

Gundiah State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	23 Gundiah School Road Gundiah via Maryborough 4650
Phone	(07) 4129 3136
Fax	
Email	principal@gundiahss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Miss Rebecca Brown

From the Principal

School overview

Gundiah State School is situated in a semi-rural setting and continues to provide a safe, supportive and disciplined learning environment where our students are prepared for participation in the future as active and reflective Australian citizens in the international community. We also equip students with the skills and knowledge necessary to continue on a path of interactive, local and global learning. Gundiah is a Band 5 school facilitating multi-age classes where children are encouraged to become independent learners. Here they benefit from a lower teacher student ratio increasing individual student attention and support where necessary. Our school motto, 'To the Heights' is promoted through supporting and encouraging our students to achieve their maximum potential and strive to operate regularly above individual year levels. The curriculum emphasises a high integration of digital technology with a major focus on the development and establishment of basic Literacy and Numeracy skills. The improvement of these skills and subsequent achievement targets will continue to be an important goal into the future. Gundiah State School functions as an integral part of a small community and the curriculum overcomes isolation by networking and participating in many activities with like schools in the district. The community is very supportive of the school curriculum. The children are involved in many local community events while maintaining social and sporting links with neighbouring small schools.

Future outlook

The future outlook for Gundiah State School Community is extremely positive. Our expert teaching team will continue to refine and develop curriculum, focussing on Age Appropriate Pedagogies meeting the needs of each individual student and encouraging more creativity, collaboration and responsive students.

Our explicit improvement agenda for 2019 is to improve attendance and continue to build on relationships with partners in education and the community to support student transitions in education and into the community while also maintaining high expectations in our one main priority: **READING!** Through continuing a balanced reading program in the classroom, as well as reading club before school, Daily Rapid Reading, Reading Links, Oral Language Program, Phonemic Awareness skills and using quality data to lead quality teaching to ensure every student is succeeding.

We also look forward to supporting our local families by assisting in the running of Parent Supported Playgroups.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	24	24	28
Girls	14	14	16
Boys	10	10	12
Indigenous	1	1	2
Enrolment continuity (Feb. – Nov.)	90%	92%	86%

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

Gundiah State School services the small township of Gundiah and surrounding areas. The student's families are primarily involved in primary production with the nearest major centre being Maryborough. Throughout 2018 Gundiah State School had a reasonably static enrolment with a few transient students. Majority of the new enrolments came from new and existing families in the district.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	24	15
Year 4 – Year 6			12
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

Gundiah State School sets high expectations of student learning, with a focus on developing independent learners in literacy and numeracy skills. Our multi-age classrooms also provide unique opportunities for social learning and individualised learning to occur.

Students are provided with opportunities to continuously investigate and problem solve, whilst developing their literacy and numeracy skills. They are encouraged to apply these understandings to our other Key Learning Areas such as English, Maths, History, Geography, Health, Physical Education, The Arts, Science, Technology and Languages Other than English (German) offered to all year levels.

Co-curricular activities

Gundiah State School provides students with a range of extra curricula activities, including; sport, performing arts, community events and many more. The students participated in the following activities in 2018:

- ✓ Cluster Sports Days and Interschool Sport (Cross Country, Athletics and Swimming)
- ✓ Interschool Netball Tournament

- ✓ Cricket Carnival
- ✓ After school sports (Tennis and Netball)
- ✓ Guitar Lessons
- ✓ Whole school camp to Brisbane
- ✓ Interschool Science and Technology days
- ✓ Before School Reading Club
- ✓ School Sleepover

How information and communication technologies are used to assist learning

Computers and other technologies are used to enhance and complement the planning, teaching and learning in all curriculum areas in a meaningful and authentic manner. Children who have an interest in use of computers are encouraged to explore and develop their talents.

Gundiah State School has 10 computers, 13 laptops and 6 iPads which are utilised by all students. Each classroom has a Promethean Smart Board which is used to enhance students' learning and their engagement. We utilised several web-based programs with investment in 'Mathletics' and 'Reading Eggs' to enhance learning. The school also utilises many free websites, The Learning Place and other information sources to inform and reinforce learning.

Social climate

Overview

Gundiah State School is very proud of the fact that it provides a warm, supportive environment where all students are given the best opportunity to reach their potential. The school has a wonderful feel that makes all students, parents and visitors feel free to be themselves and be part of a 'big family'. The school has a strong support from its P&C and community, emphasised by fortnightly Tuckshop provided by parents on a rotational basis. All families participate and enjoy sharing lunch and our school environment.

The dynamic, flexible curriculum provides enriching and challenging activities designed to encourage thinking skills, independent learning and the development of talents. The children are encouraged to develop tolerance of others, especially younger children, and to make allowances for their varying abilities and interests.

The multi-age classroom allows for opportunities to extend those with more advanced skills and provide additional support for those who may require more time to consolidate conceptual understanding.

Gundiah's Responsible Behaviour Plan outlines the schools expectations are–

- ✓ Be Safe
- ✓ Be Respectful
- ✓ Be Responsible

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)	75%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	89%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	75%	100%	100%
• their child is making good progress at this school* (S2004)	75%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	67%	100%	100%
• student behaviour is well managed at this school* (S2012)	67%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	90%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	92%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	92%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	91%
• their school takes students' opinions seriously* (S2043)	100%	100%	92%
• student behaviour is well managed at their school* (S2044)	90%	100%	90%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	92%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	92%

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	88%	100%
• they receive useful feedback about their work at their school (S2071)	100%	88%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	75%	100%
• students are encouraged to do their best at their school (S2072)	100%	88%	100%
• students are treated fairly at their school (S2073)	100%	88%	100%
• student behaviour is well managed at their school (S2074)	100%	88%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Gundiah in 2018, parents were actively involved in their child's education through both direct and indirect contact. Parents are encouraged to be involved in the educational and emotional growth of their child. Regular information about all aspects of the students' activities and learning are issued via newsletters, notice boards, website and school Facebook page, letters and text messages. Because we dismiss the entire school (Prep – Year 6) at the front gate in the afternoon, staff often have the opportunity to converse with parents and caregivers in a more informal manner.

- Parents have the opportunities to participate in:
 - ✓ P&C Association
 - ✓ Classroom Volunteers
 - ✓ Tuckshop
 - ✓ Excursions and Camps
 - ✓ Garden Club
 - ✓ Reading Club
 - ✓ Cooking experiences
 - ✓ Christmas craft
 - ✓ Mothers Pamper Day
 - ✓ Breakfast at school

Respectful relationships education programs

In 2018, the school used the Daniel Morcombe Unit that focuses on appropriate, respectful and healthy relationships for all ages. This was well supported by parents and the community and will continue to be a part of our curriculum in the future.

Gundiah State School continued along the pathway of a Positive Behaviour for Learning (PBL) School. Within this process, the school ensured that all staff were appropriately trained and involved in the development of PBL goals for the school. Students engaged in explicit behaviour lessons based around our school expectations. This included being respectful to our friends, family and wider community.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	3	5	3
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

At Gundiah State School solar panels are used to decrease our environmental footprint. For a number of months earlier in the year, unknown to us, they were not working effectively. After several investigations, this has now been resolved. As a result we have been made acutely aware of the benefits of using our natural resources. We aim to continue to reduce our use of electricity in 2019 and continue to conserve energy by continuing to investigate why a second system of solar panels ceased to work.

Being a rural community all students and staff are fully aware of the importance of water conservation and demonstrate terrific water conserving habits to make sure our tank and creek water are used appropriately. We endeavour to install more water tanks and water saving devices around the school in 2019.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	2,421	7,577	16,554
Water (kL)	N/A	N/A	N/A

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	3	5	0
Full-time equivalents	2	2	0

*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	
Graduate Diploma etc.*	1
Bachelor degree	2
Diploma	
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 **\$10,580.37**.

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Literacy Continuum - Reading
- Sheena Cameron - Writing

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

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.	98%	99%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	82%	89%	89%
Attendance rate for Indigenous** students at this school	83%	DW	83%

* 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

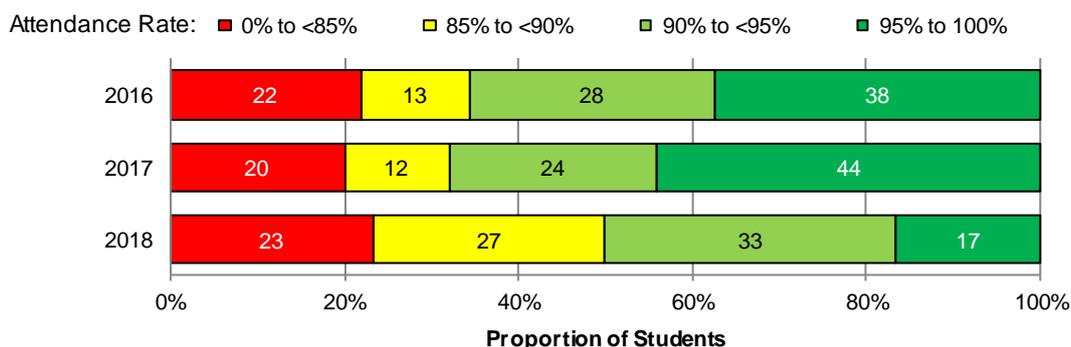
Year level	2016	2017	2018
Prep	84%	94%	DW
Year 1	95%	93%	90%
Year 2	88%	92%	87%
Year 3	DW	92%	86%
Year 4	97%	63%	91%
Year 5	70%	DW	89%
Year 6	88%	84%	85%

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.

At Gundiah State School processes are implemented for same day absences. When an unexplained absence consists for more than three consecutive days, contact is made with parents via a phone call, message or email. Articles are included in newsletters to inform parents and students of their compulsory schooling obligations. The Principal follows up any unexplained or unacceptable absences on a regular basis.

The roll is marked twice daily, once at 9am then again at 2pm. Late arrivals and early departures are noted at this point.

To encourage attendance, the percentage of attendance is displayed in the school's fortnightly newsletter showing the two classes as individual percentages compared to the schools target.

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

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

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.
-