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Principal's foreword

Introduction

It is our intent with this report to provide parents and the community with information which is common for all State and Non State schools in Queensland. It provides an overview of the highlights and successes of Gilston State School during 2008.

The Gilston School Community is not drawn from the immediate area of Gilston State School. Rather it is a coalition of parents and families who have had a long association with the school, who identify with the area or who have actively sought out a school which, they think, best suits their child's needs. This results in a school community whose only common focus is the school, whose energies are directed towards making a quality school education environment and in ensuring that their children enjoy a safe, secure environment. The involvement of the school community has meant that they have an intimate understanding of the teaching learning process, enjoy close working relationships with the school staff and have commensurate high expectations of their students and school outcomes.

The majority of families are from English speaking backgrounds with a very small (less than 0.5%) Aboriginal and Torres Strait Island population enrolled. There are a variety of socio economic groups within the school parent body, from a variety of family situations.

Highlights in 2008 included: Review and realignment of the school curriculum, noteworthy results in National Testing, Arts Festival, Performing Arts Competition, Book Character Parade, ANZAC Assembly, Opti-Minds team results, Choir and Band attainments at Eisteddfod competition, Chess Tournament Results, Celebration of six staff who received long service medallions for in excess of 25 years service, Tutoring Program and Sporting attainments. Additional items identified by parents included: Successful Fete, Mothers and Fathers Day celebrations, year 7 Presentation Evening, Breakfast program prior to National Testing, Gala Sport Days,

Future outlook

During 2009, our school will progress the following strategies:

- Increase staff skills in adoption of Information and Communication Technologies to enhance learning.
- Development of processes and procedures to identify and cater for the needs of Gifted and Talented students
- Reshape the distribution of human resources to meet the needs of students with special needs
- Embedding phonics program in years P-3
- Adoption of the Jolly Grammar strategies in years 2-3
- Standardised overview planning reflecting all aspects of the Queensland Curriculum, Assessment and Reporting Framework.
- Extension of facilities to meet the needs of growing student population
- Extension and refurbishment of the Administration building

Our school at a glance

School Profile

Gilston was established in 1881 on a site approximately one kilometre from its present location. The site's inability to cope with the increasing population led to its relocation in 1986. Our present location is on Worongary Road in the Gold Coast hinterland west of Nerang. The site is very well tended with a focus on providing a visually aesthetic and functional environment.

Recent housing developments within five kilometres of the school have begun to swell the population.

Approximately three-quarters of our student population reside in suburbs beyond the school's notional boundary. The Gilston school community comprises families in the suburbs of Ashmore, Coomera, Nerang, Mount Nathan, Carrara and Worongary to the north, Gilston Worongary, Lower Beechmont, Advancetown, Numinbah and Springbrook to the west and Mudgeeraba, Merrimac, Tallai, Worongary, Broadbeach, Robina and Bonogin to the south and east.

Total student enrolment in 2007 was 538. The student population as at June 2009 is 575. This number includes 105 Prep students.

Gilston is a co-educational facility with students ranging from Prep to year 7

Curriculum offerings

Our distinctive curriculum offerings

The Curriculum Program covers all Key Learning Areas – English, Mathematics, Science, The Arts, Study of Society & Environment, Technology, Health and Physical Education and Language Other Than English. The Language Other than English (LOTE) is Japanese.

Our distinctive curriculum offerings

- Leadership Training
- Tournament of the Minds
- Chess
- Support a Reader / Writer / Talker / Maths Intervention Program
- Surf Awareness Program
- Social Skills Program
- Gold Coast Eisteddfod
- Canberra Trip for Year 7
- University of NSW Testing
- Life Education Queensland Sexuality Training

Extra curricula activities

- Performing Arts Competition
- Arts Festival
- Band
- Choir and Choral groups
- Fashion Parade
- Auskick Workshops
- Titans ARL Workshops
- Gala Sport Days
- Tennis Coaching
- Chess

How computers are used to assist learning

Computers and other digital devices are integrated to assist and enhance learning in all year levels. There is a gradual increase in complexity and students are encouraged to work through a skill development program as well as use Information Communication Technologies (ICT) as and when required. Both students and teachers use computers as a major communication tool, an integral part of their planning and presentation and as a source of enjoyment. Research, multi media, word processing and design all form a major part of students' usage and interaction with computers. Teachers and students engage with ICT both formally and informally throughout the school year.



Our school at a glance

Social climate

Students and parents alike acknowledge that this school is their preferred option. They indicate overwhelmingly that they consider the school to be a safe learning environment in which students are comfortable with the teaching and administration staff. A school where there is little anti-social behaviour and where they are treated with respect and dignity. They also acknowledge the high expectations teaching staff place on student learning and the resultant outcomes. Parents feel that Gilston provides their children with a quality education and have an expectation that this will lead to success across the curriculum. They indicate almost unanimously that they require the school to develop students who are actively engaged in learning.

Involving parents in their child's education.

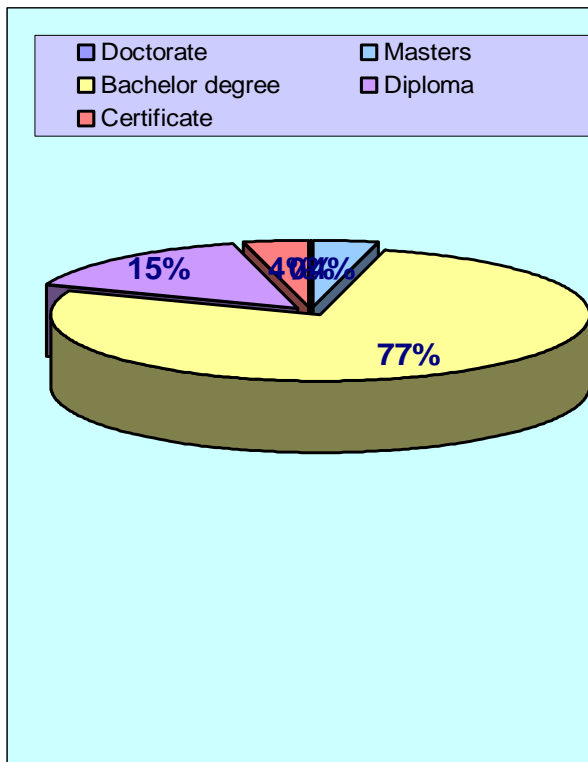
Parents are heavily involved across the campus supporting teachers and students in the teaching learning process. Their involvement is multi lateral with some directly involved regularly in classroom activities, excursions and school productions. Some demonstrate their support for the teaching learning process through involvement in both the Gilston Club and Parents & Citizen's Association, providing advice and assistance to the School Administration at a strategic and operation level. Still others provide voluntary assistance in the management and operation of the Uniform Shop and School Canteen. All provide student support at varying levels of school management and they do so at a level and at a time when they feel most comfortable. Almost 50% of the parent body at some stage throughout the school year provide explicit support for their child. The vast majority of parents are involved in 'at home' activities including assisting with project work, homework, sports preparation or cultural pursuits.



Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	20
Diploma	4
Certificate	1



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$20100 .
- The major professional development initiatives are as follows: Literacy; Special Needs; Behaviour; Curriculum, Assessment and Planning; Information Communication Technology; Numeracy; Science and OneSchool (new web based database for record keeping)
- The involvement of the teaching staff in professional development activities during 2008 was 91 %.

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, 94% 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 and 7.

Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school		376	473	546
	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	89 %	91 %	100 %
Writing	Average score for the school		411	469	521
	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	97 %	92 %	95 %
Spelling	Average score for the school		377	452	540
	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	91 %	88 %	95 %
Grammar and Punctuation	Average score for the school		386	473	532
	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	92 %	92 %	93 %
Numeracy	Average score for the school		377	474	550
	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	96 %	94 %	100 %

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	90%
Writing	91%
Number	86%

Value added

Gilston State School maintains a focus on citizenship. All actions are guided by the "4 Cs" – Care, Courtesy, Consideration and Cooperation. Community is the theme that underpins the programs of the school.

We recognise the high expectations the Gilston community has in student Literacy and Numeracy attainment. Intervention strategies are adopted in the Early Years of schooling that respond to the needs identified in Talking, Reading, Writing and Number.



Performance of our students

Parent, student and teacher satisfaction with the school

Parent opinion:

- 97% consider their child is making sufficient progress
- 97.1% consider that the school is developing their child's numeracy skills
- 97.1% consider that the school is developing their child's literacy skills
- 97.1% are satisfied with what their child is learning at school
- 90.9% are satisfied with the standard of work that is expected by the school
- 100% are satisfied with the encouragement that the school gives to their children
- 100% agree that their child is happy to come to this school
- 97.1% are satisfied with the discipline in the school
- 94.1% agree that their child is safe at this school
- 94.1% agree that they have opportunities to participate in the life of the school
- 100% agree that they feel welcome in the school
- 100% believe this is a good school

Student Opinion:

- 94.5% agree they are getting a good education at this school
- 90.1% are satisfied with what they are learning at this school
- 88.2% agree that teachers explain clearly what they are to do at this school
- 91% agree that they are happy to come to this school
- 87.4% agree that this is a safe school
- 93.7% are happy with the school grounds
- 91.9% believe this is a good school

Staff Opinion:

- 97.6% believe this is a safe school in which to work
- 82.9% agree that the school community relations in the school are good
- 87.8% believe they have good working relationships with other staff
- 90.3% believe they get on well with students at this school
- 85.4% believe this is a good place in which to work
- 78.1% believe staff put a lot of energy into their work
- 85% agree that their work efforts are worthwhile

