



TOGETHER WE SUCCEED

Gascoyne Junction

Remote Community School

Annual Report

2018



Dear Members of the School Community,

I am happy to present the school report for 2018.

2018 was a stable year for staff and a new beginning to ensure whole school processes and procedures were followed. The integrity of each whole school programme was consistent and delivery was solid.

2018 was also the year for analysing and recording successes and areas requiring improvement as the cycle for the Gascoyne Junction Remote Community School Strategic Plan came to an end.

To gain maximum benefit this report should be considered alongside information such as students' reports, work samples, newsletters and other school documents.

This report begins with thanks to the School Council.

Gascoyne Junction School Council - Thanks 2018

The school acknowledges and thanks new and returned council members for 2018:

Hamish McTaggart	Council Chair and Parent Representative (returned)
Jarrold Walker	Parent Representative (new)
Peter Polakiewicz	School Representative (new)
Jodie Gibson	Community Representative (new)
Chris Polakiewicz	Department Delegate (returned)

Achievements

At the conclusion of 2017, a commitment was made to ensure all resources at the school were organised, easily accessible and suited to the needs of clientele. This was targeted for completion during 2018. With this in mind, the Gascoyne Junction School Council in partnership with the Shire of the Upper Gascoyne and Gascoyne Community School, sourced and installed two sea containers. Whilst this may not appear a momentous task, to the staff, parents and school community it was the catalyst for a fresh start and a new beginning.

Fences were removed, cranes were brought in, placement of the containers and carrying, lifting and sorting resulted in clutter free, fresh learning environments for students. It also meant an easily accessible area for resources to be collated and stored.

The removal of equipment from other areas of the school to this central location meant the second part of fresh learning environments for students, specifically the school library. This is earmarked for completion in June 2019.



The school council approved the school budget which included a week stay in Carnarvon for the "Swim Camp." In addition a camp to Perth was scheduled. Both excursions were successful and approval was given for similar camps to run during 2019 if possible.

Behaviour management, future planning, information technology and staffing were the main areas discussed at council meetings with the goal of refining processes and to ensure community understanding of same.

With input from the council and knowledge of building structure from the parent body the placement of a satellite dish was located in a better position than anticipated.

With a view to future directions and school improvement, more professional learning and support is required for all staff and council members. This is to be organised during 2019.

The council has not asked for feedback to date but will ensure priority in the new school year. In addition it is hoped a P & C be established to assist with fundraising activities and other fun days.

Whilst we continue to communicate and work together with the belief that all students are at the centre of what we do, and that every child is unique, the school can only improve further.

School Context

Gascoyne Junction Remote Community School is situated 178 kilometres east of Carnarvon. The school services students living in the township of Gascoyne Junction, Woodgimia Community and surrounding pastoralist stations.

The number of classes running at Gascoyne Junction School is dependent on the student cohort. This can alter significantly from term to term and from year to year and as a result requires a plan that ensures routine and consistency for the stable cohort of students.

At the commencement of 2018, one class catering for students from year one to year nine was established. There were nine students in the class who were supervised by one teacher, one Aboriginal Islander Education Officer, and Education Assistant with support by the Principal as required. During the course of the year, dependent on budget strength, extra teachers were employed to facilitate small group work and specialized programmes for individuals.

Our Vision

Teaching and support staff work with parents and community members to provide relevant, meaningful learning experiences within a respectful context. Together we encourage students to persist and believe in oneself to achieve their goals and to become valued, respected members of the community.

Our Motto

Together We Succeed

Our Values

Respect is defined as demonstrating Care and Consideration.
Respect for self, Respect for others, Respect for learning, Respect for your School,
Respect for your Community.

Staff

The commencement of 2018 began with one teacher leaving due to overstaffing as a result of low student numbers at the 2018 census.

Administration staff	No	FTE	Teaching staff	No	FTE
Principal Ms Polakiewicz	1	0.8	Teachers	1	1.0
			Mr Polakiewicz (year 1-9 Term1,2,3,4)		0.2
			Mrs Polakiewicz (support and DOTT provider Term1,2,3,4)		
			Ms Barb Piercey (support Term 3)	1	1.0
			Ms Toni Lewis (support Term 4)	1	
Manager Corporate Services Mrs Blanche Walker	1	0.8	Education assistant Ms Coffin	1	0.9
School Officer	0	0	AIEO Ms Gibson	1	1.0
Library officer	0	0			
Support staff					
Cleaner Ms Leisha Norling	1	0.38			
Gardener/maintenance Mr Darren Barker	1	0.38	TOTAL NO./FTE	8	6.76

Enrolment

At the 2018 February census, eight students were submitted as enrolled and attending Gascoyne Junction School.

The breakdown of enrolments at this time is shown in the table below.

Year level	K	PP	1	2	3	4	5	6	7	8	9	10	11	12
No of students	0	0	1	2	2	1	1	0	1	0	1	0	0	0

Although enrolment was not high, this was a far better outcome than in 2017 as heavy budgeting from 2017 resulted in a positive cash flow with which to begin the 2018 school year.

Priorities and Targets Strategic Plan 2016 to 2018

The schools strategic plan is determined through Departmental priorities, data collection from parent consultation and feedback, attendance and behaviour records, on entry assessments, standardised testing, consultation with all members of staff and community members. The priority areas and targets for the final year of the strategic plan 2018 school year included:

- Attendance
TARGET: 90% for all students (See below)
- Student Behaviour, Health and Well Being
TARGET: 100% of students begin to self-regulate *Achieved*
TARGET: 50% Reduction in suspensions *Achieved*
- Literacy- Oral Language, Reading comprehension.
TARGET: 100% of students progress at least 1 year reading age *We achieved 71%*
TARGET: Yr 3 students reach benchmark *Achieved reading, writing, grammar and spelling*
- Mathematics: Basic facts, Life skills, Problem solving
TARGET: 100% accuracy with 75% improvement in speed *Comparative data not available*
TARGET: Yr 3 students reach benchmark *Achieved*
- Science, Technologies, Engineering, Maths (STEM)- Implement STEM technologies
TARGET: School is STEM ready
TARGET: All students demonstrate knowledge of three applications *Achieved*

Attendance - Target 90% for all students

The school's target for 2018 was for all students to attend school 90% of the time. The target from 2016 was 85% and this was to be raised to 90% over the course of time, consistent with Departmental guidelines.

This target was not achieved.

However, attendance rate of all students improved from previous years.

During 2018 of enrolled students confirmed as being attached to Gascoyne Junction School the lowest recorded attendance rate was 78%. This was from a student who was at significant risk with an attendance rate of 15.5% in the previous year.

The table below provides information on attendance rate from 2015 through to 2018.

SEMESTER 1	Number of students achieving	Number of students achieving	Percentage of students achieving	Percentage of students achieving
	2015	2016	2017	2018
Regular 90% or more	41.7%	11.5%	18.75%	41.7%
Indicated 80 to 90%	25.0%	3.8%	18.75%	16.7%
Moderate 60% to 80%	0%	19%	0 %	8.3%
Severe Less than 60%	33.3%	65%	62.5%	33.3%

SEMESTER 2	Number of students achieving	Number of students achieving	Percentage of students achieving	Percentage of students achieving
	2015	2016	2017	2018
Regular 90% or more	7.7%	35%	17.6%	22.2%
Indicated 80 to 90%	38.5%	7%	17.6%	77.8%
Moderate 60% to 80%	23.1%	28%	11.76%	0%
Severe less than 60%	30.8%	28%	53%	0%

Attendance of students over the years has been erratic. Unrest in the school due to instability, staffing and budgeting issues along with uncertainty of the school's efficacy from the community may have impacted attendance rates.

2018 was a period of staff consolidation and all staff working together to ensure shared understanding of the importance of consistency, high quality targeted strategies, whole school processes and routines to encourage students to respect their learning and their school.

Student transience was at a minimal level.

Behaviour - Target 100% of students begin to self-regulate

This target was achieved.

Students struggling with impulse control frequently exhibit strategies such as walking away, removing self from a situation that is perceived as a trigger, choosing a different activity or breathing deeply to assist with calming self. 100% of students return, within a time frame of 15 minutes or less, to the task at hand. The best example of this is when students become frustrated logging in to prescribed lessons within a designated time period. Students calm themselves, return have another go and enjoy success. Another example is if a task is perceived to be too hard.

Recognising emotions and beginning to manage one's emotions is the beginning of self-regulation. The ability to self-regulate leads to the ability to rethink first impulse and therefore, less confrontation between students and students, students and staff.

Data collection through the revised behaviour management policy processes indicated that during 2018 eighty eight orange slips were given during the course of the year. Students receiving an orange slip received a natural consequence for minor behaviours. It is interesting to note that as student behaviours improve i.e. become less severe, less frequent, the teachers subtly change their parameters for expected behaviours thus tightening up and improving standards albeit unconsciously. As a consequence more slips were given. This became evident when analysing the slips given to students for misbehaviour. Last year 35 slips were given.

The number of suspensions/withdrawals during 2018 was three. All were a result of aggression.

Staff participated in professional development during 2018 to build common understanding when managing behaviour and to develop further understanding of Trauma Informed Practice.

Education assistants attended the Classroom Management Strategies professional learning to ensure specified strategies were practiced by all staff with understanding and consistency.

Accountability for correct implementation of low key responses will be a performance management indicator for support staff during 2019.

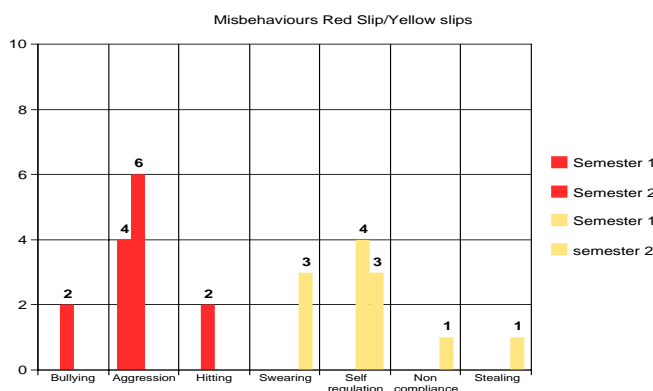
During 2017 and 2018 community input to the development of a new behaviour management policy and process document, meant a shared understanding of process emerged.

Fine tuning on such areas as changing the colour of reflection sheets to match the linked traffic light system made data interpretation easier for staff. It also assisted with students linking day to day behaviour with the reflection sheets.

The inclusion of the “roles and responsibilities outline” means improved accountability for stakeholders.

Nevertheless, feedback from 2018 National Schools Opinion Surveys continues to indicate that parents consider behaviour to be poorly managed by the school with a perception that students are not treated fairly.

Further communication and understanding is required around this area and is earmarked for 2019. The school council is to be a key leader in driving this initiative.



A total of 17 red slips were given during 2018 which resulted in 2 withdrawals and 1 suspension. Due to the introduction of the Department’s ten step plan for behaviour, modifications will be made to the current Behaviour Management - Procedures and Processes document. This will occur during the 2019 school year to ensure compliance. Changes must include specifics around re-entry into school following suspension and the introduction of good standing.

Literacy - All students at least 1 year gain in reading age, Year 3 students at benchmark

Baseline data as outlined in policy documents including PLD screens, PM Benchmark and Burt tests for reading, South Australian spelling test, On Entry Assessment and NAPLAN testing provides important information around student progress.

The school based data and associated progress from February 2018 to November 2018 is indicated in the table below.

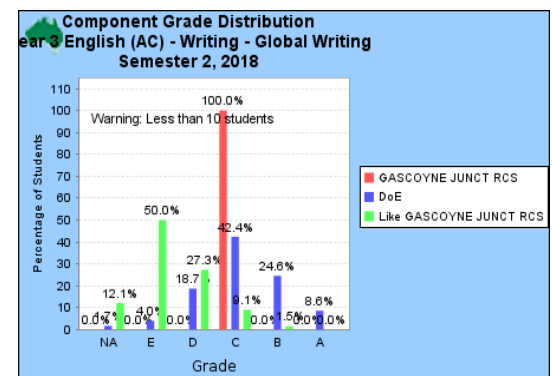
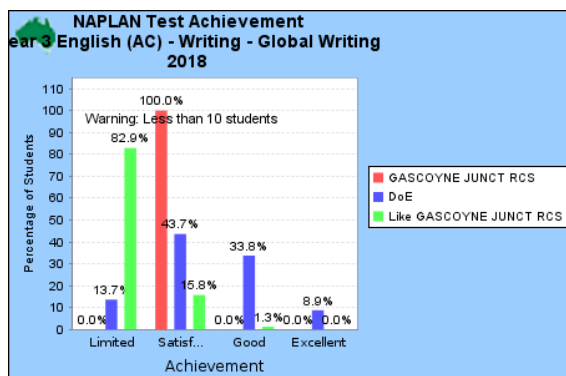
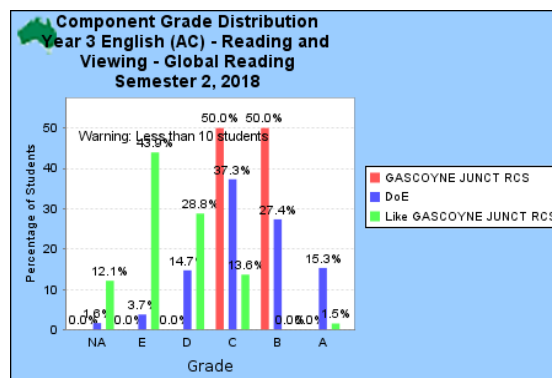
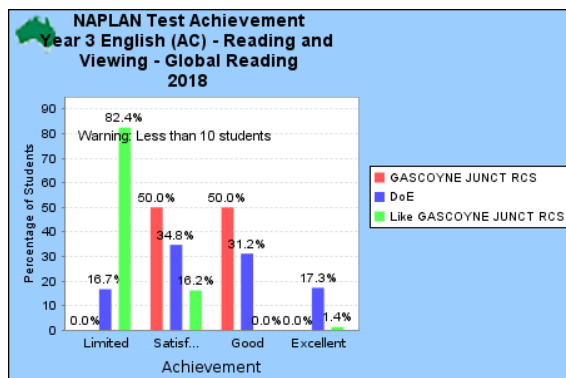
This target 71% achieved.

No of students tested		PM reading = 1 or > year gain	SA spelling = or > 1 yr progress	Comments
Feb	Nov			29% did not register on the standardized tests in the first testing. At the second testing, in November 29% had registered.
100%	100%	71%	71%	

The target for our next strategic plan will be geared to building each student’s capacity in Literacy. More than a year’s progress is required to fast track the capability of some clientele to reach their unique potential. Investigation of tier 3 programmes to be sourced and researched.

This target achieved

Year 3 NAPLAN data indicated that students were at or above benchmark in all aspects of literacy. When compared to all West Australian schools, students at GJRCS ranked as well as any other school in the state. The graphs of Reading and Viewing and Writing also demonstrate that teacher judgement for marking students is directly in line with NAPLAN indicating “on point” marking by teachers at the school.

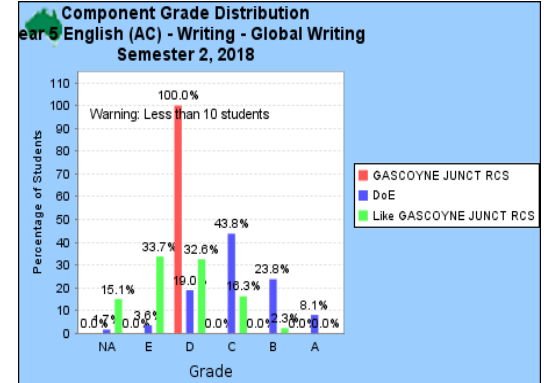
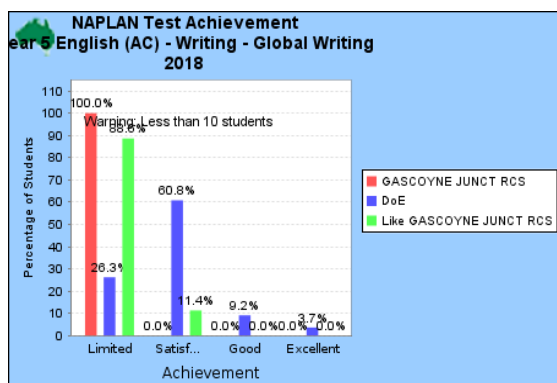
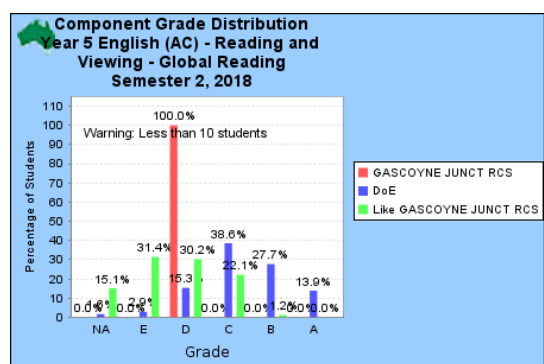
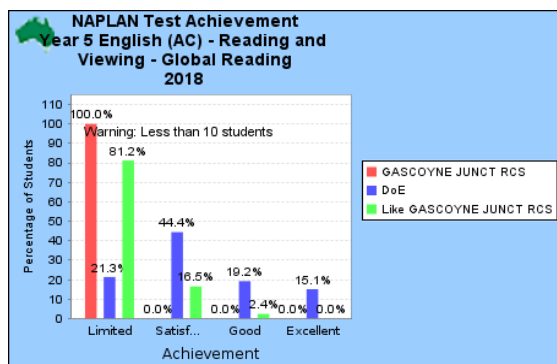


Year 5 NAPLAN

Students of Year 5 achieved minimum standard in Reading and Spelling. Grammar and writing were below minimum standard.

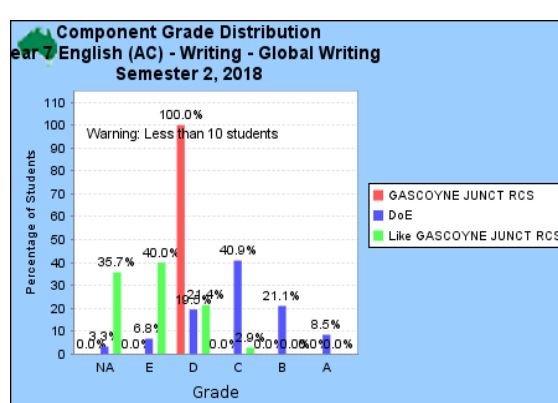
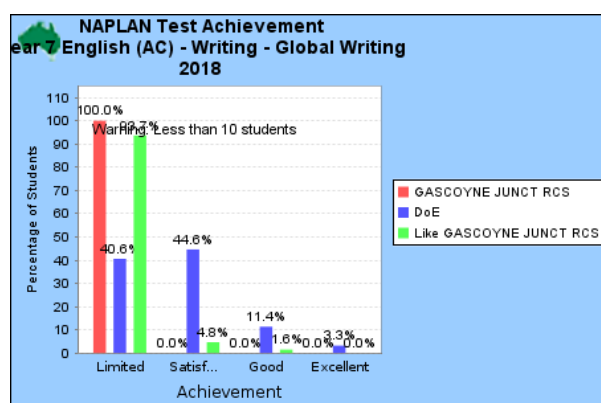
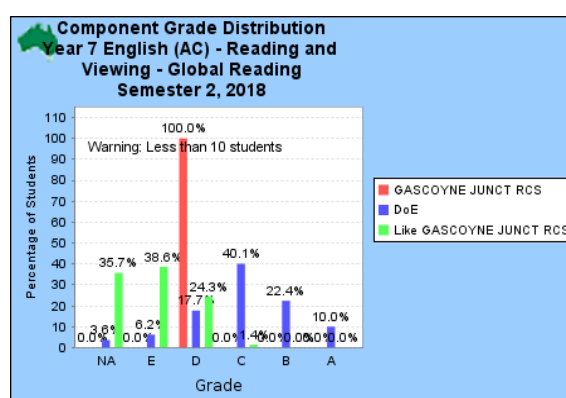
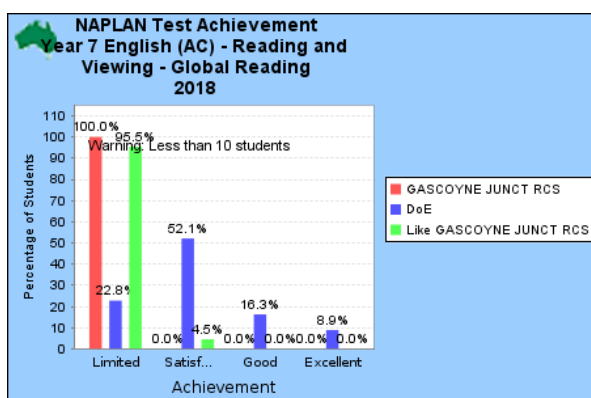
Progress from year 3 to year 5 was high in reading and in writing.

Teacher judgements coincided with expected grading indicating sound knowledge and understanding of student standards.



Year 7 NAPLAN Year 7 students were at minimum standard for Reading with data indicating moderate progress being made by students from 2016 to 2018.

Spelling, grammar and writing were below minimum standard. Although below standard, moderate progress was indicated in Writing.



The NAPLAN data is reflective of student progress during 2018 as indicated through teacher and school data collection. NAPLAN data reiterates teacher identification of a need for explicit teaching in writing which will become a focus for 2019 along with reading comprehension.

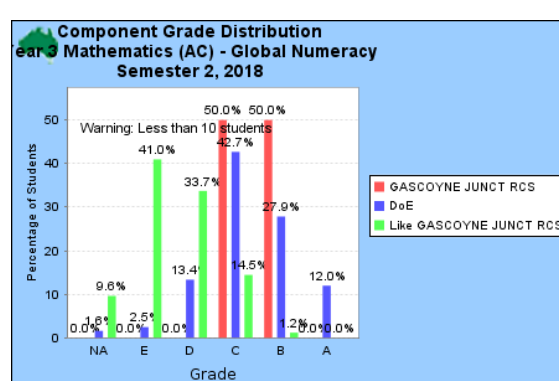
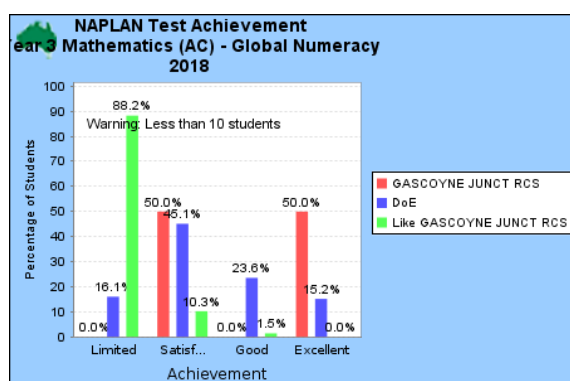
Accountability in the consistent use of baseline data as outlined in policy documents is required for meaningful analysis for targeting student needs and student progress.

Numeracy

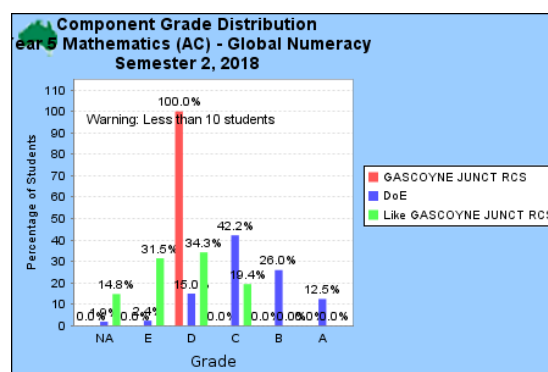
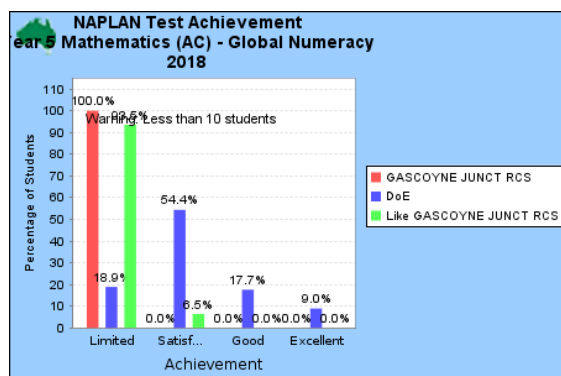
Numeracy standards at Gascoyne Junction are low for some students as indicated by past NAPLAN results, school baseline testing using MTS resources, teacher observations and records.

This target achieved

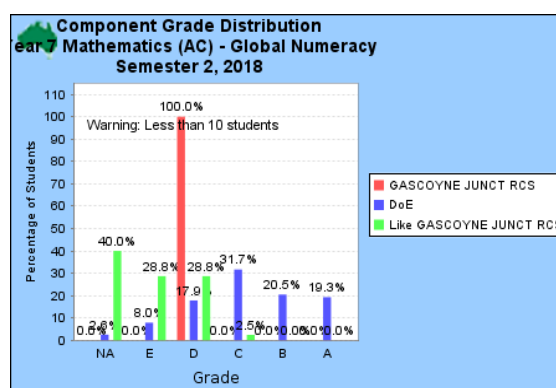
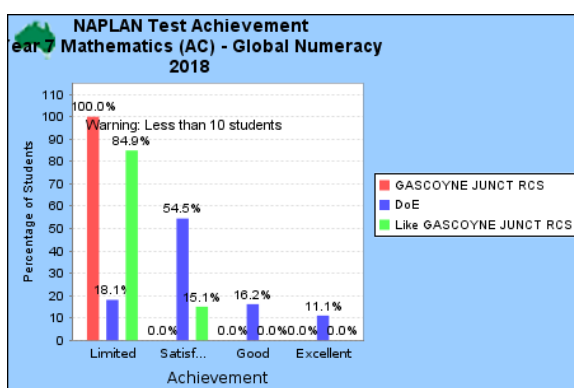
During 2018 NAPLAN Testing for Year 3 recorded all students above minimum standard and either at or above benchmark. The achievement for these students ranged from satisfactory to excellent. Teacher judgement underscored in one instance as indicated by a B grade instead of an A grade.



NAPLAN year 5 students are achieving at minimum standard according to the data. Progress from year 3 to 5 was limited.



NAPLAN year 7 at minimum standard. Although Year 7 students were at minimum standard, the progress indicated over two years was limited.



Development of a whole school maths plan is targeted for 2019 along with the focus of calculating, times tables and basic facts. Use of concrete materials and applicable problem solving strategies are deemed imperative for improvement in this area. The Back to Front Maths programme is earmarked for implementation during 2019 to assist with diagnosing and correcting student misconceptions.

IT (information technology) STEM (Science, Technology, Engineering and Maths)

The target to be IT ready was not achieved.

Due to external factors during the 2018 school year, staff and students were continually frustrated at the poor internet connection. Access to programmes and connect learning communities was severely compromised for students.

Downloading apps for the STEM programmes was not viable. As a result the robotics section of the programme could not run consistently. Staff used personal internet connections from their homes to ensure students were able to access relevant material for mandated lessons.

At times staff were unable to perform normal duties due to lack of connectivity or slow download times.

As part of the get ready process, Marcsman company was employed to visit the school once a term. This occurred and meant that the school was ready for NAPLAN on line. Updating ipads and trouble-shooting also assisted with the best we could have in the circumstances.

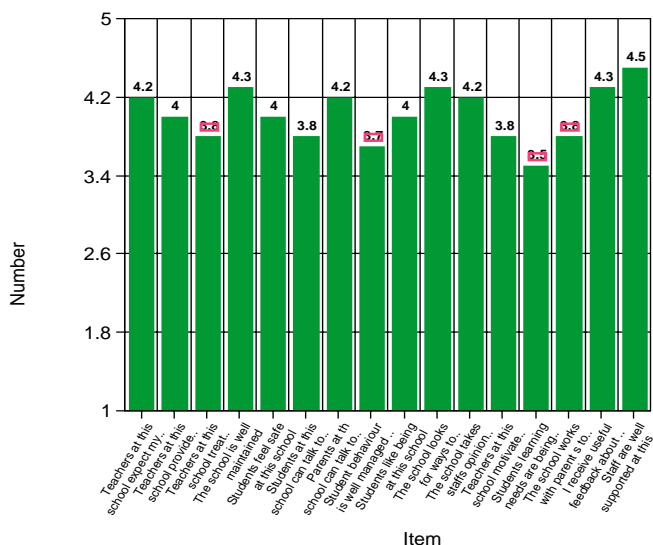
In December 2018, the Department installed a dish to supplement the capacity for viable download speeds for internet access. By installing the dish, the bandwidth is expected to increase from 1mbg to 25 mgb. This holds the school in an excellent position for 2019 to access previously unavailable programmes such as Google Earth, Language programmes, NAPLAN on line, and Connect Communities.

Staff satisfaction

75% of staff members submitted survey responses. Staff satisfaction at Gascoyne Junction indicate that further improvement is required in the areas of behaviour management, treating students fairly and catering for individual's needs.

Staff Opinion Survey September 2018 (NSOS)

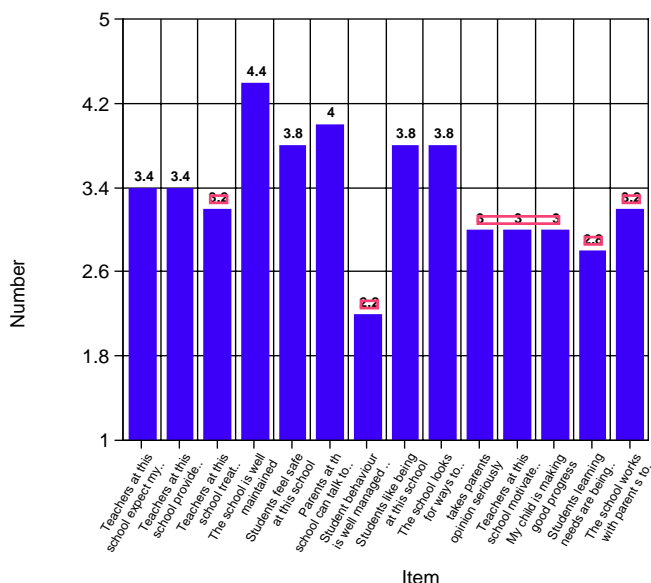
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



Community satisfaction

Parent Opinion Survey September 2018 (NSOS)

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



66% of parents responded to the survey. It is interesting to note that this percentage of respondents represents 50% of students. More suitable methods of gathering feedback from the other 33% of parents who also represent 50% of students, is required. Of the parents that responded, areas needing improvement relate directly to those identified in the staff survey. Clearly further work is required on building the confidence of parents/staff in the efficacy of the programme used to manage and change misbehaviour, and those used to meet specific needs of students.

Feedback indicates that teaching and administrative staff are approachable and that the school looks for ways to improve. This is a positive indicator for future directions.

Of the feed back recived to date the following actions have been completed:

- Forming of Behaviour mangement committee
- Overhaul of behaviour management procedures with input from committee
- Organisation of materials
- Library update
- Inclusion of CSOTA students in school projects when applicable
- Moderation processes in place
- Modifications made to the number of awards for Celebration of Learning
- Celebration of learning format fine tuned

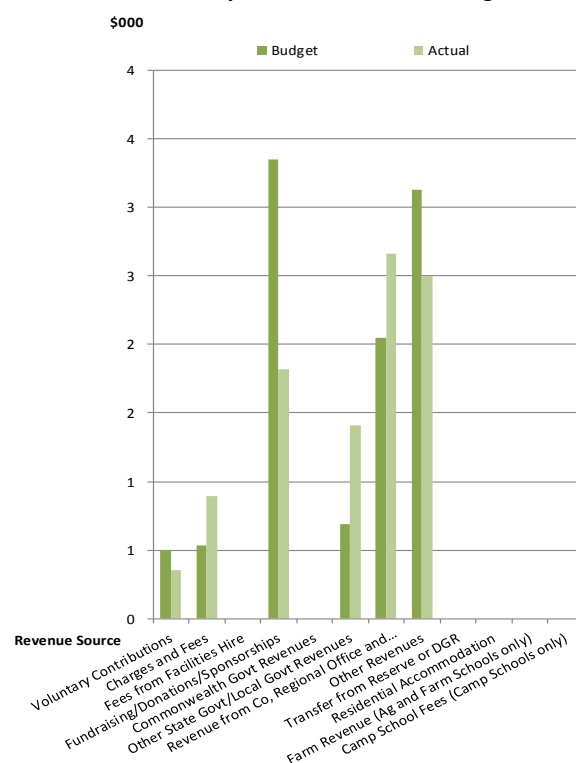
Financial Summary



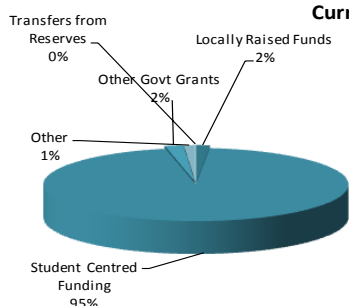
Gascoyne Junction RCS Financial Summary as at 31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 500.00	\$ 350.00
2	Charges and Fees	\$ 532.00	\$ 892.73
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3,349.00	\$ 1,819.15
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 686.00	\$ 1,409.53
7	Revenue from Co, Regional Office and Other Schools	\$ 2,045.00	\$ 2,665.45
8	Other Revenues	\$ 3,127.00	\$ 2,502.02
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 10,239.00	\$ 9,638.88
	Opening Balance	\$ 43,622.00	\$ 43,622.79
	Student Centred Funding	\$ 157,423.00	\$ 197,489.88
	Total Cash Funds Available	\$ 211,284.00	\$ 250,751.55
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 211,284.00	\$ 250,751.55

Locally Generated Revenue - Budget vs Actual

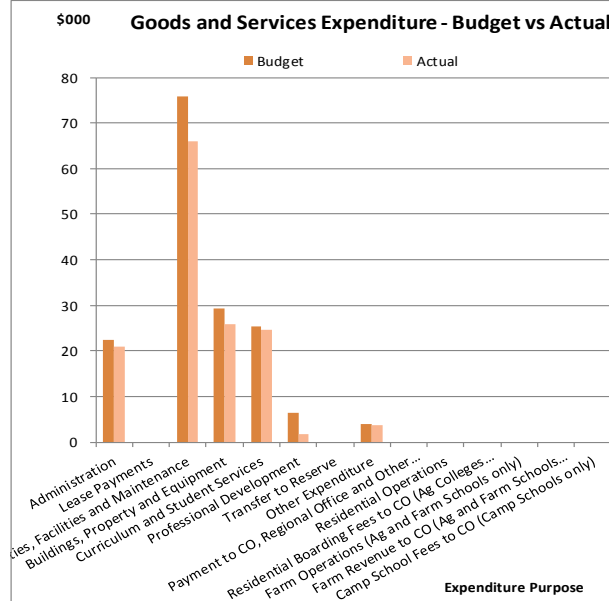


Current Year Actual Cash Sources

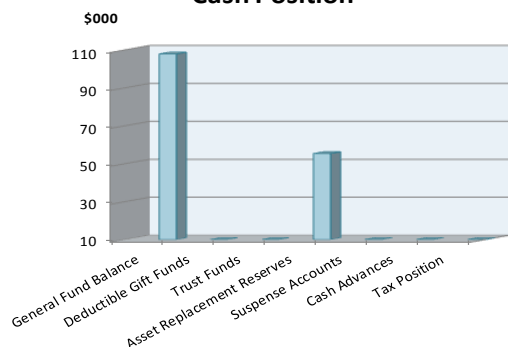


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 22,475.00	\$ 20,959.16
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 75,917.00	\$ 65,848.75
4	Buildings, Property and Equipment	\$ 29,274.00	\$ 25,900.18
5	Curriculum and Student Services	\$ 25,425.00	\$ 24,638.65
6	Professional Development	\$ 6,376.00	\$ 1,824.59
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 4,020.00	\$ 3,751.34
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 163,487.00	\$ 142,922.67
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 163,487.00	\$ 142,922.67
	Cash Budget Variance	\$ 47,797.00	

Goods and Services Expenditure - Budget vs Actual



Cash Position

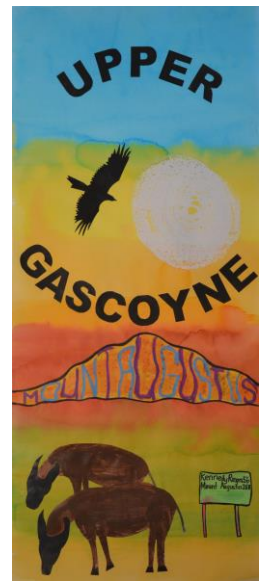
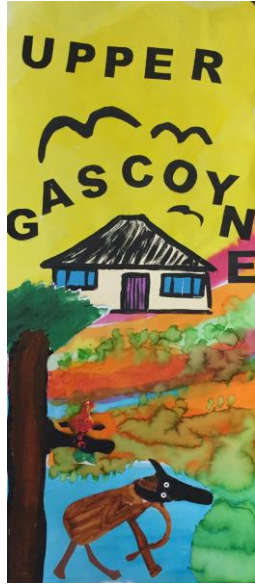


Cash Position as at:

Bank Balance	\$ 163,194.25
Made up of:	\$ -
1 General Fund Balance	\$ 107,828.88
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 55,342.48
5 Suspense Accounts	\$ 274.89
6 Cash Advances	\$ -
7 Tax Position	\$ 252.00
Total Bank Balance	\$ 163,194.25

Highlights 2018

Banners in the Terrace Competition



Gascoyne In May - Circus Skills (Station children join our school for the week to participate in planned activities)



Gascoyne in May – Japanese Drumming (Station children join our school for the week to participate in planned activities)



Awesome Arts Music - beat



S.T.E.M- Science, Technology, Engineering and Maths. (Marcsman assisted with necessary updates).



Time Capsule

Semester 2 integrated studies.

HASS - History of the Gascoyne culminating with opening of 1988 time capsule and burial of 2038 time capsule 9.

Weekend community event hosted by GJRCS.

Learning area History. Context for learning English - My Place *Nadia Wheatley and Donna Rawlins*



Pink Stumps Day – Afterhours community fundraising event organized and run by GJRCS staff and students. Generous input from Junction Tourist Park





Real Life Maths

Each morning at 9:00am sharp Mrs Walker and a group of students make their way to the weather station to read and record vital information for the weather bureau.

Mathematics – place value and area

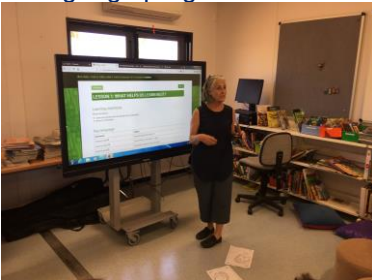


Swim Camp



L.O.T.E. Ketawa (laughter) – Indonesian was the language introduced for year 3 students during 2018. Bahasa Indonesian was selected due to the opportunity of linking with schools in Carnarvon currently teaching this language, staff knowledge and a free online programme.

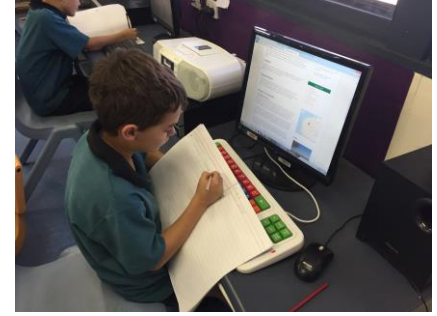
A local language programme was not viable due to lack of personnel confident enough to deliver the curriculum.



Perth Camp – Based at School of Isolated and Distance Education in Leederville



Literacy – Supported with Promoting Literacy Development resources and ICT.



Great Western Clean-up – Respect your Community



Athletics carnival – School links - teaming up with Shark Bay PS and CSOTA with a brand new flag!!



Cross country run - Catering for individual interests



Celebration of Learning 2018 - Students worked hard throughout the year to achieve various awards. The award winners for 2018 were:

Respect for Learning

Highest Achiever Damian Leighton
Most Improved Chase Chong-Wee

Respect for Community

Citizenship Award Damian Leighton

SPIRIT of the Gascoyne Award

Bridie Walker

Priorities for 2019

Based on the data analysed, teacher professional judgments, input from parents, carers and the local community, the priorities for 2019 include:

GREEN: FOCUS AREAS
YELLOW: MAINTENANCE

1. Success for all Students

Academic

- 1.1 Literacy: Oral language, Reading comprehension and Writing
- 1.2 Mathematics: Fluency, Life skills, Problem solving
- 1.3 IT/STEM: School IT ready

Pastoral Care/Social

- 1.4 Student Behaviour: Self-Regulation
- 1.5 Health and Well Being: (Protective Behaviours and Resilience, PATHS - SMART).
- 1.6 Attendance

2. High Quality Teaching

Professional Learning

- 2.1 PLD for new staff
- 2.2 Talk for Writing: school improvement programme Lead teacher
- 2.3 Back to Front Maths: school improvement programme Lead teacher

Whole school processes and strategies

- 2.4 Performance Management
- 2.5 Accountability: moderation processes
- 2.6 National Quality Standards

I look forward to working together to further develop excellence and care at Gascoyne Junction Remote Community School.

Christine Polakiewicz

Principal
Gascoyne Junction Remote Community School
Together We Succeed

The school report for 2018 was distributed and read by council members prior to online publication.

Jarrod Walker



Christine Polakiewicz



Peter Polakiewicz

Jodie Gibson

