

Georgetown State School

Queensland State School Reporting

2015 School Annual Report



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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.
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Principal's foreword

Introduction

The following report highlights the achievements of our school in 2015. Our main priority was and continues to be to improve all students' outcomes. The staff and community members continued to refine programs and practices to achieve success. Despite issues of isolation and remoteness we ensure that our students are achieving the best educational outcomes available by supporting staff and community with professional development and resources. We respect the contributions from all agencies and groups in fostering the growth of our students in our community. Our open door policy allows parents and community members into our classrooms which promotes effective communication. The three main areas of our school's data collection – academic opportunities and outcomes, social climate and staff performance and development are outlined in this report.

School progress towards its goals in 2015

At Georgetown State School in 2015 we aimed to have:
 100% of year 3 students achieving NMS in reading. This was achieved.
 25% of year 3 students in U2B. Achieved 20% in the U2B
 77% of prep students at PM level 9. Achieved 75% at level 9
 50% of Year 1 students at PM level 17. This was achieved.

Future outlook

The following specific targets have been set for 2016

- Increase the percentage of students achieving a 'B' standard or above in English from 42% in Year 1 (2015) to 63% in Year 3 (2017)
- Increase the percentage of Year 3 (2015) students achieving U2B from 25% to 36% in 2017
- Every student achieving 50% achievement standard or better against the Early Start Assessment Tool for literacy and numeracy
- Every student accessing a different year level curriculum will achieve a 'C' standard or better against the relevant year-level achievement standard

We will do this by:

Increasing teacher capacity through

- focussed moderation processes
- development of data literacy
- the use of One School in planning and recording
- refinement of pedagogical framework
- explicitly teaching thinking and reasoning within curriculum units
- use of Early Start materials across Prep to Year 2 to track progress.
- Consolidate explicit teaching strategies
- Continuing with Cars/Stars program

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	45	22	23		87%
2014	57	31	26	9	90%
2015	47	25	22	6	88%

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 2015, 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:

Georgetown State School offers three multi age classrooms Prep to Year One, Year Two/Three and Year Four to Year Six. The enrolments are fairly gender balanced. Indigenous enrolments are just over 10%.

Many of the students come from families involved in the beef grazing industry. Other families are employed by service industries such as Etheridge Shire Council, Ergon and Queensland Rail.

Several students reside at the Local Georgetown Student Hostel due to the distances their homes are from the school. Students travel to the Hostel on a Monday morning and return home after school Friday. The Hostel is operated by the local Council and is managed by a House Parent.

The student population is fairly stable with some transient enrolments. The majority of students will leave the area upon completion of Year Six to attend boarding schools for their secondary schooling, though there are a small number that attend the Etheridge Learning Facility based at our school where students study through Cairns School of Distance Education.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	17	16
Year 4 – Year 7 Primary	11		14
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	1	1
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.

Curriculum delivery

Our approach to curriculum delivery

Australian Curriculum is accessed through C2C programming.
 Multiage units are used P-2, 3-4 and 5-6 in English, Mathematics, History, Geography and Science
 Curriculum is planned within the Dimensions of Teaching/Learning Framework
 Explicit teaching practices including consolidations, monitoring and feedback
 Cars/Stars and other strategies to develop comprehension and higher order thinking
 Differentiated curriculum for inclusive practices
 Individual curriculum Plans where required
 Five week data collection cycle
 Year 7/8 Etheridge Learning Facility Hub

Extra curricula activities

Various sporting programs coordinated by staff and community depending on up coming carnivals including:

Swimming
 Touch Football
 Hockey
 Basketball
 Athletics
 Dance Eisteddfod

How Information and Communication Technologies are used to improve learning

Georgetown State School boasts a computer to student ratio in excess of 1 to 2. There are ten computers in each classroom and 8 laptops and 6 ipads which can be transported around the school and are used to enhance ICT learning in the classroom.

Information Computers and Technology (ICT) items are used to assist student learning in a range of ways that can include:

Researching using tools such as Encarta and World Wide Web;
 Producing presentations using software such as Power point;
 Producing posters and projects using software such as Word and Publisher;
 Mathematical, literacy and other educational software E.g. ED Alive, ABC Reading Eggs;
 NAPLAN Preparation using software such as Excel Test Zone and
 Interaction and communication with other groups via Elluminate.

Social Climate

We are a small school in a semi-remote community, the school's social climate is one of close knit friendship and family values. All students know they are valued members of the school and broader community and their attitudes reflect this. Our school is able to provide quality education catering for individual needs. Students are all aware that their actions affect each and every member of the school community. With this in mind, students develop caring relationships and older students often take responsibility for assisting younger students in both the social and academic aspects of learning. These relationships are strengthened through our school Chaplain who provides values education to all year levels.

Our school is also supported by the RREAP Program in which the students and staff are assisted with projects and activities that are not easily accessible to students in remote and rural areas.

Volunteer community members and parents assist the school with particular interests and requirements for example ball room dancing, religious education and holiday youth camps.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	86%	100%	86%
this is a good school (S2035)	86%	100%	71%
their child likes being at this school (S2001)	100%	100%	86%
their child feels safe at this school (S2002)	100%	67%	71%
their child's learning needs are being met at this school (S2003)	79%	100%	86%
their child is making good progress at this school (S2004)	79%	100%	86%
teachers at this school expect their child to do his or her best (S2005)	86%	100%	86%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	86%	100%	86%
teachers at this school motivate their child to learn (S2007)	93%	100%	71%
teachers at this school treat students fairly (S2008)	100%	67%	71%
they can talk to their child's teachers about their concerns (S2009)	93%	100%	71%
this school works with them to support their child's learning (S2010)	86%	100%	71%
this school takes parents' opinions seriously (S2011)	86%	67%	71%
student behaviour is well managed at this school (S2012)	100%	67%	71%
this school looks for ways to improve (S2013)	93%	100%	86%
this school is well maintained (S2014)	100%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	93%	96%	100%
they like being at their school (S2036)	87%	96%	82%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	93%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	93%	96%	100%
teachers treat students fairly at their school (S2041)	86%	80%	91%
they can talk to their teachers about their concerns (S2042)	100%	83%	90%
their school takes students' opinions seriously (S2043)	93%	92%	91%
student behaviour is well managed at their school (S2044)	85%	96%	82%
their school looks for ways to improve (S2045)	93%	100%	100%
their school is well maintained (S2046)	100%	87%	90%
their school gives them opportunities to do interesting things (S2047)	100%	88%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	67%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	67%	100%	100%
their school takes staff opinions seriously (S2076)	67%	100%	83%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	83%
their school gives them opportunities to do interesting things (S2079)	100%	100%	83%

'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

Our students, staff and community take pride in our school and are happy to share all the wonderful achievements we have made. We are continually committed to increasing the number of students enrolled at our school. We aim to ensure our local community trusts our school in the delivery of quality education to their children.

English, Mathematics, Science, History and ICT's are our curriculum priorities and students work in a variety of settings and on a range of explicit learning activities. Georgetown State School has a strong Parents and Citizens' Association (P&C). Members of the P&C influence the direction of the school and the members are aware that the school is theirs as much as it is their child's. Parents are encouraged to become involved in the education of their child through undertaking voluntary work at the school such as helping in the classroom, providing services in the tuckshop and participating in the P&C, attending extra-curricular activities such as sports days and joining in on the broad range of community events which are offered by the school such as Showcases and open days.

A newsletter is provided to parents and community members and this often suggests ways that parents can be involved in their child's education. We have an open door policy for parents and encourage parents into our classrooms.

We plan specifically for events wherever possible to coincide with when parents from isolated properties are likely to be visiting the township. Parents are encouraged to access the school's webpage on a regular basis where information, calendars, forms and reports are located.

Reducing the school's environmental footprint

Throughout 2015 Georgetown State School has strived to reduce the school's carbon footprint. We encouraged everyone to be water wise and more energy efficient. There has been a huge reduction in water usage since 2013 due to the construction of large storage tanks and irrigation system that efficiently utilizes the water. Georgetown State School has also worked with the kindergarten to develop environmental awareness amongst the students and community of Georgetown.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	41,170	4,102
2013-2014	38,719	329
2014-2015	45,051	907

*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.

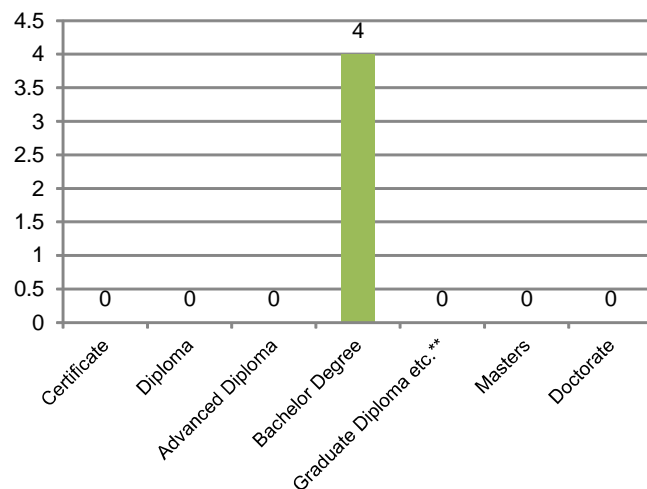
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	4	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	4



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$10 615

The major professional development initiatives are as follows:

- Explicit Teaching modules including consolidation, choosing critical content, monitoring and feedback.
- Action Research = Age appropriate pedagogies program in partnership with Griffith University
- Learning Support Planning
- Utilising One School for Curriculum Planning
- Teacher mentoring program

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	90%	86%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

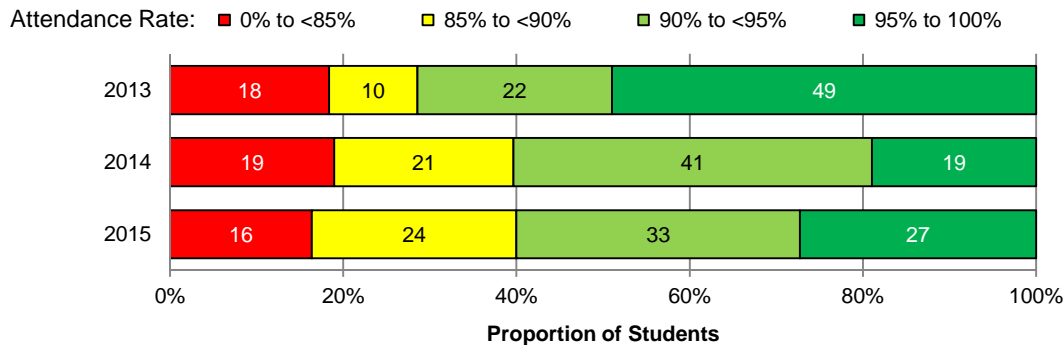
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	92%	91%	87%	92%	94%	95%	99%					
2014	87%	89%	89%	92%	92%	94%	91%	DW					
2015	94%	91%	91%	91%	91%	91%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

At Georgetown State School, we are committed to achieving the following targets in improving attendance:

- Improving the overall attendance rate to 92%

When a student is absent without explanation for 3 days or a pattern of absences has been identified, Georgetown State School will take the following actions:

- Contact the parent / caregiver to ascertain the reason for the student absences

If required, issue notices of failure to comply (depending on individual circumstances)

At Georgetown State School we promote 100% attendance by:

- Informing parents of the academic and social benefits for children who attend school every day.
- Providing attendance data to families once a term for family monitoring of absences.
- Celebrating 100% attendance rates at Celebration Sessions each five weeks.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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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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.