Principal’s foreword

Introduction

Welcome to the 2011 School Annual Report for The Gums State School. The report covers a range of areas including our school context, curriculum offerings, parent involvement, performance measures and attendance rates. The Gums State School is a Small School in the Western Downs with classes from Prep to Year 7. We are dedicated to supporting students in achieving their full potential, through offering a challenging, supportive environment with a diverse curriculum. The school community encourages diversity and inclusiveness. Appropriate intervention programs are coordinated for all students whose achievement has been identified. It fosters a safe environment that supports innovative and creative practice. Underpinning this, is quality learning and teaching.

School progress towards its goals in 2011

During 2011 The Gums State School implemented a Curriculum, Teaching and Learning Audit Plan and NAPLAN Action plan. NAPLAN results and school data informed the focused teaching and learning targets. During 2011 Indigenous Perspectives were embedded into the curriculum and culture of the school and an EATSIPS Plan was completed. A Teacher was employed 1 day per week to teach Literacy and Numeracy in the Prep- Year 3 area. The Whole School Curriculum Framework and Assessment Plan are being aligned more closely with the National Curriculum Guidelines. As part of the Federal Government’s Building the Education Revolution (BER) the library was formerly opened on 6 December 2011. We continued with open, positive communication with Staff, Parents and the Community. The School community is committed to continual upgrading of the facilities and school grounds in preparation for the school centenary on 6 April 2013.
Future outlook

In 2012 The Gums School will continue to undergo curriculum renewal by:

- Implementation of the Australian Curriculum in English, Mathematics and Science
- The Gums still continues to value English and Mathematics as the key indicators of success at school and in the life of each child.
- Integration of meaningful ICTs into the Curriculum.
- Explicit teaching.
- Embed Cultural Perspectives.
- Monitor attendance.
- Focus on Upper 2 Bands in NAPLAN
- Focus on Reading and Writing
- Focus on Data Analysis and Assessment
- Review QSR and Audit in Term 4
- Continue with open, positive communication with staff, parents and community.
- Continue the upgrade of school grounds and facilities in preparation for the school centenary on 6 April 2013.
**Our School at a glance**

### School Profile

**Coeducational or single sex:** Coeducational  
**Year levels offered:** Prep - Year 7

### Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>13</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Characteristics of the student body:

- The Gums State School has two multi-age groups consisting of P-3 and year 4-7. 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 generations of the same families that have attended the school over the last 99 years.
- There are programs in place to facilitate students with learning disabilities. All students are included in the mainstream classes.
- Year 7 students transition to Tara Shire State College or attend boarding schools in Dalby, Toowoomba and Brisbane.

### Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>13</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>10</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our School at a glance

Curriculum offerings

Our distinctive curriculum offerings
At The Gums School we

- Cater for individual student needs in a supportive and inclusive school environment
- Participation in various sporting events, carnivals and cultural activities involving all cluster small schools in the Tara Western Alliance.
- Engagement and quality learning for all students in multi age settings.
- Strong and sequential English, Mathematics and Science programs.
- Extensive use and integration of ICT’s across all key learning areas.
- Daily Smart Moves.
- Weekly individual, class music/singing lessons including recorder and instrumental music.
- LOTE (Japanese) is delivered weekly to Year 4-6.
- ICAS – International Competition and Assessment for Schools for all students in Year 4-6.
- Strong focus on Personal Development and Achievement.

Extra curricula activities
All students participate in the following:

- Arts Council, Opera Queensland
- Tennis, swimming and athletics Coaching
- Small Schools Sports Coaching Extravaganza
- PCAP Swim and Activities
- Individually and collectively participate in Local Shows
- Religious Instruction
- ANZAC and Remembrance Day
- Celebration of NAIDOC Week
- Tara & District Schools try out day for Netball, Rugby League, Soccer and Touch teams
- Inter Small School sports carnivals in Swimming, Cross Country/ Ball Games and Athletics
- School Camp Prep- Year 6
- Coaching Clinics in Rugby League and AFL
- Under 8’s Day and Over 8s Enrichment Day
- Book Week Parade
- Premier’s Reading Challenge
- Christmas Tree Concert
How Information and Communication Technologies are used to assist learning

Computers and other Communications are viewed as valuable tools and are integrated into the KLAs. ICTs foster an interest, enthusiasm and a willingness to explore new ways of learning. It gives students useful skills and knowledge necessary to be involved in our technologically, connected world. The students are engaged in the use of multi–media applications to produce quality assessment pieces. The range of technologies broadens their frame of reference and provides tools for their expression and creativity. Our students have daily access to ICT’s in all KLA’s.

Social climate

The Gums State School provides a supportive learning environment that allows students to prosper academically and socially. The school emphasis is focused 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 and valued.

We strive to ensure all Staff, and Parents work together to provide the best possible educational outcomes for the students in our care.

Parent and community participation is highly valued with the P&C Association active in fundraising, managing various projects and invaluable input into reviewing school performance.

Surveys show that 100% of students feel safe and treated fairly at The Gums State School and are receiving a good education. 100% of parents are satisfied that their children are very happy to attend The Gums State School.

The Gums State School has access to a Guidance Officer, Speech Language Pathologist, Occupational Therapist and STLD teacher who all actively support the students. Religious Education is taught in all grades once a week by community volunteer teachers.

Parent, student and teacher satisfaction with the school

Overall parents, students and staff are very satisfied that The Gums State School is a good school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child’s education

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.
- 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.
- Parent teacher interviews are conducted each semester or more often when requested.
- Parents are always welcome to talk with their child’s Teacher or spend time with them in the classroom.
- Involvement in various School Based Activities:
  - ANZAC and Remembrance Day ceremonies
  - Inter house sports fun days
  - Raising money for cancer research
  - Fund-raising ventures for the school i.e Ladies Indulgence Day, catering at various sports carnivals
  - Working bees
  - Various sporting events – coaching and support in cluster sports activities
  - School concert
  - Music and drama productions
  - Assisting at tuckshop once per fortnight

Reducing the school’s environmental footprint
Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The KwH decreased in 2011. At The Gums School every effort is made to reduce the school’s environmental footprint. Solar panels have been installed. 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 rain water for drinking and dam water for septic use and gardening. We continue to focus on sustainability by reducing the school’s carbon footprint through recycling paper, composting and the use of recycle bins.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>9,406</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>14559</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-35%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Our staff profile

#### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $7350.00.

The major professional development initiatives are as follows:

- Cluster Principals’ Meetings
- Principal Business Meetings
- Leadership Conference
- Take the Lead ‘Mentors’ P.D.
- S.W. sports Meetings as Deputy Chair of S.W. School Sports Board
- ICT Symphony of Teaching and Learning
- AO and BSM Meetings
- QCAT Science Moderation
- Financial and Budget Meetings
- Teacher Aides STEPS P.D.
- Teacher Aides Developing students writing skills, handwriting, phonics and spelling
- First Aid CPR all Staff
- Cleaners’ Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 100% in 2011.

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 2011 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/](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.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>89%</td>
<td>96%</td>
<td>94%</td>
<td>90%</td>
<td>96%</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Parents are reminded through the school newsletter and P&C meetings that every day counts at school. Parents of students who are absent are required to contact the school via phone, verbal message, or note. The school roll is marked twice daily. Certificates are presented at the end of the year for 10 or less absences during 2011.
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/](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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

In 2011 we had some Indigenous students enrolled. Our Closing the Gap Policy states that we will have high expectations of all students. We encourage and create an environment which values learning inside and outside the classroom. We have an Action Plan to embed Aboriginal and Torres Strait Islander perspectives in the School Curriculum.