



Gunalda State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Gunalda State School is a small school situated 30 kilometres north of Gympie tucked in behind the green, leafy Gunalda mountain range. We service the small communities of Gunalda and Anderleigh. The school caters for the educational, social and physical needs of students and offers a multi-age curriculum. We are a well resourced school, complete with a computer lab and offer many excellent opportunities for students, both academically and socially. Our school philosophy is Nurturing Growth.

Principal's Foreword

Introduction

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Introduction

This document outlines a wide variety of aspects about Gunalda State School such as:

- School's progress towards its 2016 goals
- School's 2017 goals
- A detailed school profile including class sizes
- School disciplinary absences for 2016
- School environmental management data
- Parent/Staff/Student satisfaction data
- Links to budget documents and NAPLAN data

School Progress towards its goals in 2016

Priority 1: Literacy

Focusing on reading

Throughout 2016 reading development continued to be our sharp and narrow focus area that we moved forward, particularly around staff development. Our key focus was around student improvement in reading comprehension. Gunalda State School took a whole school approach to this with the development of reading strategies, Gradual Release Model of Reading and Rapid Reading from P-6. Our focus was around closing the gap between student reading age and expected reading age. Reading data collected during 2016 indicated that improvement had occurred, however reading would continue to be a sharp and narrow focus for further improvement in 2017.

Future Outlook

Priority 1: Sharp and narrow focus on improving students' reading levels.

Present data shows most students have increased their reading levels from one to four PM levels in one term. This has been achieved through: teacher / teacher aide professional development in Rapid Reading, phonics and phonological awareness.

The school will continue to embed a balanced reading practice that is consistently implemented across the school. Using Pearson's gradual release model, teachers will provide opportunities for students in modelled, shared, guided and independent reading practices. Strategies for differentiating will continue to be a focus with additional measures introduced to support the development of individualised learning. Additional teacher aide time will support further Daily Rapid Reading in every classroom.

Priority 2: Sharp and narrow focus on improving students' numeracy levels.

In numeracy, strategies including maths warmups that target number skills isolated from diagnostic assessments will be embedded. Approaches to the teaching of mental computation will be expanded. Analysis of misconceptions will be a focus of planning sessions with other small school cluster colleagues and exploration of high yield strategies to support learning a key action.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	26	15	11	5	83%
2015*	19	11	8	4	62%
2016	17	9	8	3	47%

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

Gunalda State School is a small school which hosts students from Indigenous and European backgrounds. The school is situated in a rural area and our families come from a wide variety of socio-economic groups. Our enrolment pattern has seen some changes over the past few years. In 2016 we were able to retain our two teacher status.

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	13	11	8
Year 4 – Year 7	8		
Year 8 – Year 10			
Year 11 – Year 12			

*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

- Languages Other Than English (German)
- Literacy/Numeracy Support Programs
- Australian Curriculum
- Individual Curriculum Plans for students with learning difficulties
- Rapid Reading
- LEM Phonics

Co-curricular Activities

- Safe and Supportive Relationships
- Cross Country
- Interschool Sports
- Technology and science challenges with other small schools
- Smart Jobs – job expo
- School camp
- Swimming
- Surf awareness

How Information and Communication Technologies are used to Assist Learning

Gunalda State School aims to meet the needs of 21st Century Learners. The school prides itself on a very high student/computer ratio. Students actively engage in ICT's on a daily basis to support their learning needs whether it is reinforcing the skills of a mathematical concept or creating a stop motion animation. The school subscribes and uses a variety of educational digital programs/sites such as Education Queensland's EBooks, The Learning Place and Studyladder. Students also utilise a range of other digital devices such as iPads, cameras, microphones and interactive white-boards.

Social Climate

Overview

Behaviour is managed in a supportive manner following clear, consistent consequences for both misbehaviour and good behaviour. Teachers implement class rules and behaviour management based on the Essential Skills of Classroom Management and our Behaviour Management Plan.

Our school regularly discusses and supports strategies dealing with bullying and cyber-bullying.

Gunalda State School focuses on the social and emotional well-being of our students.

Our Pastoral Care Program continued in 2016 with the support of our Local School Chaplain, employed 1 day per week.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW		DW
this is a good school (S2035)	DW		DW
their child likes being at this school* (S2001)	DW		DW
their child feels safe at this school* (S2002)	DW		DW
their child's learning needs are being met at this school* (S2003)	DW		DW
their child is making good progress at this school* (S2004)	DW		DW
teachers at this school expect their child to do his or her best* (S2005)	DW		DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW		DW
teachers at this school motivate their child to learn* (S2007)	DW		DW
teachers at this school treat students fairly* (S2008)	DW		DW
they can talk to their child's teachers about their concerns* (S2009)	DW		DW
this school works with them to support their child's learning* (S2010)	DW		DW
this school takes parents' opinions seriously* (S2011)	DW		DW
student behaviour is well managed at this school* (S2012)	DW		DW
this school looks for ways to improve* (S2013)	DW		DW
this school is well maintained* (S2014)	DW		DW

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	86%	100%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they like being at their school* (S2036)	90%	86%	100%
they feel safe at their school* (S2037)	90%	100%	100%
their teachers motivate them to learn* (S2038)	100%	83%	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)	90%	83%	100%
they can talk to their teachers about their concerns* (S2042)	90%	83%	100%
their school takes students' opinions seriously* (S2043)	78%	67%	100%
student behaviour is well managed at their school* (S2044)	78%	100%	100%
their school looks for ways to improve* (S2045)	90%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	90%	86%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	86%	100%
they feel that their school is a safe place in which to work (S2070)	100%	86%	100%
they receive useful feedback about their work at their school (S2071)	88%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	40%	100%
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%	83%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
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

As part of our strategic agenda, the school takes every opportunity to invite parents to participate and be involved in the following:

- P&C
- Parent/Teacher interviews are aligned with the release of semester report cards
- Parents assist in reading programs, particularly in the lower year levels
- Parents are encouraged to be a part of weekly assemblies to watch their children showcase pieces of work and receive – 'positive behaviour' awards
- Small Schools Sports Day
- Cross Country
- Open Day

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

In early 2017, our school initiated the Health and PE curriculum's 'Respectful relationships education program' for Prep to Year 6 students. This primary prevention education program focuses on equipping students with the skills to develop respectful and ethical relationships free of violence. The program, which is based on domestic and family violence research and best-practice educational approaches, includes five hours of instruction per year level.

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	2	1	6
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

Data is sourced from our school's annual utilities return and is reliant on the accuracy of these returns. The school is self-sufficient with its own water supply with a number of rain water tanks as well as a dam that provides water for the toilets.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	15,709	0
2014-2015	16,516	
2015-2016	13,110	

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

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 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	3	6	0
Full-time Equivalents	2	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	
Diploma	3
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 \$5218.

The major professional development initiatives are as follows:

- Code of Conduct
- Student Protection
- Peer mentoring and coaching
- Health and Safety
- Rapid Reading
- The Gradual Release Model of Reading
- Non Violent Crisis Intervention

The proportion of the teaching staff involved in professional development activities during 2016 was 76%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	89%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	85%	92%

*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%.

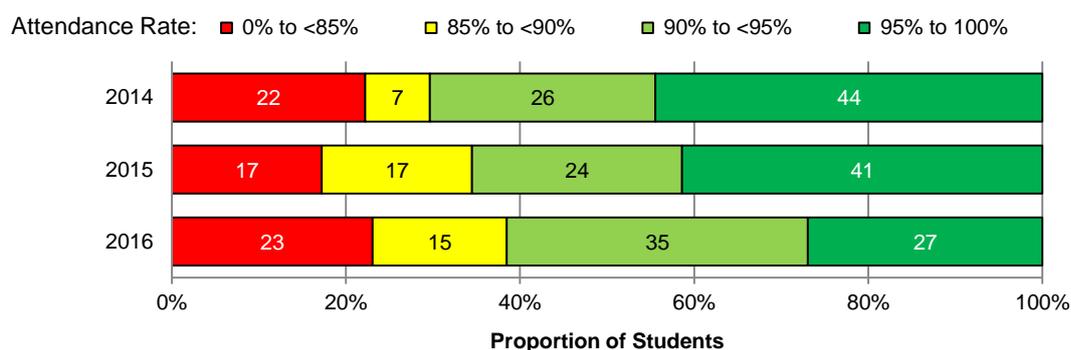
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	84%	85%	89%	72%	94%	97%	93%					
2015	94%	88%	98%	91%	89%	DW	93%						
2016	93%	96%	93%	DW	87%	94%	80%						

*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.

- In 2016, the attendance of all students was closely monitored at Gunalda. Students were required to have either a note from their parents or a phone call to explain all absences.
- When a student is absent without explanation a phone call is made seeking an explanation.
- All rolls are marked electronically using One School at 9am and 12pm each day and absences marked accordingly.
- Gunalda prides itself on being a school where 'every day counts' and frequent articles are placed in newsletters on the importance of regular attendance at school.

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.

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