



# Gargett 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

Gargett State School is a two teacher co-educational school, offering quality education from Prep through to Year 6. Our school is part of the Mackay Regional Council in the Pioneer Valley. The staff is led by a teaching principal who is supported by a classroom teacher and a team of support staff, including teacher aides and administrative staff. Specialists visit the school to assist in the delivery of Music, Languages Other Than English and Physical Education. At Gargett we aim to provide a quality, authentic curriculum that inspires and motivates students to achieve their personal best. The curriculum offers children opportunities in all eight key learning areas, with a strong focus on literacy and numeracy. Parents work collaboratively through a supportive Parents and Citizens Association which endeavours to assist with the educational program as well as the development of the facilities and services for the students in this community. Gargett State School provides a range of unique extra-curricular activities including Mackay Choral Festival, Mackay Eisteddfod, Cultural Days, sport days with the Pioneer Valley Cluster Schools and continued partnerships with our local community.

**School Vision: *Strive to Succeed***

*Going Ahead Receiving Great Education Towards Tomorrow*

## Principal's Foreward

### Introduction

Welcome to Gargett State School 2016, School Annual Report. This document provides an overview of the school's 2016 performance and includes for example information about the student performance, school profile, social climate and workforce as well as direction for 2016. This report is available on school website: copies can be obtained at the school office.

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

In 2016, Gargett State School was committed to providing a learning environment where students were happy and learning.

Curriculum: continue to work on lifting the writing and reading standard so whole school is at National Benchmarks: lifting numeracy with school trends rising: successful implementation of the National Curriculum: utilise One School Assessment and Reporting,

**Teaching Practice-** provision for whole staff to receive Professional Development in the Australian Curriculum, explicit instructions and other school based needs, provision for staff to deliver the National Curriculum, continue to work towards community engagement within the school.

**Leadership and School Capability-** continue with EATSIPS Partnerships and Pioneer Valley Cluster Committee, continue with cultural & NAIDOC Days and other events to engage the community, and continue to address attendance by the use of 'Every Day Counts' Program and communicating to parents through our local school newsletter, webpage and Facebook pages.

**School Focus-** continue to enhance outcomes for students with needs, work towards increasing enrolments and keep growth pattern, continue to support families and students in need. Student wellbeing was supported through the use of daily assemblies promoting the schools values and strategies for a positive environment. Higher order thinking skills and effective social and emotional development were enhanced through the use of "You Can Do It" program for children. The staff improved

Their use of data monitoring student success and needs, with spelling, reading, and numeracy receiving particular attention. As part of this improvement goal the school continued to provide intensive daily intervention for targeted students by using explicit instruction skills and strategies. The use of Reading Comprehension Assessment-PROBE and Words Their Way Program was priority with professional development provided for staff in each areas and supported by weekly staff meetings. The School Environmental Management Program continues to experience ongoing success. Continue to improve in creating a culture of a whole school approach in writing, and numeracy as an expert teaching team using observation/coaching/feedback.

#### **Future Outlook**

In 2017, an important focus for the school will be to continue implement the Australian Curriculum and digital technology planning in Maths, English, Science, History, and Geography. Our focus for improvement will be towards Writing, Numeracy and Community Engagement, The school community will continue to ensure optimal learning of students by supporting all aspects of their well-being. A continued priority is the whole school on students improvement in numeracy, spelling, and reading using achievement data to inform programming, teaching practise, professional development and I4S; A to E data that will be determined at the end of semester One. This will continue to inform and to monitor the success and achievement of the implementation of various interventions programs running.

# 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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	17	9	8	1	93%
<b>2015*</b>	19	8	11	1	86%
<b>2016</b>	22	11	11	6	90%

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

For the past three years, our numbers have progressively grown. The majority of our students come from small rural properties and within driving distance or use the availability of our local bus service. Our numbers do fluctuate throughout the year due to itinerate families working with season operations in the cane industries and also local mines.

### 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	9	21	24
Year 4 – Year 7			
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 distinctive curriculum offerings were a combination of approaches for curriculum delivery. Key learning areas were addressed as distinct programs as well as parts of integrated units. Literacy, Numeracy, Explicit Instruction tools and ICTs were embedded across all key learnings areas. Students are offered a rich variety of academic, cultural, citizenship and social skills at Gargett State School. Participation in such activities enhances student confidence, builds resilience and develops teamwork and tolerance- all vital qualities if students are to maximize life's opportunities. Due to the small cohort of students at the school, staff attempt to involve the students in as many activities with other small schools within the Pioneer Valley as practically possible.

## Co-curricular Activities

**Academic:** Leadership course and conference, Pioneer Valley Mathematics Competition, Whitsunday Voices Literacy Festival

**Cultural:** NAIDOC Week Celebrations, Indigenous Artist- local members in cultural lessons whilst supporting the National Curriculum

**Sporting:** Pioneer Valley Interschool Sporting Events, sporting trials-tennis, basketball, rugby league and netball

**Citizenship:** ANZAC Day, Remembrance Day Service

**Social:** Combined Life Education, Combined Science Days, disco, Cultural Days

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

We continue to access a variety of activities through, The Learning Place to assist with student projects. C2C Planning, resource building, networking with other schools through virtual classroom and classroom activities. We also use virtual classrooms to assist student learning in LOTE. Digital planning and resources are also accessed by staff to use in the classroom. Our school webpage and Facebook pages have links for parents, students and school community to access on learning in all curricular areas,

## Social Climate

### Overview

At Gargett we use the 'You Can Do It' Values Program. This program works effectively with our Responsible School Behaviour Plan and it covers issues such as diverse learners, differentiation and inclusive learners, Bullying and Cyber Bullying. We continue to involve our local police officer Sergeant James Dolby from the Mirani Police Station to come and speak with our students, parents and school community regarding bullying issues as well as cyber bullying, one very important strategy we use is to report bullying to an adult you trust. School staff will continue to review the Responsible Behavior Plan in particular incorporating cyber bullying and bullying. In association with our P&C we applied for the Chaplaincy Grant and were successful. Our chaplain works on a fortnight roster throughout the Pioneer Valley schools. The chaplains, works with the Principal in planning support activities to assist student learning, social and emotional skills and provide another link for our student and parents.

### Parent, Student and Staff Satisfaction

Parents are encouraged to assist teachers with reading activities and act as a support person within the school. Clear expectations of the activity are set along with directions of their role are explained. Information workshops have been offered to parents and carers in the teaching of reading sessions, raising the bar forums, behaviour management strategies, cyber bullying and parent interviews to discuss their child's progress. Details of class programs are provided through the fortnight newsletter. An open invitation exists for parents to visit the classrooms and volunteer for activities. At Gargett we try to offer parent workshops once a semester to include parents in the learning perspectives and partnerships within the school community. Cluster workshops in teaching reading and writing are also offered.

### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	91%	100%	100%
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%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	95%
student behaviour is well managed at their school* (S2044)	91%	71%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	95%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
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)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* 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

### Respectful relationships programs

The school has developed and implemented the 'You Can Do it Program' and other programs that focus on appropriate, respectful and healthy relationships. The focus is on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violent and to recognize, react and report when they, or others, are unsafe.

### 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	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

At Gargett State School, staff, students and the community are conscious of the environmental impact the school makes. Water is an important commodity and students', staff and parents ensure that it is used efficiently and sustainably. Recycling bins are actively used in the classroom and playgrounds, and solar panels are used to offset the power usage. Future practices have been identified to help supplement those practices already implemented, and thus help to further reduce Gargett State School's environmental footprint. Sustainable practices are taught through the establishment of the worm farm and vegetable gardens. Maintaining partnerships with community farmers in providing soil for the gardens, sand for the sandpit and assisting with movement of mulch and digging for the new long jump pit.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	16,260	0
2014-2015	12,127	365
2015-2016	18,979	268

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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/>.

## 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	2	4	0
Full-time Equivalents	1	2	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	2
Diploma	0
Certificate	0

\*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 \$ 5974.23

The major professional development initiatives are as follows:

The major professional development initiatives are as follows: Staff first aid & CPR updates, CQ Regional Conference, QSSAP Conference, Code of Conduct & Student Protection, Internal monitoring workshops, Explicit Instruction school observations, Learning Difficulties updates, Asbestos Training, Cluster guest speakers in literacy, One School, Numeracy

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	98%

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

From the end of the previous school year, 83% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

The overall attendance rater in 2016 for our school was 95%

### 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%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	96%

\*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%.

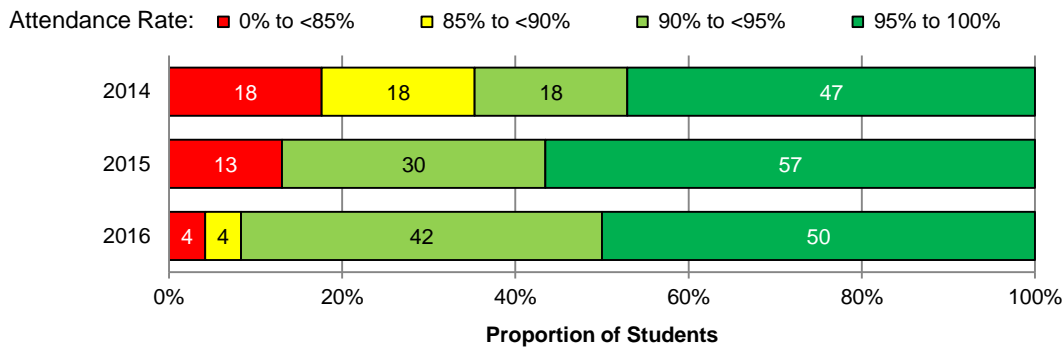
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	89%	DW		91%	95%	91%	DW					
2015	96%	97%	95%	98%	DW	88%	92%						
2016	95%	97%	96%	97%	96%	88%	93%						

\*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.

At Gargett State School we believe that Every Child Counts. Our school requests student absences (including late arrival and early departure) must be accompanied with a note or a phone call from the parent explaining why. The school roll is marked twice a day at 8:30 a.m. and 1: 30p.m. Students arriving after 11:00 a.m. are marked as absent. Gargett State School has a recording process whereby absentee codes are kept from the school for the day with a courtesy call. If more than two days occur with unexplained absences, further communication occurs with the parents. A letter goes home to parents, and longtime absences are followed through with a courtesy phone call.

## 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 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.

## Conclusion

