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Principal's foreword

Introduction

The following information contained in this report reflects some of the progress which Gin Gin State School made in the 2007 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
- the expenditure on Professional Development for staff
- the student outcomes reported from Year 2 net and Year 3, 5, 7 test
- the description of the schools progress towards it's goals.

Future outlook

Gin Gin State School continues to strive towards 'being the best that we can be.' This is in all facets of the school.

In 2007 the school held a Triennial School Review where we reviewed the school progress over the past few years and planned into the future of our school. The future plan for the school involved 5 main priorities which were:

- Strengthen Gin Gin State Schools curriculum framework by incorporating QCAR
- Provide a safe and supportive learning environment through a 'Values for Australian Schooling' program
- Improve the learning outcomes of students (specifically in the areas of literacy and numeracy)
- Continue to improve the professional skills of staff, parents and caregivers
- Strengthening our positive school / community relationships through involvement in programs such as the 'Community Garden of Learning.'

School wide approaches to teaching and learning continue to be strengthened with programs such as 'Go Maths' which is now in it's 2nd year of implementation. Whole school teaching approaches such as 'Literacy Cycles' continue to support writing.

We have consolidated the positive school environment throughout 2007 and successfully applied to be a part of a cluster support program 'School Wide Positive Behaviour Support.' Staff and parents will receive training through 2008 and a leadership team will lead the implementation.

Four additional Interactive Whiteboards were purchased in 2007 bringing the total number of boards to 5 in classrooms. ICT's and Technology will be a focus for many teaching staff as they complete their ICT certificate.

We will continue to develop our 'Community Garden of Learning' to provide a set of learning experiences which will benefit student through their lives.

School Profile

Student Enrolment at the beginning of 2008 was 344. 2008 saw the first full intake of Prep students.

Gin Gin State School caters for students from Prep – Year 7.

Gin Gin State School is a co-educational setting.

The actual school address is 13 May Street Gin Gin QLD 4671

Curriculum offerings

Gin Gin State School offers a curriculum which is currently identified through the QCAR framework and the Essential Learnings.

This curriculum is enhanced through the use of our 'Community Garden of Learning.' GGSS has established 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:

- 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 students 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.
- 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
- 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

Extra curricula activities

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)
- Chess Club
- Drama club
- Sports training eg softball
- Choir
- Recorder Band
- Cross Country training

How computers are used to assist learning

ICT's currently play a major role in everyday life and preparing students for this is an integral aspect of our school. 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) 5 interactive whiteboards. Four of

Our school at a glance

these are in set classrooms and the fifth is in a 'shared room.'

- We have a computer lab available for teachers to access for whole class lessons
- Each classroom (including Prep) 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 teachers 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 they can be integrated into the planned activities.
- We have two staff members who have successfully attained their ICT Pedagogical License and two further teachers who have completed their certificate.

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
- Support for a significant percentage of teachers complete their ICT certificate in 2008

Social climate

Through 2007 we saw the learning environment of Gin Gin State School improve significantly.

Staff, parents and students of Gin Gin State School all worked together to maintain the best learning climate possible.

Lunchtime interest programs continued through the year to provide students with alternatives to the normal lunchtime play.

Breakfast club continued 1 morning each week to support students in getting the nutritional part of their day started as best as possible.

2007 saw the introduction of our schools first Chaplain. Our Chaplain worked hard to establish relationships with our students and supporting them any way possible such as coordinating the breakfast club.

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

Parent and Student Opinion has rated our school in 2007 as follows:

	Safe School	Treated Fairly	Student Behaviour	Discipline	Is the school a good school?
Parents	Significantly above State and above Like Schools	Above State and Like Schools	Above State and Slightly below Like Schools	Slightly above State and Like Schools	Above State and Like Schools
Students	Above State Schools Slightly below Like Schools	Above State and Like Schools	Below State and Like Schools. Significant improvement from 2006	NA	Below State and Like Schools

Involving parents in their child's education.

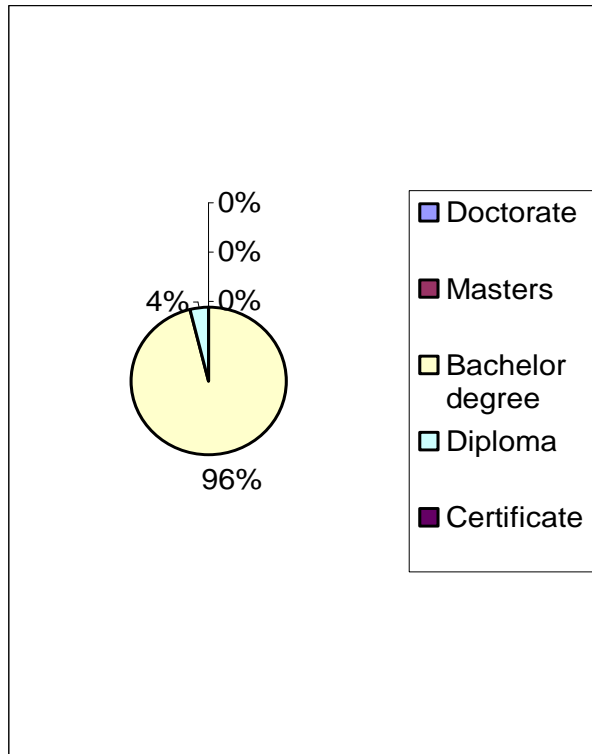
Gin Gin State School takes very seriously the idea that it is a team educating a child and as such strongly encourage parental involvement this has been done by:

- School wide implementation of the 3-way reporting process in 2007 which provides information to parents regarding student progress 4 times a year. Terms 1&3 we hold interviews with parents, students and teachers where goals are set. Term 2&4 report cards are sent home.
- Promote an open school / classrooms at all times.
- 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

Our staff profile

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.

- 94% of staff were involved in professional development activities through 2007
- The total funds expended on teacher professional development in 2007 was \$22 294
- The major professional development initiatives are as follows:
 - Literacy Cycles workshops in term 1.
 - Literacy - Critical literacy & Functional Grammar
 - Mathematics – 'Go Maths' for all teachers
 - EAP Validation Process
 - Crossing Cultures Training
 - Sensory Processing
 - Staff professional development for students with special needs eg. Downs Syndrome conference

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2007.

Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, 90 % of the staff was retained by the school for the entire 2007 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2007 was 93 %.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	76%
Writing	80%
Number	89%

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	524	613	656	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	95%	78%	75%
		2006	93%	78%	73%
Writing	Average score for the school	502	568	651	
	Average score for Queensland	523	600	681	
	Percentage of students at the school above the national benchmark	2007	80%	80%	89%
		2006	93%	93%	80%
Numeracy	Average score for the school	509	587	642	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	88%	84%	75%
		2006	82%	77%	55%

Other Key Outcomes

Value added

A significant percentage of students who attend Gin Gin State School have a transient background. As a part of analysing our data we have identified those students who have remained in our school from Year 3 to Year 5 and to Year 7.

This way we can study the direct influence that our teaching is having on the students of Gin Gin State School. With this said we definitely continue to 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 7 points behind. Whilst this is not a significant difference our goal is for our students to score better than State Schools. As part of our continual focus on Reading the school has:

- An established Reading Policy which sets out
 - Targets
 - Expectations
 - Standards
 - Different teaching strategies eg guided reading
 - Strategies
- Analysis of data
 - 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)

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 a similar 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 – Introduced functional grammar
- Writing moderation
 - A,B,C,D standards identified / moderated
- Literacy matrix for planning

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 introduced in 2007 a new Maths program 'Go Maths'.

- Go Maths
 - Continued to implement Professional Development and support resource allocation
 - Accessed professional development from a consultant
 - Incidental feedback sought from parents, students and staff
 - Implemented a school structure to support the delivery of the units

We will continue to monitor the implementation of the units through out the year and track those units completed against the Essential Learning's.

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 a Support Plan with class teacher
- Maximises the Teacher aide allocation to classes
- Additional support in planning blocks from specialist staff to modify 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

Supporting our students who are demonstrating gifts in certain areas has been a developing focus in 2007. We have:

- Provided professional development for staff in
 - The identification of gifted students

- catering for gifted students
 - higher order thinking in the classrooms
 - promoting higher order thinking skills through teacher planning
 - included staff from cluster schools in PD
 - placemat in all classrooms
- Reviewed our planning template to include modifications for gifted students
 - Developed identification process
 - Developed a school policy;
 - Secured one member of staff as the Regional Gifted Education Representative
 - A staff member has completed the Learning Place online course "Giftedness".
 - Regional representative has organised Writers Workshop for District schools;
 - 3 other staff members have attended a 2 day conference and presented GGSS journey

Our future plans involve:

- Ensure differentiation in planning
- Ensure identification procedures are working
- Supporting the cluster initiatives eg IT group
- 2 day conference in term one 2009 to address differentiation in units of work

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	661	672
Yr 3 2004 - Yr 5 2006 - Yr 7 2008	522	530	602	608		
Yr 3 2005 - Yr 5 2007 - Yr 7 2009	566	542	604	607		
Yr 3 2006 - Yr 5 2008 - Yr 7 2010	533	529				
Yr 3 2007 - Yr 5 2009 - Yr 7 2011	519	531				
Average scores for GGSS and State Means	533	526	607	610	675	682

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	674	681
Yr 3 2004 - Yr 5 2006 - Yr 7 2008	538	531	611	627		
Yr 3 2005 - Yr 5 2007 - Yr 7 2009	537	503	556	597		
Yr 3 2006 - Yr 5 2008 - Yr 7 2010	514	516				
Yr 3 2007 - Yr 5 2009 - Yr 7 2011	529	536				
	535	518	593	606	698	700

Number



Performance of our students

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	623	648
Yr 3 2004 – Yr 5 2006 – Y7 2008	477	525	566	601		
Yr 3 2005 – Yr 5 2007 – Yr 7 2009	543	531	549	601		
Yr 3 2006 – Yr 5 2008 – Yr 7 2010	502	517				
Yr 3 2007 – Yr 5 2009 – Yr 7 2011	489	529				
	513	527	568	597	645	661

Parent, student and teacher satisfaction with the school

Gin Gin State School Staff worked hard through 2007 to improve our overall school performance. This work is reflected in the School Opinion Survey results.

Staff

All areas of the staff survey showed an improvement with some areas showing a significant improvement. All of the areas were rated higher than State and Like School scores. The areas of Physical work environment, School Operations, Staff Morale, Support Resources and Training and the Overall rating for all questions were flagged as significantly above state schools. These improvements have been celebrated and reinforced further.

Parents

The parent survey followed the improvement noted by staff. Every area, with the exception of Curriculum when measured against Like Schools (only slightly behind), was rated above State and Like Schools. As well as these high scores it is worth noting that in 2007 the school received its highest ratings for each area since the surveys began in 1997 with the exception of Curriculum and School Climate. This supports the notion that Gin Gin State School continues to improve.

Students

The student survey again demonstrated the improvements made from 2006 with the ratings in every area showing improvements. The student ratings however, only rated us above State schools in the areas of Curriculum and Resources. Further analysis of the data shows that the Year 5 responses brought the ratings down particularly in the areas of Curriculum and School Climate. School climate did show a significant improvement from 2006. Year 5 students rated Student Outcomes highly in 2007. Year 7 students rated Student Outcomes, Pedagogy and Learning Climate highly and the overall rating for our school was slightly above State and Like schools.

