

# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Gin Gin State School (0298)

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### Principal's foreword

#### Introduction

I am pleased to present the Gin Gin State School Annual Report for 2010 to parents of our school and the wider community. Our motto 'Be the Best that we can Be' guides our school's philosophy and commitment to students. A dedicated and skilled workforce ensures that all children have the opportunity to reach their potential. A strong focus on improved teaching and learning means a continued commitment by teachers in adopting practices and pedagogy to improve student learning outcomes.

Gin Gin State School has a supportive parent community and strong partnerships between carers and the school is encouraged to ensure that individual children are nurtured to maximise academic achievement.

2010 welcomed the construction of the new Hall and Library extensions under the Building the Education Revolution Program. This has provided valuable facilities for not only our school, but the whole community. Under the National Pride Program we were able to add awnings to most classrooms to eliminate glare from the whiteboards, and to landscape the front entrance to the school.

This report outlines the following significant achievements made during 2010.

Description of school's progress towards its goals.

Our school aims and directives

Curriculum offerings

Positive social climate of the school

Staff profiles

Expenditure on Professional Development for staff

Student Outcomes and Achievement

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## Gin Gin State School (0298)

### School progress towards its goals in 2010

Gin Gin State School is a National Partnership School, and under community consultation developed a 4 year Strategic Plan focussing on:

**Improving educational outcomes – focussing on developing Literacy and numeracy skills.** Extra teacher time was purchased to support learning needs and aide time was purchased to support teachers in the classroom. A 'Before School' and 'Home Reading Program' have been implemented to enhance our school targeted reading programs, which focus on the explicit teaching of reading and higher level comprehension. School and systemic data has been continually analysed and shared with staff to inform future planning and student needs

**Further develop quality teaching and learning** – Professional Development was provided for up skilling of staff especially in the areas of literacy and numeracy and ICTs.

**Improving social and emotional well-being** – A number of Programs have been implemented including School Wide Positive Behaviour Support Plan, Breakfast Club which is held each morning and the Community Garden of Learning to support student wellbeing. Support for students and families has been strongly provided by our school chaplain.

**Increase aspirations of students** – We have introduced a number of incentive schemes at Gin Gin State School such as promotion of academic excellence, and after school and lunch time clubs such as Robotics Club, Chess Club, Science Club, Drama Groups and Sports Clubs.

**Improve attendance rates** – Need for regular attendance was promoted on parade each week through motto of 'Everyday Counts', and through student awards for regular attendance, and parent contact re absenteeism.

**Develop partnerships with parents and community** – Parent's involved in 3 way reporting with teacher and child, Parents support 'before school reading', 'school functions', ANZAC Parades, NAIDOC Week etc

### 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 of the school as reflected in the AOP includes:-

Strengthening of schools' curriculum framework by supporting staff development through the introduction of the National Curriculum in readiness for full implementation of English, Maths and Science in 2012. Analysing school and systemic data to direct future teaching and learning, with a strong focus on 'higher expectations' for all.

Ensuring learning is engaging and inclusive, maintaining a strong focus on meeting the needs of the diverse range of students, and embedding differentiation strategies into classroom programs through accessing external specialist personnel and attending relevant professional development.

Continued employment of school chaplain in supporting families, with a major focus on students' wellbeing through programs such as Unlimited, Friends for Life and general care and support.

Continued to strengthen our school/community relationships through involvement in programs such as the 'Garden of Learning' and community events, namely ANZAC Days, School Excursions, and transition to High School Program for Year 7 students.

In 2009 a committee involving teachers, teacher aide, chaplain and parent/P&C Rep was formed with the aim of implementing a School Wide Positive Behaviour Support Plan. This plan was fully implemented during 2010, and will continue into 2011 as showing greatly improved data.

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We have continued to develop our Community Garden of Learning to provide learning experiences for all students.

Implementation of our EATSIPS Plan targeting strategies to support students through 'Closing the Gap' funding.

## Our school at a glance

### School Profile

**Total student enrolments for 2010 was 339 on Day 8, however, rose to 345 by end of year.**

**Year levels offered are Prep to Year 7**

**Gin Gin State School is a Coeducational School'**

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
339	160	179	81%

**Characteristics of the student body:**

**Gin Gin State School, encompasses a regional rural community west of Bundaberg. It is a low-socio-economic with many of our families living on small acreages in the country, often with limited resources. We have a small Indigenous Population (less than 8%) in the school.**

Our school is recognised for excellent special education programs which supports students all year levels plus other smaller cluster schools within the across the hub.

**Class sizes – Proportion of school classes achieving class size targets in 2010**

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	100%	0%	0%
Year 4 – Year 10	25	100%	100%	0%	0%
All Classes	24	100%	100%	0%	0%

**School Disciplinary Absences**

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	5
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

#### **Our distinctive curriculum offerings consist of:**

- Continued development of literacy and numeracy skills in line with National Curriculum.
- Ensuring ICT skills are integral to lesson planning.
- Lessons designed to support School Wide Positive Behaviour Support Plan.
- Robotics in the Year 6 & 7 classrooms to support science, maths and technology.
- Gifted and Talented Program which acknowledges, supports and provides for those students who have been identified as Gifted and Talented in specific areas within an inclusive model.
- Curriculum support is offered across all year levels by a Specialist teachers in Music, PE and Learning Support.

**Extra curricula 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:

- Maths Team Challenge
- Robotics
- After School Sports Program, eg Cricket, Rugby League, Soccer
- Instrumental Music Program (Brass and Woodwind)
- Chess Club
- Choir
- Recorder Band
- Breakfast Program
- Student Council
- PE Program which involves regular inter-school competitions in team sports as well as weekly PE lessons, including swimming in summer.
- Cross country training before school.
- Cricket and Rugby League Teams participating in Bundaberg Competitions.

#### **How computers are used to assist learning:**

Information and communication technology skills are an integral part of all KLA's from Prep to Year 7. Students have access to computers within each classroom as well as a computer lab.

The school currently has electronic whiteboards in all classrooms

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

A computer lab, housing 28 new computers was encompassed in the technology centre which formed part of the library extensions under the BER Program. This allows access for a full class at a time.

## Our school at a glance

We have a large number of staff members with either an ICT Pedagogical Licence or Certificate. Opportunities will be provided for more staff to gain these in 2011.

### Social climate

Through 2010 we saw the continued improvement in the Learning Environment at our school. Staff, parents and students all work together to maintain this environment.

Breakfast Club continued each morning to support students in getting the nutritional part of their day started as best as possible. This is well coordinated by our School chaplain.

Students receive support from a Guidance Officer and Behaviour Management Support Officer.

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 Respectful and Be Responsible**.

The Opinion Survey showed parents were pleased with the School Climate and School-community relations, showing improvement in all areas, and data similar to state average. We believe this is due to the strong team work of our staff and parent involvement. We always maintain an 'Open door' Policy at our school.

### Parent, student and teacher satisfaction with the school

The increase in parent satisfaction regarding their child's education at this school has been increasing steadily each year, whilst student satisfaction has remained steady. Professional Development Opportunities for staff have increased greatly during the year, as a result of the extra National Partnership funding we have received.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	76%
Percentage of students satisfied that they are getting a good education at school	70%
Percentage of parents/caregivers satisfied with their child's school	81%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	60%
Percentage of staff members satisfied with morale in the school	61%

### 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 encourages parent/guardian involvement by:

Implementing a 3-way reporting process at the end of Terms 1 and 3, which provides student progress to parents. These interviews are conducted between students, teacher, and parent, discussing progress and setting goals. Formal reports for all students from Year 1 to 7 are sent home at the end of Term 2 and 4. NET Continua reports are provided for Year 2 students at the end of Semester 1 and for Year 1 and 3 students at the end of Semester 2. Students in Years 3, 5 & 7 received National Assessment Reporting (NAPLAN) results in Literacy and Numeracy late in the year.

## Our school at a glance

Our P&C Committee is well supported by the school community in catering lunch for the “People to People” buses each year. In 2010 this involved some 68 bus loads of students from Colleges in the United States of America. It is a valuable fund-raising venture which provides our students with many valuable resources.

### Reducing the school’s environmental footprint

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 to new buildings and the garden shed. Students are regularly educated in water usage awareness, highlighting the need to save water.

The building projects, completed in 2010 under the BER Projects, would account for the increase in electricity usage for 2010.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$33,657	\$15,187	\$0	\$613	\$964	\$0	\$16,893	81,839	0	0
2009	\$30,529	\$14,240	\$0	\$0	\$809	\$0	\$15,480	87,323	353	0
% change 2009 - 2010	10%	7%	N/A	N/A	19%	N/A	9%	-6%	-100%	N/A

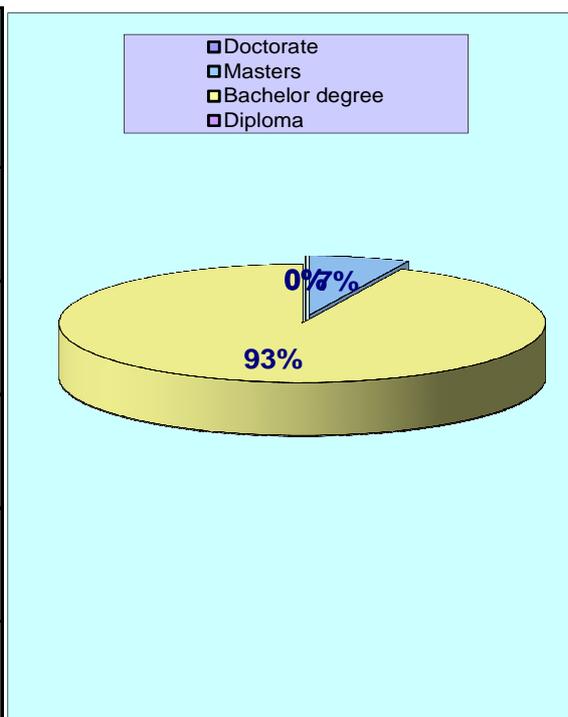
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	30	19	<5
Full-time equivalents	26	13	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	28
Diploma	0
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$44,000.00

The major professional development initiatives are as follows: The National Partnership Agenda, National Curriculum Implementation and alignment of curriculum, teaching, assessment and reporting, Crossing Cultures, Special Needs, ICT Inservice, One School Training and Challenging Behaviours.

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 85% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

Student attendance - 2010						
Student attendance for each year level						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	93%	90%	90%	92%	91%	92%

Description of how non-attendance is managed by the school
<p>Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.</p> <p>The school manages attendance rates on three levels:</p> <ol style="list-style-type: none"><li>1. 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 the school 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.</li><li>2. Teachers report absences to administration. Administration monitors and attempts to contact parents.</li><li>3. Administration sends relevant letter/s to parents, outlining DET Policies and processes.</li></ol>

## Performance of our students

### Achievement – Years 3, 5 and 7.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN result

### Achievement – Closing the Gap

All schools are being challenged to 'Close the Gap' between indigenous and non-indigenous student outcomes. At Gin gin State School we have just under 10% of students who identify as indigenous.

In 2010 we were able to significantly 'Close the Gap' in attendance rates for our indigenous students Prep to Year 7, and in most cases not much below the non-indigenous count (showed an actual increase of 5%). Students not achieving system targets are monitored and supported with extra 'in class' support utilising Teacher Aides and Learning Support specialists.

A strong emphasis on student attendance, as part of the EATSIPS Framework has been put in place across the school, which should continue to help to further 'Close the Gap'.