Gilston State School

Queensland State School Reporting

2013 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.

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School progress towards its goals in 2013

Development of Pedagogical Framework

Advancement in 21st Century Learning methods including BYOD i-pad class in year 1

Establishment of the Enrolling Families Project to smooth and make more effective the transition into Prep

Establishment of an Enrolment Management Plan

Future outlook

Explicit teaching methods

Spelling and Reading

21st Century Learning

Positive Behaviour Practices

Refinement of Protocols for consistency

Collaboration with high schools to ensure smooth progress for the first year of Year 7 in high school in 2015

Actioning of Enrolment Management Plan

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 tendered 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. Currently 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 2014 is 644. This number includes 101 Prep students. 37 students were enrolled in the Special Education Program and were supported by Special Education Teachers and teacher aides in mainstream classrooms.

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

Year levels offered in 2013:   **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	593	271	322	94%
2012	643	301	342	94%
2013	620	286	334	96%

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

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3	23	21	23
Year 4 – Year 7 Primary	25	23	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2011	2012	2013
Short Suspensions - 1 to 5 days	1	8	6
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

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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

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

Performance measure (Nationally agreed items shown*)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	92%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	94%	96%
their child feels safe at this school* (S2002)	94%	100%
their child's learning needs are being met at this school* (S2003)	91%	88%
their child is making good progress at this school* (S2004)	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	96%
teachers at this school motivate their child to learn* (S2007)	91%	96%
teachers at this school treat students fairly* (S2008)	97%	91%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%
this school works with them to support their child's learning* (S2010)	94%	86%
this school takes parents' opinions seriously* (S2011)	94%	80%
student behaviour is well managed at this school* (S2012)	88%	87%
this school looks for ways to improve* (S2013)	100%	95%
this school is well maintained* (S2014)	100%	88%

Performance measure (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	95%
they like being at their school* (S2036)	87%	91%
they feel safe at their school* (S2037)	95%	92%
their teachers motivate them to learn* (S2038)	96%	95%
their teachers expect them to do their best* (S2039)	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	87%
teachers treat students fairly at their school* (S2041)	84%	84%
they can talk to their teachers about their concerns* (S2042)	76%	84%
their school takes students' opinions seriously* (S2043)	82%	85%
student behaviour is well managed at their school* (S2044)	76%	73%
their school looks for ways to improve* (S2045)	94%	90%
their school is well maintained* (S2046)	88%	83%
their school gives them opportunities to do interesting things* (S2047)	88%	89%

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Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	89%
they feel that their school is a safe place in which to work (S2070)	86%
they receive useful feedback about their work at their school (S2071)	58%
students are encouraged to do their best at their school (S2072)	94%
students are treated fairly at their school (S2073)	94%
student behaviour is well managed at their school (S2074)	80%
staff are well supported at their school (S2075)	59%
their school takes staff opinions seriously (S2076)	59%
their school looks for ways to improve (S2077)	95%
their school is well maintained (S2078)	76%
their school gives them opportunities to do interesting things (S2079)	80%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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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
2010-2011	160,270	1,409
2011-2012	138,775	939
2012-2013	163,461	1,148

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

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Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	41	21	0
Full-time equivalents	36	14	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.	3
Masters	2
Doctorate	0
Total	**41**
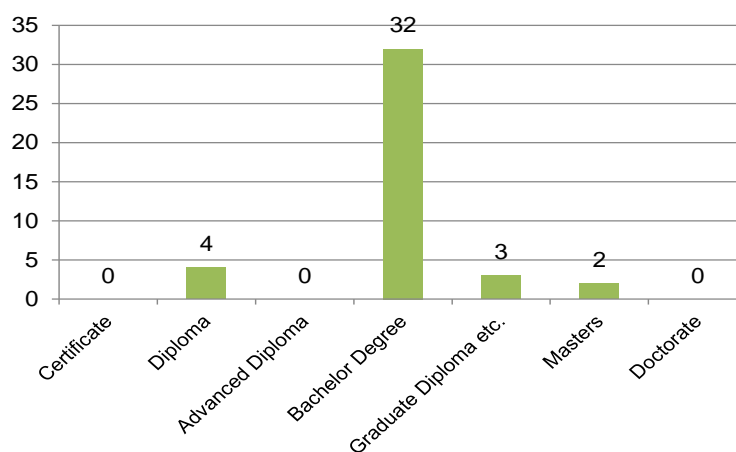
* Teaching Staff includes School Leaders

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

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Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $15553

The major professional development initiatives are as follows:

Information communication technology

Communication

Health and Physical Education

First Aid

Early Years Expo

Behaviour Management

Spelling

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2013 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 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.

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Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%

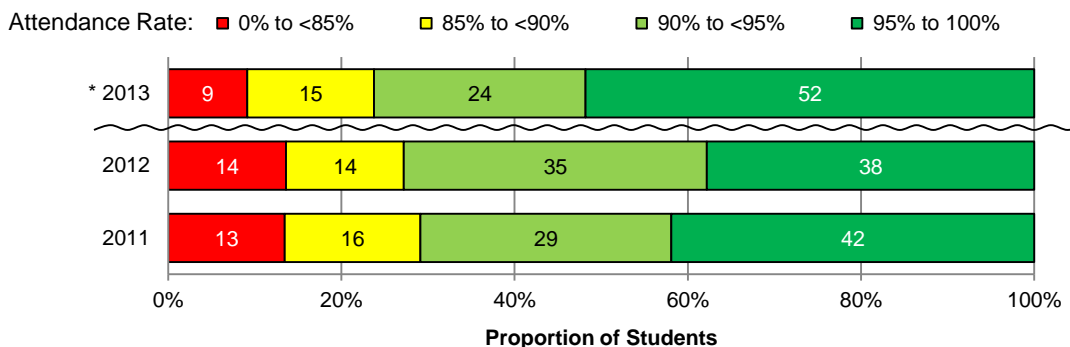The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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
2011	93%	92%	92%	93%	94%	93%	91%					
2012	93%	91%	92%	91%	90%	92%	91%					
2013	94%	94%	93%	94%	92%	92%	92%					

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%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	9	15	24	52
2012	14	14	35	38
2011	13	16	29	42

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

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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.

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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

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

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SEARCH

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

The total indigenous group at Gilston comprises twelve students. As a cohort, they have achieved above, and in some case, well above in their NAPLAN tests over their respective year levels. On an individual basis, all except three are performing at benchmark in all learning areas.

Attendance rates across the cohort stood at 93% across the first semester of the year. This represents an improvement of 3% since the 2012 data collection.

Behaviour statistics show that this cohort performs above their non-indigenous peers with only three incidents recorded.

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