


Gympie Central State School

School Annual Report:- 2006

 <p>Turning young children into LIFELONG LEARNERS</p>	PO address	20 Lawrence Street, Gympie, 4570.
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Principal's foreword

Introduction

As a new Principal coming into a school 2006 was a very exciting and action packed year on many accounts.

Across the board, our teachers have provided outstanding learning programs to guide all students towards achieving their potential. Our student leadership by school captains – Sarah Young and Lochlan Jones has been exemplary and well supported by our student council.

The school enjoyed success with representatives in various zone and regional arenas and achieved high results musically, participating in both the Eisteddfod and Fanfare.

Without exception, our students received rave reviews on the way they conducted themselves each and every time they left the school on excursions. Not only have we received compliments, but we got the occasional television appearance too, as we did when attending 'Diversity Rocks'.

One thing that constantly made me proud was the level of parent support in classrooms. Parents (and some grandparents too) were always here, whether they were listening to children read, working in the tuckshop, helping with junior school activity sessions or organizing Book Club or book packs. The level of parent support that we received for every function we held was inspiring. Whether it was at the Leadership Presentation Ceremony, Anzac Day ceremony or Spring Fair, we always had a wonderful crowd.

Our most significant ceremony in 2006 was our 'Farewell to Preschool' when approximately 250 people, including past Principals Bill Ovenden, Petrus Habermehl and Bob Cole joined us in signaling the closure of this very special phase of our children's schooling.

Another strength was our office staff, in particular our registrar whose length of time at the school has made her crucial to its success and continued growth and development.

Highlights

Staff as a Team

Our staff is a unique combination of men and women who are extremely passionate, capable practitioners. All students, regardless of ability are taken along a learning continuum to advance in all K.L.A. areas across the course of the full school year. This customized learning approach takes students towards achieving their full potential.

Staff strengths are capitalized upon via a team teaching approach in I.C.T., The Arts, etc. The well-being of staff is an intrinsic element in our success. When needed, staff fill in for each other, take extra duties, etc. The willingness to consistently share knowledge, skills and resources is a key feature towards achieving our aim of working smarter, not harder.

All staff value their interactions with parents and the wider community as stakeholders who are instrumental in the success of our work. Time and energy is put into ensuring these relationships remain positive and thrive within our learning environment.

These advancements are an explicit reflection of the positive and productive partnerships that exist internally within our school team and the broader community.

School Opinion Survey Data reflected and confirmed this improvement.

Student Behaviour

Another key success has been the unified approach to behaviour. As a staff we have set standards and followed these through on every occasion. On a daily basis we remind students that their attendance at this school insists that they are consistently respectful, responsible and reliable and that whenever a Teacher, Teacher-Aide or volunteer parent asks them to do something they do it.

This has paid untold dividends as students' behaviour has been channeled into a positive direction where co-operation is paramount.

This will be further enhanced in 2007 where we will extend our expectations further to other behaviours, eg. Manners- saying please and thank-you.

Excellence in Music

For the new Principal it was awe inspiring to have not just a senior, junior and sacred choirs in our school but also a senior and junior band.

They sang and played at various presentations and ceremonies throughout the year. Their talents were also shared at Fanfare, the Eisteddfod, and through visits to places like Winston House in term 1.



Our students who engaged in Instrumental Music demonstrated initiative, competence and dedication in their tasks, shared their abilities and allowed others to appreciate the fruits of their labours.

The enhancement and enrichment of all other learning has occurred through involvement in The Art, such as Music and all that it offers. The brilliance of our teachers Leigh Jabs, Jenny Vandenberg and Ken Wilkins is testimony to the accuracy of this statement as many of our best leaders and most academically-able students come from this student cohort.

Key outcomes and goals achieved

The Learning Support section of our school has reached a high standard of operation. Josephine Frost, classroom teacher was taken off-line and undertook this role as of term one 2006. This section of our school will develop accountable records, procedures and reporting documents in 2007.

Our Junior school staff conduct a program of excellence. Their weekly activities sessions, which incorporate all classes, engage a large number of volunteer parents. These productive partnerships generate across their daily routines, with parents being regular visitors in all classrooms.

Teachers Ken Wilkins and Sue Stephens co-operatively planned a unit with A.T.S.I. transition Aide-Carmel Hole and C.C.T. Teacher, Josephine Frost. The unit was on Aboriginal and Torres Strait Island Culture. This form of co-operative planning across year levels in order to enhance existing integrated units will be facilitated throughout 2007. The key person whose role it will be to facilitate this planning strategy is Josephine Frost who now occupies a dual role of 0.4 H.O.C. (Head of Curriculum) and 0.6 S.T.L.D. (Support Teacher Learning Difficulties).

Future outlook

The Learning Support Section of our school will be formalized and become intensely accountable with:-

time tables being written so that staff know who is at learning support and when work being tracked via 'end of term reports' provided so teachers have a clear written picture of progress being made

teachers who have children they think need Learning Support time having the opportunity to access it via completing a form so that S.T.L.D. can ascertain a priority listing.

weekly/daily progress being shared with teachers

junior school activity sessions being continued with a goal that Prep, Year 3G and the second Year 1 class will come on board.

All existing integrated units will be enhanced via a co-operative planning session with the H.O.C. and the Teacher Librarian. During 2007 all year levels will have worked with the H.O.C. at least once. Therefore at the end of 2007 we will have at least 7 fully developed units worthy of production as a school resource.



Our school at a glance

School Profile



Situated in the heart of Gympie city, our 138 year old school provides a well balanced curriculum to our 288 students.

A family atmosphere is fostered where parents feel welcome and valued and as of 2006 children and parents have a new respect for the staff and what they consistently do for their children.

Our greatest asset is our exceptional staff, all capable and functioning at a high level. We also have visiting support personnel who regularly go above and beyond the call of duty in their daily interactions with our children.

Our curriculum is “integrated” via a blend of eight key learning areas (eg. Maths, English, Science etc) and the qualities of Lifelong Learners (eg. thinkers, communicators, reflectors, participators, etc).

Behaviour Management saw great improvements across 2006.

Professional Development accessed by staff has been commendable with most staff taking the opportunity.

The “integrated curriculum” model will be enhanced in 2007.

School Opinion Surveys in 2006 sing our praise across the board. (please see enclosed tables)

Triennial School Review is due in 2007.

Parent involvement is extremely high across the school.

Parents work in classrooms and consistently provide support for, and at, all functions.

We had a P&C group that functioned well throughout the whole year led by President Vicki Hutley, Stephanie Butler and Janine Newton.

We initiated an A.S.D. network in 2006 to invite parents into the school to discuss any issues or concerns they may have. This has worked well with ten people consistently attending.

Our children come from a range of backgrounds with a small number of A.T.S.I. students. A.T.S.I. education is one of our priorities in 2007.

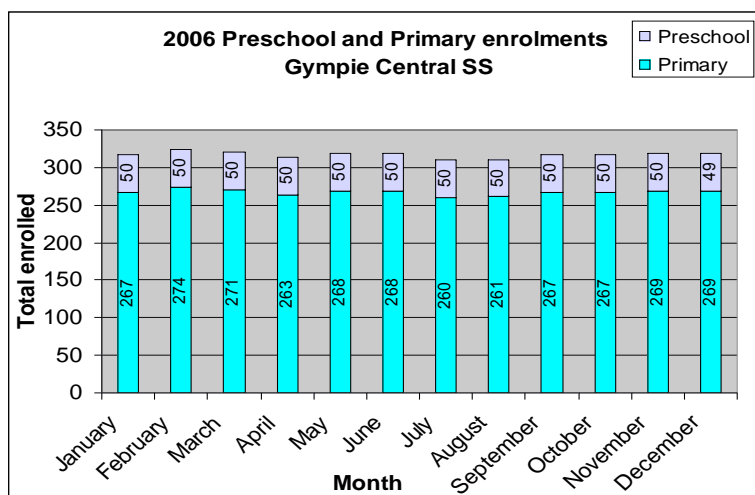
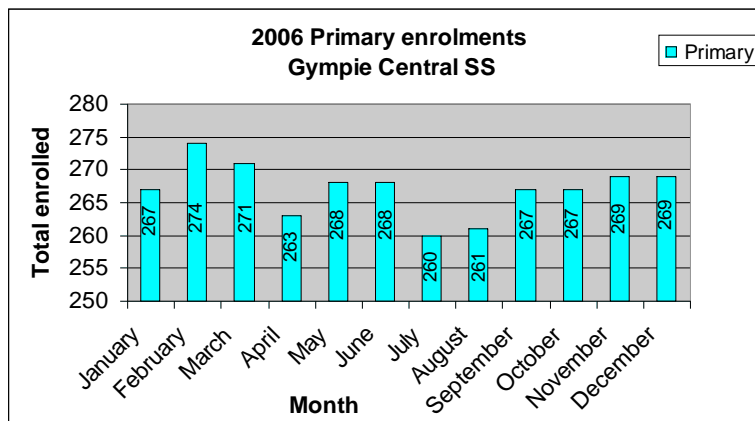


In 2006 we had:

- 2 x half- time Preschool groups
- 1 x year 1 class
- 1 x year 1/2 composite
- 1 x year 2 class
- 1 x year 3 class
- 1 x year 3/4 composite
- 1 x year 4 class
- 1 x year 4/5 composite
- 1 x year 5 class
- 1 x year 6 class
- 1 x year 6/7 composite
- 1 x year 7 class

In 2007 we will have:

- 1xPrep class
- 2 x year 1 classes
- 1 x year 2 class
- 1 x year 2/3 composite
- 1 x year 3 class
- 1 x year 4 composite
- 1 x year 4/5 composite
- 1 x year 5 class
- 3 x year 6/7 classes
- All classes are co-educational



Curriculum offerings

- Extensive instrumental music program
- Senior and Junior choir
- Senior and Junior band
- Diversity Rocks
- Excursions- River Trips, Underwater World, Australia Zoo, Museum.
- Special Needs Withdrawal group each Wednesday- Life Skills, Project
- One classroom – digital
- Year 6/7 classrooms run with a computer base
- Enhanced in-class inclusive approach to special needs
- A Resource Centre which supports teachers and compliments student learning

Social climate

In 2006 the school climate and school-community relationships were at an all time high with parents expressing satisfaction way above state and like school means. They acknowledged school staff are readily available to discuss their children, that they have multiple and consistent opportunities to participate in school life, that they have a voice in school operations and are always welcome and receive ample communication about their school and all that goes on within its walls.

Parents expressed satisfaction with behaviour management processes, the safety of their children while at school and the discipline strategies used when misbehaviour does occur. They also expressed approval in the fairness with which their children were treated.

Our partnerships are productive and serving to enhance the education of our students.

Parents and the community

Open communication stands out as a key operational - while parents are invited to make appointments to see me, more often than not I am able to accommodate them immediately or within a short period of time after their arrival. This builds relationships and trust automatically.

If they phone with a concern, same day appointments are made and this avoids issues festering and growing bigger.

Communication is also facilitated through a lengthy newsletter each week called the “Thursday Tidings”. This paints a clear picture as to what is happening at school and consistently provides invitations to presentations and events.

Another key strategy has been acknowledging parent involvement via two “Thank You to the Volunteers” morning teas that occurred in terms 1 and 4. Individual certificates were presented and a photographic display of student items and their presence was shared via a foyer display.

Welcoming teachers who train parents as to what is required in their room and then access their support consistently create productive partnerships that remain for years and certainly serves to enhance outcomes.

The warmth and diligence of our P&C and our tuckshop convenor, Lesley Nissen also ensures that support in the tuckshop is maximized.

As a result of this, all school events achieve a high attendance where financial goals for further resources and facilities are consistently attained.

Our survey results confirm our success with parents across the board and we intend to build on this positive aspect of our school.



Gympie Central State School:
School Opinion Survey Data 2006

<i>Item</i>	<i>School Mean</i>	<i>Compared to State Mean</i>	<i>Compared to Like Schools Mean</i>
<i>Parents</i>			
<i>S102- trust your child is making sufficient progress</i>	<i>3.18</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S104- that your child works well at this school</i>	<i>3.24</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S106- that the school is developing your childs' numeracy skills</i>	<i>3.32</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S107- that the school is developing your childs' literacy skills</i>	<i>3.32</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S108- that the school is developing your childs' social skills</i>	<i>3.00</i>	<i>Above*</i>	<i>Just Above*</i>
<i>S109- that your child is getting a good education at this school</i>	<i>3.21</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S165- that this school is developing your childs' computer technology</i>	<i>3.03</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S167- that your child is confident using computer technology at this school</i>	<i>3.03</i>	<i>Just Above*</i>	<i>Above*</i>
<i>Curriculum</i>			
<i>S115- with the variety of school activities available to your child</i>	<i>3.22</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S120- with what your child is learning at this school</i>	<i>3.24</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S122- that the school is preparing your child for the future</i>	<i>3.06</i>	<i>Above*</i>	<i>Above*</i>
<i>S124- about the usefulness of what your child is learning at this school</i>	<i>3.15</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>Pedagogy</i>			
<i>S125- with the quality of teaching your child receives</i>	<i>3.32</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S126- with the standard of schoolwork expected</i>	<i>3.12</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S128- that the school keeps you well informed as to how your child is going</i>	<i>3.21</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S131- with opportunities to discuss what your child is being taught</i>	<i>3.09</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>S132- with opportunities to discuss how your child is being taught</i>	<i>2.97</i>	<i>Way Above*</i>	<i>Way Above*</i>
<i>Learning Climate</i>			
<i>S133- that the school provides good learning opportunities for your child</i>	<i>3.32</i>	<i>Way Above*</i>	<i>Way Above*</i>

<i>S139- with the encouragement the school gives to your child</i>	3.26	Way Above*	Way Above*
<i>S140- with the interest that the teacher takes in your child</i>	3.35	Way Above*	Way Above*
School Climate			
<i>S150- that your child is happy to go to this school</i>	3.56	Way Above*	Way Above*
<i>S148- about the behaviour of students at this school</i>	2.76	Way Above*	Way Above*
<i>S149- with student discipline at this school</i>	3.06	Way Above*	Way Above*
<i>S144- that your child is safe at this school</i>	3.15	Way Above*	Way Above*
<i>S146- that your child is treated fairly at this school</i>	3.15	Way Above*	Way Above*
School-Community Relationships			
<i>S153- that school staff are approachable when you want to talk about your child</i>	3.47	Way Above*	Way Above*
<i>S154- that you have opportunities to participate in the life of the school</i>	3.29	Way Above*	Way Above*
<i>S155- that you have opportunities to participate in school decisions</i>	3.00	Way Above*	Way Above*
<i>S157- that the school makes you feel welcome</i>	3.47	Way Above*	Way Above*
<i>S164- that the school communicates well with you</i>	3.35	Way Above*	Way Above*
Resources			
<i>S158- with the school grounds</i>	2.59	Way Below	Way Below
<i>S159- with the school buildings</i>	2.59	Way Below	Way Below
<i>S160- that this is a well-equipped school</i>	2.52	Way Below	Way Below
<i>S171- with the access your child has to computer technology at this school</i>	2.85	Above*	Above*
<i>S173- with the access your child has to internet at this school</i>	2.94	Way Above*	Way Above*
General Satisfaction Item			
<i>S100- that this is a good school</i>	3.47	Way Above*	Way Above*

Performance of our students

Key outcomes in the early and middle years

Results in the Year 2 Diagnostic Net (Recommended)

Performance measures: percentage of students not requiring additional support

Strands	Result (%)
	2006
Reading	73.5%
Writing	85.3%
Number	67.6%

Our reading, writing and numeracy results for the Queensland Year 3, 5 and 7 Literacy and Numeracy Tests.

Strands	Measures	Results for 2006		
		Year 3	Year 5	Year 7
Reading	<i>School average on Queensland Test</i>	525	612	673
	<i>Queensland average</i>	535	608	679
	<i>Percentage of students at school above national benchmark</i>	95%	78%	87%
Writing	<i>School average on Queensland Test</i>	490	623	690
	<i>Queensland average</i>	522	627	696
	<i>Percentage of students at school above national benchmark</i>	97%	90%	100%
Numeracy	<i>School average on Queensland Test</i>	526	612	654
	<i>Queensland average</i>	529	599	653



	Percentage of students at school above national benchmark	87% <i>School Mean 526</i> <i>State Mean 529</i>	94% <i>School Mean 612</i> <i>State Mean 599</i>	84% <i>School Mean 654</i> <i>State Mean 653</i>
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Competition Results:
The University of New South Wales:

Writing:

Year 5 1 credit
Year 6 3 credits
Year 7 3 distinctions
 2 credits

English:

Year 4 3 credits
Year 5 2 distinctions
 1 credit
Year 7 4 credits

Spelling:

Year 4 1 distinction
 1 credit
Year 6 2 credits
Year 7 1 credit

Science:

Year 4 1 distinction
Year 5 3 credits
Year 6 1 distinction
Year 7 6 credits



Gympie Central Swimming Certificates issued in 2006

<i>Level</i>	<i>Number of Certificates</i>
1	30
2	52
3	68
4	41
5	34
6	20
7	2



Student Satisfaction

Our 2006 School Opinion Survey data shows our students rated our school at a mean of 3.11 which was slightly above the state mean of 3.00. Students rated our school considerable higher then other schools in Queensland in pedagogy and resoures. In comparing Gympie Central State School to other like schools in Queensland our students rated our school considerably higher in curriculum pedagogy and resources.

Our staff profile

Professional engagement in 2006

Approximately \$12,000 was spent on Professional Development

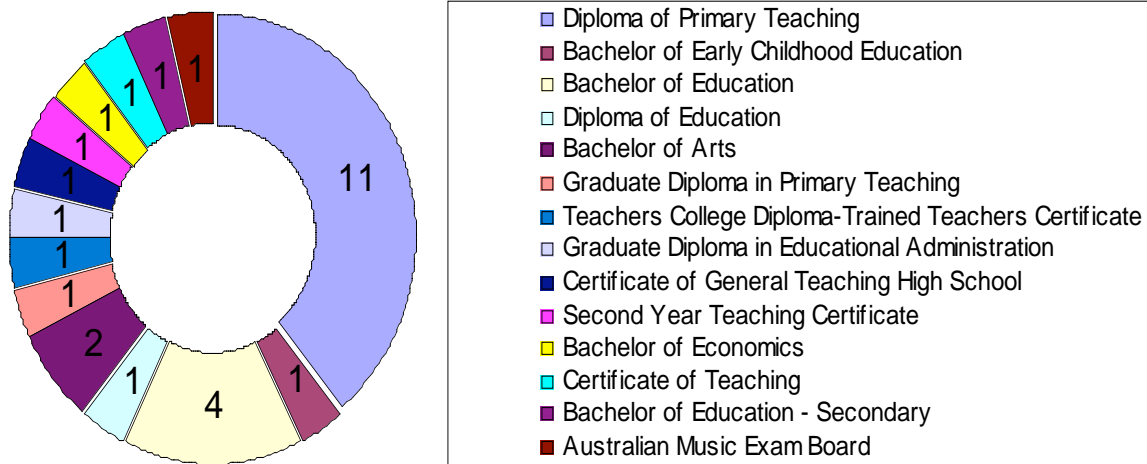
Distinctive skills of the teaching staff

- *strong behavioural management*
- *one teacher highly skilled in Apple Computers*
- *one classroom teacher takes choir*
- *one teacher does sport at break times*
- *one teacher aide is exceptional using computers*
- *skilled Special Needs teacher aides in 2007*
- *one teacher organises teacher/student volleyball games*
- *one teacher organises teacher/student netball games*
- *several staff are talented musicians/singers (including grounds person/registrars)*

Staff development priorities for 2007

- *Literacy development*
- *A.T.S.I. Culture (understanding via Cultural Toolkit - MANDATED)*
- *as requested by individuals should it meet S.A.R.O.P. requirements*

Teaching Staff Qualifications



Gympie Central State School - information at Feb 07



Our Staff retention from 2005-2006 was 96%

Our staff attendance fro 2006 was 95%

Staff involved in production of the S.A.R

Mrs Stella Macklin Teacher (Year 6/7)

Mrs Ros Wilson Teacher (Tear 2/3)

Mr Vic Luck Teacher (Year 5)

Ms Kay Skinner Teacher (Year 1)

Mrs Gaye Morrison Teacher (Year 4)

Mrs Robyn Whitnall Teacher Librarian

Mr Anthony Schofield P.E. Specialist

Mrs Kathie Lisle Registrar

Parent Surveys

Ms Sandra Van Wyk Principal

Staff Satisfaction

Our staff rated us at 3.14 which was considerably higher than the state mean of 2.85. Key areas of the school that rated considerably higher than state and like schools mean was relationships, school operations, staff morale, support resources and training and work value and recognition.

Physical work environment and work roles were rated slightly higher than the state mean and like schools.