

Gargett State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to Gargett State School 2014, School Annual Report. This document provides an overview of the school's 2014 performance and includes for example information about the student performance, school profile, social climate and workforce as well as direction for 2014. This report is available on our school website; copies can be obtained at the school office.

School progress towards its goals in 2014

In 2014, 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

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 2015, an important focus for the school will be to continue to implement the Australian Curriculum on Math's, 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, writing 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 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	17	9	8	85%
2013	15	9	6	100%
2014	17	9	8	93%

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

Characteristics of the student body:

For the past three years, our 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 itinerant families working with season operations in the cane industries and also local mines.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	14	8	9
Year 4 – Year 7 Primary			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

Curriculum offerings

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 attempts to involve the students in as many activities with other small schools within the Pioneer Valley as practically possible.

Extra curricula activities

ACADEMIC

Leadership course and conferences, Pioneer Valley Mathematics Competition, Pioneer Valley Public Speaking, Whitsunday 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-basketball & netball
Swimming Lessons

CITIZENSHIP

ANZAC Day
Remembrance Day ceremony

SOCIAL

Combined Life Education, Fire Safety Talks, Small Schools Interschool sports

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 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] 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%
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)	88%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
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:	2012	2013	2014
they are getting a good education at school (S2048)	88%	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%	100%	91%
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%	100%	91%
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:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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.

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

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	17,236	226
2012-2013	17,110	335
2013-2014	16,260	0

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

Qualification of all teachers

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 was \$7614.

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, Mackay Choral Festival, Code of Conduct & Student Protection, First Steps in Reading for all staff, Review EATSIPS Program, internal monitoring workshops, Learning Difficulties workshops, Upskilling teacher aides in literacy and numeracy strategies, One School updates, P&C mentoring-finance, Asbestos Training, Geography workshops, Explicit Instruction training- RRR and warm ups.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	99%	97%

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 2014 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/>.

(The school information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School website).

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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**

	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	92%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%. Due to our small cohort some data has been withheld. The overall attendance rate is similar to last year but the students achieving over 90% is improving over the years.

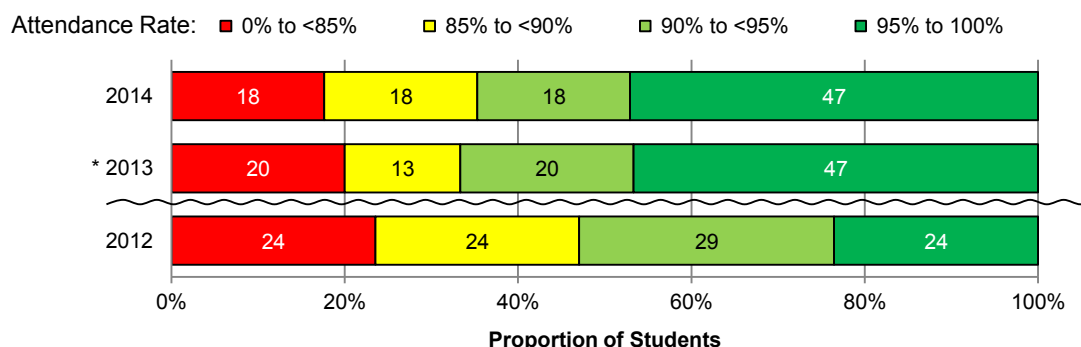
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012		82%	DW	91%		90%	85%					
2013	DW		88%	94%	91%	DW	94%					
2014	89%	DW		91%	95%	91%	DW					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 11a.m. 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 the day with a courtesy call and if for more than two days with unexplained absences. If a note has not been received a letter goes home to parents for a reason, long term absences are followed through with letters and personal, direct communications by the principal.

National Assessment Program – Literacy and Numeracy (NAPLAN) results –

Due to the small cohort numbers data has been withheld for 2014. Collectively for the period 2013-2014, 100% Year 3 & 5 students achieved results similar to National Minimum Standards. Year 3 in reading, writing, spelling and grammar & punctuation. 100% of Year 5 students performed in reading, writing, spelling, grammar & punctuation and numeracy. 100% of Year 7 students performed in reading, writing, spelling, grammar & punctuation and numeracy.

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

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>.

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

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.