

Mount Garnet State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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### School overview

Established in 1901, Mt Garnet State School is a small and vibrant school with a focus on quality teaching and learning. It is in a rural/remote setting servicing the township of Mt Garnet and the outlying 'villages' of Tabo, Innot Hot Springs, Battle Creek and Silver Valley. Our vision is to provide quality educational opportunities for all students so they become active, informed citizens. To support this vision we provide holistic and diverse programs that cater to the needs of every student. Classes are currently composite, two year levels in the one class. Our commitment is to providing individuals with the skills and knowledge to equip them with a broad range of choices at the end of their formal schooling. Our curriculum has a central focus on literacy and numeracy. Mt Garnet State School's curriculum is underpinned by the 'You Can Do It' program which encourages students to be resilient, organised, persistent, confident and to get along with each other. The program is embedded into our whole school life. We promote an open-door policy within our school and encourage parents and caregivers to be involved in the life of our school and claim it as theirs.

### School progress towards its goals in 2018

Our focus is and always will be to deliver the best education that caters for our clientele with the added support in the classrooms to achieve this outcome. It was agreed by the staff and the P & C to purchase a Teacher using our Investing for Success money. We also had agreed to have a teacher aide in each classroom to assist with the diverse learning groups we have enrolled at our school. This also caters for the transit students when they arrive at our school to help them adjust to our classroom teaching and learning. Having the teacher aides in the classroom assists with our students with disabilities, giving them the support they require to function in the main stream setting.

Another area that is very important to us as a school is the students being active members within our school community. We have a student council that consist of the school captains as well as a class captain from each class that meet, makes suggestions and organize activities during lunch breaks. The captains attend local functions and present a speech to the community and thank special guests who attend the school. 3

Even though the community seems to be decreasing and this effects our numbers, the parents and students that attend our school are very happy with the progress they make and what we are able to offer. As you read through this document some of the figures don't reflect the true story of our students unless you know what that cohort truly represents. For Example, Year four only had 1 student so if that student didn't come to school due to illness, which reflects 100% of that cohort. Smaller numbers sometime are misinterpreted in data.

Our sharp and narrow focus was on Writing and interrogating our reading program. Writing is an area that Australia wide has demonstrated as a concern. We are working through the 5I's Cycle, (Initiate, Investigate, Imagine, Implement and Interrogate. Staff have participated in Professional learning to learn about the resource '7 Steps to Writing'. We are presently in the Investigate stage as we learn more on the topic of teaching students to write, so we are then able to put into practice the best methods for our cohort. We will then develop a document for all staff to follow when they are at Mount Garnet State School.

Reading is still on our focus and we are seeing improvements. The staff will interrogate our document to keep the sections that has driven our data forward and remove any information that is not relevant.

The other area we have been working hard in is our early childhood children from the community. The school organises the coordinator to run activities for two hours for two days a week. This assist our community to work with their child so both have an understanding what is require when they start school. We know organised students are the key to success. We deliver a transition program for the children before school so they become aware of a schooling system, enjoying activities to develop their skills and come into the schooling environment for different occasions so they are familiar with the surroundings when they eventually attend school.

## Future outlook

2018 was a very difficult year for the township of Mount Garnet which also affected the school. Due to these events out of our control, we decided to we need to continue with our focus of Writing.

The school's future outlook involves:

- Continuing smaller inquiry cycles to have a whole school approach to reading document that is relevant to our clientele and for all staff to utilise when teaching at our school.
- Collaboratively the staff is investigating the art of writing so we are able to create and implement a document that encourages and continues to support our students to become familiar and confident with writing.
- Collaboratively the staff, students and parents are updating the schools Student's Responsible Behaviour Plan document.
- Continue to support early childhood programs for the students in our community.
- We were very lucky to receive a Grant from the Cairns to Karumba Bike Ride Association again this year and this funding was used to purchase iPads for our Robotic equipment. The students will have the ability to create different items to understand the process used to make items move, create a robotic and use codes to make it move.
- Keep the schooling community in a positive learning environment. With lots of heart ache and different events in the community occurring, families leaving due to family business or work, our school is becoming smaller. The students are very transit so the numbers go up and down all year. Our focus is to accept the current situation and work with what is occurring in a positive mindset.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	43	50	44
Girls	21	23	24
Boys	22	27	20
Indigenous	26	33	29
Enrolment continuity (Feb. – Nov.)	72%	90%	54%

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

The majority of our students come from low socio-economic families and the family structure of students is quite diverse with many students from single parent or blended families. They reside in the outlying areas of Tabo, Innot Hot Springs, Battle Creek and Silver Valley which requires them to either travel to school by bus or driven by their parents. The rest live within walking distance of the school. We have 3 classrooms consisting of composite classes. Upon leaving Mount Garnet State School, majority of the students attend secondary school in Ravenshoe. The Mount Garnet State School has an indigenous enrolment of 76%.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	11	16	16
Year 4 – Year 6	15	19	17
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

Camping Program: Class Camps to various destinations to promote leadership skills, peer mentoring and getting along skills. (This has also included Major city trips in 2007 – Brisbane; 2009 – Canberra, 2011-Brisbane)

- Remote & Rural Education Assistance Program (**RREAP**) projects are many and varied. In 2017 some of the projects that were funded were: Musica Viva, excursions, camps, transportation hire and Animal Show.
- Comprehensive Swimming Program: Terms 1 and 4 accessing the community pool and qualified swimming teacher and parent volunteers
- Workshops to cater for our Gifted & Talented Students and student's interest. Students choose their workshop during Terms 2 & 3.
- Jolly Phonics program is used in the lower years. It is a very comprehensive program that teaches our students how to use phonics effectively to help their understanding as they develop their skills to read and write. To continue the student's ability, all staff have had Professional Development to deliver the Jolly Grammar program. This teaches the students spelling and grammar and is a continuation of the Jolly Phonics Program.
- Chaplaincy Program: We have been successful in obtaining national funding for a School Chaplain and have had a Chaplain 3 days a fortnight from Scripture Union working with our students.
- An active Student Council runs many events throughout the year including fundraising for charities e.g Pirate Day. They also organize and run lunch time activities for the other students. They thanks special guests that come to our school, run parade

and assist with Sporting carnivals, Under 8's days, Naidoc days and helping the younger students, especially at the beginning of the year.

## Co-curricular activities

Extra curricula activities include, but are not limited to:

- Involvement in a wide variety of sporting activities.
- School camps and excursions.
- Arts Council/visiting presentations.
- Musica Viva
- NAIDOC Celebrations.
- Under 8's Day
- Harmony Day
- Clean Up Australia Day.

## How information and communication technologies are used to assist learning

The school is slowly embedding the use of technology into every Learning Area delivered. This can be by the use of the Interactive Whiteboards situated in every classroom where the teacher uses the IWB to deliver important information needed for a lesson, students using the IWB as a workstation or the school uses the IWB to delivery information from special guests.

Every student has been allocated a laptop that they use from the time they start at Mount Garnet State School until they leave. Students have been using these during assessment tasks, designing technical drawings, communicating and for pleasure. The students use computers to research and present their work, produce posters and explore how to use different functions available to increase their knowledge of computers skills.

The school has just recently been fortunate enough to receive a grant from the Cairns to Karumba Bike Ride to purchase robotic products to assist the student's knowledge of programming and coding. The staff will have PD Opportunities to teach the students the skills required.

## Social climate

### Overview

Mount Garnet has a healthy social climate that has been going through some major changes of late. Students, parents and staff happily interact with each other on a regular basis both inside and outside school hours. They have been developing their skills and understanding for better relations through a School Wide Positive Behaviour Support Approach. This has allowed for common language and management of self, staff and others and creates an environment based on positive interactions and caring for each other.

Beyond school hours, students, staff and community members catch up through community and social events that continue to develop the sense of community and social interaction that the students experience and explore at school. A healthy P&C body has meant that there are plenty of fundraising opportunities that the community supports and can take part in for enjoyment, including Mt Garnet Rodeo & Races Weekend, Cairns to Karumba Bike Ride, Biannual Fete.

Mount Garnet State School has a no-tolerance approach to bullying. Children are taught strategies to deal with unacceptable behaviour towards them, taking themselves away from the situation. If bullying or harassment continues students are told to report it to a staff member. They are then given individual support.

### 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)	100%	DW	100%
• this is a good school (S2035)	100%	DW	100%
• their child likes being at this school* (S2001)	100%	DW	100%
• their child feels safe at this school* (S2002)	100%	DW	100%
• their child's learning needs are being met at this school* (S2003)	100%	DW	100%
• their child is making good progress at this school* (S2004)	100%	DW	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
• teachers at this school treat students fairly* (S2008)	100%	DW	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
• this school works with them to support their child's learning* (S2010)	100%	DW	100%
• this school takes parents' opinions seriously* (S2011)	100%	DW	100%
• student behaviour is well managed at this school* (S2012)	100%	DW	100%
• this school looks for ways to improve* (S2013)	100%	DW	100%
• this school is well maintained* (S2014)	100%	DW	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	90%	100%
• they feel safe at their school* (S2037)	91%	90%	77%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	85%
• teachers treat students fairly at their school* (S2041)	100%	89%	85%
• they can talk to their teachers about their concerns* (S2042)	83%	80%	62%
• their school takes students' opinions seriously* (S2043)	82%	90%	69%
• student behaviour is well managed at their school* (S2044)	75%	78%	85%
• their school looks for ways to improve* (S2045)	100%	90%	91%
• their school is well maintained* (S2046)	100%	89%	92%
• their school gives them opportunities to do interesting things* (S2047)	100%	90%	92%

\* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	89%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	89%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	89%	100%
• their school is well maintained (S2078)	100%	89%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	88%	91%

\* 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/Carers have a varied and diverse role within the school.

All parents/carers welcomed and encouraged to come into the school at any time in order to engage in their child's education, whether it be working on a regular basis in the tuckshop or classroom or coming and supporting the children at sports days, Cultural Week celebrations, attending camps and excursions, reading and giving feedback on school programs and policies etc. There are many ways parents can and do become involved.

Mt Garnet has a supportive P & C which is active in many ways, including directing school curriculum and goals for the future as well as fundraising. We have an open-door policy where parents/carers have the opportunity to look at their child's work and discuss their child's progress. Parents/Caregivers are welcome into the school at all times.

We have invested in helping educate parents/carers by creating a FAFT group and having a play group on site. We also organise different courses for parents to attend free of charge to build on their knowledge so they are able to assist their child on their life long journey of learning.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

- The Chaplain underwent a Professional Development Course 'Beat The Drum'. This program is designed to assist students with their anger management control. The Chaplain takes a group of students during lunch time as well as selected students during class time.
- Each class follows the program You Can Do It!. Students from Prep to Year 6 learn the keys to success and build positive thoughts along the way.
- The whole school has adopted PB4L, (Positive Behaviour for Learning). Students are taught the 3 expectation for any setting, they are to be safe, be respectful and be a learner when they come to school. They learn this can be in the playground, in the classroom or even the pool when they are learning how to swim. The students are given a behaviour to practice in each area every week. This is presented on parade and reinforced at the end of the week.
- The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy 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	3	18	11
Long suspensions – 11 to 20 days	1	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 school's annual utilities return and is reliant on the accuracy of these returns.

We believe that in order to reduce the environmental footprint at the school, we need to build it into our school program. With the help of the student Earth Smart group, signs have been put up in every room reminding us to turn off lights, air-conditioners and fans when leaving the room, teachers are required to teach at least 2 environmental science units each year based around the topics of Biodiversity, Water, Waste and Energy. In order to reduce our waste, we have purchased recycling bins and started a worm farm. Students are improving their ability to be able to sort their rubbish in to the correct bins. The school has installed solar panels through the both the State & National Solar Program to reduce our electricity bill.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	29,084	31,965	26,650
Water (kL)	669	254	

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.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	4	6	0
Full-time equivalents	4	4	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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*		
Bachelor degree	4	
Diploma		
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were 10,000.

The major professional development initiatives are as follows:

- Whole school work shops – around the topic of reading/writing
- On line courses – Departments How To Teach reading, Jolly Phonics, Jolly Grammar.
- Peer teaching
- Mentoring
- Going to different places to work through a Professional Development Course.

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.	97%	97%	97%

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

From the end of the previous school year, 74% 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	87%	87%	86%
Attendance rate for Indigenous** students at this school	83%	84%	83%

\* 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	84%	93%	92%
Year 1	83%	87%	85%
Year 2	95%	88%	90%
Year 3	85%	90%	79%
Year 4	89%	85%	89%
Year 5	91%	83%	91%
Year 6	86%	76%	80%

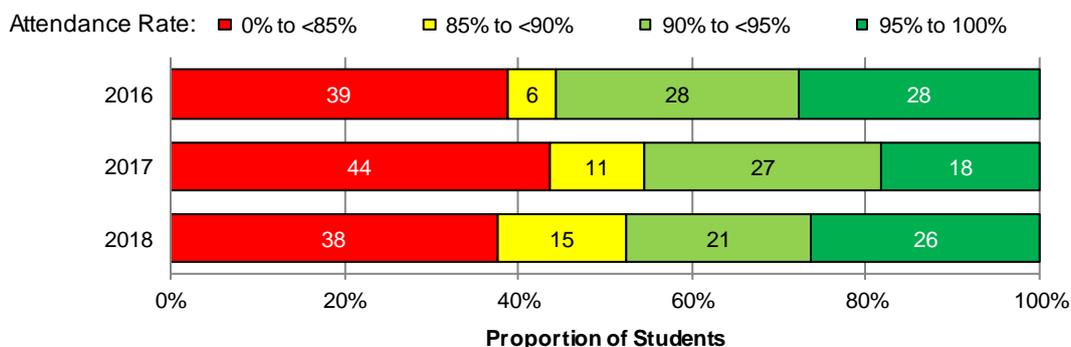
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## 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.

It is the class teacher's responsibility to monitor student attendance by:

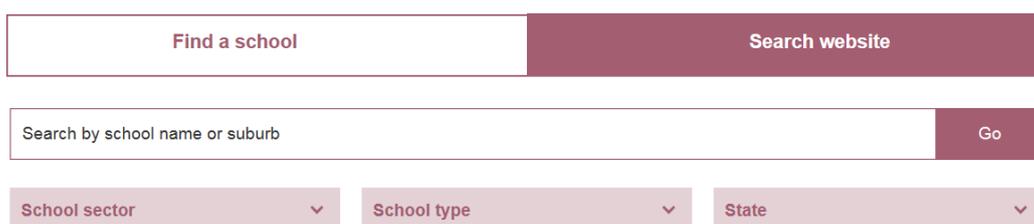
- Electronic marking on One School.
- The Administration Officer will run a report every day and note the students who are not attending. If we have not had any notification about this student's absence, she will then call the parent and record the outcome.
- If there are any concerns or issues with a student's attendance, the staff will contact the Principal about any attendance concerns via email with their attendance record and how it is affecting their learning.
- The Principal then follows up these concerns with the parent/carer, either through a phone call, a meeting or a home visit. If there are any major concerns, the Principal will consult with the local adopt-a-cop to accompany her to the home.

## 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.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.