Gumlu State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Queensland
Government

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School overview

Gumlu State School is a Prep to Year 7 school with Prep being delivered according to the Early Years Curriculum. Gumlu State School provides quality individal education programs developed on the Essential Learnings from all the Key Learning Areas. Information and Communication Technologies is integrated across all Key Learning Areas to maxamise student learnings. The school has an active Parents and Citizens Association that has contributed enormously to the education of Gumlu Students.

Gumlu State School is a small school within a farming community. The school is situated, approximately halfway between Bowen and Ayr, along the Bruce Highway. The staff and student population is small which enable the social bonds to become close. Staffing allocations enable a teacher and teacher aide to work with the children throughout each school day, delivering targeted teaching. At Gumlu State School, we have fostered a multi-age philosophy that ensures that all students learn in a safe and supportive environment since 1913. A number of students attending the school come from families whose members have attended the school for several generations as well as families who are new to the Gumlu community.

Gumlu State School has a commitment to improving literacy and numeracy and we are also focussed on the importance of the Early Years in the provision of learning experiences. Gumlu State School has experienced staff provide quality learning opportunities for children to meet their educational needs and students working at a different year level to their peers are supported through a variety of strategies and may work between classrooms to maximise their learning. All students are supported through a daily reading program and a differentiation program that meets the diverse needs of all learners.

Gumlu State School focuses upon the core values of 'Care, Creativity and Commitment'. Our staff have high and focused expectations of all students. The daily program is conducted within the pedagogical framework of 'Explicit Instruction'. Learning at Gumlu State School is guided by staff who are current in teaching practise and responsive, to curriculum and educational trends.

School Progress towards its goals in 2019

This Annual Report reflects the progress in achieving goals set during the 2018 school year. The following list has been embedded into the daily routines of the school.

- Implement explicit decoding and comprehension strategies.
- Implement the I4S Agreement.
- Implement 'Writing on Demand', focusing upon topics of interest to the students, targeting spelling, grammar, punctuation and editing strategies
- Analyze English assessment tasks to modify instruction according to individual student needs.
- Embed explicit instruction through the school's Pedagogical Framework.
- Establish feedback cycles to improve student identified targets.
- Give and receive feedback on student assessment in the moderation process.
- Develop and implement a social skills program – KidsMatter.
- Increase community involvement in school events.
- Negotiate and implement the PPDP with the Assistant Regional Director (ARD), with particular focus upon Sharratt's parameters and Reading pedagogy.
- Embed Evolution Mining Kindy for students aged 4
- Continue to embed Indigenous Perspectives through the National Curriculum/C2C
- Improve teacher capacity through professional development and professional learning communities

Future Outlook

The futures outlook for Gumlu State School Community is extremely positive. Our expert teaching team continue to refine and develop curriculum offerings based on the needs of each individual student. We have continued to develop personalised learning targets for students and celebrate as achieved in line with the Closing the Gap Agenda and the regional focus of Putting Faces on the Data.

Our goals as set out in the Annual Implementation Plan for 2019 are:
- Monitoring student achievements

- Reading and Writing and Short Term Data Cycles
- Whole school pedagogical framework
- Instructional leadership
- Developing performance plans and professional development
- Parent and community engagement
- Attendance
- Evolution Mining Kindy for students aged 4

We aim to;
Build a positive image and reputation within our community by:
- Building high community profile with local shops & businesses and encouraging their engagement with the school
- Promoting community participation in school events and in everyday activities
- Targeted communications through letter drops, changeable sign, newsletters, web page and email which celebrate achievement

We aim to ensure that;
- Expectations for student behaviour are clearly defined throughout the school
- Effective behaviour management is implemented consistently by staff and administration
- Appropriate school behaviour is explicitly taught
- Appropriate behaviours are publically acknowledged
- A values and virtues program is developed and implemented across the school
- Student behaviour is monitored and staff receive regular feedback

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	14	13	19
Girls	5	8	11
Boys	9	5	8
Indigenous	5	4	7
Enrolment continuity (Feb. – Nov.)	63%	100%	94%

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

Gumlu State School's enrolments are predominately drawn from the local farming community. Enrolment numbers tend to fluctuate and are somewhat influenced by the farming needs of the local community. The student population is unique, combining a rich blend of socioeconomic and culturally diverse elements. There is a mix of backgrounds ranging from single parent to nuclear and extended families. Gumlu State School is a small rural town. Many families own cattle properties and some own huge vegetable plantations. These families have seen many generations pass through the school. We are proud to continue the strong relationships with these families through their attendance at school and community functions. Some families also work in the local gold mining industry, with Evolution Mining. Evolution Mining continues to support our school in a variety of ways. Many of our families have two or more students attending our school and there is a small amount of families, who have pre-prep students intending to enrol at Gumlu over the next 1-3 years.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	12	10
Year 4 – Year 6			8
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

As a Reef Guardian, Gumlu State School has been proudly associated with this action-based to environmental program that examines current issues affecting the Great Barrier Reef since its inception in Townsville in 2003.

At Gumlu State School, we foster a multi-age philosophy that ensures that all students learn in a safe and supportive environment. All staff plan for and implement quality learning experiences based on the Australian Curriculum (C2C). Students working at a different year level to their peers are supported through a variety of strategies and may work between classrooms to maximize their learning.

Co-curricular activities

At Gumlu, students are involved in a number of extra-curricular activities which are always well supported by students, staff and families.
Some of these include:
- Aquaponics
- Social skills program (Kids Matter)
- Cowboys football program
- Books in Homes program
- Participation in athletic carnivals
- School Camps and excursions
- Community events – ANZAC Day celebrations – school and community ceremonies.
- Under 8s Day
- Local art exhibitions
- Visit from local wildlife organisations
- Cluster sports days
- Excursions
- Robotics
- Swimming program

How information and communication technologies are used to assist learning

A range of Information and Communication Technologies are used at Gumlu State School to assist in student learning. These include online literacy programs such as Reading Eggs and various mathematics and English programs. Teachers also use a range of ICTs in the delivery of their lessons as well as ensuring the students have a level of competency with the understanding of and use of these ICTs. At Gumlu, we have a desktop computer or laptop for every student. Additional to this, we have 4 ipads in our pre-Prep classroom. Students are encouraged to achieve a high level of computer skills that allow them to work within the technological age that we are currently faced with.

Students are given the opportunity to produce work that incorporates all facets of computer technology including word processing, PowerPoint presentations and work samples using the publisher program. All machines are connected to both the internet and the school network which gives a level of freedom to the students as they can access their documents at any machine within the school network. All classrooms have an interactive whiteboard installed.

Social climate

Overview

The social climate of Gumlu State School is very positive and is underpinned by the values of the Responsible Behaviour Plan for Students that has been endorsed until 2020. The core values associated with this plan are Respect, Self-Responsibility, Effort and Safety. Staff is committed to building quality relationships with students and parents and to providing safe and engaging learning environments for all students. Bullying is not tolerated at Gumlu State School. Our rules are discussed daily in class and at assembly each week. We celebrate positive behaviour modelling by students. Parents are important partners in our process and are always made aware of potential difficulties which may arise with their children. The students are encouraged to become involved in making Gumlu State School a safe and happy place to learn

Gumlu State School doesn't have a school Chaplain. Providing pastoral care for all students from Prep to Year 6 and support staff in helping students deal with any issues or concerns that may occur is an area that we are currently investigating.

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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* 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)	100%	100%	100%
• they like being at their school* (S2036)	93%	100%	100%
• they feel safe at their school* (S2037)	93%	100%	100%
• their teachers motivate them to learn* (S2038)	93%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	93%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	93%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	93%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%

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Percentage of school staff who agree[#] that:	2016	2017	2018
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Parents play an active role in various aspects of their child/ren's journey through Gumlu State School. Morning reading is offered within the lower classes, homework in all classes involves the students reading to an adult, and this being signed off by families. Sight words and spelling are also encouraged to be practiced at home. Gumlu State School continues to build proactive partnerships between the school, parents and the wider community. Our School recognizes that without parent participation in the educational life of their children, open and meaningful communication between home and school is significantly reduced. Trust can be maintained and further enhanced when there is an equal and contributing partnership between home and school. We encourage all parents to become active participants in their school through a variety of ways.

Our parents are partners in the education process. We value their support and recognize that without their active involvement, the learning environment at Gumlu State School would be significantly affected. Our collective desire is to provide a modern, dynamic and progressively exciting educational program necessary for our students. There are many ways in which parents are welcomed into the school both informally as well as formally.

Informal participation includes attendance at cultural and sporting events, helping in the classroom as well as being invited to attend parades where their child may be receiving an award or recognition of some kind. More formal avenues for participation include becoming members of the Parents and Citizens Association. Within all areas of the school, parents are also provided with opportunities to inform school decision making by assisting with the framing of submissions and by providing feedback on school policies. Parents assist in other school celebrations such as under 8s day, project club activities and ANZAC Day activities. Each semester, the school holds an open day where all families are invited to an information session, as well as viewing students work

Respectful relationships education programs

Social and emotional learning is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations. (*Collaborative for Academic, Social, and Emotional Learning, 2003*)

This component looks at the best ways of teaching social and emotional skills for all students.

KidsMatter provides the opportunity for the whole school staff to have:

- a shared understanding of why this is so important to mental health and wellbeing
- a common language for talking about it
- a shared focus on planning for improvement both within and out of the classroom
- the information they need for selecting the most appropriate social and emotional learning program for their context.

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	1	1	0
Long suspensions – 11 to 20 days	0	0	0
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

At Gumlu State School were proactive in developing energy and water saving strategies to ensure a reduction in our environmental footprint. Our staff, students and school community are committed to proactive energy saving strategies.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	29,407	36,457	34,525
Water (kL)			

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.

Find a school	Search website
Search by school name or suburb	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 'Finances' and select the appropriate year to view the school financial information.

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

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

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Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	6	0
Full-time equivalents	2	2	0

*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
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
Certificate	

*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 2018 was $6532.68.

The major professional development initiatives are as follows:

Reading
Phonics Training
Writing (Sheena Cameron)
Student and Staff wellbeing (Kids Matter)
Student wellbeing
Trauma Training
Evolution Mining Kindy
High Quality Teaching Practices

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.	99%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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%	96%
Attendance rate for Indigenous** students at this school	95%	94%	96%

* 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

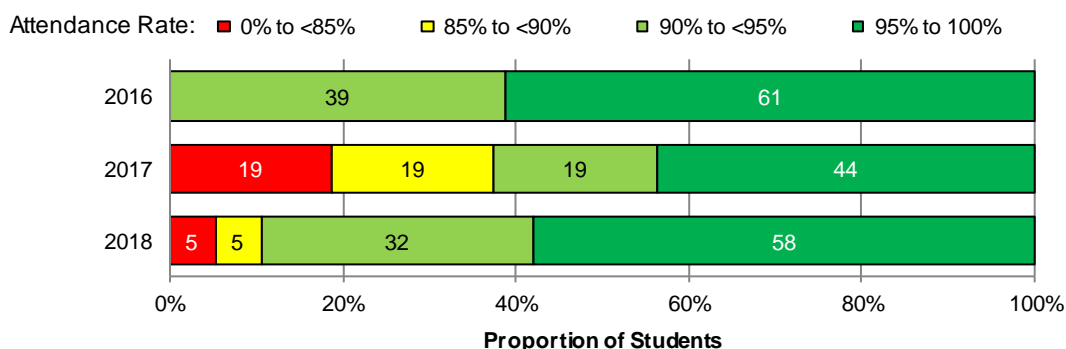| Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	98%	95%	95%	Year 7			
Year 1	97%	98%	98%	Year 8			
Year 2	DW	99%	97%	Year 9			
Year 3	95%	94%	97%	Year 10			
Year 4	DW	DW	96%	Year 11			
Year 5	92%	DW	96%	Year 12			
Year 6	95%	0%	DW				

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	Data
2016	39 / 61
2017	19 / 19 / 19 / 44
2018	5 / 5 / 32 / 58

0%   20%   40%   60%   80%   100%
Proportion of Students

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.

At Gumlu State School, we adopt the policy that 'Every Day Counts'. If a student is away with an unexplained absence, a phone call home to the parents from the classroom teacher asking them to provide a valid reason for the absence is required. That is then recorded on to the school system. If absences are occurring consistently, a formal letter is then sent home to families from the principal, with the parents being asked to attend an interview. Classroom rolls are marked electronically twice daily at 8:50am and 1:45pm by classroom teachers. The Oneschool Dashboard' provides the school with extensive information on student attendance and is used to inform future strategies associated with student absence. We also acknowledge 5 day full week attendance with a certificate and small prize on assembly.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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

Search by school name or suburb	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
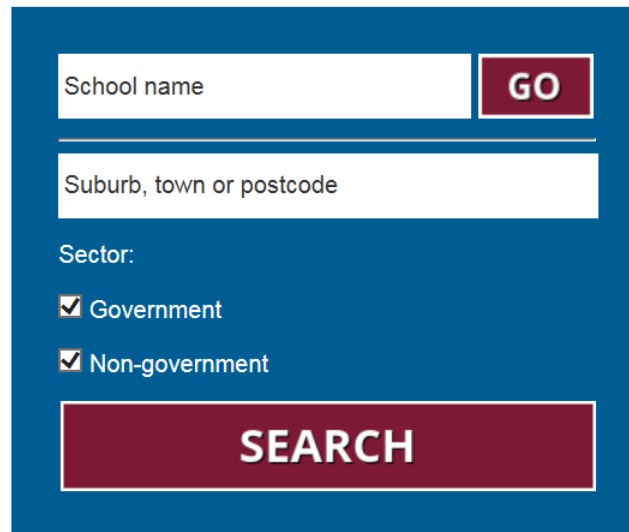
4. Click on 'NAPLAN' to access the school NAPLAN information.

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

Notes:

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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.

Find a school

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.