



Gumdale State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Gumdale State School is a professional learning community focussed on the learning of every student, in every classroom, everyday. Our curriculum combines quality, inclusivity, relevance and differentiation in order to cater for the needs of all learners. We recognise the need for our students to be independent and life long learners, so we aim to develop student's critical thinking skills as well as the ability to apply knowledge and understanding in new and diverse situations. In order to achieve this, our staff members engage in ongoing dialogue and professional learning, continually utilising research based practice to ensure excellence in teaching and effective learning. Teacher and student success is celebrated. Our partnership with parents and the community is crucial to our ongoing success. Parents and care-givers are encouraged to be active participants in their child's learning. Open communication between all stakeholders offers the opportunity to discuss, monitor and support the child's learning and to provide support where necessary. We believe the school motto 'Always our Best' is reflected in all aspects of school life.

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 2016

I am pleased to present the Gumdale State School Annual Report for 2016. Gumdale State School provides a positive learning environment for our students, who are supported by dedicated staff and a caring community.

This report outlines the achievements for 2016 in academic areas using data gathered from the National Assessment Program Literacy and Numeracy (NAPLAN) results in reading, writing, spelling, grammar and punctuation and numeracy for Years 3 and 5. In 2016 our School offered classes from Prep to the completion of Year 6. We aim to improve social and learning outcomes for all of our students through effective and inclusive teaching practices which reflects our school vision and philosophy. Students achieve well across Curriculum areas and in the Community, Sporting and the Performing Arts arenas. Our School has a Special Education Program and specific programs that support Children in Care, Aboriginal and Torres Strait Islander students, English as a second language students and children with Learning Difficulties. An arts and sporting program are also features of Gumdale State School. Our Parents and Citizens group take an active and supportive role in the life of the school and have been pivotal in supporting our students in the areas of sport, cultural and academic endeavours.

Future Outlook

Gumdale State School has had great success in 2016, with each success built on past achievements, as well as on the hard work and dedication of parents, students and teachers. The future outlook for Gumdale State School is built on the following foundations: A continuing focus on Reading and Writing through our reading program, expanded curriculum offerings in French Language and Cultural Studies, Health, Physical Education, and Science, Technology, Engineering, Arts and Maths. An assessment and reporting culture that provides data to improve student learning outcomes. Professional development for staff in teaching practice and curriculum knowledge, aligned with the Australian Curriculum.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	911	439	472	10	97%
2015*	835	422	413	11	97%
2016	858	450	408	16	95%

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

Our student body is characterised by the full range of Socio Economic backgrounds with a number of families having long term ties to the Gumdale community. Gumdale State School has experienced continuous enrolment growth throughout 2016. Student enrolment continuity for 2015 continued to be strong across the school. The balance between male and female students is fairly even and this is reflected in each year level. Parents have high expectations for student learning and behaviour. Parent interest in and support for the school is very high. The cultural heritage of students enrolled at Gumdale State School comprises 7% of students whose parents were born overseas and speak a language other than English at home. These ethnic backgrounds range through 28 countries with Pakistan, Denmark, Vietnam, South Africa, Philippines and China being marginally higher than other nationalities.

The Index of Community Socio-Educational Advantage (ICSEA) ranks Gumdale State School as 1087.

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	22	23	24
Year 4 – Year 7	24	27	27

*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

- Well supported instrumental and music program including two bands and three choirs for student participation.
- Social skills program.
- Provision of Science Instruction for students in Years Prep –6 utilising a Science specialist working collaboratively with class teachers to co-ordinate and enhance the school science program; and
- School-wide Positive Behaviour Support.
- Specialist programs for French, HPE, Music, Library and Special Education.
- Prep Year -Early Years teaching and learning programs.
- Specialist curriculum activities including: interschool sport, sports coaching clinics.

- Literacy & numeracy support.
- Gifted and talented program.
- Religious Education program.
- Modified individual programs, student camping/excursion programs.
- Student leadership program, Student Council,
- Out-of-School-Hours Care,
- Early Years and Secondary transition program.
- Early Intervention strategies, Support Services –Literacy and Numeracy.

Co-curricular Activities

- Interschool sport for students in Years 4-6.
- Inter-house 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.
- Reader's Cup.
- Sailing

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.

The teaching of ICT skills is embedded across curriculum units. This helps to provide children with the skills necessary to become effective learners. Computers are located in each classroom. All classrooms have internet and intranet access, and the intranet is utilised as a communication tool for staff. Two computer labs are also in use 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 professional 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.

Social Climate

Overview

Our 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 practices to respond to positive and negative behaviours across the school. In 2016 the GROW acronym was utilized to outline the school expectations of Great Learners, Respectful community members, Organised students, teams who Work together safely. A matrix of expectations has been implemented for use across the school.

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)	92%	91%	96%
this is a good school (S2035)	96%	86%	93%
their child likes being at this school* (S2001)	97%	89%	95%
their child feels safe at this school* (S2002)	98%	92%	95%
their child's learning needs are being met at this school* (S2003)	90%	85%	92%
their child is making good progress at this school* (S2004)	91%	85%	89%
teachers at this school expect their child to do his or her best* (S2005)	95%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	87%	80%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	93%	87%	92%
teachers at this school treat students fairly* (S2008)	92%	88%	89%
they can talk to their child's teachers about their concerns* (S2009)	95%	94%	95%
this school works with them to support their child's learning* (S2010)	89%	80%	88%
this school takes parents' opinions seriously* (S2011)	86%	67%	82%
student behaviour is well managed at this school* (S2012)	87%	67%	84%
this school looks for ways to improve* (S2013)	93%	74%	97%
this school is well maintained* (S2014)	89%	73%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	94%	97%
they like being at their school* (S2036)	92%	94%	94%
they feel safe at their school* (S2037)	93%	94%	97%
their teachers motivate them to learn* (S2038)	95%	95%	99%
their teachers expect them to do their best* (S2039)	97%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	94%
teachers treat students fairly at their school* (S2041)	83%	89%	87%
they can talk to their teachers about their concerns* (S2042)	84%	90%	84%
their school takes students' opinions seriously* (S2043)	84%	84%	86%
student behaviour is well managed at their school* (S2044)	85%	88%	87%
their school looks for ways to improve* (S2045)	94%	95%	97%
their school is well maintained* (S2046)	91%	92%	86%
their school gives them opportunities to do interesting things* (S2047)	93%	92%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	87%	96%
they feel that their school is a safe place in which to work (S2070)	93%	87%	96%
they receive useful feedback about their work at their school (S2071)	87%	76%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	86%	88%
students are encouraged to do their best at their school (S2072)	100%	95%	98%
students are treated fairly at their school (S2073)	96%	84%	96%
student behaviour is well managed at their school (S2074)	82%	66%	96%
staff are well supported at their school (S2075)	78%	71%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	80%	68%	96%
their school looks for ways to improve (S2077)	96%	87%	98%
their school is well maintained (S2078)	85%	87%	93%
their school gives them opportunities to do interesting things (S2079)	89%	74%	85%

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

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. This is overseen by our supportive school environment committee and led by our community support teacher. Personal safety, health and wellbeing, identifying and responding to abuse and Violence and developing students' knowledge and skills to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	21	18	30
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

Rainwater is used in the school for all irrigation and the water supply for toilets in the amenities blocks. The school has approximately 2400000 of rainwater storage in tanks throughout the school. Solar power has been installed and it feeds electricity back into the power grid.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	203,163	0
2014-2015	210,635	
2015-2016	222,865	2,371

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

GO

Sector:

Government

Non-government

SEARCH

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	59	33	0
Full-time Equivalent	51	22	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	13
Bachelor degree	41

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 \$115 000

The major professional development initiatives are as follows:

- Reading training.
- Coaching training.
- Induction program for new and beginning teachers.
- Supportive school environment training.
- Industrial relations training.
- Inclusive education and specialist programs.
- One School training.
- Online training.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
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, 91% 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).	94%	93%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	96%	94%

*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%.

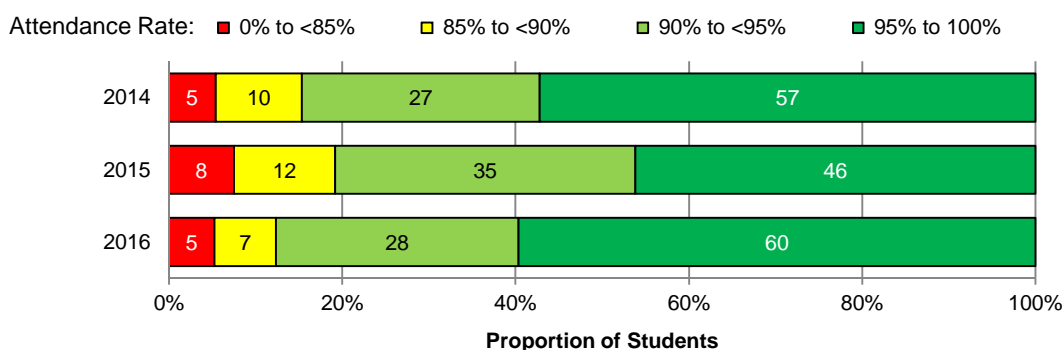
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	94%	95%	95%	94%	94%	93%	95%					
2015	93%	93%	94%	94%	93%	94%	92%						
2016	95%	94%	95%	95%	95%	95%	95%						

*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.

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.

Find a school

School name

Suburb, town or postcode

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 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.