

QUEENSLAND STATE SCHOOL REPORTING - 2010

Gayndah State School (0042)

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Principal's foreword

Introduction

Welcome to the Gayndah State School Annual Report for 2010. This report contains data and information on the progress of students and the school as a whole. This report is available in a hard copy format if requested.

Gayndah State School is a Band 7 school located in Central Queensland Education District and is set in a rural community approximately 150 kilometres west of Maryborough.

Our school services approx 220 students. Gayndah has a town population of about 1750 with a local shire population of around 3000. It is noted as Queensland's oldest town having been settled in 1848. The school has a long and proud history having been opened in 1863.

It is one of the oldest schools still operating in Queensland and has seen many generations of families attend. Our mission is to provide quality educational experiences for all students. It is the collective aim of all to insure the individual child is supported in their life long learning journey.

School progress towards its goals in 2010

NAPLAN – an innovative and engaging curriculum was delivered to improve student learning outcomes. This was evident in the improved data results of 2011 in most strands for years 3, 5 and 7. An analysis of teaching time to ensure high yield teaching and higher order thinking skills was conducted and clear guidelines for staff on focus areas such as number, mental computation, grammar and fractions was communicated.

Literacy and Numeracy – Professional Development was conducted and explicit expectations and accountability for literacy block and numeracy block time was implemented to ensure consistency across the school. A structured early screening program for Prep to Year 2 was introduced to identify early learning difficulties or concerns. Middle school intervention and benchmarks were also applied across the year levels. A school wide internal testing process and gathering of data using standardised tests influenced teacher planning.

Professional Development – Needs of staff were identified through the Developing Performance Framework and professional development in Information Communication Technology, Curriculum and social moderation were conducted throughout the year.

Community School Relationship – To improve community school relationships, noticeboards, newsletters and community newspapers displayed relevant and positive information about the school. Significant events were celebrated and parents were welcome to attend. Our school Chaplain took an active role in supporting parents and staff and built relationships between the community and school.

Future outlook

Strategic Directions (2010-2012)

Students are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.

Students are successfully engaged in learning and improving attendance at school.

Gayndah State School promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children.

2011 Priorities

The data from External and Internal directed our priorities in 2011.

2011 priorities are as follows-

- Literacy Numeracy
- Inferential Comprehension
- Grammar and Punctuation
- Spelling
- Numeracy

We are also looking at the school's teaching practices ensuring that they will meet the requirements of our priorities. This will involve professional development and the introduction of innovative, world class programs.

We will continue to work with our indigenous students who achieved on par with non indigenous students in 2010.

Our school at a glance

School Profile

Coeducational or single sex: Gayndah State School is a coeducational school with multigrade.

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
218	125	93	87%

Characteristics of the student body:

Gayndah State School has an indigenous population of 15%.

There are slightly more girls than boys. The school has a fairly stable population with some transience during the citrus season.

Students at Gayndah State School have a variety of socio economic and cultural backgrounds.

The student population has a diversity of learning needs.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	80%	20%	0%
Year 4 – Year 10	20	100%	75%	25%	0%
Year 11 – Year 12					
All Classes	21	100%	78%	22%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	16
Long Suspensions - 6 to 20 days	2
Exclusions	1
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Gayndah State School is operating using Essential Learning Outcomes of all 8 Key Learning Areas.

The Early Years of Schooling and Middle Years of Schooling Frameworks continue to influence curriculum changes in the school.

Students engage in integrated units of work that promote attributes of a life long learner.

Extra curricula activities

Gayndah State School has an active Student Council – provide support, fundraising and leadership.

Instrumental Music

Intra School sporting events.

How Information and Communication Technologies are used to assist learning.

At Gayndah State School a range of technologies including computers, digital cameras and an interactive whiteboard are utilised to support the learning of our students. Computers are used for the presentation of student work, creation of student web pages, 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.

Social climate

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.

Our Anti-bullying 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 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. To complement this, a Behaviour Support Teacher continues to work with a range of students in both proactive and reactive support programs.

Student data from the School Opinion Survey shows that they feel safe, are treated fairly and that the behaviour of students is good and compares to state data. Parents are also happy with the school climate and all areas concerning behaviour, discipline, fair treatment, safety and contentment are on par with state mean.

Our school at a glance

Parent, student and teacher satisfaction with the school

All areas of community areas of satisfaction have improved compared to 2009. Data from the School Opinion Survey indicates that generally parents/caregivers are happier with the child's education as opposed to 2009.

The percentage of satisfied students getting a good education increased in 2010, possibly due to the success students are receiving in the classroom

Parents/caregivers are satisfied with Gayndah State School and are slightly above state mean. There has been an increase in this data over the last three years.

The school workforce is satisfied with access to professional development, resources and support. Seven out of the eight areas are all above the state mean.

Staff Morale also had a significant increase and scored above the state mean in four out of the five areas. Parents of Gayndah State School were satisfied that their child is getting a good education and results are comparable to like schools.

The percentage of satisfied students getting a good education increased in 2010, possibly due to the increased rigour and high expectations placed upon them by staff in preparation for NAPLAN.

Parents/caregivers are satisfied with Gayndah State School and are slightly above state mean. There has been an increase in this data over the last three years.

The school workforce is extremely satisfied with access to professional development, resources and support. Seven out of the eight areas are all above the state mean.

Staff Morale also had a significant increase and scored above the state mean in four out of the five areas.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	68%
Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	87%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	83%
Percentage of staff members satisfied with morale in the school	96%

Our school at a glance

Involving parents in their child's education.

Parents are actively encouraged to participate in the education of their child. We had regular volunteers in our school in 2009. The parents worked in classrooms with reading activities, group rotations, art and other activities. They also support students in sporting endeavours, sports carnivals and tuckshop. About 30 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 a successful and well supported fete every two years and hold regular fundraising events to raise money to buy literacy and numeracy resources and continue to support the air-conditioning program to maintain the upkeep of the units.

Reducing the school's environmental footprint

Our Environmental footprint

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' is part of our school planning and teachers units of work.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$35,078	\$16,955	\$0	\$0	\$5,058	\$0	\$13,065	89,969	3,932	0
2009	\$22,361	\$16,962	\$0	\$0	\$5,399	\$0	\$0	101,848	4,743	0
% change 2009 - 2010	57%	0%	N/A	N/A	-6%	N/A	N/A	-12%	-17%	N/A

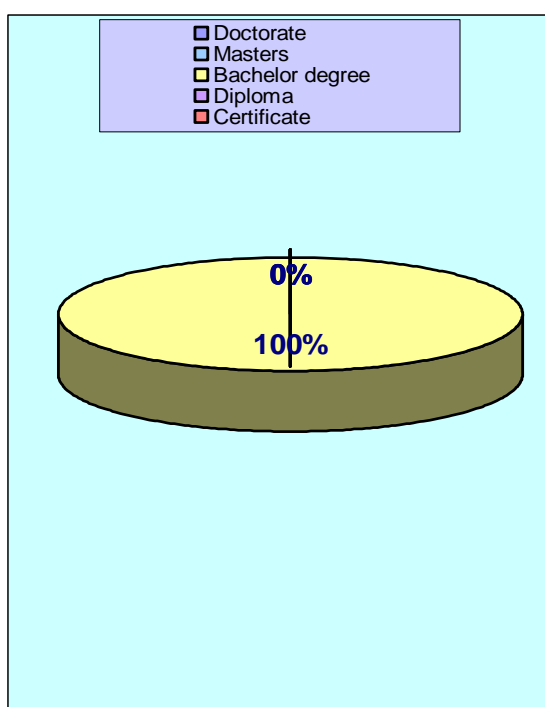
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	16	10	<5
Full-time equivalents	13	7	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	18
Diploma	0
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$ 36401.32

The total funds expended on teacher professional development in 2009 was \$24 465.16

The major professional development initiatives are as follows:

Understanding Poverty Training, Behaviour Management and Social Skilling,

Higher Order Thinking Skills – for staff

THRASS (spelling),

Maths,

First Aid/CPR

Thinking Digitally workshops

Literacy/Numeracy Coaching

First Steps in Maths Facilitator Training

The involvement of the teaching staff in professional development activities during 2009 was 100% as per school records.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 94% of staff was retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 93%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95%	93%	93%	94%	93%	94%	93%					

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.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036. The roll is marked in the morning and after lunch. This information is entered into SMS. Caregivers must inform the school in writing, in person or by phone call, why the student is absent and it is deemed as explained or unexplained according to Education Queensland policy. Continued unexplained absence or long absences are followed up with a phone call to the caregivers and appropriate support to assist the student attending school is offered. If high absenteeism continues, parent contact is once more initiated and the appropriate authorities are contacted.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

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

Gayndah State School has included indigenous perspectives in all unit planning. Indigenous speakers have been invited to the school to speak to all and specifically, indigenous students about sport and ambitions.

Our school works in cooperation with the Indigenous Well Fare Centre to provide support for indigenous families and students.

Attendance

In 2009 the indigenous population was behind the non indigenous attendance by 4.5%

Attendance range

% of All Student Attendance < 80%	6.7
% if indigenous Student Attendance < 80%	16.2

Attainment

Our year three indigenous students achieved 15% to 27% above the non indigenous students in reading and writing. Non indigenous were slightly below indigenous results in numeration. Additional support in this KLA has been provided.

Non indigenous compared to indigenous achievement in KLA's in year 3.

Reading	15.3 % above non indigenous performance.
Writing	27.1 % above non indigenous
Numeracy	10% below non indigenous