

# Gumdale State School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address	PO Box 6 Gumdale 4154
Phone	(07) 3902 8333
Fax	(07) 3902 8300
Email	the.principal@gumdaless.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Debbie Hansen Principal

#### Principal's foreword

#### Introduction

2013 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. The initiative which saw the employment of Parent Liaison Officers ensured that community and school links were strong. Parent representation was strong in classrooms both through the volunteer process and the engagement of parent representatives. 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. Our new website and QSchools app has streamlined the communication process and ensured timely clear communication to our school community.

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. The student welfare worker continued to provide pastoral care for student at Gumdale and worked with students on the social skills program, "You Can Do It" which moved to 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 pedagogical Framework was developed which outlines the imperatives for teaching and learning and what it looks like in classrooms. The School Opinion Survey for 2013 indicated a decrease in parent, student and teacher satisfaction across a number of areas in comparison to 2012.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2013

Gumdale priority goals for 2013 were as follows;

Implement the Australian curriculum.

Implement whole school pedagogical practices.

Using data to inform teaching practice.

Develop instructional leadership with a focus on workforce performance.

Develop productive partnerships with students, staff, parents, and the community.

Develop productive partnerships with students, staff, parents, and the community.

Improve school performance.

Plan to transition Year 7 to high school.

Gumdale continues to implement the Australian curriculum through the implementation of C2C (Curriculum in 2 the Classroom) and is refining the assessment and reporting schedule in alignment with this. In 2013 the Pedagogical Framework was developed which highlights the importance of explicit teaching and focusses on the links between knowledge of curriculum students and practice. Work commenced around the use of data to inform teaching. The Community Liaison Team ensured clear communication between school and key stakeholders and parent representatives provided the conduit between classrooms and community. School Performance was sharply focussed on and a local measure to triangulate school data implemented. School data tracking for specific students particularly in the Gifted and Talented area and Learning needs was scrutinised and plans made for review in 2014. The employment of a Science specialist teacher focussed the priority to raise standard in this Key Learning area. Links were forged with local High Schools and cluster schools to streamline processes for the transition of year 7 into high school for 2015.

### Future outlook

#### Key areas for improvement in 2014 are:

Implement the Australian Curriculum.

Implement whole school pedagogical practices.

Using 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.

Plan to transition Year 7 to high school

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	836	404	432	97%
2012	869	414	455	97%
2013	896	426	470	98%

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

## Characteristics of the student body:

Gumdale State School is a co-educational school catering for 920 students from Prep to Year 7. The school is located on the corner of Tilley and New Cleveland Roads in Gumdale, in an area that has experienced significant growth. The cultural heritage of students enrolled at Gumdale State School comprises of 7% of students whose parents were born overseas and a language other than English is spoken at home. These ethnic backgrounds range through 28 countries with Pakistan, Denmark, Vietnam, South Africa, Philippines and China being marginally higher than the others. Gumdale falls into the highest quartile of the state according to Socio-economic status. The Index of Community Socio-Educational Advantage (ICSEA) ranks Gumdale State School as 1062 which places the school in the 77th percentile.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	22	23
Year 4 – Year 7 Primary	25	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	3	14	16
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 Warrabee 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 embedded**

**in 2013 providing installation in a ratio of 1 whiteboard to 1 classrooms by the end of the school year. Professional development for**

**teachers in the use of the interactive whiteboards was also continued in 2013 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**

## Our school at a glance

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.

### 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 stated that their child likes being at our school and that teachers are approachable and easy to talk to.

100% of staff agreed that students were encouraged to do their best at school.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	88%
this is a good school (S2035)	97%	96%
their child likes being at this school* (S2001)	97%	100%
their child feels safe at this school* (S2002)	97%	96%
their child's learning needs are being met at this school* (S2003)	97%	88%
their child is making good progress at this school* (S2004)	97%	96%

## Our school at a glance

teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	92%
teachers at this school motivate their child to learn* (S2007)	100%	96%
teachers at this school treat students fairly* (S2008)	86%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	83%
this school takes parents' opinions seriously* (S2011)	89%	83%
student behaviour is well managed at this school* (S2012)	89%	88%
this school looks for ways to improve* (S2013)	97%	91%
this school is well maintained* (S2014)	97%	88%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	97%
they like being at their school* (S2036)	96%	90%
they feel safe at their school* (S2037)	97%	94%
their teachers motivate them to learn* (S2038)	97%	97%
their teachers expect them to do their best* (S2039)	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%
teachers treat students fairly at their school* (S2041)	84%	88%
they can talk to their teachers about their concerns* (S2042)	77%	80%
their school takes students' opinions seriously* (S2043)	78%	83%
student behaviour is well managed at their school* (S2044)	87%	84%
their school looks for ways to improve* (S2045)	91%	97%
their school is well maintained* (S2046)	96%	94%
their school gives them opportunities to do interesting things* (S2047)	82%	92%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	81%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	89%

## Our school at a glance

staff are well supported at their school (S2075)	86%
their school takes staff opinions seriously (S2076)	86%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	95%
their school gives them opportunities to do interesting things (S2079)	96%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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
2010-2011	165,392	2,300
2011-2012	152,688	1,796
2012-2013	184,367	1,960

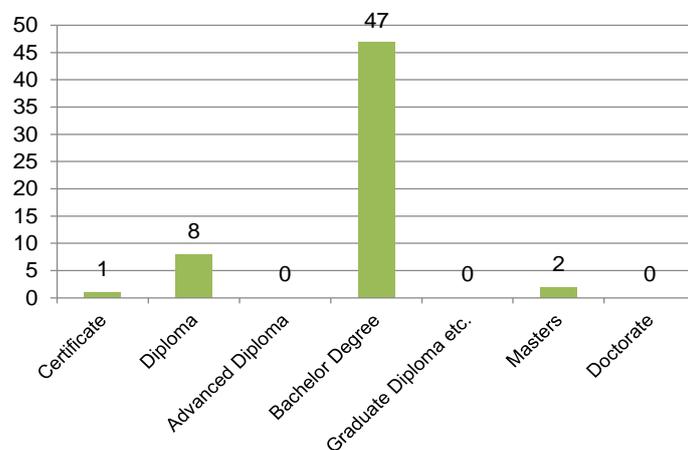
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	58	25	<5
Full-time equivalents	50	17	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	8
Advanced Diploma	0
Bachelor Degree	47
Graduate Diploma etc.	0
Masters	2
Doctorate	0
<b>Total</b>	<b>58</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$19 592

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2013 was %.

# Our staff profile

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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.

# Performance of our students

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

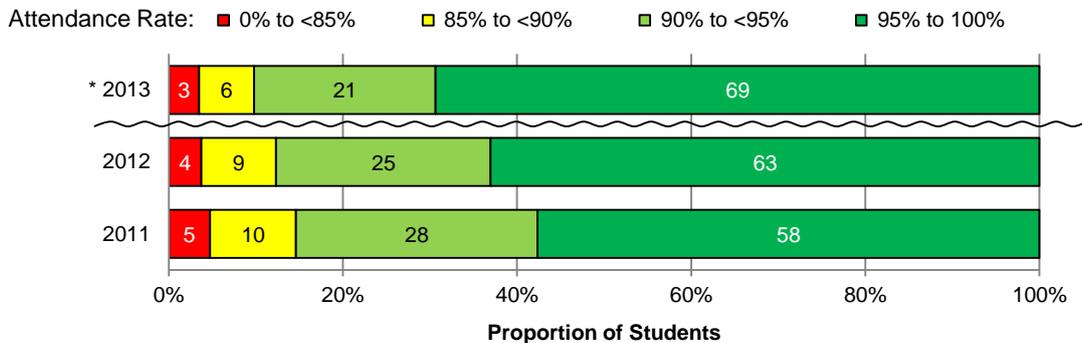
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	95%	96%	95%	95%	94%	94%					
2012	95%	95%	96%	95%	96%	96%	95%					
2013	95%	96%	96%	95%	96%	96%	95%					

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

## Description of how non-attendance is managed by the school

# Performance of our students

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.

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.

**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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)**

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.

**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 whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## 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 2012.

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.