

Gumdale State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report outlines the priorities and focus of the school improvement agenda. It shares information about student outcomes as evidence to support improvement initiatives as well as highlighting community sentiment towards the school's core business and how this shapes decision making.

School progress towards its goals in 2014

In 2014, the work undertaken in the school was aligned to developing consistent universal practices evidenced in daily practices and clearly communicated to community stakeholders. Existing committees were amalgamated into four teams, established to drive this school improvement agenda, namely; Data, Curriculum, School-wide Positive Behaviour Support and Inclusion.

Priorities for 2014 included; implementation of the Australian Curriculum, implementation of whole school pedagogical practices, use of data to inform teaching practices, development of instructional leadership with a focus on work performance, development of productive partnerships with students, staff, parents and the community, improvement of school performance, and planning to transition Year 7 to high school.

2014 saw the development of a whole school curriculum, assessment and reporting plan aligned to ACARA and QCARF. Work was sharply focused to develop data literacy of staff, through coaching, so that student achievement could be continuously monitored and teaching practice driven by evidence of student performance. Pat Reading and Comprehension and Pat Maths were introduced as a whole school data collection process.

The Gumdale Pedagogical Framework was established and outlined Fisher and Frey's Gradual Release Model as a foundation to explicit practice. WALT, WILF and TIB were established as mandatory requisites within the teaching cycle and were monitored through visits to classrooms by the administration team. Professional conversations through the Developing Performance Framework were initiated to highlight priorities for explicit teaching practice and monitor adoption of practice. Support for learning was enhanced through coaching with the establishment of a data coach, teacher lounge and study opportunities and targeted professional development. The establishment of a teaching and learning coordinator further supported staff with professional development of high quality evidence based practice in literacy and numeracy. The Science specialist role was also supported in 2014.

2014 saw the successful transition into high school of year 7. The school website was upgraded improving communication and the Q Schools App was promoted within the community. Parent representative were established to streamline communication from the classroom.

The implementation of School-wide Positive Behaviour at Gumdale saw the establishment of a cross sector team which had representation from all groups within the community. SWPBS saw the establishment of the school mascot Gummi Bear, the GROWS expectations and the development of the expectations matrix, which outlined school expectations for behaviour. The Gummi Gotcha was a universal strategy to reward positive behaviours.

Future outlook

2015 will see the continuation of the initiatives begun in 2014 focusing on refining further a clear pathway to school improvement. The Teaching and Learning Coordinator will be promoted to Head of Curriculum and work alongside the Master teacher to

support staff with the Implementation of ACARA through backwards mapping of C2C assessments with ACARA standards. Literacy assessment will be embedded as universal practice and an assessment schedule will be developed for numeracy. The assessment schedule will determine data collected and inform teaching practice as well as embed the monitoring of student achievement. Interventions will be provided in an ongoing manner based on regular data scrutiny and differentiation. High quality pedagogical practice following on from the work of 2014 will be embedded universally across the school. A collaborative enquiry model for planning will be established across the school. School teams will continue and be accountable to team action plans monitored by the Principal. A coaching culture will be established to support professional development and provide feedback to staff. Links to the community will be strengthened by providing families with information to support the learning of students. Gumdale will explore and establish links with local kindergartens and childcare. SWPBS will continue to be developed to establish universal practices around managing positive and negative behaviours. The science program will be established across the whole school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	869	414	455	97%
2013	896	426	470	98%
2014	911	439	472	97%

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 850 students from Prep to Year 6. 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 1087 which places the school in the 83th percentile.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	22
Year 4 – Year 7 Primary	25	26	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*

Short Suspensions - 1 to 5 days	14	16	21
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 – 7 utilising a Science specialist working collaboratively with class teachers to co-ordinate and enhance the school science program; and
- School-wide Positive Behaviour Support;

• Extra curricula activities

- School Camp at Camp Warrawee for students in Year 6;
- Interschool sport for students in Years 6;
- Interhouse sports including athletics, swimming and cross country;
- Guitar tuition groups;
- Science club operating during lunch hours;
- Three choir groups;
- Two instrumental bands;
- Science Fair;
- 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. Professional development for teachers in the use of the interactive whiteboards is provided along with parent forums which gave parents an opportunity to have hands on experience with the interactive whiteboards.

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 for 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 through a differentiated program of learning. School-wide Positive Behaviour Support has underpinned the development of universal practices to respond to positive and negative behaviours across the school. In 2014 our mascot Gummi was established and the GROWS acronym utilized to outline the school expectations of Great Learners, Respectful community members, Organised students, teams who Work together and Safe participants. A matrix of expectations was developed for use across the school and the community was kept informed and involved in the process. The You Can Do It Program implemented in 2013 now supports SWPBS as a social skilling program.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	88%	92%
this is a good school (S2035)	97%	96%	96%
their child likes being at this school* (S2001)	97%	100%	97%
their child feels safe at this school* (S2002)	97%	96%	98%
their child's learning needs are being met at this school* (S2003)	97%	88%	90%
their child is making good progress at this school* (S2004)	97%	96%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	92%	90%
teachers at this school motivate their child to learn* (S2007)	100%	96%	93%
teachers at this school treat students fairly* (S2008)	86%	96%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school works with them to support their child's learning* (S2010)	100%	83%	89%
this school takes parents' opinions seriously* (S2011)	89%	83%	86%
student behaviour is well managed at this school* (S2012)	89%	88%	87%
this school looks for ways to improve* (S2013)	97%	91%	93%
this school is well maintained* (S2014)	97%	88%	89%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	97%	93%
they like being at their school* (S2036)	96%	90%	92%
they feel safe at their school* (S2037)	97%	94%	93%
their teachers motivate them to learn* (S2038)	97%	97%	95%
their teachers expect them to do their best* (S2039)	99%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%	94%
teachers treat students fairly at their school* (S2041)	84%	88%	83%
they can talk to their teachers about their concerns* (S2042)	77%	80%	84%
their school takes students' opinions seriously* (S2043)	78%	83%	84%
student behaviour is well managed at their school* (S2044)	87%	84%	85%
their school looks for ways to improve* (S2045)	91%	97%	94%
their school is well maintained* (S2046)	96%	94%	91%
their school gives them opportunities to do interesting things* (S2047)	82%	92%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	93%
they feel that their school is a safe place in which to work (S2070)		95%	93%
they receive useful feedback about their work at their school (S2071)		81%	87%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		98%	96%
student behaviour is well managed at their school (S2074)		89%	82%
staff are well supported at their school (S2075)		86%	78%
their school takes staff opinions seriously (S2076)		86%	80%
their school looks for ways to improve (S2077)		96%	96%
their school is well maintained (S2078)		95%	85%
their school gives them opportunities to do interesting things (S2079)		96%	89%

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

'Agree' represents the 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. We hold parent forums to inform our community about current practice and how they can support us at home. Parents also have representation for decision making on the SWPBS team.

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

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 townwater system, they have been repaired.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	152,688	1,796
2012-2013	184,367	1,960
2013-2014	203,163	0

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.

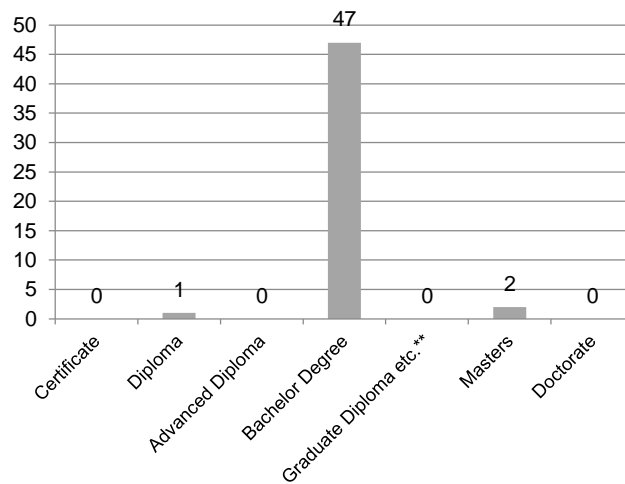
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	61	27	<5
Full-time equivalents	52	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	47
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	50



*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 2014 were \$16 700.

The major professional development initiatives are as follows:

- Reading 2 Learn training
- Coaching
- Mentoring
- Training
- Online courses

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	94%

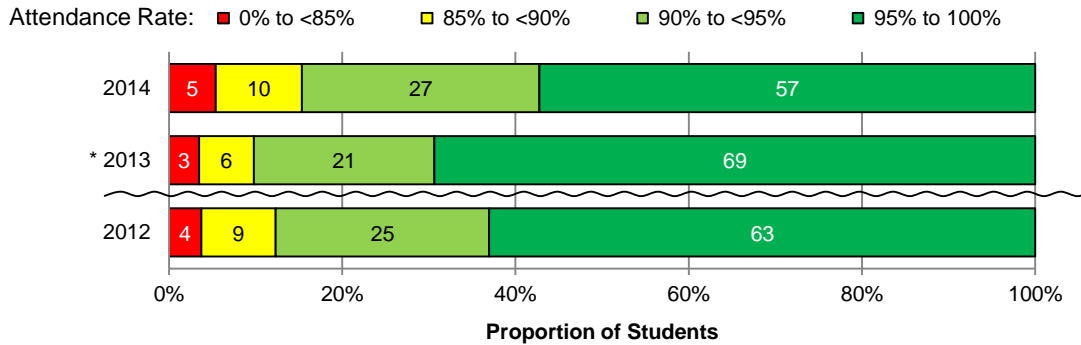
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	95%	95%	96%	95%	96%	96%	95%					
2013	95%	96%	96%	95%	96%	96%	95%					
2014	94%	95%	95%	94%	94%	93%	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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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/>.

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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Achievement – Closing the Gap

There is no significant gap in the Closing the Gap attendance rate (i.e. the gap between indigenous and non-indigenous attendance rates in 2014).

There is 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.

