

Gargett State School

Queensland State School Reporting

2015 School Annual Report



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|----------------|---|
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Principal's foreword

Introduction

Welcome to Gargett State School 2015, School Annual report. This document provides an overview of the school's 2015 performance and includes for example information about the student performance, school profile, social climate and workforce as well as direction for 2015. This report is available on our school website: copies can be obtained at the school office.

School progress towards its goals in 2015

In 2015, 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 National 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, Harmony & 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 patterns; continue supporting families and students in need. Children's 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 a priority with professional development provided for staff in each area and supported by weekly staff meetings. The School Environment 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 2016, an important focus for the school will be to continue to implement the Australian Curriculum and digital 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 focus on students improvement in numeracy, spelling, and reading using achievements data in to inform programming, teaching practise, professional development and I4S; the A-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

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2013 | 15 | 9 | 6 | 1 | 100% |
| 2014 | 17 | 9 | 8 | 1 | 93% |
| 2015 | 19 | 8 | 11 | 1 | 86% |

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 2015, 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:

For the past three years, our numbers have remained the same. 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

| Phase | Average Class Size | | |
|-------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | 8 | 9 | 11 |
| Year 4 – Year 7 Primary | | | |

*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.

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| 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 |

* 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.

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 learning areas. Students are offered a rich variety of academic, cultural, sporting, 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 maximise 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 school within the Pioneer valley as practically possible.

Extra curricula activities

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

Cultural: NAIDOC week Celebrations, Indigenous Artists- local & regional, using local members in cultural lessons whilst supporting the curriculum

Sporting: Pioneer Valley Interschool Sporting events, Sporting trials- tennis, basketball, rugby league and netball

Citizenship: ANZAC Day, Remembrance Day Ceremony

Social: Combined Life Education, Combined Small Schools Science Days, Disco, Cultural Days

How Information and Communication Technologies are used to improve 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 continue use virtual classrooms to assist student learning in LOTE units. Digital planning and resources are also accessed by staff to use in the classroom s information etting. Our school webpage and Facebook Page has links for parents, students and school community to access on learning in all curricular areas.

Social Climate

At Gargett we use the 'You Can Do It' - Values Program. This program works effectively with our Responsible School Behaviour Plan and it covers current 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 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 Behaviour 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 small Small Schools. The chaplain 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 with the school

| Performance measure | | | |
|---|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2013 | 2014 | 2015 |
| 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% |
| 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% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree [#] that: | 2013 | 2014 | 2015 |
| 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) | 100% | 91% | 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% | 100% |
| student behaviour is well managed at their school (S2044) | 100% | 91% | 71% |
| their school looks for ways to improve (S2045) | 100% | 100% | 100% |
| their school is well maintained (S2046) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2047) | 100% | 100% | 100% |

Performance measure

| Percentage of school staff who agree [#] that: | 2013 | 2014 | 2015 |
|--|------|------|------|
| 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 | DW |
| 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% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 100% |

'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

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, behavior 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 activities. Our active P&C invites all parents to attend monthly meetings and participate in a range of 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.

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 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 vegetables gardens.

Additional solar panels have been installed and the school's sustainable plan is to continue to reduce electricity, water, waste usage have commenced and being tracked with teachers and students throughout the year. Maintaining partnerships with community farmers in providing soil for the gardens, assistance in working bees to maintain school lawns and gardens also occurs.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 17,110 | 335 |
| 2013-2014 | 16,260 | 0 |
| 2014-2015 | 12,127 | 365 |

*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.

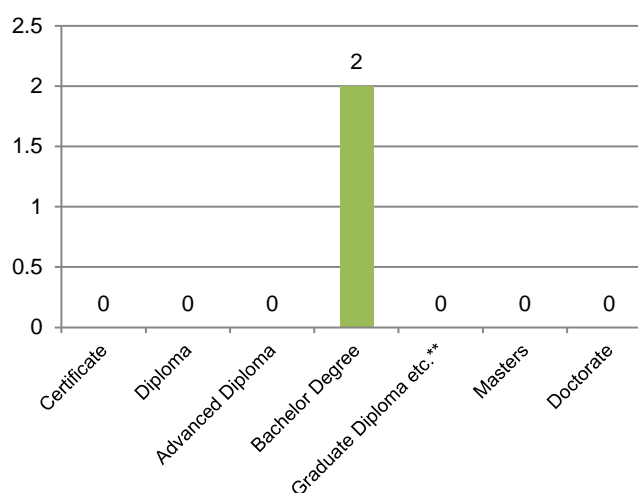
Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 3 | 4 | <5 |
| Full-time equivalents | 1 | 2 | <5 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 2 |
| Graduate Diploma etc.** | 0 |
| Masters | 0 |
| Doctorate | 0 |
| Total | 2 |



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$5601.

The major professional development initiatives are as follows: The major PD initiatives are as follows. Staff First Aid & CPR updates, CQ Regional Conference, QSSAP Conference, Code of Conduct & Student Protection, Internal Monitoring workshops, Explicit Instruction lessons, RRR, Warm ups, Learning Difficulties updates, P&C mentoring, Support a Readers Program, and Abestos Training,

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

| Average staff attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 99% | 97% | 95% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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.

Where it says '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.

Performance of our students

Key student outcomes

| Student attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 92% | 93% | 94% |

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

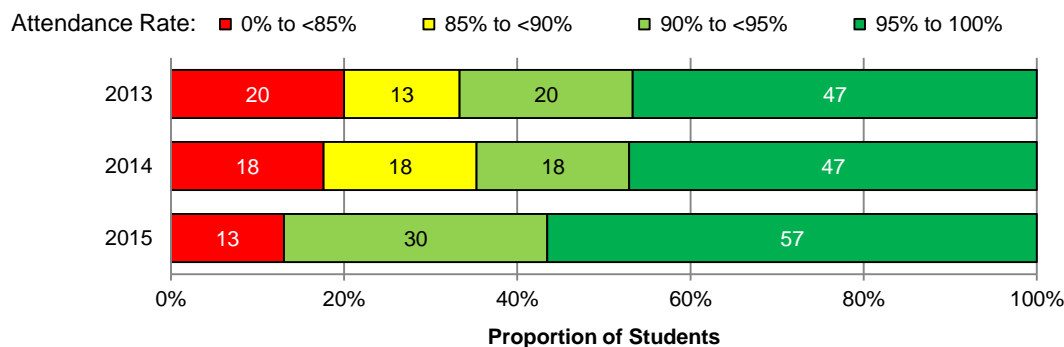
| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | | |
|---|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2013 | 97% | DW | | 88% | 94% | 91% | DW | 94% | | | | | |
| 2014 | 96% | 89% | DW | | 91% | 95% | 91% | DW | | | | | |
| 2015 | 96% | 97% | 95% | 98% | DW | 88% | 92% | | | | | | |

*From 2013, the methodology used for calculating attendance rates effectively counts 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 Day Counts. Our school requests students absences (including late arrival and early departures) must be accompanied with a note or a phone call from the parents explaining why. The school roll is marked twice a day at 8:30 a.m. and 1:30 p.m. Students arriving after 11am are marked as absent. Gargett State School has a recording process whereby absentee codes are kept to record later arrivals, illness and other planned and unplanned absences. Parents are contacted when a student is absent from 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, long time absences are followed through with letters and personal, direct communications by the principal.

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.

Data has been withheld for 2015 due to small number of students.

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.

Find a school

Where it says '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 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.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 16 February 2016. The above values exclude VISA students.

Achievement – Closing the Gap

Over the past two years, Gargett State School has had no Indigenous students from Prep to Year 5, therefore comments cannot be made on NAPLAN Performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year level and across all learning areas.