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Principal's foreword

Introduction

Gumdale State School has continued to achieve excellent results across all areas in the Year 2 Net and the Years 3,5,7 test results. Also the whole school approach to spelling has yielded positive results across all testing areas. Parent and student satisfaction, that the school is a good school, continues to rate at a high level.

Staff have continued to exhibit a high degree of professionalism and have provided a challenging yet supportive learning environment for our students. Staff have undertaken extensive professional development to ensure the school develops as a Professional Learning Community.

The "family, friendly atmosphere" is still a feature of the Gumdale community, despite the ever increasing enrolments, with parents actively involved in the many facets of the school.

Highlights:

The school enjoys the advantage of two computer labs, complete with interactive electronic whiteboards, with additional Interactive whiteboards being provided for classroom usage. This emphasis on the importance of Information and Communication Technology is maintained throughout the school. All new and existing classrooms have computers dedicated for use in the classrooms, and all have internet access. The school has invested in Robotics equipment to further supplement the experimentation with ICTs. As well, staff have access to computers and an interactive electronic whiteboard in the staff room to assist with Professional Development and Planning

A new Prep building was added to our campus to cater for the increase in Prep enrolments and the Prep program in the school provides an effective introduction to formal learning through its play based program. Additional classroom accommodation was also provided for the increased enrolment in the Junior School. The school P & C was also successful in gaining \$500 000 from the Federal Government to assist with completion of the Hall Project.

In September, 2008, an enrolment management plan was enacted for the school, with the school capped at 750 students to be drawn from the designated catchment area.

The school has developed a Responsible Behaviour Plan for Students to ensure procedures are in place which promote optimal learning. This Plan has been reviewed in 2008 to ensure that it remains relevant to the school and its community.

The school applied for, and was successful in obtaining grant funding for additional water tanks, with the result that the school now has a number of water tanks which gives the school additional water storage of 132 000 litres. Some of this water is used for the school toilets. The school was also selected as one of five schools to trial the Federal Government's Solar and Energy Efficiency Program, with the school benefiting through the installation of solar panels and energy efficient lighting.

Junior and senior playground equipment as well as a fitness trail has been installed with funding gained through grants. The school grounds continue to benefit from student and parent involvement with landscaping, with the students forming a "Plant Club" to assist with gardening and maintenance, under teacher supervision, around the school.

The school instrumental and music program continued to blossom in 2008, with an increase in the number of students

nominating for the program. The Senior Band demonstrated the success of the program by winning a number of awards at District competitions. The three choirs were also enthusiastically received in their many appearances throughout the year.

Future outlook

Key school planning priorities for 2009 and onwards:

Continue to implement requirements of Qld Curriculum, Assessment and Reporting Framework through audit and alignment of school programs with Essential Learnings

Maintain/Improve student levels of achievement in NAPLAN testing across Years 3, 5 and 7

Maintain/Improve satisfaction ratings of Students, Parents and Staff

Maintain strong intervention process that contributes to school results

Continue to develop a Professional Learning Community which supports systemic, staff and community needs

Work with community to enhance perception of the school and its operations

Our school at a glance

School Profile

Total student enrolments for this school : 742

Year levels offered : Prep to Year 7

Coeducational

Curriculum offerings

Our distinctive curriculum offerings

- Extensive and active Professional Learning community
- Units of work which cater for student interest and align with requirements of QCARF
- Early Years Intervention Program
- Well supported instrumental and music program
- Commitment to the use of ICTs in teaching and learning
- Active participant in sporting networks

Extra curricula activities

- Junior and Senior Band performances for community events, school assemblies, eisteddfods and other competitions
- Music Support Group to enhance school's music program
- Junior and Senior Choirs regularly perform, with a Gumnut choir for infant grade participation
- Guitar groups meet during lunch hours
- School Camps for student extension in Years 6 and 7
- Participation in "Maths Masters", Maths' Teams Challenge, Westpac Maths competition, as well as University of NSW International competitions and assessments

How computers are used to assist learning

Acknowledgement of role ICTs play in the effective engagement of students in learning process and school administration

One School Reporting used for student report cards

School provides for development of ICT skills by encouraging embedding in all aspects of learning units planned thereby providing children with the skills necessary to become effective members of a global society

ICTs promoted as an important tool for teachers, allowing engagement in learning development and assessment activities and formation of beneficial networks

All teachers and classrooms have internet and intranet access, and intranet is utilised as a communication tool for the Administration and for teachers

Continued replacement of computers, and disposal of older computers. Ratio of students to computers 2008 - 5:1

Multiple Computers, with Internet access, have been located in each classroom. Budget allocation to ensure technical support to enable efficiency of hardware utilisation

Two computer labs available for larger group student use

Acquisition of interactive whiteboards to support delivery of ICT instruction.

Our school at a glance

Social climate

Despite undergoing rapid growth over the last few years, the school has managed to maintain its original “country school/family” atmosphere, a fact that is continually noted by those who visit or work within our campus. The school community promotes a culture of caring amongst its student body, with the older students given the responsibility of “buddying” with younger students and providing pastoral care to these students. The school caters for children from many and varied backgrounds, ability levels and cultures and all children are treated equally and given equal opportunity in their educational and extra curricular activities.

Involving parents in their child's education.

The school benefits from a supportive parent community. This is demonstrated through:-

An active and dedicated P&C

Numerous committees/working parties such as SafeST, Grounds and Facilities Committee, Country Fair Committee; Music Support Group, Grants, Fundraising

A consistently high number of parents assisting in classrooms and in other areas of the school

The tremendous attendance at school celebrations

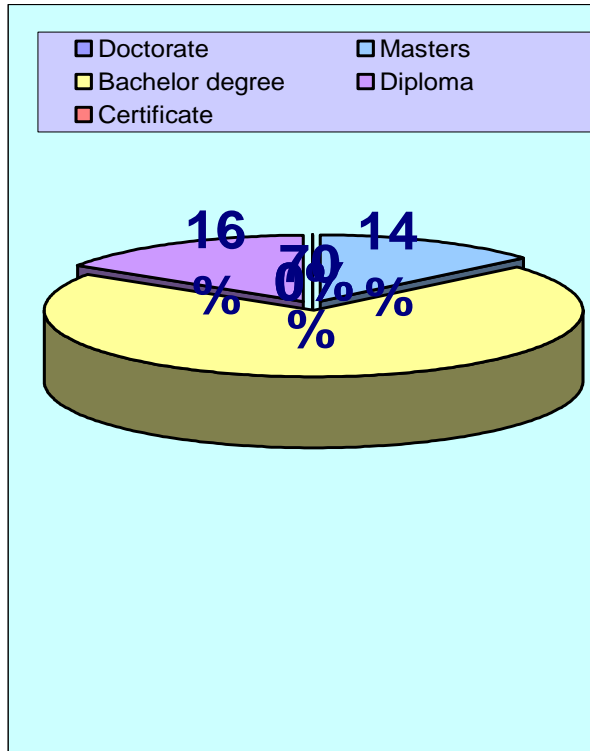
Support received for special events such as the Country Fair

Parents at Gumdale express satisfaction with the school at a level consistently well above the state and like schools average.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	31
Diploma	7
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$28401 .
- The major professional development initiatives are as follows: Implementation of the QCAR Framework, Essential Learnings, Developing Performance Framework, Numeracy Framework, Literacy Framework, Planning and Assessment of Units, Auditing Curriculum
- The involvement of the teaching staff in professional development activities during 2008 was 78 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 90 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 94 %.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	396	501	560	
	Average score for Queensland	371.1	466.1	528.1	
	For the school the percentage of students at or above the national minimum standard.	2008	92 %	97 %	99 %
Writing	Average score for the school	417	496	559	
	Average score for Queensland	391.8	468.9	522.7	
	For the school the percentage of students at or above the national minimum standard.	2008	98 %	94 %	97 %
Spelling	Average score for the school	402	486	557	
	Average score for Queensland	366.7	462.0	528.0	
	For the school the percentage of students at or above the national minimum standard.	2008	96 %	94%	97%
Grammar and Punctuation	Average score for the school	418	517	560	
	Average score for Queensland	370.4	476.6	518.0	
	For the school the percentage of students at or above the national minimum standard.	2008	97 %	97 %	97 %
Numeracy	Average score for the school	393	493	571	
	Average score for Queensland	367.9	458.2	539.0	
	For the school the percentage of students at or above the national minimum standard.	2008	99 %	97 %	97 %

Results in the Year 2 Diagnostic Net

Percentage of students not requiring additional support

Performance of our students

Reading	89%
Writing	90%
Number	89%

Value added

"Early Intervention Program" at Gumdale State School:-

Key Teacher co-ordinates the work being done by volunteers with each child and provides teachers with daily written reports for classroom follow up

Activities undertaken were tailored to meet individual needs and included Reading, Oral Language, Comprehension, Process Writing, Phonemic Instruction and Spelling. Teachers endeavoured to co-ordinate their timetables so that language activities in the classroom correlated with the program being undertaken individually. Activities provided are so enjoyable that "all" children would like to attend, and negates any stigma attached about leaving class to receive "special" help.

Without exception, the children participating in the intervention program did so with enthusiasm and the time spent on individualized instruction resulted in improved skills, more industrious approach to tasks and very much improved self confidence.

Parent Forums:-

Parent Forums are held to discuss issues of concern or systemic initiatives.

Parent, student and teacher satisfaction with the school

Percentage of students satisfied they are getting a good education from the school : 97%

Percentage of parents/caregivers satisfied they are getting a good education from the school : 97%

Percentage of parents/caregivers satisfied that the school is a good school: 94%