parents to many whole school events such as sport days, carols, fete, discos, biggest morning tea, under 8s week, Education week and special class performances and excursions. The parents are also invited to participate in school decision making in the development and review of the School Annual Implementation Plan. The P & C group is a small but dedicated band of people who work extremely hard to make improvements to the school environment to benefit student learning. The indigenous community also participate in the Wundumana Parent and Community group to advise the school in 'closing the gap' initiatives.

Reducing the school's environmental footprint

In 2013 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	204,942	8,328
2011-2012	173,008	5,680
2012-2013	147,959	7,088

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

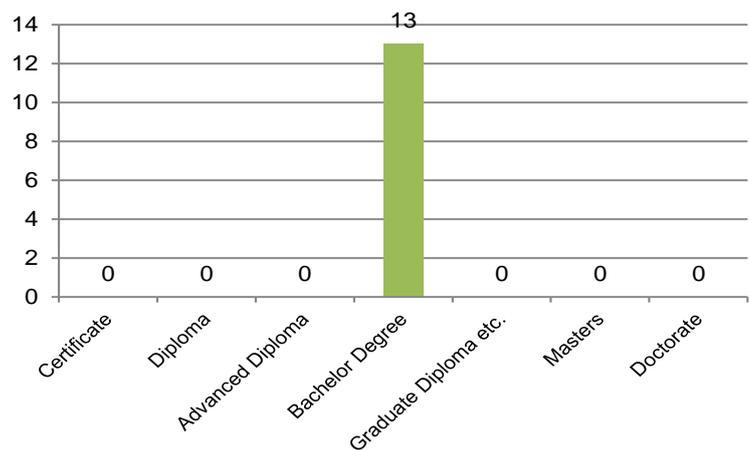
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	29	24	<5
Full-time equivalents	23	14	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	13
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	13



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 15 239

The major professional development initiatives are as follows:

- Classroom Profiling
- Explicit Instruction/Effective Teaching
- YuMi Deadly Maths
- Disability standards
- Reading

The proportion of the teaching staff involved in professional development activities during 2013 was 100%..

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	90%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

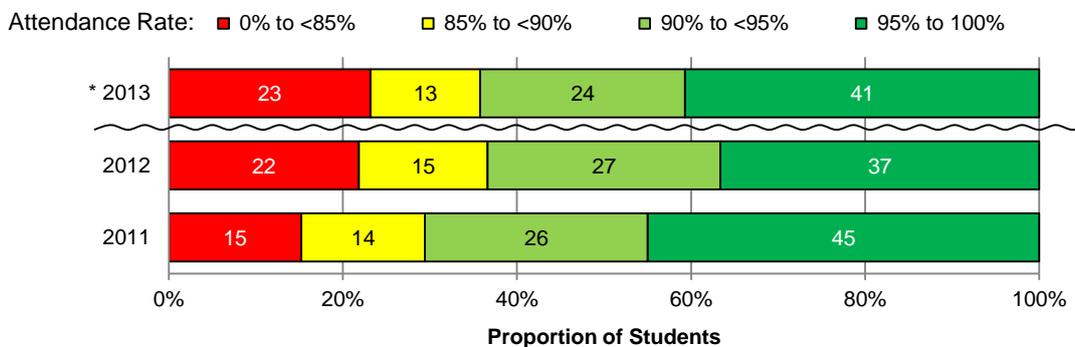
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	93%	91%	90%	92%	89%	90%					
2012	89%	90%	91%	88%	91%	90%	93%					
2013	90%	91%	90%	93%	90%	91%	84%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is marked twice daily at 9 am and 2 pm. Student who arrive late at school sign into the office to ensure their attendance is noted for accurate record keeping. The school investigates attendance data 3 times per week and prints out a report to give the Principal/HOC. When a student is away from school without explanation this is followed with a phone call. Extended absences where the child has been unwell are also followed up by a phone call as the student's welfare is of interest to the classroom teacher in particular. All efforts are made to contact parents and parents are encouraged to meet with the Principal regarding any issues they or their child has in attending school. Where necessary the Principal sends a letter to parents regarding Failure to Attend and may further report the matter as a Student Protection issue.

The school has a rewards scheme for classes that have the highest attendance each week.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is Education Queensland's overarching strategy for education of Indigenous students in state schools. The state-wide strategy has two targets for primary schools – to half the gap in year 3 reading, writing and numeracy by 2012 and to close the gap in student attendance by 2013. There has been a strong investment in the early years programs including PMAP oral language, ELF, Year 3 reading and numeracy at this school to support literacy, numeracy and parent engagement. Students in year 3 have shown progress over the last 4 years in reading, numeracy and writing with the school results better than state and similar or better than CQ region.

The attendance rate for Indigenous students was slightly lower than Non-Indigenous across the school.