



Gilston 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



## 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 reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Bruce Langes

## Principal's Forward

### 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 outlines 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 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 enrolment inquiries.

### School Progress towards its goals in 2016

Direct Instruction in Mathematics – Adoption of 'Connecting Maths Concepts' program from Year 1-6. All teachers engaged in professional learning to support instruction. Observations were undertaken with feedback to enhance the skills of teachers. Students were grouped to address common learning needs. Regular testing for mastery and administration of remedies were integral features of the program.

Guided Reading and Consolidation of Learning – These signature practices were embedded throughout the year building on the training of school staff in 2015. Teachers from a range of surrounding schools visited to observe the techniques involved.

### Future Outlook

In 2017 Gilston will focus on a Response to Intervention (RTI) model. The fundamental data collection and consistent teaching practices will inform the targeted program delivery for identified students.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	648	308	340	11	97%
<b>2015*</b>	589	278	311	12	97%
<b>2016</b>	596	275	321	14	95%

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

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

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	23	24
Year 4 – Year 7	25	26	25
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

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

## Co-curricular 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 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

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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	97%	95%
this is a good school (S2035)	90%	97%	96%
their child likes being at this school* (S2001)	98%	97%	97%
their child feels safe at this school* (S2002)	98%	100%	98%
their child's learning needs are being met at this school* (S2003)	92%	94%	91%
their child is making good progress at this school* (S2004)	89%	92%	90%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	97%	87%
teachers at this school motivate their child to learn* (S2007)	85%	92%	88%
teachers at this school treat students fairly* (S2008)	93%	86%	88%
they can talk to their child's teachers about their concerns* (S2009)	90%	92%	95%
this school works with them to support their child's learning* (S2010)	88%	92%	87%
this school takes parents' opinions seriously* (S2011)	84%	94%	86%
student behaviour is well managed at this school* (S2012)	92%	89%	92%
this school looks for ways to improve* (S2013)	90%	97%	94%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	92%	97%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	97%
they like being at their school* (S2036)	96%	96%	96%
they feel safe at their school* (S2037)	96%	96%	97%
their teachers motivate them to learn* (S2038)	98%	98%	99%
their teachers expect them to do their best* (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	93%
teachers treat students fairly at their school* (S2041)	95%	90%	89%
they can talk to their teachers about their concerns* (S2042)	87%	93%	90%
their school takes students' opinions seriously* (S2043)	91%	94%	87%
student behaviour is well managed at their school* (S2044)	90%	81%	89%
their school looks for ways to improve* (S2045)	96%	98%	99%
their school is well maintained* (S2046)	93%	94%	97%
their school gives them opportunities to do interesting things* (S2047)	89%	94%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	96%	98%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	79%	89%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	85%	83%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	98%	100%
student behaviour is well managed at their school (S2074)	82%	91%	96%
staff are well supported at their school (S2075)	76%	91%	93%
their school takes staff opinions seriously (S2076)	78%	93%	96%
their school looks for ways to improve (S2077)	97%	98%	100%
their school is well maintained (S2078)	89%	98%	93%
their school gives them opportunities to do interesting things (S2079)	78%	91%	82%

\* 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 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

## 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	3	4	10
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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	172,652	1,758
2014-2015	180,953	2,497
2015-2016	184,582	1,381

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

---

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	43	21	0
Full-time Equivalents	37	14	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	35
Diploma	2
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$15,779.35.

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 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.	95%	96%	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 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).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	95%	93%

\*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%.



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	95%	94%	95%	94%	93%	94%	92%	93%					
2015	95%	94%	95%	94%	93%	94%	94%						
2016	95%	95%	94%	95%	94%	94%	95%						

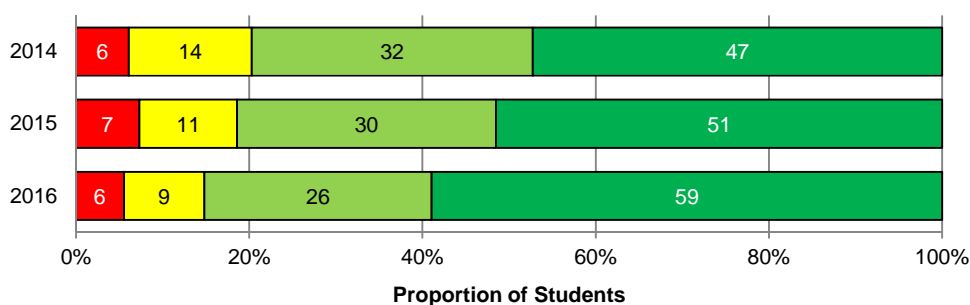
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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



### 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.

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 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

---

Sector:

Government

Non-government

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.