

# Gargett State School (1460)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

Welcome to Gargett State School 2012, School Annual Report. This document provides an overview of the school's 2012 performance and includes for example information about student performance, school profile, social climate and workforce as well as direction for 2013. This report is available on our school website; copies can be obtained at the school office.

### School progress towards its goals in 2012

In 2012, Gargett State school was committed to providing a learning environment where students are happy and learning.

Key Priorities:

**Curriculum-** continue to work on lifting reading standard so whole school is over National Benchmarks, Lifting numeracy with the school so school trends can rise, successful implementation of the National Curriculum, utilise One School Assessment and reporting

**Teaching Practice-** provision for staff to receive professional development in National Curriculum 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 and Harmony days and other events that engage the community, continue to address attendance by the use of programs and communicating to parents

**School Focus-** investigate ways 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 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, reading, and numeracy receiving particular attention. As part of this improvement goal the school continued to provide intensive daily intervention for targeted 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 as supported by weekly staff meetings. The school environment program experience ongoing success.

### Future outlook

In 2013 an important focus for the school will be to continue to implement the Australian Curriculum on Maths, English, Science and History. 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 numeracy, spelling and reading using achievement data in to inform programming, teaching practices and professional development.

# Queensland State School Reporting

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### School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	17	12	5	67%
2011	17	9	8	94%
2012	17	9	8	85%

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

Characteristics of the student body:

For 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 itinerate families working with seasonal operations in the cane industries and also the local mines.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 7	18	18	14

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
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

# Our school at a glance

## Curriculum offerings

Our distinctive curriculum offerings were a combination of approaches for curriculum delivery. Key learning areas were addressed 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 Workshop/ Impact Leaders Day in Mackay, Light House Program in conjunction with Mirani SHS, Mackay Choral Festival, Public Speaking competition, Pioneer Valley Math competition, cross country events, Whitsunday Voices Activities, Mackay Eisteddfod, interschool sports/training with Pinnacle SS and Small 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, 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. 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 continue to involve our local police officer Sergeant Fred Bagley 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. It could be your parents, 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 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 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 students to trust and talk with.

## Parent, student and staff satisfaction with the school

For both 2011 and 2012 the overall Opinion Survey for students and parents has been above the state. The staff opinions overall has been identified as higher than the state for the past two years.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%

## Our school at a glance

teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	87.5%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	87.5%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Parents are encouraged to assist teachers with reading activities and act as a support person within the school. When parents within the classroom, the activities in which they will be working are explained clearly and expectations of the day 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 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 becoming 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 Environment Management Plan has been implemented and is reviewed yearly. Additional solar panels have been installed and the school's sustainable plan is to continue to reduce electricity, water, waste usage and other have commenced and been tracked with teacher and students throughout the year.

Maintain partnerships with community farmers in providing soil for the gardens, assistance in working bees to maintain school lawns and gardens. School buildings and grounds are also available for community use, e.g. bus meetings, rural fire meetings.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	25,080	473
2010-2011	18,400	234
2011-2012	17,236	226

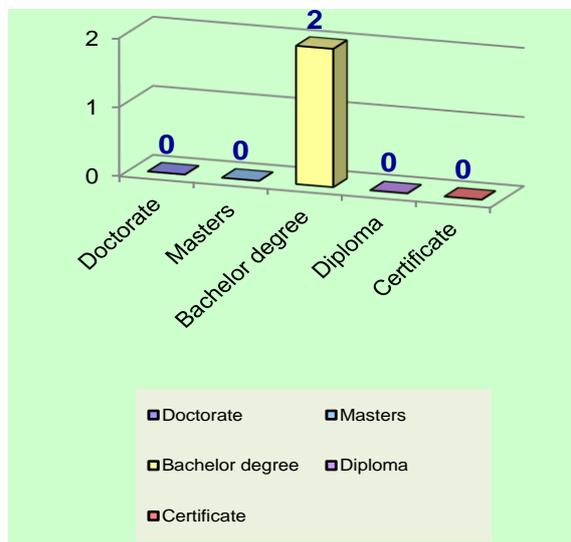
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1.2	1.7	0

## Qualifications of all teachers

Doctorate	0
Masters	0
Bachelor degree	2
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$3064.

The major professional development initiatives are as follows:

Staff first aid updates, CQ Regional Conference, reading comprehension, K.M.E.I.A Choral Festival, Code of Conduct, First Steps in Reading for all staff, EATSIPS Program, internal monitoring workshops, One School, application for solar funding and chaplaincy grant, P&C mentoring- finance, boys in literacy, asbestos training

The proportion of the teaching staff involved in professional development activities during 2012 was 100 %.

# Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	98.3%	94.5%

## 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 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	89%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

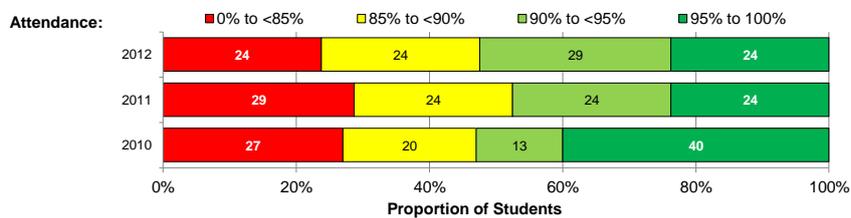
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	85%		94%	83%	91%	98%					
2011	77%	94%	92%		92%	85%	DW					
2012		DW	DW	91%		DW	DW					

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 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. A student absence register has been made so messages can be documented and then uploaded to One School. Parents are required to write a note stating their child's absence or alternatively a phone call can be made to the school. Reminders to parents to contact the school by phone or by note form are placed in school newsletter and also on our webpage.

# 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/>.

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**.

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

Year 5 over the two years of 2011 / 2012 the student NMS has been similar to the nation in all areas except Spelling in 2010 and writing in 2012.

Year 7 over the two years of 2011/ 2012 the student NMS has been similar to the nation in all areas of Literacy & Numeracy.

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

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 departments 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 2013; 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 2012 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.