



Gin Gin State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Gin Gin School provides the Gin Gin community with a supportive small school environment where students can learn and thrive. The students, staff and parents are very proud of a school which continues to grow and look for continual improvement. We are a community working together 'To Be The Best That We Can Be'. This creed first promotes the value we place within the community of supporting each other in our aim to achieve the best outcomes for our students, and secondly, we encourage every student to be the best that they can be in all that they do. We are committed to providing every child with a balanced education, maximizing the educational outcomes for every student through a range of curricular and extra-curricular activities including our Community Garden of Learning, Robotics, information and communication technology skills, music, sport and excursions. Literacy and numeracy remain core business and we consistently achieve positive academic results. Our vision is to promote learning in students that will create lifelong learners. Students' social and emotional well-being are supported by a chaplain, specialist teachers and Breakfast Club.

Principal's Foreword

Introduction

I am pleased to present the Gin Gin State School Annual Report for 2016 to parents of our school and the wider community. It provides an overview of the highlights and successes of Gin Gin State School during 2016. A dedicated and skilled workforce ensures that all children have the opportunity to reach their potential. Gin Gin State School has a supportive parent community and strong partnerships between carers and the school is encouraged.

We are very proud of our school's successes and are pleased to have the opportunity to share them through this report. The report outlines the following significant achievements during 2016:

- Description of school's progress towards its goals.
- Our schools aims and directives.
- Curriculum offerings.
- Positive social climate of the school.
- Staff profiles.
- Expenditure on professional development for staff.
- Student outcomes and achievement.

Progress towards its goals in 2016

School improving Literacy and Numeracy outcomes - with a continued focus around reading, as well as leading a concerted focus on writing and number.

Extra teacher aide time was purchased to support student learning needs in the classroom, as well as support from a 0.5 FTE Master Teacher, and Learning Support Teacher. An extra teacher was also employed to reduce class size numbers.

This has allowed extra teacher aide time across the school to continue supporting our '**relentless focus on reading**' with the continuation of our "Fly-in" teams, where teacher aides together with classroom teachers complete guided reading sessions in small groups. Gains in reading improvement have been significant.

Teacher aides have also been used to support teachers in the classrooms (notably in lower grades) in conducting maths rotations, thus enabling some 'hands on' learning to develop with group support.

School and systemic data has been continually analysed and shared with staff to inform future planning and address student needs.

Development of quality teaching and learning – Professional development was provided for up-skilling of staff in the areas of Seven Steps to Writing and ASOT as a pedagogical framework.

Improving social and emotional well-being – A variety of programs have been implemented, including Unlimited Program, School Wide Positive Behaviour Support, Breakfast Club, and Garden of Learning to support disengaged students. Our students and families are very strongly supported by a school Chaplain.

Increasing attendance rates: We have had continued success and enthusiasm develop around our Robotics Club and Computer Club which is offered at school and well supported by a number of teaching staff. These are just two of the extra curricula programs used to assist in engaging students and increasing motivation. Students have also enjoyed being involved in participating in sporting competitions against other schools in Bundaberg on Friday afternoons.

These activities involve teachers and students in 'after school' activities to develop student skills and help maintain their enthusiasm. The results are clear. "Students participating in extra-curricular activities have a higher attendance rate than our whole school percentage and are also enjoying improved academic results. Importantly, school opinion surveys show these extra- curricular activities have been influential in improving student satisfaction and increasing attendance."

Need for regular attendance is promoted through school newsletter, on parade each week through the motto 'Everyday Counts', and parent contact re absenteeism.

Increasing aspirations of students - A number of incentive schemes have been introduced such as promotion of 'academic excellence', students of the week awards, lunch time and after school clubs in Robotics, Computer Club, Kids Club, The Arts and Sports.

Once again our choir performed at Creative Generation in Brisbane, a most spectacular event which is televised each year.

Developing partnerships with parents and community – Parents are involved with 3 way reporting together with teacher and child in Term 1 and 3. Parents support 'before school' reading programs and assist students requiring extra reading support during the day.

Parents are notified if child is to receive an award on Monday morning parade to provide them the opportunity of being present.

Regular meetings held with Cluster Schools with a common focus and alignment of practices as all schools feed to the same high school, that is Gin Gin State High School.

Students from Year 6 attended the end of school camp at Tallebudgera along with students from the cluster schools. They also attended induction days at Gin Gin State High School together in readiness for secondary schooling.

Future Outlook

Gin Gin State School continues to strive towards 'Being the Best that we can Be'. This is reflected across all areas of the school. The future plan for the school, as reflected in the AIP (Annual Improvement Plan) includes:

- Strengthening of school's curriculum policy by developing and enacting a whole school Pedagogical Framework based on ASOT to improve learning outcomes for all students.
- Continuing analysis of school and systemic data to direct future teacher and learning with a strong focus on higher expectations for all, and providing extra support for students where required.
- Developing professional knowledge and practices around ACARA priorities. This was supported by the engagement of a Master Teacher 0.5 FTE for 3 years, commencing in 2015 school year. The Master Teacher worked alongside classroom teachers with the aim of improving teaching practices with a focus around literacy.
- Ensuring learning is engaging and inclusive, whilst maintaining a strong focus on meeting the needs of the diverse range of students, and embedding differentiation strategies into classroom programs, accessing external specialist personnel when required.
- Focusing on 'Closing the Gap' for Indigenous students through the purchase of additional human and physical resources to support our students.
- Continuing the employment of a School Chaplain in supporting families, with a major focus on student 'well being' through a program such as 'Unlimited' and general care and support.
- Continuing strengthening of our school/community relationships through involvement in programs such as the 'Garden of Learning' and community events, namely ANZAC days and school excursions.
- Continuing 'Relentless Focus on Reading' across the school, embedding a balanced reading program, and numeracy rich routines in each classroom that address key aspects of number. In 2017 we aim to continue a focus on Writing, plus embed a balanced writing program across the school.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	322	168	154	36	91%
2015*	276	137	139	33	93%
2016	281	150	131	30	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Gin Gin is a regional, rural community west of Bundaberg. Gin Gin SS has an ICSEA of 936. It is a low socio-economic area with many families living on small acreages, often with limited resources. There is a relatively small indigenous population, approximately 10%.

Our school is recognised for excellent special education programs which support students from all year levels, as well as other smaller schools in the cluster.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	21	17
Year 4 – Year 7	27	22	23
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Continued development of literacy and numeracy skills in line with National Curriculum.
- ICT skills are integral to all lesson planning.
- Robotics kits are provided for students in upper school to support English, Science, Mathematics and Technology, whilst Beebots, Probots and Constructabots are introduced in lower school.
- Differentiated Curriculum is provided for students at all levels.
- Curriculum support is offered across all year levels by Specialist teachers in Music, Health and Physical Education.
- Japanese language and cultural activities for students in Year 5 and 6 .
- Specialist Learning Support teacher provides support to all year levels across the school.
- Special Needs teachers provide extra support for students with a disability to ensure they are meeting educational outcomes.

Co-curricular Activities

Gin Gin State School provides a range of extra curricula activities which allows students an opportunity to pursue their individual interests and/or further develop their own skills and abilities by participation in these activities. These opportunities are provided through the commitment of various staff members and include:

- Robotics
- After school sports programs teaching skills in Football, Cricket, Netball, Golf and Athletics.
- Chess Club and Kids Club.
- Instrumental Music Program (Brass/Woodwind and Strings instructions).
- Student Council
- Breakfast Club each morning.
- Cross Country, Interhouse and Interschool Sports, Swimming Carnival
- School Concerts, Drama Groups, Choir.
- Excursions/Camps across all year levels.
- Leadership Camp

How Information and Communication Technologies are used to Assist Learning

Information and communication technology skills are an integral part of all KLA's from Prep to Year 6. Students have access to computers within each classroom plus computer lab. The school currently has electronic whiteboards in all classrooms.

All teachers have a laptop computer for their own use as part of the Laptop for Teachers Program.

A computer lab, housing 28 computers is encompassed in the Technology Centre which extends on from the Resource Centre. This allows full access to a whole class at any given time.

The school also has a full class set of iPads, provided by the P&C Association, available for class borrowing from the library.

Social Climate

Overview

Once again, throughout 2016 we saw a continued improvement within the learning Environment at our school. Staff, students and parents all work together to maintain this environment.

An experienced Guidance Officer works at the school two days a week and is also an integral member of the school special needs committee and SWPBS Committee.

Breakfast Club continued each morning to support students in getting a good nutritional start to the day. This is well coordinated by Teacher Aides, Student Leaders and School Chaplain.

The school is well supported by a Chaplain who is always there for the needs of the students or parents. Again in 2016 the school Chaplain conducted an 'Unlimited Program' with boys and girls from Year 6 which has been very valuable and well supported. Student leaders attended the Mayoral Chaplaincy breakfast in Bundaberg with the Chaplain during 'Chappy Week'.

The school continues to develop and monitor The School Wide Positive Behaviour Support Plan as part of our Responsible Behaviour Plan, which models expectations – Be Safe, Be Responsible and Be Respectful. Our Anti-bullying Policy is also encompassed within our Responsible Behaviour Plan. Set rules are modelled and taught across the school each week to reinforce positive behaviours. School behaviour in the playground is also monitored and recorded by staff on duty in all areas, providing valuable information to track both positive and negative student interactions over time. This information is used to counsel and support students. Data has shown a great improvement across the school.

The Opinion Survey showed the majority of parents were pleased that their child is getting a good education at this school, showing improvement in all areas, with data well above state average, We believe this is due to the strong teamwork of our staff and parent involvement. We always maintain an 'Open Door policy' at our school.

The Opinion Survey showed the majority of students were happy to go to this school and 95% of students believe they are getting a good education, and that teachers expect them to do their best.

A number of extra curricula programs have been introduced in to the school fostering student motivation and aspirations, which have all led to improved learning outcomes and attendance..

Twenty three students from the school choir, trained by Mr Arnold the school music teacher, performed at Creative Generation in Brisbane in July for the fourth year in a row. After two full days of rehearsal the choir then performed in the mass choir in four shows to a packed audience at the Brisbane Entertainment Centre. This was a most spectacular event and an outstanding achievement for all. The show is also televised annually.

Children were involved in a number of sporting events where they travelled to Bundaberg to compete in selected sports against other schools. We also held Active After School Sports across a number of sporting codes.

A number of clubs operate during the lunch hours and after school providing for the different interests of students. These range from gardening, the Arts and Kids Club, Computer Club and Robotics .

Students exhibited a display of work in the local Gin Gin Show. This display was then arranged in the school hall for the American students to view during their visit.

A number of Prep Orientation Days was held at the end of the year, for student enrolling in Prep in 2017

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	94%	97%
this is a good school (S2035)	83%	94%	97%
their child likes being at this school* (S2001)	86%	100%	97%
their child feels safe at this school* (S2002)	77%	94%	100%
their child's learning needs are being met at this school* (S2003)	82%	94%	94%
their child is making good progress at this school* (S2004)	89%	88%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	88%	97%
teachers at this school motivate their child to learn* (S2007)	77%	94%	100%
teachers at this school treat students fairly* (S2008)	91%	89%	97%
they can talk to their child's teachers about their concerns* (S2009)	86%	100%	97%
this school works with them to support their child's learning* (S2010)	86%	88%	97%
this school takes parents' opinions seriously* (S2011)	67%	82%	91%
student behaviour is well managed at this school* (S2012)	63%	72%	82%
this school looks for ways to improve* (S2013)	83%	88%	88%
this school is well maintained* (S2014)	97%	100%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	97%	95%
they like being at their school* (S2036)	81%	91%	97%
they feel safe at their school* (S2037)	79%	92%	93%
their teachers motivate them to learn* (S2038)	94%	95%	99%
their teachers expect them to do their best* (S2039)	96%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	97%	95%
teachers treat students fairly at their school* (S2041)	88%	90%	89%
they can talk to their teachers about their concerns* (S2042)	85%	92%	93%
their school takes students' opinions seriously* (S2043)	82%	94%	78%
student behaviour is well managed at their school* (S2044)	74%	62%	66%
their school looks for ways to improve* (S2045)	91%	98%	93%
their school is well maintained* (S2046)	89%	92%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	94%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	84%	86%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	93%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	94%	100%	93%
student behaviour is well managed at their school (S2074)	67%	93%	93%
staff are well supported at their school (S2075)	87%	89%	93%
their school takes staff opinions seriously (S2076)	90%	82%	89%
their school looks for ways to improve (S2077)	100%	96%	96%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	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

Gin Gin State School takes very seriously the idea that it is a team educating a child and as such strongly encourages parent/guardian involvement by:

Implementing a 3-way reporting process at the end Term 1 and Term 3, which provides student progress to parents. These interviews are conducted between students, teachers and parents, discussing progress and setting goals. Formal reports for all students from Prep to 6 are sent home at the end of each Semester. Students in Year 3 and 5 received National Assessment Reporting (NAPLAN) results in Literacy and Numeracy late in the year.

Parents regularly volunteer reading support in classrooms, plus become involved in all school activities. Many parents volunteer time to maintain a school tuck shop on Fridays each week. This catering is the major fundraising for the school, with profits going towards school resources and excursions.

Parents are involved in developing support programs for students when and where required.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Through the implementation of PBL students learn the necessary skills that builds respectful and sustainable 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	41	4	8
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Solar Panels have been installed on the roof of the school to capture energy which can be stored. Light bulbs have been changed to the energy saving style. Rain water tanks have been installed and connected to new buildings and the garden shed, and students are regularly educated in water usage awareness, highlighting the need to save water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	93,293	3,457
2014-2015	94,998	2,609
2015-2016	70,136	1,438

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool 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.

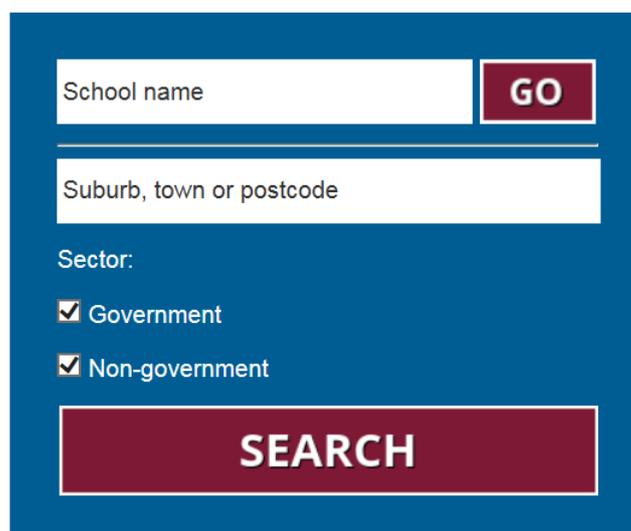
School Funding

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

Suburb, town or postcode

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	24	19	0
Full-time Equivalent	22	12	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	18
Diploma	2
Certificate	

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 43650.51

The major professional development initiatives are as follows:

- Classroom Profiling,
- Art of Science and Teaching (ASOT)
- One School Training
- Sports Coaching
- Health – CPR and HPE
- Chaplaincy/social health courses.
- 7 Steps in Writing

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 82% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	95%	93%

*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 2016 for all Queensland Primary schools was 93%.

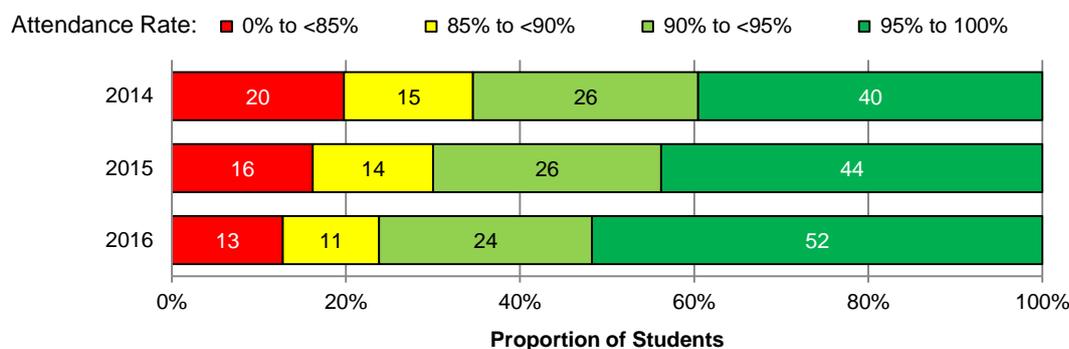
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	86%	88%	91%	91%	88%	92%	92%	88%					
2015	91%	90%	89%	91%	94%	92%	94%						
2016	94%	94%	93%	94%	92%	95%	93%						

*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:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

The school manages attendance rates on three levels:

- At the classroom level, rolls are marked twice daily. Teachers note unexplained absences and attempt to contact parents, particularly if the student is absent on consecutive days. Parents have been made aware that they are to contact by telephone or send a note with the student upon return to school, explaining the reason for absence/s. The school has a special absentee line where messages on absenteeism can be recorded.
- Teachers report absenteeism to administration. Administration monitors and attempts to contact parents.
- Administration sends relevant letter/s to parents, outlining DET Policies.
- Importance of regular attendance at school is promoted regularly on weekly parade, and with class and individual awards.

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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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.