

Guluguba State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Guluguba is a small rural school situated on the Western Darling Downs. The school is part of a farming community which highly values, and actively supports, education. While the greatest priority of the community is the development of every student to the highest possible level in literacy and numeracy, we also value sporting participation at school, district and regional levels, and foster confidence building and creativity through a full performing and visual arts program, which culminates in the highlight of the year for the community - our end of year concert. As a P - 6 School, every student is able to work at an individual level and receive one-on-one help and instruction, as well as having the experience of working in multi-age groups. Through this environment the students develop a respect for every member of the school community, as well as a love of learning, independence, tolerance and creativity.

School progress towards its goals in 2015

The Annual Implementation Plan for 2015 included the following priorities. Progress and achievements are included under each priority.

Implement whole school curriculum, assessment and reporting plan

Maths planning days with other Band 5 principals and teachers were organised to develop term plans that aligned with the Australian Curriculum and the teaching of concepts and skills across the multi-age classroom. This planning had been shared with other Band 5 schools in the region. Staff attended the two cluster moderation sessions to ensure consistency of practice, and mutual understanding of the Guide to Making Judgements and Australian Curriculum content descriptors in writing. The feedback had been positive by school staff.

Implement actions to improve reading

Evidence-based plans for students at risk of not achieving National Minimum Standards in NAPLAN were implemented early in the year. Students were involved in goal setting to encourage self monitoring and direction for future learning. NAPLAN results indicated all students met National Minimum Standards in reading and achievement in the Upper Two Bands was also noted.

Focus on high quality teaching practices

The school's Responsible Behaviour Plan was revised in 2015 with students, staff and parents. Lessons to explicitly teach rules and behavioural expectations were planned to reinforce learning in various settings and develop a consistency of practice amongst staff. Opportunities were made available to staff to access the region's professional development opportunities in line with the school's pedagogical framework. Explicit Instruction workshops delivered messages of relevance and modelled practices to use in classrooms. Developing Professional Learning Communities in the area of mathematics had occurred with school-initiated planning days once a term and professional conversations happened throughout the term in a range of contexts.

Develop productive partnerships with students, staff, parents and the Community – Commence a playgroup for 0 to 5 children
A playgroup was established as an initiative for the Great Results Guarantee funding. The on-site fortnightly playgroup was facilitated by an experienced teacher-aide. On average seven children and their parents regularly attended the playgroup which was aligned with the Early Years Learning Framework. Positive feedback was given by the parents. Children had the opportunity to interact with others, learn social skills such as sharing, taking turns and using manners. Stories were read, songs played and a craft item organised, along with other indoor activities and a range of outdoor opportunities.

Future outlook

The school has a strong community and a focus on the education and wellbeing of the students. While the Guluguba State School population has declined over the past few years, it is anticipated that enrolments will remain steady with predicted enrolments currently in the 0-5 age group. The school's fortnightly playgroup has between five to ten children attending regularly, with some children commencing school at Guluguba in the coming years.

Guluguba State School will have a full school review conducted by the School Performance team in 2016, with the view to using the recommendations provided to work collaboratively with staff, parents and Assistant Regional Director to ensure a sharp, narrow focus leads the school's direction and improvement agenda for the next four years.

At Guluguba State School, our teaching team will continue to refine and develop curriculum offerings based on the needs of each individual student.

The key priorities for 2016 are to:

- Focus on high quality teaching practices in reading across all year levels
- Use data to inform teaching practice and ensure that students not meeting National Minimum Standards have evidence-based plans. Extend the students in the Upper two bands in NAPLAN
- Develop instructional leadership with a focus on workforce performance – Principal to lead staff in the continuation of the explicit instruction agenda in reading, oral language and problem-solving in Maths.
- Continue to strengthen productive partnerships with staff, parents and the community by engaging the 0-5 age group in the community with a school-based playgroup aligned to the Early Years Learning Framework.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	12	6	6		79%
2014	10	4	6		100%
2015	7	3	4		100%

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 2015, 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:

The year commenced with seven students and enrolment stayed consistent for the year. The school consists of a single class with one full-time classroom teacher.

The occupation of the families is farming, either owning the property or being employed as workers on different properties. Students travel from their property by bus or car.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	14	2	2
Year 4 – Year 7 Primary		2	2
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0
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.

Curriculum delivery

Our approach to curriculum delivery

Guluguba State School sets high expectations of student learning, with a focus on developing literacy and numeracy skills. Our multi-age classroom also provides unique opportunities for social learning and individualised learning to occur.

Smart Moves is looked upon as an essential element of the school program, with students participating every morning in the range of activities with the teacher and a parent helper.

As well as our regular curriculum offerings we provided students with access to the following in 2015 -

- Visiting specialist teachers e.g. HPE and Music
- LOTE was accessed for Years 5 and 6 students through Brisbane School of Distance Education.
- Speech Therapist where required and access to a Guidance Officer occurs upon request.

Guluguba students participate enthusiastically in a range of visual art styles and media.

The end of year concert is an event which the whole community looks forward to in December. In 2015 the students presented a 90 minute concert including a powerpoint presentation of our school trip to Canberra and our participation in the Remembrance Day Service at the War memorial, songs and dances entertaining an audience of nearly 80 people in the BER Multipurpose shed at the school. All performances were well-received.

Extra curricula activities

- Involvement in ANZAC Day and Remembrance Day services in the local community
- School Trip to Canberra
- Representing Queensland at the War Memorial's Remembrance Day Service and laying a poppy with other schools around Australia
- Under 8's Day
- Students read with a Volunteer Ready Reader on a weekly basis
- Book Week
- ICAS Mathematics test for year 2 to 7
- Junior secondary visits from staff at neighbouring schools
- Student Transition days to high school in neighbouring towns
- Human Relationships Education with the Health Nurse
- Health Nurse check
- 100% of our student body places entries into the Wandoan Show including, paintings, drawing, craft and handwriting.
- Students participate in sporting activities throughout the year, including cross country, athletics and swimming carnivals competing with two other small schools, and combining with those schools to form the 'Links' team for netball and softball, and with other sports depending on numbers.
- Interschool sport with support from RREAP
- Athletics Coaching Clinic with other small schools in the cluster

How Information and Communication Technologies are used to improve learning

Students, in all year levels, have access to computers for use across all Key Learning Areas. The school is well equipped with 8 computers between 7 students.

Computers are used across all curriculum areas for information gathering, learning and revision activities, presentation of data and information, research and class activities. They are an invaluable tool to help bridge the distance between our school and other Queensland schools. The Years 5 and 6 students access Japanese through Brisbane Distance of Education.

Other technologies the students access are Smart Boards, Video cameras, an interactive TV, Digital Cameras, Photocopier/Scanners, Data Projectors and iPads.

Computers are used by staff to plan, access and inform teaching and learning. Online professional learning occurs with staff completing mandatory requirements and regional initiatives.

Social Climate

Guluguba State School offers a caring environment that promotes participation through open and supportive communication with families. Each family has a 'Keeping in Touch' book to ensure they are informed of events, student behaviour and progress. All parents and community members are encouraged to take part in events and celebrations associated with the school.

Students are supported, safe and encouraged to achieve and succeed. Teaching staff work closely with students to ensure individual needs are taken into account. Trust and respect are key underlying elements within the school and this is evident in the student's interaction with each other, staff and their surroundings. We engage with the wider community of professional support networks to meet the needs of our children.

Providing useful feedback to parents on their child's progress in the School Opinion Survey was an area that stayed consistent in 2015. Communication varied from emails, informal discussions, phone calls or parent interviews.

The School's Responsible Behaviour Plan was revised last year in collaboration with students, staff and parents. Newsletter articles provide parenting ideas on a range of relevant topics.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
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)	86%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	86%	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%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	86%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	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)	100%	100%	100%
they can talk to their teachers about their concerns (S2042)	83%	100%	100%
their school takes students' opinions seriously (S2043)	100%	83%	100%
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%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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	DW	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%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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

Fortnightly newsletters keep our community informed about what is occurring at the school as well as information about Education Queensland initiatives that may impact upon their children. P & C meetings held monthly are the forum for discussing, questioning and supporting school based decisions.

Direct, frequent and open communication is undertaken to keep families involved in school life. Parents in our school community are extremely supportive and enthusiastic towards being involved in school events.

Parents receive two written reports, and have access to two interview periods each year, one per semester. Parents can request an interview at any time throughout the year to discuss their children's progress. A daily communication book, for each family, provides another avenue for information to be dispersed between the school and home.

Reducing the school's environmental footprint

Guluguba is currently using solar panels on the roof which puts power back into the grid. These results can be checked on a regular basis for energy use and conservation. Four Reverse Cycle Air Conditioners in use during extremely hot weather in summer and very cold conditions in winter have made a slight impact on our electricity usage, even though we were abiding by the climate control guidelines. Exterior awnings are installed on the east and west windows of the building to keep the heat out.

Energy efficient light bulbs are installed throughout the school.

The school has 6 rain-water tanks, which we rely on for our drinking, toilet supply and gardens. Other efforts to reduce the school's environmental footprint have been made through using the council's recycling program and reusing paper.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	8,668	0
2013-2014	8,748	0
2014-2015	8,229	

*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.

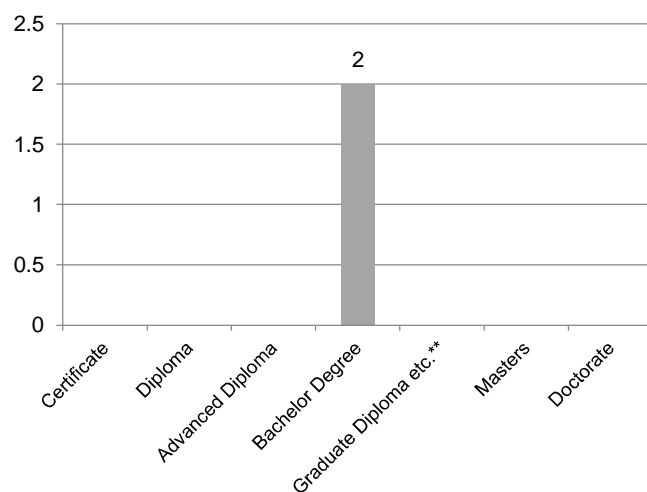
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	2
Graduate Diploma etc.**	
Masters	
Doctorate	
Total	2



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$3570

The major professional development initiatives are as follows:

- Explicit Instruction PD sessions for teacher-aides with Cluster Pedagogy coach
- Online course – Speech, Language and Communication Difficulties
- Online course – Behaviour Management
- State Principal conference
- DDSW Business meetings
- Miles Cluster meetings
- Cluster Band 5 Meetings
- Cluster Moderation – twice a year
- Finance – OneSchool finance and accountability workshop for Principal and Admin Officer
- Mandatory PD requirements e.g. student protection, code of conduct
- Maths curriculum planning with Band 5 schools
- Core Module 4 Maths – Problem Solving
- Playgroup Queensland workshop

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	100%

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 2015 school year.

School income broken down by funding source

School income 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 says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).			

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

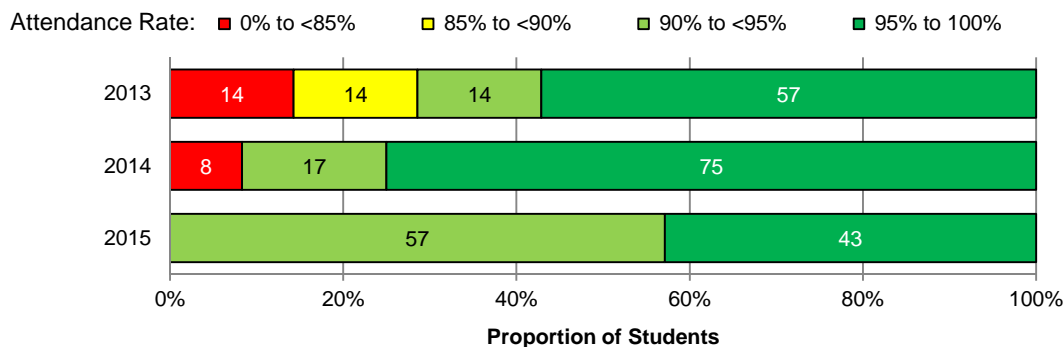
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		95%	85%	93%	91%	97%	96%	DW					
2014			97%	DW	92%	97%	DW	95%					
2015				95%	DW	DW	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

At Guluguba State School, processes are implemented such as including newsletter articles to inform parents and students of their compulsory schooling obligations. Notes or phone calls are required to explain absences. Principal follows up any unexplained absences. Students with a high attendance rate are identified each term with a certificate.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

The image shows a search form titled 'Find a school'. It has a dark blue background. At the top, there is a white input field labeled 'School name' with a red 'GO' button to its right. Below this is another white input field labeled 'Suburb, town or postcode'. Underneath that, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.

Where it says '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.