



Gatton State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Gatton State School caters for male and female students from Prep to year 6. In addition the school has a large Special Education Program and an Early Childhood Development Program for children with disabilities who have not yet reached primary school age. The school enrolment is approximately 500 students.

The school draws its enrolment from the town of Gatton plus other Lockyer Valley towns or rural residences. Due to the school's proximity to the Gatton Campus of the University of Queensland plus our location in the Lockyer Valley, the school caters for the needs of many families from language backgrounds other than English.

These students make up nearly 16% of the school's enrolment. The school also has an Indigenous population of approximately 13%. Enrolments are increasing steadily and this will continue in line with local growth patterns.

Principal's Foreword

Introduction

This report details the school structure and environment. It outlines key outcomes for the students of our school and professional development of staff. Additionally, it provides data on the opinion of students, parents/carers and staff.

Gatton State School expectations for each student is that they *be respectful, be responsible and be safe*. Our school provides opportunities for all students to develop their potential and lifelong learning skills within a safe and caring learning community.

School Progress towards its goals in 2016

Improvement Priority 1 - Implement the Australian Curriculum

Strategy:

- Encourage teacher networking and moderation of C2Cs within school and cluster. Work internally and across cluster to provide training and development for teachers. All staff involved in January and October PD - mandated PD and other. ✓
- All teachers involved in moderation. Establish / maintain moderation processes to ensure that standards are consistent internally and externally. ✓
- Continue to review and align Whole School Curriculum, Assessment and Reporting Plan with QCARF and the Australian Curriculum. *Ongoing*
- Teaching of Australian Curriculum via C2C in English, mathematics, science, history. ✓

Improvement Priority 2 - Implement whole school pedagogical practices

Strategy:

- Continuously monitor student achievement. Adopt /adapt /develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice –Investing for Success agreement. ✓
- Development of extending resources-gifted & talented program. ✓
- Support teacher practice through providing developmental feedback eg walkthroughs, peer coaching, mentoring. Share effective teaching practices across the school. ✓
- Ensuring consistency of approach across the school via providing PD to build teacher / teacher aide capacity in explicit instruction and data analysis. Consistent differentiation generated through PD. ✓
- Build internal processes of data collection and analysis to inform teaching. *Ongoing*

Improvement Priority 3 - Develop productive partnerships with students, staff, parents, and the community

- Promote community confidence and pride in the school's ability to meet the needs of all students and enhance performance - focus on standards. *Ongoing*
- Increase parent volunteer numbers and provide training. *Ongoing*
- LV Early Childhood Network: Strengthen local childcare and kindergarten relationships. GSS playgroup formed. Organise PD to support 0-5 age group. ✓
- PBL - Focus on encouraging positive behaviour from students and on the creation of a culture in which all students are expected to learn successfully in the classroom and playground. ✓

Improvement Priority 4 - Improve school performance

- GSS Numeracy Lighthouse - through research based practice. Master Teacher to work with selected year levels and or teachers to creatively advance mathematics among our students ✓
- Implement and manage actions to Closing the Gap. *Ongoing*

Future Outlook

Improvement Priority 1 - Curriculum and pedagogy

Target: 80% students receive a C or better on their report card in English and Mathematics
95% Year 3 and 5 students (who could be exempt and participated) reach NMS in numeracy

Strategy 1. The current improvement agenda of mathematics is sharp, narrow and deeply focused with achievable, measurable targets, timelines and resourcing. Focus on student outcomes will build on the success of low banded student improvement to support students in the middle and upper bands.

Strategy 2: Inclusive practices across the school are continuing to be built upon and enhanced by ensuring planned and documented differentiation is being implemented at the classroom level and student progress is monitored.

Strategy 3: Inclusive practices across the school are continuing to be built upon and enhanced by ensuring planned and documented differentiation is being implemented at the classroom level and student progress is monitored.

Strategy 4: Evidence-based teaching strategies of explicit instruction are continuing to be imbedded to ensure consistent schoolwide pedagogical practices are enacted.

Strategy 5: 6. Formal and systematic programs of professional conversations, classroom observation and feedback with teachers by coaches and the leadership team are developed.

Improvement Priority 2. Community Engagement

Target: SOS question "The school encourages me to participate in school activities" increases from 83% to 93%

Strategy 1: Creative ways to engage parents in school activities

Strategy 2: Improved absence follow-up, including SMS absence alert

Improvement Priority 3. Leadership and Capability Development

Target: 100% of teachers co-teach lessons with specialist teacher of coding and robotics

Strategy 1: Provide opportunities for staff leadership of initiatives in the areas of coding and robotics

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	552	248	304	53	92%
2015*	508	228	280	54	89%
2016	491	216	275	58	93%

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.

Characteristics of the Student Body

Overview

Our school supports students from non-English speaking backgrounds. These students account for 16% of the school population. An English as an Additional Language (EALD) teacher visits the school two to three days per week.

The school has an Indigenous population of 13%. In addition to indigenous perspectives being embedded in our core curriculum, indigenous students are provided with additional

teacher aide support to assist in closing the educational gap in literacy and numeracy between Indigenous and non-indigenous students.

Our school is recognised for its excellent special education programs which support students in a prior to prep program and across Prep to Year 6 primary classes. We offer an array of programs delivered in specialist small group environments through to inclusion in mainstream classes, with negotiated levels of support. Special education enrolments have increased significantly over recent years and represent 11% of our total school enrolment.

Gifted and talented programs are available in years 3 to 6. Coding and robotics is taught throughout the school

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	16	18	21
Year 4 – Year 7	21	25	22
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

- The school offers **MUSIC AND INSTRUMENTAL PROGRAMS**. The music program includes school choirs, a signing choir, a detailed classroom music program and an instrumental music program coordinated by visiting specialist teachers. A highlight on our school calendar is the annual Gatton's Got Talent which enables students to demonstrate their diverse skills in this area.
- The **PHYSICAL EDUCATION PROGRAM** includes a wonderful swimming program, athletics in term 2, cross country, camps for Years 5 and 6 students and interschool sport between local schools in and around Gatton. The annual Fun Run is used to raise funds for small targeted projects within the school. Staff provide additional training to students selected to represent their school in a number of sports.
- **EALD (English as an Additional Language or Dialect) Program** – EALD students comprise 16% of the school's enrolment. In order to support the students, the school has an EALD Teacher who visits from Toowoomba for 3 days each week. The school also employs teacher aides to work specifically with these students under the direction of the EALD Teacher.
- **LLI (Levelled Literacy Program)** through small student groups has shown tremendous improvement in student literacy.
- **Oral Language Programs** (Oracy, PMAPS, Read it Again) – the school has funded an additional day of speech therapy time per week to screen students and provide input into program implementation and monitoring with a focus on our early years.

- The school offered a **HRE (Human Relationship Education) Puberty program** for students in Year 6. This program has operated for many years and has been extremely well received by students and their families.

Co-curricular Activities

The school offers numerous extra curricula activities to support the learning needs of our students. There are too many to list them all but some include:

- Student Council - **THE STUDENT COUNCIL** is comprised of representatives from all classes in Years 4-6 as well as the school captains and vice captains. The Student Council provides student perspectives into the operation of the school, assists in funding special projects within the school and makes donations to charities.
- Student leadership positions – school captains, house captains, music captains, library monitors
- The School's **EXTENSION PROGRAM** has been maintained in recent years. A variety of activities are conducted, including the annual academic awards ceremony, art and craft, robotics workshops, state-wide and national competitions
- An organised lunch-time sports program
- Adopt-a-cop program
- Environmental projects – recycling, establishing vegetable gardens, reforestation
- Some week-end sport involvement with local clubs
- Chaplaincy program

How Information and Communication Technologies are used to Assist Learning

The use of Information Communication Technology is integral to all learning at Gatton State School. We have three computer labs as well as computers and data projectors in each classroom.

All teachers have received a laptop computer for personal use as part of the Computers for Teachers (C4T) program. Combined with professional development, this has greatly enhanced teacher skills and pedagogy.

Teachers are committed to improving the integration of ICT across all areas of the curriculum. Examples include:

- Using online computer environments such as blogs, web quests, Lego Robotics, study ladder, emails and internet to enhance curriculum units,
- Using educational software to enhance learning presentations across the curriculum
- Use of digital technologies to assist student learning through the use of devices such as iPads, laptops, multimedia devices, interactive whiteboards and digital projectors

Social Climate

Overview

The school has adopted the **Positive Behaviour for Learning Program (PBL)** as part of our **Responsible Behaviour Plan**, and the document outlines how the school manages student behaviour, including bullying. Our school community works hard to support the process of implementing the PBL program.

PBL team meetings are held fortnightly and broader committee meetings monthly. The Gatton focus is the three “B’s” (Be Respectful, Be Safe, Be Responsible) and these are displayed and explicitly taught and referred to throughout the year. At Gatton State School, we aim for all children in the class to engage in learning and in the playground to feel safe. We believe the individual circumstances of children need to be considered when planning for their learning. Parent and family contribution to our PBL program is a vital contributor to its success.

Differentiation is an essential component in successful learning and occurs in every classroom, every lesson and every day. It caters for all learners, providing intervention, consolidation and extension through a variety of class and school programs.

Parents and community also play an important role within the school life. Community plays a very active role in our very special yearly ANZAC Ceremony, Harmony Day, NAIDOC week and other important days throughout the school year. An active P&C Association provides support to the principal and raises funds to support the school. Parents are encouraged to be participants in their child's education. A three days a week School Chaplain works to provide pastoral care and supportive strategies that enhance the social and emotional wellbeing of our children.

The school uses a variety of other mechanisms to provide a supportive school environment, including:

- Annually celebrating State Education Week, including our school open day
- Annual Bookweek parade and events.
- NAIDOC (National Aboriginal and Islander Day of Celebration) activities for all students
- School Chaplaincy – the school chaplaincy program operates for three days per week, offering various programs throughout the year
- Student Council
- Student leadership – school captains, house sporting captains, music captains, library monitors
- Organised lunch-time sports program and activities
- Outside School Hours Care & Vacation Care
- Adopt-a-Cop Program
- Ambulance officer visits for students – first aid
- Fire Brigade visits for students
- Police visits for students
- Bicycle Safety Program
- Adult volunteers
- School newsletter goes home each fortnight

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)	88%	97%	94%
this is a good school (S2035)	90%	90%	94%
their child likes being at this school* (S2001)	98%	93%	94%
their child feels safe at this school* (S2002)	95%	93%	94%
their child's learning needs are being met at this school* (S2003)	88%	93%	94%
their child is making good progress at this school* (S2004)	95%	90%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	85%	94%
teachers at this school motivate their child to learn* (S2007)	93%	86%	94%
teachers at this school treat students fairly* (S2008)	88%	90%	100%
they can talk to their child's teachers about their concerns* (S2009)	90%	93%	94%
this school works with them to support their child's learning* (S2010)	93%	93%	94%
this school takes parents' opinions seriously* (S2011)	82%	83%	94%
student behaviour is well managed at this school* (S2012)	75%	86%	94%
this school looks for ways to improve* (S2013)	88%	83%	100%
this school is well maintained* (S2014)	85%	76%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	92%	96%
they like being at their school* (S2036)	98%	87%	87%
they feel safe at their school* (S2037)	93%	79%	87%
their teachers motivate them to learn* (S2038)	98%	92%	96%
their teachers expect them to do their best* (S2039)	98%	93%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	89%	91%
teachers treat students fairly at their school* (S2041)	92%	78%	85%
they can talk to their teachers about their concerns* (S2042)	91%	85%	84%
their school takes students' opinions seriously* (S2043)	89%	77%	79%
student behaviour is well managed at their school* (S2044)	83%	67%	72%
their school looks for ways to improve* (S2045)	97%	94%	94%
their school is well maintained* (S2046)	92%	81%	89%
their school gives them opportunities to do interesting things* (S2047)	96%	89%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	97%	96%
they feel that their school is a safe place in which to work (S2070)	98%	100%	98%
they receive useful feedback about their work at their school (S2071)	84%	92%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	97%	97%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	94%	90%	95%
student behaviour is well managed at their school (S2074)	83%	76%	91%
staff are well supported at their school (S2075)	83%	83%	95%
their school takes staff opinions seriously (S2076)	86%	88%	91%
their school looks for ways to improve (S2077)	97%	93%	98%
their school is well maintained (S2078)	88%	78%	86%
their school gives them opportunities to do interesting things (S2079)	97%	95%	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

Parents are involved in their child's education through:

- Volunteering in classrooms or at school events and extra-curricular activities
- Meet and Greet afternoon early in Term 1 for parents to meet their child's new teacher
- Parent Teacher Interviews in Terms 1 and 3
- Informal as well as planned parent teacher meetings on request
- The class teacher, parents/carers, other school personnel (Learning Support Teacher, Deputy Principal, HOSES, Guidance Officer) collaboratively develop individual support plans so that the student's needs are met and behavioural goals are set. Teachers complete and implement ICP's, EBP, personalised learning, health and behaviour plans for students with these needs. Plans are also developed to extend students so that the top 20% students are challenged.
- Transition planning for some students who find this difficult – transition books and information are developed collaboratively between the home and the school.

Parent and community involvement includes:

- Our school Parents and Citizens Association has a well-attended monthly meeting. Fund raising activities are well supported by our school community
- A school open day as part of our State Education Week celebrations
- School community supports the Parents and Citizens Association and the running of the school tuckshop
- Lockyer District Concerned Parents for the Disabled Group: this is an incorporated parent group which manages Commonwealth funds that provide therapy support to support some students.

The school regularly liaises with the following community groups/departments:

- Gatton and District Ministers' Fraternal, regarding the school's ecumenical Religious Instruction Program
- Gatton Ambulance: conducting demonstrations in First Aid for students.
- Gatton Police: Adopt-a-Cop Program
- Gatton Hospital Social worker: supporting families in need
- Gatton Fire Brigade: conducting fire safety and awareness
- Toowoomba Child Youth and Mental Health Services
- Local Cluster schools - primary and secondary
- Lockyer Valley Early Years Group – with a focus on transition to school
- Lockyer Valley Regional Council
- Lockyer Valley Settlement Officer
- Department of Communities
- Disability Services Queensland
- Community access to school facilities for various purposes: Under 8s Week celebrations; car parking during local events; use of school hall, tennis courts and sporting ovals.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These include:

- Our School PBL program
- The Stymie program has been introduced as an added measure for support with bullying
- Our Teddy Bear program – we use soft animals to support students when they are stressed or sad
- Close work and training with agencies supporting students with trauma backgrounds
- The school chaplain coordinates friendship and support programs
- Ripper Attitude (values program) in conjunction with the PBL program

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	46	65	46
Long Suspensions – 6 to 20 days	1	1	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

During 2016, Gatton State School students participated in a number of environmental projects in helping to reduce our environmental footprint. Projects included:

- Planting native trees and plants to offset carbon
- Greening Australia – planting native plants/trees and attaching breeding boxes in established forestry trees to attract native fauna
- Recycling – cardboard, paper, food scraps for composting specifically targeted with litterless lunch breaks
- Establishment of multiple class garden beds and a healthy eating program with the support of the Coles Helping Hands Project and Bunnings
- Options program included management of school forestry area
- Reducing electricity output through fitting solar roof panels
- Use of solar hot water systems
- Using energy saving light bulbs.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	201,240	1,518
2014-2015	211,742	925
2015-2016	189,268	3,118

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

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	40	28	0
Full-time Equivalent	35	19	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	10
Bachelor degree	26
Diploma	5
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$27 922.38

The major professional development initiatives are as follows:

- Positive Partnerships
- Dr Lyn Sharratt workshops
- Dr Anita Archer workshops
- QASSP State Conference
- Supporting Development of Emotional Literacy in Children
- QASEL Conference
- Explicit Instruction and Instructional Routine workshops
- Down Syndrome Conference
- Seven Steps to Writing
- Augmented Libraries Summit
- This Way Up (Library PD)
- First Aid training

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.	95%	93%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% 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).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	90%	82%

*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%.

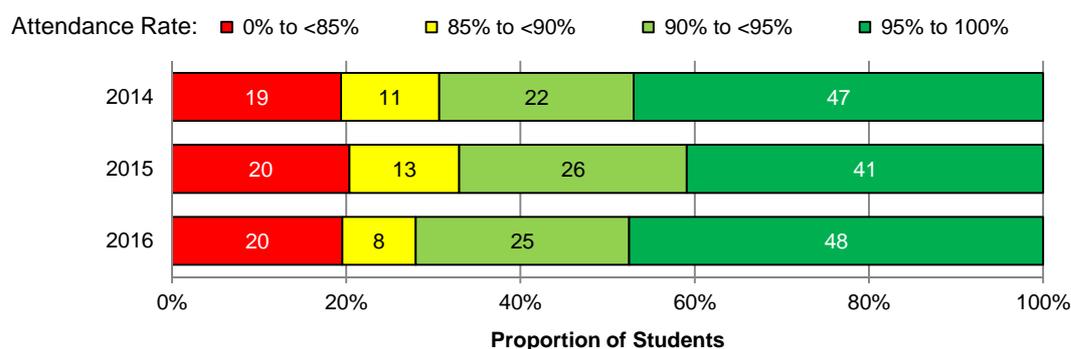
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	91%	90%	92%	90%	92%	93%	88%					
2015	91%	91%	91%	91%	92%	91%	91%						
2016	88%	92%	91%	91%	93%	93%	89%						

*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 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.

At the classroom level, rolls are marked twice daily. AS of 2017, by 10am each morning, parents/carers who are absent without the school having received an explanation, receive a text.

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, return text or send a note with the student upon return to school, explaining the reason for the absence/s.

Teachers report absences to administration. Administration keeps a record of names and unexplained absences, and attempts to contact parents. Administration sends relevant letter/s to parents, outlining above DET policies and processes. A family liaison officer supports these procedures.

Students are recognised for high levels of attendance.

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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