

Queensland State School Reporting – 2011

Gargett State School (1460)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

Welcome to Gargett State School 2011 School Annual Report This document provides an overview of the school's 2011 performance and includes for example information about student performance, school profile, social climate and workforce as well as direction for 2012. This report was available on our school website; copies can also be obtained on request at the school office.

School progress towards its goals in 2011

In 2011, Gargett State School was committed to providing a learning environment where students are happy and learning. Children's wellbeing was supported through the use of daily assemblies promoting the school's 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 to monitor student success and needs, with spelling and reading receiving particular attention. As part of this improvement goal the school continued to provide intensive daily intervention for target students. The use of Probe Reading and Words their Way program was a priority with professional development provided for staff in each of these areas, well supported by weekly staff meetings. The school environmental program experience ongoing success.

Future outlook

In 2012 an important focus for the school will be the successful implementation of the Australian Curriculum in Maths, English and Science. 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 student improvement in spelling and reading using achievement data in to inform programming, teaching practices and professional development.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
17	9	8	94%

Characteristics of the student body:

During the past three years, our school numbers have been maintained at the same size. The majority of our students come from small rural properties and within driving distance and availability of our local bus service. Our numbers do fluctuate throughout the year due to the itinerant families working with seasonal operations in the cane industries and also the local mines.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	18
Year 4 – Year 10	
Year 11 – Year 12	
All Classes	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings were a combination of approaches for curriculum deliver. Key learning areas were addresses as discrete programs as well as part of an integrated unit. Literacy, Numeracy and ICTs were embedded across all key learning areas.

Extra curricula activities

Young Leaders Conference/ Impact Leaders Day in Mackay, Light House Program in conjunction with Mirani SHS, Choral Festival, Public Speaking Competitions, Cross Country Events, Whitsunday Voices Activities, eisteddfod and inter school sports 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 and classroom activities. We also continue with virtual classrooms to assist with term integrated studies and LOTE units. Our school webpage also has links for both parents and students to access and extend their 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 bullying and cyber bullying. We also involve Sergeant Nigel Dalton from Mackay Prevention Unit to come and speak with our students, parents and school community regarding bullying issues as well cyber bullying. One very important strategy we use is to report bullying to an adult you trust. It could be to your parents or carers, a teacher, a coach or Kids Help Line. The quicker you report bullying, the faster it will stop.

School staff will continue to review of the Responsible Behaviour Plan in particular incorporating cyber bullying and bullying.

In association with the P& C we will apply for a Chaplaincy Grant. If successful the chaplain will work with the principal in planning support activities to assist student learning, social and emotional skills and provide another link for our students to trust and talk with.

Parent, student and teacher satisfaction with the school

For both 2010 and 2011 the Overall Opinion Survey results for Students and Parents has been similar to the state. The Staff Opinions Overall has been identified as higher than the state for the past two years.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	90%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	83%
Percentage of staff members satisfied with morale in the school	100%

DW – Data withheld

Involving parents in their child's education

Parents are encouraged to assist teachers with reading, spelling activities and act as a support person within the school. When parents assist within the classroom, the activities in which they will be working are explained clearly and expectations of the activity and their role are also explained.

School workshops have been offered to parents and carers in learning to read sessions, Raising the Bar forums, Behaviour Management Strategies, Cyber Bullying and parent afternoons to discuss their child's progress.

Details of class programs are provided through the fortnightly school newsletter. An open invitation exists for parents to visit classrooms and volunteer for class 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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Since we became a sustainable school in 2010 we have continued to reduce the school's environmental footprint through the actions and support of the students, staff, parents and community. A Sustainable Environmental Management Plan has been implemented and is reviewed yearly. Solar panels have been installed and with more will be added in 2012. Realistic sustainable plans to reduce electricity, water, waste and others have commenced and been tracked with teacher and students throughout the year.

Maintained partnerships with community farmers in providing soil for gardens, assistance in working bees, and maintaining of school lawns. School buildings and grounds are also available for community use eg. Bus and rural fire meetings.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	18,400	234
2010	25,080	473
% change 10 - 11	-27%	-51%

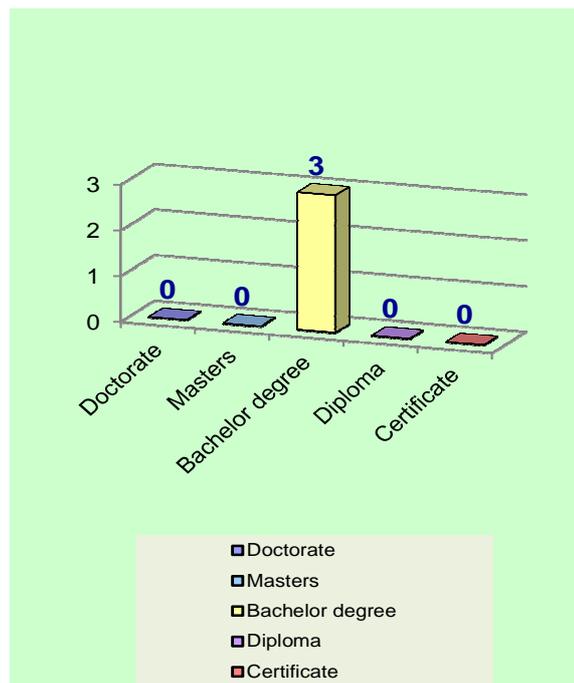
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	3	4	0
Full-time equivalents	1	2	0

Qualifications of all Teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	3
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$7000.00

The major professional development initiatives are as follows: First Aid, CQ Regional Conference, Purchasing Training, Reading Comprehension, Brain Gym, QCAT Moderation, Science PD, Science Sparks Teacher School Based Course, K.M.E.I.A Choral Festival, Outdoor Education - Low Ropes and Team Challenge & Program Design and Facilitation Workshop, One Portal, Code of Conduct, Aboriginal and Torres Strait Islander Workshops, Youth Mental Health, Teaching Reading, First Steps in Maths for Teacher Aides, State Procurement Training, Corporate card training, My HR-workplace, Internal monitoring workshops, Curriculum Risk Assessment, applications for solar funding, SEMP writing, working with P&C mentoring in finance

The proportion of the teaching staff involved in professional development activities during 2011 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

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 2011 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

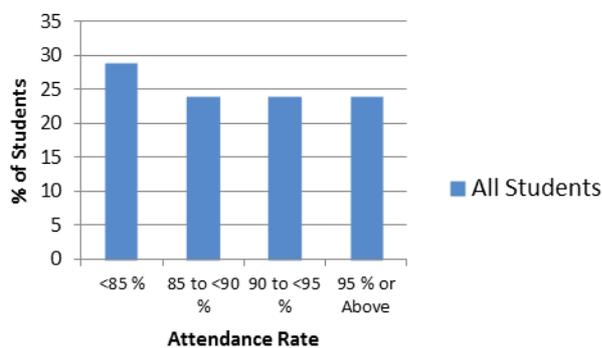
Student attendance rate for each year level

Due to some Cohorts having less than five student's data is withheld

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
DW	DW	DW		DW	DW	DW					

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Our school roll is marked at the beginning of each day and also during the last session of the afternoon. If students are away for more than two days, the school follows up with a courtesy call to parents to ensure things are travelling well with them. Parents are required to write a note stating why their child was absent. Reminders to parents to contact school by phone or by note form as also placed in our school newsletter.

Performance of our students

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.

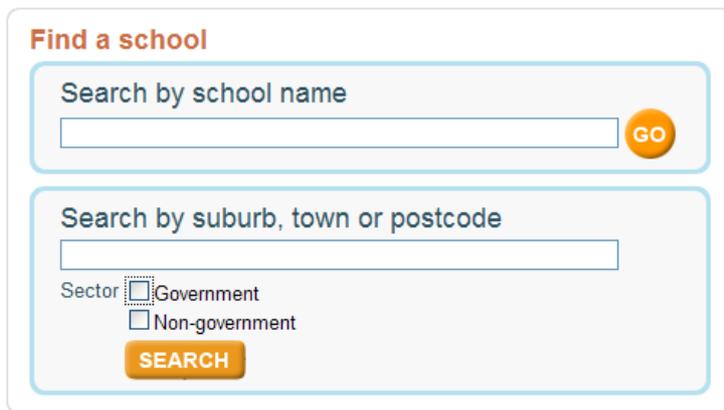
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

Due to small cohort the Year 3, 5, 7 NAPLAN Data has been withheld.

Year 5 over the two years of 2010 / 2011 the student NMS has been similar to the nation in all areas except Spelling in 2009 and Writing in 2010.

Year 7 over the two years of 2010/2011 the student NMS has been similar to the nation in all areas of Literacy and Numeracy

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Gargett State School did not have any Indigenous students in 2011 and therefore we cannot report on this strategy.

Gargett State School is putting strategies into place to show that we do value Indigenous culture and that we are also Embedding Aboriginal and Torres Strait Islander Perspectives into our school Curriculum and Pedagogy. Our school program will benefit both indigenous and non-indigenous students in Closing the Gap.