Gladstone West State School

ANNUAL REPORT
2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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Contact Information

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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. Gladstone West State School recognises 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 7, 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 in English, mathematics, science and history with geography introduced in 2014. 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. Japanese is the Language Other Than English offered to students in Years 5 and 6. Gladstone West State School participates in Lego, Robotics and STEM Challenges. 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

🟢 Completed   🟠 Not Completed   🔴 Not on Track

School Progress towards its goals in 2017

Strategy – Student Writing Goals	
Actions	**Progress**
Student writing goals set – using NAPLAN Writing Guide & CQ3S tool to individualise P-1- Literacy Continuum 2-6- NAPLAN CQ3s	🟢 🟢 🟢
Students self and peer edit using Effective Feedback Labels.	🟢
Teacher feedback is specific – linked to goal labels and writing action plans.	🟢
Build capacity in teacher feedback and student writing goals through classroom observation/ feedback	🟢

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Strategy – Teacher Data Literacy (Writing)	
Actions	
Action Plan developed for classes using CQ3S goals	🟢
Mighty Minds Term 3 used to provide diagnostic feedback about consistent application of NAPLAN Writing Guide	🟢
Literacy Continuum and Feedback	🟢
Build capacity in teacher feedback and student writing goals through classroom observation/ feedback	🟢
Moderation – teachers pre-moderate writing assessment to identify features of an A standard and C standard prior to teaching a unit of work.	🟢
Strategy – Attendance	
Actions	
Leadership Team members to focus on those students in their Cohort targeting students <85%	🟢

Future Outlook

Problem of practice

How do we successfully lift students' writing capabilities to year level expectations and beyond by focusing on improving A-E data in the curriculum through building teacher capability?

Targets

Targets for Writing- Prep-year 6 -80% or more of students receiving A-C.

NAPLAN- Year3- Writing- NMS- 95% and U2B-40%

      Year 5- Writing- NMS- 95% and U2B- 25%

Strategy-Mental Health and Wellbeing	
Actions	**Targets**
Mental Health and Wellbeing Committee to create a Framework	**Term 3 2018**
Create action plan for Staff	**Term 2 2018**

Strategy- Positive Behaviour for Learning	
Actions	**Targets**
PBL team to work on whole school processes and culture to improve students' behaviour	100% of staff, parents and students engaged. Reduction in SDA data Improve staff SOS indicator S2074 to >84.3%.

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	Maintain or increase parent SOS item S2012 ie 94.5%.
	Maintain or increase student SOS item S2044 ie 93.8%.
Review and embed GWSS Responsible Behaviour Plan.	RBP updated.
	100% staff enacting plan.
	SOS targets as above

Strategy- Student Engagement & Attendance	
Actions	**Targets**
Review attendance policy and develop school wide process.	Policy reviewed and whole school processes embedded.
	Overall: 94%
	<85%: <10%
Leadership Team members to focus on decreasing % of students in their cohort with <85% attendance.	<85% - 0%

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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	686	345	341	74	93%
2016	667	321	346	69	92%
2017	647	309	338	91	91%

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 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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	22
Year 4 – Year 6	23	25	23
Year 7 – Year 10			
Year 11 – Year 12			

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.
- 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.

Social Climate

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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			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	91%	97%	98%
this is a good school (S2035)	84%	97%	97%
their child likes being at this school* (S2001)	97%	99%	100%
their child feels safe at this school* (S2002)	97%	96%	97%
their child's learning needs are being met at this school* (S2003)	84%	90%	95%
their child is making good progress at this school* (S2004)	88%	90%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	90%	95%
teachers at this school motivate their child to learn* (S2007)	84%	96%	96%
teachers at this school treat students fairly* (S2008)	84%	94%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
this school works with them to support their child's learning* (S2010)	94%	93%	97%
this school takes parents' opinions seriously* (S2011)	76%	86%	95%
student behaviour is well managed at this school* (S2012)	79%	71%	95%
this school looks for ways to improve* (S2013)	84%	90%	96%
this school is well maintained* (S2014)	97%	95%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	94%	100%
they like being at their school* (S2036)	97%	92%	99%
they feel safe at their school* (S2037)	95%	91%	99%
their teachers motivate them to learn* (S2038)	94%	91%	100%
their teachers expect them to do their best* (S2039)	99%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	89%	100%
teachers treat students fairly at their school* (S2041)	94%	83%	99%
they can talk to their teachers about their concerns* (S2042)	90%	81%	100%

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Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
their school takes students' opinions seriously* (S2043)	94%	89%	100%
student behaviour is well managed at their school* (S2044)	89%	81%	94%
their school looks for ways to improve* (S2045)	97%	94%	99%
their school is well maintained* (S2046)	95%	90%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	90%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	86%	79%	96%
they feel that their school is a safe place in which to work (S2070)	93%	81%	94%
they receive useful feedback about their work at their school (S2071)	85%	76%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	74%	84%
students are encouraged to do their best at their school (S2072)	95%	95%	98%
students are treated fairly at their school (S2073)	88%	74%	94%
student behaviour is well managed at their school (S2074)	63%	56%	84%
staff are well supported at their school (S2075)	68%	74%	80%
their school takes staff opinions seriously (S2076)	67%	74%	86%
their school looks for ways to improve (S2077)	83%	86%	90%
their school is well maintained (S2078)	95%	79%	92%
their school gives them opportunities to do interesting things (S2079)	86%	79%	84%

* 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
- Reading groups

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.

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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, 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	41	45	45
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Our school prides itself with minimising our schools environmental foot print. Our student leaders have a recycling program with paper recycling bins collected every Friday. We have a no Air-Conditioning in Term 2 of every year to reduce electricity consumption and turn off lights if no one is utilising the classroom.. We also have watering of grounds on a minimal time each week.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	258,450	11,993
2015-2016		5,875
2016-2017	108,421	4,223

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.**

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Find a school

School name   **GO**

Suburb, town or postcode

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	46	31	<5
Full-time Equivalents	43	20	<5

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.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $43,000

The major professional development initiatives are as follows:

- High Expectations Relationships: Stronger Smarter Institute
- English as a Another Language/Dialect; Bandscaling
- Individual Curriculum Plans
- High Performing School- Pete Stebbins
- Coaching Growth Model
- Writing: Seven Steps of Writing
- Classroom Behaviour profiling
- Data know our students
- Positive Behaviour for learning
- Beginning Mentoring Teachers Program

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.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% 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).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	88%	90%

*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%.

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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%	94%	95%	93%	93%	93%	95%						
2016	92%	91%	93%	95%	92%	91%	92%						
2017	93%	94%	92%	93%	94%	93%	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:
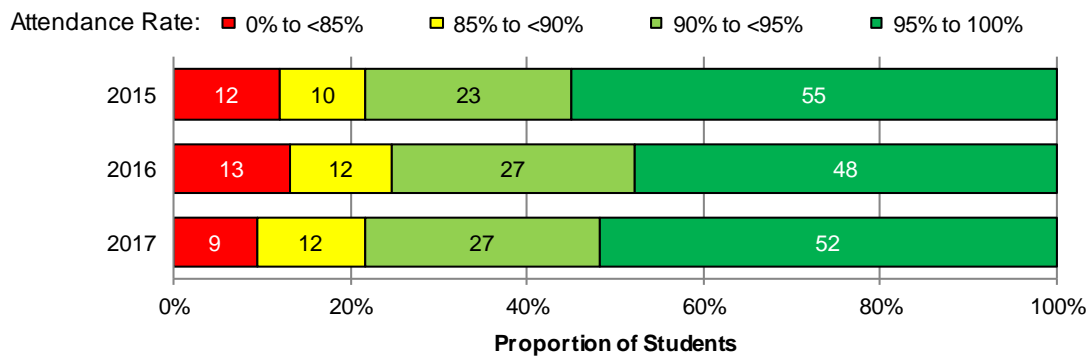
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

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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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Find a school

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 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.

Conclusion

Gladstone West State School has seen a change of Principal in June/July 2016. The school has shown improvements in its Positive Behaviour for Learning. The school leadership team continues to strive to achieve greater results using the High Performing Teams model.