



Guluguba 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



Contact Information

Postal address:	c/- Post Office Guluguba 4418
Phone:	(07) 4628 2141
Fax:	(07) 4628 2290
Email:	principal@gulugubass.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Pauline Kerwick

School Overview

Guluguba is a small rural school situated on the western Darling Downs. The school is part of a community which highly values, and actively supports, education. The community consists of farming families, some of whom have been on the same properties for five generations, while others have come more recently. This gives the school the unique combination of a sense of history and continuity, linked to the future through innovation and change. 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, 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 to 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.

Principal's Foreword

Introduction

This report provides an overview of our school progress and successes for 2016. It provides statistical data and information collected throughout 2016. It includes School Opinion Survey data and curriculum offerings. This report highlights the positive, productive partnership between students, parents/carers and staff at Guluguba State School.

School Progress towards its goals in 2016

During 2016 the priorities outlined in the Annual Implementation Plan (AIP) included:

Goal – Develop a school reading framework

Throughout 2016 staff participated in professional development involving the teaching of reading, through developing understanding, consolidating current practices and applying a range of strategies to improve student's achievement. Staff reviewed and analysed the whole school reading program. In 2017 staff will develop and embed a school program based on the Australian curriculum with improved alignment across Prep to Year 6 and supporting pedagogical resources and material.

Goal - 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. Additional teacher-aide support was purchased for reading groups and literacy development in the mornings. This will be continued into 2017 in alignment with the Regional focus on Reading.

Goal – Increase connectedness for 0 to 5 year children and their families with Guluguba State School in readiness for compulsory schooling.

During 2016 staff were able to deliver playgroup fortnightly for two hours at Guluguba State School, employing a teacher-aide to implement the program and prepare resources. Sessions were well attended with positive feedback from parents. For the past two years, the majority of playgroup children have then transitioned to Guluguba State School with positive results in the way of routines, familiarity of surroundings and social skills developed with others of a similar age.

Future Outlook

The school Implementation Plan for 2017 highlights the following key Priorities:

Priority 1 – The Implementation of a School Writing Framework

Goal – 100% of staff participating in professional conversations and moderation around the key elements of writing in order to implement a school writing framework. 100% of teaching staff completed –How to teach writing' modules.

During 2017, staff will participate in the inquiry cycle to ensure that student learning is occurring in writing. Students' writing development will be supported through additional support and integrated programs. Staff capacity, knowledge and understanding of how to teach writing will be developed using the online professional development writing modules.

Priority 2 – The teaching of reading

Goal – 100% of staff involved in the inquiry cycle of student learning in reading.

Throughout 2017, staff will act on and review the reading framework and embed practices that are consistent with all staff, as all staff are teachers of reading.

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	10	4	6		100%
2015*	7	3	4		100%
2016	6	3	3		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 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

The year commenced with six students and enrolment stayed consistent for the year. Prep enrolments occurred this year unlike in previous years where the current year 4 students were the youngest of each year. Student distribution was in the year levels of Prep, Year 4, 5 and 6. 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	2	2	2
Year 4 – Year 7	2	2	2
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

At Guluguba State School, our curriculum is based around the Eight Learning Area. The Australian Curriculum is implemented in English, Mathematics, Science, Humanities and Social Sciences (History and Geography) in 2016 with full implementation in 2017. The Queensland Curriculum is implemented for the Arts, Technology, Health and Physical Education, and Languages (Japanese) with a focus on high expectations of student learning in developing



literacy and numeracy skills across all learning areas. The Queensland curriculum learning areas are delivered in a multi-age manner to encourage the interaction of Prep to Year 6 enabling students to support and learn from each other. Our multi-age classroom also provides unique opportunities for social learning and individualised learning to occur.

A range of strategies and organisational structures are implemented within the classroom to ensure the best learning opportunities occur for all students within a multi-age setting. Students work in a wide range of groupings including explicit teaching sessions, ability groups, year level groupings, small groups and one-to-one, depending on individual needs.

Physical Activity is looked upon as an essential element of the school setting to support academic development. Students participate in Smart Moves every morning in the range of activities with the teacher and a parent helper. Students have access to an extensive range of play and sporting equipment. Students have the opportunity to participate in sporting events with other small schools in the cluster, Miles and District sporting events and athletics coaching each year.

As well as our regular curriculum offerings we provided students with access to the following in 2016 -

- 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 2016 the students presented a 90 minute concert incorporating poems, songs and dances entertaining an audience of nearly 80 people in the BER Multipurpose shed at the school. All performances were well-received.

Co-curricular Activities

- Involvement in ANZAC Day and Remembrance Day services in the local community
- Under 8's Day
- Students read with a Volunteer Ready Reader on a weekly basis
- Book Week
- Premier's Reading Challenge
- 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
- Robogals – session with robotics
- Participation in Wonder of Science Conference for Years 5 and 6
- 100% of our student body places entries into the Wandoan Show including, paintings, drawing, craft and handwriting.
- Mosaic Tile student workshops with a local artist
- Students participate in sporting activities throughout the year, including cross country, athletics and swimming carnivals competing with two other small schools
- Interschool sport with support from RREAP
- TRAX sporting day
- Athletics Coaching Clinic with other small schools in the cluster
- Tallebudgera Camp for Years 5 and 6 students with other schools in the Miles Cluster
- Josh Arnold visit – Development of ideas for a song, singing, recording a song and video

How Information and Communication Technologies are used to Assist 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 6 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

Overview

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 2016. Communication varied from emails, informal discussions, phone calls or parent interviews.

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

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)	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%
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%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	83%	100%	75%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	75%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	75%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%

* 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

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.

A school based playgroup has been in implementation since 2015 and future parents and enrolments receive helpful tips for transitioning to school.

With the school centenary in 2017, projects such as inviting the community to participate in the school song and video by Josh Arnold and making a large mosaic tile piece on entry to the school were held in order to engage the community.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Relationships are covered through our health units where students act out and demonstrate positive behaviours. Through our weekly behavior focus students develop knowledge and skills to resolve conflict without violence. Through the school behavior program students focus on safe, responsible and respectful behaviours.

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	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.

Environmental Footprint

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. Three pumps are required which impacts on electricity consumption. Other efforts to reduce the school's environmental footprint have been made through using the council's recycling program and reusing paper.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	8,748	0
2014-2015	8,229	
2015-2016	4,921	

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	2	4	0
Full-time Equivalents	1	2	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.**	
Bachelor degree	2
Diploma	
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 \$4202.50.

The major professional development initiatives are as follows:

- Explicit Instruction PD sessions for teacher-aides with Cluster Pedagogy coach
- Online course – Problem solving webinars
- DDSW Business meetings
- Miles Cluster meetings
- Cluster Band 5 Meetings
- Cluster Moderation – twice a year
- School Review Training
- 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

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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 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).	96%	95%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

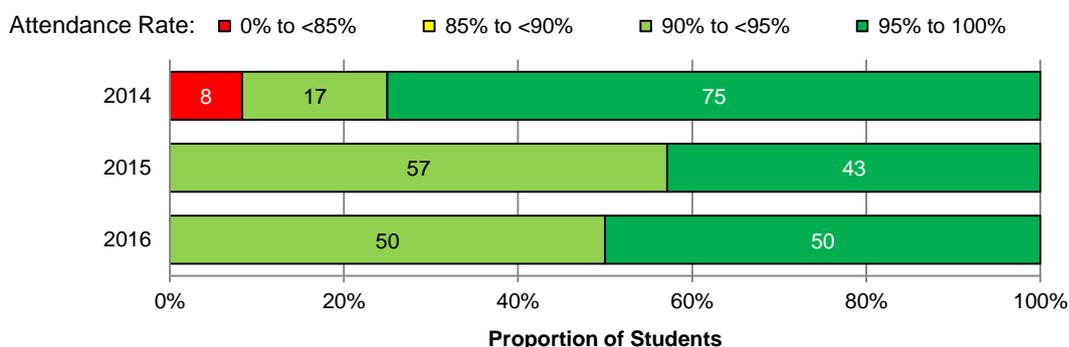
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014			97%	DW	92%	97%	DW	95%					
2015				95%	DW	DW	95%						
2016	92%				98%	DW	DW						

*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.

At Guluguba State School rolls are marked twice a day. Processes are implemented such as including newsletter articles to inform parents and students of their compulsory schooling obligations. A poster with the effects of non-attendance is clearly displayed at the entry to the school. Notes or phone calls are required to explain absences, preferably on the day in question or prior. The Principal follows up any unexplained absences. For anticipated long absences, parent/carers are requested to discuss the matter with the principal prior to the event occurring. During any absence longer than one day, parents/carers are requested to keep the school informed of anticipated return and family circumstance. Absences of 10 or more days are recorded on the appropriate paper work in OneSchool. Students with a high attendance rate are identified each term with a certificate.

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.

Find a school

School name

Suburb, town or postcode

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 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.

Conclusion

Throughout 2016, we have continued our commitment to ensure that 'every day, every student is succeeding.' This will continue into 2017 with an explicit improvement agenda focused on reading and writing.