

Gargett State School

Queensland State School Reporting

2013 School Annual Report



Postal address c/- Post Office Gargett 4741

Phone (07) 4958 5137

Fax (07) 4958 5357

Email the.principal@gargettss.eq.edu.au

Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Miss Fiona Tass (Principal)

Principal's foreword

Introduction

Welcome to Gargett State School 2013, School Annual Report. This document provides an overview of the school's 2013 performance and includes for example information about the 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 2013

In 2013, 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, Explicit Instruction 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 & NAIDOC days and other events that engage the community, continue to address attendance by the use of programs and communicating to parents

Queensland State School Reporting

2012 School Annual Report



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 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 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 of these areas and supported by weekly staff meetings. The School Environment Management Program continues to experience ongoing success.

Future outlook

In 2014, an important focus for the school will be to continue to implement the Australian Curriculum on Maths, English, Science, Geography 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, professional development and GRGs ; 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
Year levels offered in 2013: Prep Year - Year 7
Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 17 | 9 | 8 | 94% |
| 2012 | 17 | 9 | 8 | 85% |
| 2013 | 15 | 9 | 6 | 100% |

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 | | |
|-------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | 18 | 14 | 8 |
| Year 4 – Year 7 Primary | 9 | 13 | 10 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 | 0 | 0 | 0 |
| Long Suspensions - 6 to | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |



Our school at a glance

Our distinctive curriculum offerings:

Our distinctive curriculum offerings were a combination of approaches for curriculum delivery. Key learning areas were addressed as distinct programs as well as part of an integrated unit. 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 skills such as 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 as practically possible.

Activities include:

ACADEMIC

- Lighthouse Program – Mirani State High School
- Leadership Courses and Conferences
- Pioneer Valley Mathematics Competition
- Pioneer Valley Public Speaking Competition
- Whitsunday Voices

CULTURAL

- NAIDOC week celebrations
- Indigenous Artist visits – local and regional

SPORTING

- Pioneer Valley Interschool Sporting Events
- Sporting trials – basketball and netball
- Swimming Lessons

CITIZENSHIP

- Anzac Day ceremony
- Remembrance Day ceremony

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, students and school community 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. 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 and parents.

Parent, student and staff satisfaction with the school

100% of parents, students and staff were satisfied overall with all facets of the school. This is a continuation from 2012 data, and is a reflection of the positive and enthusiastic feel of our school and community.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 | 2013 |
|--|------|------|
| their child is getting a good education at school (S2016) | 100% | 100% |
| this is a good school (S2035) | 100% | 100% |
| their child likes being at this school* (S2001) | 100% | 100% |
| their child feels safe at this school* (S2002) | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 100% | 100% |
| their child is making good progress at this school* (S2004) | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 100% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | 100% | 100% |
| student behaviour is well managed at this school* (S2012) | 88% | 100% |
| this school looks for ways to improve* (S2013) | 100% | 100% |
| this school is well maintained* (S2014) | 100% | 100% |



Our school at a glance

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048) | 88% | 100% |
| they like being at their school* (S2036) | 100% | 100% |
| they feel safe at their school* (S2037) | 100% | 100% |
| their teachers motivate them to learn* (S2038) | 100% | 100% |
| their teachers expect them to do their best* (S2039) | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 100% |
| teachers treat students fairly at their school* (S2041) | 100% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 100% | 100% |
| their school takes students' opinions seriously* (S2043) | 100% | 100% |
| student behaviour is well managed at their school* (S2044) | 100% | 100% |
| their school looks for ways to improve* (S2045) | 100% | 100% |
| their school is well maintained* (S2046) | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 100% |

Performance measure

| Percentage of school staff who agree that: | 2013 |
|--|------|
| they enjoy working at their school (S2069) | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% |
| they receive useful feedback about their work at their school (S2071) | 100% |
| students are encouraged to do their best at their school (S2072) | 100% |
| students are treated fairly at their school (S2073) | 100% |
| student behaviour is well managed at their school (S2074) | 100% |
| staff are well supported at their school (S2075) | 100% |
| their school takes staff opinions seriously (S2076) | 100% |
| their school looks for ways to improve (S2077) | 100% |
| their school is well maintained (S2078) | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% |

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.



Our school at a glance

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. Cluster workshops in Teaching Reading 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 and other have commenced and been tracked with teacher 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.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 18,400 | 234 |
| 2011-2012 | 17,236 | 226 |
| 2012-2013 | 17,110 | 335 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



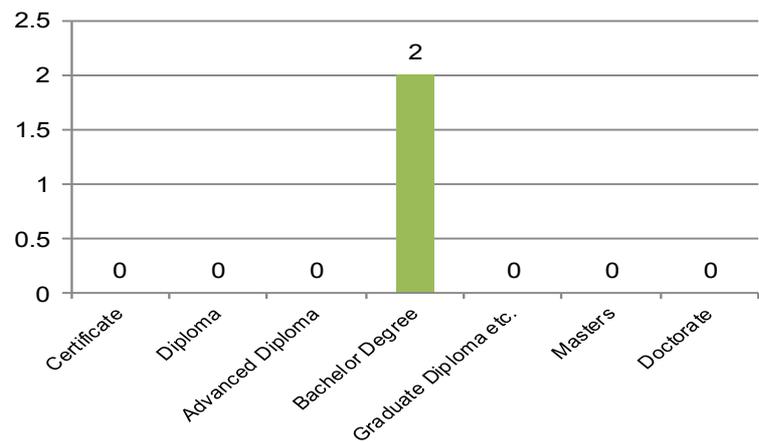
Our staff profile

Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 2 | 4 | 0 |
| Full-time equivalents | 1 | 2 | 0 |

Qualifications 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



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 5912.95

The major professional development initiatives are as follows:

Staff First aid & CPR updates, CQ Regional Conference, Mackay Choral Festival, Code of Conduct & Student Protection, First Steps in Reading for all staff, Review EATSIPS Program, internal monitoring workshops, One School updates, application for solar funding and chaplaincy grant, P&C mentoring- finance, Boys in Literacy workshops, Asbestos Training, Geography workshops, Explicit Instruction training- RRR and warm ups.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

| Average staff attendance | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 98% | 95% | 99% |

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 2013 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.



Performance of our students

Key student outcomes

The proportions of students by attendance range.

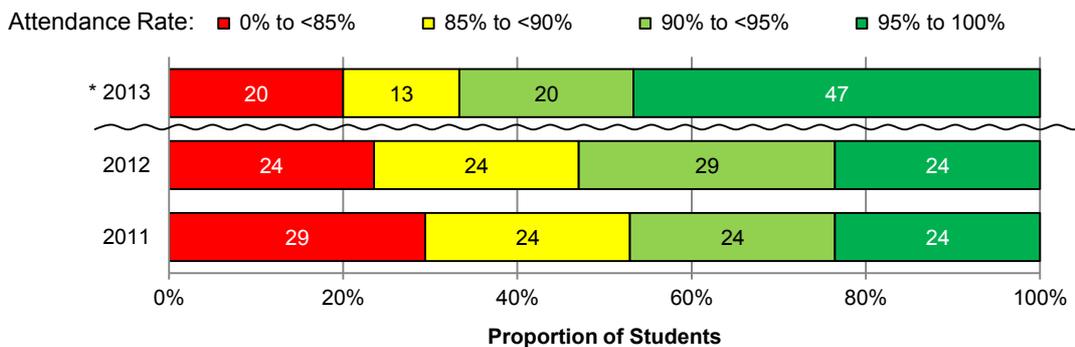
| Student attendance | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage) | 89% | 89% | 92% |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. | | | |

| 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 |
| 201 | 77% | 94% | 92% | | 92% | 85% | DW | | | | | |
| 201 | | 82% | DW | 91% | | 90% | 85% | | | | | |
| 201 | DW | | 88% | 94% | 91% | DW | 94% | | | | | |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.



Performance of our students

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.

At Gargett State School, we believe that every day counts. Our school requests that student absences (including late arrivals and early departures) 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 this time are marked as late. Gargett State School has a recording process whereby absentee codes are kept to record late arrivals, illnesses, and other planned and unplanned absences. Parents are contacted when a student is absent from school for more than two days with unexplained absences.

Long term 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 2013 due to the small number of students. Collectively for the period 2011-2013 100% Year 3 in spelling, reading, and writing. 100% of Year 5 in 2011(no students in 2012) reading, writing, spelling and grammar & punctuation. Year 7 100% in spelling and writing.

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 and 2013 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 whose NAPLAN results you wish to view, and select <GO>.



Performance of our students

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.

Closing the Gap

Over the past five years, Gargett State School has had no Indigenous students in Year 3. 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 levels and across all learning areas.

