

Gumdale State School (1608)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

2012 was a successful year for the school with highlights including strong academic student performance with a focused teaching and learning agenda.

The sharp focus at Gumdale State School is on its teaching and learning agenda and this has ensured ongoing change over the last years to meet systemic and school requirements. A number of teams have been developed and refined during the year, enabling not only a sharing of responsibility and widening of knowledge across all staff, but has also the effective delivery of the teaching and learning agenda. These teams: Data, ICT, Cross Curricula, Gifted and Talented, Learning Enhancement, Arts, Curriculum, Active Citizenship, and Science, ensured that all areas relevant to the students and staff of Gumdale were managed effectively. The teams provided ongoing action and professional development which ensured that each classroom could be an effective hub for learning and teaching.

The school worked in partnership with its community through its P & C Association and a number of working parties which were constituted as the need arose. A Quadrennial School Review Working Party was involved in the consultative process of administering the QSR during 2012 and also in determining community vision for the next 4 years. Parent representation was strong in classrooms and other administrative areas, school banking, book club, Master Planning process, eLearning in Classrooms, the social skills program, reading in Prep or Maths in Year 3. The school continues to look at ways to better communicate with its growing number of community members, and this will remain a focus over the next four years. There has been a shift over the last few years towards electronic forms of communication: emailing of newsletters, text messages, a more effective and user friendly website etc., and this will be reviewed and refined as we move forward over the next years.

The professional needs of school staff were catered for through ongoing professional development. There were not only focus sessions for discussion at staff meetings, but also regular optional professional development available with staff able to nominate the areas in which they require development, as well as fellow staff members who volunteered to deliver professional development.

Student leadership continued to be refined, with student leaders more involved in leadership activities within the school. A student welfare worker has been employed and now works with students on the social skills program, "You Can Do It" which is currently being trialled for full implementation across the school in 2013. Over the past year, the foundation has been laid for the ongoing commitments that will strengthen and consolidate the teaching and learning at Gumdale State School.

The School Opinion Survey for 2012 indicated an increase in parent, student and teacher satisfaction across a number of areas in comparison to 2011. Importantly, 100% of parents surveyed agreed that their child was getting a good education at school.

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School progress towards its goals in 2012

Curriculum Leadership: Implementation of the Australian Curriculum in English, maths and science.

Curriculum Leadership Team

- Successful implementation of Australian Curriculum in maths, English and science;
- Investigated the history curriculum for implementation in 2013;
- Provision of resources through release of teacher librarian to enable whole school access to teaching tools and appropriate resources;
- Allocation of time for year level planning and moderation;
- Access to strategies to enable differentiated planning to meet learning needs of students;
- Co-ordinating review of Learning Support Process.
- Monitoring of school teams to ensure ongoing progress; and
- Development of collegial culture through coaching program and buddy mentoring.

Data Team Outcomes

- Initiated planning for implementation of local measure (PAT) in 2013, 2014; and
- Reviewed 2012 NAPLAN data and implications for teaching/learning.

Focused Teaching: Further develop coaching program for teachers with a focus on teaching reading.

Build teacher capability and capacity in pedagogical content, knowledge and skills with a focus on differentiation.

- Themed NAIDOC assembly implemented; and
- Cross cultural activities.

Gifted and Talented Team

- Drafting of G & T Policy;
- GEM mentor trained;
- Networking with other schools to identify needs;
- School Process implemented;
- Whole school PD delivered;
- Referral process implemented;
- Identification of G & T students; and
- Committee upskilled to ensure knowledge of gifted and talented.

ICT Team

- Parent forum delivered on eLearning in teaching/learning;
- Purchase of interactive whiteboards to enable 1 between each 2 classes;
- Staff surveyed to identify eLearning needs;
- PD provided to ensure staff awareness of ipads and interactive whiteboards;
- Strategies drawn up to assist staff to obtain ICT certificates and licences; and
- Teacher release given to enable classroom teacher to support staff to develop ICT skills.

Student Intervention: Training for staff on using data to inform teaching practice.

Learning Enhancement review to further refine and define the operational guidelines for student support in the school.

Learning Enhancement Team:

- Reviewed and refined roles and responsibilities of learning support specialists;
- Refined referral process and guidelines as per teacher survey results;
- Staff PD on differentiation strategies;
- Staff PD on learning difficulties and disabilities; and
- Teacher aide training workshops.

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Active Citizenship Team

- Investigation of social skills program appropriate for whole school use;
- Implementation of "You Can Do It" program for full introduction in 2013;
- PD provided for staff on program;
- Parent forum provided re program;
- Resources acquired for program;
- Successful application and appointment of a student welfare officer to assist with school social skills and
- Review of student leadership process, roles and responsibilities.

Community build and engagement: Build levels of student, parent, staff and broader school community confidence in the school's performance and achievement using avenues such as parent forums and community advisory groups linked to school teams.

Leadership Team:

- Empowering Local Schools National Partnership: Early Years Literacy Partnership with C & K Kindergarten and Yrs P-3;
- Master Plan in the process of development to cater for school growth – community input sought through a parent forum;
- Parent forums conducted by teams including the eLearning Team and Active Citizenship Team;
- Involvement of parent/community members in numerous working parties;
 - o OSHC – lack of places
 - o School Chaplain/Student Welfare Officer
 - o Facilities and Master Plan
- Ongoing parent and community access provided to information through articles in the school newsletter;
- Showcasing student/class work in the newsletter; and
- Newsletter access provided through an email link and through the school website

Future outlook

Key Priority Areas for 2013

- Implement the Australian Curriculum;
- Implement whole school pedagogical practices;
- Use data to inform teaching practice;
- Develop instructional leadership with a focus on workforce performance;
- Develop productive partnerships with students, staff, parents, and the community;
- Improve school performance; and
- Plan to transition Year 7 to high school.

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	793	374	419	97%
2011	836	404	432	97%
2012	869	414	455	97%

Student counts are based on the Census (August) enrolment collection

Characteristics of the student body:

The student body of Gumdale State School is predominately from the surrounding Brisbane suburbs of Wakerley, Gumdale, Chandler and Tingalpa. Enrolment has grown rapidly over the past years and the school now operates at capacity, with an Enrolment Management Plan limiting enrolment to those who reside within the catchment area boundaries. The growth is particularly evident in the Prep-Year 4 area, with most year levels having 4 to 6 drafts. In Feb 2012, student records indicate that 1.04% of students enrolled at the school identified as indigenous and 6.4% of students spoke a language other than English in the home.

There is a co-located C&K kindergarten on school grounds, and the school works in partnership with the kindergarten.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	22
Year 4 – Year 10	26	25	25
Year 11 – Year 12	N/A	N/A	N/A

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	3	3	14
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings:

- Early years intervention program;
- Special Education Program;
- Well supported instrumental and music program including two bands and three choirs for student participation;
- Commitment to the use of ICTs in teaching and learning;
- Social skills program – “You Can Do It”;
- Provision of Science Instruction for students in Years Prep – 4 utilising a Science specialist working collaboratively with class teachers to co-ordinate and enhance the school science program; and
- Incursions and excursions to support curriculum programs.

Extra curricula activities:

- School Camp at Currimundi ARC for students in Year 7;
- School Camp at Camp Warrawee for students in Year 6;
- Interschool sport for students in Years 6 and 7;
- Interhouse sports including athletics, swimming and cross country;
- Guitar tuition groups;
- Science club operating during lunch hours once per week;
- Three choir groups;
- Two instrumental bands;
- Science Fair;
- Science immersion day for Year 7 students at Bayside State College;
- Science immersion program for selected Year 6 students at Cavendish Road SHS;
- Student Council;
- Instrumental Music Camps;
- Eisteddfods;
- School concerts; and
- Reader's Cup

How Information and Communication Technologies are used to assist learning:

The Gumdale State School Community believes that the function of ICTs in the classroom is to create and support flexible, innovative and intellectually challenging learning experiences for all students.

Electronic interactive whiteboards were identified as a key tool in the teaching and learning process and a program was implemented in 2012 providing installation in a ratio of 1 whiteboard to 2 classrooms by the end of the school year. Professional development for teachers in the use of the interactive whiteboards was also commenced in 2012 along with parent forums which gave parents an opportunity to have hands on experience with the interactive whiteboards. This was a key initiative of the eLearning Committee and funding was provided through P&C, Student Council, State Government Grants and school based ICT funds. Optional PD sessions were conducted by staff at the school and individual teachers were offered mentoring in ICTs by a member of the eLearning Team.

The teaching of ICT skills is embedded across curriculum units. This helps to provide children with the skills necessary to become effective members of a global society.

Computers are located in each classroom. All classrooms have internet and intranet access, and the intranet is utilised as a communication tool for staff. Three computer labs are also in use across the school for access by all students.

ICTs are also promoted as an important tool for all staff allowing efficient communication, engagement in professional development, professional reading, assessment activities and the participation in beneficial networks.

OneSchool is used by staff for student reporting and recording student information. Reports such as NAPLAN reports are obtained through OneSchool and these are, along with other school data, used to inform intervention and planning in the teaching and learning process.

Technical support is purchased to maximise the time computers are available for use. A help line is available for all staff to access with computer related issues.

Our school at a glance

Social climate

The school caters for children from diverse backgrounds and cultures. The school community encourages an academic culture where all children are supported and encouraged in their educational and extra-curricular activities.

Our 2012 School Opinion Survey shows that 97.4% of parents agreed that their children felt safe at school and the same percentage of parents felt that Gumdale State School was a good school. 97.4% of students responded that they felt safe at school and 95.7% of students responded that they liked being at school.

The Responsible Behaviour Plan for Students was reviewed in 2012 and updated. Social skills programs were also reviewed during the year and the "You Can Do It" program was selected for full implementation in 2013.

A student welfare worker was employed to help with the implementation of social skills programs including the, "You Can Do It" Program.

Parent, student and staff satisfaction with the school

100% of parents surveyed in the 2012 School Opinion Survey agreed that their child was getting a good education at the school and that teachers expected their child to do his/her best. All the parents surveyed also agreed that teachers at the school motivated their child to learn. 95.7% of students also agreed that they were getting a good education and 96.6% also agreed that their teachers motivated them to learn. In comparison to 2011, the 2012 School Opinion Survey indicated an increase in satisfaction with these areas and a number of other areas including staff morale and staff satisfaction with access to quality professional development.

100% of parents surveyed agreed that they could talk to their child's teacher about their concerns and 100% agreed that the school works with them to support their child's learning.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	97.4%
their child likes being at this school*	97.4%
their child feels safe at this school*	97.4%
their child's learning needs are being met at this school*	97.4%
their child is making good progress at this school*	97.4%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	97.3%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	86.5%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	89.2%

Our school at a glance

student behaviour is well managed at this school*	88.9%
this school looks for ways to improve*	97.3%
this school is well maintained*	97.3%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	95.7%
they like being at their school*	95.7%
they feel safe at their school*	97.4%
their teachers motivate them to learn*	96.6%
their teachers expect them to do their best*	99.1%
their teachers provide them with useful feedback about their school work*	93.2%
teachers treat students fairly at their school*	83.8%
they can talk to their teachers about their concerns*	76.9%
their school takes students' opinions seriously*	78.1%
student behaviour is well managed at their school*	87.2%
their school looks for ways to improve*	91.5%
their school is well maintained*	95.7%
their school gives them opportunities to do interesting things*	82.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
with the individual staff morale items	95.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At Gumdale we value and foster the skills and a contribution of parents in their child's learning. Parents are actively encouraged to work in the classrooms where they assist with tasks such as group work, visual arts and reading. Parents are also encouraged to share in the children's learning by accompanying students on excursions and visiting classrooms to mentor students on a specific skill set.

Parents demonstrate a very high level of support for school events including attendance at our weekly assemblies, accepting invitations to attend celebrations of learning in the classroom, sporting events, Under Eight's Day and parent forums etc

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Energy and water usage has been reduced since 2010-2011. Rainwater is used in the school for all irrigation and the water supply for toilets in one of the amenities blocks. The school has approximately 240 000L of rainwater storage in tanks around the school. Solar power has been installed on the roof of A Block and it feeds electricity back to the power grid.

Energy efficient fans provide cooling to the hall and external light is able to be utilised during the day to minimise the need for extra lighting. Energy efficient fluorescent lighting has been installed across the school. Where water leaks have been identified in the town water system, they have been repaired.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	139,440	1,838
2010-2011	165,392	2,300
2011-2012	152,688	1,796

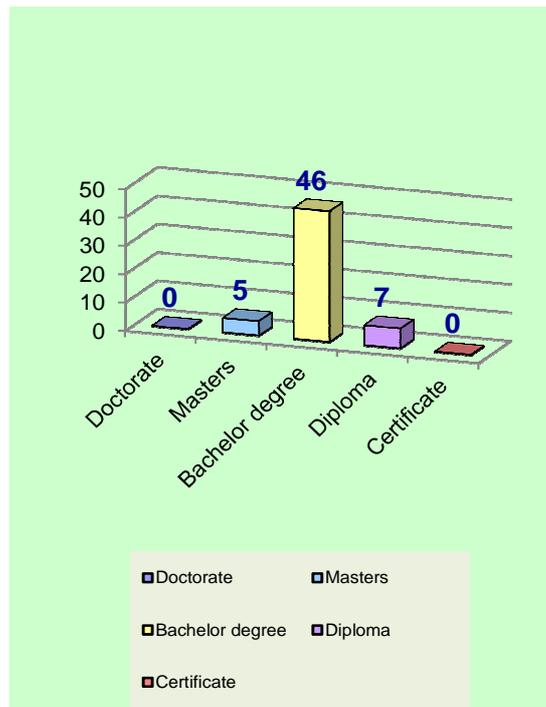
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	59	22	<5
Full-time equivalents	50.8	16.1	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	46
Diploma	7
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$31230.93. The major professional development initiatives are as follows:

- Whole staff PD on the National Curriculum in English, maths and science for full implementation in 2012;
- Whole staff PD on the National Curriculum in history for full implementation in 2013;
- The social skills program You Can Do It for full implementation in 2013;
- Gifted and Talented PD sessions;
- ICT – Optional PD sessions provided by the eLearning team and One Channel sessions;
- Individual ICT mentoring provided by a staff members;
- Optional PD sessions provided for teachers to better support students with special needs in areas such as classroom strategies and reporting;
- Staff mentoring and coaching with reading;
- PD on PAT tests and local measures; and
- Individuals and groups of teachers accessed online professional development.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	95.3%	95.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.2% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

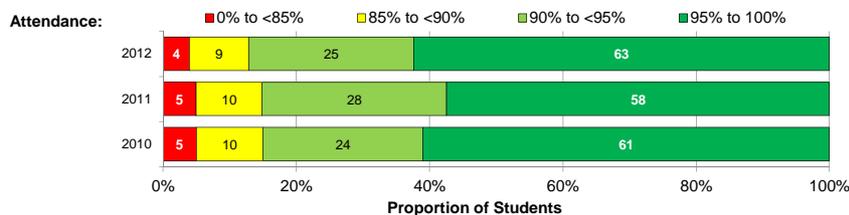
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	95%	95%	96%	95%	95%	95%	92%	N/A	N/A	N/A	N/A	N/A
2011	94%	95%	96%	95%	95%	94%	94%	N/A	N/A	N/A	N/A	N/A
2012	95%	95%	96%	95%	96%	96%	95%	N/A	N/A	N/A	N/A	N/A

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

School Processes:

Absences are followed up by class teachers in the first instance. Where persistent absences are noted these are referred to Deputy Principals for follow up. On a weekly basis, letters are sent by office to parents of students who have been absent from school and the absence has not been explained.

Parents are asked to inform the school of reasons for student absence. The office and classroom teachers are also notified of late attendance and early departure.

Rolls are marked in classes twice a day. They are marked at the start of the day and after second break. Rolls are also kept for excursions, camps and sport activities. Teachers notify the Deputy Principals of any unexplained absences from class during the day and following breaks. These are followed up immediately and parents notified if necessary.

Performance of our students

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.

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/>.

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Achievement – Closing the Gap

In 2012 the Closing the Gap attendance rate (i.e. the gap between indigenous and non-indigenous attendance rates) was similar to the gap of 2% in 2011.

The gap between indigenous and non-indigenous students increased in some year levels for Numeracy and Grammar and Punctuation. Gaps in Reading, Writing and Spelling were similar or improved on the previous year.