

Mount Garnet State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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.

Principal's Foreword

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. This is enhanced during every parade once a week with a new focus to practice.

It was decided by the community and the school staff to purchase an extra teacher to assist students with their learning and keep class numbers down due to the high diverse group of learners we have attending our school. With investing in smaller class numbers we have experienced the students achieving.

School Progress towards its goals in 2017

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.

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 doesn't reflect the data fairly.

Our sharp and narrow focus was on Reading and assessing. Reading was a big learning curve for the staff. We investigated the best practices for our clientele and created a document for staff to implement. The data wall we keep of every student in our school displayed that every student progressed and the majority of the students were at or above level. The few students who needed further assistance were placed on a classroom cycle: Teachers would **D**iagnose the area of need, **I**ntervene with a variety of strategies and then **E**valuate the student's progress. This has been very effective in our teaching and learning process.

Assessment was organised on a detailed schedule to inform what was being taught, when the students would be assessed, when parents would meet the teachers and when they would be given a paper copy of a report. We also placed a date on when the teachers would have moderation amongst themselves. This document has been developed but is still in a work in progress status as we update information and add to it.

The other area we have been working hard in is our early childhood children from the community. The school pays the coordinator to run activities for two hours for two days a week. This is to assist our community to help teach their child as well as have a transition program for the children before school 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

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 and this funding was used to purchase 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

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	41	14	27	25	76%
2016	43	21	22	26	72%
2017	50	23	27	33	90%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	11	16
Year 4 – Year 6		15	19
Year 7 – Year 10			
Year 11 – Year 12			

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	100%	DW
their child is making good progress at this school* (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	100%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	89%	100%	90%
they feel safe at their school* (S2037)	100%	91%	90%
their teachers motivate them to learn* (S2038)	100%	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%	92%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	89%
they can talk to their teachers about their concerns* (S2042)	89%	83%	80%
their school takes students' opinions seriously* (S2043)	100%	82%	90%
student behaviour is well managed at their school* (S2044)	100%	75%	78%
their school looks for ways to improve* (S2045)	100%	100%	90%
their school is well maintained* (S2046)	100%	100%	89%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%	89%
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%	89%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	89%
their school is well maintained (S2078)	100%	100%	89%
their school gives them opportunities to do interesting things (S2079)	100%	100%	88%

* 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. Unfortunately this only was going for 6 months this year and due to financial issues the department who offered this service has withdrawn the YJO.
- 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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	17	3	18
Long Suspensions – 11 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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
2014-2015	17,446	791
2015-2016	29,084	669
2016-2017	31,965	254

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time Equivalents	4	4	0

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 2017 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 2016 was 100%. The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	83%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	83%	84%

*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 2017 for all Queensland Primary schools was 93%.

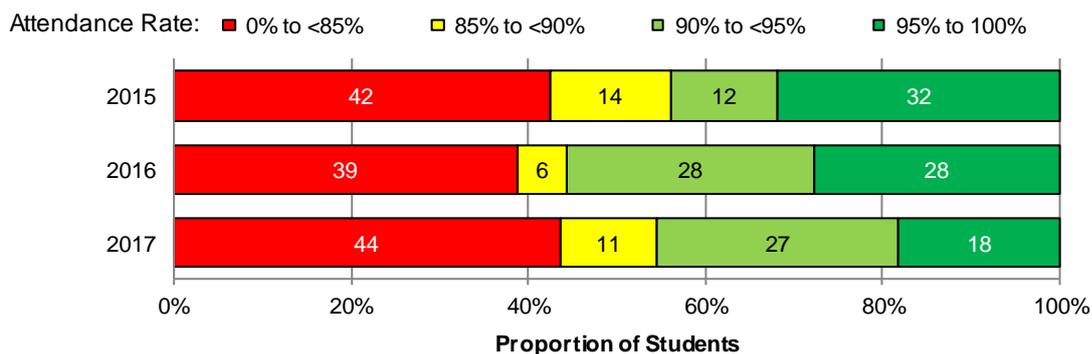
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	86%	86%	93%	82%	71%	77%	79%						
2016	84%	83%	95%	85%	89%	91%	86%						
2017	93%	87%	88%	90%	85%	83%	76%						

*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 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.
- 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

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

The form consists of the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 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.