

# Queensland State School Reporting – 2011

## Gilston State School (0050)



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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 Gilston School Community is not drawn exclusively from the immediate area of Gilston State School. 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. The involvement of the school community perpetuates an intimate understanding of the teaching learning process by parents. They enjoy close working relationships with the school staff and have commensurate high expectations of their students and school outcomes.

Conservative family values 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.

Highlights in 2011 included: Positive results from Quadrennial School Review refinement of the school curriculum and pedagogical practices, utilisation of the new school hall, library, science and technology room, integration of interactive whiteboards, Arts Festival, Performing Arts Competition, Book Character Parade, ANZAC Assembly, Solar Boat Challenge, Choir and Band attainments at Eisteddfod competition, Chess Tournament Results, Tutoring Program and Sporting attainments. Additional items identified by parents included: Maintenance of atmosphere that is based on a mutual respect between all community members, "buddy" programs between older and younger students, Mothers' and Fathers' Day celebrations, The Readers' Cup and participation by year 7 students in the Kokoda challenge.

Bruce Langes - Principal

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### School progress towards its goals in 2011

Integration of information communication technologies throughout all year levels  
Development of a Curriculum Framework  
Data collection to support like-ability groupings planned for 2012  
Redistribution of the human resources to cater for students with similar needs  
Phonics program embedded throughout P-3  
Grammar program embedded throughout P-3  
Refinement of service delivery model for Support Teacher: Literacy & Numeracy  
Celebration of academic and effort outcomes for students through certification  
Assessment plan refined and enacted  
Generation of new school website  
Attainment of academic targets in nation testing

### Future outlook

Adoption of the Australian Curriculum in English, Mathematics and Science  
Like-ability grouping in literacy and numeracy across all year levels  
Enhancement of the web site to enhance communication  
Facility planning to cater for additional enrolments  
Planning for the migration of year 7 students to high school in 2015  
Integrate on-line ordering for tuckshop and uniforms  
Installation of interactive white boards in every classroom  
Continued development of the nature trail  
Expanding links with Griffith University in indigenous education

## 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.

Approximately three-quarters of our student population reside in suburbs beyond the school's notional boundary. The Gilston school community comprises families in the suburbs of Ashmore, Coomera, Nerang, Mount Nathan, Carrara and Worongary to the north, Gilston, Worongary, Lower Beechmont, Advancetown, Numinbah and Springbrook to the west and Mudgeeraba, Merrimac, Tallai, Worongary, Broadbeach, Robina and Bonogin to the south and east.

Total student enrolment in 2011 was 593. The student population as at June 2012 is 643. This number includes 120 Prep students. 23 students were enrolled in the Special Education Program and were supported by a Special Education Teacher and teacher aides in mainstream classrooms.

Gilston is a co-educational facility with students ranging from Prep to year 7

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

### Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
593	271	322	94%

### 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.

## Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	22.9
Year 4 – Year 10	24.9
All Classes	23.7

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	1
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

Our distinctive curriculum offerings

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

Leadership training

Solar Boat Challenge

Chess

Support a Reader / Writer / Talker / Maths Intervention Program

Surf Awareness Program

Social Skills Program

Gold Coast Eisteddfod

Camp programs in years 5-7

Canberra tour for year 7

University of NSW testing

Life Education Queensland

Queensland Sexuality Training

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## Extra curricula activities

Performing Arts Competition

Arts Festival

Band

Choir and Choral groups

Fashion Parade

Auskick Program

Titans ARL Workshops

Gala Sport Days

Tennis Coaching

Chess

Kokoda Challenge for year 7 students

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## 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.

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## 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 teacher satisfaction with the school

Parent opinion surveys results were based on 34 responses from the 40 sampled. Of these, 94% were satisfied that their child worked well at school, 97% believed this is a good school, 94% were satisfied with their child's development of numeracy and literacy skills, 91% were satisfied with what the children were learning, 97% believed their child was safe at school, 97% believed their child was happy to come to school, 94% were satisfied that school staff were approachable when they needed to talk about their child, 94% were satisfied with the school grounds, 91% were satisfied with the methods the school used to communicate with them and 97% believed the school was an environmentally friendly place.

Staff opinion survey revealed 100% satisfaction with safety, 98% with physical environment, 93% with facilities, 92% with facility maintenance, 89% with staff/community relations, 96% with staff relationships, 98% with relationship with students, 88% believed they were treated with respect, 89% agreed that the school was a good place to work, 91% reported being happy working at Gilston, 96% agreed that they were encouraged to take responsibility for their own work, 91% agreed that they had clear expectations of their responsibilities and 91% agreed that they were clear of their work responsibilities.

The sample of students surveyed from years 5 and 7 rated most highly: how well they were learning at Gilston (88%), the quality of the education (89%), what they were learning (82%), that the teacher help them to do their best (85%), the interest the teacher takes in their learning (82%), safety (83%), their happiness at Gilston (82%) and that Gilston is a good school (88%)

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	89%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	97%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	69%
Percentage of staff members satisfied with morale in the school	85%

DW – Data withheld

## Involving parents in their child's education

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, excursions 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 School Administration at a strategic and operation level. Still others provide voluntary assistance in the management and operation of the Uniform Shop and School Canteen. 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. Almost 50% of the parent body at some stage throughout the school year provide explicit support for their child. 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

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.

Increasing enrolments and rising costs per units continues to place pressure on budgets.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	160,270	1,409
2010	166,099	890
% change 10 - 11	-4%	58%

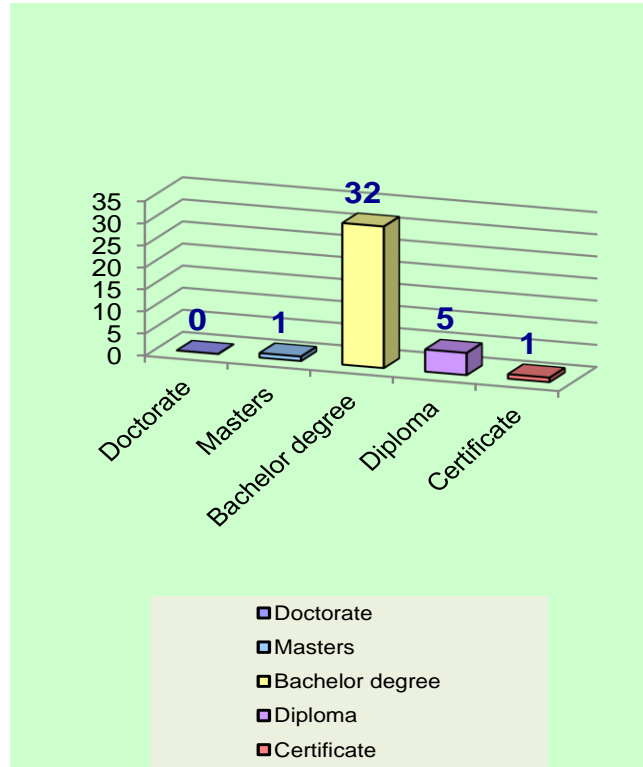
## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	39	19	0
Full-time equivalents	35	12	0

# Our staff profile

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	32
Diploma	5
Certificate	1



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$38011.

The major professional development initiatives are as follows:

Indigenous Education

Australian Curriculum

Social Emotional Learning

Information Communication Technologies

Classroom Management

First Aid

Database Management

Moderation

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 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

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SEARCH

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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

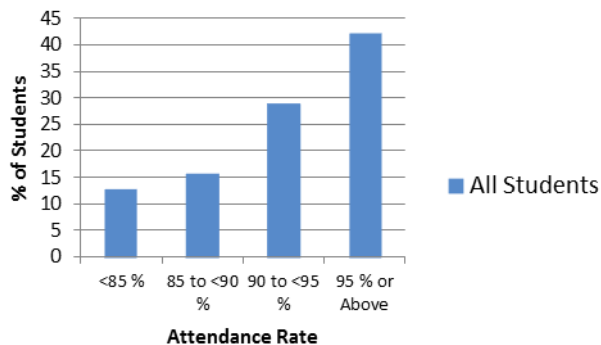
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	92%	92%	93%	94%	93%	91%

### 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 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.

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.

# 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.

### 2011 NAPLAN Performance Measures Summarised for Gilston State School (0050)

For All Students

School	Year Level	Max n	Reading			Writing			Spelling			Grammar and Punctuation			Numeracy		
			Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %
Australia	3		415.7	44.7	93.8	415.9	46.1	95.3	405.9	40.6	92.8	421.2	48.1	93.1	396.1	33.3	95.6
	5		488.1	28.6	91.5	482.6	22.6	92.5	484.1	25.7	91.3	499.1	34.6	92.0	487.8	24.8	94.4
	7		540.2	26.6	94.7	529.1	22.6	91.1	537.7	25.8	92.4	532.4	23.0	92.8	544.6	28.9	94.5
Queensland	3		399.9	37.6	92.8	404.1	39.1	94.3	387.7	32.2	90.5	406.8	42.0	91.7	384.6	26.3	95.2
	5		469.4	19.8	88.6	470.9	18.6	90.2	465.6	16.8	88.7	485.0	28.0	90.0	470.3	15.4	93.4
	7		533.5	22.9	94.3	532.9	24.4	91.6	528.6	21.5	90.9	524.4	18.5	92.2	538.7	25.6	94.6
Gilston State School (0050)	3	76	419.2	44.7	97.4	413.7	50.0	94.7	409.5	50.0	94.7	425.1	39.5	94.7	404.6	40.0	100.0
	5	57	482.9	26.3	91.2	480.8	19.3	98.2	479.9	15.8	93.0	506.3	40.4	94.7	469.7	14.0	94.7
	7	69	541.1	30.9	98.5	546.1	36.2	95.7	529.6	20.3	91.3	527.3	21.7	94.2	540.1	26.5	95.5

#### NOTE:

- This report is generated based on the student demographic information provided on the NAPLAN tests and may differ from the information recorded at the school.
- Max n:** maximum number of students for whom there is a score. This excludes students who were absent, exempt, or withdrawn from the test.
- Top 2 Band %:** Percentage of students achieving in the top two bands for each year level.
- NMS %:** Percentage of students performing at or above the National Minimum Standard.
- Pending:** The data is currently not available for release.
- Percentage figures are calculated by including exempt students and excluding students who were absent or withdrawn. The percentages of students represented in the table have been rounded and may not sum to 100.
- In 2007, a half cohort of Prep was introduced; 2008 was the first year of a full cohort of Prep students. These students are, on average, 3 months and 6 months older than previous cohorts, respectively. They have both participated in one more year of schooling. These factors should be considered when interpreting NAPLAN results from 2010 onwards.
- Please refer to the Explanatory Notes for further information about this report.
- Writing results from 2011 should not be compared with those from 2008 to 2010.

Colour Key Legend	
	Above the National Cohort
	Similar to the National Cohort
	Below the National Cohort

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/>.

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Sector  Government  Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'.</p>
</div>
<div data-bbox="91 831 878 856" data-label="Text">
<p>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.</p>
</div>
<div data-bbox="91 860 783 875" data-label="Text">
<p>If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.</p>
</div>
<div data-bbox="91 920 362 941" data-label="Page-Footer">
<p>2011 School Annual Report</p>
</div>
<div data-bbox="538 903 918 956" data-label="Page-Footer">
<p><img alt="Queensland Government logo" data-bbox="544 908 618 956"/> Queensland Government</p>
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### Achievement – Closing the Gap

Indigenous students at Gilston State School are performing comparatively, and in most cases above academically in relation to their non-Indigenous peers. Gilston had four students participate in NAPLAN in 2011. Two in year three and two in year five. One of the year three students achieved at band four, two levels above benchmark. The other student, who has been recognised with learning difficulties achieved at the National Minimum Standard (NMS), band two. In year five we have two students, one at band five, one band above the NMS and the other at band six, two bands above NMS.