



Gympie Central State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

At Gympie Central SS, we believe that every child has the opportunity to excel and strive for improvement. We use every resource available to us to make a difference in a student's education.

Our staff are creative, innovative and passionate people who genuinely love what they do and care deeply about the children in their charge. The curriculum presented is well thought out and planned to ensure student engagement, growth and development. Teachers vary students' experiences through the use of multiple strategies that include, but are not limited to theory, practical, I.C.T, sport and excursions.

Gympie Central State School is in the North Coast Region, located high on Palatine Hill in the heart of Gympie, easy walking distance from the main business centre. The buildings are traditional in design, though the classrooms have been opened up to allow for flexible teaching spaces.

During the school's history, many new buildings and facilities have been added to the original school buildings and we now boast some of the best facilities in the surrounding area.

Gympie Central is also a school where we like to encourage students to explore their creative side, teaching an appreciation of art and music through structured lessons, live performances and excursions to exhibitions both locally and in Brisbane. We also operate a Strings program (available from year 3 to 6) and a Woodwind, Brass and percussion program (in year 4 -6).

We have developed and implemented Extension Programs in our Gifted and Talented policies which include;

- A Mathematics Extension Program has been implemented from Years 2 -7 via our Learning Support Teachers in 1 – 40mins session per week
- Literacy extension years 5-7 Readers Cup, Voices on the Coast (a writing workshop)
- Mathematics extension group years 5-7 for Problem Solving competition
- School robotics program in conjunction with teachers at Gympie State High School

Gympie Central SS has an active P&C with a healthy school tuckshop menu and breakfast club, afterschool care, well attended meetings and a well organised fundraising program.

Principal's Foreword

Introduction

The School Annual Report (SAR) provides a snapshot of the school community and our vision for ensuring all of our students have success at school. Detailed information is provided about the school's progress in a variety of aspects ranging from academic success to parental opinions about the performance of the school. This general summary of school performance shows evidence of our progress towards set targets and is a synopsis of the school culture at Gympie Central State School.

School Progress towards its goals in 2016

In 2016 Gympie Central focussed its efforts on effectively actioning a sharp and narrow improvement agenda that set achievable and explicit goals for improvement. As a school team, we are delighted with the progress we have achieved in working towards our goals and targets for 2016. Our Explicit Improvement Agenda focussed on three key areas:

1. **Reading** – Embedding a consistent approach to the teaching of reading across the school that was informed by research and best practice methodology. This ensured a consistent metalanguage throughout the school that informed staff development sessions and discussions about student progress.
2. **Data Analysis** – Establishing a culture of rich data analysis to understand specific student needs. Through regular data collection and planning sessions with staff we have been able to track all students and plan and implement learning plans that were targeted at student needs.
3. **Attendance** – An unrelenting focus on monitoring student attendance and supporting families to instil a sense of community and commitment to the school. Collectively our staff supported students through closer monitoring of attendance, regular phone calls, home visits and liaised with identified families to support their school journey.

Investing for Schools 2016

Targets set were as follow;

- Assist all students in years 3 and 5 reach or exceed NMS in all areas of literacy and numeracy in 2016.
- Refine targeted intervention programs for students who are at risk of not meeting school based benchmarks.
- Purchase specific resources to support classroom practices and school based programs.
- Provide release time for teachers to engage in structured data analysis, sharing of expertise and improve consistency of curriculum and assessment implementation.
- Engage teachers in performance development conversations and feedback processes that focus on the GCSS Reading Program, Phonics Program and Data Plan; and review of student progress with internal and systemic data processes.
- **Parent and Community engagement Framework** – Enact the departmental strategies to encourage greater parental participation in their child's education.

A-E Data

Academic		Sem1, 2016			Sem 2, 2016		
		A-B	C	D-E	A-B	C	D-E
	English	33%	40%	27%	39%	36%	25%
	Maths	38%	38%	24%	33%	42%	25%
	Science	34%	48%	18%	44%	45%	11%

Future Outlook

Reading – Implement a consistent and aligned approach to data analysis and pedagogy

- Embed a consistent approach to the teaching of reading aligned to the Gympie Central Reading Program - GCSS Reading Program (a copy is available from the school if you get contact gpell1@eq.edu.au)
- Continue the structured monitoring of student data to apply processes and resources appropriate to student needs. These include accessing Reading Support and Intervention Programs and Targeted Reading Advancement Programs to ensure all students meet reading goals and standards outlined in the Australian Curriculum
- Build a culture of shared responsibility and collaborative empowerment to build the efficacy of teachers in delivering highly effective reading pedagogies
- Maintain an explicit focus on the teaching of phonics in the early years through Jolly Phonics, LEM and the Reading Links program
- Adopt and adapt reading resources (Springboard Into Comprehension, Sheena Cameron, C2C) to meet the specific needs of students and build fluency and comprehension in reading
- Use the GCSS Reading Program as a platform for developing Instructional Leadership and supportive and reflective feedback processes

Writing – Support the development of all staff in providing targeted feedback to students based on data analysis and interrogation of student writing samples

- Develop a shared understanding and pedagogical practice of the 4 writing procedures:
1. Modelled Writing 2. Shared Writing 3. Guided Writing 4. Independent Writing
- Align writing pedagogy to Pearson's Gradual Release Model
- Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing Success
- Continue to embed a data culture conducting pre and post testing and using a consistent marking guide to measure growth in individuals and class wide trends
- Explicit observations and feedback sessions on pedagogical practices applied to the teaching of writing. Teachers provide evidence of pre-test writing results (Eg. Plan4Me) and monitor student progress through ongoing formative assessment. Student feedback is deliberate, and targeted around writing.

Numeracy – Building capacity of teachers to implement a variety of engaging and robust numeracy pedagogies

- Embed **Numeracy Rich Routines** that address key aspects of number as identified through NAPLAN and internal data sources ie Gympie Maths Alliance
- With PEAAC support and cluster opportunities (**Best Practice Networks**), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through a deep understating of data analysis
- Embed warm-ups, number fact fluency, problem solving and reasoning into all Mathematics lessons

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	245	131	114	32	87%
2015*	244	119	125	32	87%
2016	247	111	136	25	83%

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

Gympie Central State School has a long, rich and proud history of excellence in education. Students are supported and served by an extensive team of talented, dedicated, enthusiastic, caring staff and the community. Gympie Central SS offers a multi-age, co-educational curriculum program across years Prep to 6, using the eight key learning areas, linked directly to the National Curriculum, including German, and augmented with Gifted and Talented, Early Intervention strategies and support for students with additional needs. Teaching programs are balanced and innovative without ever losing sight of the foundations of English and Mathematics. Our school has a real focus on the Social and Emotional Wellbeing of students and staff and works within a whole school positive behaviour for learning framework with embedded effective, positive behaviour programs in place to support students. Our school is very active within the community and our school chaplain and RI teachers address pastoral care. At Gympie Central State School we highly value the role parents play in the education of their children and we see frequent communication and a team work approach as one of the keys to successful partnerships.

The social demographic of the area is changing as we have increased by 50 students over the last 3 years. Student attendance is excellent for those families that have resided in the area for many years, however the ever increasing number of transient families typically struggle to send their child or children to school on a regular basis. Our school currently has an indigenous population of approximately 10 % as well as a small number of families with English as a second language. Many of our students present with a very complex range of family structures, backgrounds and circumstances, exposing significant economic and social disadvantages.

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	23	22	21
Year 4 – Year 7	29	27	25

*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 Australian Curriculum serves as the mandatory platform informing the delivery of curriculum within the school
- The standard state school key learning areas are offered at our school.
- Music and Physical Education specialists visit one and two times each week respectively.
- German is the LOTE offered to children in Year 5 to Year 6 once a week
- Fulltime Aides in our Prep rooms

Co-curricular Activities

- Teachers organise sports and physical activities with boys and girls.
- A brass, woodwind and percussion instrumental music program for students in years 4 – 6.
- A Strings instrumental music program for students in years 3 – 6.
- An award winning School Choir program
- Voices on the Coast
- Participation in external English, Maths and Science competitions
- Reader's Cup
- Local Extension Maths Competition
- Year 5 camp
- Year 7 Camp
- Whole School Activity rotation afternoon
- A Robotics Program operating in conjunction with teachers at James Nash State High School
- Art Classes once a week at lunch times with our School Chaplain

How Information and Communication Technologies are used to Assist Learning

Technology is incorporated into everyday classroom programs with networked computers in all teaching spaces. Computer skills are taught by our Teacher Librarian and classroom teachers using our laboratory in combination with the computers and Interactive Whiteboards located in each classroom.

In 2016, we have a designated teacher who instructs groups in coding, robotics and technology, and one Year 6 classroom which is a fully integrated Apple computer teaching space.

Our teachers incorporate ICTs into every part of the curriculum, and the 40 Ipad's we have in classroom circulation are a valuable resource for children and teachers.

Social Climate

Overview

Gympie Central State School is a caring environment which strives to cater for the needs of every child. Our staff work together to deliver quality learning outcomes and develop holistic programs for individuals.

Our School operates under three School Rules:

Be Safe
Be Respectful
Be a Learner

My goal as Principal is to nurture a culture of co-operation and teamwork throughout the school, the end target being that students will work together in all facets of their learning.

We are a **School Wide Positive Behaviour Support** school and are supported by a regional team.

Our school also hosts a school chaplaincy program which is fantastic in supporting students through our school community.

Social gatherings, such as movies and discos, are an important agenda at the school. These events form a large part of our school leadership program and are used to teach our year six students how to organise events.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We use two major Strategies to develop behaviour throughout our school: "School Wide Positive Behaviour Support" and the 'You Can Do It' program. Both methods are designed to build student self-esteem and nurture each student's ability to work as team member.

We also use our Chaplain, Guidance officer and other community based organisations to work proactively with targeted groups to overcome individual clashes and dominating personalities amongst peers.

Ensuring children have the skills they need to succeed in life helps every child become the best learner they can be, academically, socially and emotionally.

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)	94%	100%	100%
this is a good school (S2035)	94%	100%	100%
their child likes being at this school* (S2001)	94%	100%	100%
their child feels safe at this school* (S2002)	94%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	89%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	78%	100%	100%
student behaviour is well managed at this school* (S2012)	78%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	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)	99%	97%	93%
they like being at their school* (S2036)	96%	96%	93%
they feel safe at their school* (S2037)	97%	96%	91%
their teachers motivate them to learn* (S2038)	99%	100%	98%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	95%	89%
teachers treat students fairly at their school* (S2041)	92%	97%	87%
they can talk to their teachers about their concerns* (S2042)	96%	92%	88%
their school takes students' opinions seriously* (S2043)	95%	94%	89%
student behaviour is well managed at their school* (S2044)	83%	97%	81%
their school looks for ways to improve* (S2045)	97%	98%	98%
their school is well maintained* (S2046)	91%	94%	96%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	95%	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%	90%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	85%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	100%	100%	95%
staff are well supported at their school (S2075)	100%	100%	95%
their school takes staff opinions seriously (S2076)	100%	100%	95%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	100%	95%

* 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

The community expectations for our school are growing by the month. They expect that our school will deliver a quality education to all students in a safe and supportive environment.

The school and community agree that education at our school should be as good an education as offered anywhere else in the state.

The community values good behaviour, sportsmanship, honesty, participation and open communication. As such, the community expects these qualities to be evidenced within our school.

Strategies

- discussions held at P and C Meetings
- P and C email discussion list
- parents helping with reading/group activities in class
- parents as part of our SWPBS committee
- school newsletters
- volunteering at sports days or in the tuckshop
- pre prep program

Reporting

Term 1 - Face to face interview

Term 2 - Comprehensive end of semester written report.

Term 3 - Face to face interview

Term 4 - Comprehensive end of semester written report, including NAPLAN test results. Face to Face interview upon request from teacher or parent.

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	28	14	31
Long Suspensions – 6 to 20 days	0	0	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

Our school is developing a plan to reduce consumption in all areas. The Earth Smart Science Program has become one of the school's focus and student learning programs will incorporate how we can reduce consumption and waste production from within the school.

All classes receive lessons yearly on recycling and caring for the environment from Elli Webb, the Education Advisor for Cleanaway.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	65,318	1,949
2014-2015	23,721	2,830
2015-2016	102,421	1,496

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	22	16	<5
Full-time Equivalent	19	10	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	12
Diploma	2
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 \$ 20,834.

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

- Teaching of Reading
- ACARA and C2C
- Seven Steps to Successful Writing
- Implementation of Show Me Papers
- SWPBS Annual Training
- Curriculum Activity Risk Assessments
- Code of Conduct
- Annual Admin and Cleaner training Internal Controls
- First Aid, CPR, Asthma and Anaphylaxis
- LEM Phonics
- Data Analysis
- Problem Solving in Mathematics
- Functional Behaviour Assessment
- Asbestos Awareness
- Student Protection
- Core Modules Right to Information

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.	97%	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 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).	90%	90%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	84%	89%

*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%.

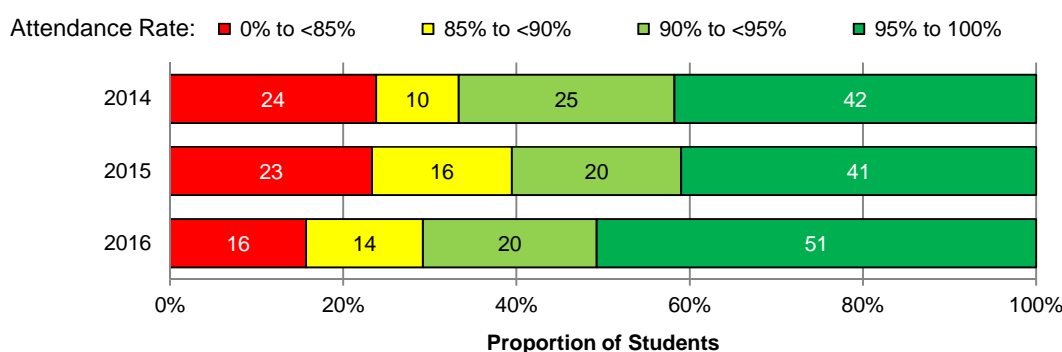
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	87%	89%	91%	89%	91%	92%	92%	91%
2015	93%	86%	90%	89%	89%	93%	93%	
2016	94%	93%	93%	92%	92%	92%	93%	

*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.

NAPLAN

NAPLAN Results in 2016

2016 Year 3	GCSS	Nation	GCSS	Nation	GCSS	Nation
	NMS		MSS		U2B	
Reading	100 %	95.1 %	425.5	425.7	50%	49.4%
Writing	100 %	96.4 %	415.6	420.5	39.4%	48.6%
Spelling	100 %	94.3 %	415.2	420.1	36.4%	46.5%
Grammar & Punctuation	100 %	95.4 %	419	436.3	45.5%	52.8%
Mathematics	97.1 %	95.7 %	387.9	402.2	41.2%	35.7%
2016 Year 5						
Reading	84.6 %	93.1 %	488.0	501.7	34.6%	35.2%
Writing	96.4 %	93.3 %	471.9	475.4	7.1%	17.4%
Spelling	88.9 %	92.9 %	472.4	492.9	22.2%	29.6%
Grammar & Punctuation	88.9%	93.8 %	507.1	505.0	48.1%	36.3%
Mathematics	96.6 %	94.6%	486.9	492.9	24.1%	28.2%

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/>.

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SEARCH

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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.