

The Gums State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education



Queensland  
Government

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<b>Contact person</b>	Principal Mrs Ros Bougoure

## From the Principal

### ***“Work Conquers All”***

#### **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’ 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.

#### **Introduction**

The School Annual Report demonstrates The Gums State School’s strategic achievements for 2018 and outlines the future direction and initiatives at The Gums State School. The school aims to provide 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 2019**

Implementation of Australian Curriculum	C2C planned, taught and assessed with a focus on writing	Writing framework finalised
Implementation of whole school pedagogical practices	Review and update the Pedagogical Framework	Completed, further embed best practice eq. Lyn Sharrett
Use of data to monitor students	Erect visual data walls to show improvement	Completed, now embedding Learning Walls in lessons
Development of instructional leadership	Build capability in all stakeholders	On-going
*Development of productive partnerships	Strengthen school, parent and community networks	Continue to strengthen

#### **Future outlook**

Explicit Improvement Agenda	Increase the percentage of students at or above required benchmarks in writing.	Partially completed
Curriculum, Pedagogy and Learning	Develop and implement a whole school writing framework.	Partially completed
Leadership and Capability Development	Develop and correlate the school Professional Learning Plan and Explicit Improvement Agenda.	Partially completed
School and Community Partnerships	All stakeholders have a clear and evident awareness of school priorities.	Completed but on-going
School Improvement Process	Ensure all school policy documents meet DET requirements.	On-going, in preparation for next review

# Our school at a glance

## School profile

**Coeducational or single sex** Coeducational

**Independent public school** No

**Year levels offered in 2018** Prep - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	25	22	30
Girls	6	8	13
Boys	19	14	17
Indigenous	4	3	10
Enrolment continuity (Feb. – Nov.)	89%	71%	90%

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 Gums State School has three multi-aged classes, consisting of P–1, Year 2-3 and Year 4-6. Approximately half of the students are from a rural background, 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 and 4th generations of the same families that have attended the school over the last 105 years. Programs are in place to cater for diverse learning needs. A variety of staff are employed in order to provide a balanced and broad curriculum: music teacher, learning support teacher, sport instructors, experienced and skilled teacher aides, access to speech therapy and computer expertise. Year 6 students transition to Tara Shire State College or attend boarding schools in Dalby, Toowoomba or Brisbane.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	11	14
Year 4 – Year 6	11	11	16
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

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

- Key learning areas are English, Mathematics, Science, HASS, HPE, Technology, and The Arts.
- Subjects are delivered both in multi-age and straight year level contexts.
- A differentiated and individualised approach to student learning.
- Explicit instruction in spelling, writing, reading and mathematics is delivered to students in small groups on a daily basis.
- Language (Japanese) is taught to Year 4 – 6 via the Brisbane School of Distance Education using individual computers and conversing with the teacher. These lessons occur on a weekly basis.

### Co-curricular Activities

- Under 8s and Enrichment Days with Tara Cluster Small Schools and annual CWA competition.
- Rewards Days as per Responsible Behaviour Plan
- Student Council fun days, free dress days and fundraising days.
- Cluster ANZAC Day March and RSL student work competition.
- Small School, Cluster and representative sports including sports day for South West trials in team sports (Football, Netball, Rugby League and Touch), athletics, cross country, ball games and swimming.
- Tara Cluster Annual Leadership camp.
- Arts Council productions and other visiting performances.
- Mini athletics carnival with neighbouring schools.
- Participation in local shows – Tara and Meandarra
- Daily HPE. We believe in healthy minds, healthy bodies and a healthy attitude. We incorporate this in our daily program, this includes morning health snack.
- Music Program – Weekly class music/singing lessons with recorder, clarinet, guitar, drums and school band..
- School camps and Cluster Day with like Small Schools.
- WOS – Wonder of Science, our school participates in this Science program.
- Hosting Small School and District carnival
- Music Concert and Christmas Tree Concert - performance and award presentations to students
- Leadership badge ceremony

### 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 three 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 purchases programs to enhance numeracy and literacy skills. The students actively participate in a variety of online programs such as Mathletics and Spellcity. The students are also engaged in learning with iPads. We have a set of six iPads which enables daily group work across classrooms. The school staff 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 task in the main curriculum areas. The provision of C4T computers has facilitated planning and a greater use of the interactive whiteboards as a teaching tool. Computers and laptops are located within the classroom and are easily accessed and utilized by students. Japanese lessons are accessed via Brisbane School of Distance Education 'i connect' and teleconference. Data analysis on student progress is gathered through online procedures eg. PAT/ACER.

## 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 State 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 Office, HOSES, Speech Language Pathologist, Occupational Therapist and STLAN teacher who actively supports the students. Religious Instruction is taught at school once a week by a community volunteer teacher.

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

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	90%
• they feel safe at their school* (S2037)	100%	78%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	89%	100%	100%
• teachers treat students fairly at their school* (S2041)	89%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	93%
• student behaviour is well managed at their school* (S2044)	100%	78%	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%

\* 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)	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. Communication actively utilized includes emails, texts, newsletter, phone calls, class dojo message service, school website, Facebook page, school community board.

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 assist at sporting carnivals, concerts and cluster school activities. The parents are rostered on once a fortnight to work on tuckshop. The P. and C. actively caters at various sporting events and functions. The P. and C. run a very successful Ladies Day on school grounds, once every two years.

The school newsletter is sent out regularly to parents and the community. Report cards and parent interviews are held twice a year.

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 an information package about the school. Parents are kept informed of school policy changes, planned functions and activities where they can take part through the newsletter, Dojo service, invitations sent home with students and face-to-face discussions when parents come into the school.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The School delivers the Daniel Morcombe's Unit on a cyclical basis 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

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	1	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

The Gums State 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 State School continues to minimize 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	12,554	17,692	18,196
Water (kL)	255	61,422	418

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	4	7	0
Full-time equivalents	3.2	2.8	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	1
Graduate Diploma etc.*	
Bachelor degree	3
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 \$6382.50

The major professional development initiatives are as follows:

- PD Brisbane, Toowoomba (Lyn Sharratt, Anita Archer)
- Principal Business Meeting
- First Aid Training CPR attended
- Cluster Principal Meetings
- Cleaners Workshop
- Finance Hub Meeting
- Admin Cluster Meeting
- Principal/Admin finance Meeting
- SSP PD, other curriculum focused workshops for all staff
- Annual Mandatory Training
- Staff Meetings
- Beginning Teacher PD'S
- Corporate services training

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.	98%	97%	99%

### 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	93%	90%	92%
Attendance rate for Indigenous** students at this school	91%	97%	93%

\* 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

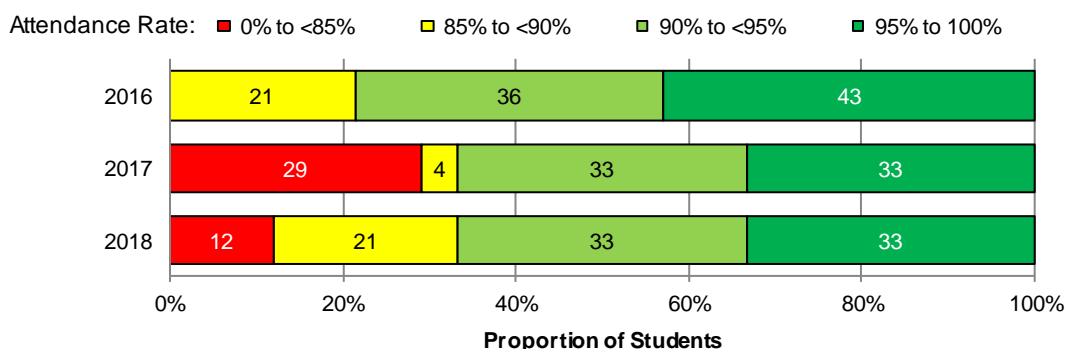
Year level	2016	2017	2018
Prep	92%	89%	90%
Year 1	95%	93%	88%
Year 2	94%	DW	92%
Year 3	93%	77%	DW
Year 4	95%	89%	94%
Year 5	90%	95%	95%
Year 6	95%	DW	94%

## 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



## 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 The Gums State School attendance is recorded twice daily on OneSchool. It is a requirement of TGSS 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. Parents can communicate absences through absentee line, emails, text and verbal communication.

## 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.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The 'Find a school' button is highlighted in a darker shade of blue.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a blue border and the text 'View School Profile' in blue.

4. Click on 'NAPLAN' to access the school NAPLAN information.

The screenshot shows a horizontal navigation bar with several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' tab is highlighted in a darker shade of blue.

#### 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.