



Gladstone West 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



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School Overview

First established in 1966 Gladstone West State School is a dynamic coeducational school committed to providing educational opportunities for every student to improve their learning and understanding every day. This year we celebrated 50 years of Gladstone West State School as it continues to recognise the significance of supportive learning environments so that students are happy and resourceful, able to meet challenges by confidently using their knowledge in productive and imaginative ways. Students at Gladstone West range from Prep to Year 6, with many families associated with the school across generations of learners. The traditions of community and service are integral to the school's culture – the motto "Assist Others" is modelled throughout the school. At Gladstone West current curriculum programs reflect the Australian Curriculum. The use of information and communication technology is incorporated in all teaching and learning programs and the school is well resourced with computers, tablets, interactive whiteboards, digital and video cameras. Korean is the Language Other Than English offered to students in Years 5 and 6. The gifts and talents of students are encouraged and celebrated across academic opportunities as well as in a range of cultural and sporting events. Gladstone West offers instrumental and strings musical programs, and competes in musical, dramatic, choral and speech sections of the Gladstone Eisteddfod. Students in the senior sector of the school participate in a variety of sporting competitions and carnivals in sports such as netball, touch football, volley-ball, soccer and rugby league as well as track and field athletic events. Gladstone West State School also offers a Special Education Program (SEP) that facilitates the integration of students with disabilities into main-stream learning situations. As well as catering for the specific needs of students with disabilities, the SEP provides support for parents and families. The school enjoys the support of a committed and enthusiastic Parents and Citizens Association that works tirelessly to progress the school and enhance educational outcomes for students. Facilities at the school are well maintained providing educational amenity and a positive environment which encourages learning and fosters student engagement. Facilities have been further enhanced under the Building Education Revolution program with the addition of a modern Resource Centre that includes two computer labs and alternative teaching spaces, and a Covered Multi-Purpose Sports Area.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

2016 Priority	GWSS Strategic Plan	Action
1. Alignment of Curriculum-Assessment-Reporting for West Kids P-6 Implemented	<ul style="list-style-type: none"> ★ Capability: Supporting and developing great people ★ Successful learners: Creative thinkers shaped by inspiring and challenging experiences; Teachers understand the teaching and learning sequences that align and sharpen the explicit curriculum 	<p>Model, coach, supervise and give feedback to support the alignment of curriculum, assessment and reporting.</p> <p>Strengthen the collegial culture of the school.</p>
2. West Kids P-6 literate in all learning contexts and experiences Implemented		
3. West Kids P-6 Behaving Responsibly In Progress	<ul style="list-style-type: none"> ★ High standards: Performance information focused on improving services and outcomes 	Teaching engages students P-6 using a variety of teaching strategies aligned to the demands of the explicit curriculum, higher order thinking experiences and national achievement standards
4. West Kids P-6 Attending In Progress	<ul style="list-style-type: none"> ★ Schooling: Teachers employing high quality, evidenced-based teaching practices ★ Collaboration; Empowered staff working together to deliver high quality customer outcomes ★ High standards, Engaged partners: Ensure a safe and disciplined 	

		Students access quality assessment processes with the data analysed to inform, monitor and track students P-6
		Staff, students and parents understand the expectations of their school and their responsibilities as members of the school community
		Develop and implement data collection tools in planned and consistent approach ensuring teachers have capacity and confidence to track performance
		Develop school-wide processes for consistency of practice
		Teachers create safe and productive learning environments identifying and using 'Essential Skills for Classroom Management' and predicting, assessing and responding to escalated behaviours.
		Priority focus areas and innovations relating to the School Wide Positive Behaviour for Students process is based on data recorded in OneSchool
		Promote 'everyday counts' by recognizing positive attendance data

Future Outlook

School Improvement Priorities 2017

Strategy – Student Writing Goals	
Actions	Targets
Student writing goals set	100% of students have individualised goal(s)
Students self and peer edit using Effective Feedback Labels.	100% of students using Effective Feedback Labels linked to their goals to edit own and peer work
Teacher feedback is specific – linked to goal labels and writing action plans.	100% of teachers provide written feedback on student writing
Build capacity in teacher feedback and student writing goals through classroom observation/ feedback	100% of teachers receive verbal and written feedback
Strategy – Teacher Data Literacy (Writing)	
Actions	Targets
Writing Action Plan	100% of teachers have writing Action Plan for their class
Build capacity in teacher feedback and student writing goals through classroom observation/ feedback	100% of teachers receive verbal and written feedback
Moderation – teachers pre-moderate writing assessment to identify features of an A standard and C standard prior to teaching a unit of work.	100% of cohorts meet to pre-moderate C2C written assessment tasks

Strategy - Review and alignment of roles and responsibilities

Actions	Targets
Clarify role accountability – develop list of responsibilities for leadership team member.	100% of leadership roles clearly defined and shared with all staff
Review through fortnightly 1 on 1 meetings	100% of leadership team
Organic review through CAP meetings	100% of leadership team

Strategy - High Performing Teams workshop

Actions	Targets
Attend 5 day training workshop	100% of leadership team attend each day of workshop training

Strategy – Quality Student Bookwork

Actions	Targets
Review bookwork policy and make expectations explicit to class teachers and teacher aides.	100% of teachers/ TAs know expectations for student bookwork
Teachers receive feedback on their application of the Bookwork Policy to build high expectations through classroom walkthroughs	100% of teachers receive written feedback about student bookwork

Strategy- Student Engagement Attendance

Actions	Targets
Leadership Team members to focus on those students in their Cohort targeting students <85%	<85%- 0% of students below

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	716	360	356	67	93%
2015*	686	345	341	74	93%
2016	667	321	346	69	92%

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

Overview

The student population of Gladstone West State School reflects the diversity of the wider community. 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. Our school community, as a whole, represents over 40 different countries.

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.

While our student body is a cohesive and inclusive community – its various elements tend to reflect a “10 percent” characteristic.

- Approximately 10% of our student population celebrate a language background other than English. Some students are involved in learning English language through our English as an Alternative Language/Dialect program.
- The number of aboriginal and Torres Strait Islander students enrolled at Gladstone West State School, trends towards 10%.
- Students with disabilities, who are catered for through our Special Education Program, undertaking differentiated learning experiences in their general classrooms and the Special Education Unit, also make up 10% of the student population.
- Students who are operating 1 year or more above or below their year level have their specific learning needs supported through Individual Curriculum Plans. This cohort of students is also approximately 10% of the total enrolment of the school.

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 'West, 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	2014	2015*	2016
Prep – Year 3	22	23	23
Year 4 – Year 7	27	23	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

Quality teaching and learning at Gladstone West State School is based on these beliefs:

- All students can learn.
- Every child has a right to a high quality education.
- Teachers provide engaging and rigorous learning experiences for all students.
- A safe and stimulating environment is integral to enabling students to explore and build on their talents and achieve relevant learning outcomes.
- For students with disability and additional learning needs, reasonable adjustments should be made where required.

Collaborative practice and curriculum planning is undertaken to ensure:

- Collaborative planning focuses on goals, strategies, learning needs and strengths, and achievement.
- Planning is clear, timely and transparent for everyone involved and is aligned to the Australian Curriculum

Assessment and evaluation of student performance is part of the curriculum-assessment-reporting processes at Gladstone West State School so that:

- Assessments are relevant and aligned to the Australian Curriculum, incorporate a range of age-appropriate tasks, and are supported by a variety of resources and learning materials
- Monitoring and review process are aligned to a school-wide timeframe.
- Moderation practices are undertaken each term and student work samples are analysed in terms of evidence of performance below, at or above the standards described in the Australian Curriculum.

Co-curricular Activities

Our distinctive curriculum offerings

- Oral Language: Classes from Prep to Year 4 engage in an Oral Language Program each week. Students work on developing their oral vocab, analysing 'sound' structures and investigating how variations in pitch and tone influence meaning. At Gladstone West State School we believe that building vocabulary enhances reading and comprehension and that deep knowledge of phonics and letter-sound combinations assist with spelling and writing.
- Sporty Schools: Year 3 and Year 4 classes engage in skill acquisition programs related to specific sports. The students have developed their skills in tennis, basketball, hockey and volleyball. Sporty Schools is a nationally funded program designed to promote participation in and enjoyment of a range of sports.

Extra curricula activities

- Cheer Leading: Prep – Year 2 and Year 3 – Year 6 cheer leading squads undertake an extensive program of routines and competitions. The senior squad, competing in the National Championships for the first time, placed fourth in 2014.
- Interschool Sports Competitions: each term students in Years 4 – 6 participate in a variety of Twilight and Championship Carnivals in netball, volleyball, soccer (boys' and girls' teams), Australian Rules Football, softball and rugby league
- Extended Learning Programs: A range of learning experiences designed to extend thinking, challenge and application of knowledge and skills in mathematics, English, science, dance and technology. The program is offered across all local primary schools.

How Information and Communication Technologies are used to Assist Learning

Access to ICT is offered in different contexts across the school. There are two computer labs, both with over 25 desktop machines, available to all classes.

In each class, computers are available for student use and teachers ensure that digital skills are taught, but also that digital technologies are an integral part of all learning experiences.

Laptops and charging stations have been provided for senior primary classes and wireless internet capability is being steadily provisioned across the school. This enables ICT tools to be accessed beyond the classroom, adding flexibility to learning spaces and contexts.

iPads have been provided for general access across the school, teachers borrowing sets of these devices as required to support class based activities.

All teachers are provided with iPads to support their professional activities including creating still and video images to record student achievement, access specific learning support tools and connect with alternative communication tools. Further 30 iPads have been provided for individual student use, to support those students who are working towards learning goals identified in Individual Learning Plans.

Social Climate

Overview

The interactions between students, between teachers and students and between parents/caregivers and staff members are guided by Gladstone West State School's three behaviour expectations. These are expressed as 'I am Safe', 'I am Responsible' and 'I am Respectful'.

Throughout the school, posters of positive behaviour models are clearly displayed. In every class, students work with their teachers to develop guidelines for demonstrating safe, responsible and respectful behaviour. Weekly behaviour focuses, provide further examples of positive behaviour – and the whole school community supports the wide ranging recognition of the students' success implementing these actions.

Communication between teachers and the parents/caregivers of the students in their care is highly valued. The partnership between home and school is significant and contributes to the positive outcomes for all students. Teachers share their expectations of student learning, identifying explicit goals and strategies for supporting continuous improvement. Our parents/caregivers are confident in the professional commitment of all staff.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	90%	91%	97%
this is a good school (S2035)	91%	84%	97%
their child likes being at this school* (S2001)	93%	97%	99%
their child feels safe at this school* (S2002)	95%	97%	96%
their child's learning needs are being met at this school* (S2003)	86%	84%	90%
their child is making good progress at this school* (S2004)	86%	88%	90%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	84%	90%
teachers at this school motivate their child to learn* (S2007)	90%	84%	96%
teachers at this school treat students fairly* (S2008)	91%	84%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	97%
this school works with them to support their child's learning* (S2010)	89%	94%	93%
this school takes parents' opinions seriously* (S2011)	86%	76%	86%
student behaviour is well managed at this school* (S2012)	84%	79%	71%
this school looks for ways to improve* (S2013)	93%	84%	90%
this school is well maintained* (S2014)	98%	97%	95%

Student opinion survey

Performance measure	2014	2015	2016
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	95%	94%	94%
they like being at their school* (S2036)	93%	97%	92%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they feel safe at their school* (S2037)	98%	95%	91%
their teachers motivate them to learn* (S2038)	95%	94%	91%
their teachers expect them to do their best* (S2039)	98%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	95%	92%	89%
teachers treat students fairly at their school* (S2041)	91%	94%	83%
they can talk to their teachers about their concerns* (S2042)	87%	90%	81%
their school takes students' opinions seriously* (S2043)	95%	94%	89%
student behaviour is well managed at their school* (S2044)	78%	89%	81%
their school looks for ways to improve* (S2045)	98%	97%	94%
their school is well maintained* (S2046)	97%	95%	90%
their school gives them opportunities to do interesting things* (S2047)	95%	96%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	87%	86%	79%
they feel that their school is a safe place in which to work (S2070)	95%	93%	81%
they receive useful feedback about their work at their school (S2071)	79%	85%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	73%	74%
students are encouraged to do their best at their school (S2072)	97%	95%	95%
students are treated fairly at their school (S2073)	92%	88%	74%
student behaviour is well managed at their school (S2074)	65%	63%	56%
staff are well supported at their school (S2075)	74%	68%	74%
their school takes staff opinions seriously (S2076)	73%	67%	74%
their school looks for ways to improve (S2077)	92%	83%	86%
their school is well maintained (S2078)	95%	95%	79%
their school gives them opportunities to do interesting things (S2079)	86%	86%	79%

* 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 Family Fun Night and 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

During the development of the school's 2016-2019 Strategic Plan, parent involvement was characterised by survey to, for example prioritise a range of teaching and learning focuses.

1. Students will have multiple opportunities to apply their literacy and numeracy skills to real-life / life-like situations
2. Students are provided with a range of opportunities to show what they know and can do
3. Students value what they are learning
4. Students are active and engaged participants in their learning
5. Students know what they need to do to improve their learning
6. Students are provided with work at their level
7. Students' goals target the next steps in their literacy and numeracy learning
8. Regular tracking and monitoring of student progress against the Australian Curriculum

Respectful relationships programs

Through our PBL Positive Behaviour For Learning program in conjunction with our YCDI You Can Do It program we encourage positive and respectful relationships. This is done through our weekly half hour behavior lesson which all classes in Prep –Year 6 partake in.

The school has developed and implemented a program or programs that focus on appropriate, respectful 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	48	41	45
Long Suspensions – 6 to 20 days	0	1	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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	256,475	99,287
2014-2015	258,450	11,993
2015-2016		5,875

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

GO

Sector:

Government

Non-government

SEARCH

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	46	30	0
Full-time Equivalents	44	20	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	44
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 2016 were \$ 32 000
The major professional development initiatives are as follows:

- High Expectations Relationships: Stronger Smarter Institute
- English as a Another Language/Dialect; Bandscaling
- Individual Curriculum Plans
- Writing: Seven Steps of Writing
- Classroom Behaviour profiling
- Data know our students
- Positive Behaviour for learning

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.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 71% 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).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	90%	88%

*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%.

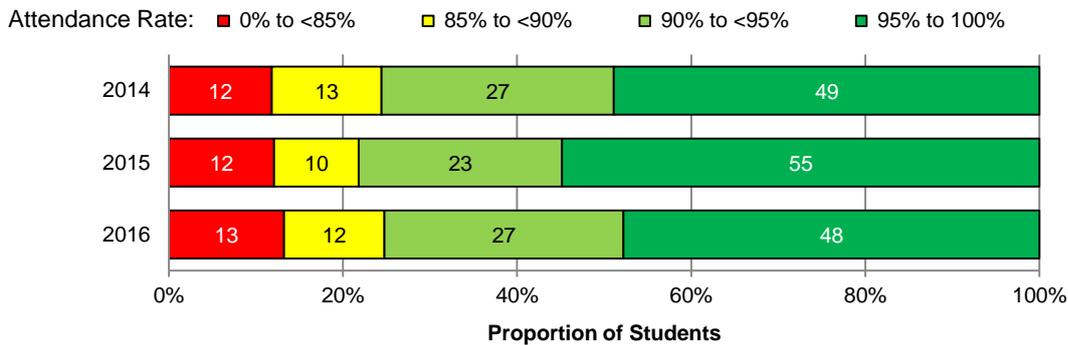
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	92%	91%	93%	94%	92%	91%					
2015	92%	94%	95%	93%	93%	93%	95%						
2016	92%	91%	93%	95%	92%	91%	92%						

*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 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.

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

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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.

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