



The Gap 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

The Gap State School offers a broad and diverse curriculum in which academic, sporting and cultural pursuits provide a comprehensive and balanced educational environment. We enjoy a rich heritage and distinctive traditions, a reputation for quality and a focus that is firmly on the future. The Gap State School is a school community of high expectations, committed to nurturing and extending the diverse gifts and abilities of all students, and encouraging them to be the best that they can be in all that they undertake. The intellectual, physical and social/emotional development of each individual is fostered through extension programs for gifted and talented students, specialized support programs, a structured program for social/emotional learning, a comprehensive outdoor education program, a strong student leadership initiative and a wide range of extra-curricular activities that include chess, debating, keyboarding, swimming club and an award winning choral program. Our school vision provides focus for all that we do in our school: 'Proud of our past, Realizing our potential, Ready for the future'. More information can be found at the school's website.

Principal's Forward

Introduction

The Gap State School purpose is to educate our children to be:

"Proud of the Past, Realising their Potential and Ready for the Future" within a context of high expectations, quality learning, diverse range of curricular and extra-curricular activities and close and supportive relationships between children, parents, staff and the local community.

The 2016 School Annual Report provides readers with a snapshot of the achievements and successes of The Gap State School community during the calendar year.

This report details distinguishing features of our school, the programs offered, our close community relationships and progress towards our goals in 2016.

School Progress towards its goals in 2016

Key Priority	Progress
Implementation of the Australian Curriculum	All ACARA syllabi implemented through Education Queensland Curriculum into the Classroom units and school planned units.
Implementation of the pedagogical framework - "The Gap Way"	Ongoing implementation and embedded teaching practices based on Dr Robert Marzano's "The Art and Science of Teaching" and the Gradual Release of Responsibility Model.
Improve student learning outcomes in reading, writing and numeracy.	Ongoing implementation of the school's reading, writing and numeracy frameworks. Building capacity of teaching staff with the support of Master Teacher and Reading Coach. Use of pre-assessment to support differentiation and targeted teaching. Collect and analyse student data.
Improve school culture.	Continue to develop strong relationships with School Council and P&C. Develop strategies to improve staff morale and team spirit. Begin working with metropolitan staff to implement Positive Behaviour for Learning.

Future Outlook

<p>CURRICULUM IMPLEMENTATION</p>	<p>GOAL: A whole school curriculum plan based upon the Australian and Queensland curricula with a coherent sequenced plan ensuring consistent teaching, learning and assessment practices with a clear reference for monitoring learning across year levels.</p>
<p>IMPROVED LEARNING OUTCOMES FOR READING, WRITING AND NUMERACY</p>	<p>GOAL: A consistent, timely and aligned approach to the collection and analysis of data to inform teaching and decision making. Targets are set to drive student and school improvement and achievement with regular monitoring of performance. Differentiated instruction based on individual student learning needs are a feature of every teacher's practice that is monitored and regularly reviewed. Professional learning is driven by the improvement agenda, aligned to the Australian Institute for Teaching and School Leadership (aitsil) standards to deepen knowledge and skills of every teacher ensuring consistent pedagogy in every classroom resulting in every student improving and achieving.</p>
<p>THE GAP WAY</p>	<p>GOAL: A narrow, sharp improvement agenda aligned to identified needs, collaboratively developed and enacted across the school, resulting in embedded practices. Consistent implementation of a whole school pedagogical framework, led by the Principal; which describes the practices and appropriate pedagogies to improve outcomes in every classroom.</p>
<p>SCHOOL CLIMATE</p>	<p>GOAL: School wide processes result in high levels of student engagement and parent and community partnerships that achieve collective responsibility and accountability for student performance and wellbeing.</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	459	223	236	4	96%
2015*	502	241	261	2	98%
2016	564	268	296	4	97%

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

The Gap State School is situated 8 kilometres west of the central business district of Brisbane in the green, picturesque and community minded suburb of The Gap. Our students come from a cross section of demographic backgrounds with a high proportion of children from families of a medium to high socio-economic status. We have a small minority of children from non-English speaking backgrounds and celebrate the cultural diversity of our school community with families from many different cultural heritages. Our inclusive practices support our students with disabilities, students with learning needs and our gifted/high achieving students.

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	24	23	23
Year 4 – Year 7	25	25	27
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

Distinctive features of our curriculum are:

- Explicit Improvement Agenda - Writing
- A focus on literacy and numeracy
- A comprehensive classroom music program including a classroom choral music program for all children. There are 2 music lessons per week, Prep – Year 4
- A physical education program which develops gross motor skills in younger children and skills related to particular sports as children grow in age and ability, including a strong focus on swimming. There are two P.E. lessons per week, Prep – Year 4.
- A Special Education Program, which caters for students with disabilities
- A program for gifted and talented children which promotes creativity, problem solving, enrichment and extension
- A school wide program to promote social and emotional learning and well being
- An annual Science Expo for all students supported by local community organization
- An outdoor education program, Prep - Year 6
- Participation in Inter-school sport
- A Buddy Program which connects younger children with older children as mentors
- A Student Leadership and Development Program
- A Student Council to encourage student participation in decision-making
- A school chaplain to support social and emotional learning of children

Co-curricular Activities

- A high quality Instrumental Music Program – strings, brass, woodwind and percussion. 24% of the student population participate in this program
- A choral program for students in Years 1 – 6, with training by a specialist choral conductor and specialist classroom music teacher. There are 4 choirs: Sopranino's (Years 1 – 2), Junior Choir (Years 3 – 4), Senior Choir (Years 5 – 6) and an auditioned choir which may be a Girls Choir and a Boys Choir
- A comprehensive sports program in both team and individual sports with accredited coaching provided in Athletics and Rugby League
- Participation in tennis coaching and competition
- Sustainability Club
- Participation in a range of programs to provide extension and enrichment: Optiminds, Robotics, Readers' Cup, Regional Maths Challenge, Bardon Young Writers, Problem-solving Olympics, Spaghetti Engineering Challenge

How Information and Communication Technologies are used to Assist Learning

Students and teachers have access to a wide range of information and communication technologies to enhance and facilitate learning

- All classrooms have interactive whiteboards, a pod of computers, access to digital cameras and other digital devices such as iPads and laptop computers
- 3 classes with pods of 8 iPads
- Wireless Internet connection in classrooms and the library and the Resource Centre, allow flexibility of access to the Internet for students and staff
- The Technology Centre in the Library allows for whole class direct teaching of specific digital skills
- 2 x mobile sets of laptop computers for classroom use
- Teachers access a wide range of web based activities and resources through Interactive whiteboards in classrooms
- An ICT Administrator is employed three days per week to maintain the network

Social Climate

Overview

A very positive social climate exists in the school. This climate is characterised by mutually supportive relationships between children, staff and parents and underpinned by the belief that a positive and supportive social and emotional environment is the foundation for quality academic learning. Proactive programs and policies which contribute to and promote this positive climate are:

- Social skill program embedded in Prep - Year 6 lessons, which focuses on resilience, organisation, persistence, confidence and getting along
- An extensive program for introduction and orientation of Prep students in the year prior to their first year of Prep
- A school-wide and well understood strategy for students to deal with situations when they feel harassed or bullied
- A School Responsible Behaviour Plan which clearly articulates rules, procedures, expectations and policies, including anti-bullying policies and strategies to address cyber-bullying
- A clearly articulated set of school values
- A buddy program to integrate new and younger students into the school
- A Chaplain, who contributes significantly to positive and supportive school climate
- The outdoor education program which builds confidence, resilience and skills in working with others as part of a team
- Pro-active strategies to promote and develop parent and community engagement
- Classroom Parent Representatives

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	97%	92%
this is a good school (S2035)	94%	92%	97%
their child likes being at this school* (S2001)	97%	98%	96%
their child feels safe at this school* (S2002)	95%	98%	99%
their child's learning needs are being met at this school* (S2003)	94%	87%	91%
their child is making good progress at this school* (S2004)	92%	92%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	95%	93%
teachers at this school motivate their child to learn* (S2007)	91%	92%	93%
teachers at this school treat students fairly* (S2008)	92%	92%	90%
they can talk to their child's teachers about their concerns* (S2009)	92%	98%	95%
this school works with them to support their child's learning* (S2010)	89%	92%	92%
this school takes parents' opinions seriously* (S2011)	87%	88%	90%
student behaviour is well managed at this school* (S2012)	91%	89%	97%
this school looks for ways to improve* (S2013)	95%	95%	99%
this school is well maintained* (S2014)	97%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	97%	100%
they like being at their school* (S2036)	100%	98%	100%
they feel safe at their school* (S2037)	94%	100%	98%
their teachers motivate them to learn* (S2038)	97%	97%	100%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	96%
teachers treat students fairly at their school* (S2041)	89%	91%	98%
they can talk to their teachers about their concerns* (S2042)	93%	91%	94%
their school takes students' opinions seriously* (S2043)	92%	93%	96%
student behaviour is well managed at their school* (S2044)	90%	88%	92%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	96%	100%
their school gives them opportunities to do interesting things* (S2047)	97%	99%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	94%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
they receive useful feedback about their work at their school (S2071)	91%	82%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	75%	76%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	94%	88%	90%
staff are well supported at their school (S2075)	88%	82%	86%
their school takes staff opinions seriously (S2076)	88%	88%	87%
their school looks for ways to improve (S2077)	97%	94%	96%
their school is well maintained (S2078)	97%	97%	98%
their school gives them opportunities to do interesting things (S2079)	91%	79%	89%

* 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 work with children is based on the belief that a child's learning is maximised where there is a strong partnership between the child, the teacher and the parent. At The Gap State School, these vital relationships are promoted through:

- Open door policy in classrooms
- Open and regular communication between teacher and parent
- Accessibility of teachers
- Classroom Parent Representatives (CPR's) who promote social interaction between parents and facilitate communication between school and home. CPR's meet regularly with the Principal, Deputy Principal and School Chaplain
- Parent helpers in classrooms
- Classroom celebrations of learning at the end of each term
- Parent information nights
- A transition program for Preparatory students
- Open Days
- Formal parent/teacher interviews at the beginning of Term 2 and Term 4 to review student portfolios
- Music Supporters Group
- SKIDS Committee (Supporting Kids in Sport)
- STEM Committee
- Parents involved in strategic school decision-making
- Parents involved in consultative processes to support the needs of students
- A very active and supportive Parents and Citizens Association
- A very supportive and engaged School Council

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	4	9
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 following actions were taken during 2015:

- Student Sustainability and Gardening Club to raise student awareness
- Composting and re-cycling
- Use of harvested water to flush toilets
- Incorporating sustainability into the curriculum
- Solar panels to generate
- electricity
- Solar heating of pool

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	238,912	4,548
2014-2015	264,041	9,948
2015-2016	180,775	8,118

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	42	30	<5
Full-time Equivalents	36	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	
Bachelor degree	28
Diploma	5
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 \$34,129.

The major professional development initiatives are as follows:

- Implementing a school-wide pedagogy – “The Gap Way”
- Implementing the Australian Curriculum
- The teaching of reading
- The teaching of numeracy
- Profiling – Essential Skills in Classroom Management
- Coaching – reading GEM (Gifted Education Mentor) Training
- ICT – integrating iPads into classroom practice
- Promoting use of EdStudios
- Coaching with the Master Teacher
- Participation in data meetings

The proportion of the teaching staff involved in professional development activities during 2015 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.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% 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).	95%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	95%	97%

*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%.

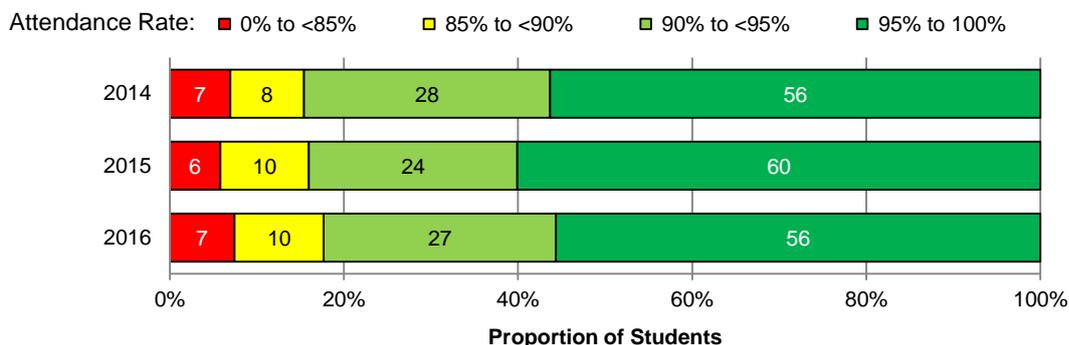
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	95%	94%	94%	95%	95%	95%	95%					
2015	96%	94%	94%	94%	94%	94%	96%						
2016	95%	94%	95%	95%	94%	93%	93%						

*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.

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.

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