



Gilston State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	588 Worongary Road Gilston 4211
Phone	(07) 5501 2333
Fax	(07) 5501 2300
Email	principal@gilstonss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Craig Douglas, Principal.

School overview

Gilston State School, with the support of its parent body and community, endeavours to fulfil the inherent potential of each child in its care. The school was originally opened in 1881 to service the needs of Upper Nerang and was relocated to the current larger site in 1986 to accommodate the growing student population. Whilst the demographic breakdown is changing with encroaching residential development, rural traditions influence daily life at Gilston with an emphasis on promoting family values. High standards are an integral feature and apply to all people and facets of our school. Our staff provide opportunities for our students to develop the skills to become creative, healthy and informed citizens who are capable of building positive relationships. All members of the Gilston school community are expected to take responsibility for their actions. Gilston is a school of choice for more than 50% of our enrolment with parents travelling considerable distances to enrol their children. Gilston enjoys benefits that are associated with an active and supportive parent body.

School progress towards its goals in 2018

Our three pronged approach to school improvement including: relative gain (reading/numeracy), inclusion and a positive approach to behaviour management resulted in:

- 12% of students performing above state schooling peers in reading (relative gain from 3-5, Naplan)
- 22% of students performing above state school peers in numeracy (relative gain 3-5, Naplan)
- Grade 3 performance in upper two bands: 58% reading, 50% spelling and 51% numeracy
- Grade 5 students demonstrated a slight improvement in reading (36.3%, U2B) and improvement in grammar & punctuation (38% U2B).
- Indigenous students in grade 5 performed above the national mean in writing and numeracy (Naplan)
- A more inclusive model of intervention resulted in an increase of verified students from 14 to 30 students with all students with diagnosed disabilities taught in the classroom with their peers and support staff, 95% of the time.
- A more positive approach to behaviour management resulted in student attendance being above the region's target at 94% demonstrating students want to come to school.

Future outlook

In 2019, through engagement and collaboration we are focussing on:

- *Greater Curriculum Clarity and Consistency* across all classrooms aligning with The Australian Curriculum, supported by the employment of two curriculum and pedagogy mentors to support teachers in their planning, teaching and assessments.
- Implementing a *School Reading Framework* developed in 2018, supported by regional support staff.
- Developed and implemented a *new pedagogical framework* in line with *The New Art of Science & Teaching (Marzano)*, to achieve greater consistency in teaching and our ability to cater for all learning styles and promote Inquiry Learning.
- Continue with a positive approach to behaviour management by officially becoming a *Positive Behaviour for Learning (PBL)* school community focussing on student *Social/Emotional Learning* through *Growth Mindset* and *You Can Do It* Programs.

Targets:

- 80% students 'C' or above (Reading & Numeracy, grades 3-6, sem 2, 2019).
- 50% or above in upper two bands, Reading and Numeracy, grades 3 & 5, (Naplan, 2019)
- 100% of teachers implementing rigorous instructional reading routines in the classroom by end 2019.
- Learning walks operational by sem 2, 2019
- School Responsible Behaviour Plan revised, modified and implemented by end of 2019.
- PBL practices implemented across the school community by end 2019.
- Students attendance at 95%, 2019.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	596	599	595
Girls	275	287	276
Boys	321	312	319
Indigenous	14	13	13
Enrolment continuity (Feb. – Nov.)	95%	95%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The majority of families are from English speaking backgrounds with 2% Aboriginal and Torres Strait Island population enrolled. There are a variety of socio economic groups within the school parent body, from a variety of family situations.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	23
Year 4 – Year 6	25	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

In addition to the regular curriculum outlined within the Queensland Curriculum and Assessment Framework and The Australian Curriculum, Gilston offers a range of opportunities including:

Enrolling Families program including pre-enrolment sessions for students expected to begin Prep in the following year
iPads in Learning Program
Leadership training
A range of extension programs designed in response to the needs of students.
Support a Reader / Writer / Talker / Numeracy Intervention Program
Surf Awareness Program
Social Skills Program
Gold Coast Eisteddfod
Camp programs in years 5-7
Australian School Academic Competitions
Life Education Queensland

Co-curricular activities

Performing Arts Competition
Performing Arts Program
Arts Festival
Taiko Drumming
Band
Choir and Choral groups
Gala days-sports
Tennis Coaching
Chess
Bush Walking/Landcare

How information and communication technologies are used to assist learning

Computers and other digital devices are integrated to assist and enhance learning in all year levels. There is a gradual increase in complexity and students are encouraged to work through a skill development program as well as use Information Communication Technologies (ICT) as and when required. Both students and teachers use computers as a major communication tool, an integral part of their planning and presentation and as a source of enjoyment. Research, multi-media, word processing and design all form a major part of students' usage and interaction with computers. Teachers and students engage with ICT both formally and informally throughout the school year.

Social climate

Overview

Students and parents alike acknowledge that this school is their preferred option. The family values-laden approach to all aspects of the school is identified as a key factor in parent satisfaction. They indicate that they consider the school to be a safe learning environment in which students are comfortable with the teaching and administration staff; a school where there is little anti-social behaviour and where they are treated with respect and dignity. They also acknowledge the high expectations teaching staff place on student learning and the resultant outcomes. Parents feel that Gilston provides their children with a high quality education and have an expectation that this will lead to success across the curriculum.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	95%	85%
• this is a good school (S2035)	96%	98%	85%
• their child likes being at this school* (S2001)	97%	100%	85%
• their child feels safe at this school* (S2002)	98%	100%	90%
• their child's learning needs are being met at this school* (S2003)	91%	91%	82%
• their child is making good progress at this school* (S2004)	90%	95%	86%
• teachers at this school expect their child to do his or her best* (S2005)	97%	95%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	85%	81%
• teachers at this school motivate their child to learn* (S2007)	88%	91%	84%
• teachers at this school treat students fairly* (S2008)	88%	88%	84%
• they can talk to their child's teachers about their concerns* (S2009)	95%	91%	89%
• this school works with them to support their child's learning* (S2010)	87%	86%	84%
• this school takes parents' opinions seriously* (S2011)	86%	85%	65%
• student behaviour is well managed at this school* (S2012)	92%	91%	70%
• this school looks for ways to improve* (S2013)	94%	90%	69%
• this school is well maintained* (S2014)	93%	93%	85%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	96%	97%
• they like being at their school* (S2036)	96%	93%	93%
• they feel safe at their school* (S2037)	97%	93%	95%
• their teachers motivate them to learn* (S2038)	99%	95%	96%
• their teachers expect them to do their best* (S2039)	98%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	97%	96%
• teachers treat students fairly at their school* (S2041)	89%	86%	90%
• they can talk to their teachers about their concerns* (S2042)	90%	86%	87%
• their school takes students' opinions seriously* (S2043)	87%	92%	92%
• student behaviour is well managed at their school* (S2044)	89%	86%	81%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	99%	96%	97%
• their school is well maintained* (S2046)	97%	93%	94%
• their school gives them opportunities to do interesting things* (S2047)	97%	92%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	84%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	98%
• they receive useful feedback about their work at their school (S2071)	89%	79%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	92%	71%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	100%	92%	92%
• student behaviour is well managed at their school (S2074)	96%	74%	51%
• staff are well supported at their school (S2075)	93%	63%	69%
• their school takes staff opinions seriously (S2076)	96%	71%	83%
• their school looks for ways to improve (S2077)	100%	86%	98%
• their school is well maintained (S2078)	93%	79%	92%
• their school gives them opportunities to do interesting things (S2079)	82%	61%	76%

* 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

Parents are heavily involved across the campus, supporting teachers and students in the teaching learning process. Their involvement is multi-lateral with some directly involved regularly in classroom activities and school productions. Some demonstrate their support for the teaching learning process through involvement in the Parents & Citizens Association, providing advice and assistance to the Principal at a strategic and operation level. Still others provide voluntary assistance in the management and operation of the Uniform Shop and School Tuck-shop. All provide student support at varying levels of school management and they do so at a level and at a time when they feel most comfortable. The vast majority of parents are involved in 'at home' activities including assisting with project work, homework, sports preparation or cultural pursuits.

Respectful relationships education programs

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

Life Education

Sexuality Training

You Can Do It Program

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	10	13	33
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

A range of curriculum units have been delivered to raise awareness of the need to conserve energy and water. Key staff members continue to monitor the usage of utilities.

Water tanks, solar hot water systems and solar electricity panels have been installed to reduce our environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	184,582	193,168	201,799
Water (kL)	1,381		2,471

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector ▼	School type ▼	State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	40	25	0
Full-time equivalents	37	17	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	4
Graduate Diploma etc.*	0
Bachelor degree	35
Diploma	2
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$19755

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

The major professional development initiatives are as follows:

- Coaching
- Training to support the Explicit Improvement Agenda

- Behaviour management

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.3% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	93%	94%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	95%	94%
Year 1	95%	95%	94%
Year 2	94%	95%	94%
Year 3	95%	95%	95%
Year 4	94%	94%	94%
Year 5	94%	95%	94%
Year 6	95%	94%	92%

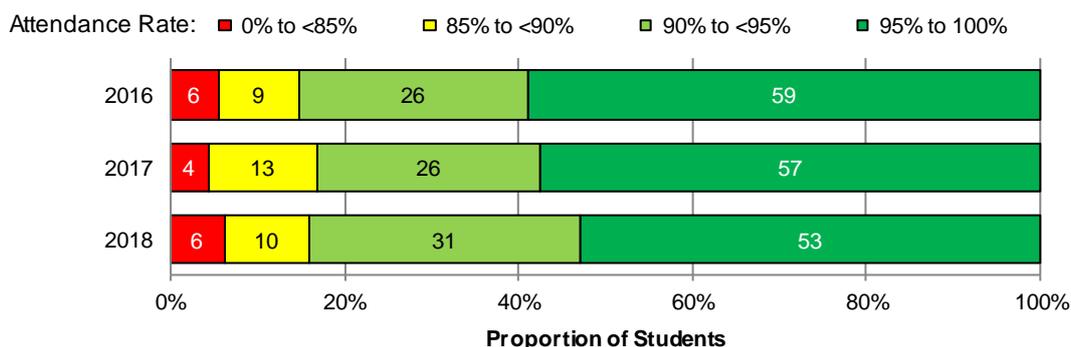
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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.

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.

Attendance is promoted as vital for successful outcomes for students and as respectful of the role of teachers. Attendance is recorded twice per day in a data base for monitoring. Reasons for any absences are required from parents via the absence line, through QParents app or in writing.

Any unexplained absences are text daily to parents, requiring them to respond with explanation. Outstanding unexplained absences are pursued by the Principal in accordance with legislation.

Regular newsletter articles are included regarding the importance of school attendance.

Students with exemplary attendance records are presented recognition certificates each semester.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.