



Grosmont 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



Contact Information

Postal address:	2524 Grosmont Road Wandoan 4419
Phone:	(07) 4627 4978
Fax:	(07) 4627 4971
Email:	principal@grosmontss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mrs Robyn Carr

School Overview

Established in 1957, Grosmont SS is a multigrade (Prep to Yr 6) co-educational state school situated approximately 40 km from Wandoan, off the Leichhardt Highway. Our school's curriculum, providing access to broad and wide ranging educational opportunities in a safe, supportive environment, will equip young people for the future. This will allow them to contribute to a socially, economically and culturally vibrant society, by focussing on the development of each student's fullest potential across all Key Learning Areas, recognising effort and achievement and celebrating all successes. This is enhanced by the encouragement of open communication, mutual respect and self discipline. The central focus of the curriculum is obtaining high levels of literacy and numeracy across all areas. Our distinctive curriculum offerings are the visiting specialist teachers providing LOTE (Japanese); HPE; Music; plus visiting Learning Support where required. Surveyed parents were satisfied to very satisfied with the student outcomes, curriculum, pedagogy, learning climate and school climate. Our 'open-door' policy encourages parents to spend time in their children's classrooms.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Throughout 2016 we have worked consistently and effectively to improve student's achievements and implement all Australian Curriculum subjects.

During 2016, we focused on maximising the benefits of Investing for Success (I4S) for our students. Initiatives implemented include:

- Delivered focused teaching strategies which address the students' individual learning needs in the area of comprehension.
- Used an on-going process of identifying student's current achievement level, determining the student's future learning needs, and teaching to these needs, re-assessing effectiveness of the teaching strategy and then embarking on the next learning cycle to ensure all students reach the Darling Downs Benchmark at the end of 2016.
- Delivered focused teaching strategies which address the students' individual learning needs in the area of mathematics.

Future Outlook

Continue to deliver focused teaching strategies which address the students' individual learning needs in the area of comprehension, reading and mathematics.

Using an on-going process of identifying a student's current achievement level, determining the student's future learning needs, and teaching to these needs, re-assessing effectiveness of the teaching strategy and then embarking on the next learning cycle to ensure all students reach the DDSW Regional Benchmarks at the end of 2017.

As curriculum delivery is the core business and central focus of our school, facilities provision is geared to this purpose. We attempt through the means available to us to maintain our facilities in a safe and presentable condition to enhance the work of curriculum delivery in our school. The development of productive partnerships through networking with government departments, other educational institutions and community organisations to enhance the quality of educational experience at the school. Worthy of particular mention is the schools involvement in the Miles Clusters, Provision of professional development opportunities which enable our workforce to develop the knowledge, skills, understandings and attitudes necessary for working collaboratively in teams to become a learning organisation committed to and having ownership of the strategic direction of the school.

The development of leadership density in the school where the experience, enthusiasm and expertise of all staff members is optimally utilized.

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	9	4	5		44%
2015*	4	1	3		100%
2016	2	1	1		67%

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

Our students work in one multi – age class from Prep to Year 6. We have approximately 50/50 boys and girls in our remote, rural school.

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	9	4	3
Year 4 – Year 7			
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

School Curriculum comprises of English, Numeracy, Science, History, Geography, Music, Technology, The Arts, Languages Other Than English (LOTE) and Health and Physical Education.

- Japanese in Years 5 – 6.

Co-curricular Activities

At Grosmont State School, students are offered a wide variety of extra curriculum activities to participate in.

Some of the activities offered at our school are: Tennis lessons, Small Schools Links Sport, Science Days, Camps, Art Show Work at Wandoan Show exhibits, Wandoan Anzac Day March and service, Remembrance Day, Columboola Environmental Education Centre.

How Information and Communication Technologies are used to Assist Learning

Computers are used for whole-of-class activities, group activities and individual access through computer in the classroom and the Library. However, technology encompasses more than computers. At Grosmont State School, students are actively engaged in a range of technological devices. There are classroom laptops, desktop computers, a digital camera, digital video camera, 3 printers, 2 Interactive smart boards and 5 ipads.

Social Climate

Overview

Our school is proud to:

Provide a safe and supportive learning environment

Provide inclusive and engaging curriculum and teaching

Initiate and maintain constructive communication and relationships with students and parent / carers

Promote the skills of responsible self-management

Results of the 2016 School Opinion Survey show that parents and students were very satisfied with the social climate of the school, rating the school 'Significantly Above' the state average in every social climate item surveyed. Children feel safe, are happy to go to school and feel they are treated fairly. Parents and students were also very satisfied with the behaviour of students at this school, again rating the school 'Significantly Above' the state average.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	100%	DW
their child is making good progress at this school* (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	100%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Student opinion survey

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

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	100%	100%	100%
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%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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 are encouraged to be active in the life of the school. The staff and the P and C are on hand to facilitate parent involvement in such ways as:

Reading Programs

Art/ Craft lessons

Assist on Camps and Excursions.

Fundraisers and assistance with school events.

Joining the Parents and Citizens Association.

Educational activities in the classroom.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
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

The school is attempting to manage the use of electricity, waste and water to teach students how to save on utilities. Students use the water to help water their vegetable gardens. Students keep their food scraps for the worm farm.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	13,402	10,973
2014-2015	10,807	
2015-2016	8,405	

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	1	0
Full-time Equivalents	1	1	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 \$5228.09.

The major professional development initiatives are as follows:

- Australian Curriculum
- eLearning
- OneSchool
- NAPLAN
- Numeracy & Literacy
- Information and Communications Technologies (ICTs)

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%	100%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	86%	88%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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%.

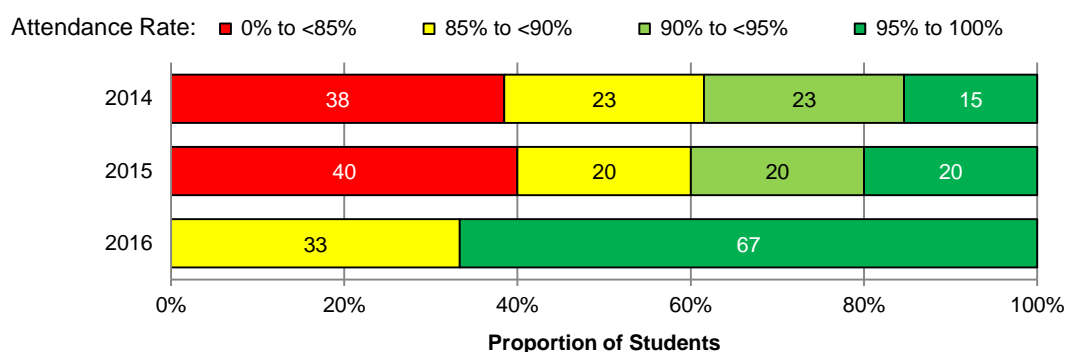
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	DW	92%	82%		DW		91%	78%					
2015		DW	94%	DW			DW						
2016			DW	DW	DW								

*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.

Parents and carers are reminded through the school newsletter, notes home, P & C Meetings and parenting ideas magazine articles that Every Day Counts 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

Sector:

Government

Non-government

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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.

Conclusion of Report