

# Gilston State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

I have pleasure in presenting this report as a record of the highlights and successes of Gilston State School. The headings contained are common for all State and Non State schools in Queensland.

The Annual School Report is required for the school and community for systemic accountability and improvement purposes. The report provides information to our community on the achievement of its declared priorities for that year and to outline our strategic direction for the future.

This report is a public document that gives output and outcome information on the achievement of the goals in the school's Operation Plans. It highlights the school's strengths and also sets out targets for improvement during following years. To gain maximum benefit from this Annual School Report it should be read alongside other information such as school reports for your child, school newsletters and the school enrolment package.

The Gilston School Community continues to enjoy a positive reputation in the community attracting enrolment applications from beyond our designated catchment area. In the absence of a commercial or industrial hub, for many the school is the focus for the Gilston community. Energies of all community members are therefore directed towards maintaining a high quality school education environment and in ensuring that their children enjoy a safe, secure environment. Parents enjoy close working relationships with the school staff and have commensurate high expectations of their students and school outcomes.

Family values combined with proven teaching and learning practices underpin the actions of all members of the school community and parents frequently share that this feature is a primary reason for enrolling their children at Gilston.

Gilston has a proud reputation based on the success of previous students. Historical family association and word-of-mouth promotion by those currently associated with the school are the primary sources of new enrolments inquiries.

### School progress towards its goals in 2015

**Guided Reading** – Adoption of a consistent script for the delivery of guided reading. All teachers and paraprofessionals were trained in the techniques through professional learning activities and classroom observation by pedagogical leaders. Paraprofessionals were deployed to support a minimum of three guided reading lessons per week in all classrooms.

**Consolidation of Learning** - Adoption and refinement of repeated presentations to ensure students learning was transferred from short to long-term memory. PowerPoint presentations were developed based on the critical concepts and skills required for each year level. Teachers were trained in the instruction method by pedagogical leaders who provided demonstrations and feedback based on observations of teachers.

Both key strategies resulted in significant growth in standardised testing including NAPLAN. On the basis of this success, we have hosted teachers from several surrounding schools to learn of the processes and observe our classroom teachers.

**In addition** to our explicit improvement agenda, the following strategies were extended or embedded to make consistent our practices and improve communication and efficiency.

**Positive Behaviour Practices** – Embedded the school-wide positive behaviour program that was refined in 2014 resulting in consistent management practices throughout the school and a broad understanding of our four guiding behavioural expectation for all students: Be a Learner, Be Respectful, Be Responsible and Be Safe. The committee continues to monitor behaviour statistics and make minor refinements to practices to accommodate findings. Positive behaviour recognition through certification is now a feature of the school with certificates distributed to students on each weekly assembly.

**Protocols for consistency** – The protocols designed and promoted in 2014 have been adopted and provide a clear measure for staff, students and parents.

**Actioning of Enrolment Management Plan** – Practices for the lodging of expressions of enrolment interest were further refined in 2015. The requirements of the EMP are met through adherence to the legislative requirements including the processing of enrolment applications to ensure priority is given to families living within catchment first. Communication regarding the EMP was extended into “pre-school” facilities to ensure parents were aware of the protocols.

## Future outlook

2016 focus areas:

Mastery of mathematics concepts through the adoption of a Direct Instruction program – *Connecting Maths Concepts*

Embedding scripted guided reading and adoption of reading checklists to monitor student progress

Embedding consolidation practices in all classrooms

## Our school at a glance

### School Profile

Gilston was established in 1881 on a site approximately one kilometre from its present location. The site's inability to cope with the increasing population led to its relocation in 1986. Our present location on Worongary Road in the Gold Coast hinterland is west of Nerang. The site is very well tended with a focus on providing a visually aesthetic and functional environment.

The Kombumerri / Ngarang people were the traditional custodians of the land on which Gilston exists today.

Recent housing developments within five kilometres of the school have led to a significant increase in student population prompting the installation of an Enrolment Management Plan. The student population as at June 2016 is 608. This number includes 85 Prep students. 28 students are enrolled in the Special Education Program and are supported by Special Education Teachers and teacher aides in mainstream classrooms.

**Coeducational or single sex: Coeducational**

**Independent Public School: No**

**Year levels offered in 2015: Prep Year - Year 6**

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	620	286	334	10	96%
2014	648	308	340	11	97%
2015	589	278	311	12	97%

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 2015, 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:

The majority of families are from English speaking backgrounds with a very small (less than 0.5%) 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	23	21
Year 4 – Year 7 Primary	23	25	24
Year 7 Secondary – 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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	6	3	4
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.

## 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 / Maths Intervention Program

Surf Awareness Program

Social Skills Program

Gold Coast Eisteddfod

Camp programs in years 5-7

Australian School Academic Competitions

Life Education Queensland

### Extra curricula activities

Performing Arts Competition

Performing Arts Program

Arts Festival

Band

Choir and Choral groups

Gala Sport Days

Tennis Coaching

Chess

## How Information and Communication Technologies are used to improve 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

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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	92%	97%
this is a good school (S2035)	100%	90%	97%
their child likes being at this school (S2001)	96%	98%	97%
their child feels safe at this school (S2002)	100%	98%	100%
their child's learning needs are being met at this school (S2003)	88%	92%	94%
their child is making good progress at this school (S2004)	92%	89%	92%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	87%	97%
teachers at this school motivate their child to learn (S2007)	96%	85%	92%
teachers at this school treat students fairly (S2008)	91%	93%	86%
they can talk to their child's teachers about their concerns (S2009)	96%	90%	92%
this school works with them to support their child's learning (S2010)	86%	88%	92%
this school takes parents' opinions seriously (S2011)	80%	84%	94%
student behaviour is well managed at this school (S2012)	87%	92%	89%
this school looks for ways to improve (S2013)	95%	90%	97%
this school is well maintained (S2014)	88%	92%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	97%	97%
they like being at their school (S2036)	91%	96%	96%
they feel safe at their school (S2037)	92%	96%	96%
their teachers motivate them to learn (S2038)	95%	98%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers expect them to do their best (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work (S2040)	87%	97%	94%
teachers treat students fairly at their school (S2041)	84%	95%	90%
they can talk to their teachers about their concerns (S2042)	84%	87%	93%
their school takes students' opinions seriously (S2043)	85%	91%	94%
student behaviour is well managed at their school (S2044)	73%	90%	81%
their school looks for ways to improve (S2045)	90%	96%	98%
their school is well maintained (S2046)	83%	93%	94%
their school gives them opportunities to do interesting things (S2047)	89%	89%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	89%	95%	96%
they feel that their school is a safe place in which to work (S2070)	86%	97%	100%
they receive useful feedback about their work at their school (S2071)	58%	79%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	97%	85%
students are encouraged to do their best at their school (S2072)	94%	100%	100%
students are treated fairly at their school (S2073)	94%	97%	98%
student behaviour is well managed at their school (S2074)	80%	82%	91%
staff are well supported at their school (S2075)	59%	76%	91%
their school takes staff opinions seriously (S2076)	59%	78%	93%
their school looks for ways to improve (S2077)	95%	97%	98%
their school is well maintained (S2078)	76%	89%	98%
their school gives them opportunities to do interesting things (S2079)	80%	78%	91%

# '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 both the Gilston Club and 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 Tuckshop. 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.

## Reducing the 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	163,461	1,148
2013-2014	172,652	1,758
2014-2015	180,953	2,497

\*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.

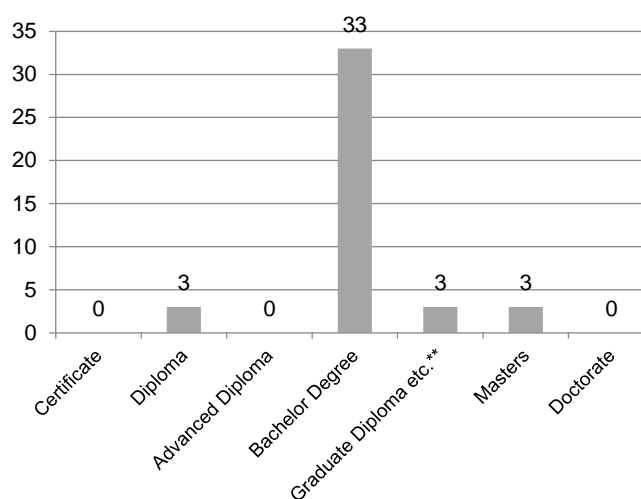
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	42	22	0
Full-time equivalents	36	15	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.**	3
Masters	3
Doctorate	0
<b>Total</b>	<b>42</b>



\*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 2015 were \$21 341

The major professional development initiatives are as follows:

Explicit instruction  
Coaching  
Training to support the Explicit Improvement Agenda  
Behaviour management

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 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.

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 webpage.

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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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	91%	95%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

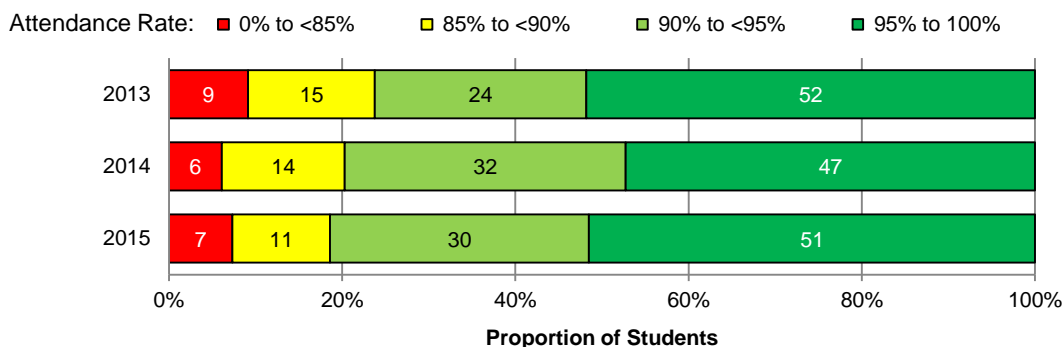
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	94%	94%	93%	94%	92%	92%	92%					
2014	95%	94%	95%	94%	93%	94%	92%	93%					
2015	95%	94%	95%	94%	93%	94%	94%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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 or in writing. Any unexplained absences are reconciled through correspondence from teachers initially and, where necessary, from 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.

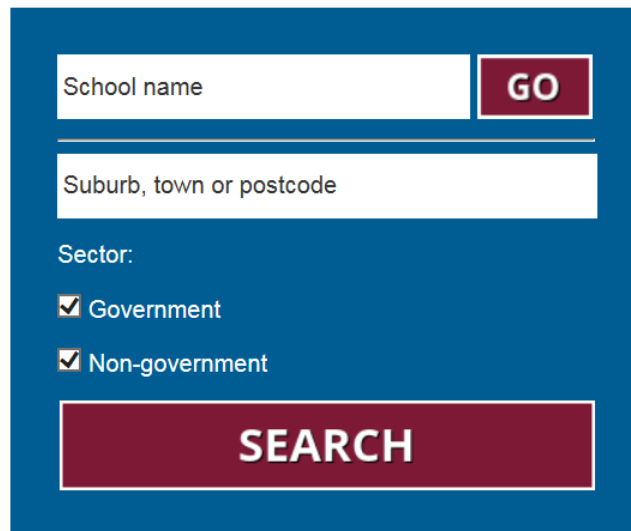


## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it says '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.