Guluguba State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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 information about Queensland state schools is located on: • the _My School_ website • the Queensland Government data website • the Queensland Government schools directory 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.

School progress towards its goals in 2018

Priority	Progress
1. Reading Develop a whole school approach for teaching reading to ensure consistency of pedagogical practices.	• This is being achieved through quality professional development and deepening staff's knowledge and understanding of the six aspects of reading – oral language, phonological awareness, phonics, fluency, vocabulary and comprehension • Teacher-aide support in the early years to focus on reading development provided on a regular basis. • This is being achieved through staff engagement with the inquiry cycle. Staff are working collaboratively to collect information about what and how we currently teach, examining student data and reviewing factors and indicators for student success. We are then identifying target areas for improvement, researching and planning to develop success in reading targets.

Future outlook

The Explicit Improvement Agenda for 2019 highlights the following:

Priority	Target	Actions
1. Vocabulary Develop the capacity of staff to deliver a whole school approach for teaching vocabulary utilising high yield pedagogical practices consistently to ensure student outcomes	• Student gains in Year 3 and 5 will be equal to or higher than the expected gain in NAPLAN reading • 80% of students meeting or exceeding reading benchmarks.	Utilise the inquiry cycle to: • Review and reflect on pedagogical practices. • Scan and assess student data to identify any trends or patterns of student learning needs Staff to conduct weekly or midterm running records to inform teacher pedagogy and provide scaffolded differentiated learning activities to a range of student abilities. Allocate teacher aide support to increase individualised support and instruction to groups to support learning goals and specific teaching strategies in vocabulary development

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	6	13	13
Girls	3	5	4
Boys	3	8	9
Indigenous		1	
Enrolment continuity (Feb. – Nov.)	100%	82%	100%

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

The student body at Guluguba State School predominantly reside on local rural properties. The occupation of the families is mostly farming, either owning the property, employed as workers on properties or working in the rural business sector. Students travel from their homes by school bus or private vehicles. Enrolments stayed at 13 during the year across the Prep to Year 6 class. In 2018, Guluguba State School consisted of a single class with one full-time classroom teacher and two teacher-aides.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	6	11	13
Year 4 – Year 6			
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

At Guluguba State School, our curriculum is based around the Eight Learning Areas. The Australian curriculum is implemented for English, Mathematics, Science, Humanities and Social Sciences (History and Geography), the Arts, Technology and Health/Physical Education. The 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.

- 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.

- The school has visiting specialist teachers for Music and Physical Education.

- LOTE is accessed for Years 5 and 6 students through the Brisbane School of Distant Education.

- Access to a Guidance Officer and Speech Therapist occurs upon request to provide individual support to students with a variety of needs.

- Students have the opportunity to participate in small school sporting events, Miles and District sporting events and interschool sporting activities including athletics coaching each year.

Co-curricular activities

In addition to the set curriculum, the students at Guluguba State School have access to a range of extra-curricular opportunities.

- Involvement in ANZAC Day and Remembrance Day services in the local community

- Individually and collectively in the local Wandoan Show, academic competitions, Western Downs regional events, Under 8s activities, Premier's Reading Challenge and Book Week.

- Author Visit – Phil Kettle

- School camp to Columboola Outdoor Environmental Centre with another small school, Year 5 and 6 biannual camp to Tallebudgera with Miles Cluster schools

- QCWA International Schools Competition involvement with Gurulmundi QCWA members.

- Student transition days to high school in neighbouring towns

- Human Relationships Education with the Health Nurse

- Health Nurse checks

- Additional swimming lesson with SwimFit instructors in Term 4

How information and communication technologies are used to assist learning

At Guluguba State School, staff and students have access to a well-maintained bank of desktops and laptops with an approximate ratio of 1:2. All digital devices have access to the school network and internet through fibre optic and wireless networks.

Computers are used across all curriculum areas for information gathering, learning and revision activities, presentation of data and information, research and class activities. ICT's are used:

- To support the implementation of the Australian and Queensland curriculum

- To support learning and unit work through activities such as use of learning objects, videos, YouTube demonstrations, online activities and data collection

- To support students demonstration of learning through activities such as multi-modal presentations, movie making, voice recording and personal folios

- To increase the resources available to students for research and information comparisons

- To present and manage work such as written assessment and assignments

- As part of skill development such as number facts, typing skills and Mathletics

- To provide individualised support for learning through IMPACT online reading, eBooks, Mathletics and Wushka – reading

- To access Languages other than English (Japanese) through online learning
- To enhance communication through the use of emails

Teachers use ICT's to assess student's learning, record, track and analyse results, review progress and document student's progress, assessment and reporting. ICT's are an integral part of planning, teaching and assessment.

Digital technologies are taught for two terms a year.

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.

The School's Responsible Behaviour Plan was compiled in collaboration with students, staff and parents. Students are supported to develop safe, responsible and respectful behaviour and are encouraged to seek support from staff to address and work through issues experienced at school on the day the issue occurs to ensure that they feel safe and supported at all times. 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.

Fortnightly newsletters are distributed to all families and community members. Our newsletter promotes school events, informs parents/careers of classroom activities, supports positive parenting and celebrates student's successes as well as keeping parents/carers informed of State Schooling initiatives. Our school is well supported by an active Parents and Citizens committee and they provide ongoing support, both financially and through active participation and volunteering.

Parents/carers receive two written reports per year. Two formal interview periods occur each year, one per semester. These meetings review individual needs and educational focus. Parent/carers can request an interview at any time throughout the year to discuss their children's progress.

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%	83%	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%	83%	80%
• 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%	80%
• teachers at this school treat students fairly* (S2008)	100%	100%	80%
• they can talk to their child's teachers about their concerns* (S2009)	100%	83%	80%
• this school works with them to support their child's learning* (S2010)	100%	83%	80%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	80%
• this school looks for ways to improve* (S2013)	100%	100%	80%
• this school is well maintained* (S2014)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* 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%	DW	DW
• they like being at their school* (S2036)	100%	DW	DW
• they feel safe at their school* (S2037)	100%	DW	DW
• their teachers motivate them to learn* (S2038)	100%	DW	DW
• their teachers expect them to do their best* (S2039)	100%	DW	DW
• their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	DW
• teachers treat students fairly at their school* (S2041)	100%	DW	DW
• they can talk to their teachers about their concerns* (S2042)	100%	DW	DW
• their school takes students' opinions seriously* (S2043)	75%	DW	DW
• student behaviour is well managed at their school* (S2044)	100%	DW	DW
• their school looks for ways to improve* (S2045)	75%	DW	DW
• their school is well maintained* (S2046)	100%	DW	DW
• their school gives them opportunities to do interesting things* (S2047)	75%	DW	DW

* 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%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

Percentage of school staff who agree[#] that:	2016	2017	2018

* 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

The Guluguba Parents and Citizens Association (P & C) is an active body with a focus on improving the educational opportunities for students at Guluguba. The P & C support the development of school policies and documents. It provides additional resources and funds to support teaching and learning as well as funding school activities. The P & C work with the school to provide great resources, facilities and grounds for students.

During 2018, parent and community member participation and involvement was encouraged through invitations to attend events.

Activities included:

ANZAC Commemorative Service in Wandoan

Under 8s

Artistic Displays – Wandoan show

Athletics – Small school's athletics coaching, local and district carnivals

Swimming – Small school's carnival

Presentation of school leader's morning tea

Music Performance of students in Term 1

Junior Secondary Transition Program (Miles State High School)

Annual School Concert

In 2018, we were able to continue the Guluguba playgroup to encourage younger siblings to attend events to familiarise them with the school setting prior to formal enrolment.

Open communication between teachers and parents/carers is supported through phone calls, emails, letters and face to face formal and informal meetings. Parents/carers are able to arrange an interview with their child's teacher to discuss academic progress, social issues or other aspects of their child's education at any time during the term.

Respectful relationships education programs

The Guluguba State School Responsible Behaviour Plan supports programs that focus on appropriate, respectful, equitable and healthy relationships. This involves the development of their social skills and personal safety in a variety of situations.

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	0	0	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

Guluguba State School encourages staff and students to reduce, reuse and recycle where possible. Staff are encouraged to turn off all electrical items, lighting and heating at the end of each session and/or day, use air-conditioners at the recommended temperatures for efficient cooling or heating and manage water usage on a weekly basis.

Water management strategies are ongoing to identify and repair any damage or leaks to our systems. We are also considering improving our water collection through regular monitoring and maintenance of gutters, pipes and tanks. Water saving taps have been placed in all toilets. The school has six rainwater 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	4,921	5,459	13,117
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

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	1	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 were $3097.

The major professional development initiatives are as follows:

- Miles cluster principal meetings; Band 5 principal meetings; regional business meetings.
- Mandated training such as student protection and code of conduct
- First aid training
- Big 6 of reading
- Jolly Phonics workshop
- NAPLAN Online training
- Moderation
- Finance and Budget Workshops
- Corporate Services training
- Online Courses

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

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.	100%	100%	100%

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%	93%	89%
Attendance rate for Indigenous** students at this school		DW	

* 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.

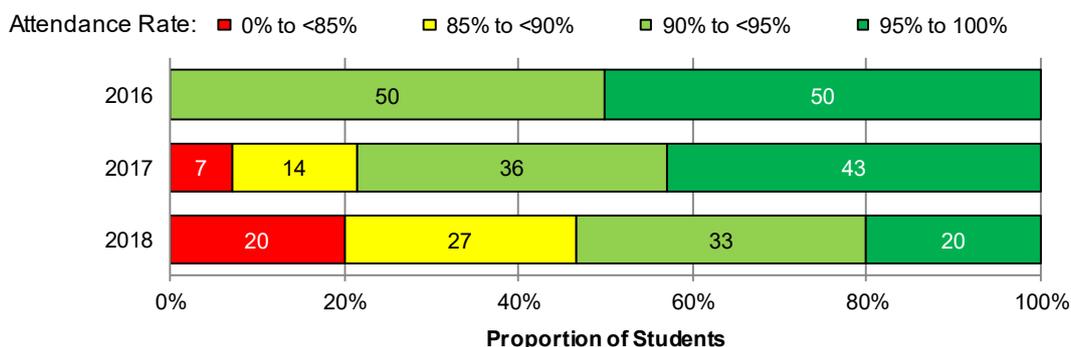Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	93%	82%
Year 1		93%	90%
Year 2		DW	91%
Year 3		DW	DW
Year 4	98%		DW
Year 5	DW	97%	
Year 6	DW	DW	DW

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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				
2016		50		50
2017	7	14	36	43
2018	20	27	33	20

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 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. Same day notification of absence is required. Student non-attendance needs to be explained by parents/carers through face-to-face notification, notes, emails or phone calls to the school, on the day in question or prior. Staff follow up absences with families on the morning that the student is away if the school does not have knowledge of the absence. Unexplained absences are generally non-existent at Guluguba State School due to the communication between staff and families.

For anticipated long absences, parents/carers are requested to discuss the matter with the principal prior to the event occurring. During any absence longer than 1 day, parents/carers are requested to keep the school informed of anticipated return and family circumstances. Absences of 10 or more days are recorded on the appropriate paperwork in OneSchool.

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:

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.