

Mount Garnet State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

Postal address:	PO Box 10 Mount Garnet 4872
Phone:	(07) 4097 4333
Fax:	(07) 4097 4300
Email:	principal@mtgarnetss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mrs Tracy Moore

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 two classes and three in the other class. Our commitment is to provide 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 Positive Behaviour for Learning, Safe, Respectful Learners and 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.

Principal's Forward

Introduction

Mount Garnet State School is a small school located in a remote township South West of Cairns. Our school is very lucky as all of the staff are very dedicated and go above the call of duty to enhance the students learning so every student succeeds. Like most school we have 3 behaviour expectations for all to follow – to be safe, to be respectful and to be a learner.

It was decided by the community and the school staff to purchase an extra teacher to keep class numbers down and this will assist the students to achieve. This decision was made

School Progress towards its goals in 2016

2016 has been a very busy year for our staff members as our school had a review and are currently working through a review process. We chose the 5 I's Cycle (Initiate, Investigate, Imagine, Implement and Interrogate) to assist with developing and planning 'reading and assessment' agenda. We are half way through the Cycle as we have investigated best practices to develop the skill of reading and we are now starting to imagine how that fits in with our school clientele.

The school prides itself on continuing with community events like Clean Up Australia Day, ANZAC Marches, Harmony Day, Under 8's Day and NAIDOC Day as it helps develop a sense of belonging amongst our students



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.

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 seem correct but that is due to our small numbers which isn't reflected fairly with some of the data.

Tracy Moore
Principal

Future Outlook

Mount Garnet's future outlook is to continue investigating and implement the work we have been conducting in the Inquiry Cycle of Reading and Assessment. The school is building teacher's capability to assess student's work to a much deeper level to help inform their teaching. All teaching staff, teachers and teacher aides, have conducted Professional Development around the area of phonics with a program called Jolly Phonics, as this is a very big stage of students learning when we talk about reading. The next stage is to look at the area of grammar and spelling. All staff will be involved in an on-line course called Jolly Grammar. This is the next stage after the phonics and will be streamed lined through the school from year 1 to year 6. Early childhood is our big focus because if we get it right in this area then all the rest should flow from there. We will continue to help the children who are under the schooling years by providing playgroup and FAFT. This has proven to be a big success and hopefully will assist the children as they attend school.

Another area we are thinking of working towards and seeking funding for is Technology. Building and programing robots to help our students understand the future they will be living in.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	51	18	33	31	73%
2015*	41	14	27	25	76%
2016	43	21	22	26	72%

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.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 2 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	25	11
Year 4 – Year 7	21		15
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

- 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 2016 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 Term 2 & 3.
- Spelling Mastery: Every student participates in this levelled Spelling program.
- Chaplaincy Program: We have been successful in obtaining national funding for a School Chaplain and are awaiting the appointment through Scripture Union
- 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.

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

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

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)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	100%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	100%	100%
they like being at their school* (S2036)	93%	89%	100%
they feel safe at their school* (S2037)	86%	100%	91%
their teachers motivate them to learn* (S2038)	93%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	92%
teachers treat students fairly at their school* (S2041)	93%	100%	100%
they can talk to their teachers about their concerns* (S2042)	93%	89%	83%
their school takes students' opinions seriously* (S2043)	93%	100%	82%
student behaviour is well managed at their school* (S2044)	93%	100%	75%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	86%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	93%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
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%	100%	100%
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%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	92%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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/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 programs

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

- A youth Justice Police officer comes into the school once a week and runs an intervention program with a selected group of students. This program is aimed at teaching the students the correct way to react to a situation and help control their anger.
- 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.

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	16	17	3
Long Suspensions – 6 to 20 days	2	1	1
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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	19,350	1,281
2014-2015	17,446	791
2015-2016	29,084	669

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	4	6	<5
Full-time Equivalent	4	4	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	4
Diploma	
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 \$ 15,000.

The major professional development initiatives are as follows:

- Whole school work shops – around the topic of reading
- On line courses – Departments How To Teach reading, Jolly Phonics.
- 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 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.	99%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 74% 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).	86%	83%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	82%	83%

*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

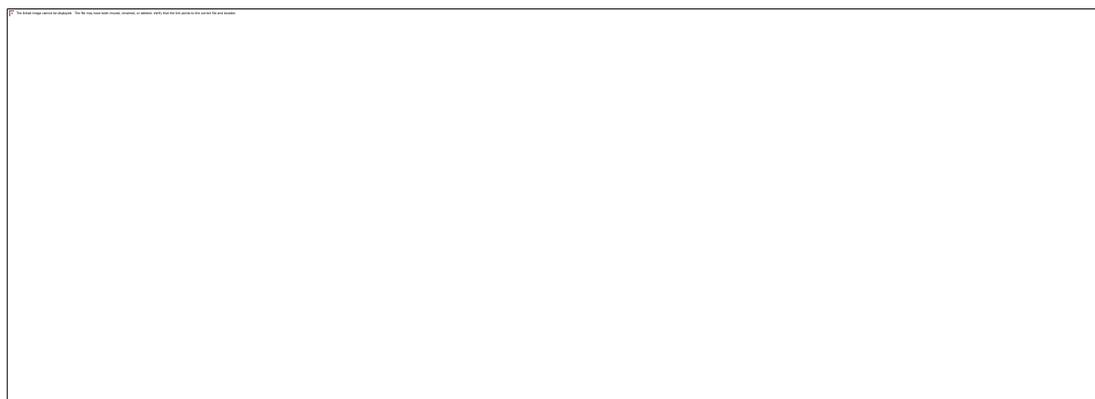
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	82%	93%	88%	95%	83%	77%	98%	85%					
2015	86%	86%	93%	82%	71%	77%	79%						
2016	84%	83%	95%	85%	89%	91%	86%						

*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 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.

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

- Electronic marking on One School.
- Making sure they receive explanations for absences either in writing or via phone call and keeping a record of these.
- Ringing a parent if a child has been away for 3 consecutive days or you are concerned that their absences are affecting their progress and recording this communication on One School.
- Contacting the Principal about any attendance concerns via email with their attendance record and how it is affecting their learning.

It is the Home Liaison Officer's responsibility to:

- Check student attendance at least once a week and bring students of concern to the notice of the Principal.
- In certain situations, making contact with parents after discussion with class teacher or Principal.

It is the Principal's responsibility to:

- Follow up absenteeism brought to their notice by classroom teachers.
- Liaise with the Police Liaison Officer about chronic non-attendance issues

➤ Follow the procedure as outlined by the Department of Education & Training including the use of forms TCS 1-3 and parent meetings to be held with Principal and Home Liaison Officer.

The school's '95 To Thrive' program aims to reward excellent attendance and keep it in focus through newsletter items and certificates and awards for 95% attendance. Students monitor and self-evaluate their own attendance on a day-to-day basis.

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

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School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.