

Gundiah 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

Contact Information

| | |
|-----------------|---|
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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.

Principal's Foreword

Introduction

Welcome to Gundiah State School. This report outlines the focus of 2016 within the school and what has been achieved as well as providing us direction for 2017.

Our purpose at Gundiah State School is to help prepare the children for their futures in a family orientated, small school environment. Children are encouraged to be responsible for their learning and behaviours. The curriculum offered at the school combines innovation with good old fashioned teaching and learning opportunities. In this manner the children are exposed to a range of learning situations and environments that we believe will help them reach their potential as lifelong learners.

The strategic directions we continue to implement are: quality teaching and learning; student engagement, parent and community participation, student wellbeing; a professional and accountable workforce.

School Progress towards its goals in 2016

The school has been able to meet all its strategic goals set out in the 2016 Annual Implementation Plan.

Our priorities in 2016 were;

- ✓ **Successful Learners:** improving attendance, investing in Daily Rapid Reading and Reading Links Programs to support reading intervention for the whole school, providing opportunities for the Upper Two Bands to excel and to support students' academic, social and emotional needs.
- ✓ **Teacher Quality:** embedding the Australian curriculum, continuing a balance reading and writing program, delivering an oral language program (OLLIE), participating in moderation to enhance curriculum delivery and staff participating in quality professional development.
- ✓ **High Standards:** using school based data to maintain high student outcomes.
- ✓ **Engaged Partners:** continuing to work with small schools and regional support staff and services to align consistency throughout the region and between communities, build relationships with high schools and early learning centres to support transition programs and promote parent participation in the school environment.

Future Outlook

The futures outlook for Gundiah State School Community is extremely positive. Our expert teaching team will continue to refine and develop curriculum offerings based on the needs of each individual student.

Our explicit improvement agenda for 2017 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:

- ✓ **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 and using quality data to lead quality teaching to ensure every student is succeeding,

And

- ✓ **Numeracy:** through embedding number rich routines and a variety of assessment tools and resources to use to provide individualised learning and minimize misconceptions as well as use quality data to lead quality teaching to ensure every student is succeeding.

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 20 | 10 | 10 | 1 | 100% |
| 2015* | 19 | 11 | 8 | 1 | 94% |
| 2016 | 24 | 14 | 10 | 1 | 90% |

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

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 2016 Gundiah State School had a reasonably static enrolment with no transient students and new enrolments came from current established families in the district.

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 | 17 | 16 | 21 |
| Year 4 – Year 7 | | | |
| 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

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:

- Cluster Sports Days and Interschool Sport (Cross Country and Athletics)
- Interschool Netball Tournament
- Whole School excursions (eg. Australia Zoo)
- After school sports (AFL and Tennis)
- Arts Councils
- Guitar Lessons
- Year 3-6 Camp to Garapine Education Centre with small surrounding schools
- Interschool Science and Technology days
- Before School Reading Club

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 7 computers, 7 laptops and 6 iPads which are utilised by all students. 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

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) | 100% | 75% | 75% |
| this is a good school (S2035) | 100% | 75% | 100% |
| their child likes being at this school* (S2001) | 100% | 75% | 100% |
| their child feels safe at this school* (S2002) | 100% | 75% | 100% |
| their child's learning needs are being met at this school* (S2003) | 100% | 75% | 75% |
| their child is making good progress at this school* (S2004) | 100% | 75% | 75% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 75% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 75% | 75% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 75% | 100% |
| teachers at this school treat students fairly* (S2008) | 100% | 75% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 75% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 75% | 100% |
| this school takes parents' opinions seriously* (S2011) | 100% | 75% | 67% |
| student behaviour is well managed at this school* (S2012) | 100% | 75% | 67% |
| this school looks for ways to improve* (S2013) | 100% | 75% | 100% |
| this school is well maintained* (S2014) | 100% | 75% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 100% | 89% | 100% |
| they like being at their school* (S2036) | 100% | 100% | 100% |
| they feel safe at their school* (S2037) | 100% | 100% | 90% |
| their teachers motivate them to learn* (S2038) | 100% | 100% | 100% |
| 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% | 100% |
| teachers treat students fairly at their school* (S2041) | 100% | 100% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 100% | 89% | 100% |
| their school takes students' opinions seriously* (S2043) | 86% | 100% | 100% |
| student behaviour is well managed at their school* (S2044) | 100% | 100% | 90% |
| their school looks for ways to improve* (S2045) | 100% | 100% | 100% |
| their school is well maintained* (S2046) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 89% | 100% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| 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% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 100% | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | DW | 100% | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 100% | 100% |
| 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% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| 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 2016, 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, school Facebook page and letters. Parents have the opportunities to participate in:

- ✓ P&C Association
- ✓ Classroom Volunteers
- ✓ Tuckshop
- ✓ Excursions and Camps
- ✓ Garden Club
- ✓ Reading Club
- ✓ Cooking experiences
- ✓ Christmas craft

Respectful relationships programs

In 2016, the school has implemented 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. In 2016, Gundiah State School also became a Positive Behaviour for Learning (PBL) School. This enabled the staff, parents and community to ensure that all students engaged in explicit behaviour lessons based around our school expectations. This included being respectful.

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 | 0 | 3 |
| 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

At Gundiah State School solar panels were used to create a minimal environmental footprint. Through the installation of the solar panels and an awareness to conserve energy we have greatly decreased our power bills in 2016.

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 is used appropriately.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 45 | 0 |
| 2014-2015 | 3,275 | |
| 2015-2016 | 2,421 | |

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 | 3 | 6 | 0 |
| Full-time Equivalent | 2 | 2 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |
| Masters | |
| Graduate Diploma etc.** | 1 |
| Bachelor degree | 2 |

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Diploma | |
| 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 \$15,108.76

The major professional development initiatives are as follows:

- ✓ Leadership Training
- ✓ Regional Principal Meetings
- ✓ Finance Training
- ✓ P&C finance training
- ✓ WH&S Training
- ✓ Positive Behaviour for Learning Coaches training
- ✓ Sheena Cameron's Reading & Writing Program
- ✓ Reading Program for school leaders

The proportion of the teaching staff involved in professional development activities during 2016 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. | 98% | 99% | 98% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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). | 93% | 89% | 82% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | DW | DW | 83% |

*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%.

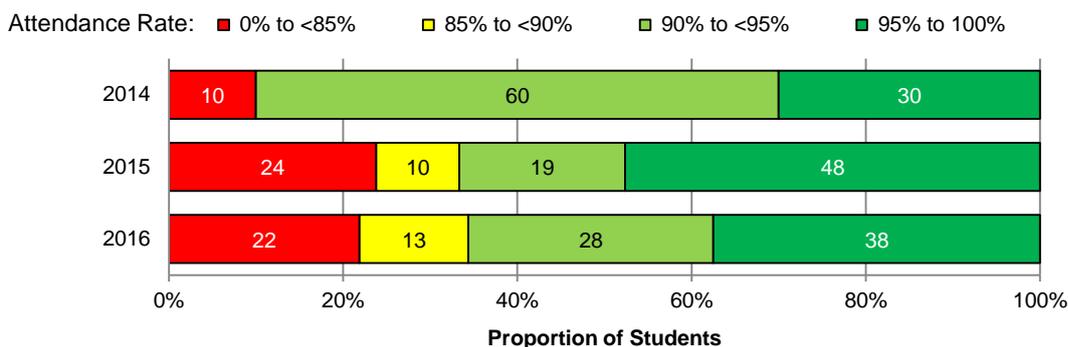
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 92% | | DW | 94% | 94% | 88% | 95% | 95% | | | | | |
| 2015 | 93% | 90% | DW | 97% | 85% | 95% | 91% | | | | | | |
| 2016 | 84% | 95% | 88% | DW | 97% | 70% | 88% | 100% | | | | | |

*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.

At Gundiah State School processes are implemented for same day absences. When an unexpanded 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.

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.

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School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.