



Gindie State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



Contact Information

| | |
|-----------------|---|
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School Overview

Gindie State School is a small band 5 rural primary school located a short drive from Emerald. With over 100 years of commitment to education excellence, Gindie State School is dedicated to the development of each and every student from Prep to Year 6. We maintain an enrolment between 25-45 students and provide each student with a range of learning experiences in a challenging and supportive environment.

At Gindie State school we have two multi age classes; a junior class Years P to 2 and a senior class Years 3 to 6. The small school situation and its associated multi-age classes lend itself to a personalised education. Etched into our school culture is a belief of personal worth and individual needs. Our strategic plans, policies and teaching strategies focus on the development of these ideals. Additionally, we have in place a strong behaviour management policy and procedures and all students are encouraged to demonstrate excellence and aim high in daily practise and through their school journey.

We implement the Australian Curriculum in both the junior and senior classes. We have two permanent staff who work on class with the students and visiting teaching staff who teach the curriculum LOTE- Indonesian (Languages Other Than English), Health and Physical Education and The Arts. We also have access to RREAP funds and therefore we are able to use these funds to support our student's education through a number of ways, biannual school leader camp, computer programs (Mathletics and Reading Eggs), readers, swimming lessons, small school athletics day and other events and learning resources that enhance the students' experiences.

Emphasis is placed on the strong interrelationship between the school and local community. We feel the primary school years should be enjoyable and productive in terms of students' learning outcomes. We encourage students to develop positive self-discipline. Children are expected to act responsibly and to consider the rights of others. We encourage students to take respect for themselves and others and exercise our core values and rules: Excellence, Responsibility, Acceptance, Safety and Manners.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

| What were the Goals? | Targets – what was the outcome? |
|---|--|
| High quality pedagogical practice and expert teaching teams. | Students reaching benchmarks or higher in PM or PROBE ✓ NAPLAN national minimum standards being met by 100% of participation students |
| Community confidence in quality and continuity of practice in implementing whole-school programs. | ✓ 100% of families informed of student learning programs |
| Systematic data analysis and discussion. | ✓ All students, not on ICP, achieving a rating of C or better ✓ 100% of students with individualised goals |

Future Outlook - 2018 Annual Implementation Plan

Improvement Priority 1. Systematic Curriculum Delivery from Prep to Year 6

- Use the Curriculum into the Classroom (C2C) materials and the Literacy Continuum to support effective teaching, learning and assessment to suit individual student and school contexts, and develop Individual Curriculum Plans where appropriate.
- Use Early Start and the P – 10 Literacy Continuum to monitor students' progress in literacy, particularly writing to identify the writing demands in English, Mathematics, HASS and Science.
- Provide challenging learning experiences that further develop literacy, numeracy, and critical and creative thinking capabilities across the curriculum.

Improvement Priority 2. Teachers employ high quality, evidence-based practices as a part of an Expert Teaching Team

- Embed a whole-school Curriculum, Assessment and Reporting Framework aligned to the DET P-12 CARF.
- Scan and assess evidence widely, including multiple measures of student achievement and school reviews to determine the focus for improvement.
- Implement and monitor the use of an agreed, research validated, school-wide pedagogical framework including an observation and feedback cycle.

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 24 | 9 | 15 | | 96% |
| 2016 | 33 | 17 | 16 | | 100% |
| 2017 | 37 | 19 | 18 | 1 | 89% |

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Most students attending Gindie State School are predominantly from rural backgrounds. We have a number of more recent enrolments who travel on a daily basis from Emerald, 24 kilometres away. The community of Gindie is a supportive one, where most students remain for their primary schooling life, until they move onto high school in Emerald. There are no indigenous students enrolled.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 12 | 16 | 17 |
| Year 4 – Year 6 | | | |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

Our Gindie State School Curriculum is designed to meet the needs of rural students serviced by a multi-aged school, with teaching principals. As well as offering all the Key Learning Areas in the Australian Curriculum, Gindie State School:

- Ensures that Individual student is supported, challenged and extended every day in a calm and encouraging learning environment.
- Differentiated curriculum through multi-age classes with small learning groups.
- Individualised learning plans to assist with student development and growth.
- Languages Other Than English (Indonesian) for Year 5 and 6 students.
- One computer per student.

Extra curricula activities

- Individual and collective participation in local shows, eisteddfods and community activities (Under 8's Day, ANZAC Day March).
- Sporting opportunities at district level.
- Gindie State School Invitational Small Schools Athletics Carnival.
- Biennial School Trip to Canberra and Sydney.
- School swimming lessons.
- Athletics, swimming and cross country training and competition.
- District Athletics Carnivals.

How Information and Communication Technologies are used to Assist Learning

We currently have a computer to student ratio of 1 computer to every student. Information and Communication Technologies (ICTs) are used to assist learning across all learning areas. Information Communication Technologies (ICTs) are utilised to extend learning environments and networks to minimise the impact of geographic isolation. Students use a balance of technology and explicit teaching to research, record, investigate and demonstrate knowledge. Students have daily access to computers in their classrooms, as well as interactive smart boards for teaching instruction. They actively participate in accessing a variety of engaging educational resources such as Mathletics, Reading Eggs, Studyladder, Spelling City and The Learning Place. Students use a mix of inquiry based research, web based sites and multimedia applications to enhance their learning opportunities.

Social Climate

Overview

Gindie State School retains traditional small school values. We enjoy all the benefits that are associated with being a small school with a long and stable history. The school is the hub of this small rural community. It provides a social meeting place for parents who are fully committed to the ongoing learning and general life at the school. They demonstrate their commitment through their participation in school fund-raising and community activities and their willingness to support school initiatives. Gindie State School encourages and exhibits a supportive approach towards its students whilst at the same time promoting and encouraging student accountability and responsibility. Gindie State school community endorses five core rules and values; Excellence, Manners, Safety, Responsibility and Acceptance. Our school has a strong Responsible Behaviour Plan for our students, which is endorsed by our P&C. It focuses on the five concepts from the 'You Can Do It Program' - Organisation, Getting Along, Persistence, Resilience and Confidence.

Gindie State School strives to ensure all students and staff are safe at school and we have in place an active response to bullying. Included in our schools Responsible Behaviour Plan are the three steps for inappropriate behaviour. If a student's behaviour is deemed bullying, the behaviour process is put in place, which consists of three referrals and the final step resulting in suspension. Gindie State School has zero tolerance for bullying.

Gindie State School's behaviour management provides positive reinforcement of appropriate student behaviour and defines clear strategies to support students to demonstrate appropriate behaviour. All students are acknowledged for their consistent choices to behave appropriately. Our Responsible Behaviour Plan instils within students the internal qualities needed to achieve and develop social and emotional development.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 100% | 100% | 100% |
| this is a good school (S2035) | 86% | 100% | 100% |
| their child likes being at this school* (S2001) | 100% | 91% | 100% |
| their child feels safe at this school* (S2002) | 100% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 100% | 91% | 100% |
| their child is making good progress at this school* (S2004) | 100% | 82% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 91% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 91% | 100% |
| teachers at this school treat students fairly* (S2008) | 100% | 91% | 94% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 91% | 100% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| this school takes parents' opinions seriously* (S2011) | 86% | 82% | 100% |
| student behaviour is well managed at this school* (S2012) | 86% | 82% | 94% |
| this school looks for ways to improve* (S2013) | 100% | 91% | 100% |
| this school is well maintained* (S2014) | 86% | 91% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 100% | 92% | 100% |
| they like being at their school* (S2036) | 100% | 100% | 93% |
| they feel safe at their school* (S2037) | 100% | 100% | 97% |
| their teachers motivate them to learn* (S2038) | 100% | 100% | 97% |
| 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% | 92% | 100% |
| teachers treat students fairly at their school* (S2041) | 100% | 92% | 97% |
| they can talk to their teachers about their concerns* (S2042) | 88% | 85% | 97% |
| their school takes students' opinions seriously* (S2043) | 92% | 92% | 93% |
| student behaviour is well managed at their school* (S2044) | 100% | 92% | 93% |
| their school looks for ways to improve* (S2045) | 100% | 92% | 100% |
| their school is well maintained* (S2046) | 100% | 100% | 97% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 85% | 100% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 100% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 100% | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | DW | 100% | 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% |

* 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

Gindie State School provides a safe and caring school environment. Emphasis is placed on strong relationships between the school and the local community. Parents are encouraged to take an active role in their child's education at Gindie State School. We encourage parent volunteers in most aspects of school life. Parents participate in reading sessions and English rotations, science afternoons and other curriculum events, including Arts and Science Showcase Days. Gindie State School values parental and family input and we welcome all parents, at all opportunities, to participate and build an educational partnership.

Monthly P&C meetings and events provides parents with an opportunity in the organisational management of the school and to provide services that directly meet the needs of students. The Gindie State School P&C provides significant funds towards the schools global budget, as well as specific curriculum enhancement projects. Community involvement and support is highly valued at Gindie State School.

Parades, newsletters, parent interviews, student parent weekly reports, student reports, P&C meetings, home reading programs and homework programs encourage parent involvement in student learning both at school and at home. The intimate nature of a small school also lends itself to regular informal conversations and meetings with parents on a daily basis.

Respectful relationships programs

At Gindie State School we implement the You Can Do It program that focuses on student health and wellbeing and developing social and emotional skills. This program runs parallel to the C2C units of HPE which incorporates the Respectful Relationships Curriculum.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy 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 | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 0 | 0 | 0 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

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

Gindie State School has continued to make a concerted effort to reduce its environmental footprint. Our 2011 School Environmental Management Plan began our journey towards reducing our footprint through making staff and students conscious of electricity use, turning off electricity, lights and air-conditioning when not in use, turning off computers at the end of each day and encouraging power saving initiatives.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 21,141 | |
| 2015-2016 | 20,370 | |
| 2016-2017 | 18,699 | |

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

Sector:

Government

Non-government

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

Gindie State School has two permanent full-time teachers, dividing the Junior Class and Senior Class. We have two part-time teachers who deliver HPE, Technology and The Arts. We currently have four Teacher Aides employed and one Administration Officer.

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 4 | 7 | 0 |
| Full-time Equivalent | 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 | 4 |
| Diploma | |
| 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 2017 were \$3991.92

The major professional development initiatives are as follows:

- Principal Conference
- Emerald Educational Conference – all staff
- Speech-Language Program training
- Cleaners training.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 99% | 98% | 99% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 60% of staff was retained by the school for the entire 2017.

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 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 93% | 94% | 93% |

The attendance rate for Indigenous students at this school (shown as a percentage).

*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 2017 for all Queensland Primary schools was 93%.

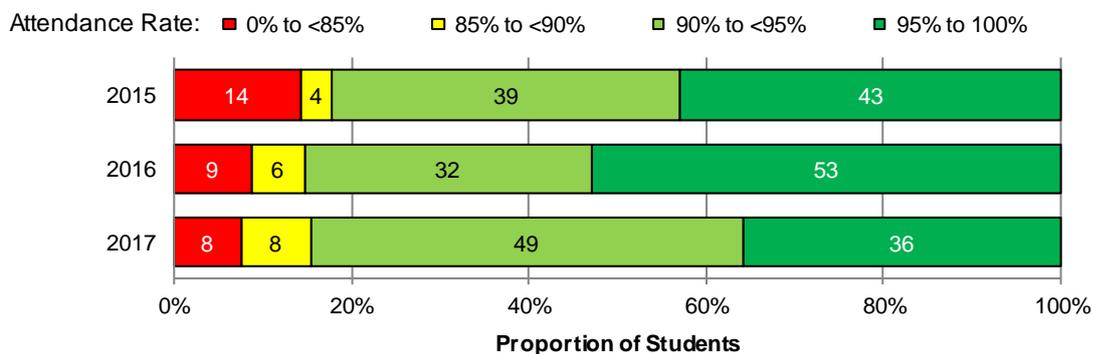
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | DW | 92% | 92% | 96% | 93% | 84% | 93% | | | | | | |
| 2016 | 89% | 95% | 95% | 94% | 95% | 95% | 90% | | | | | | |
| 2017 | 92% | 91% | 92% | 95% | 95% | 93% | 93% | | | | | | |

*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.

Students are marked in attendance in the morning at 9.30am and after 2nd break at 1.30pm.

Parents are encouraged to phone or send in a note to inform the school for the reason of their child absences. If students are absent and no note or phone call is recorded then this is documented as an unexplained absence. All students' unexplained absences are firstly followed up by the individual teacher. Continual absences or non-attendance of three or more days unexplained, is followed up with a phone conversation from the school principal. Reoccurring absences for long periods of time, without parental explanation, may result in the student being put on our school's Attendance Management Plan.

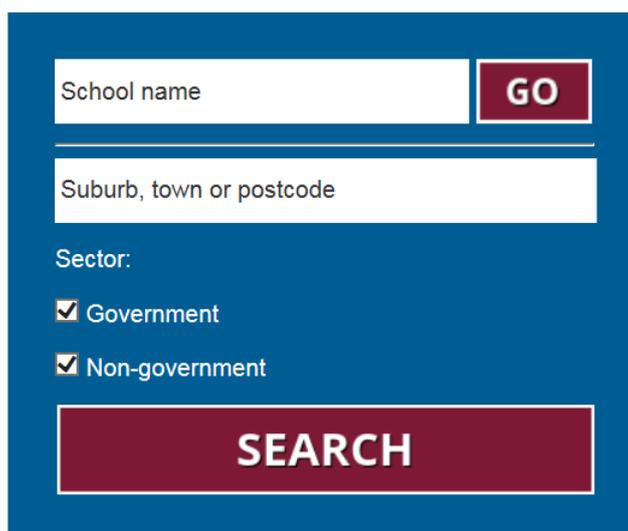
The Same Day Absence Notification policy was implemented in Term 4 2016 for ease of transition and to alert ourselves to current issues with our system and management.

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



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 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.