

# Gilston State School (0050)

## Queensland State School Reporting

### 2012 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 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.

Family values combined with innovative 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.

### School progress towards its goals in 2012

- Continued Integration of information communication technologies throughout all year levels
- Development of a Curriculum Framework in line with ACARA
- Data collection to support like-ability groupings
- Continued refinement of the human resources to cater for students with similar needs
- Continued 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

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### Future outlook

Continued Implementation of the Australian Curriculum in English, Mathematics and Science and adoption of the History component  
Like-ability grouping in literacy and numeracy across all year levels  
Establishment of key benchmarks in reading and a whole school reading program  
Development of personalised teaching practices targeting every child  
Enhancement of the web site to enhance communication  
21<sup>st</sup> Century teaching and learning models including iPads in classrooms  
Bring Your Own Device Program in selected classrooms  
Facility planning to cater for additional enrolments  
Planning for the migration of year 7 students to high school in 2015  
Continued development of the nature trail  
Expanding links with Griffith University in Indigenous education

# 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.

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.

The student population as at June 2013 is 628. This number includes 85 Prep students. 28 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 in 2013: **Prep - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	555	250	305	95%
2011	593	271	322	94%
2012	643	301	342	94%

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

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		
	2010	2011	2012
Prep – Year 3	21	23	21
Year 4 – Year 7	26	25	23

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	2	1	8
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

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:

iPads in Learning Program

Leadership training

Chess

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

Titans ARL Workshops

Gala Sport Days

Tennis Coaching

Chess

Bush Craft

## Our school at a glance

### 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. In 2013, the school will commence an 'iPads in Classrooms' incorporating the use of tablet technology into daily teaching and learning. This will also operate in the library which will provide a digital literacy component.

### 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

The overall satisfaction of parents, staff and students at Gilston State School was of a high standard.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	94.1%
their child feels safe at this school*	94.1%
their child's learning needs are being met at this school*	91.2%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	88.2%
teachers at this school motivate their child to learn*	91.2%
teachers at this school treat students fairly*	96.9%
they can talk to their child's teachers about their concerns*	93.9%
this school works with them to support their child's learning*	93.9%
this school takes parents' opinions seriously*	93.5%

# Our school at a glance

student behaviour is well managed at this school*	87.9%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

## Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	92.3%
they like being at their school*	86.7%
they feel safe at their school*	95.1%
their teachers motivate them to learn*	96.2%
their teachers expect them to do their best*	98.1%
their teachers provide them with useful feedback about their school work*	94.2%
teachers treat students fairly at their school*	84.5%
they can talk to their teachers about their concerns*	76.0%
their school takes students' opinions seriously*	81.7%
student behaviour is well managed at their school*	76.0%
their school looks for ways to improve*	94.2%
their school is well maintained*	87.5%
their school gives them opportunities to do interesting things*	87.6%

## Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	93.6%
with the individual staff morale items	99.1%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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

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	
	Electricity kWh	Water kL
2009-2010	166,099	890
2010-2011	160,270	1,409
2011-2012	138,775	939

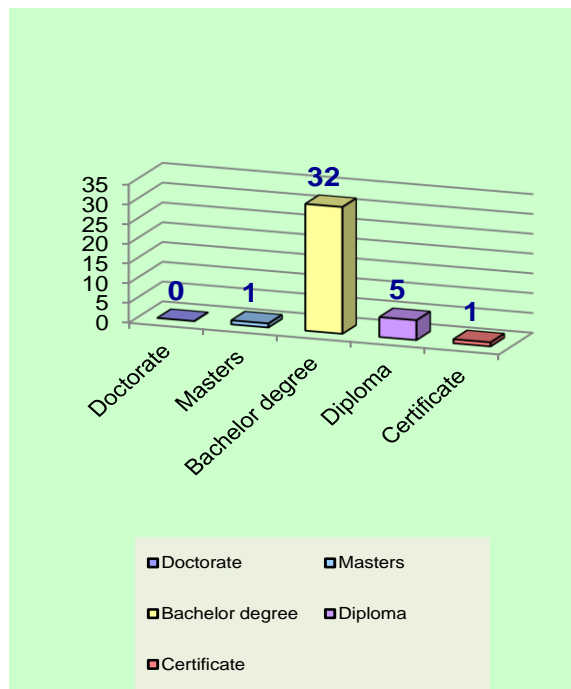
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	45	20	0
Full-time equivalents	38.2	13.3	0

## 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 2012 were \$25255.

The major professional development initiatives are as follows:

Indigenous Education

Australian Curriculum

Social Emotional Learning

Information Communication Technologies

Classroom Management



# Our staff profile

First Aid

Database Management

Moderation

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	95.7%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 94.6% of staff was retained by the school for the entire 2012 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.

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

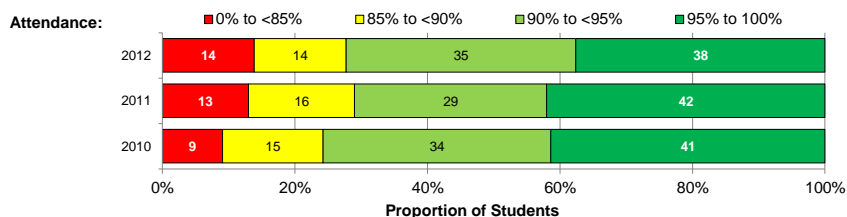
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	93%	92%	93%	94%	91%	93%	N/A	N/A	N/A	N/A	N/A
2011	93%	92%	92%	93%	94%	93%	91%	N/A	N/A	N/A	N/A	N/A
2012	93%	91%	92%	91%	90%	92%	91%	N/A	N/A	N/A	N/A	N/A

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 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.

### 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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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 whose NAPLAN results 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 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

Indigenous students at Gilston State School are performing comparatively, and in most cases above academically in relation to their non-Indigenous peers. Gilston had three students participate in NAPLAN in 2012: one in year three and two in year seven.

The student in year three achieved above national standards in all areas.

The two students in year 7 achieved at and above national standards in all areas.