



Garbutt State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Garbutt State School was officially opened in 1932. The school motto is 'Smart and Strong'. Students who attend our school come from diverse cultural and socio-economic backgrounds. Aboriginal and Torres Strait Islander students make up 83% of the student population at Garbutt State School. Our school has a strong commitment to reconciliation and the promotion of Aboriginal and Torres Strait Islander cultures and inclusion within our school community. Students who attend our school are taught the Australian Curriculum using explicit instruction and the gradual release of responsibility learning pedagogy. Diverse student needs are catered for with differentiated instruction and EAL-D strategies. High expectations are a part of every school setting, including behaviour, attendance and academic endeavours.

Principal's Foreword

Introduction

Garbutt State School is a small school located near the airport in Townsville. Our school is proud of the Indigenous heritage and the close links with the Bindal and Wulgurukaba people, the traditional owners of the land where Garbutt State School is situated.

This School Annual Report outlines for parents, carers and the wider community the continuing achievements of Garbutt State School during the 2017 school year. This report includes information such as the school's operations, outcomes of student achievement, staff information and the school community's satisfaction.

Readers are encouraged to visit our school website on www.garbuttss@eq.edu.au to learn more about Garbutt State School.

School Progress towards its goals in 2017

Comprehensive programs of improvement were implemented in 2017 to help achieve Garbutt State School's 2017 goals.

School Improvement Priorities for 2017:

1. That at least seventy percent of students achieve a "C" in English.

Achievement Summary English	
Year	Percentage above a "C"
Prep	50%
One	63%
Two	69%
Three	69%
Four	45%
Five	50%
Six	92%

- Community Engagement – that forty percent of parents and carers will attend Oral Reporting afternoons.

In 2017, Semester 2, Garbutt State School trialled an open classroom format and a community Kup Murri dinner strategy to increase parent/carer participation. The new format was successful with forty percent parent/carer engagement reached by all classes in Semester 2.

Future Outlook

In 2018 the school priorities are again focussed on English improvement for all students and increased engagement of parents, carers and community.

The specific goals in 2018 are:

- Expert Teaching Teams (Teacher Quality)
 - In English 80% of students will achieve a “C” or higher through the explicit teaching of English, Reading and Writing.
- Know our Learners (Successful Learners)
 - 80% of students will achieve at or above their year level Reading benchmark
- School Community Partnerships (Engaged Partners)
 - 40% of parents will engage in school events including open classrooms and discussions with teachers in both semesters.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	138	64	74	104	74%
2016	118	67	51	98	86%
2017	99	58	41	82	62%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The student population of Garbutt State School comprised of 84.3% of students who identified as Aboriginal or Torres Strait Islander or both Aboriginal and Torres Strait Islander. Many of these students speak English as their second language or dialect. There is a high degree of transience for students and they move with their families between local 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 of time. At Garbutt State School approximately 2% of students are in Foster Care or Kinship Care and approximately 6.3% of students had a verified disability.

Garbutt families are in the bottom 10% of the nation for income earnings. Students often experience the difficulties associated with being in a low socio-economic income bracket. Families often do not have vehicular transport and rely on walking and public transport. This lack of transport can impact on the student's ability to consistently attend school or to arrive at school on time. OneSchool data indicates that the overall attendance rate for 2017 was 80.6%.

Lady Gowrie Childhood Education Qld partnered with Garbutt State School to offer a pre-Prep Program in Semester 2 to support successful transitions of children from pre-Prep to Prep. One student attended this program regularly.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	22	22
Year 4 – Year 6	20	28	25
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Australian Curriculum was taught in English, Mathematics, Science, Health and Physical Education, Geography, History, Digital Technology and LOTE. Queensland curriculum was taught in The Arts.

The school collaborated with Lady Gowrie to offer a pre-Prep program to enhance early learning and transition to school. This program had one student enrolled.

Co-curricular Activities

- Co-curricular Activities
- Instrumental Music
- Athletics and Cross Country
- NAIDOC Day
- Harmony Day
- Magpies Cup
- Cathy Freeman Foundation Cup – Netball
- Under 8's Day
- Book Fair
- Books in Homes
- Anzac Day service and march

How Information and Communication Technologies are used to Assist Learning

In 2017 all students in years Prep to 6 had access to computers in the library and in the Computer Lab for ICT applications. Student access to these computers operated on a timetable system. Students also had access to 5 iPads and laptops which could be borrowed and used in classrooms.

All classrooms were fitted with interactive whiteboards to support ICTs. ICTs and devices were embedded in every curriculum area. Digital pedagogy enhanced the engagement of students in class activities. Japanese students used ICT to access online lessons from the School of Distance Education.

Social Climate

Overview

Garbutt State School provided a caring and supportive environment for all students, staff, parents and carers. The school PBL culture developed a calm and learning focussed environment for all students.

The Responsible Behaviour Plan (2016) for students, underpinned the behaviour management policies of our school. The school wide behaviour matrix was explicitly taught in all year levels to achieve pro-social behaviours. The Chaplain led the Deadly Dukes program for Year 6 students. Parents and Carers were actively encouraged to be involved in planning for solutions for behaviour issues.

The Guidance Officer led an Anti-bullying program which was supported by the Chaplain, Regional Office staff and Parents/Carers to target bullying behaviour in the upper school.

Students who required support with learning, or those identified as at risk of not reaching their potential, were provided with school based support and were also referred to community agency support.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	75%	100%	92%
this is a good school (S2035)	75%	100%	92%
their child likes being at this school* (S2001)	75%	100%	92%
their child feels safe at this school* (S2002)	75%	100%	92%
their child's learning needs are being met at this school* (S2003)	75%	100%	92%
their child is making good progress at this school* (S2004)	75%	100%	85%
teachers at this school expect their child to do his or her best* (S2005)	75%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	100%	92%
teachers at this school motivate their child to learn* (S2007)	75%	100%	92%
teachers at this school treat students fairly* (S2008)	75%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	75%	100%	92%
this school works with them to support their child's learning* (S2010)	75%	100%	92%
this school takes parents' opinions seriously* (S2011)	75%	100%	92%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	75%	100%	92%
this school looks for ways to improve* (S2013)	75%	100%	100%
this school is well maintained* (S2014)	75%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	77%	98%	93%
they like being at their school* (S2036)	81%	91%	97%
they feel safe at their school* (S2037)	77%	84%	90%
their teachers motivate them to learn* (S2038)	81%	95%	98%
their teachers expect them to do their best* (S2039)	96%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	80%	93%	90%
teachers treat students fairly at their school* (S2041)	80%	89%	90%
they can talk to their teachers about their concerns* (S2042)	80%	89%	84%
their school takes students' opinions seriously* (S2043)	75%	86%	88%
student behaviour is well managed at their school* (S2044)	62%	69%	68%
their school looks for ways to improve* (S2045)	88%	95%	93%
their school is well maintained* (S2046)	65%	93%	78%
their school gives them opportunities to do interesting things* (S2047)	77%	93%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	94%
they feel that their school is a safe place in which to work (S2070)	81%	100%	94%
they receive useful feedback about their work at their school (S2071)	100%	83%	88%
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%	100%	94%
staff are well supported at their school (S2075)	100%	100%	94%
their school takes staff opinions seriously (S2076)	100%	100%	81%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	93%	83%	75%
their school gives them opportunities to do interesting things (S2079)	100%	92%	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.

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 consultation during parent/teacher interviews in Term 1 and Open Classrooms in Term 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 programs

The school has developed and implemented a Responsible Behaviour Plan (2016) that focussed on appropriate, respectful and healthy relationships. The Guidance Officer, in consultation with the School Chaplain and the school leadership team, led an Anti-bullying Program for students in the upper school. Regional Office staff from the Indigenous Education team led small groups to enhance student wellbeing and develop students' anti-bullying strategies to foster healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	72	20	31
Long Suspensions – 11 to 20 days	3	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school community developed sustainable practices to reduce electricity and water usage in order to minimise the impact on the environment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	106,284	3,015
2015-2016	109,662	1,977
2016-2017	108,177	602

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.

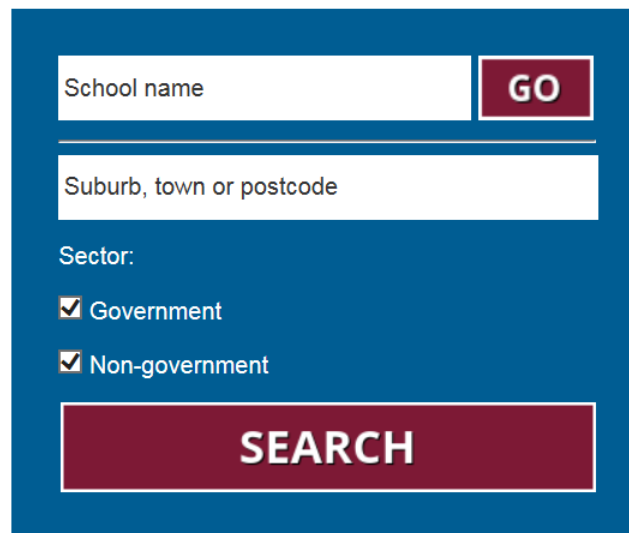
School Funding

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	12	10	<5
Full-time Equivalents	10	6	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	9
Diploma	1
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 2017 was \$20 000.

The major professional development initiatives are as follows:

- Quality Teaching and Learning
- Australian Curriculum and C2C processes
- Indigenous Education
- Positive Behaviour Learning
- EAL/D Strategies

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 76% of staff was retained by the school for the entire 2017.



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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	79%	81%	81%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	80%	80%

*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 2017 for all Queensland Primary schools was 93%.

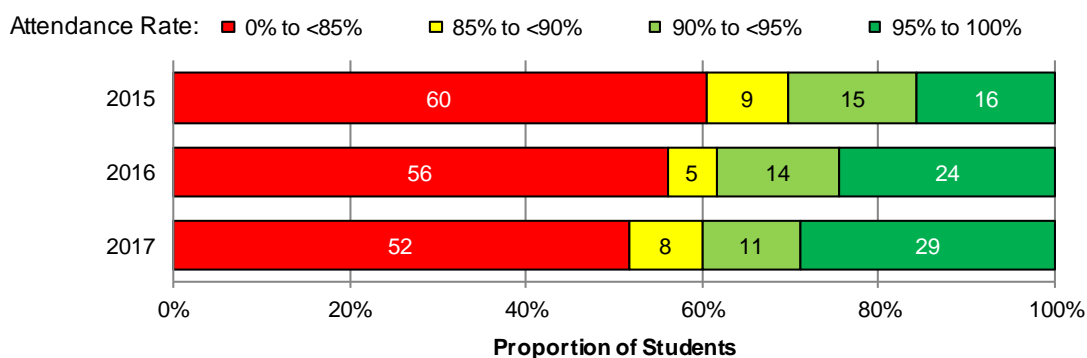
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	77%	83%	77%	79%	82%	83%	71%						
2016	84%	75%	85%	80%	78%	80%	84%						
2017	81%	76%	80%	79%	82%	79%	87%						

*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 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:

- 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 behaviour
- Rolls marked twice daily
- Mandatory daily phone contact to parents/carers of absent students
- Monitoring by Community Liaison Officer with home visits for identified families
- Networking with local agencies to support families
- Breakfast program

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.