



PO address	PO Box 209 Gin Gin QLD 4671
Phone	(07) 4133 2333
Fax	(07) 4133 2325
Email	the.principal@ginginss.eq.edu.au
Website or Contact Person	www.ginginss.eq.edu.au School Principal : Christopher Norris

Principal's foreword

Introduction

The following information contained in this report reflects some of the progress which Gin Gin State School made in the 2006 school year. It will outline:

- the curriculum offerings which students at Gin Gin State School receive,
- the positive social climate of the school
- how parents are involved in the education of their children
- a profile of our staff
- expenditure on Professional Development for staff
- Student outcomes reported from Year 2 net and Year 3, 5, 7 test
- Description of the schools progress towards it's goals.

Future outlook

Gin Gin State School prides itself on being a great place for students to learn. We strive for an environment of continuous improvement where we look for ways to improve the outcomes for our students. Results from 2006 present us with a number of these opportunities.

Firstly we see the new 'Go Maths' program as an precise response to the introduction of the new syllabus and disappointing results in the area of numeracy. It will provide our teachers with a concise and detailed maths program which will be delivered by the entire school.

We will continue to consolidate the reading and writing strategies which are in place within the school to support student literacy development.

We will work hard as a team to strengthen a positive school environment for all. This will be accomplished through a strong commitment to do our best for the students of Gin Gin State School

ICT's and Technology will be a focus for many teaching staff as it is hoped that many will become involved in their journey to achieve their ICT Certificate.

Finally we will look towards our 'Community Garden of Learning' to provide a set of learning experiences which will benefit student through their lives.

School Profile

Student Enrolment for 2006 was 334. Plus an additional 45 pre-school students.

In 2007 Gin Gin State School will cater for students from Prep – Year 7.

Gin Gin State School is a co-educational setting.

Curriculum offerings

The distinctive curriculum which Gin Gin State School offers centres on our 'Community Garden of Learning.' GGSS has created and is continuing to develop a set of garden beds which students will use through out their schooling life at GGSS. Through the use of these beds students will:

- Participate in a garden curriculum which will give the students the knowledge required to run their own successful vegetable garden at home eg knowledge of the need to have correct pH levels
- Develop their literacy and numeracy skills through a real life project
- Develop knowledge in other areas such as Science and Technology
- Develop social skills as they will be required to work as part of a team to effectively manage their garden plot
- Strengthen their own self esteem which comes with the success of growing something they have created.
- Strengthen their sense of belonging and relationships within the wider community through the involvement of various members outside of the school context eg. Local farmers, Scientists

Gin Gin State School offer a number of extra-curricula activities which the students have the opportunity to become involved in. These opportunities are provided through the commitment of various staff members.

- Maths Team Challenge
- After school sports program (2 days / week)
- Instrumental music (Brass/Woodwind & Strings)
- Environmental Group
- Drama Group
- Choir
- Recorder Band
- Cross Country training

ICT's (Information Communication Technologies)

ICT's currently play a major role in everyday life and preparing students for this is an integral aspect of school life. To ensure this occurs at Gin Gin State School we are undertaking a number of steps.

School Resources

- Gin Gin State School has introduced (with support from the P&C) it's first interactive whiteboard
- We have a computer lab available for teachers to access for whole class lessons
- Each classroom (including preschool) has a number of computers in each room. The number varies depending on the age of the children with our middle / senior school having enough computers to run group rotation activities.

Teacher Planning

- Class teacher take part in a 'planning block' each term which places an emphasis on a group of teachers with different skills planning together to create a unit of work
- One of the main focus areas which is supported with a specialist teacher is the use of ICT's and how these can be integrated into the planned activities.
- We have two staff members who have successfully attained their ICT Pedagogical License

ICT Progress

Gin Gin State School has taken the following steps to further enhance the use of ICT's in our school:

- Training of a Technology key teacher
- Discussions / Encouragement for a significant percentage of teachers to start towards attaining their ICT Certificate

Social climate

Staff, parents and students of Gin Gin State School work together to maintain the best learning climate possible for everyone. Staff run lunchtime interest programs throughout the week to provide students with alternatives to the normal lunchtime play.

We hold a breakfast program 2 mornings each week to support students in getting the nutritional part of their day started as best as possible.

Students and parents are supported through each week through access to our Guidance officer and Behaviour management Support officer.

Parent and Student Opinion has rated our school in 206 as follows:

	Safe School	Treated Fairly	Student Behaviour	Discipline	Is the school a good school?
Parents	Above State and Like Schools	Above State and Like Schools	Slightly below State and Like Schools	Slightly above State and Like Schools	Above State and Like Schools
Students	Below State Schools Above Like Schools	Above State and Like Schools	Below State and Like Schools	NA	Below State and Like Schools

Performance of our students

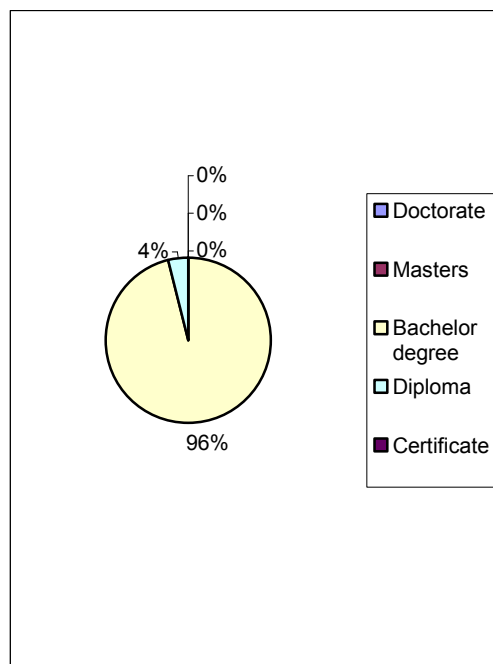
Involving parents in their child's education.

Gin Gin State School takes very seriously the idea that it is a team educating a child and as such strongly encourage parental involvement this has been done by:

- Supporting an active P&C association
- Holding a special culminating event each term to demonstrate student work and achievement
- Parental support in the classroom is strongly encouraged
- Parent comment / feedback sections are included on the newsletter where appropriate
- Return / comment slips for parents on behaviour
- Trial in 2 classrooms for new 3-way reporting process to be implemented in 2007

Qualifications of all teachers.

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	96
Diploma	4
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2006 was \$13 068.61

The major professional development initiatives are as follows:

- Literacy Cycles for all teachers, workshops in term 1, 2 and 3. Networking with another local

2006 School Annual Report

Performance of our students

school

- ICT Pedagogy – Term 2
- Literacy Leaders Day
- 'Groundwork Conference' – Lower primary teachers
- Encouraging Diversity Workshops – Term 1,2,3 and 4
- Mathematics – 'Go Maths' for all teachers
- Staff professional development for students with special needs eg. Downs Syndrome conference

The involvement of the teaching staff in professional development activities during 2006 was 84.2 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 94% in 2006.

Proportion of staff retained from the previous school year.

From the end of the 2005 school year, 94 % of staff were retained by the school for the entire 2006 school year.

Student attendance

The average attendance rate as a percentage in 2006 was 93.2 %.

Key outcomes in the early and middle phases of learning

Each school year the students in Years 3, 5 and 7 sit for a state wide literacy and numeracy test. The results of these tests are later returned to the school for analysis. The Year 2 student progress is compared against a set of minimum benchmarks or progression points.

Results in the Year 2 Diagnostic Net	Percentage of students not requiring additional support
Reading	83%
Writing	89%
Number	94%

2006 School Annual Report

Performance of our students

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	533	594	645	
	Average score for Queensland	535	608	679	
	Percentage of students at the school above the national benchmark	2006	93%	78%	73%
		2005	97.7%	72.7%	81.4%
Writing	Average score for the school	515	601	625	
	Average score for Queensland	522	627	696	
	Percentage of students at the school above the national benchmark	2006	93%	93%	80%
		2005	95.3%	72.7%	90.7%
Numeracy	Average score for the school	513	584	619	
	Average score for Queensland	529	599	653	
	Percentage of students at the school above the national benchmark	2006	82%	77%	55%
		2005	95.2%	75%	69.8%

Other Key Outcomes

Value added

With a high level of students moving in and out of Gin Gin State School we have sorted through the available data to analyse the success of those students who have remained in our school over the Year 3 to Year 5 to Year 7 period.

This way we can study the direct influence that our teaching is having on the students of Gin Gin State School. This definitely does not mean that we don't focus on the development of new students to our school. It is simply a more accurate measure of our schools success which in turn points us towards future areas of focus for the school.

The Reading data tells us that our students are generally scoring slightly above the state mean in Year 3. As the students move through to Year 5 they fall 3 points behind the State Mean and in Year 7 they fall to 5 points behind. Whilst this is not a significant difference our goal is for our students to score better. As part of our continual focus on Reading the school has:

- Trained Cluster Curriculum leader-English
- An established Reading Policy which sets out
 - Targets
 - Expectations
 - Standards
 - Different teaching strategies eg guided reading
 - Strategies
- Relentless Focus on Reading (District focus)
 - Collection of data – running records (PM)
 - Neale analysis – all year 4- 7 students
- Moderation / Standards discussions with whole staff
 - Reporting standards A-E
- Literacy accountability discussions (Teacher discussions / presentations of student learning – term 3 / 4)

2006 School Annual Report



**Queensland
Government**
Education Queensland

The Writing Data tells a similar story in that our Year 3 students score above State School averages and then fall slightly in Year 5. In Year 7 however they come back to level with the Year 7 State Mean. Within the area of writing we have:

- Introduced Literacy cycles
 - Whole school implementation
 - Varying levels of implementation in each classroom
 - Consultant visits- classroom demonstrations; professional dev
- Spelling policy
 - Review
- Genre overview
- Grammar overview – Draft
- Writing moderation
 - A,B,C,D standards identified / moderated
- Literacy matrix for planning
- Moderation with other schools (Sharon)

Numeracy is an area within the school which has become a major focus. Data from numeracy tells us that we are consistently behind State schools. Students performance in the area of number is the weakest. The areas of Space and Data both show better results with some scores coming in above State School means. As a result of this information the school has taken on the step of introducing a new Maths program. This has meant a large commitment of school resources as well as staff commitment. To introduce Go Maths GGSS has:

- Go Maths
 - Developed an implementation plan
 - PD
 - Resources
 - Timeline
 - Accessed professional development from a consultant
 - Co-ordinated parent information sessions
 - Incidental feedback sought from parents, students and staff

Future actions include:

- Collect formal feedback / compare data
- Matrix for collation of student assessment
- Correspondence/troubleshooting with another school re composites

Despite a schools best efforts some students will require additional support in order to access the school curriculum. To enable this education support to occur Gin Gin State School does the following:

- Identification through Yr 2 net; Yr 3/5 testing;
- Referral system for appraisal/support needs- special needs meetings
- Learning Support teacher collaboratively prepares Support Plan with class teacher
- Teacher aide allocation
- Specialists in planning blocks-modified learning experiences
- School based programs eg Getting Started; Tap into Speech. Students identified by class teacher as stated in school benchmarking.
- Emergency meetings re new enrolments
- Gifted & talented: Strand 1: expanding interests; Strand 2: enhancing (maths challenge); strand 3&4: differentiation; extension; acceleration
- Regional Gifted Education representative on staff
- Planned teacher training in Gifted Ed- school based/cluster initiatives (term 3 & 4)

Performance of our students

Reading

Year	Reading yr 3	Reading yr 3 State Mean	Reading yr 5	Reading Yr 5 State Mean	Reading yr 7	Reading yr 7 State Mean
- Yr 5 2001 - Yr 7 2003			610	615	693	683
- Yr 5 2002 - Yr 7 2004			589	612	672	691
Yr 3 2001 - Yr 5 2003 - Yr 7 2005	517	513	614	611	677	681
Yr 3 2002 - Yr 5 2004 - Yr 7 2006	549	524	622	608	674	679
Yr 3 2003 - Yr 5 2005 - Yr 7 2007	522	513	608	609		
Yr 3 2004 - Yr 5 2006 - Yr 7 2008	522	530	602	608		
Yr 3 2005 - Yr 5 2007 - Yr 7 2009	566	542				
Yr 3 2006 - Yr 5 2008 - Yr 7 2010	533	529				
Average scores for GGSS and State Means	534	525	608	611	679	684

Writing

Year	Writing yr 3	Writing yr 3 State Mean	Writing yr 5	Writing Yr 5 State Mean	Writing yr 7	Writing yr 7 State Mean
- Yr 5 2001 - Yr 7 2003			588	613	669	691
- Yr 5 2002 - Yr 7 2004			621	600	693	697
Yr 3 2001 - Yr 5 2003 - Yr 7 2005	571	512	642	605	778	734
Yr 3 2002 - Yr 5 2004 - Yr 7 2006	533	518	587	602	676	696
Yr 3 2003 - Yr 5 2005 - Yr 7 2007	524	512	545	597		
Yr 3 2004 - Yr 5 2006 - Yr 7 2008	538	531	611	627		
Yr 3 2005 - Yr 5 2007 - Yr 7 2009	537	503				
Yr 3 2006 - Yr 5 2008 - Yr 7 2010	514	516				
	536	515	599	607	704	705

2006 School Annual Report

Performance of our students

Number

Name	Number yr 3	Number yr 3 State Mean	Number Yr 5	Number Yr 5 State Mean	Number Year 7	Number Yr7 State Mean
- Yr 5 2001 - Yr 7 2003			550	581	670	680
- Yr 5 2002 - Yr 7 2004			527	585	621	664
Yr 3 2001 - Yr 5 2003 - Yr 7 2005	500	528	580	602	660	656
Yr 3 2002 - Yr 5 2004 - Yr 7 2006	551	536	620	606	650	656
Yr 3 2003 - Yr 5 2005 - Yr 7 2007	533	529	589	601		
Yr 3 2004 – Yr 5 2006 – Y7 2008	477	525	566	601		
Yr 3 2005 – Yr 5 2007 – Yr 7 2009	543	531				
Yr 3 2006 – Yr 5 2008 – Yr 7 20010	502	517				
	517	527	572	596	650	664

Parent, student and teacher satisfaction with the school

Parent satisfaction with Gin Gin State School continues to show improvement. Parents scored Gin Gin State School above the State School Mean in the areas of Curriculum, Learning Climate and School Climate. We scored significantly above the State School Mean for Pedagogy, School – Community Relations and Resources. The only area which was placed below the State Mean was for Student Outcomes.

The student opinion tells an interesting story. The cohort of Year 7 students in 2006 placed considerable strain on the students and staff. The staff contributed a great deal of time and effort in supporting the year 7 cohort to maximise their learning potential. Despite our best efforts there was a significant negative impact felt within the school.

The Year 5 Student opinion shows that the students were happy with Student Outcomes and Learning Climate, slightly behind State Mean for Curriculum, Pedagogy and resources, but significantly behind the State Mean for the School Climate.

The Year 7 Student opinion shows that they were happy with Resources however significantly behind in the areas of Student Outcomes, Curriculum, Pedagogy, Learning Climate and School Climate.

The general climate of the school in 2006 also impacted on the School Opinion Survey from Staff. In 2003, 2004 and 2005 Gin Gin State School was flagged as significantly above the State Mean within the overall ratings for schools. In 2006 this rating came down to be similar with the State Mean. The areas of School Operations, Support, resources and Training, Work Roles and Work Value and Recognition all fell below the State School Mean. Of the remaining areas of Physical Work Environment, Relationships, Staff Morale only Physical Work environment remained significantly above the State School Mean.

As a staff we immediately addressed this issue by working through the Staff Opinion Questions and identifying areas which needed to be addressed and ways that as a school this could be completed. These actions are continually being addressed through 2007.

2006 School Annual Report