



Gumdale State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## From the Principal

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 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.

### School progress towards its goals in 2018

I am pleased to present the Gumdale State School Annual Report for 2018. 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 2018 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 2018 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 2018, 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

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	858	893	968
Girls	450	450	475
Boys	408	443	493
Indigenous	16	17	18
Enrolment continuity (Feb. – Nov.)	95%	96%	98%

#### Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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 2018.

Student enrolment continuity for 2018 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 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 1067.

## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	27	27	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

- Provision of STEM Instruction for students in Years Prep –6 utilising a STEM specialist working collaboratively with class teachers to co-ordinate and enhance the school STEM program.
- 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.
- Early Years and Secondary transition program.
- Early Intervention strategies, Support Services –Literacy and Numeracy.
- Partnership programs in sailing and swimming.
- Well supported instrumental and music program including two bands and three choirs for student participation.
- Social skills program.

### 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.
- 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. The school also offers BYO IPad classes. A computer lab is 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.

## 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 2018 the GROW acronym was utilized to outline the school expectations of students being Great Learners, Respectful community members, Organised students, teams who Work together safely. A matrix of expectations has been implemented for use across the school. Both students and parents express high levels of satisfaction when surveyed about behaviour and discipline and the school being a safe school.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	98%	96%
• this is a good school (S2035)	93%	99%	98%
• their child likes being at this school* (S2001)	95%	99%	98%
• their child feels safe at this school* (S2002)	95%	96%	99%
• their child's learning needs are being met at this school* (S2003)	92%	94%	95%
• their child is making good progress at this school* (S2004)	89%	97%	97%
• teachers at this school expect their child to do his or her best* (S2005)	97%	98%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	88%	93%
• teachers at this school motivate their child to learn* (S2007)	92%	93%	95%
• teachers at this school treat students fairly* (S2008)	89%	93%	97%
• they can talk to their child's teachers about their concerns* (S2009)	95%	95%	97%
• this school works with them to support their child's learning* (S2010)	88%	92%	94%
• this school takes parents' opinions seriously* (S2011)	82%	90%	92%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	84%	88%	94%
• this school looks for ways to improve* (S2013)	97%	96%	98%
• this school is well maintained* (S2014)	97%	99%	98%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	98%	100%
• they like being at their school* (S2036)	94%	99%	100%
• they feel safe at their school* (S2037)	97%	97%	97%
• their teachers motivate them to learn* (S2038)	99%	97%	100%
• their teachers expect them to do their best* (S2039)	99%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	99%
• teachers treat students fairly at their school* (S2041)	87%	93%	96%
• they can talk to their teachers about their concerns* (S2042)	84%	93%	96%
• their school takes students' opinions seriously* (S2043)	86%	96%	95%
• student behaviour is well managed at their school* (S2044)	87%	93%	97%
• their school looks for ways to improve* (S2045)	97%	99%	99%
• their school is well maintained* (S2046)	86%	99%	98%
• their school gives them opportunities to do interesting things* (S2047)	95%	97%	98%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	100%	89%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	90%
• they receive useful feedback about their work at their school (S2071)	91%	95%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	97%	96%
• students are encouraged to do their best at their school (S2072)	98%	100%	98%
• students are treated fairly at their school (S2073)	96%	98%	94%
• student behaviour is well managed at their school (S2074)	96%	98%	89%
• staff are well supported at their school (S2075)	96%	95%	82%
• their school takes staff opinions seriously (S2076)	96%	95%	81%
• their school looks for ways to improve (S2077)	98%	100%	86%
• their school is well maintained (S2078)	93%	100%	99%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	85%	100%	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 skillset. We hold parent forums to inform our community about current practice and how they can support us at home. Parents demonstrate a 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. Staff consult with parents and outside agencies to ensure adjustments are made so that students with diverse needs are able to access and participate fully at school.

## Respectful relationships education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	30	29	30
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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 litres of rainwater storage in tanks throughout the school. Solar power has been installed and it feeds electricity back into the power grid.



Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	222,865	258,876	266,455
Water (kL)	2,371		

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	67	35	<5
Full-time equivalents	58	24	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	5	
Graduate Diploma etc.*	4	
Bachelor degree	46	
Diploma	3	
Certificate		

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$140000.

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 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	94%	94%	90%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	95%	95%
Year 1	94%	94%	94%
Year 2	95%	95%	95%
Year 3	95%	95%	95%
Year 4	95%	95%	95%
Year 5	95%	95%	92%
Year 6	95%	94%	95%

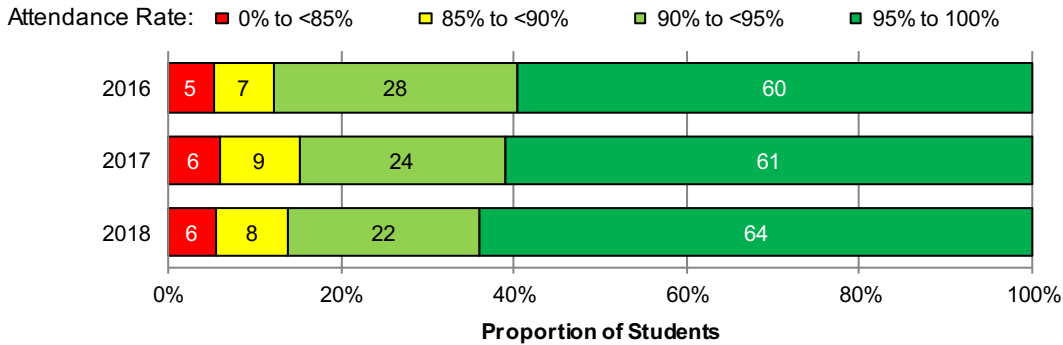
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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.

At Gumdale State School attendance is monitored by key staff who implement a range of strategies to ensure students are making every day count. Parents are communicated to regularly about the importance of their child attending school every day.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, and 5 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9