Gargett State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Gargett State School is a two teacher co-educational school, offering quality education from Prep through to Year 7. Our school is part of the Mackay Regional Council in the Pioneer Valley. The staff is led by a teaching principal who is supported by a classroom teacher and a team of support staff, including teacher aides and administrative staff. Specialists visit the school to assist in the delivery of Music, Languages Other Than English and Physical Education. At Gargett we aim to provide a quality, authentic curriculum that inspires and motivates students to achieve their personal best. The curriculum offers children opportunities in all eight key learning areas, with a strong focus on literacy and numeracy. Parents work collaboratively through a supportive Parents and Citizens Association which endeavours to assist with the educational program as well as the development of the facilities and services for the students in this community. Gargett State School provides a range of unique extra-curricular activities including Mackay Choral Festival, Mackay Eisteddfod, Cultural Days,Under 8's Day, sports day with Pioneer Valley Cluster Schools and continued partnerships with our local community. At Gargett State School we focus on the porgress and not perfection and on providing every student their opportunity to shine.

School vision: Strive to Succeed   *Going Ahead Receiving Education Towards Tomorrow*

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Principal's Foreword

Introduction

Welcome to Gargett State School 2017, School Annual Report. This document provides an overview of the school's 2017 performance and includes for example information about the student performance, school profile, social climate and workforce as well as direction for 2017. This report is available on the school website: copies can be obtained from the school office.

School Progress towards its goals in 2017

In 2017, 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 the whole school is a National Benchmarks: lifting numeracy with school trends rising; successful implementation of the National Curriculum, continue towards community engagement within the school.

Teaching Practice: provision for whole staff to receive Professional Development in the Australian 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 Social Capacity: continue with EATSIPS Partnerships and Pioneer Valley Cluster Committee, continue with cultural and 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 newsletter webpage and school Facebook pages.

School Focus: continue to enhance outcomes for students with needs, work towards increasing enrolments and keep growth pattern continue to support families and students in need. Student 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 the You Can Do It Values Program.

School Progress towards its goals in 2017			
Completed			
In Progress			
To do			
PRIORITY 1: Writing			
Strategy: Developing a workplace of consistent practises in teaching and assessment in writing			
Actions	**In Progress**	**Completed**	**To Do**
Improve A to E to 80%		■	
Continue to develop and implement Whole School Writing Plan, including editing, spelling and punctuation		■	
Use a range of strategies to track and monitor student data-internal monitoring, CQ3S, NAPLAN Resit, demand writing tasks and utilise Early Start monitoring material 2		■	
Utilise a range of pedagogical practices to expose children to a range of writing experiences		■	
PRIORITY 2: Numeracy			
Strategy: Utilise the general capabilities of critical and creative thinking to build staff capacity. Continue to develop the interpreting of analyses of A to E data with staff			
Actions			
Use a range of strategies to obtain data around students' performance in numeracy including CQ3S, NAPLAN resists, weekly mental maths tasks and		■	

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	In Progress	Completed	To Do
tests. Continue to utilise Early Start monitoring tool to guide support for students		🟩	
Providing a range of pedagogical practices for all students.		🟩	
Expose students to a range of higher order thinking strategies and experiences		🟩	
PRIORITY 3: Reading			
Strategy: Developing sustainable and consistent practises and capabilities for all staff to improve pedagogical practises. Reflect and review every 4 weeks			
Actions			
Audit the literacy of each KLA so that the students are exposed to the different literacies across the curriculum		🟩	
Collect and analyse a range of reading data at regular intervals		🟩	

Future Outlook

In 2018, an important focus for the school will be to continue implementation of the Australian Curriculum and digital technology in Maths, English, Science, History and Geography. Our focus for improvement will be towards Numeracy, Writing, Reading 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 on students' improvement in numeracy, spelling, and reading using achievement data to inform programming, teaching practise, professional development and I4S: A to 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 intervention programs running.

School Progress towards its goals in 2018			
Completed			
In Progress			
To do			
PRIORITY 1: Numeracy			
Strategy: Utilising the general capabilities if critical and creative thinking to build staff capability. Continue to develop interpret and analyse A to E Data with staff			
Actions	**In Progress**	**Completed**	**To Do**
Improve A to E in Year 3 and 5 to 80%		🟩	
Use a range of strategies to track and monitor student data- internal monitoring, CQ3S, NAPLAN resit, weekly maths tasks and tests.		🟩	
Utilise Early Start monitoring material for the Prep- Year 2		🟩	
Use higher order thinking within lessons to extend critical and creative thinking skills.	🟧		
Unpack GTMJ with students to ensure they understand what skills are required for higher level achievement	🟧		
PRIORITY 2: Australian Curriculum			
Strategy: Build a deeper understanding			
Continue to review the Whole School Curriculum			
Assessment and reporting, Coordinating the familiarisation of the implementation of the new Australian			
Embed a range and balance of teaching pedagogies and practices including Explicit Instruction			
Display Learning Journeys- GTMJ for multi-age/ differentiation / Knows & Do charts/ exemplars/students work samples throughout each English unit			
Actions			
Continue to develop processes (specific and consistent) around the 5 questions	🟧		
Utilise the Regional SCAN tool to ensure intellectual rigour of the implementation of the Australian Curriculum with staff and UPV Cluster.		🟩	
Unpack units and content descriptors to ensure critical skill and knowledge are taught for assessment		🟩	
Unpack GTMJ to ensure critical skills and knowledge (know & do) are taught for assessment		🟩	

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Backward map ensuring assessment tasks meet the achievement standard for each year level within multi-year level units for all KLAs		🟩	
Continue school and cluster based Moderation in English		🟩	
PRIORITY 3: Productive Partnerships with School Community stakeholders			
Strategy: Maintaining excellent partnerships with parents and the community			
Actions			
Continue to celebrate student and school success through the newsletter, school webpage and School Facebook page		🟩	
Continue to update school newsletter celebrating learning		🟩	
Priority 4: Whole School Feedback			
Strategy: Developing a timely schedule feedback culture across the entire school		🟩	
Actions			
Provide appropriate professional opportunities for teachers around feedback to students, peers, staff to student, teacher to teacher, teacher aide to teacher aide		🟩	

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	19	8	11	1	86%
2016	22	11	11	6	90%
2017	26	10	16	5	88%

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

In 2017, 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 (2-).

Characteristics of the Student Body

Overview

For the past three years, our numbers have progressively grown. The majority of our students come from small rural properties and within driving distances or use the availability of our local bus service.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	24	11
Year 4 – Year 6			5
Year 7 – Year 10			
Year 11 – Year 12			

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, 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 schools within the Pioneer Valley as practically as possible.

Co-curricular Activities

Academic: Leadership conference, Pioneer Valley Mathematics Competition, Whitsunday voices Literacy festival
Cultural: NAIDOC Celebrations, Indigenous Artist and cultural lessons whist supporting the National Curriculum
Sporting: Pioneer Valley Interschool Sporting events, sporting trials- tennis, basketball, rugby league and netball
Citizenship: ANZAC Day, Remembrance Day Services
Social: Combined Life Education, Combined Science days, disco, cultural 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 use virtual classrooms to assist student learning in LOTE. Digital planning and resources are also accessed by staff to use in the classroom. Our school webpage and School Facebook pages have links for parents, students and school community to access in leaning in all curricular areas.

Social Climate

Overview

At Gargett we use the 'You can do it' Values Program. This program works effectively with our responsible School Behaviour Plan and it covers 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 the Mirani Police Station to come and speak with our students, parents and school community; regarding bullying/ Cyber Bullying issues. One 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 P&C we applied for the Chaplaincy grant and were successful. Our Chaplain works on a weekly roster throughout four Pioneer Valley 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

Parents are encouraged to assist teachers with reading activities and act as a support 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, behaviour management strategies, cyber bullying and parent interviews to discuss their child's progress. Details of class programs are provided through a fortnight newsletter. An open invitation for parents to visit the classrooms and volunteer for activities. At Gargett School 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.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
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%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
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%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
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%	100%	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%	95%	90%
student behaviour is well managed at their school* (S2044)	71%	100%	90%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	95%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
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	100%	100%
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%

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Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%

* Nationally agreed student and parent/caregiver items
\# '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
Respectful relationships programs

The school has developed and implemented the 'You Can Do It' Values Program that focus on appropriate, respectful and healthy relationships. The focus is on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve without violence and to recognize, increasing gender equity, and developing students' knowledge and skills to be able to react and report when they, or others are unsafe. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships to build a culture to prevent gender based violence, through the building of respectful relationships.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

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 it is used efficiently and sustainably. Recycling bins are actively used in the classrooms and playgrounds, and solar panels are used to offset the usage. Future practices have been identified to help supplement those practices already implemented, and thus help to further reduce Gargett State School environmental footprint. Sustainable practices are taught throughout the establishment of the worm farm and vegetable gardens. Maintaining partnerships with community farmers in providing soil for the gardens, sand for the sandpit and assisting with movement of mulch and digging for the new long jump pit.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	12,127	365
2015-2016	18,979	268
2016-2017	21,403	149

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.

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School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	4	4	0
Full-time Equivalents	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	0

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TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	0
Bachelor degree	2
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $ 4699.28

The major professional development initiatives are as follows:

The major professional development initiatives are as follows: staff first aid & CPR updates, State Conference, Code of Conduct and Student Protection, Internal monitoring workshops, Explicit Instruction school observations. Learning difficulties update-Dyslexia, Curriculum Planning Days, Early Start, Cluster Planning and Moderation, CQ3S Training, Budget Training, Online Training and Webinars for Principals, Pioneer Valley Cluster workshops and meeting, School based coaching and mentoring Asbestos Training, Cluster guest speaker in Literacy, One School online workshops, and Cluster updates in numeracy

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	98%	98%

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 2017.

Performance of Our Students

Key Student Outcomes

The overall attendance rate in 2017 for our school was 95%.

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	96%	94%

*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.

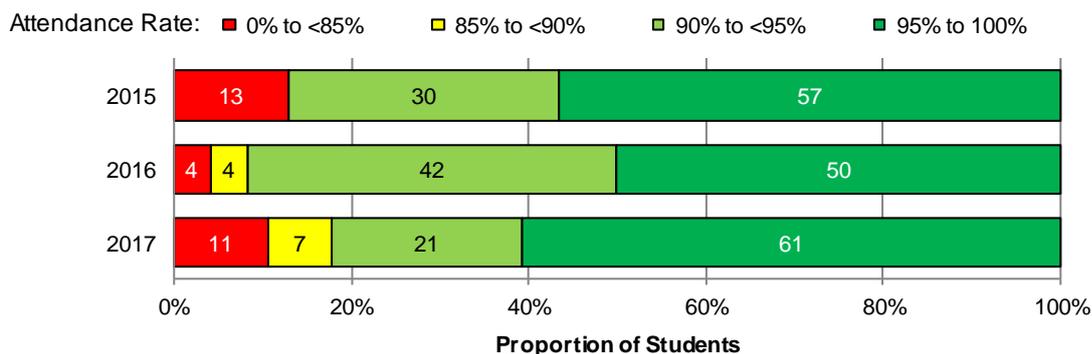The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2015	96%	97%	95%	98%	DW	88%	92%						
2016	95%	97%	96%	97%	96%	88%	93%						
2017	92%	94%	95%	97%	96%	91%	95%						

*Attendance rates effectively count 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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year			
2015	13	30	57
2016	4 / 4	42	50
2017	11	7 / 21	61

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education 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 and Every Child Matters. Our school requests student absences (including late arrival and early departure) must be accompanied with a note or phone call from the parent explain why. The school roll is marked twice a day at 8.30 a.m. and 1.30 p.m. Students arriving after 11.00 a.m. are marked as absent. Gargett State School has a recording process whereby absentee codes are kept at the school for the day followed up with a courtesy call. If there should be more than two days occur with an unexplained absences, further communication occurs with the parents. A letter goes home to parents, and longtime absences are followed through with a courtesy phone call.

NAPLAN
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.**

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Find a school

Where it states **'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.

Conclusion