



Gabbinar State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

| | |
|-----------------|---|
| Postal address: | 189 Stenner Street Toowoomba 4350 |
| Phone: | (07) 4631 5222 |
| Fax: | (07) 4631 5200 |
| Email: | principal@gabbinbarss.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: | Jouwana Habash |

School Overview

Gabbinbar State School has been proudly serving the community since 1972 and continues to work towards achieving its vision of 'Creating a beautiful place to belong, inspire and grow'. Here our students work diligently towards realising our school values of Achieving our best, Being respectful and responsible and Caring and confident. Our Prep to Year 6 curriculum is based on the Australian Curriculum and is enhanced by specialised Early Intervention and Enrichment Programs.

English and Mathematics form the foundation of our balanced and innovative teaching programs. Our students are exposed to a wide variety of cultural, academic and sporting activities including Eisteddfod performances for instrumental music and choir, chess tutoring, dance, drama, art and local sporting events.

The value of the parental role in education is well recognised at Gabbinbar with parents encouraged to become active members of our Parents and Citizens Association, providing the advice and additional resources critical to our success.

Principal's Foreword

Introduction

This report details the school structure and environment and provides data on the opinion of students, parents and staff. The school has a very positive tone and an increasing reputation for improvement and excellence across the wider community. The engagement of parents and volunteers is clearly evident and the support of the P&C Association and the various working groups is outstanding.

Gabbinbar State School is committed to excellence. School data and the outcomes from 2017 have formed the basis of our planning for 2018.

School Progress towards its goals in 2017

| 2017 Annual Improvement Plan Domain | Achievements |
|--|--|
| School and Student Performance | <ul style="list-style-type: none">• School Assessment Framework & Benchmarks for achievement embedded in practice.• Differentiation to meet all students' needs embedded across the school.• Strong networks with various community support organisations are in place.• Professional development to build school capacity in Explicit Instruction with a particular focus on the consistency in practice in the teaching of reading, spelling and writing.• Staff engaged in professional learning communities.• All students demonstrated growth in focus areas of Reading, Reading Comprehension, Spelling, and Writing.• Investing for Success implemented with improvement in NAPLAN achievement for Year 3.• Improvement in student attendance. |
| Implementation of Australian Curriculum | <ul style="list-style-type: none">• Australian Curriculum English, Maths, Science, History, Geography, HPE and Chinese implemented across the school. Digital Technologies implemented from Prep – Year 6.• Staff training to enhance current curriculum area and in preparation for implementation of other Curriculum Areas. |
| Staff Development and Performance | <ul style="list-style-type: none">• All staff Annual Performance Development Plans written and implemented.• Curriculum Leaders trained in Coaching and Feedback. |
| Community Confidence | <ul style="list-style-type: none">• Increased parental involvement in school committees and projects such as Parent Classroom Volunteers and Working Bees.• Student programs such as Enrichment Club and Chess Club are maintained and have been enhanced. |
| Other School-Based Priorities | <ul style="list-style-type: none">• Data Literacy of teaching staff enhanced through professional development with all teachers using data to inform their practice.• Responsible Behaviour Plan reviewed.• School ICT new equipment and replacement program reviewed and implemented.• Homework Policy reviewed by staff and parents and a new policy endorsed. |

Future Outlook

KEY IMPROVEMENT AREAS 2018

- Focus on the consistency of practice in the teaching of Reading, Spelling and Writing.
- Focus on the consistency of practice in data gathering, analysis and using data to inform practice.
- Consolidate the implementation of the Australian Curriculum across the school of Maths, English, Science, History and Geography, HPE, Chinese and Digital Technologies Prep – Year 6
- Implement Investing for Success.
- Review Performance Plans for all staff centred on high quality teaching practices.
- Formulate and enact an explicit agenda for improvement based on school and systemic data.
- Close the Gap between the attendance and outcomes of indigenous and non-indigenous students.

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 | 405 | 214 | 191 | 20 | 93% |
| 2016 | 399 | 207 | 192 | 28 | 93% |
| 2017 | 386 | 192 | 194 | 26 | 95% |

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>).

In 2017, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

Our student body is drawn from a wide socio-economic demographic in an area of Toowoomba. Within our regular student population, our school also caters for a range of students with diverse learning needs, including intellectual disability, physical impairment, hearing impairment, Autistic Spectrum Disorder, and speech language impairment.

In recent years our school experienced enrolment growth. An Enrolment Management Plan (EMP) was enacted in late 2013 in accordance with Education Queensland requirements and has seen a stabilisation of enrolment numbers across the school. The EMP has effectively created a zone or catchment to support students in our immediate community and to moderate the increase in our student population.

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 | 21 | 20 | 20 |
| Year 4 – Year 6 | 22 | 20 | 21 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

At Gabbinbar State School we offer:

- A skilled team of Learning Support Teachers – Literacy and Numeracy, who develop and monitor support programming to ensure students with learning difficulties can access the curriculum;
- Flexible models of delivery, including in-class, individual, small group and focused learning episodes linked to achieving class learning outcomes.
- Differentiation for content, process, product or environment to meet the needs of individual students.
- Emphasis on the use of assistive technology to help students achieve their goals.

Programs for students with diverse learning needs are developed in collaboration with relevant school community members for the purpose of providing a flexible and customised learning experience based on each child's learning needs.

A range of support modes across the school include: Alternate classes, in-class support or a combination of both. Currently at Gabbinbar State School we offer access to all curriculum areas, with an emphasis on literacy and numeracy programs, social skills and community access programs (Denise Kable Campus). Students have opportunities to participate in sporting events organised for students with disabilities.

Co-curricular Activities

Gabbinbar State School is very proud to offer a broad range of extra-curricular activities offered to students including:

| | |
|-------------|--|
| English | ICAS Writing Competition, ICAS English Competition, Speech Programs, Support-A-Talker, LIP – Literacy Intervention Programs. |
| Chinese | Chinese Student Visit, Chinese Excursion (biannual). |
| Mathematics | ICAS Mathematics Competition. |
| Science | ICAS Science Competition, Amaroo Environmental Education Excursions. |
| Citizenship | Student Leadership Program, ANZAC Day, Australia Day. |
| The Arts | Instrumental Music Program (Strings, Woodwind, Brass, Percussion), Concert Band and Ensembles, Fanfare, TYME, Choral Music Program, Percussion Ensembles, Eisteddfod participation, Toowoomba Show Entries, Arts Council performances. |
| ICTs | Ed Studios, Learning Pathways, iPad access for learning. |
| HPE | Interschool Sport (Years 5/6), Zone / District and State representation, Swimming, Cross Country and Athletics Carnival, Occupational Therapy. |
| Other | High School Transition (Year 6), Camps / Excursions, Cycle Safety, Chess Club, Enrichment Club, Dance Club, Drama Club. |

How Information and Communication Technologies are used to Assist Learning

Gabbinbar State School places a significant emphasis on the use of Information and Communication Technologies (ICTs) across all curriculum areas and year levels.

To support teaching and learning, the school has a replacement program to ensure our fleet of desktop PCs, laptops and iPads in classrooms are well-maintained and replaced before they reach the end of their life. Apps were also purchased for classroom use with our expanding fleet of iPads. These apps include digital books and digital content creation solutions offering all students opportunities to access the curriculum.

All classrooms are cabled to our network, have wireless access and 100% of computers in our school are connected to the internet.

Staff members were supported in developing capacity in the use of ICTs, including the initial phase of implementation of the Digital Practice Guide (DPG) with teacher-aides under the More Support for Students with Disabilities (MSSWD) project. Also offered under the MSSWD project were iPad cafés (professional development) focusing on the use of apps to support access to the Australian Curriculum. These sessions were open to all school leaders, teachers and teacher-aides.

Professional development was provided to classroom teachers and teacher aides to assist them in incorporating technology into their everyday practice with an emphasis placed on the use of assistive technologies to support all students to have access to the curriculum.

Social Climate

Overview

Gabbinbar State School enjoys a very caring, inclusive and socially responsible climate that continues to provide support for a range of students and parents alike. Our school values underpin what we stand for in our daily interactions, what we do and how we present ourselves in the community.

In 2017 the Gabbinbar Behaviour Awards was introduced to recognise those students across the school who make significant contributions to school life and who clearly and consistently demonstrate the key attributes of both our School Values and Expectations. The Behaviour Awards operate against a defined set of 'Behaviour Criteria' to assist teachers to make professional judgements and to help students strive towards the types of behaviours that will assist them to become active, responsible citizen.

The school's Responsible Behaviour Plan for Students focuses on the principles of 'Restorative Justice' and our school 'Values'.

A specialist Guidance Officer, Speech Language Pathologist and a range of Advisory Visiting Teachers (e.g. Hearing Impairment, Behaviour Management) are all part of the school's support structures. A chaplain is employed 2 ½ days a week working with teachers and support staff to ensure a strong pastoral care focus across the school.

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) | 96% | 88% | 92% |
| this is a good school (S2035) | 94% | 82% | 80% |
| their child likes being at this school* (S2001) | 96% | 94% | 87% |
| their child feels safe at this school* (S2002) | 94% | 97% | 87% |
| their child's learning needs are being met at this school* (S2003) | 94% | 82% | 87% |
| their child is making good progress at this school* (S2004) | 92% | 85% | 90% |
| teachers at this school expect their child to do his or her best* (S2005) | 96% | 91% | 93% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 90% | 75% | 83% |
| teachers at this school motivate their child to learn* (S2007) | 90% | 85% | 82% |
| teachers at this school treat students fairly* (S2008) | 86% | 76% | 79% |
| they can talk to their child's teachers about their concerns* (S2009) | 96% | 82% | 85% |
| this school works with them to support their child's learning* (S2010) | 87% | 85% | 76% |
| this school takes parents' opinions seriously* (S2011) | 79% | 73% | 67% |
| student behaviour is well managed at this school* (S2012) | 88% | 85% | 70% |
| this school looks for ways to improve* (S2013) | 92% | 78% | 83% |
| this school is well maintained* (S2014) | 98% | 94% | 85% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 95% | 95% | 98% |
| they like being at their school* (S2036) | 91% | 94% | 91% |
| they feel safe at their school* (S2037) | 92% | 94% | 94% |
| their teachers motivate them to learn* (S2038) | 97% | 93% | 98% |
| their teachers expect them to do their best* (S2039) | 98% | 99% | 97% |
| their teachers provide them with useful feedback about their school work* (S2040) | 92% | 95% | 97% |
| teachers treat students fairly at their school* (S2041) | 82% | 91% | 93% |
| they can talk to their teachers about their concerns* (S2042) | 88% | 85% | 91% |
| their school takes students' opinions seriously* (S2043) | 85% | 90% | 88% |
| student behaviour is well managed at their school* (S2044) | 79% | 85% | 88% |
| their school looks for ways to improve* (S2045) | 94% | 96% | 95% |
| their school is well maintained* (S2046) | 94% | 92% | 97% |
| their school gives them opportunities to do interesting things* (S2047) | 91% | 94% | 95% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 97% | 95% | 92% |
| they feel that their school is a safe place in which to work (S2070) | 97% | 95% | 95% |
| they receive useful feedback about their work at their school (S2071) | 89% | 79% | 86% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 88% |
| students are encouraged to do their best at their school (S2072) | 100% | 97% | 100% |
| students are treated fairly at their school (S2073) | 95% | 95% | 89% |
| student behaviour is well managed at their school (S2074) | 94% | 92% | 83% |
| staff are well supported at their school (S2075) | 83% | 86% | 67% |
| their school takes staff opinions seriously (S2076) | 86% | 86% | 71% |
| their school looks for ways to improve (S2077) | 92% | 89% | 84% |
| their school is well maintained (S2078) | 95% | 92% | 95% |
| their school gives them opportunities to do interesting things (S2079) | 89% | 92% | 76% |

* 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

We have a strong and active committee structure which has parent representatives on all committees. The parents, through the Parents and Citizens Association, manage the Outside School Hours Care facility, which is an integral aspect that differentiates our school from others in the local area. The P&C Association also operates the tuckshop which is managed by a paid convener but staffed by parent volunteers. Fundraising is managed by the P&C Association with the Fundraising Committee providing the day-to-day operation. In 2017 the P&C donated funds to the school budget to support school focus areas of reading, general resourcing, and in support of the performing arts. The P&C actively fundraised to air-condition classrooms and dominated \$25,000 towards this project at the end of the year.

Parents are actively encouraged to be involved in their children's classes and with other learning programs in the school. These include:

- In-class support
- Literacy intervention program tutors
- Sporting team assistance
- Helping in the library
- Attendance at extra curricula activities including, class and school excursions
- Student banking
- Music Program – TYME, Eisteddfod, String Out, and Sing Out

Respectful relationships programs

The school as part of its Learning and Wellbeing framework implemented programs that focus on appropriate, respectful and healthy relationships and resilience program to support students' development of social skills and resilience: Fun Friends Year 1; Friends for Life – Year 4. Through our Chaplaincy program students in Year 6 are invited to participate in the Bella Girls - and A Discussion About Men (ADAM) each year.

The school Prep to Year 6 Curriculum Plan includes the Curriculum into the Classroom Health Units and the Daniel Morcombe student protection lessons that form part of the Respectful relationship education program.

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 | 22 | 11 | 11 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 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.

Gabbinbar State School aims to reduce its environmental footprint through our Sustainable Futures Committee which monitor recycling, electricity use and litter around the school.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 129,592 | |
| 2015-2016 | 125,715 | 1,662 |
| 2016-2017 | 170,445 | 3,693 |

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 | 36 | 16 | 0 |
| Full-time Equivalents | 34 | 12 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 5 |
| Graduate Diploma etc.** | 7 |
| Bachelor degree | 26 |
| 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 \$ 24,622.

The major professional development initiatives are as follows:

Curriculum Teaching and Learning

- Words Their Way Spelling
- Explicit Teaching of Writing
- Creating Successful Writers
- Putting Faced on the Data – Data Literacy
- Case Management Approach to Intervention
- Hearing Impairment
- English as a Second Language Dialect – Oral Language
- Moderation
- ICT – Digital Technologies
- Reading Disorders
- Coaching and Feedback
- Curriculum Risk Assessment
- Pedagogical Framework
- Mandated Annual Training including Code of Conduct, Student Protection, Workplace Health & Safety
- Anaphylaxis
- Staff Wellbeing
- AIMS
- PODD Training
- Regional Instrumental Music Conference
- Understanding the Function of Behaviour
- Cleaners annual training

Attended by Regional Specialist Support Staff based at the School – Guidance Officer & Advisory Visiting Teachers

- Assistive Technology Conference and Exhibition
- PODD Training
- Distressed or Deliberately Defiant – managing student behaviour due to trauma and disorganised attachment
- GO, SLP WISC-V training
- Apple Education
- Inclusive Directions for Education
- Inclusive Sport & Physical Activity

Staff Capacity to lead Learning

- Effective Communication and Managing Difficult Conversations
- Teaching of Reading and Writing – developmental continuums
- Beginning Teacher Mentoring
- Capability Development Workshops
- Supervising Pre-Service Teachers

Leadership and School Management

- Leading Learning Collaborative – Lynn Sharratt
- QParents – getting started
- OneSchool
- Support Services for Students
- Queensland Principal's Conference
- Developing Performance Plans
- Workplace Health & Safety
- Planning and Accountability Workshop
- Regional Business Meetings – School Leaders & HOSE
- Maximising Achievement Program
- Network Meetings – Principal, Deputy Principal, HOSE, STL&N, BSM, AVT, Music, Chinese, EALD, PE Teachers, Schools Officer, cleaners

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. | 95% | 96% | 95% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% 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). | 94% | 94% | 94% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 92% | 92% | 93% |

*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%.

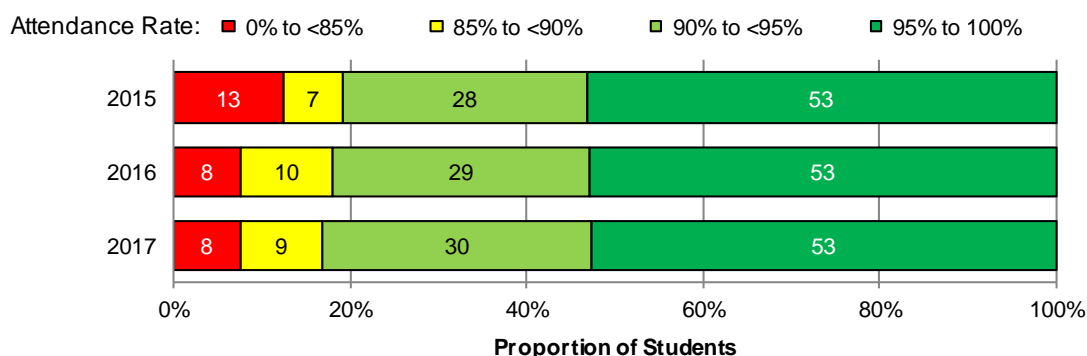
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 94% | 94% | 93% | 95% | 93% | 92% | 94% | | | | | | |
| 2016 | 94% | 94% | 93% | 94% | 93% | 95% | 92% | | | | | | |
| 2017 | 95% | 94% | 93% | 93% | 93% | 91% | 95% | | | | | | |

*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.

Class rolls are marked twice daily at 9:00am and 1:50pm. If a student is absent without explanation for three consecutive days, contact with the child's parent or guardian is made by the classroom teacher. In Term 2 2016 a same day reporting of absences was implemented. At 10am each morning a SMS is sent to parents informing them of their child's absence further strengthening communication between school and home.

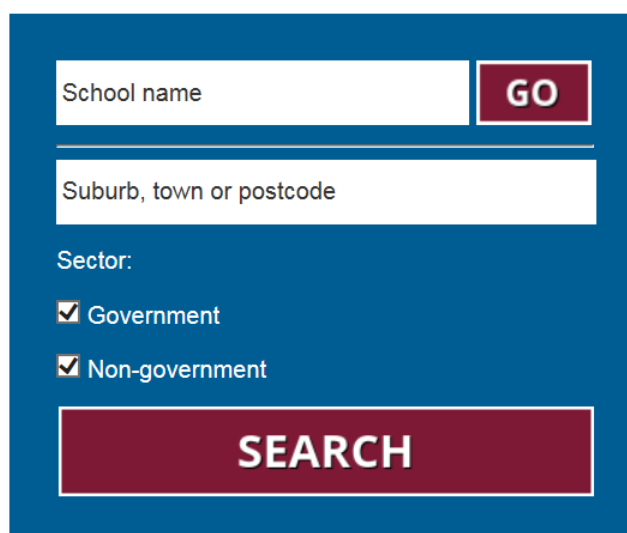
At the end of each school week, all unexplained absences are reviewed by the Principal. Unexplained absences are recorded and follow-up letters are sent home in line with Department guidelines. Parents of students with high level of absences are contacted by teachers or administration to identify concerns and identify and implement support strategies.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

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.