Gladstone West State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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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 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 with full implementation by 2020. 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 many extracurricuar activities, such as Lego League, Early Entrepuer Program, Robo Gals, QVSA, and other extended learning programs with other schools and the CQU. 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.

School progress towards its goals in 2018

● Completed	● Not Completed	● Not on Track

School Progress towards its goals in 2017

Strategy – Systematic Curriculum Delivery	
Actions	**Progress**
Every unit of English work identifies the writing demands of the assessment task paying particular attention to the problem of practice identified in the Professional learning Community (PLC)	●
Strategy – Effective Pedagogical Practices	
Actions	

Signature teaching writing strategies are implemented- Specific writing goals, feedback on writing goals all staff regularly using action plans and writing goals to focus on student needs and improvement.	🟢
Create a systematic approach to collaborative inquiry-based professional learning, coaching, mentoring and feedback, to improve teaching practices.	🟢
Models for engaging students in writing cohesive texts successfully are selected eg Gladstone West SS writing Policy- Gradual release of responsibility, Modelled shared, Guided, collaborative learning, High expectations, Targeting teaching.	🟢
Strategy – Expert Teaching Team	
Actions	
Identify the expert teachers in writing'/expert teachers and curriculum leaders mentoring and coaching other staff	🟢
Regular feedback is provided to teachers on their teaching of writing using the agreed writing instruction approaches from our school policy and Pedagogical Framework.	🟢

Strategy-Mental Health and Wellbeing	
Actions	**Progress**
Mental Health and Wellbeing Committee to create a Framework	🟢
Create action plan for Staff	🟢

Strategy- Positive Behaviour for Learning	
Actions	**Progress**
PBL team to work on whole school processes and culture to improve students' behaviour	🟢
Review and embed GWSS Responsible Behaviour Plan.	🟢

Strategy- Student Engagement & Attendance	
Actions	**Progress**
Review attendance policy and develop school wide process.	🟢
Leadership Team members to focus on decreasing % of students in their cohort with <85% attendance.	🟢

Future Outlook

In 2019, Gladstone West State School will move its focus from Writing and emulating this in the domain of Reading. The school will still be focusing on the imperatives of Systematic Curriculum Delivery. Effective Pedagogical practices and Expert teaching teams.

Problem of practice

How do we build teacher capability to successfully lift students' reading capabilities to year level expectations and beyond, by using improved A-E Curriculum expectations?

Targets for English- Prep-Year 6 -80% or more of students receiving C.

Prep-Year 6- 50% or more of students receiving A/B

NAPLAN- Year3- Reading- NMS- 90% and U2B-25%

Year 5- Reading- NMS- 90% and U2B- 25%

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	667	647	640
Girls	321	309	307
Boys	346	338	333
Indigenous	69	91	86
Enrolment continuity (Feb. – Nov.)	92%	91%	92%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	22
Year 4 – Year 6	25	23	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	98%	91%
• this is a good school (S2035)	97%	97%	91%
• their child likes being at this school* (S2001)	99%	100%	96%
• their child feels safe at this school* (S2002)	96%	97%	91%
• their child's learning needs are being met at this school* (S2003)	90%	95%	95%
• their child is making good progress at this school* (S2004)	90%	93%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	98%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	95%	96%
• teachers at this school motivate their child to learn* (S2007)	96%	96%	93%
• teachers at this school treat students fairly* (S2008)	94%	95%	83%
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	96%
• this school works with them to support their child's learning* (S2010)	93%	97%	87%
• this school takes parents' opinions seriously* (S2011)	86%	95%	85%
• student behaviour is well managed at this school* (S2012)	71%	95%	83%
• this school looks for ways to improve* (S2013)	90%	96%	88%
• this school is well maintained* (S2014)	95%	96%	91%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	100%	100%
• they like being at their school* (S2036)	92%	99%	99%
• they feel safe at their school* (S2037)	91%	99%	97%
• their teachers motivate them to learn* (S2038)	91%	100%	99%
• their teachers expect them to do their best* (S2039)	97%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	100%	100%
• teachers treat students fairly at their school* (S2041)	83%	99%	97%
• they can talk to their teachers about their concerns* (S2042)	81%	100%	100%
• their school takes students' opinions seriously* (S2043)	89%	100%	97%
• student behaviour is well managed at their school* (S2044)	81%	94%	99%
• their school looks for ways to improve* (S2045)	94%	99%	100%
• their school is well maintained* (S2046)	90%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	90%	100%	99%

Percentage of students who agree# that:	2016	2017	2018

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	79%	96%	100%
• they feel that their school is a safe place in which to work (S2070)	81%	94%	100%
• they receive useful feedback about their work at their school (S2071)	76%	75%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	74%	84%	89%
• students are encouraged to do their best at their school (S2072)	95%	98%	100%
• students are treated fairly at their school (S2073)	74%	94%	98%
• student behaviour is well managed at their school (S2074)	56%	84%	98%
• staff are well supported at their school (S2075)	74%	80%	96%
• their school takes staff opinions seriously (S2076)	74%	86%	96%
• their school looks for ways to improve (S2077)	86%	90%	98%
• their school is well maintained (S2078)	79%	92%	98%
• their school gives them opportunities to do interesting things (S2079)	79%	84%	96%

* 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.

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 education 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 that 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	45	45	50
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Our school prides itself with minimising our schools environmental footprint. 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		108,421	273,068
Water (kL)	5,875	4,223	8,054

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the _My School_ link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	47	36	<5
Full-time equivalents	45	24	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	0
Bachelor degree	45
Diploma	0
Certificate	0

*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 2018 were $68,000
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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	93%
Attendance rate for Indigenous** students at this school	88%	90%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

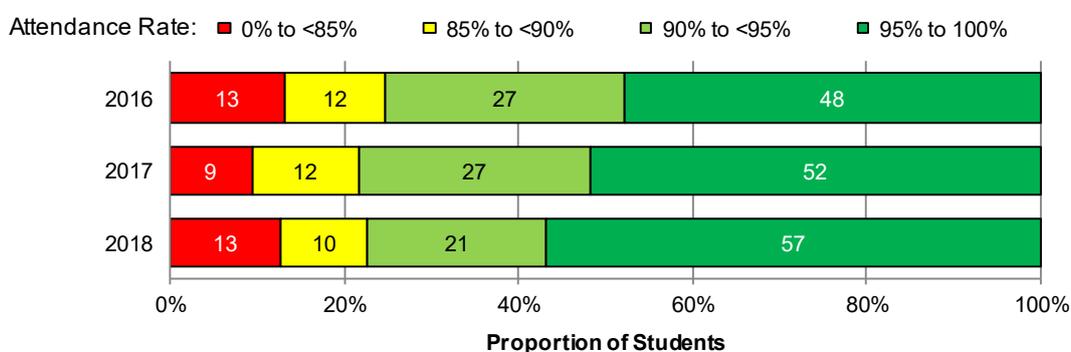Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	93%	94%	Year 7			
Year 1	91%	94%	93%	Year 8			
Year 2	93%	92%	93%	Year 9			
Year 3	95%	93%	92%	Year 10			
Year 4	92%	94%	93%	Year 11			
Year 5	91%	93%	93%	Year 12			
Year 6	92%	92%	92%				

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	13	12	27	48
2017	9	12	27	52
2018	13	10	21	57

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

When student does not attend Gladstone West State School uses SMS service to parents or carers. If absenteeism is explained then this is noted on One School in the roll marking.

Every week letters sent home to families for unexplained absenteeism.

Rolls are marked twice a day -1. 9:00am and other at 1:30pm.

Etters are ent home to parents/carers, every 5 weeks indicating their child's attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.