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	Contact Person	Bev Brandis

## Principal's foreword

## 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 hopes 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 2010

1. Student Attainment and Curriculum
  - a. Improvement in outcomes for individual students in both Literacy and Numeracy – Lexia; YuMi Deadly Maths, Maths 300 and Maths- Count On It!
  - b. Enhancement of curriculum and pedagogy through benchmarking and moderation through fortnightly curriculum conversations using data as the source of conversations (see Practices and Behaviours document)
  - c. Indigenous Education and embedding perspectives in the curriculum
  - d. Information and Communication Technologies used as a part of daily teaching and learning processes
2. Staff Development
  - a. Engagement in Performance planning including expectations and work focus, reaching an agreement around professional development and career development and performing and reviewing work in place for all staff. Establishment of teams to manage this.
  - b. Provision of opportunities for professional development and training to up skill staff is available to all staff
  - c. Support and develop the well being of all staff through the Creating Healthier Work Places policy
  - d. Induction program for all staff be clarified and fine tuned with a particular focus on new and beginning teachers.
3. School Image
  - a. Confirm a positive school image with students, staff, parents and the community – urgent review of declining enrolment.
  - b. TSR – undertake in 2010 and use it again as a process to celebrate progress
4. Physical Work Environment and School Operations
  - a. Improvement and maintenance of the physical work environment is consolidated through the BER process
  - b. Continue improvement and refining processes and systems in place around

school operations in areas of communication and procedures

#### Future outlook

##### School Strategic Priorities for 2011

###### 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

- All staff to have developing performance plan
- Teaching staff to have achieved ICT Certificate or Pedagogical licence
- 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!
- Develop staff skills in using data to improve their teaching and student learning outcomes.

###### 3. School Image

- Maintain 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
- Continue work around SWPBS

###### 4. Physical Work Environment and School Operations

- Use of school facilities for community activities – new Hall
- Building and use of BER facilities – upgraded Library and New Hall
- Maintain school operations use of current technologies such as One Portal for one stop information site for all school activities, procedures etc



## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
302	153	149	81%

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 20%) of students are from Aboriginal and Torres strait Islander backgrounds.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	21	100%	67%	33%	0%
Year 4 – Year 10	27	83%	67%	17%	17%
All Classes	24	92%	67%	25%	8%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	19
Long Suspensions - 6 to 20 days	5
Exclusions	0
Cancellations of Enrolment	0

### 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



## Our school at a glance

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

Strong music program with a heavy focus on singing and community performances of the School Choir.

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

Beam – this is a program for foster and kinship carers training them how to support literacy and numeracy in everyday life. It is about what can happen in everyday life to help children read, write, speak and learn about Maths.

### Extra curricula activities

Active Afternoon School Sports two afternoons a week for students from the school and local community. This involves a variety of activities including swimming, athletics, tennis and hockey. Gladstone South is the only school in the area to provide such a unique opportunity to enhance a variety of skills

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 side 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

## 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 day at a feeder high school which the 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



## Our school at a glance

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.

SWBPS 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. The level of satisfaction is similar to State and Like schools. Parents are also satisfied with the behaviour of students and how students are disciplined at Gladstone South at a level similar to State and Like schools.

## 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 above State and Like school in the areas of how well their child works, computer technology, variety of school activities, usefulness of learning, quality of teaching, encouragement and interest of teachers.

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

Staff satisfaction was similar to State and Like schools in all areas but two.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	87%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	93%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	80%

## 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, 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

In 2010, there was a much greater emphasis on recycling with classrooms being more diligent in management of waste.

Solar panels were installed during the year with the impact of these panels being expected to be evident during 2011

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity kWh	Water KL	Gas MJ
2010	\$62,437	\$29,507	\$6,148	\$5,435	\$9,474	\$0	\$11,873	157,964	10,192	0
2009	\$56,289	\$29,901	\$0	\$0	\$21,459	\$0	\$4,929	183,032	9,594	0
% change 2009 - 2010	11%	-1%	N/A	N/A	-56%	N/A	141%	-14%	6%	N/A

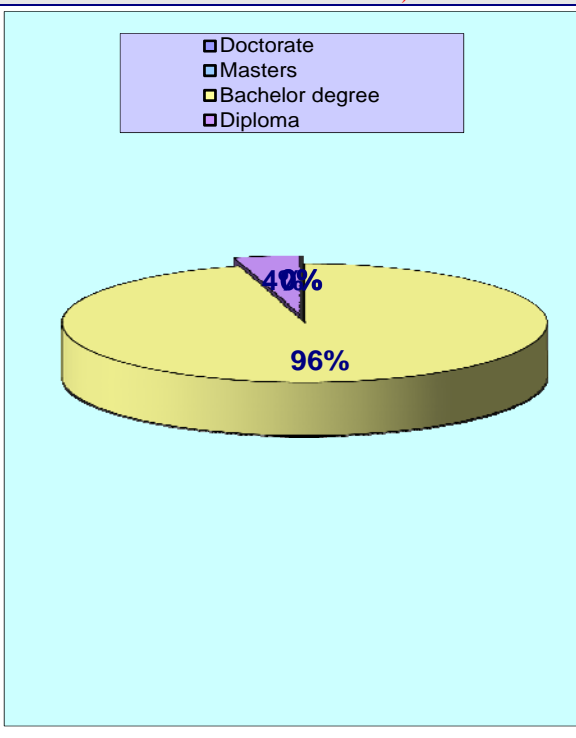
**Our staff profile**

**Staff composition, including Indigenous Staff**

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	30	23	<5
Full-time equivalents	23	13	<5

**Qualifications of all teachers.** Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on your records, enter the numbers for your school for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below examples only, not your school's actual figures. Education Queensland does not collect a teacher qualifications record on an annual basis).

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	22
Diploma	1
Certificate	0



**Expenditure on and teacher participation in professional development.**

The total funds expended on teacher professional development in 2010 was \$18 391 . *Schools*.

The major professional development initiatives are as follows:  
 Leadership  
 Maths – Making Sense of Maths  
 Speaking and Listening  
 E-learning  
 Library

Our staff profile

ADHD workshops First Aid Rehabilitation training  The involvement of the teaching staff in professional development activities during 2010 was 100 %.
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Average staff attendance	
For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.	

Proportion of staff retained from the previous school year.	
From the end of the previous school year, 88% of staff were retained by the school for the entire 2010 school year.	

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 90%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90%	90%	88%	91%	91%	90%	91%					

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 daily. 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.



Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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

GO

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 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 for 2010 at Gladstone South included PMAP oral language program, ELF program, Year 3 reading, Year 3 numeracy and attendance rate.

Although students showed significant progress in individual programs, the Gap in Year 3 reading and numeracy was greater in 2010 than previous years. The gap was comparable to the State gap, but wider than the regional gap.

Attendance rate of Indigenous Prep to year 3 students is comparable to the attendance rate of non Indigenous students. The attendance rate of Indigenous students in Prep was lower than that of non Indigenous students, Year 1 is comparable, Year 2 attendance rate is higher for indigenous students and Year 3 is a lower attendance rate for indigenous students.

