



Gladstone South State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education

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School Overview

Gladstone South State School is a co-educational State School located in the Rockhampton District of the Queensland Department of Education. The school is a valued education facility that was established in 1898 where generations of families still attend the school to this day. South School is the second oldest school in the Gladstone City area and lies within the traditional country of Goreng Goreng of the Central Coast District within the Fitzroy-Central West Queensland Region. Gladstone South State School is a Band 7 school with an enrolment of 340 students from the preparatory year to year six. We have had an increase of prep numbers to form three classes and our year three and four classes have grown to four classes. Fifteen classroom teachers operate in family, multi-age year levels. Diversity plays a key area in the enrolled at South, where a fourth of the school involves students from language backgrounds other than English and a third of our students are indigenous and Torres Strait Islands.

Gladstone South State School aims to achieve highest possible outcomes for all students. We aim to develop resilient students in unison, doing their best every day. The school has a full Inclusion Education Program to support 25 students with a variety of verified impairments.

A number of specialists such as the Learning Support Teacher, Head of Curriculum, Head of Inclusion, Speech Language Pathologist, Guidance Officer and Advisory Visiting Teachers support the educational needs of the students. The school offers the normal range of curriculum programs from prep to year six. Our overarching curriculum guide is ACARA, we also adopt from Queensland's C2C multi-digital planning for our multi-aged pedagogical practice.

We have an extremely supportive parent body who work tirelessly for our students.

Cater to children's individual learning styles and regularly review strategies and delivery of the curriculum.

<https://schools.myschool.edu.au>. <https://schools.myschool.edu.au/ContactUs/UsingThePortal>.

Principal's Foreword

Gladstone South State School is a school of heart. It is a dynamic school which offers many opportunities for all students. Our vision is to encourage the holistic growth of all students academically, socially and emotionally by catering for differentiated learning styles through a variable plethora of strategies to maximise each student's potential growth. We like challenging students through the curriculum and have experienced

classroom and specialist teachers who provide engaging, inclusive, differentiated and stimulating programs across the curriculum. Habits that promote well-being are encouraged by having a caring and respectful environment that supports student's and staff member's social, mental, emotional and physical well-being. Encouraging students to reach their potential is encouraged through personal learning targets for every student. Differentiation is the key to our success. The most important aspect of Gladstone South State School is having fun when learning and keeping everything real and in perspective.

Introduction

School Progress towards its goals in 2017

Goal: The teaching of reading based on The Big Six – building staff capacity and consistency of pedagogical practice.

Status: Currently implementing in our guided reading strategy. On-going QAR and Sheena Cameron professional development for all staff.

Goal: Collaboratively develop and refine Pedagogical Framework

Status: Commenced framework in term 2.

Goal: Build staff knowledge of phonemic awareness in the prep to year two juncture and implement the SSP approach in all classrooms.

Status: On- going support for teachers and teacher aides through reviews and professional developments.

Goals:

2018 SCHOOL IMPROVEMENT AGENDA

Future Outlook

1. Increase the number of students achieving greater than 89 % attendance to more than 92 % of students.
2. Match the scores on the National Minimum Standards in reading and numeracy on NAPLAN testing.

<i>Year Levels</i>	<i>Reading</i>	<i>Numeracy</i>
Year Three	95%	90%
Year Five	93%	92%

3. Meet targets for students attaining A, B and C on Semester Reports in Maths, English and Science.

<i>Year Levels</i>	<i>English</i>	<i>Maths</i>	<i>Science</i>
Prep, Year One, Year Two.	70%	75%	87%
Years Three and Four.	75%	78%	84%
Years Five and Six.	85%	85%	85%

PRIORITIES FOR 2018

- Reinforce and consolidate South's Positive Behaviour for Learning (PBL) into our school culture.
- Embed guided reading and improved pedagogical understandings of reading.
- Improve the attendance rates and the parent's commitment to attendance.
- Provide explicit support for ICP, SEP and discretionary students.
- Explore best practice in explicit teaching in numeracy, particularly with math's warm ups.
- Improve our facilities to promote student learning and safety.
- Transitions involving the pre prep students to prep and year six students to high school.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	266	130	136	36	86%
2016	260	121	139	44	81%
2017	330	165	165	72	85%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The student population of Gladstone South State School reflects the diversity of the wider community that we are very proud of our cultural and social heritage, truly believing that we are enriched by sharing a wide set of experiences, histories and understandings. Many of our families are engaged with the various industries that have been long established within the city of Gladstone. The trade, technical and engineering skills of our parent community are extensive and contribute to our community's very positive outlook on the value of education.

Our student population is as follows:

15% have a language other than English

33% have an indigenous and Torres Strait Islander background

13'6% are students with a disability

15% of the students are operating on an ICP.

Another feature of our school that we openly celebrate is the on-going family connections across generations. We have many students who were themselves students of "South" and are proud to have their own children enjoying the high quality education experiences offered by the school.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	21	23
Year 4 – Year 6	27	24	25
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- Response to Intervention and High Impact Teaching support students with Reading
- ☐ Speech Sound Pictures – our signature approach for teaching reading in Early Years
- ☐ Gifted programs are conducted within classrooms and also cluster primary schools and high school excellence days.
- ☐ Students also have the opportunity to participate in university competitions.
- ☐ SWPBS and personal development programs for students to embed South SMART values within the school

Co-curricular Activities

- Instrumental Music in strings
- ☐ Interschool Rugby League , touch football

- ☐ Visiting Sports Development officers – Rugby union, Rugby League & AFL
- ☐ Eisteddfod instrumental, choir, verse
- ☐ Library days – both at school and also the public library to provide a literacy focus
- ☐ NAIDOC, multicultural, Christmas Carols

How Information and Communication Technologies are used to Assist Learning

Each classroom has a pod of computers which students can access to support their learning. The school has a technology lab with 30 computers for classes to access as part of their ICT learning program. Students engage with ICT each week via a lesson dedicated to covering the Technology curriculum. 60 I pads available to support learning. I padsComputers are used to support work undertaken in classrooms as well as individual learning programs to enhance student engagement in the curriculum. Staff and students have ready access to a wide range of technology and software: C4T, Interactive white boards, digital cameras, video cameras, email, internet, blogs and video conferencing.

Social Climate

Overview

A focus for the school over a number of years has been to improve the social environment. Several initiatives have been introduced to support the pastoral care of students and improve their welfare and feeling safe at school. These include:

- ☐ A school chaplain for 2 days per week who runs various groups to support student wellbeing
- ☐ SWPBS lesson each week program which has developed South SMART values and a consistent approach to behaviour management across the school
- ☐ Positive rewards for demonstrating school values are presented on parade each week
- ☐ South SMART bullying strategy (STAMP) has been developed to educate students and assist in the prevention of bullying. S-Stay away, T – Tell someone, A – Always help, M- Make friends, P – Play nicely
- ☐ The students and parents are aware of strategies/personnel in place to respond to incidents of bullying (including cyber bullying) such as: class teacher, HOC, Principal, Chaplain and SWD staff. The most important feature is that students feel safe to report incidents to an adult and a reporting format is in place to involve the necessary participants in mediating the situation.
- ☐ The school has leadership positions at a whole school and class level to develop qualities of leadership from prep to year 6

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	89%	100%	95%
this is a good school (S2035)	94%	100%	94%
their child likes being at this school* (S2001)	94%	100%	89%
their child feels safe at this school* (S2002)	94%	100%	95%
their child's learning needs are being met at this school* (S2003)	89%	100%	84%
their child is making good progress at this school* (S2004)	89%	93%	89%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	95%
teachers at this school motivate their child to learn* (S2007)	94%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
teachers at this school treat students fairly* (S2008)	88%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	93%	89%
this school takes parents' opinions seriously* (S2011)	89%	100%	89%
student behaviour is well managed at this school* (S2012)	81%	100%	88%
this school looks for ways to improve* (S2013)	89%	100%	100%
this school is well maintained* (S2014)	83%	100%	95%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	98%	95%
they like being at their school* (S2036)	94%	97%	94%
they feel safe at their school* (S2037)	91%	89%	95%
their teachers motivate them to learn* (S2038)	94%	98%	97%
their teachers expect them to do their best* (S2039)	100%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	93%
teachers treat students fairly at their school* (S2041)	83%	92%	97%
they can talk to their teachers about their concerns* (S2042)	83%	97%	92%
their school takes students' opinions seriously* (S2043)	84%	94%	91%
student behaviour is well managed at their school* (S2044)	79%	89%	88%
their school looks for ways to improve* (S2045)	94%	98%	100%
their school is well maintained* (S2046)	90%	100%	95%
their school gives them opportunities to do interesting things* (S2047)	93%	94%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	92%	74%
they feel that their school is a safe place in which to work (S2070)	100%	100%	67%
they receive useful feedback about their work at their school (S2071)	96%	96%	58%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	87%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	100%	89%
student behaviour is well managed at their school (S2074)	100%	92%	41%
staff are well supported at their school (S2075)	96%	96%	48%
their school takes staff opinions seriously (S2076)	91%	91%	54%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
their school looks for ways to improve (S2077)	100%	100%	78%
their school is well maintained (S2078)	87%	79%	78%
their school gives them opportunities to do interesting things (S2079)	91%	91%	77%

* 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

A close relationship between parents, the community and the school enhance the education of children. Parents are encouraged to actively participate in a range of school activities. Parent/carer involvement in our school was characterised by:

- ☐ Involvement of parents and community in the annual events such as Sports Days.
- ☐ Invitations to celebratory school and classroom events such as end of unit celebrations, graduation ceremonies, volunteer recognition morning teas, Anzac Day service, Education Week activities, Under 8's Day.
- ☐ Formal parent teacher interviews twice a year and informal interviews held as requested.
- ☐ Regular information dispersal via newsletter, website, school assemblies, class parent information sessions/newsletters
- ☐ Parental support in class activities
- ☐ Visits to classrooms to view students' learning or as a guest presenter in an area of expertise
- ☐ Parents and Citizens Association, P&C sub committees
- ☐ Tuckshop volunteers

Respectful relationships programs

Gladstone South State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

- ☐ The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

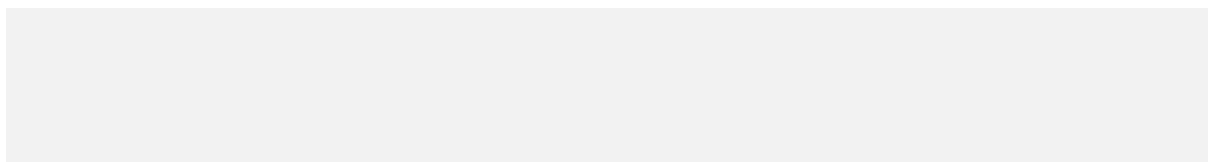
The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	21	17	48
Long Suspensions – 11 to 20 days	0	0	2
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0



Environmental Footprint

Reducing the school's environmental footprint

In 2017 the school put measures in place to reduce water consumption. All leaking taps and pipes were fixed as a priority. Electricity continued to remain high due to increased use of ICT devices in every classroom. The school began to turn lights off a night time to reduce electricity use. ENVIRONMENTAL FOOTPRINT INDICATORS

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	148,071	7,450
2015-2016	54,526	64,439
2016-2017	51,612	28,170

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

The staff retention of 90%. There is only 1 appointed indigenous staff.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	24	<5
Full-time Equivalents	20	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	22
Diploma	0
Certificate	0

*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 2017 were \$40 000.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- ☐ High Performance Teams (Dr. Peter Stebbins)
- ☐ NAPLAN
- ☐ ICT
- ☐ Curriculum Development
- ☐ Mandatory Training Modules
- ☐ Fire Safety
- ☐ Asbestos Training
- ☐ School improvement agenda SSP Reading

Literacy and Numeracy Inservice

- ☐ Master Teacher - Mentoring
- ☐ First Aid & CPR training
- ☐ Leadership Development
- ☐ Principal Leadership Days

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	90%	84%

*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 2017 for all Queensland Primary schools was 93%.

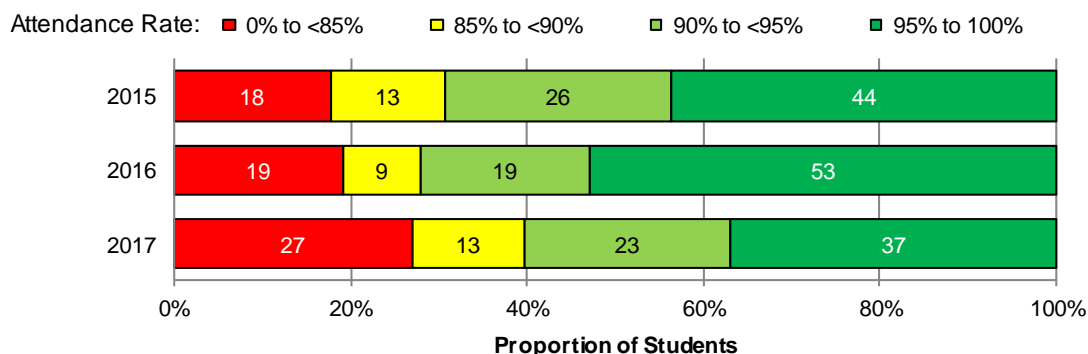
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	93%	91%	91%	90%	90%	94%						
2016	92%	93%	90%	93%	91%	93%	89%						
2017	89%	89%	87%	88%	91%	88%	93%						

*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:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

The school has an attendance officer who will call on a daily basis any child that is not present at school. If there is a continuation of unexplained attendance then

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 **Gladstone South State School**, 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.

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
South State School Website

Conclusion