



Gayndah State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

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From the Principal

School overview

The Gayndah School Community is very supportive of school activities with many parents attending most activities especially sports activities. The school participates in a wide range of community events such as Annual Sports Tour, Biennial Orange Festival and ANZAC Day services. The Parents and Citizens Association is very active and supportive. They are consulted on important school issues and involved in the school decision-making process through relevant processes. Gayndah State School provides and supports a School Chaplaincy program which supports students requiring pastoral care. Regular, high attendance to 'Chappy Corner' indicates its popularity. A proactive values based social skilling program called Growing Generation Gayndah (3G) continues to focus on implementation of fortnightly lessons on values and school rules. This program was previously recognised at the Regional Showcase in Education Awards for Excellence in Inclusive Education for two years in a row. The anti-bullying procedures at Gayndah State School are an addition to Growing Generation Gayndah. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to. Our Responsible Behaviour Plan for Students also includes cyber-bullying.

The foundation of our school is the positive relationship between students, teacher and the families within our community. This is reflected in our schools Values and Mission statement:

Our Values

Our school community values a "Tapestry of Tradition".

Community - Branching out.

Learning - Sowing, Nurturing and Harvesting.

Tradition - Seasons of growth and change.

Mutual Respect - Fruitful partnerships

Our Schools Vision

We aim to develop students who demonstrate resilience, respect, integrity and independence; and who are:

<i>Academically</i>	<i>Socially</i>
educationally prepared for the future; engaged and responsible lifelong learners; literate and numerate; able to problem solve and think critically and creatively.	skilled in managing relationships; respectful to self, others and the environment; kind, caring and compassionate; resilient and adaptable; confident, happy and active local and global citizens

This report contains data and information on curriculum, the progress of students and the school. This report is available in a hard copy format if requested. Copies of this Report are available at the School office and in the parent's Foyer

School progress towards its goals in 2018

Improvement Priority 1. School wide effective Pedagogical Practices in Mathematics

Strategy: Develop effective pedagogical practices through systematic curriculum delivery.	
Actions	Report
Develop whole school curriculum, assessment and reporting plan based on the AC for mathematics that clarifies what teachers should teach and when.	Complete
Collaboratively unpack maths units with Boyne Island and Clinton State School.	Complete
Provide teachers with peer teaching planning days to unpack units using agreed planning process Successful Student Centred Unit Planning Process.	Ongoing
Participate in classroom observations of agreed and effective pedagogical practices around the teaching of mathematics.	Ongoing
Share effective teaching strategies in mathematics at regular staff meetings.	Ongoing
Participate in cluster pre and post moderation sessions to develop consistency of teacher judgement and accurate reporting in mathematics.	Ongoing
Review and embed school wide evidence based approach to differentiation.	Complete
Review and continually monitor staff development professional plans to ensure they align to the Gayndah State School's Pedagogical Framework and the school's strategic direction.	Ongoing
Analyse NAPLAN Numeracy Relative Gain Data, Numeracy Item level analysis and A-E data for individual students to inform teaching and learning.	Complete

Improvement Priority 2. Improve student attendance

Strategy: Continuation of 3G program targeting emotional and social well being.	
Actions	Report
Utilise Rock and Water, Chess Club and Drum Beat to culturally engage students.	Complete
Implement Zones of Regulation as whole school program to support student and staff wellbeing.	Not Complete

Strategy: Consolidate attendance monitoring and case management processes.	
Actions	Report
Conduct weekly focus sessions during staff meetings with all staff, focusing on low attending student group.	Ongoing
Action weekly tracking of students with an attendance rate of less than 85% and develop individual support plan	Ongoing
Create community notice board focused on attendance, targets and progress to highlight attendance data.	Complete

Future outlook

Improvement Priority 1. Improve student outcomes through a focus on teaching quality

Targets: 100% of staff participating in school and cluster pre and post moderation
Students achieving at or above their cluster level on the literacy continuum in aspects of reading texts and reading comprehension
Relative Gain similar to or better than the Nation in Reading (NAPLAN 3-5)
>50% year 5 in U2B Reading
>60% year 3 in U2B Reading
>80% of students achieving a C or above in English
>50 of students achieving an A or B in English

Strategy: effective pedagogical practices
Ensure consistency of teacher judgment and accurate reporting against the English achievement standards through alignment of assessment and moderation processes and practices within and across schools
Teachers provide regular feedback to students, aligned to the five guiding questions, with a focus on English.
Use Early Start and the P-10 Literacy Continuum to monitor students' progress in Reading and identify next steps in teaching and learning.
Schedule opportunities for staff to collaboratively analyse student data to plan next steps in teaching and learning.

Strategy: Systemic curriculum delivery
Develop and implement a whole school curriculum assessment and reporting plan with a focus on the three levels of curriculum.
Collaboratively participate in the Unit Planning Process (Before/Pre-moderation) to align teaching and assessing with a focus on English.
Improve students' literacy achievement by identifying the Reading demands of the curriculum with a focus on English
Provide intervention that directly supports classroom assessment

Improvement Priority 2. Successful learners

Targets: 100% of staff participate in PBL Professional Development
SOS - Student behaviour is well managed at this school staff - 90%, parents -90%, students -95%
100% of staff involved in development of Whole School Wellbeing Framework
100% of staff explicitly teaching appropriate student behaviours and expectations.
100% of staff involved in developing whole school consistent behaviour management strategies

Strategy: Builds a culture that promotes learning
Provide professional development opportunities for all staff focused on the PBL implementation.
Develop whole school wellbeing framework inclusive of staff, students and community.
Continuation of 3G program targeting emotional and social well being for students and staff.
Develop consistent behaviour management strategies across whole school.
Explicit teaching of appropriate student behaviours and expectations.

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	139	145	125
Girls	66	63	56
Boys	73	82	69
Indigenous	37	41	39
Enrolment continuity (Feb. – Nov.)	92%	93%	92%

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

Our student body is derived from a low socio economic rural demographic where most of our parent body are farm itinerate workers and support workers such as electricians, carpenters, welfare and health workers and semiprofessional. We have 30% indigenous population, this varied throughout 2018. Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	19
Year 4 – Year 6	24	23	23
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

Gayndah State School is using 'Curriculum to Classroom' (C2C) as a resource supporting implementation of the National Curriculum in Literacy, Numeracy, Science HAAS, Technologies and the Arts.

The Early Years of Schooling and Middle Years of Schooling Frameworks continue to influence curriculum changes in the school. The C2C curriculum has been adopted by all grades, modifications will occur as required to suit the needs of the students in our charge. Staff ensure all students work in an inclusive, supportive environment to allow all students access to learning.

Co-curricular activities

Gayndah State School has an active Student Council – where students are involved in projects, activities and school decision making, having a say in general school policy, fundraising and leadership issues.

Intra and inter sport activities.

We offer:

A full learning support program for students at educational and emotional risk.

A chaplain who runs social/emotional programs on two days a week.

A breakfast program.

Many lunchtime activities from Art, Singing to Rugby League.

A Speech language Pathologist 2 full days a week.

A full sporting program offering everything from swimming to Rugby League.

An instrumental Music Program.

Drum beat social and emotional development

How information and communication technologies are used to assist learning

At Gayndah State School a range of technologies including computers, digital cameras, ipads and interactive whiteboards are utilised to support the learning of our students. Computers are used for the presentation of student work, delivery of learning objects and digital resources. Staff use computers to store and create digital portfolios of students and access Interactive software to engage students. Computers are used extensively to support students with disabilities to maximise their access to learning. Digital animation and online learning is embedded in learning units. Our students are developing their skills with robotics, coding and drones.

Year 5 and 6 have their own set of laptops used in curriculum delivery.

Social climate

Overview

At Gayndah State School a proactive values based social skilling program called Growing Generation Gayndah (3G) continues to focus on implementation of fortnightly lessons on values and school rules.

Anti-bullying Program is combined with the schools '3G' and '3C' program. Skills are explicitly taught and followed through 2018 is seeing the introduction of 'Positive Behavior for Learning (PBL)' into the school through the 3G program and Chaplaincy Program.

The anti-bullying procedures at Gayndah State School are an addition to Growing Generation Gayndah. This means that all students are being explicitly taught expected school behaviors and receiving high levels of social acknowledgement for doing so.

Our 3G program (Growing Generation Gayndah) is based on the values of Courtesy, Cooperation and Common Sense these the foundation on which our school rules are built. There is a fortnightly 3G luncheon where students who have exhibited the 3C's are rewarded with luncheon with the Principal. Gayndah State School provides and supports a School Chaplaincy program which supports students requiring pastoral care. Regular, high attendance at 'Chappy Corner' indicates its popularity.

The staff have been learning about positive education. We intend to start implementing this program through our 3G program throughout 2016. Our staff have also attended Glasser workshops to better understand and manage student behavior.

Our Responsible Behavior Plan for Students also includes cyber-bullying.

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%	100%	89%
• this is a good school (S2035)	100%	91%	89%
• their child likes being at this school* (S2001)	100%	100%	89%
• their child feels safe at this school* (S2002)	100%	91%	89%
• their child's learning needs are being met at this school* (S2003)	100%	100%	89%
• their child is making good progress at this school* (S2004)	100%	100%	89%
• 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%	91%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	89%
• teachers at this school treat students fairly* (S2008)	90%	91%	89%
• they can talk to their child's teachers about their concerns* (S2009)	100%	91%	100%
• this school works with them to support their child's learning* (S2010)	100%	91%	100%
• this school takes parents' opinions seriously* (S2011)	100%	91%	89%
• student behaviour is well managed at this school* (S2012)	90%	91%	78%
• this school looks for ways to improve* (S2013)	100%	91%	89%
• this school is well maintained* (S2014)	100%	91%	89%

* 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%	97%	100%
• they like being at their school* (S2036)	98%	96%	98%
• they feel safe at their school* (S2037)	93%	96%	98%
• their teachers motivate them to learn* (S2038)	98%	99%	100%
• their teachers expect them to do their best* (S2039)	98%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	100%
• teachers treat students fairly at their school* (S2041)	95%	97%	96%
• they can talk to their teachers about their concerns* (S2042)	93%	97%	98%
• their school takes students' opinions seriously* (S2043)	97%	94%	98%
• student behaviour is well managed at their school* (S2044)	90%	96%	92%
• their school looks for ways to improve* (S2045)	98%	99%	100%
• their school is well maintained* (S2046)	97%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	95%	98%	98%

Percentage of students who agree# that:	2016	2017	2018
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* 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%	94%
• student behaviour is well managed at their school (S2074)	100%	93%	81%
• staff are well supported at their school (S2075)	100%	93%	94%
• 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

Parents are actively encouraged to participate in the education of their child. We had regular volunteers in our school in 2018. The parents worked in classrooms with reading activities, group rotations, art and other activities. They also support students in sporting endeavors, sports carnivals and tuck-shop. Approximately 15 to 20 parents regularly attend the weekly assembly to view student presentations and awards. Parents are thanked for their contribution with an annual morning tea.

Gayndah State School has an active and supportive Parent and Citizen's Association. They hold successful fund raising activities such as cent sales, golfing days school fetes and parent evenings. These regular fundraising events raise money to support school programs.

Parents and community members are also involved in our breakfast club, tuck-shop, special interest displays and in many other ways.

Parents are also invited to talk to their teachers at least twice a year and are encouraged to see their teacher if there are any concerns.

We also provide opportunities for parents to provide feedback on Facebook and the school website.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

Gayndah State School takes a proactive approach to respectful relationships through the 3Gs program which is based on explicitly teaching the skills of cooperation, consideration and courtesy. The school has also implemented the 'you can do it' program to focus on our students being;

- Resilient
- Organized
- Confident
- Persistent
- Problem solvers,
- reflective
- Socially responsible
- Independent and:
- Able to get along with others

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	3	7	5
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

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

Our school recycles office paper, used printer cartridges, mulches grass clippings in our attempts to reduce the carbon footprint of the school. Our teachers reuse paper where possible and ensure students use their school resources efficiently. We also have a 3kw solar energy system that helps reduce our reliance on electricity.

We have half flush toilets, water fountains and good maintenance is kept on all our water fixtures. We have 'reducing carbon footprint' as part of our school planning and teachers units of work.

Water usage was reasonable in 2018 as it was a dry year with below average rainfall. Electricity usage has increased – specific targets and strategies will be introduced to reduce this cost

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	25,159	94,161	84,254
Water (kL)		3,590	

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.

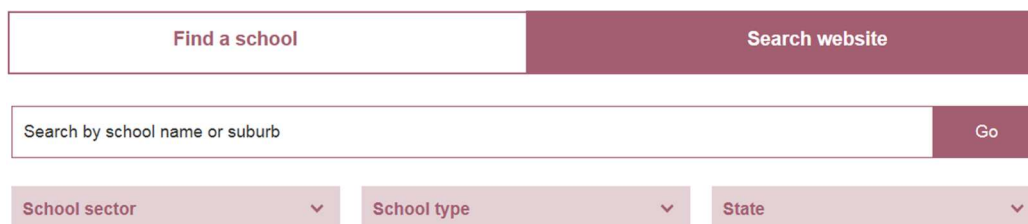
School funding

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.



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



4. Click on 'Finances' and select the appropriate year to view the school financial information.



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	12	13	<5
Full-time equivalents	8	7	<5

*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	0
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	12
Diploma	0
Certificate	0

*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 \$ 22,675

The major professional development initiatives are as follows:

- Staff wellbeing - William Glasser – Take charge
- Moderation, post and before moderation (regional program)
- Anita Archer
- Classroom profiling
- Priority management
- MAPA training
- Code of conduct,
- Student protection
- Anaphylaxis and Diabetes
- First Aid/CPR
- Finance training
- In school training in explicit teaching and, C2C usage.

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.	97%	98%	97%

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	91%	91%	90%
Attendance rate for Indigenous** students at this school	85%	87%	88%

* 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	87%	87%	91%
Year 1	87%	87%	88%
Year 2	89%	88%	86%
Year 3	94%	90%	91%
Year 4	90%	94%	88%
Year 5	95%	93%	93%
Year 6	91%	93%	92%

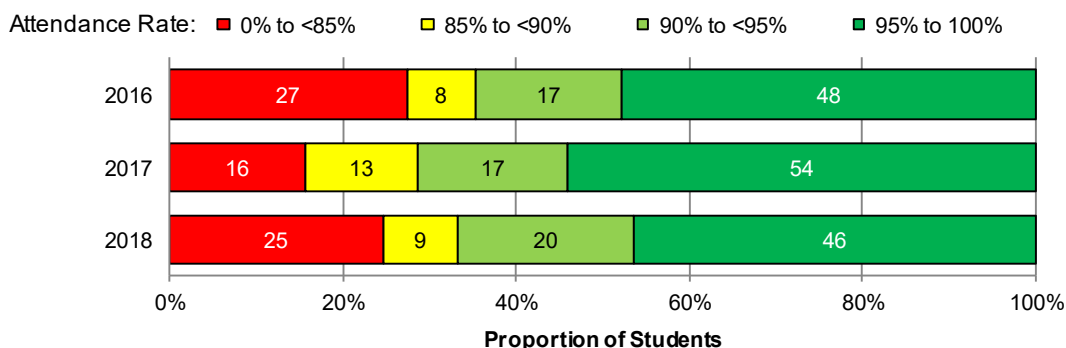
Year level	2016	2017	2018
Year 7		100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Non-attendance is managed in state schools in line with the DETE 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.

Procedures

All parents and students are welcomed from the front desk to the teacher. Our school has a great tradition of being non-judgement and acceptance of all our students and carers.

Parents are reminded to contact the school if their child is going to be away.

Parents wishing to take students early will need to sign at the office their student 'in' or 'out' using the ipad for recording to make record keeping.

Roll marking occurs twice a day using MGM rollmaker and same day SMS messaging to alert parents of absent children.

Parents are contacted after 3 days absenteeism. No satisfactory explanation obtained then explained absence after 3 days, a visit from the school has been organised. After 4 to 5 days an SP4 form is sent to child safety for parental neglect.

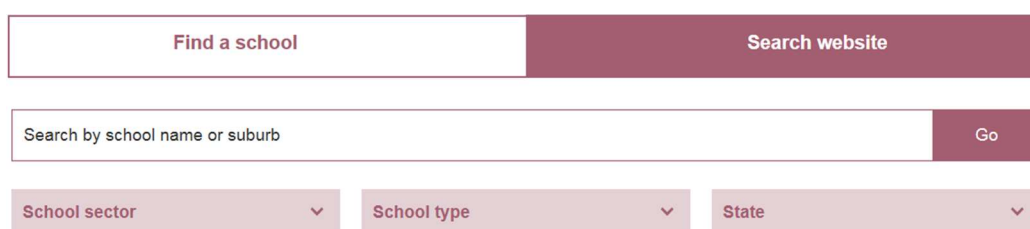
Our school prides itself on being supportive of children, parents and families to engage them in education and school.

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.



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



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



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.