



The Gap State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

The Gap State School offers a safe and supportive learning environment in which a diverse range of academic, sporting and cultural pursuits provide comprehensive educational opportunities. 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 while 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 and enrichment programs, specialised support programs and a structured program for social/emotional learning. The school offers a comprehensive outdoor education program, a strong student leadership initiative and a wide range of extra-curricular activities that include debating, robotics, Opti-MINDS and a range of academic competitions. Additional opportunities for students include interschool sport for students in year 4 to 6 and a Friday evening swimming club at the school pool. The school is very proud of its award winning choral and instrumental music programs. As a member of the Mount Coot-tha Cluster of schools our teachers and students participate in a range of activities and events made possible by the collective skills of all schools. All students respectfully say the school pledge each week on Assembly: 'Proud of our past, Realising our potential, Ready for the future'.

School progress towards its goals in 2018

<p>High Quality Teaching and Learning</p>	<p>Through year level planning opportunities, implemented a school wide enacted curriculum, assessment and reporting plan.</p> <p>Continued to use Quick Writes to reinforce writing skills taught in explicit lessons.</p> <p>Used Bump It Up Walls to advance teacher clarity, the use of modelled texts and success criteria.</p> <p>Used school wide data to inform differentiated curriculum and pedagogical practices.</p> <p>Embedded The Gap State School Pedagogical Framework with a focus on learning intentions, success criteria and differentiation.</p>
<p>Inclusive and Supportive School Culture</p>	<p>Monitored restrictive practices to remove barriers to provide educational opportunities on the same basis for all students.</p> <p>Used person first language and a strength-based approach that focused on the individual student.</p> <p>Built partnerships with parents, families and external organisations to improve opportunities and outcomes for students.</p> <p>Implemented pro-active strategies in response to School Opinion Survey data and interviews.</p> <p>Ensured Positive Behaviour for Learning enabled consistent implemented of agreed strategies to support effective learning and behaviour.</p>
<p>Productive Partnerships</p>	<p>Continued to develop partnerships with businesses and local organisations that enhanced outcomes for students.</p> <p>Continued to develop broader networks with schools that brought benefits for the learning of students and staff.</p> <p>Continued to review and improve school processes to ensure effective communication about student learning.</p>
<p>Enhancing Innovative Opportunities</p>	<p>Maintained and enhanced signature school programs and learning opportunities that included events and activities for highly able students.</p>
<p>Instructional Leadership</p>	<p>Regularly monitored the implementation of the explicit improvement agenda and progress towards established targets.</p> <p>Created opportunities for members of staff to further develop their capacity to lead school priorities and be instructional leaders.</p>
<p>Continuous Professional Learning</p>	<p>Provided opportunities for coaching and mentoring.</p> <p>Supported Positive Behaviour for Learning initiatives through staff attendance at module training sessions.</p> <p>Gifted Education Mentor training for key staff members.</p>

Future outlook

The Gap State School began implementing the new strategic plan in 2018. A collaborative and consultative process took place throughout semester two to prepare our future work for 2019. Our explicit improvement agenda will continue to be writing with further work on understanding the year level achievement standards and 'A' standard modelled texts being our priority. Our school will continue to implement new learning areas following expected timelines from ACARA. Future work on writing personal learning plans will be a priority and our lessons for explicitly teaching school rules will be refined. Professional Learning will continue to focus on quality curriculum planning opportunities and coaching/mentoring opportunities. Our Pedagogical Framework focus will be differentiation. As a way to provide leadership opportunities for staff a new role of Year Level Curriculum Co-ordinators will be created in 2019.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	564	554	592
Girls	268	262	268
Boys	296	292	324
Indigenous	4	8	11
Enrolment continuity (Feb. – Nov.)	97%	95%	98%

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

The Gap State School is situated eight 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	27	27	26
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

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 two music lessons per week, Prep – Year 3
- 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 3
- 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 organisations
- 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. 22% 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 five choirs: Sopranino's (Years 1 – 2), Junior Choir (Years 3 – 4), Senior Choir (Years 5 – 6) and an auditioned Girls and 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: Opti-MINDS, Robotics, Readers' Cup, Regional Maths Challenge, Mt Coot-tha 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
- All classrooms have access to iPads for use in small groups

- All classrooms have desktop computers and/or laptops for use in small groups
- Wireless Internet connection in classrooms and the Library and the Resource Centre, allowing flexibility of access to the Internet for students and staff
- Learning Technology Centre in the Library has 28 laptops and a projector for whole class direct teaching of specific digital skills
- Learning Technology Centre houses a 3D printer
- Learning Technology Centre houses a range of robotic devices
- Learning Technology Centre houses a pod of 9 iPads
- Library has large screen television with Apple TV used for screen mirroring iPads
- Online digital resources including EQ Digital Library, Encyclopedia Britannica and ClickView video library

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

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)	92%	96%	100%
• this is a good school (S2035)	97%	96%	100%
• their child likes being at this school* (S2001)	96%	98%	100%
• their child feels safe at this school* (S2002)	99%	98%	97%
• their child's learning needs are being met at this school* (S2003)	91%	94%	98%
• their child is making good progress at this school* (S2004)	91%	98%	98%
• teachers at this school expect their child to do his or her best* (S2005)	97%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	98%	95%
• teachers at this school motivate their child to learn* (S2007)	93%	98%	97%
• teachers at this school treat students fairly* (S2008)	90%	98%	98%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	95%	94%	98%
• this school works with them to support their child's learning* (S2010)	92%	92%	97%
• this school takes parents' opinions seriously* (S2011)	90%	90%	91%
• student behaviour is well managed at this school* (S2012)	97%	94%	95%
• this school looks for ways to improve* (S2013)	99%	100%	98%
• this school is well maintained* (S2014)	100%	98%	97%

* 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)	100%	98%	98%
• they like being at their school* (S2036)	100%	91%	96%
• they feel safe at their school* (S2037)	98%	94%	98%
• their teachers motivate them to learn* (S2038)	100%	93%	98%
• their teachers expect them to do their best* (S2039)	100%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	91%	92%
• teachers treat students fairly at their school* (S2041)	98%	87%	87%
• they can talk to their teachers about their concerns* (S2042)	94%	82%	85%
• their school takes students' opinions seriously* (S2043)	96%	84%	82%
• student behaviour is well managed at their school* (S2044)	92%	77%	86%
• their school looks for ways to improve* (S2045)	100%	94%	97%
• their school is well maintained* (S2046)	100%	92%	96%
• their school gives them opportunities to do interesting things* (S2047)	96%	91%	91%

* 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)	94%	91%	85%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	97%
• they receive useful feedback about their work at their school (S2071)	89%	77%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	74%	83%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	98%	93%	100%
• student behaviour is well managed at their school (S2074)	90%	74%	97%
• staff are well supported at their school (S2075)	86%	72%	82%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	87%	69%	85%
• their school looks for ways to improve (S2077)	96%	90%	97%
• their school is well maintained (S2078)	98%	98%	91%
• their school gives them opportunities to do interesting things (S2079)	89%	72%	85%

* 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 (CPRs) who promote social interaction between parents and facilitate communication between school and home. CPRs 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)
- 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 education programs

The Gap State School is a Positive Behaviour for Learning school and implements strategies that supports inclusive practices and celebrates diversity within the school. Enhancing PBL (Positive Behaviour for Learning) is the You Can Do It program that has been implemented at The Gap State School for many years. This positive program focuses on five keys to success including organisation, confidence, persistence, resilience and getting along. Furthermore the 5 steps allow students to use strategies when conflict arises. These steps include ignore, talk friendly, talk firmly, move away and get adult help. All these programs help students develop their knowledge and skills to resolve conflict without violence. Students are taught to report incidences of inappropriate behaviour. The Student Support Services committee meets weekly to discuss learning needs as well as mental health/wellbeing concerns. Our school Chaplain is a support person for parents, students and staff and provides a range of structured programs to support respectful relationships and non-violent interactions.

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	9	8	6
Long suspensions – 11 to 20 days	0	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

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	180,775	457,873	174,317
Water (kL)	8,118	4,874	5,095

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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

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	45	31	<5
Full-time equivalents	36	18	<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
Doctorate	
Masters	4
Graduate Diploma etc.*	3
Bachelor degree	36
Diploma	2
Certificate	

*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 2018 were \$30,948.10.

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
- EdStudios
- Coaching with the Master Teacher
- Participation in data meetings

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Report the proportion of the teaching staff participating as a percentage.

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%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 75% 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	94%	95%	94%
Attendance rate for Indigenous** students at this school	97%	93%	91%

* 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	95%	95%	94%
Year 1	94%	94%	93%
Year 2	95%	95%	93%
Year 3	95%	95%	94%
Year 4	94%	96%	94%
Year 5	93%	94%	94%
Year 6	93%	95%	94%

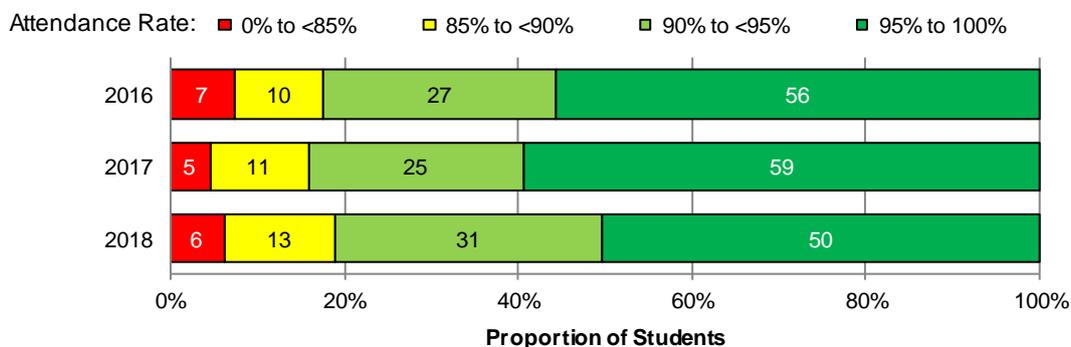
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

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

- 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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.