Introduction

The purpose of this report is to provide information to the school and community about the school in general: its curriculum, students, staff, the progress in the goals we set for ourselves and what we as a community hope to achieve in the future. Families who are unable to access this report via the internet are able to request a copy of the report and one will be provided.

School progress towards its goals in 2011

1. Student Attainment and Curriculum
   - Continued progress in student attainment into higher bands in both Maths and English through engagement with AAMT – You Can Count On It! and YuMi Deadly Maths and Lexia programs.
   - Focus on Science – curriculum delivery and student attainment
   - Alignment of Curriculum with Australian Curriculum

2. Staff Development
   - Teaching staff to have achieved ICT Certificates
   - Use of current technologies in the delivery of curriculum
   - Engagement in 3 year Numeracy project with Australian Association of Mathematics – Maths You Can Count On It!
   - Developed staff skills in using data to improve their teaching and student learning outcomes.

3. School Image
   - Maintained school positive image in the local media and community around cultural, sporting and community participation and active citizenship
   - Raise school image around student academic performance and achievement

4. Physical Work Environment and School Operations
   - Use of school facilities for community activities – new Hall
   - Maintain school operations use of current technologies such as One Portal for one stop information site for all school activities, procedures, etc
Future outlook

Our priorities for 2012 lie within the Focus Schools Next Steps initiative which underpins our Annual Implementation Plan – quality teaching and learning, every day, every classroom, every child. The Focus Schools Next Steps initiative provides Gladstone South with funding in excess of $200,000 over 2 year to support the improvement of the outcomes of indigenous students.

A major focus will be placed on teacher professional support and development, data analysis to drive teaching and learning and explicit teaching of curriculum concepts. A STLaN – Literacy and Numeracy will be employed to support teachers within the classroom through modelling exemplary teaching practices, observing and providing feedback and support in planning. The STLaN will support teachers in the gathering, analysis and application of data in the classrooms to inform teaching and learning.

The key focus areas of this initiative will be:

- Reading
- Number
- Differentiation
- School Wide Positive Behaviour Support (SWPBS)
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>306</td>
<td>153</td>
<td>153</td>
<td>87%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The student population of Gladstone South is a diverse representation of socio economic and cultural backgrounds. Currently, students attend Gladstone South from both within and outside the catchment areas. Students are representative of professional, semi-professional, skilled and unskilled members of the community. Some families are reliant on social security. A significant proportion (about 17%) of students are from Aboriginal and Torres Strait Islander backgrounds. ESL students make up 9% of our student population.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.1</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.4</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24.1</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>12</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Additional literacy development through the introduction of Lexia, a computer based program which progresses students through various levels of learning

The state Showcase Award winning program “Come and Read with Me” program which involves a Reading Exchange Program for Students with Disabilities and the Hibiscus Gardens Retirement Village.

Music for Munchkins is a unique program that is planned and organized by the students with disabilities. The students assist with implementation of the program, support the parents during the program and collect and count the finances. The program caters for children from 0-4 years developing cognitive and language skills

Gifted program incorporating school, cluster and district initiatives as well as participation in university competitions.

Strong ties with our feeder schools and the transition of students from one site to another

Values Education and Personal Development programs for students to embed South SMART values within the school community

Cultural program in Year 5 that utilize local elders in the delivery of Studies of Society and the Environment

Kids Hope – this is a program to support students with social needs by providing community members as mentors. The mentors meet with the students weekly.

Extra curricula activities

Instrumental Music in Strings, Brass, Woodwind and Percussion

School Choir that performs at various community and school events

Interschool netball, Soccer and Football teams that compete in local sporting events

Eisteddfod performances of instrumental, singing and verse

Special library days and celebrations that provide a literary focus for the school

Participation in community events such as NAIDOC week celebrations, Multicultural Fair and Mayor’s Christmas Carols

Environmental Education through involvement in the Reef Guardianship and Green and Healthy Programs

How Information and Communication Technologies are used to assist learning

Each classroom has a small bank of computers which students can access to support their learning. The school also has a Technology lab with a bank of 30 computers for classes to access as part of the ICT learning programs

Computers are used to support work undertaken in classrooms as well as individual learning programs such as Ollie Up, Lexia, Maths Made Easy, Investigating Science and Encarta. Each of these programs are an aide to enhancing student performance

Staff and students have ready access to a wide range of state of the art technology hardware and software including:

Interactive whiteboards

Digital cameras and video cameras

Technology Lab

Banks of computers with internet access in classrooms

Email and internet access

Blogs

Curriculum integration of a range of software applications including Learning Objects

Parent satisfaction with computer technology and opportunity for students to use internet based learning was higher than State and Like schools.

Student satisfaction with use of computer technology was lower than State and Like schools but satisfaction for online learning environments was higher than both State and Like schools.

Teacher satisfaction with access to appropriate Information and Communication Technology (ICT) was below State and Like schools, however satisfaction with maintenance of ICTs was higher than State and Like schools.
Our school at a glance

Social climate

A major focus for the school over the last five years has been to improve the social climate of the school. A number of initiatives have been introduced to support the pastoral care of students, their welfare and feeling safe at school.

These include:

A school chaplain who works at the school three days per week. The chaplain also works two days at a feeder high school which assists with the transition to high school.

School involvement in the School Wide Positive Behaviour Support (SWPBS) program. This led to the development of South SMART and a consistent targeted approach to behaviour management across the school. Each week students are recognised as our South SMART Ambassadors of the Week on parade and a badge and certificate are presented.

SWPBS led to the development of South SMART bullying strategy STAMP. S – Stay away, T – Tell someone, A – Always help, M – Make friends, P – Play nicely

Bully Prevention Programs – You Can Do It! Is a major theme that is implemented across the school focusing on the keys to success.

The school has a leadership positions at a whole of school and class level to develop the qualities of leadership in Prep to Year 7.

Working Together – Towards a Brighter Future is an initiative to enhance the wellbeing and learning outcomes of our Aboriginal and Torres Strait Islander students, parents and community members. This has seen the school adopt three elders from the Indigenous community. These elders have a strong and active role in school life.

Come Read with Me is an innovative program that invests in the early development of students with disabilities. The major initiative is the involvement of Senior Citizen volunteers from the Hibiscus Gardens Hostel. They contribute their wisdom and life experience to develop students reading, oral language, social and life skills.

Music for Munchkins is a unique program offering music program to develop cognitive and language in young children from 0 to 4 years.

Parents are satisfied how happy, safe and fairly students are treated at school.

Parent, student and teacher satisfaction with the school

Overall, parent satisfaction with the school in all areas was similar to State and Like schools. Parents’ satisfaction was significantly higher than State and Like school in the areas of how well their child works, computer technology, opportunity to use internet based resources, development of literacy skills, the child is happy to go to this school, and with opportunities to discuss their child’s progress.

Student satisfaction with most aspects of the school were similar to State and Like school.

Staff satisfaction was similar to State and slightly below Like schools.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>63%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>72%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child’s education

As a school, we value and encourage the important partnerships between parents, the community and the school. The school provides regular communication through newsletters, website, school assemblies, parent information session and parent teacher interviews offered twice a year. The school invites parents to many events such as Sports Day, Christmas Carols, Fete Night, Australia’s Biggest morning tea, Education Week, special performances, school excursions. Parents are also invited to participate in school decision making in the development of the School Operational Plan. The school has a small but dedicated P&C group who work extremely hard for the school. The indigenous community are invited to participate in the Wundumana Parent and Community group.

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Reducing the school’s environmental footprint

In 2011, there was continued emphasis on recycling with classrooms being more diligent in management of waste. The School Environmental Management Plan was written.

Solar panels were installed in 2010, but the use of electricity needs to be monitored more closely with quite an increase in usage.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>204,942</td>
<td>8,328</td>
</tr>
<tr>
<td>2010</td>
<td>157,964</td>
<td>10,192</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>30%</td>
<td>-18%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>32</td>
<td>24</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>24</td>
<td>14</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>21</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>10</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $22,285.34.

The major professional development initiatives are as follows:
- Reading initiatives
- National Curriculum
- Maths Make It Count
- Music
- Finance
- Autism
- E Learning
- Leadership

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

(The School information below is available on the My School web site. For parents / caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School web site)

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

Search by school name

Search by suburb, town or postcode

Sector
- Government
- Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>93%</td>
<td>93%</td>
<td>91%</td>
<td>90%</td>
<td>92%</td>
<td>89%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is marked twice daily at 9am and 2pm. Students who arrive late at school sign into the office to ensure their attendance is noted for accurate record keeping. The school investigates attendance data 3 times per week and prints out a report to give to the principal/HOC. When a student is away from school without explanation this is followed with a phone call. Extended absences where the child has been unwell are also followed up as the school has an interest in the welfare of the students.

All efforts are made to contact the parents. Parents are encouraged by the school to meet with the principal regarding any issues they or their child has in coming to school. Where necessary the school sends a letter to parents regarding Failure to Attend and may further report the matter as a Student Protection issue.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](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](image)

Where it says *‘Search by school name’*, type in the name of the school whose NAPLAN results you wish to view, and select <GO>".

Read and follow the instructions on the next screen; you will be asked to accept the *Terms of Use* and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

Indigenous Education Grants provided to schools must be invested in the relevant priority areas and initiatives, based on appropriate year levels and student need. There is to be a strong investment in the early years including programs to support literacy, numeracy and parent engagement.

Strategies at Gladstone South included PMAP oral language program, ELF program, Year 3 reading, Year 3 numeracy and attendance rate.

Students showed significant progress in individual programs and the Gap in Year 3 reading and numeracy was reduced (to the lowest it’s been for four years), however the writing gap increased to the largest it’s been for four years.

The attendance rate for Indigenous students was higher in Prep-Yr 3 compared to the Non-Indigenous and All attendance rates for 2011. In 2011 the Indigenous students’ attendance rate for across the whole school was higher than that of the Non-Indigenous students’ rate.