Gin Gin State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Gin Gin School provides the Gin Gin community with a supportive school environment where students can learn and thrive. The students, staff and parents are very proud of the school, and actively seek ways in which to grow and improve.. Our creed, '*We are a community working together to be the best that we can be*' 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 Robotics, Reader's Cup, 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 the Chaplain, Guidance Officer, Engine Room – gym, specialist teachers and Breakfast Club.

School progress towards its goals in 2018

I am pleased to present the Gin Gin State School Annual Report for 2018 to parents of our school and the wider community. It provides an overview of the highlights and successes of Gin Gin State School during 2018. 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 are 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 2018:

- Additional Teacher purchased to reduce class sizes

- Improving Literacy and Numeracy outcomes:

  - continued focus on reading development – allocation of teacher aides to assist with regular guided reading
  - continued focus on number – allocation of teacher aides to assist with math rotations
  - staff professional development to support explicit focus on writing development
  - purchase of additional teacher aide time to support individual student needs
  - staff and student support from a 0.5FTE Master Teacher and Learning Support Teacher

- Improving social and emotional well-being:

  - 'Unlimited Program' – facilitated by the School Chaplain
  - Positive Behaviour for Learning – consistent whole-school approach
  - Breakfast Club – open to all students daily
  - Engine Room – physical activities in a structured environment.
  - School Chaplain – supporting students, parents and families, and staff
  - Guidance Officer – 'Bear Club', social skills program, individual counselling

- Striving for excellence in all areas

  - Promotion of 'academic excellence'
  - Recognition of Students of the Week and Students of the Month
  - Lunch time and after school clubs;
    - Computer, Arts and Sports.
  - Creative Generation - televised musical State School spectacular
  - Reader's Cup
  - Representation at District, Regional and Zone sporting events

- Developing partnerships with parents and community:

  - Parent involvement with 3 way reporting in Terms 1 and 3
  - Parent support for before school reading programs
  - Parent assistance in classes
  - Parents personally invited to attend Parade when their child is being recognised
  - Parent representative on Positive Behaviour for Learning Committee

- Active P & C group; working with the school to meet student needs through fundraising
  - air-conditioning majority of classrooms to aid student learning
- Promotion of school activities through the Facebook page
- Regular meetings with Cluster Schools to ensure common focus and alignment of practices of schools feeding into Gin Gin State High School

- Transition Programs

  - Transition programs for Preps entering school including collaboration with Gin Gin Kindergarten, Wallaville Kindy Care and The Mango Tree Day Care
  - Students from Year 6 attend the end of school camp at Tallebudgera along with students from the cluster schools, fostering relationships with peers
  - Induction days at Gin Gin State High School in readiness for secondary schooling
  - Extended Transition to High School for Year 6 students with additional needs

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:

- Developing professional understanding of Data Literacy in order to monitor and track student improvement
- Explicit teaching of writing, spelling and reading strategies
- Provide staff with the opportunity to engage in sharing of professional knowledge and experience
- Provide positive feedback to students regarding achievement and distance travelled
- Share positive outcomes with parents and community

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	281	290	267
Girls	150	149	126
Boys	131	141	141
Indigenous	30	36	38
Enrolment continuity (Feb. – Nov.)	91%	86%	86%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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

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. The indigenous population has increased, now approximately 15%.

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	17	21	23
Year 4 – Year 6	23	25	29
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 to support with various key learning areas

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 years 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 skills and abilities to participate in these activities. These opportunities provided through the commitment of various staff members and include:

Robotics

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

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 teacher have a laptop computer for their own use as part of the Computers 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

Throughout 2018, 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, student wellbeing committee and the Positive Behaviour for Learning committee.

Breakfast Club continued each morning to support students in getting a good nutritional start to the day. This is well co-ordinated 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. In 2018, the School Chaplain continued with the '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.

The school continues to develop and monitor the Positive Behaviour for Learning 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.

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

A group of students from the school choir, trained by Mr Arnold the music teacher, performed at Creative Generations in Brisbane during the year. The group performed in the mass choir during shows to a packed audience at the Brisbane Entertainment Centre. This was a spectacular event and an outstanding achievement for all.

Students exhibited a display of work in the local Gin Gin Show. This is an annual event that all students participate in.

A number of Prep Orientation Days were held at the end of the year, for students enrolling in Prep in 2018.

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)	97%	85%	89%
• this is a good school (S2035)	97%	79%	81%
• their child likes being at this school* (S2001)	97%	85%	89%
• their child feels safe at this school* (S2002)	100%	83%	74%
• their child's learning needs are being met at this school* (S2003)	94%	82%	89%
• their child is making good progress at this school* (S2004)	91%	80%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	92%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	84%	81%
• teachers at this school motivate their child to learn* (S2007)	100%	86%	78%
• teachers at this school treat students fairly* (S2008)	97%	78%	78%
• they can talk to their child's teachers about their concerns* (S2009)	97%	92%	96%
• this school works with them to support their child's learning* (S2010)	97%	88%	81%
• this school takes parents' opinions seriously* (S2011)	91%	61%	81%
• student behaviour is well managed at this school* (S2012)	82%	54%	59%
• this school looks for ways to improve* (S2013)	88%	73%	85%
• this school is well maintained* (S2014)	97%	93%	96%

* 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)	95%	91%	93%
• they like being at their school* (S2036)	97%	89%	83%
• they feel safe at their school* (S2037)	93%	80%	75%
• their teachers motivate them to learn* (S2038)	99%	96%	90%
• their teachers expect them to do their best* (S2039)	100%	96%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	89%
• teachers treat students fairly at their school* (S2041)	89%	79%	76%
• they can talk to their teachers about their concerns* (S2042)	93%	81%	80%
• their school takes students' opinions seriously* (S2043)	78%	77%	75%
• student behaviour is well managed at their school* (S2044)	66%	57%	57%
• their school looks for ways to improve* (S2045)	93%	93%	92%
• their school is well maintained* (S2046)	95%	85%	88%
• their school gives them opportunities to do interesting things* (S2047)	95%	84%	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)	96%	97%	88%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	96%
• they receive useful feedback about their work at their school (S2071)	79%	87%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	94%	93%
• students are encouraged to do their best at their school (S2072)	100%	97%	88%
• students are treated fairly at their school (S2073)	93%	87%	83%
• student behaviour is well managed at their school (S2074)	93%	67%	50%
• staff are well supported at their school (S2075)	93%	87%	77%
• their school takes staff opinions seriously (S2076)	89%	86%	84%
• their school looks for ways to improve (S2077)	96%	97%	92%
• their school is well maintained (S2078)	100%	100%	92%
• their school gives them opportunities to do interesting things (S2079)	100%	97%	96%

* 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 takes a team to educate a child and as such strongly encourages parent/guardian involvement by:

Implementing a 3-way reporting process at the end of 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 Year 6 are sent home at the end of each semester. Students in Years 3 and 5 received National Assessment Reporting (NAPLAN) results in Literacy and Numeracy late in the year.

Parents regularly volunteer reading support in classrooms, also becoming involved in general school activities. Many parents volunteer time to maintain a school tuckshop on Fridays each week. The P&C Association are very active in the school and have fundraised for air conditioning, interactive white boards, iPads as well as other general resources for the school.

Respectful relationships education programs

The school has developed and implemented various programs that focus on appropriate, respectful and healthy relationships. Through the implementation of Positive Behaviour for Learning, students learn the necessary skills that builds respectful and sustainable 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	8	20	28
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

Data is sourced from the 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	70,136	145,193	97,252
Water (kL)	1,438	1,318	1,319

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.
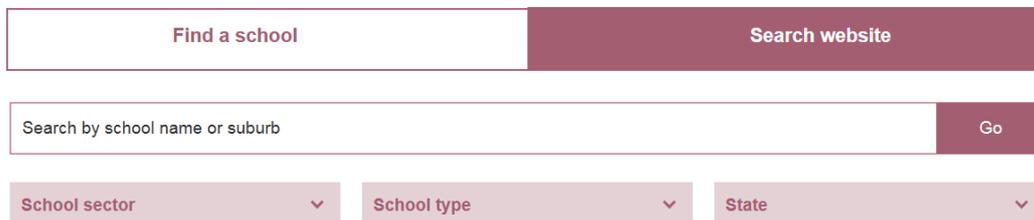
School funding

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.

Find a school	Search website

Search by school name or suburb	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 'Finances' and select the appropriate year to view the school financial information.

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

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	22	21	0
Full-time equivalents	19	12	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	0
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	20
Diploma	0
Certificate	0

*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 $36 664.

The major professional development initiatives are as follows:

- Emerging Leaders
- Orange Card – IT
- Mentoring Beginning Teachers
- Differentiated Instruction
- Robotics
- Digital Pedagogy
- Positive Behaviour for Learning
- Plan, Wonder, Learn
- Age Appropriate Pedagogies

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.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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	93%	92%	92%
Attendance rate for Indigenous** students at this school	93%	92%	90%

* 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.

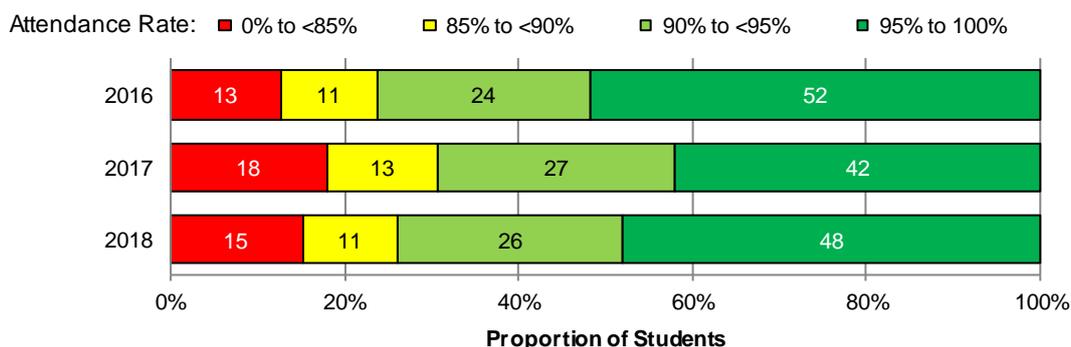Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	91%	93%
Year 1	94%	92%	92%
Year 2	93%	91%	92%
Year 3	94%	92%	93%
Year 4	92%	92%	92%
Year 5	95%	92%	92%
Year 6	93%	94%	93%

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

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	13	11	24	52
2017	18	13	27	42
2018	15	11	26	48

Proportion of Students (0% – 100%)

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.

Gin Gin State School manages attendance rates on three levels:

At the classroom level, rolls are marked twice daily. Teacher note explained 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 the school by telephone or send a note with the student upon returning to school, explaining the reason for absence/s. Text messages are also sent to parents of students who have been absent for the day The school has a separate absentee line where messages 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.

NAPLAN

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* 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

Search by school name or suburb	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.