

Queensland State School Reporting – 2011

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 2011 to parents of our school and the wider community. It provides an overview of the highlights and successes of Gin Gin State School during 2011. 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 2011.

- *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.

School progress towards its goals in 2011

Gin Gin State School is a National Partnership School, and has a 4 year strategic plan which was developed with community consultation. The plan focuses on:

Improving educational outcomes – focusing on the development of literacy and numeracy skills. Extra teacher and teacher aide time was purchased to support learning needs. 'Before School' and 'Home' reading programs have been implemented to enhance our school targeted reading programs. School and systemic



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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, numeracy and ICTs.

Improving social and emotional well-being: A number of programs have been successfully implemented, including School Wide Positive Behaviour Support Plan, Breakfast Club which is held each morning and the Garden of Learning. 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, after school and lunch time clubs in Robotics, Chess, Science, The Arts and Sports.

Increase attendance rates: Need for regular attendance was promoted on parade each week through the motto 'Everyday Counts', through student awards for regular attendance, and parent contact re absenteeism. Our extra curricula activities also motivate students in attendance.

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

We enhanced the Japanese language and culture to students in Year 6 and 7.

During 2011 the school focused on the continuous improvement of the Queensland Assessment and Reporting Framework (QCAR), whilst at the same time prepared for the introduction of the Australian National Curriculum in readiness for 2012.

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 includes:

Strengthening of schools curriculum framework by supporting staff development through the introduction of the National Curriculum. We continued a 'Relentless Focus on Reading' in our school. Analysing school and systemic data to direct future teacher and learning with a strong focus on higher expectations for all.

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 through accessing external specialist personnel. Staff also continue to attend regular professional development.

We continued employment of school Chaplain in supporting families, with a major focus on students 'well being' through a program such as 'Unlimited' and general care and support.

Continued 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. We also continued the transition to High School Program for Year 7 students.

Our school at a glance

School Profile

Gin Gin State School is a co-educational school offering, Year levels from Prep to Year 7. Enrolments have continued to steadily rise.

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2011 – Nov 2011) |
|-----------------|-------|------|--|
| 373 | 182 | 191 | 95% |

Characteristics of the student body:

Gin Gin State School encompasses a regional rural community west of Bundaberg. It is a low-socio economic area with many families living on small acreages in the country, often with limited resources. We have a small indigenous population (less than 10%) in the school.

Our school is recognised for excellent special education programs which support students from all year levels, plus from other smaller cluster schools within the Hub.

Class sizes – Proportion of school classes achieving class size targets in 2011

| Phase | Average Class Size |
|-----------------|--------------------|
| Prep – Year 3 | 21.5 |
| Year 4 – Year 7 | 25.7 |
| All Classes | 23.6 |

| Disciplinary Absences | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 22 |
| Long Suspensions - 6 to 20 days | 0 |
| Exclusions | 0 |
| Cancellations of Enrolment | 0 |

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

- * Continued development of literacy and numeracy skills in line with National Curriculum.
- * ICT skills are integral to all lesson planning.
- * Robotics in upper school to support literacy, science, maths and technology. Beebots, Probots and Constructabots introduced in lower school.
- * Gifted and Talented Program which acknowledges, supports and provides for those students who have been identified in specific areas within an inclusive model.
- * Curriculum support is offered across all year levels by specialist teachers in Music and Health and Physical Education.
- * Japanese language and culture activities for students in Year 6 and 7.
- * 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.

Extra curricula activities.

Gin Gin State School provided 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 includes:

- * Robotics in upper school to support literacy, science, maths and technology.
- * After school sports programs teaching skills in Rugby League, Cricket, Soccer, Netball, Golf and Athletics
- * Chess Club, Kids Club
- * Instrumental Music Program, Brass/Woodwind Program and Recorder Band.
- * Student Council
- * Breakfast Program
- * Cross Country, Interhouse & 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 KLAs 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 a laptop computer for their own use as part of the Laptops for Teachers Program.

A computer lab, housing 28 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 any time.

We have the majority of staff members with either an ICT Pedagogical Licence or Certificate.

Our school at a glance

Social climate

Throughout 2011 we saw the continued improvement within 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 teacher aides, students leaders and school chaplain.

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

The school is well supported by a Chaplain who is always there for the needs of students or parents. Each year she runs an 'Unlimited' Program with boys and girls from Year 7 which has been very valuable and well supported.

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.

The Opinion Survey showed the majority of parents were pleased with the School Climate and School-Community relations, showing improvement in all areas and data above 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.

The Opinion Survey Data shows that the majority of students are happy to go to this school, and satisfied they are getting a good education.

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

Students in the upper school have been introduced to Robotics and were successful during the year in gaining 1st and 2nd place at Maryborough Tech Challenge, 1st Place at ROBCUP in Brisbane and 3rd Place at the National titles in Hobart. These programs will extend for 2012.

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, besides the Active After school sports, training afternoon in Rugby League culminating in entering the ARL Development. This has been highly popular and motivational for the boys.

A number of clubs, either during lunch hours or after school have been organised to supports students needs, These vary from Chess, Garden, Science, The Arts and Kids Club.

Our school at a glance

Parent, student and teacher satisfaction with the school

The increase in parent and students satisfaction regarding the child's education at this school has been increasing each year, as has staff satisfaction as evidenced by data below

| Performance measure | Result 2011 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 92% |
| Percentage of students satisfied that they are getting a good education at school | 95% |
| Percentage of parents/caregivers satisfied with their child's school | 96% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 85% |
| Percentage of staff members satisfied with morale in the school | 79% |

DW – Data withheld

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 Term 1 and 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 Year 1 to 7 are sent home at the end of Term 2 and 4. Students in Years 3, 5 & 7 received National Assessment Reporting (NAPLAN) results in literacy and numeracy late in the year. Parents regularly volunteer reading support in classrooms.

Our school at a glance

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

Environmental footprint indicators, 2010-2011

| | Electricity KwH | Water KL |
|------------------|--------------------|-------------|
| 2011 | 82,774 | 1,112 |
| 2010 | 81,839 | 0 |
| % change 10 - 11 | 1% | N/A |

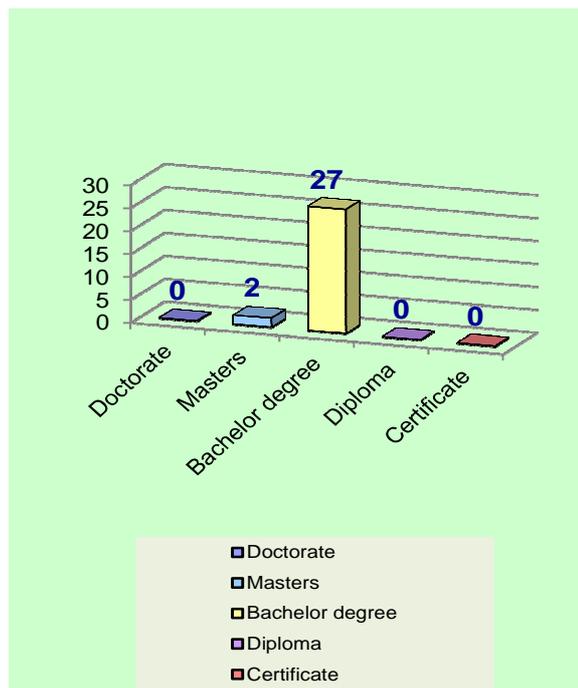
Our staff profile

Staff composition, including Indigenous staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 29 | 24 | <5 |
| Full-time equivalents | 26 | 14 | <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 | 27 |
| Diploma | 0 |
| Certificate | 0 |



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$38 500.00. The major professional development initiatives are as follows:

The major professional development initiatives were around the following: National Curriculum implementation, ICT Professional Development, Essential Skills Profiling, Leadership Training, School Wide Positive Behaviour Support, Workplace Health and Safety, and First Aid.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school 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 given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

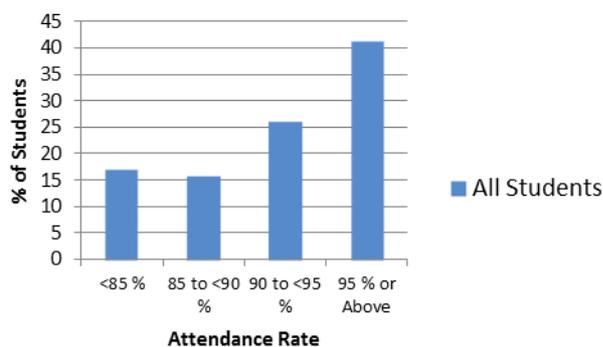
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|--------|--------|--------|--------|--------|--------|--------|
| 86% | 93% | 91% | 91% | 91% | 93% | 91% |

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 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.

The school manages attendance rates on three levels:

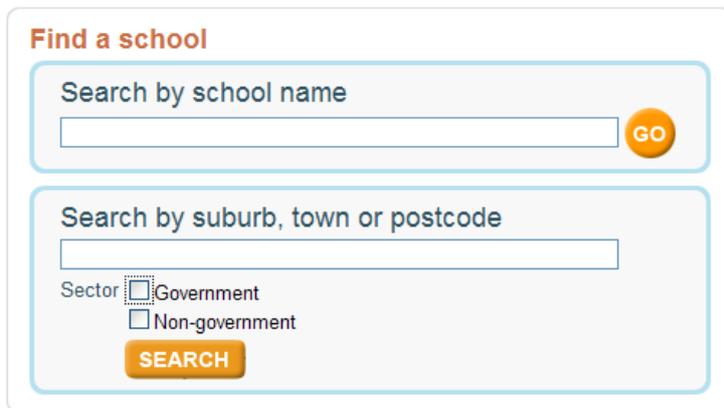
1. At the classroom level, rolls are marked twice daily. Teachers note unexplained absences and attempt to contact parents, particularly if the student is absent on consecutive days. Parents have been made aware that they are to contact by telephone or send a note with the student upon return to school,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

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and an orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "SEARCH" button.

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 results.

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 2011 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'.