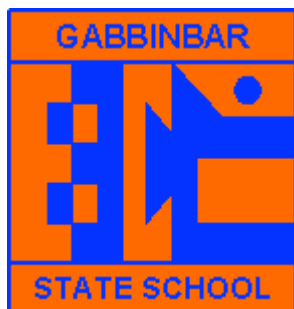


Our school at a glance



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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

Principal's foreword

Introduction

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 7 curriculum is based on the Australian Curriculum (C2C – Curriculum into the Classroom) and the Queensland Essential Learnings. This is enhanced by specialised Early Intervention and Gifted Education Programs Learning areas. Our school also caters for students with disabilities offering a diverse range of programs. **English, Mathematics and Science** form the foundation of our balanced and innovative teaching programs, along with a strong emphasis on **Reading** across Prep to Year 7. Our students are exposed to a wide variety of cultural, academic and sporting activities including Eisteddfod performances for instrumental music and choir, chess tutoring, Problem Solvers, Opti-Minds competitions 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.

Every Queensland schools annually publishes meaningful information for parents about student and school performance. The **School Annual Report (SAR)** is a summation of the annual planning and reviewing process. This includes reviewing student and school performance against the outcomes, performance indicators and targets established in the previous year.

School progress towards its goals in 2012

2012 Annual Improvement Plan Domain	Achievements
School and Student Performance	<ul style="list-style-type: none">Whole School Reading Program implementedTeachers trained in <i>First Steps in Reading & First Steps in Number</i>
Readiness for National Curriculum	<ul style="list-style-type: none">Curriculum Plan Aligned to National CurriculumAustralian Curriculum English, Maths and Science implemented across the school.School Assessment Framework implemented
Staff Development and Performance	<ul style="list-style-type: none">Principal Developing Performance Plan developed with Assistant Regional DirectorTeachers access PD in DPP and draft plans written.
Community Confidence	<ul style="list-style-type: none">Increased parental involvement in school committees and projects such Parent Classroom Volunteers.Student programs such as Problem Solvers Club and Chess Club maintained and 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.Employing a Chaplan

Our school at a glance

Future outlook

Focus on the Core Learning Priorities: Reading, Reading Comprehension, Writing and Numeracy.

Adoption of the Australian curriculum across the school in History and consolidate implementation of Maths, English and Science.

Developing 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.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	334	152	182	92%
2011	344	155	189	94%
2012	384	179	205	92%

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

Characteristics of the student body:

Within our regular student population, our school also caters for a range of students with disabilities, including Intellectual impairment, Physical impairment, Hearing impairment and Autistic Spectrum Disorder. Our population of students with disabilities reflects approximately 15% of the total school enrolment. The school is currently experiencing strong enrolment growth across Prep to Year 3.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	21	20	18
Year 4 – Year 10	24	25	21
Year 11 – Year 12			

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	29	23	19
Long Suspensions - 6 to 20 days	1	0	3
Exclusions	0	0	2
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

At Gabbinbar State School we offer:

- A full-time Support Teacher – Literacy and Numeracy, who develops and monitors 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 (Low Incidence) Disabilities** are developed in collaboration with relevant school community members, for the purpose of providing a flexible and customized 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, fine and gross motor programs, social skills and community access programs (Denise Kable Campus). Students have opportunities to participate in sporting events organized for students with disabilities.

Extra curricula 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.
LOTE	Chinese Student Visit, LOTE Excursion (biannual).
Mathematics	ICAS Mathematics Competition, Darling Downs Maths Team Challenge.
Science	ICAS Science Competition, Amaroo Environmental Education Excursions, USQ and CHSHS Science Expo.
SOSE	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, School Revues, Toowoomba Show Entries, Arts Council performances.
Technology	Ed Studios, VCR's, Learning Pathways, iPad access for learning.
HPE	Interschool Sport (Years 6&7), Zone / District and State representation, Swimming, Cross Country and Athletics Carnival, Occupational Therapy.
Other	High School Transition (Year 7/8), Camps / Excursions, Cycle Safety, Chess Club, Problem Solvers Club, Optiminds.

Our school at a glance

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 assist this we have a trained Accredited Facilitator who assists teachers in the classroom with embedding ICTs into their program and works with nominated teachers who are working towards their Digital Pedagogical Licence (DPL).

Upgrades were made to our wireless infrastructure in C block to support more wireless devices. Sixteen notebook computers were purchased and are used across the curriculum by students in years 6-7. The school further invested in mobile devices including iPads for use by students with disabilities.

The school used grant funds to install interactive whiteboards or projectors in each teaching space. These are used extensively by teachers in implementing the Australian Curriculum, which uses a wide variety of digital resources.

In 2012 the ratio of computers to students met Education Queensland's target ratios. All classrooms are cabled to our network and 99% of computers in our school are connected to the internet.

Professional development was provided to classroom teachers to assist them in incorporating ICTs into their everyday practice.

Social climate

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 2007 the **GABBINBAR GOLD AWARD** 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 Gold Award operates 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 a Gold Award recipient.

The school's 'Responsible Behaviour Plan for Students' focuses on the principles of 'Restorative Justice' and our school Values. We implement the practices of the 'Peer Support' program, offering proactive strategies led by our Senior students in enhancing relationships and building the connections between students across the school.

Specialist Guidance Officer, Speech Language Pathologist and a range of Advisory Visiting Teachers (e.g. English as a Second Language) are all part of the school's support structures. In November 2012 the school appointed its first Chaplain a role that is being developed with a strong pastoral care focus.

Parent, student and staff satisfaction with the school

97% of students and 90% of parents are satisfied that their child is getting a good education at our school. Staff morale is high with a satisfaction rate exceeding 95%.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	90.6%
this is a good school	90.6%
their child likes being at this school*	93.8%
their child feels safe at this school*	87.5%
their child's learning needs are being met at this school*	84.4%
their child is making good progress at this school*	81.3%

Our school at a glance

teachers at this school expect their child to do his or her best*	90.6%
teachers at this school provide their child with useful feedback about his or her school work*	87.1%
teachers at this school motivate their child to learn*	90.3%
teachers at this school treat students fairly*	80.6%
they can talk to their child's teachers about their concerns*	84.4%
this school works with them to support their child's learning*	80.6%
this school takes parents' opinions seriously*	82.8%
student behaviour is well managed at this school*	76.7%
this school looks for ways to improve*	89.3%
this school is well maintained*	87.5%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.0%
they like being at their school*	97.0%
they feel safe at their school*	97.0%
their teachers motivate them to learn*	97.0%
their teachers expect them to do their best*	97.0%
their teachers provide them with useful feedback about their school work*	98.5%
teachers treat students fairly at their school*	98.5%
they can talk to their teachers about their concerns*	98.5%
their school takes students' opinions seriously*	87.9%
student behaviour is well managed at their school*	92.2%
their school looks for ways to improve*	96.9%
their school is well maintained*	98.5%
their school gives them opportunities to do interesting things*	98.5%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	82.5%
with the individual staff morale items	96.2%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are actively engaged in all levels of school activities. 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 manages 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 2012 the P&C donated over \$16 000 to the school budget to support school focus area of Reading, general resourcing, subsidising some extra curriculum activities and in support of the performing arts.

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
- Computer lesson support
- Student Banking

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 our environmental footprint through our Green and Healthy Committee which oversees recycling, electricity use and litter around the school. A weekly award is presented to the class which does the best job of turning off lights and heaters when not required, maintaining litter free classroom surrounds and recycling. The increase in electricity and water use is a function of increasing enrolments and the construction of a number of new buildings.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	92,091	514
2010-2011	101,414	567
2011-2012	112,161	411

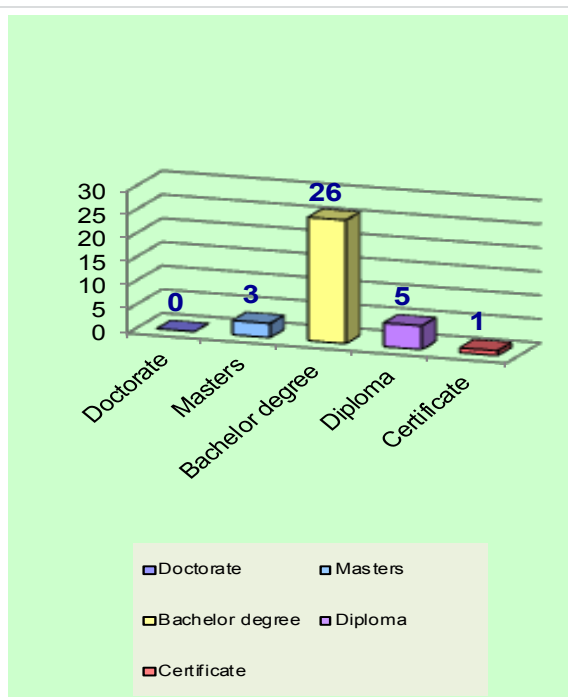
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	35	20	0
Full-time equivalents	31	14.4	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	26
Diploma	5
Certificate	1



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$ 24 896.00

The major professional development initiatives are as follows:

- Smart Classrooms training
- Differentiation
- Preparation for Australian Curriculum - History
- First Steps in Reading
- First Steps in Number
- National Curriculum – English, Maths & Science
- Moderation
- Data Literacy
- Developing Performance Plans
- Writing – 'How Writing Works'
- Network Meetings

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.6%	94.5%	94.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.8% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

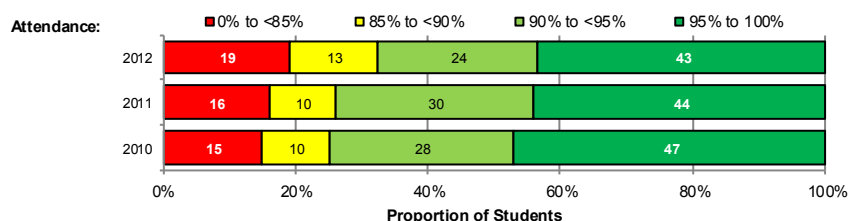
Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	93%	91%	90%	92%	91%	93%	93%
2011	92%	93%	91%	91%	91%	93%	94%
2012	92%	91%	91%	89%	91%	88%	92%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice daily at 9:30am 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. At the end of each school week, all unexplained absences are reviewed by the Principal. Unexplained absences are recorded with 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

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.

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Performance of our students

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The **Closing the Gap Education Strategy**, builds on and extends the Department's *Partners for Success* Indigenous education strategy, and is based on that strategy's priority areas of attendance, retention, attainment and work force capacity. The Department of Education and Training's Closing the Gap Education Strategy has three key targets: to halve the gap in Year 3 reading and numeracy by 2012 and to close the gap in student attendance by 2013 and in Year 12 retention by 2013. The strategy delivers a targeted and decentralised approach to Indigenous education in Queensland and contains proactive interventions that will improve teaching and learning outcomes.