



Garbutt State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Garbutt State School was officially opened in 1932. The school motto is “We Aim High”. “Smart and Strong” is a modern addition to the school motto, which was added to reflect the school’s strong Indigenous heritage. Historically the school had close connections with Australian Defence Force families who lived in Garbutt, in close proximity to the Airforce base, during the period of the Second World War.

Students, who currently attend Garbutt State School, come from diverse cultural and socio-economic backgrounds. Most students enrolled at our school have an Indigenous heritage. Our school has a strong commitment to Reconciliation and the promotion of Aboriginal and Torres Strait Islander culture. Inclusion, within our school community, is a value that is embraced.

Students at Garbutt State School are taught the Australian Curriculum. Teachers’ use explicit teaching and a gradual release of responsibility pedagogy. Children’s different learning abilities are catered for by lesson and task differentiation. English as Second Language strategies and other responses to intervention, further support learning. Indigenous knowledge and processes are highly valued at Garbutt State School and are embedded into the Australian Curriculum subjects of Science and Hass.

Garbutt State School has strong social justice values and has dedicated teachers and support staff who help every student to Aim High with their learning and to be Smart and Strong citizens.

School progress towards its goals in 2018

Garbutt State School’s Annual Report provides a brief overview of our goals and achievements in 2018. The report provides statistical information regarding satisfaction levels of staff, students and parents, student outcomes and our staff profile. It provides an outline of 2018 achievements and the future direction of our school. In 2018, we had a sharp and narrow focus on:

- Students will achieve at least a C level in English, Reading and Writing.
- Students will achieve at or above the Reading Benchmark.
- Parents and carers will engage in school events including Open Classrooms

All students continued to make progress towards achieving a sound level or above in English and in reaching their Reading benchmark. The Year 3 cohort reached the target of 80% and Prep and Year 2 were close to the 80% target. Parent and carer engagement continued to grow with parents and carers taking on an active role in running the School Fete. The P & C led the School Fete activities and this valued community event was well attended by the school and wider community.

Our NAPLAN results continue to improve and 100% of students in Year 3 achieved the National Minimum Standard for Reading. More specific information on NAPLAN can be found on the MySchool site.

Future outlook

The school will continue to develop the teaching team and provide differentiated instruction for students who have English as a Second Language or Dialect. Parent and Community engagement actions will continue to be a focus with an emphasis on enhancing the parent/teacher partnership. The school will continue to apply strategies that encourage good attendance such as student and family support, frequent follow-up Try for 5 and Rewards Days. The Explicit Improvement Agenda goals for Garbutt State School for 2019 are:

- 80% of students will achieve an English LOA of a “C” or above, through explicit teaching of literacy and maintaining a strong focus on EALD strategies for improving Reading and Writing.
- 50% of parents/carers will have engaged with school events, leadership and teachers in sharing student success.
- 90% of students will have attendance at or above 85%.

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	118	99	91
Girls	67	58	47
Boys	51	41	44
Indigenous	98	82	77
Enrolment continuity (Feb. – Nov.)	86%	62%	73%

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

In 2018 the student population of Garbutt State School comprised of 85% of students who identify as Aboriginal or Torres Strait Islander or both. Many of these students speak English as their second language or dialect. There is a high degree of transience for students. They move with their families between areas such as Palm Island and the Upper Ross. The students often return to Garbutt State School and this movement to and from family can be within a relatively short period.

At Garbutt State School, approximately 2% of students are in Foster Care or Kinship Care and approximately 6.6% of students have a verified disability.

Garbutt families are in the bottom 10% of the nation for income earnings. Students experience the difficulties associated with being in a low socio-economic bracket. Many families do not have private transport and rely on walking and public transport. This lack of transport can affect the student's ability to consistently attend school and/or arrive at school on time. OneSchool data indicates that the overall attendance rate for 2018 was 81%

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	21
Year 4 – Year 6	28	25	18
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

Australian Curriculum was taught in English, Maths, Science, HPE, Geography, History, Digital Technology, LOTE and The Arts.

Co-curricular activities

- Instrumental Music
- Athletics and Cross Country
- Swim to Survive and Fit Kids
- NAIDOC Day
- Harmony Day
- Magpies Cup
- Cathy Freeman Foundation Cup
- Under 8's Day
- Book Fair
- Anzac Day service and march
- Wadja Bimbi Boys and Girls strength groups

How information and communication technologies are used to assist learning

In 2018, all students in year Prep to Year 6 accessed computers through the Australian Curriculum Digital Technologies and the General Capabilities. All classrooms had interactive whiteboards to support ICT's and curriculum. ICTs were embedded in every curriculum area. Digital pedagogies enhanced the engagement of students in class activities.

Social climate

Overview

Garbutt State School provided a caring and supportive environment for all students, staff, parents and carers. The Responsible Behaviour Plan (2013-2016) and Positive Behaviour for Learning underpinned the behaviour management policies of our school. The school wide behaviour matrix was explicitly taught in all year levels. The Positive Behaviour for Learning processes, led by the Student Services Officer and delivered by all staff, supported the students' social skills acquisition. Parents and Carers were actively encouraged to be involved in supporting the school in planning solutions for behaviour issues with individual Responsible Behaviour plans.

Students who required support with learning, or those identified as at risk of not reaching their potential, were provided with school-based support and/or referred to community agencies for support. The Guidance Officer and the Chaplain also provided support with well-being programs that met the needs of identified students. The school introduced the "Wadja Bimbi" program, a well-being program based on "Stronger

Smarter” principles (Dr Chris Sara). The Wadja Bimbi program provided strength based support for identified boys and girls.

Parents were very active in the P & C and organised a Fete for the school and wider community. Parent's satisfaction with the school, as measured by the School Opinion Survey, is between 92% and 100%. 100% of parents stated that their child is getting a good education at this 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)	100%	92%	100%
• this is a good school (S2035)	100%	92%	100%
• their child likes being at this school* (S2001)	100%	92%	100%
• their child feels safe at this school* (S2002)	100%	92%	92%
• their child's learning needs are being met at this school* (S2003)	100%	92%	100%
• their child is making good progress at this school* (S2004)	100%	85%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	92%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	92%	100%
• teachers at this school treat students fairly* (S2008)	100%	92%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	92%	100%
• this school works with them to support their child's learning* (S2010)	100%	92%	100%
• this school takes parents' opinions seriously* (S2011)	100%	92%	100%
• student behaviour is well managed at this school* (S2012)	100%	92%	92%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	92%

* 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)	98%	93%	91%
• they like being at their school* (S2036)	91%	97%	88%
• they feel safe at their school* (S2037)	84%	90%	68%
• their teachers motivate them to learn* (S2038)	95%	98%	100%
• their teachers expect them to do their best* (S2039)	98%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	88%
• teachers treat students fairly at their school* (S2041)	89%	90%	91%
• they can talk to their teachers about their concerns* (S2042)	89%	84%	84%
• their school takes students' opinions seriously* (S2043)	86%	88%	94%

Percentage of students who agree# that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	69%	68%	55%
• their school looks for ways to improve* (S2045)	95%	93%	97%
• their school is well maintained* (S2046)	93%	78%	90%
• their school gives them opportunities to do interesting things* (S2047)	93%	97%	94%

* 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)	100%	94%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	93%
• they receive useful feedback about their work at their school (S2071)	83%	88%	93%
• 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%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	94%	93%
• staff are well supported at their school (S2075)	100%	94%	100%
• their school takes staff opinions seriously (S2076)	100%	81%	87%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	83%	75%	67%
• their school gives them opportunities to do interesting things (S2079)	92%	94%	100%

* 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

Parents and Carers at Garbutt State School are integral in the development of students' academic and social growth. Parents and Carers were involved in celebrations such as NAIDOC Day, Harmony Day, sporting events, P & C, Tuckshop, weekly parades, homework interactions and student presentations.

Parents and Carers of all students were included in Open Classroom activities in Term 1 and 3. Parents and Carers of identified students were also included in consultation for the development of Individual Curriculum Plans and Individual Behaviour Plans.

Respectful relationships education programs

The school has developed and implemented a Responsible Behaviour Plan (2016-2019) that focusses on appropriate, respectful and healthy relationships. A pivotal feature of the Responsible Behaviour Plan is the application of Positive Behaviour for Learning and Reward's Days for students who have consistently exhibited positive behaviour and good attendance. As part of the Positive Behaviour for Learning program, all students had weekly lessons on prosocial behaviors.

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	20	31	32
Long suspensions – 11 to 20 days	2	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

Garbutt State School actively promotes sustainability.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	109,662	108,177	165,386
Water (kL)	1,977	602	829

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State'.

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

A rectangular button with a thin border and the text 'View School Profile' centered inside.

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

A horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a white underline.

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	10	8	5
Full-time equivalents	9	5	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	2	
Graduate Diploma etc.*		
Bachelor degree	7	
Diploma	1	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$13 634.

The major professional development initiatives are as follows:

- Co-plan, Co-teach and Reflect
- EALD (English as a Second Language or Dialect)
- Reading
- Writing
- Trauma Informed Practice

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.	97%	97%	97%

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	81%	81%	81%
Attendance rate for Indigenous** students at this school	80%	80%	80%

* 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	84%	81%	82%
Year 1	75%	76%	83%
Year 2	85%	80%	75%
Year 3	80%	79%	80%
Year 4	78%	82%	86%
Year 5	80%	79%	83%
Year 6	84%	87%	77%

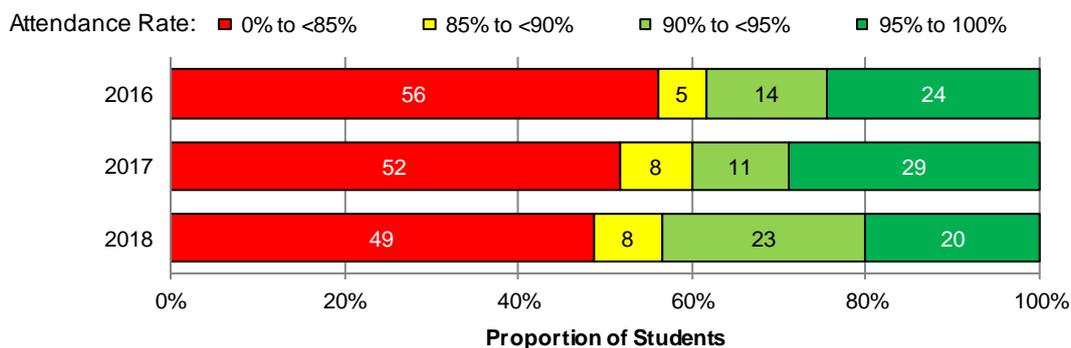
Year level	2016	2017	2018
Year 7		100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

Key Strategies to increase attendance:

- Engaging, welcoming classrooms
- Try for 5 program sponsored by the North Qld Cowboys
- Rewards Day participation for students with greater than 85% attendance and less than 1 major behavior
- Rolls marked twice daily
- Mandatory daily phone contact to parents/carers of students absent without explanation
- Monitoring by Community Liaison Officer with support and home visits for identified families

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.

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

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

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.