

Our school at a glance

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Principal's foreword

Introduction

2008 again proved to be a highly successful year for Gladstone South State School as our sense of school pride and community continued to grow. The commitment of staff and parents to provide opportunities for our students to develop knowledge, skills and abilities, which will enable them to succeed in life and become effective citizens also featured strongly.

Our key work featured:

Student Attainment and Curriculum

- Improvement in outcomes for individual students in both Literacy and Numeracy
- Enhancement of curriculum and pedagogy through benchmarking and moderation at an interschool level
- Indigenous Education and understanding and implementing this
- Information and Communication Technologies linked to the curriculum
- Behaviour Management consolidated through participation in the state wide project School Wide Positive Behaviour Support

Staff Development

- 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 staff
- Provision of opportunities for professional development and training to up skill staff available to all staff
- Support and development of the well being of all staff through the Creating Healthier Work Places policy

School Image

- Confirm a positive school image with students, staff, parents and the community.
- Adopting our South S.M.A.R.T branding

South S.M.A.R.T.

**Truthfulness &
Trustworthiness**



Safe

Motivated

**Respect &
Responsibility**

A+ Attitude

Physical Work Environment and School Operations

- Continued improvement and maintenance of the physical work environment
- Continued improvement and refining processes and systems in place around school operations

I congratulate and celebrate with our students, parents, staff and community on the outstanding progress we have made as a school community during 2008.

L J Ibell
Principal

Future outlook

At Gladstone South State School, in 2009 we continue to work towards:

Student Attainment and Curriculum

- Improving results in student attainment in the areas of literacy and numeracy. The implementation of Lexia to support the development of student reading skills and comprehension as well as develop student ICT skills.
- Opportunities for students to excel in areas of The Arts, Music and Sport
- Increased rigour of our teaching in the areas of Literacy, Numeracy and Science

Staff Development

- Providing all staff with the opportunity to deliver quality curriculum through refining teaching and learning strategies

School Image

- the continued revitalisation of the school's image and profile within our community through participation in the Whole of School Wide Positive Behaviour Support project

Physical Work Environment and School Operations

Our school at a glance

- Major work around facility development through the Building Education Revolution funding which includes an upgrade to our school library and building a new multi purpose hall.

The physical presentation of our grounds and gardens including a litter free environment

School Profile

Total student enrolments for this school 286

Year levels offered P - 7

Coeducational

Curriculum offerings

Our distinctive curriculum offerings.

- As a partner school in the Gladstone District Australian School Innovation in Science, Technology and Mathematics (ASISTM) project, Year 4, 6 and Project Based Learning Tasks are implemented
- Additional Literacy Development for all students through the introduction of target Literacy Blocks
- The state award winning program "Come and Read with Me" program which involves a Reading Exchange Program for Students with Disabilities with Hibiscus Gardens Retirement Village.
- Gifted Program incorporating school, cluster, and district initiatives as well as participation in University Competitions
- Environmental Education focus, including 'Reef Guardianship' and 'Green and Healthy' initiatives
- Strong music program with a heavy focus on singing and a community performing School Choir
- Strong ties with our feeder high schools and the transition of students from one site to another
- Values Education and Personal Development programs for students including the "You Can Do It! Program to develop student capacities in the five key areas of success, resilience, persistence, organization and getting along to improve self esteem and school and life successes
- Cultural program in year 5 that utilizes local elders in the delivery of Studies of Society and the Environment

Extra curricula activities

- Active After School Communities Sport – two afternoons a week students from the school are involved in free sports coaching. This includes activities such as swimming, athletics, tennis and hockey. Gladstone South State School is the only school in the local areas to offer this unique opportunity to its students.
- 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
- Combined Gladstone Schools Musical presented biannually
- Special Library Days and celebrations that provide a literary focal point to the school
- Participation in community events such as NAIDOC week celebrations, Multicultural Fair, Mayor's Christmas Carols
- Environmental Education through involvement in the Reef Guardianship and Green and Healthy Programs
- Stamp, Computer, Craft and Gardening Clubs

How computers are used to assist learning

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

Computers are used to support work undertaken in classrooms as well as individual learning programs such as participation in the State Wide Ollie Up program, adaptive programs for Students with Disabilities and individual learning programs such as Lexia.

Our school at a glance

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
- State of the Art Technology Lab
- Banks of computers with internet access in all classrooms
- Email and Internet access
- Blogs
- Curriculum integration of a range of software applications including Learning Objects

Social climate

The student population of Gladstone South State School is a diverse representation of socio economic and cultural backgrounds. Currently, students attend Gladstone South from both within and outside the catchment areas. A cross section of students reflects from the professional, semi-professional, skilled and unskilled members of the community. Some families are reliant on social security benefits. A significant proportion (20% of students are from Aboriginal and/or Torres Strait Islander backgrounds.

A major focus for the school during the past four years has been on the social climate of the school with the introduction of a number of initiatives to support the pastoral care of students, their welfare and feeling safe at school.

These initiatives include:

- A School Chaplain who works at our site three days a week and two days at a feeder high school
- Values Education Program building on the key values of Care and Compassion, Doing Your Best, Responsibility and Respect. All classes undertake focused work around values.
- You Can Do It! Program is a major theme that is implemented across the school site focusing on the keys to success of Getting Along, Persistence, Confidence and Being Organised. Each term a celebration is held to recognise students who have strive to achieve this. Each week students are recognised as our Ambassadors of the Week on parade with a badge and certificate for their demonstration and commitment to the YCDI principles
- School Leadership positions at a school and class level developing in students from Prep to Year Seven skills and quality of leadership through the introduction of Class Captain Positions. A number of school leadership positions have been introduced including School Prefects recognising the breadth of students who demonstrate outstanding leadership in our Year 7 cohort.
- Safe and Unsafe surveys are conducted each term highlighting the safe behaviour students demonstrate towards self and other and providing target intervention for those students who demonstrate unsafe behaviours
- Bullying Prevention program
- A consistent and targeted approach to behaviour management and discipline across the school
- Lunch time activities are provided to support individuals at the school site including Technology Club, Craft Club, Garden Gnome Club and Litter Busters.
- 86% of our student and 84% of our parent community have indicated that they are satisfied that our school is a good school and students are treated fairly
- *Working Together – Towards A Brighter Future* – 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 and these elders have a strong and active role in school life. This has seen enhanced opportunities and cultural identity for our Aboriginal and Torres Strait Islander students.
- *Come and Read With Me* is an innovative program implemented by Gladstone South State School that invests in the early development of students with disabilities. The major innovation is the involvement of Senior citizen volunteers from Hibiscus Gardens Hostel, a local residential care facility. They participate as mentors contributing the wisdom and experience of age to the nurturing and development of the students' reading, oral language, social skills and life skills.

Extremely positive changes have occurred as a result of this targeted and comprehensive approach.

Our school at a glance

Involving parents in their child's education.

A number of strategies are used for involving parents in their child's education including:

- Invitations to attend special school events and classroom celebrations of learning such as end of unit celebrations, graduation ceremonies, volunteer recognition morning teas, ANZAC Day service
 - Regular information dispersal via newsletter, website, school assemblies, class parent information sessions, parent/teacher interviews
 - Parent Curriculum workshops – providing training in Support-A-Reader, Support-A-Writer and Support-A-Maths
 - Active After School Communities Sport
 - Involvement of parents and community in annual events such as Christmas Carols and Fete Night, Sports Days, Australia's Greatest Morning Tea, Education Week and Back to School Day
 - Attendance at school excursions and camps
 - Parents and Citizens' Association, Wundumana Parent and Community Group
 - An 'open door' policy promotes honest, two way communications and feedback
 - School and Classroom Volunteer programs including Reading/Maths Groups, Art and Craft, Religious Education, Sports Coaching
 - Smart and Healthy Food Review
 - Working Bees
 - Input and decision making around school directions and goals

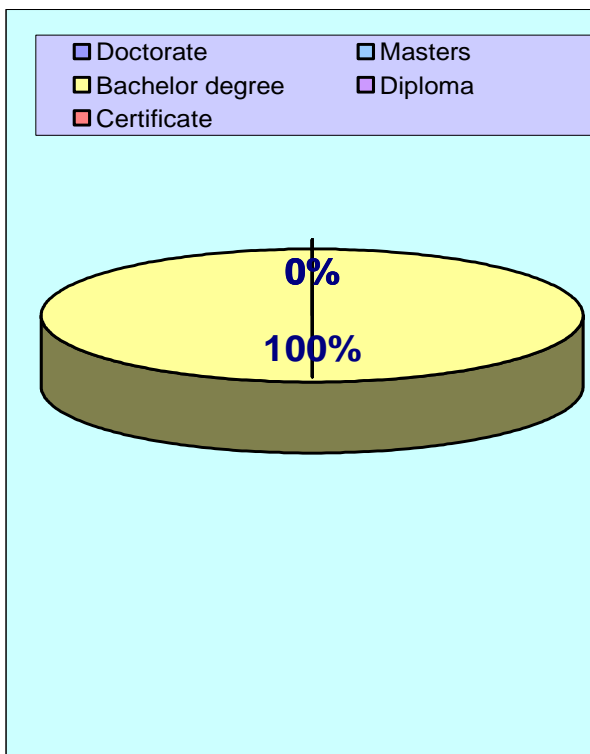
We as a school value and encourage the important partnership between parents and school as part of the enrolment process and ongoing communication between parents and staff. Whenever appropriate, we promote parent and community involvement in the school through the school newsletter and assemblies.

In all aspects of School-Community Relations our parents indicate that we are performing above like and state school data..

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	25
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$14 886.61 .

The major professional development initiatives are as follows:

- School Wide Positive Behaviour Support
- First Aide Training
- One School Training
- Education Centre membership
- Inclusive Education (Autism)

The involvement of the teaching staff in professional development activities during 2008 was 86 %.

Gladstone South State School Staff comprises a Principal, Head of Curriculum, Teacher Librarian, Health and Physical Education Specialist, Music Specialist, Instrumental Music Teachers, LOTE Specialist Teacher (Japanese), Support Teacher Learning Difficulties, Year Two Diagnostic Net Key Teacher and 12 classroom teachers.

Staff regularly share their individual and collective expertise across a range of areas including Preparatory Year, Early Childhood Education, Literacy, Numeracy, Reading Recovery, Behaviour Management, Information and Communication Technology, Technology, Productive Pedagogies, Assessment and Reporting, Professional Standards for Teachers, Science including Primary Connections, Visual Arts, Performing Arts, First Steps Facilitator and Physical Education.

Our staff profile

Teachers are actively involved in manage and coaching a range of Cluster, District and Regional Representative Sports, including Rugby League, Soccer, Netball, Touch Football, Softball and Swimming.

Staff actively participate in a range of school based, cross campus, cluster and district based networks to enhance curriculum knowledge and pedagogy.

A number of staff has also qualifications in the following areas:

- Productive Pedagogies Facilitator
- Professional Standards for Teachers Facilitators (3)
- Assessment and Reporting
- Essentials and Learnings
- Reading
- Literacy Tutors in the Early and Middle Years of Schooling
- Reading Recovery Teacher
- Principles of Effective Learning and Teaching Facilitator
- Toolkit Facilitator
- Gifted Mentor
- Triple P facilitators
- Rehabilitation and Return to Work Officers
- Peer Mentoring
- Non Violent Crisis Intervention
- Indigenous Education and Curriculum Perspectives

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 96 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	321	422	507
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	69%	64%
Writing	Average score for the school	353	435	511
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	80%	78%
Spelling	Average score for the school	325	455	500
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	76 %	75 %
Grammar and Punctuation	Average score for the school	332	443	494
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	76%	70%
Numeracy	Average score for the school	329	442	507
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	80%	83%

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	69%
Writing	88%
Number	88%

Performance of our students

Value added

Gladstone South State School continues to value added to its school community through focussing on the YCDI program for all – staff, students, and parents. By modelling the four keys to success, Persistence, Getting Along, Being Organised and Confidence our school has refocused and energies itself as a ‘happening’ place to be.

The positive growth in our persona, school and community interaction has been through the dedicated and consistent efforts of staff, students and parents. Our school promotes a friendly, safe and happy place to be where all individuals are treated with respect, dignity and care and compassion.

Parent, student and teacher satisfaction with the school

The dramatic improvement in participation in school events such as school working bees, P & C meetings. Wundumana Parent and community meetings and volunteers in our school indicated healthy and positive community School relations.

Student and staff success that have been recognised at a school, district, regional and state level have also value added to our community and that we all do “Our Best Always”.

We have continued to address individual and student achievement and school wide performance by delivering a range of proactive pre and intervention programs designed to improve student literary and numeracy outcomes. Significant improvements were made in 2007 compared to 2006 regarding the number of students performing at and above the nation benchmark for Years Three and Five. Staff learning, development, and training with a specific focus on explicit teaching contributed to this outcome.

The performance of our students in Year Two and Year Three was particularly pleasing. Strategies and programs put in place in our early years has contributed to this improvement.

2008 saw a wonderful improvement in parent, student and teacher satisfaction with our school with all areas of satisfaction being flagged equal to or above like and state schools.

Student satisfaction regarding the school was 84%. Students’ satisfaction in the following areas was flagged above like and state benchmarks:

- Student Outcomes
- Curriculum
- Pedagogy
- Learning Climate
- School Climate
- Resources
- General Satisfaction.

Parent satisfaction regarding the school was 89%. Parents’ satisfaction in the following areas was flagged above like and state benchmarks:

- Student Outcomes – making satisfactory progress and child works well at this school; social skills, good education; child’s computer technology skills
- Curriculum
- Pedagogy
- Learning Climate
- School Climate
- Resources
- General Satisfaction

Staff satisfaction with the school was 93% that this school is a good place in which to work. Staff’s overall rating for all aspects of Gladstone South State School are flagged above like and state benchmarks.

- Physical Work Environment
- Relationships
- School Operations
- Staff Morale
- Student Resources and Training

Performance of our students

- Work Roles
- Work Value and Recognition

Trend data continues to show an improvement in all aspects of student, parent and staff opinions.