

Giru State School

Queensland State School Reporting

2015 School Annual Report



Postal address	Luxton Street Giru 4809
Phone	(07) 4784 3333
Fax	(07) 4782 9168
Email	principal@giruss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Stacey Werder

Principal's foreword

Introduction

This report provides a brief insight into Giru State School and an overview of our goals and achievements during 2015. It includes information about student performance, community satisfaction and the profile of the school staff. Additional details, not contained in this report, are available upon request from the school office.

School progress towards its goals in 2015

Major areas of focus for 2015 included:

- Reading;
- Spelling;
- Continuing to build staff capacity to implement high yield pedagogies;
- Developing staff capabilities to implement new Australian Curriculum subjects; and
- Developing and implementing a framework to improve the social and emotional well-being of all students.

In 2015, a consistent approach to the teaching of guided reading and intervention was implemented, based on Jan Richardson's model. Consequently, student achievement levels in the area of reading significantly improved. The school also developed a consistent approach to the teaching of spelling; and continued to develop staff capabilities to implement high yield pedagogies, focusing on developing teacher clarity of curriculum expectations and evidence-driven instruction for English units. The focus on clarity and evidence-driven instruction led to improvements in students' English results across the school. Staff capabilities were developed to implement new Australian Curriculum subjects, including Technologies and Health and Physical Education, from the beginning of 2016. The school made the decision to become a Positive Behaviour for Learning (PBL) school. As a result, throughout 2015, the school and community worked together to successfully prepare for the full implementation of PBL from the start of the 2016 school year.

Community engagement and involvement is welcomed and encouraged. The school has a dedicated parent group who continually work in partnership with the school to improve student outcomes. In 2015, the P&C continued to be actively involved in the daily operations of the school through regular voluntary classroom assistance, attendance at school events, fundraising to support student learning, and assisting in the maintenance of the school grounds and gardens.

Future outlook**Teaching and Learning:**

	Targets/ Timelines:
Giru State School's Reading Framework	<ul style="list-style-type: none"> All teaching staff implementing this framework. Staff capabilities being further developed.
A consistent approach to the teaching of spelling	<ul style="list-style-type: none"> All teaching staff implementing the Giru State School Spelling Program. Staff capabilities being further developed.
High yield pedagogies	<ul style="list-style-type: none"> The pedagogy of all teachers aligns to the school's pedagogical framework. All teachers implementing Giru State School's Quality Teaching and Learning expectations for English units. Staff capabilities being further developed.
Australian Curriculum: <ul style="list-style-type: none"> Technologies HPE 	<ul style="list-style-type: none"> The Australian Technologies and HPE curriculums are being implemented from Prep to Year 6.
Positive Behaviour for Learning	<ul style="list-style-type: none"> All staff implementing Giru State School's Positive Behaviour for Learning Framework.

Other:

	Targets/ Timelines:
Strengthening Giru State School's Kindy-Prep transition program.	<ul style="list-style-type: none"> Local Day Care Centre Kindy children visit Giru State School each week. Local Day Care Centre children continue to be invited to events held at Giru State School. Kindy-Prep Transition Program formalised.
<ul style="list-style-type: none"> Working in partnership with parents and the community to improve student learning outcomes. 	<ul style="list-style-type: none"> P&C continues to be actively involved in the daily functioning of the school. Community members, groups and businesses are continuing to support student learning.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	82	40	42	3	87%
2014	71	35	36	1	89%
2015	62	32	30	1	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Giru students come from a variety of backgrounds reflecting the nature of its richly diverse setting. A large number of students come from agricultural farms. There are also many who live on small acreages, in this very attractive township.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	16	19
Year 4 – Year 7 Primary	15	14	14
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	0	0
Long Suspensions - 6 to 20 days	0	0	0

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

The pedagogy of all teachers aligns to the school's pedagogical framework. The school's pedagogical framework is based on an explicit model of instruction, which encompasses the Gradual Release of Responsibility model.

The Australian Curriculum is being progressively implemented across key learning areas, as new subjects are released. C2C units, provided by the Department, are utilised to support the implementation of the Australian Curriculum in a manner that suits the school's unique context.

P-6 students participate in guided reading lessons each day.

Year 5 and Year 6 students participate in Japanese lessons each week.

In Terms 1 and 4, students utilise the school pool for PE lessons and for swimming lessons with a qualified instructor. Students also have the opportunity to participate in swimming lessons after school.

A range of up-to-date digital technologies are used to support and enhance student learning experiences.

A range of professionals are brought into the school to enhance students' curriculum experiences.

Extra curricula activities

- P-6 students participate in curriculum-linked excursions.
- P-6 students participate in coaching clinics in a variety of sports.
- P-6 students participate in non-denominational religious instruction lessons each week.
- Year 5 and Year 6 students attend an annual camp.
- Year 6 students participate in the GRIP leadership program.
- Burdekin sporting trials for students aged 9 and above.
- Annual Awards and Concert Night.

How Information and Communication Technologies are used to improve learning

Information and Communication Technologies are widely used throughout the school to support and enhance learning across all curriculum areas. Japanese lessons are conducted via web conferencing. All classrooms are equipped with electronic interactive whiteboards. Teachers use modern technologies, including iPads, desktop computers and laptops, to deliver quality teaching and learning experiences in all areas of the curriculum. Email and other electronic forms of communication are widely utilised and staff develop e-learn sites (such as virtual classrooms) for their classes to access. The school has a staff SharePoint site as well as a website which provides relevant information to staff, students and the community.

Social Climate

Giru is a school that is characterised by a strong care for every student.

Parents regard the school as a safe and caring place to send their children. This strong care is based upon the foundations of a very strong school community bond. The school looks to foster close links with parents and community groups through meaningful, supportive activities. New students and

families are warmly welcomed into the community. Students from Prep to Year 6 are strongly committed to each other's wellbeing. A strong leadership program operates throughout the school, which teaches students to take responsibility for themselves and others.

Giru State School's Responsible Behaviour Plan for Students (which is based on three school rules – Be Safe, Be Respectful and Be Successful), assists in providing a positive, supportive environment to allow effective learning and teaching to occur and to enable students to participate positively within our school community. Our school chaplain also supports students' social and emotional development.

Teaching programs are tailored to cater to the needs of individual students. A variety of intervention and extension programs operate throughout our school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	100%	100%
this is a good school (S2035)	97%	100%	100%
their child likes being at this school (S2001)	97%	93%	100%
their child feels safe at this school (S2002)	100%	93%	100%
their child's learning needs are being met at this school (S2003)	94%	100%	100%
their child is making good progress at this school (S2004)	94%	100%	89%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	100%	89%
teachers at this school motivate their child to learn (S2007)	89%	92%	100%
teachers at this school treat students fairly (S2008)	92%	92%	89%
they can talk to their child's teachers about their concerns (S2009)	92%	100%	100%
this school works with them to support their child's learning (S2010)	95%	100%	100%
this school takes parents' opinions seriously (S2011)	97%	100%	100%
student behaviour is well managed at this school (S2012)	92%	93%	100%
this school looks for ways to improve (S2013)	100%	93%	100%
this school is well maintained (S2014)	100%	93%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	96%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	96%	95%	100%
their teachers motivate them to learn (S2038)	92%	100%	100%
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%	100%	100%
teachers treat students fairly at their school (S2041)	100%	100%	92%
they can talk to their teachers about their concerns (S2042)	96%	95%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school takes students' opinions seriously (S2043)	96%	91%	100%
student behaviour is well managed at their school (S2044)	100%	100%	91%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	96%
their school gives them opportunities to do interesting things (S2047)	100%	100%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	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)	90%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	40%	80%	80%
students are encouraged to do their best at their school (S2072)	100%	100%	91%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	91%
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%	90%	91%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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

Giru State School encourages and facilitates parental involvement in their child's education in a number of ways. Parents and community members are encouraged to:

- Assist with curriculum delivery. Volunteers assist with reading groups, spelling and numeracy each week.
- Support their child to complete homework tasks;
- Contribute towards the development of individual curriculum plans, health care plans and/or behaviour plans, as required;
- Attend parent information sessions at the beginning of the school year and parent-teacher interviews each semester;
- Attend each class' Celebration of Learning once a term;
- Attend the school's annual Awards and Concert Night; and
- Voluntarily assist at tuckshop each week, and assist in the maintenance of the school grounds and gardens.

Reducing the school's environmental footprint

The school is constantly aware of, and concerned about, the size of its environmental impact. Therefore, the school has continued to make a conscious effort to enact its School Environmental Management Plan to ensure that the school minimises its use and reliance on non-renewable power sources, where possible.

The school's recycling, gardening, worm farm and biodiversity programs all contribute to the reduction of the school's environmental impact.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	95,978	1,982
2013-2014	100,415	1,934
2014-2015	88,502	1,537

*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.

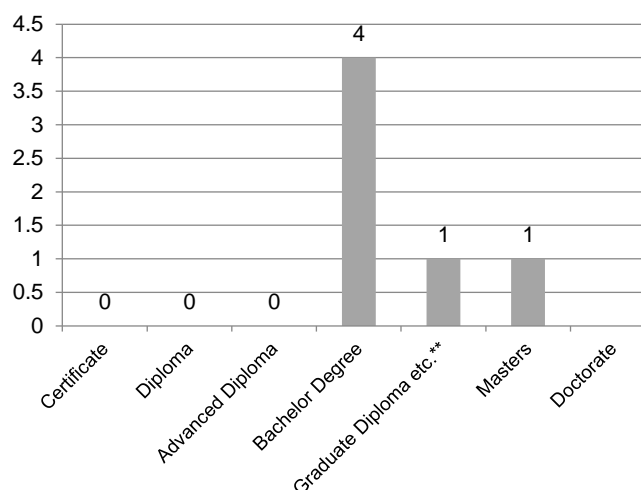
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	4	0
Full-time equivalents	4	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	6



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$16 784.11.

The major professional development initiatives are as follows:

- Developing staff capabilities to implement:
 - Jan Richardson's model of Guided Reading and Intervention;
 - Giru State School's Pedagogical Framework;
 - Quality Teaching and Learning for English units; and

- Australian Curriculum subjects – including Technologies and Health and Physical Education.
- Positive Behaviour for Learning.
- Spelling.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 76% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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 says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015

The overall attendance rate for the students at this school (shown as a percentage). 93% 91% 93%

The attendance rate for Indigenous students at this school (shown as a percentage). 78% 52% 98%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

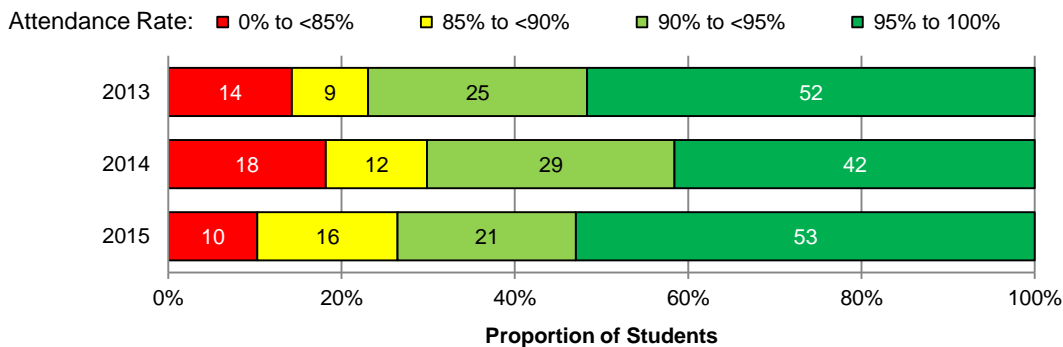
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	90%	96%	95%	92%	93%	89%	92%					
2014	86%	93%	89%	89%	91%	92%	95%	93%					
2015	95%	90%	94%	87%	96%	96%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Non-attendance is managed in state schools in line with the following DETE policies:

- SMS-PR-029: Managing Student Absences;
- SMS-PR-036: Roll Marking in State Schools; and
- PR-036: Roll Marking in State Schools.

Electronic rolls are marked twice daily by class teachers and entered directly in OneSchool. Parents are encouraged, through the Parent Handbook and school newsletters, to advise the school of reasons for their child's absence in writing (via email or a note to the class teacher) or to contact the school by phone.

Students' absences are immediately recorded into OneSchool. Each week letters are sent out to parents/ caregivers to seek explanations for unexplained absences. If a student is absent for 3 or more consecutive days without explanation, the school contacts parents/ carers.

Parents/carers of students with regular patterns of non-attendance are reported to the principal for further monitoring and action.

To increase attendance levels, both school-wide and individualised positive reinforcement strategies are implemented to acknowledge students who meet the school's attendance targets.

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 and Year 5 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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it says '**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.