Gabbinbar State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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 information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Jouwana Habash - Principal

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 Gifted Education 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.

School progress towards its goals in 2018

School and Student Performance

- School Assessment Framework & Benchmarks for achievement embedded in practice.
- Differentiation to meet all students' needs embedded across the school.
- Build student ownership of and responsibility for their learning through individual learning goal setting and success criteria for student self-refection.
- Strategies to develop higher Order Thinking implemented
- Staff engaged in professional learning communities.
- All students demonstrated growth in focus areas of Reading, Reading Comprehension, Spelling, and Writing.
- Data Literacy of teaching staff enhanced through professional development with all teachers using data to inform their practice.
- Investing for Success implemented with improvement in NAPLAN achievement for Year 3.
- Student attendance at 93%
- All staff accessed professional development and training in Focus areas of literacy, differentiation and restorative practice
- Staff Annual Performance Development Plans written and implemented

Implementation of Whole School Pedagogical Practice
- 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.
- Pedagogical Framework reviewed and embedded in practice.
- All staff accessed professional development and training in Focus areas of literacy, differentiation and restorative practice

Parent and Community Engagement
- Increased parental involvement in school committees and projects such as Parent Classroom and Volunteers
- Strong networks with various community support organisations are in place.
- Further enhanced and sustained partnerships with local community agencies, and specialist providers to support students and their families.
- Student programs such as Drama, Dance, Chess Club, Instrumental Music, and The Arts Programs are maintained and have been enhanced.
- Responsible Behaviour Plan reviewed.

Other School-Based Priorities
- School ICT new equipment and replacement program reviewed and implemented. Priority to develop mobile computer lab / device lab and to resources this according to need.
- Wireless Upgrade program undertaken. All teaching and learning areas have wireless access at the capacity to enable 1-1 student device. All switches and data cabinets upgraded for future capacity and technology development.

Future outlook

KEY IMPROVEMENT priorities and goals for 2019

Implement Whole School pedagogical practices

- 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.
- Embed in practice a whole school approach to linking reading, writing and spelling.
- Build student ownership of and responsibility for their learning though individual learning goal setting and success criteria for student self-reflection.

Improve school Performance

- Implement Investing for Success - Formulate and enact an explicit agenda for improvement based on school and systemic data.
- Implement plan for 'Leading Learning Collaborative' work
- Review Performance Plans for all staff centred on high quality teaching practices.
- Close the Gap between the attendance and outcomes of indigenous and non-indigenous students.

Parent and Community Engagement

- Embed in practice key partnerships to support transition to school and High School
- Further enhance and sustain partnerships with local community agencies, and specialist providers to support students and their families
- Enhance effective communication practices between the school, parents and guardians.

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school No

Year levels offered in 2018 Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	399	386	372
Girls	207	192	193
Boys	192	194	179
Indigenous	28	26	27
Enrolment continuity (Feb. – Nov.)	93%	95%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our student body is drawn from a diverse socio-economic demographic within 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, visual impairment and speech language impairment. In recent years, we have seen a growth in the number of students who have a language background other than English.

An Enrolment Management Plan (EMP) was enacted in late 2013 in accordance with Department of Education 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	20	19
Year 4 – Year 6	20	21	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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, OLLIE< PMAP, Support-A-Talker, LIP – Literacy Intervention Programs.
Chinese	Chinese Student Visit, Chinese Excursion (biannual).
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.
STEM	Learning Pathways, iPad access for learning, Coding, ICAS Science and Mathematics Competitions, Amaroo Environmental Education Excursions.
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, Garden 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, notebook computers 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. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	92%	84%
• this is a good school (S2035)	82%	80%	90%
• their child likes being at this school* (S2001)	94%	87%	100%
• their child feels safe at this school* (S2002)	97%	87%	94%
• their child's learning needs are being met at this school* (S2003)	82%	87%	87%
• their child is making good progress at this school* (S2004)	85%	90%	87%
• teachers at this school expect their child to do his or her best* (S2005)	91%	93%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	83%	87%
• teachers at this school motivate their child to learn* (S2007)	85%	82%	87%
• teachers at this school treat students fairly* (S2008)	76%	79%	83%
• they can talk to their child's teachers about their concerns* (S2009)	82%	85%	94%
• this school works with them to support their child's learning* (S2010)	85%	76%	77%
• this school takes parents' opinions seriously* (S2011)	73%	67%	72%
• student behaviour is well managed at this school* (S2012)	85%	70%	81%
• this school looks for ways to improve* (S2013)	78%	83%	79%
• this school is well maintained* (S2014)	94%	85%	87%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	98%	95%
• they like being at their school* (S2036)	94%	91%	95%
• they feel safe at their school* (S2037)	94%	94%	90%
• their teachers motivate them to learn* (S2038)	93%	98%	95%
• their teachers expect them to do their best* (S2039)	99%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	94%
• teachers treat students fairly at their school* (S2041)	91%	93%	88%
• they can talk to their teachers about their concerns* (S2042)	85%	91%	89%
• their school takes students' opinions seriously* (S2043)	90%	88%	87%
• student behaviour is well managed at their school* (S2044)	85%	88%	86%
• their school looks for ways to improve* (S2045)	96%	95%	93%
• their school is well maintained* (S2046)	92%	97%	93%
• their school gives them opportunities to do interesting things* (S2047)	94%	95%	90%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	92%	94%
• they feel that their school is a safe place in which to work (S2070)	95%	95%	90%
• they receive useful feedback about their work at their school (S2071)	79%	86%	65%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	94%
• students are encouraged to do their best at their school (S2072)	97%	100%	97%
• students are treated fairly at their school (S2073)	95%	89%	87%
• student behaviour is well managed at their school (S2074)	92%	83%	84%
• staff are well supported at their school (S2075)	86%	67%	65%
• their school takes staff opinions seriously (S2076)	86%	71%	74%
• their school looks for ways to improve (S2077)	89%	84%	80%
• their school is well maintained (S2078)	92%	95%	97%
• their school gives them opportunities to do interesting things (S2079)	92%	76%	77%

* 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 2018 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 donated $40,000 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 education 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.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	11	11	25
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	125,715	170,445	116,458
Water (kL)	1,662	3,693	

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	33	15	<5
Full-time equivalents	31	12	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	4
Bachelor degree	22
Diploma	2
Certificate	0

*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 2018 were $ 17,872.29.

The major professional development initiatives are as follows:

Curriculum Teaching and Learning
- Words Their Way Spelling
- Explicit Teaching of Writing
- Creating Successful Writers
- The Big 6 (Reading)
- Putting Faced on the Data – Data Literacy
- Case Management Approach to Intervention
- Specific Learning Disorder – Reading Centre
- Hearing Impairment
- Vision Impairment
- Moderation
- ICT – Digital Technologies
- Supporting students with specific disorders in reading
- Curriculum Risk Assessment
- Pedagogical Framework
- Mandated Annual Training including Code of Conduct, Student Protection, Workplace Health & Safety
- Anaphylaxis
- Diabetes Management
- Epilepsy Management
- Staff Wellbeing
- AIMS
- Building successful relationships with parents and carers if students with autism.

- Understanding the educational implications of trauma
- Regional Instrumental Music Conference
- Understanding the Function of Behaviour
- Cleaners annual training
- Oliver V5 Advanced

Attended by Regional Specialist Support Staff based at the School – Guidance Officer & Advisory Visiting Teachers
- Increasing Activity and Intelligent Minds
- AAC Come and Play
- Access all Areas
- ALEA – the Big 6
- Identifying and Supporting Students with a specific disorder in reading.

Staff Capacity to lead Learning
- Capability Development Workshops
- QUELI Master Class
- HAT & Lead Teacher Information session
- Building Capability- ICP HICs

Leadership and School Management
- OneSchool
- Support Services for Students
- Student Learning and Wellbeing
- Developing Performance Plans
- Workplace Health & Safety
- Injury Management
- Individual Curriculum Plans – Planning Workshops
- Understanding the industrial landscape of school leaders
- Human Resource Management
- Regional Business Meetings – School Leaders & HOSE
- Key Financial Reporting
- 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	95%
Attendance rate for Indigenous** students at this school	92%	93%	95%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

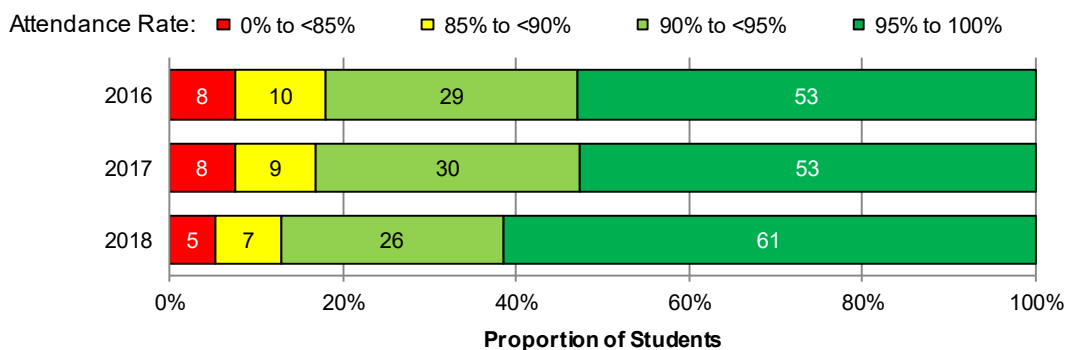Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	95%	95%
Year 1	94%	94%	96%
Year 2	93%	93%	95%
Year 3	94%	93%	95%
Year 4	93%	93%	94%
Year 5	95%	91%	94%
Year 6	92%	95%	95%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	8	10	29	53
2017	8	9	30	53
2018	5	7	26	61

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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.
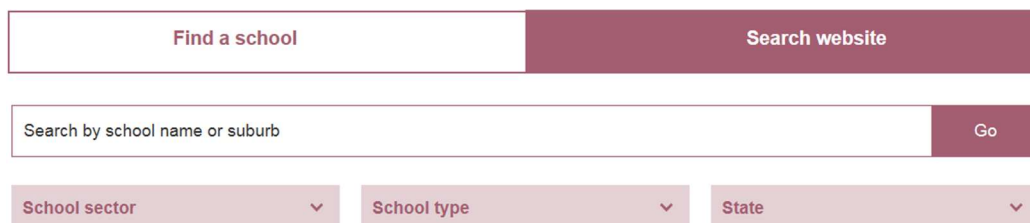
At the end of each school week, all unexplained absences are reviewed by the Principal. Unexplained absences are recorded and follow-up letters are sent home in line with Department guidelines. Parents of students with high level of absences are contacted by teachers or administration to identify concerns 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.