



Gargett State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Gargett State School is a two teacher co-educational school, offering quality education from Prep through to Year 6. 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, Public Speaking, Cultural Days, Sport Days and continued partnerships with our local community.

School Vision: Strive to Succeed

Going Ahead Receiving Education Towards Tomorrow

School progress towards its goals in 2018

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, and HASS. Our focus for improvement will be towards Numeracy, continued implementation of the Australian Curriculum 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 of 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			
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			

Future Goals for 2019

Continued implementation of the Australian Curriculum within a multi-aged setting

- Target: Continue to update Whole School Curriculum Framework. Unpack units and content descriptors to ensure critical skills and knowledge are taught for assessment
- Unpack GTMJ to ensure critical skills and knowledge (KNOWS & Dos) are taught for assessment
- Backward map- ensuring assessment tasks meet the achievement standard for each level within the multi-year level units for all KLAs
- Continue school and cluster based Moderation in English.

Productive Partnerships with School Community Stakeholders

- Continue to increase the proportion of community industry and local business within the school activities
- Maitain partnerships with the Aboriginal and Torres Strait Islander and Australian South Sea Islander Communities through NAIDOC, Cultural and Harmony day events
- Continue to maintain cluster partnerships through whole school Moderation days, sport days Cop meetings, Public Speaking, choral Festival and combined school discos

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Whole School Feedback

- Continue to develop a timely schedule feedback across the whole school
- Continue to develop effective **feedback** practices can greatly improve **student** learning and teaching quality
- Providing students to engage with feedback, to enhance their learning and improve assessment performance

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	22	26	22
Girls	11	10	10
Boys	11	16	12
Indigenous	6	5	4
Enrolment continuity (Feb. – Nov.)	90%	88%	100%

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

For the past three years, our numbers have remained steady due to the parents having permanent work within the cane and mining industry. The majority of our students come from small rural properties and within driving distances or use the availability of our local bus service to attend school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	15	18	14
Year 4 – Year 6	9	9	8

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings were a combination of approached for curriculum delivery. Key learning areas are 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 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 and wider community as practically as possible.

Co-curricular activities

1. **Academic:** GRIP Leadership Conference, Pioneer valley Mathematics Competition, Whitsunday Voices Literacy Festival
2. **Cultural:** NAIDOC Celebrations, Indigenous Artist in Residence, and cultural lessons whilst supporting the National Curriculum
3. **Sporting:** Pioneer Valley Interschool Sporting events, sporting trials- tennis, basketball, rugby league, AFL, and netball
4. **Citizenship:** ANZAC Day and Remembrance Day Services
5. **Social:** Combined Life Education Combined Science days, disco, Under Eights Day, Cultural Days, Playgroup

How information and communication technologies are used to assist learning

We continue to access a variety of digital activities through, The Learning Place to assist with student projects, online resources, building resources, networking with other schools through virtual classroom and classroom activities. We also use virtual classrooms to assist students in LOTE. Staff access digital resources to use in the classroom and students use online support sessions to build their literacy and numeracy skills. Our school webpage and School Facebook pages have links for parents, students and school community to access in learning in all curricular areas.

Social climate

Overview

At Gargett we use the “You can Do it Program ‘Values Program and looking at 2019 Cluster Behaviour Program Approach. The programs works effectively with our Responsible 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 officers: Senior Sergeant James Dolby from the Mirani Police Station visits regularly and speaks with our students eg. School Leader Induction day, Under 8s Day, NAIDOC Day, Cyber Bullying, Day for Daniel and Road Safety.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• 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%	90%
• 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%	90%
• their school takes students' opinions seriously* (S2043)	95%	90%	100%
• student behaviour is well managed at their school* (S2044)	100%	90%	100%
• their school looks for ways to improve* (S2045)	100%	100%	90%
• their school is well maintained* (S2046)	95%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	90%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	100%	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%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• 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

The school encourages parents to be involved in the learning of the curriculum through term brochures; this informs parents of the current units the classes will be undertaking and assessed. With an Open Door Policy operational, parents can assist with reading, activities, workshops, tuckshop, library borrowing, P&C fundraisers, special days and semester 'Showcase' afternoons. Building and maintaining these partnerships with parents, the school community and the wider community is very important to us. Parent interviews are offered to parents to inform of their child's academic achievement and if they require further support. Adjustments to curriculum take place by the Teaching Principal and ST: L & N

Respectful relationships education programs

The school covers Respectful Relationships through Health, which is part of the Australian Curriculum. The focus is on personal safety and awareness, including identifying and responding to abuse, violence and develop students' knowledge and skills to be able to resolve problems without violence. It is also assist with 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 programs that focus on appropriate, respectful, equitable and healthy relationships to build a culture to prevent gender based violence, through building respectful relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

At Gargett SS, staff, students and the community are conscious of the impact school has on the environment. Water is an important commodity and students, staff and parents ensure that it's used efficiently and sustainably. Recycling bins are in the classrooms and playgrounds. Solar panels have been a welcome addition to offset the electricity usage. Future practices are set to help supplement those practices already implemented and thus help further reduce our environmental footprint. Sustainable practices are throughout the establishment; worm farm and vegetable gardens. Maintaining partnerships with community farmers in providing soil for the gardens, sand for the sandpit, assisting with movement of mulch, and digging for the new long jump pit continues.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	18,979	21,403	19,216
Water (kL)	268	149	49

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter dropdown menus: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

The screenshot shows a button labeled 'View School Profile'.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a white background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
Certificate	

*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 2018 were \$ 4146.13

The major professional development initiatives are as follows:

Whole staff first aid & CPR updates, Regional Principals Conference, Code of Conduct and student protections, internal monitoring workshops, Curriculum planning days, Early Start, Cluster Planning and Moderation days, Budget training Online training and webinars for principals, Pioneer Valley Clusters workshops. School based coaching and mentoring, Asbestos Training, Cluster guest speakers, One School workshops and Professional capabilities

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	100%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	96%
Attendance rate for Indigenous** students at this school	96%	94%	96%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

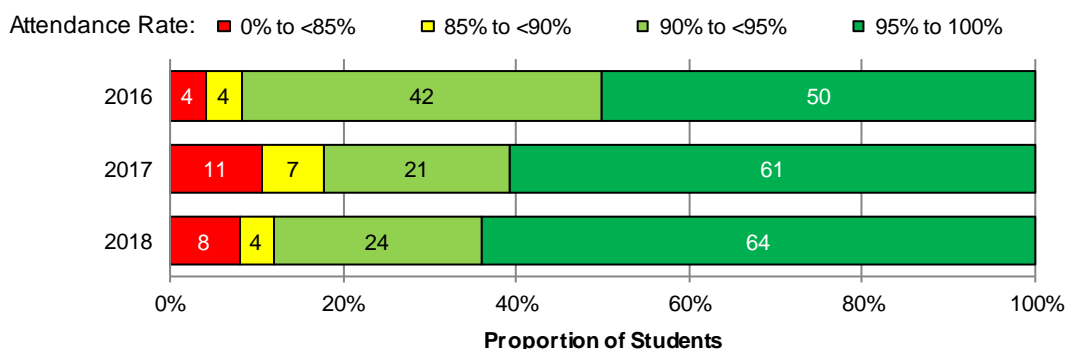
Year level	2016	2017	2018
Prep	95%	92%	95%
Year 1	97%	94%	95%
Year 2	96%	95%	96%
Year 3	97%	97%	95%
Year 4	96%	96%	98%
Year 5	88%	91%	94%
Year 6	93%	95%	DW

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

We believe the Every Day Count and Every Child Matters. Our school requests student absences (including late arrival and early departure) must be accompanied with a note or a phone call from the parent to explain why. A new Absence Line has been set up to assist parents to send text messages.

NAPLAN

My school has withheld data due to our low numbers however our students have achieved above the NMS. Numeracy was down from previous years however, this is part of our 2019 priority to improve this data.

For parents/caregivers who you have provided a hard copy of your school's Annual Report, you must also provide a copy of your school NAPLAN results (you may wish to copy the information from the [My School](#) website).

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the [My School](http://www.myschool.edu.au/) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.