

# The Gums 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:	12051 Coomrith Road The Gums 4406
Phone:	(07) 4665 9170
Fax:	(07) 4665 9118
Email:	principal@thegumsss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Mrs Sue Kruger

## School Overview

The Gums State School is a small co-educational school in the Western Downs, situated 365 kilometres west of Brisbane, Queensland. The Gums is primarily an agricultural area involved in cattle, sheep and crop farming. The school motto is 'Work Conquers All Through Learning for Life' and our statement of purpose encourages students to reach their potential through offering a challenging and supportive environment, maintaining a diverse curriculum, exposing students to an ever-changing society and empowering staff and students to achieve excellence. Our school values quality learning and teaching, respect and responsibility for self, others and the environment, an ability to respond to change and learn in any situation and the right to be an individual. We also recognise the importance and application of ICT in everyday life and strive to develop leadership qualities, to encourage diversity and inclusiveness within the school community and foster a safe environment supporting innovative and creative practice. We encourage our students to develop a positive disposition.

# Principal's Foreword

## Introduction

The School Annual Report demonstrates The Gums School's strategic achievements for 2016 and outlines the future direction and initiatives at The Gums State School. The School aims to provide a high quality education that makes a positive difference to the lives of all students in our School. We aim to prepare the students for the future which will enable them to contribute to a socially, economically and culturally active society. We are committed to developing students to become a respectful, responsible, safe and positive learner. It is hoped that you find this report informative in determining the quality of education outcomes here at The Gums and persuasive in considering our school and school community in the future.

## School Progress towards its goals in 2016

The Staff at The Gums State School were committed to accomplishing the following results in relation to the School's Annual Implementation Plan

- Implementation of the Australian Curriculum
- Implementation of whole school pedagogical practices, focusing on high quality teaching practices
- Use of data – utilise and interpret data provided each term to monitor students and provide additional focused support to identified students (I4S)
- Development of instructional leadership with a focus on workforce performance
- Development productive partnerships with students, staff, parents and community
- Improvement of school performance

## Future Outlook

The Gums State School's 'sharp and narrow' focus in 2017 is to improve the explicit teaching and learning of Reading and Comprehension.

The Annual Implementation Plan 2017 will focus on:-

**Priority 1** Explicit Improvement Agenda:- Aims to align teaching, learning, professional development, purchasing resources to enhance the explicit teaching of Reading. The Target is to achieve at and above the DDSW Regional Benchmarks. Reading is embedded throughout the Curriculum.

**Priority 2** Curriculum, Pedagogy and Learning:- Use Data to drive improvement in relation to Explicit Improvement Agenda.

**Priority 3** Leadership and Capability Development- Develop and correlate the School professional learning Plan in relation to the Explicit Improvement Agenda

**Priority 4** School and Community Partnerships:- All Stakeholders have a clear and evident awareness of School Priorities.

**Priority 5** School Improvement Process:- Ensure all School policy documents meeting DET requirements

# Our School at a Glance

## School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	26	13	13		70%
<b>2015*</b>	23	8	15		100%
<b>2016</b>	27	6	21	4	89%

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 Gums State School has two multi-age groups consisting of P-2 and year 3-6. The majority of students are from a rural background, although there are a small percentage of transient students. The majority of students come from 2 parent families. Most children travel to and from school by bus. There are 3rd-4th generations of the same families that have attended the school over the last 103 years.

Programs are in place to facilitate students with learning disabilities. We work closely with the HOSSES from Tara Shire State College and other schools in the Cluster to support students with diverse learning needs. All students are included in the mainstream classes.

Year 6 students transition to Tara Shire State College or attend boarding schools in Dalby, Toowoomba and Brisbane.

### 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	9	12	14
Year 4 – Year 7	5		13
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

A range of pedagogical approaches are employed to cater for a variety of learning styles including Explicit and Direct Instruction

- Subjects are delivered both in multi-age and straight year level contexts:
- Multi-Age P-2, 3-4, 5-6: English, Science, History, Geography, Health & Physical Education
- Multi-Age P-2, 3-6: The Arts, Technology
- A differentiated approach to student learning
- Straight year level: Mathematics
- Explicit instruction in spelling, writing, reading and mathematics is delivered to students in small groups on a daily basis
- Languages (Japanese) is taught to Years 4 - 6 via the Brisbane School of Distance Education using individual computers and conversing with the teacher. The lessons occur on a weekly basis.

### Co-curricular Activities

- Under 8s and Enrichment Day with Tara Cluster Small Schools
- Tara ANZAC Day March and RSL student work competition
- Small School, Cluster and representative sports including 'Come & Try' sports day for South West trials in team sports ( Football, Netball, Rugby League and Touch), athletics, cross country & ball games and swimming
- Tara Cluster Leadership camp at Columboola Environmental Education
- Arts Council productions, Fame Theatre Production
- Combined Swimming coaching and Cluster day each term with small like schools
- Participation in local shows -Tara, Meandarra
- Daily HPE. We believe in healthy minds, healthy bodies and a healthy attitude. We incorporate this in our daily program.
- Music Program- Weekly class music/singing lessons with recorder, clarinet, guitar and drums
- School camps and Cluster Day each term with Like Small School.
- WOS- Wonder of Science our school participates in this Science program.
- Hosting the annual Small Schools Cross Country and District carnival at The Gums.
- Music Concert and Christmas Tree Concert-performance and presentations to Students

### How Information and Communication Technologies are used to Assist Learning

Technology is an integral part of classroom learning. A range of ICTs are used in daily learning and teaching practice. There is wireless installation, making laptops possible in the classrooms and library. We have two interactive whiteboards, one in each classroom for whole class or small group teaching. Students are able to manipulate the board when engaging with learning objects within a key learning area. Students are instructed in the use of the computer and software. The school purchased licences for programs to enhance numeracy and literacy skills. The Students actively participate in Raz Kids a reading program and Maths on line.

The students are also engaged in learning with iPads. We have a set of six iPads which enables daily group work across the two classrooms. We are fortunate to have a 1:1 child to computer ratio at The Gums State School. The 1:1 ratio of computers enables Staff to explicitly teach the skills required to complete assessment tasks in the main curriculum areas. The provision of C4T computers has facilitated planning and a greater use of the interactive whiteboard as a teaching tool. Computers and laptops are located within the classroom and are easily accessed and utilised by students. Japanese lessons are accessed via Brisbane School of Distance Education 'I Connect' and teleconference.

## Social Climate

### Overview

The Gums State School provides a supportive, learning environment that allows students to prosper academically and socially. The school's emphasis is on self-discipline within a framework of high behavioural expectations. Our small school environment creates a family-like setting where students are encouraged to help support each other. Our school prides itself on an enthusiastic, happy and friendly atmosphere where every child has the right to learn and the right to feel safe. There is a 'no bullying policy' at The Gums School and there is a 'hands off policy'. The Responsible Behaviour 'Mantra' is:- Be a Learner, Be Responsible, Be Respectful, Be Safe. The Gums State School has access to a Guidance Officer, HOSES, Speech Language Pathologist, Occupational Therapist and



STLAN teacher who actively support the students. Religious Instruction is taught at School once a week by community volunteer teachers.

## 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%	DW
this is a good school (S2035)		100%	DW
their child likes being at this school* (S2001)		100%	DW
their child feels safe at this school* (S2002)		100%	DW
their child's learning needs are being met at this school* (S2003)		100%	DW
their child is making good progress at this school* (S2004)		100%	DW
teachers at this school expect their child to do his or her best* (S2005)		100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		100%	DW
teachers at this school motivate their child to learn* (S2007)		100%	DW
teachers at this school treat students fairly* (S2008)		67%	DW
they can talk to their child's teachers about their concerns* (S2009)		67%	DW
this school works with them to support their child's learning* (S2010)		100%	DW
this school takes parents' opinions seriously* (S2011)		67%	DW
student behaviour is well managed at this school* (S2012)		67%	DW
this school looks for ways to improve* (S2013)		100%	DW
this school is well maintained* (S2014)		100%	DW

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	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%	89%
teachers treat students fairly at their school* (S2041)	100%	100%	89%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	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%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> 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)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	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

The Gums State School endeavours to encourage parents and carers to participate in their children's education. Parents and carers are engaged in various volunteer activities within the school. A strong link is maintained with parents and the community.

We have an 'open school' policy, where parents are welcome to visit the school to see what their children are learning. Parents are invited to the school for celebrations and other special occasions. Also they volunteer, to hear reading, assist at sporting carnivals, concerts and cluster school activities. The Parents are rostered on once a fortnight to work on tuckshop. They also cater at various sporting events and functions.

The school newsletter is sent out fortnightly to parents and the community.

The P&C committee meet once a month and provide admirable support to the school especially music tuition, end of year prize books, school camps and donations from fund raising. At P&C meetings parents are invited to assist with decision making about school projects and improvements.

New parents are invited to attend a meeting with their child's teacher and receive a handbook containing information about the school. Parents are kept informed of school policy changes, planned functions and activities where they can take part through the fortnightly newsletter, invitations sent home with students and face to face discussions when parents come into the school.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The School delivers the Daniel Morcombe's Unit which focuses on personal safety, awareness of emotions, conflict resolution and recognize, react and report. It is imperative that students are well equipped to handle the possible situations they may face in the future. The HPE curriculum also covers aspects of personal safety and respectful relationships.

## 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	1
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

The Gums School has made every effort to reduce the school's environmental footprint:-

- The School has a large number of solar panels which contribute to our power supply. Excess electricity is fed back into the grid.
- In addition to this The Gums School continues to minimise the usage of water. The school relies on rainwater for drinking and bore water for the toilets. Dam water is used for the gardens.
- We continue to focus on sustainability by reducing the school's carbon footprint through recycling paper, composting and the use of recycling bins.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	13,640	0
2014-2015	10,979	
2015-2016	12,554	255

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

GO

Sector:

Government

Non-government

SEARCH

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	4	5	0
Full-time Equivalents	3	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	3
Diploma	1
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 \$4587.77.

The major professional development initiatives are as follows:

- Principal Business Meetings
- Principals' Conference Roma
- School Improvement Peer Review Training
- First Aid Training CPR 62% of Staff attended
- Cluster Principal Meetings
- Data PD Roma
- Cleaners Workshop
- DDSW Module 4
- Finance Hub Meeting
- Admin Cluster meeting
- Principal/Admin finance Meeting
- iPad PD
- Annual Mandatory Training
- Staff Meetings
- SW School Sport Board and Management Meetings

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.	97%	98%	98%

### 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).	94%	95%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%		91%

\*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%.

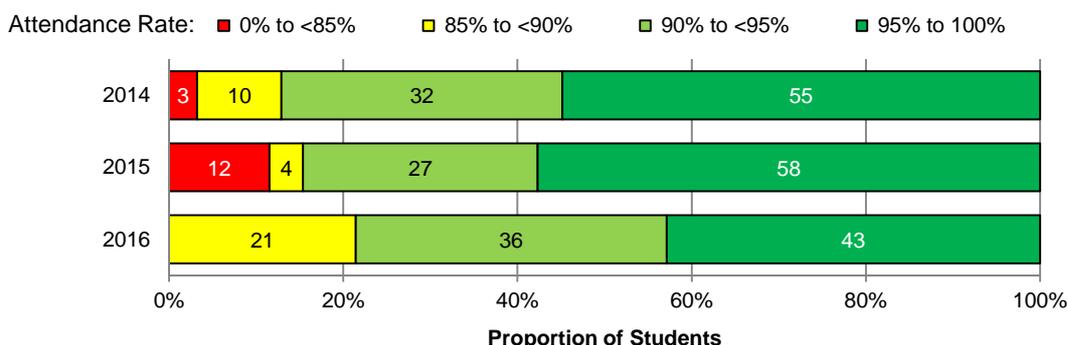
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	95%	96%	DW	96%	97%	91%						
2015	97%	93%	90%	96%	91%	96%	98%						
2016	92%	95%	94%	93%	95%	90%	95%						

\*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 The Gums State School the paper roll is marked twice daily. The roll is marked in the morning as school begins and then again after the second lunch. The roll is uploaded to ONE School twice a week. It is a requirement of The Gums State School, that parents or carers notify the school, if their child/children are absent owing to sickness, appointments or other absences. Parents or carers ring the ABSENCE LINE and leave a message, email or send an absence note with a sibling, explaining the absence. Rarely do we have unexplained absences.

## 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

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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.