



# Gladstone Central State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

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## School Overview

Our school has a long and proud history. As the first school in Gladstone, beginning in 1861, our school has been part of the Gladstone region's growth from a small, rural town to a modern, industrial city serviced by excellent deep water port facilities. Here, students feel successful, have positive self image, excel and confidently master new skills.

Our Prep to Year 6 curriculum, based on the Australian Curriculum key learning areas, is augmented with Gifted Education perspectives, Early Intervention strategies and Learning and Special Needs Support. Korean is the LOTE language offered. Classroom teaching programs utilise new technologies to be balanced and innovative but never lose sight of the foundations of English, Mathematics and Science.

Our school has a vast array of extra-curricular activities including instrumental music, robotics and involvement in local sporting competitions.

The value of the parental role in education is well recognised at Gladstone Central State School. Parents are encouraged to become actively involved in the school through our Parents and Citizens Association which provides the advice and additional resources critical to our success.

## Principal's Foreword

### Introduction

#### **School Progress towards its goals in 2016**

We are justly proud of the achievements of our school and of its present and past students and staff. We have developed productive partnerships with our students, parents, school and local community, and together, we are plotting a course for developing each of our students to realise their individual and collective potential.

This report provides parents and members of the school community with information about the school's activities and performance over the past year. It highlights our strengths and identifies areas for development and improvement during 2016.

A hard copy of this report is available from the school office.

In 2014 our school critically examined our learning achievements and school practices through a Quadriennial Review process and established key directions. In 2016 Gladstone Central State School's progress towards these included:

**Teaching and Learning:** Improvement in the performance of all students in Reading, Maths and Language Conventions. · Closing the gap in educational outcomes for Indigenous students, in particular achievement and attendance. · Improvement in the % of students who reach top 2 bands for English and Maths.

**Community Relationships:** Supported children's holistic wellbeing through fostering skills and attributes that encouraged them to be healthy, green and fair citizens · Continued building productive partnerships with our community and beyond.

**Supportive Resources:** Continued to manage resources effectively to strengthen delivery of teaching and learning in our school. · Implemented parent and community engagement strategies that supported improved student outcomes.

## Future Outlook

Our future outlook has as its foundation, a positive and strong culture of continual improvement of student achievement by both students and staff and the professional growth of our staff to meet the challenges of curriculum innovation.

In 2016 we will continue to focus on:

**Pedagogy:** Implement targeted initiatives to improve the % of students who reach top 2 bands for English and Maths.

**Professional Practice:** Support teachers to transform teaching and learning practice to improve student learning outcomes through the use of rich digital learning environments engaging our diverse range of students. Continue to manage resources effectively to strengthen delivery of teaching and learning in our school.

**Performance:** Improve the performance of **all** students in English, Maths and Science, targeting 90% to achieve National Mean Standards in all areas by 2018. Closing the gap in educational outcomes for Indigenous students through a particular focus on achievement.

**Partnership:** Implement further parent and community engagement strategies that support improved student outcomes. As the demographics of our school changes, we continue to refine our key directions and focus on the development of partnerships with other schools and organisations in our district to support the academic and social growth of our young people. Support children's holistic wellbeing through fostering skills and attributes that encourage them to be healthy, green and fair citizens. Continue building productive partnerships with our community and beyond.



# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	300	144	156	15	90%
<b>2015*</b>	324	158	166	16	91%
<b>2016</b>	348	179	169	20	87%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Gladstone Central State School was established in 1861 as the first school in Gladstone. Our school now occupies a central position in the city, close to the central business district. Our school is coeducational and caters for students from Prep to Year 6.

Our school services a wide community comprising the city area, inner residential suburbs and the wider community. Many of our current enrolments are drawn from outside our school catchment area. The relatively small student population in comparison to other local schools is often cited by parents as a reason for choosing to enrol their child at our school. Our physical location in the city provides our students with easy access to a variety of community resources and extra curricula activities.

The population is a heterogeneous mix in terms of combined family income, ethnic backgrounds and education. Our school has an active parent group who assist in the strategic direction setting for our school and as parent volunteers in our classrooms. Our school community, as individuals and as a group, supports and encourages the adoption of the values and beliefs of our school.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	21	21
Year 4 – Year 7	28	25	23
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our curriculum, based on the Australian Curriculum, focuses on:

- A broad range of offerings that cater for the individual, cooperative and competitive needs of students
- As a Technical Primary School emphasis is placed on Maths, Science Technology and Robotics.
- English, Maths and Science Blocks are utilized as a teaching strategy
- An Intensive Extension and Support Program supports and extends students including gifted and struggling students
- Visible Learning principles underpin Curriculum Planning and Reporting
- Explicit Instruction is our signature pedagogy
- Daily Physical Fitness with Perceptual Motor Programs in Early Phase Classrooms
- Extended Learning Programs with Cluster schools to enrich gifted students learning

### Co-curricular Activities

- Instrumental Music–Woodwind, Brass and Percussion
- Annual School Concert and Fancy Dress Dance
- Eisteddfod performances in instrumental music and vocals
- Gladstone Area Combined Schools Musical
- Representative Sport at school, district and regional level for senior primary students
- Participation in a variety of school sporting teams – including soccer, netball, rugby league, AFL, hockey, softball and volleyball
- Premier's Reading Challenge and Readers Cup
- Spelling Bee
- Maths Competition
- Robotics Competition
- Lego Club

- School camp for Years 6 and excursions for Years Prep to Year 6

**How Information and Communication Technologies are used to Assist Learning**

iKids demand seamless access between, school, work, home and play. They work digitally in ways that pervade and impact on every aspect of their schooling and use personalized pathways to learning success.

Teachers and students at Central explore new ways of learning and teaching and develop valuable skills and knowledge necessary to inquire, create, communicate and operate in our technologically connected world.

To enable this students have 1:1 access to laptops and ipads for whole class skill development and internet access. Classrooms and Mini Hubs located across the school are equipped with interactive whiteboards and internet access and all students, particularly from Years 3 - 7, have email capability.

Digital Literacy is a priority in all Key Learning Areas with the view of teachers utilizing resources such as interactive whiteboards into their daily teaching. Resources such as iPads, iTouches, webcams, robots, digital microscope, digital cameras and a video camera available for use throughout the school. Teachers and students are encouraged to access Education Queensland specific sites such as Learning Place.

Students are encouraged to: \* Access learning everywhere and anytime in real time \* Locate, filter, tap into and adapt knowledge and technologies to be productive \* Create, critique and publish work in various ways to share with others. \* Communicate, participate, collaborate globally in a variety of ways with a variety of others. \* Live and safely operate in a digital world.

In order to ensure we are engaging our 21st Century learners, our school is committed to ensuring we have available to all students the technology required on a daily basis. We also recognise that when it comes to teaching and learning the focus needs to be on appropriate use of technology to support learning.

Teachers are ensuring they continue to keep up with the latest technologies and undertake professional development on a regular basis to enhance their knowledge and utilisation of technology to enhance their teaching.

**Social Climate**

**Overview**

Our students and parents regularly report that our school is a good school to attend and, as individuals, believe that students are well behaved.



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Underpinning all that we do at Central is The Steering for Success Program, which addresses matters related to school-wide behaviour, morale, and improvement. As the program title suggests, the Steering for Success Program promotes excellence among those who work at or attend Gladstone Central State School.

The Steering for Success Program incorporates The Responsible Behaviour Plan, High Five Bully Prevention Strategy, The School Creed, school-wide rules, classroom management plans, Anchors Up incentives and awards.

All the adults in our school are expected to model and teach exemplary school citizenship behaviours.





Our students will be expected to learn outstanding behaviour as they progress through their educational experiences at our school. Through the Steering for Success Program, most all of a child's educational and behavioural experiences can be taught, monitored, and evaluated. Our School Wide Positive Behaviour Program (including our Steering for Success Bullying strategy) is supported by school staff, community members (including Brekky Club), and also by outreach services comprising of Chaplain Guidance Officers, Behaviour Support Teams, Advisory Visiting Teachers and our Adopt-a-Cops.

Gladstone Central State School is committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. The school does not tolerate bullying in any form. All members of the school community are

committed to ensuring that each child is provided with a safe, healthy and supportive environment in which to learn and that the values of respect, responsibility, integrity and doing your best are promoted and consistently displayed.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2014	2015	2016
<b>Percentage of parents/caregivers who agree<sup>#</sup> that:</b>			
their child is getting a good education at school (S2016)	100%	95%	100%
this is a good school (S2035)	100%	92%	97%
their child likes being at this school* (S2001)	100%	95%	97%
their child feels safe at this school* (S2002)	100%	92%	97%
their child's learning needs are being met at this school* (S2003)	95%	95%	95%
their child is making good progress at this school* (S2004)	95%	92%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	97%
teachers at this school motivate their child to learn* (S2007)	95%	95%	97%
teachers at this school treat students fairly* (S2008)	89%	92%	92%
they can talk to their child's teachers about their concerns* (S2009)	97%	89%	97%
this school works with them to support their child's learning* (S2010)	95%	95%	92%
this school takes parents' opinions seriously* (S2011)	81%	92%	76%
student behaviour is well managed at this school* (S2012)	95%	89%	95%
this school looks for ways to improve* (S2013)	97%	89%	95%
this school is well maintained* (S2014)	100%	95%	95%

### Student opinion survey

Performance measure	2014	2015	2016
<b>Percentage of students who agree<sup>#</sup> that:</b>			
they are getting a good education at school (S2048)	100%	99%	100%
they like being at their school* (S2036)	100%	94%	98%
they feel safe at their school* (S2037)	98%	95%	99%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	100%	97%	99%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	99%	99%
teachers treat students fairly at their school* (S2041)	100%	97%	98%
they can talk to their teachers about their concerns* (S2042)	100%	92%	95%
their school takes students' opinions seriously* (S2043)	98%	96%	97%
student behaviour is well managed at their school* (S2044)	92%	93%	91%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	99%	99%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	95%	100%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	95%	96%	92%
their school takes staff opinions seriously (S2076)	96%	91%	92%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	96%
their school gives them opportunities to do interesting things (S2079)	95%	100%	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 school enhances the education of students. Parents are actively encouraged to participate in a range of school activities.

An important and enthusiastic part of our school family is our Parents & Citizens' association. You will not have witnessed a more supportive or active group of parents who work tirelessly to continue to enhance our school. An active Parents and Citizens' Association meet monthly and work in close liaison with the school's Administration in setting strategic direction and monitoring budgets and planning.

The P&C has a positive input into the future expectations and resources required by teachers to provide quality educational choices for students' educational progression. The Tuckshop convenors and parent helpers provide healthy meals for students and staff.

Parents are encouraged to play vital roles in assisting students learning and we welcome helpers in classrooms, excursions and culmination/celebration of learning events. Parent participation in celebratory school and classroom events such as end of term parades, graduation and badge presentation ceremonies, Anzac Day service, Education Week and Under 8s activities are also part of our school program.

Strong communication is encouraged between home and school. Academic Reporting to parents occur at the following times:

Term 1- Parent Information Night; End of Term 2 - iSMARTs sent home in weeks 4 & 7 and a written report at terms end. End Term 3 - Interviews with parent in week 1 and iSMARTs sent home in weeks 4 & 7; End of Term 4 - iSMARTs sent home in weeks 4 & 7 and a written report at terms end.

Regular information dispersal via school app, newsletters, website, Facebook, school parades, class newsletters is part of the school communication process.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We use our weekly school parades to remind students about priority focus areas including addressing cyberbullying, anti-bullying messages and not-violent ways of solving problems. Our focus has been on presenting these as positive messages about mindfulness, care of self and others and resilience.

Our Responsible Behaviour Plan clearly articulates the rules and responsibilities students have to maintain a safe, respectful and responsible school environment. Where incidents between students occur we work closely to apply consequences, counselling, restorative justice processes and to develop supportive ways of maintaining harmony into the future.

### 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	11	18
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Students and staff are committed to minimise the use of these resources and where possible reduce the carbon footprint of the school.

As part of our commitment to reducing its impact on the environment Gladstone Central State School is an Earth Smart School and Reef Guardian School. The school has a School Environment Management Plan which encourages staff and student to reduce, reuse, repurpose and recycle every day.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	126,943	3,364
2014-2015	114,004	
2015-2016		

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL

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.

### Find a school

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Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	16	0
Full-time Equivalent	23	12	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	22
Diploma	
Certificate	1

\*Teaching staff includes School Leaders

\*\*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 2016 were \$42000.

The major professional development initiatives are as follows:

- Explicit Instruction
- Reading
- Maths
- STEM
- Australian Curriculum Planning, Assessment and Reporting
- Visible Learning
- Special Needs

All staff participate in regular coaching and mentoring for their professional growth.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 72% of staff was retained by the school for the entire 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	93%	91%

\*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 2016 for all Queensland Primary schools was 93%.

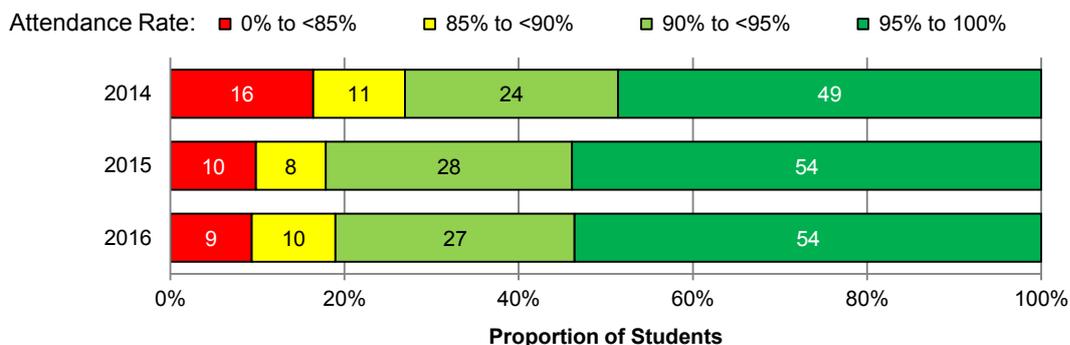
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	92%	92%	95%	91%	93%	93%	96%					
2015	94%	92%	93%	94%	96%	91%	96%						
2016	93%	93%	94%	94%	95%	95%	92%						

\*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 DET 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.

As part of the Every Day Counts, a statewide initiative addressing the issue of student attendance at school, Gladstone Central State School actively promotes the importance of regular attendance at school.

We advocate the Every Day Counts key messages:\* all children should be enrolled at school and attend on every school day \*as a school we monitor, communicate and implement strategies to improve regular school attendance \*truancy can place a student in unsafe situations and impact on their future employability and life choices \*attendance at school is the responsibility of everyone in the community.

Non-attendance is managed in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036. Roll Marking processes are also aligned to DET policies for managing and recording student attendance and absenteeism.

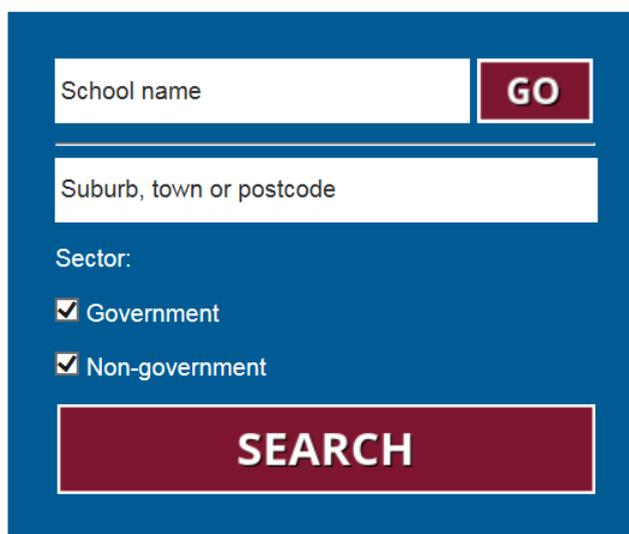
Rolls are marked twice, once in the morning and once in the afternoon, each day. Parents are notified of absences via SMS text, letters home and phone calls as required.

## NAPLAN

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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School name

Suburb, town or postcode

Sector:

Government

Non-government

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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.