GUNALDA
STATE SCHOOL

NURTURING GROWTH

Gunalda 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

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 emotional 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.

School progress towards its goals in 2018

Priority: Literacy
Focusing on reading
Throughout 2018 reading development continued to be our sharp and narrow focus area that we moved towards, 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, LEM Phonics and Rapid Reading from P-6. Our focus was around achieving 12 months reading growth for 12 months input. Reading data collected during 2018 indicated that improvement had occurred, however reading would continue to be a sharp and narrow focus for further improvement in 2019.

Future outlook

Gunalda State School has undertaken a thorough evaluation of progress towards 2018 goals and established realistic areas of focus and targets for 2018. Analysis of 2017 data indicates a particular focus in reading. This will included the appointment of a Rapid Reading / Reading Links Teacher Aide, a Reading Professional Learning Team, targeted professional development, targeted observation coupled with feedback and coaching. The implementation of an agreed whole school instructional model will occur in 2018. From our 2017 evaluation the following goals were set for 2018.
Goal 1: All students experience 12 months growth in Reading.
Goal 2: 80% of all students will receive either an A, B or C for C2C English reading
Goal 3: Increase the number of year 5 students achieving U2B in NAPLAN

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	17	24	35
Girls	9	12	14
Boys	8	12	21
Indigenous	3	2	1
Enrolment continuity (Feb. – Nov.)	47%	74%	77%

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

Gunalda State School is a small school which hosts students from a variety of 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 2017 we were able to retain our two teacher status.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	8	12	18
Year 4 – Year 6	10	12	16
Year 7 – Year 10	N/A	N/A	N/A
Year 11 – Year 12	N/A	N/A	N/A

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

- Australian Curriculum – 8 learning areas (English, Maths, Science, HASS, Health and Physical education, Technologies, The Arts and Languages)
- Literacy/Numeracy Support Programs
- Individual Curriculum Plans for students with learning difficulties
- Rapid Reading and Reading Links
-LEM Phonics
-STEM

Co-curricular activities

- Safe and Supportive Relationships
- Cross Country
- Interschool Sports
-WTGG Athletics Day
- Technology and science challenges with other small schools
- Smart Jobs – job expo

-School camp
-Swimming
-Sporting Schools Program
-Chaplain program

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 2018 with the support of our Local School Chaplain, employed 2 days per week.

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)	DW	100%	100%
• this is a good school (S2035)	DW	100%	100%
• their child likes being at this school* (S2001)	DW	100%	100%
• their child feels safe at this school* (S2002)	DW	100%	100%
• their child's learning needs are being met at this school* (S2003)	DW	100%	100%
• their child is making good progress at this school* (S2004)	DW	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
• teachers at this school treat students fairly* (S2008)	DW	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
• this school works with them to support their child's learning* (S2010)	DW	100%	100%
• this school takes parents' opinions seriously* (S2011)	DW	100%	100%
• student behaviour is well managed at this school* (S2012)	DW	100%	100%
• this school looks for ways to improve* (S2013)	DW	100%	100%
• this school is well maintained* (S2014)	DW	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%	78%	100%
• they like being at their school* (S2036)	100%	89%	100%

Percentage of students who agree[#] that:	2016	2017	2018
• they feel safe at their school* (S2037)	100%	89%	90%
• their teachers motivate them to learn* (S2038)	100%	88%	100%
• their teachers expect them to do their best* (S2039)	100%	88%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	80%	80%
• they can talk to their teachers about their concerns* (S2042)	100%	89%	100%
• their school takes students' opinions seriously* (S2043)	100%	80%	90%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	89%	90%
• their school gives them opportunities to do interesting things* (S2047)	100%	78%	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%	91%
• 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%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	83%	83%
• 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%
• their school is well maintained (S2078)	100%	100%	91%
• 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
- Volunteers 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

- WTGG Small Schools Sports Day
-Cross Country
-Tuckshop
-Volunteering in the library
-Combined science and technology days with other local small schools

Respectful relationships programs

The school developed and implemented a program that focused on appropriate, respectful and healthy relationships.
In 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

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	6	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

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. We also have solar panels.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	13,110	19,876	19,742
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, 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

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	5	0
Full-time equivalents	2	3	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	3
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 $12,026.93
The major professional development initiatives are as follows:
-Code of Conduct
-Student Protection
-Peer mentoring and coaching
-Health and Safety
-Rapid Reading
-LEM Phonics
-Non Violent Crisis Intervention
-Pre and Post Moderation
The proportion of the teaching staff involved in professional development activities during 2018 was 88%

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.	97%	99%	98%

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	91%	87%	88%
Attendance rate for Indigenous** students at this school	92%	91%	83%

* 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	93%	89%	85%
Year 1	96%	74%	89%
Year 2	93%	95%	97%
Year 3	DW	DW	88%
Year 4	87%	97%	93%
Year 5	94%	82%	89%
Year 6	80%	91%	85%

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
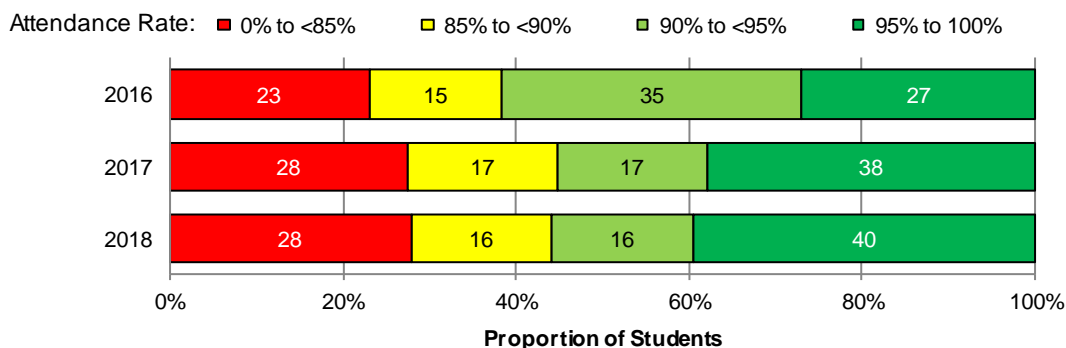
Description of how this school manages non-attendance

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.
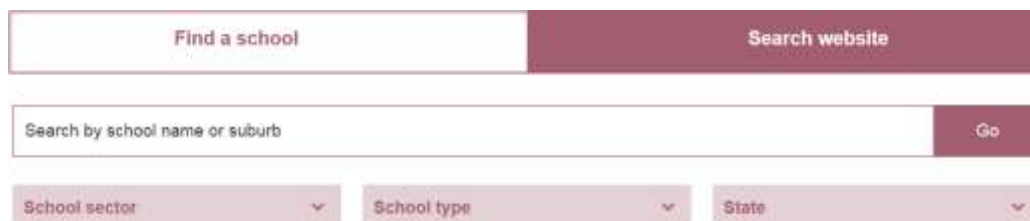
- In 2018, the attendance of all students was closely monitored at Gunalda. Students were required to have either a note from their parents or a phone call to explain all absences.
-We introduced automatic SMS notification for student absences.
- When a student is absent without explanation a phone call 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.
-Attendance is also discussed weekly on parade.

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.

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

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

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