



Georgetown State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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



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# School Overview

Georgetown State School is situated in the Savannah Region of Far North Queensland and our motto is "Achievement Through Tolerance". Our school aims to provide a warm and safe atmosphere where strong relationships, mutual trust and respect are important qualities for our community. We aim for all school members to feel safe, valued and challenged in an environment which offers intentionally inviting learning environments, in the pursuit of skills for life-long learning through curriculum, interpersonal relationships and school organisation. We encourage open and honest communication and invite the community into our classrooms and school events to promote co-operation, success and teamwork. Teaching is organised around unit plans using the Curriculum to Classroom units for all curriculum areas. Japanese is delivered via the Cairns School of Distance Education through Elluminate. Reporting and Assessment are completed in accordance with QCAA guidelines. This involves two written report cards each year and parent/teacher interviews. Teacher assessments are conducted every five weeks and used to assist with the monitoring and consistent evaluation of students' progress. Teachers are encouraged to embed Productive Pedagogies into their teaching practise and allow for individual student achievement through goal setting, which are displayed around the classrooms. The curriculum is focused on the school's explicit improvement agenda of improving reading comprehension and vocabulary. Teachers provide explicit instruction within all curriculum areas which focuses on "I Do, We Do, You Do and Revise. Daily consolidation strategies assist in embedding the students' learning into their long term memory. Georgetown State School is a small school in size but one loaded with spirit and character. Review, reflection and feedback are important tools used regularly to ensure we are considering where we are and where we need to be and this strengthens our growth as a school.

## Principal's Forward

### Introduction

The following report highlights the achievements of our school in 2016. Our main priority was and continues to be, improving 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 2016

The following targets were 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). In Semester 2 2016 33% of students in year 2 received a B or higher in English. The drop is attributed to more stringent controls on teacher judgement through a robust moderation process.
- Increase the percentage of Year 3 (2015) students achieving U2B from 25% to 36% in 2017. In 2016 this result was 23.5% in year 3 and 35% in year 5.
- Every student achieving 50% achievement standard or better against the Early Start Assessment Tool for literacy and numeracy. This was achieved and plotting of this on the literacy continuum started.
- Every student accessing a different year level curriculum will achieve a 'C' standard or better against the relevant year-level achievement standard. There were no students on this program.

#### Future Outlook

The schools explicit improvement agenda for 2017 is as follows:  
To have correlation between the schools A – E data, NAPLAN and Pat testing  
80% of students to be achieving at a standard of C or higher  
All staff members to be active members of a professional learning community

More specific targets are as follows

- 100% of students to reach N.M.S. in year 3 testing
- 100% of Prep students at middle or upper bands
- Move 25% of students in Year 1 from the middle three bands to the upper bands
- Move 28% of students in Year 2 from lower bands to middle bands
- Move 26% of students in Year 2 from the middle three bands to the upper bands
- Move 15% of students in years 3 – 6 from the middle bands to the upper bands
- Move 10% of students in year 3 – 6 from the lower bands to the middle bands (PatR data)

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	57	31	26	9	90%
<b>2015*</b>	47	25	22	6	88%
<b>2016</b>	41	23	18	7	76%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Georgetown State School offers three multi age classrooms prep to year two, year three to year 5 and year six. The enrolments are fairly gender balanced. Indigenous enrolments were 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	16	24
Year 4 – Year 7		14	
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Australian Curriculum is accessed through C2C programming.  
Straight year level units were introduced with assessment tasks being accessed through digital guides  
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

### Co-curricular 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 Assist Learning

Georgetown State School boasts a computer to student ratio in excess of 1 to 2. There are computers in each classroom 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.  
Robotics was introduced into the upper class  
Interaction and communication with other groups via Elluminate.

## Social Climate

### Overview

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 and a kids club after school. 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

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	86%	100%
this is a good school (S2035)	100%	71%	100%
their child likes being at this school* (S2001)	100%	86%	100%
their child feels safe at this school* (S2002)	67%	71%	80%
their child's learning needs are being met at this school* (S2003)	100%	86%	100%
their child is making good progress at this school* (S2004)	100%	86%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	86%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	100%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	100%	71%	100%
teachers at this school treat students fairly* (S2008)	67%	71%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	71%	100%
this school works with them to support their child's learning* (S2010)	100%	71%	100%
this school takes parents' opinions seriously* (S2011)	67%	71%	100%
student behaviour is well managed at this school* (S2012)	67%	71%	60%
this school looks for ways to improve* (S2013)	100%	86%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	100%	92%
they like being at their school* (S2036)	96%	82%	67%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	92%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	100%
teachers treat students fairly at their school* (S2041)	80%	91%	83%
they can talk to their teachers about their concerns* (S2042)	83%	90%	83%
their school takes students' opinions seriously* (S2043)	92%	91%	82%
student behaviour is well managed at their school* (S2044)	96%	82%	100%
their school looks for ways to improve* (S2045)	100%	100%	92%
their school is well maintained* (S2046)	87%	90%	100%
their school gives them opportunities to do interesting things* (S2047)	88%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	86%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	86%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	86%
staff are well supported at their school (S2075)	100%	100%	71%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	100%	83%	71%
their school looks for ways to improve (S2077)	100%	100%	86%
their school is well maintained (S2078)	100%	83%	100%
their school gives them opportunities to do interesting things (S2079)	100%	83%	86%

\* 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

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. The school facebook page is also used to keep parents informed and the Qschools app.

Parents of students requiring adjustments within the school program are advised of the procedure and are included in the planning process.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school has been involved in a community Peace Project with Etheridge Shire Council that recognizes the important work carried out by people such as Mandela and Gandhi. As a part of this project year six students travelled to Sydney to participate in the ceremony and presented a number of peace poems

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	1	2
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Throughout 2016 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 an 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	38,719	329
2014-2015	45,051	907
2015-2016	46,684	2,420

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

Sector:  
 Government  
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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



## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalents	3	3	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	3
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 2016 were \$10 500

The major professional development initiatives are as follows:

Explicit Teaching Modules

Accessing Australian Curriculum through C2C units, particularly through digital guides

Age appropriate pedagogies

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	99%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 67% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	92%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	86%	88%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

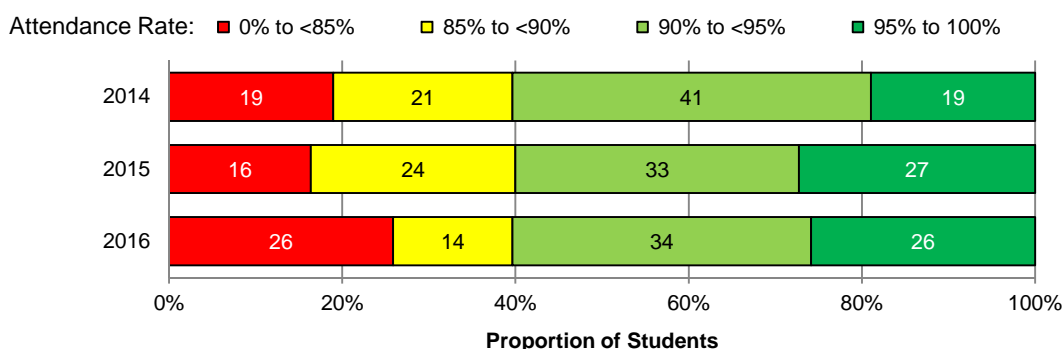
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	89%	89%	92%	92%	94%	91%	DW					
2015	94%	91%	91%	91%	91%	91%	94%						
2016	91%	94%	87%	91%	86%	93%	89%	100%					

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

#### School Response to absences

The school will endeavour to contact home before 10.00 a.m. on the first day of absence if we have not been contacted.

2 days absence without explanation – class teacher will ring home to enquire  
3 days absence without suitable explanation – Principal will ring home to enquire  
If there is no response to the phone call then an Absence Letter will be mailed home, reminding parents/carers of their legal obligations to ensure their child attends school on every school day and the requirement for providing satisfactory explanations for all absences.

**Absences greater than 10 days**

If you are expecting that your child will be absent for greater than 10 days you need to apply for an exemption from compulsory schooling. This form can be accessed at school.

## 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.