



Giru State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021

Department of Education



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School Overview

Nestled in the shadow of Mt Surround and beside the rich fishing waters of the Haughton River is Education Queensland's best kept secret of the north, Giru State School. The students, parents and staff who call this idyllic school home quote, "It's the family atmosphere pervading the school environs which makes Giru State School so special". Our school serves as the educational hub for the town of Giru and the fertile farms surrounding the township. Our classroom, specialist teachers, and support staff, work together to meet the educational, sporting, and social/emotional needs of our students. The hardworking, cheerful and cooperative children of our school make working here each day something we all look forward to. Our school has a proud history of academic, sporting and cultural achievement dating back to when our doors first opened in 1924. Our motto echoes our beliefs as we encourage and support our students to 'Strive for Success' each and every day. The Giru School community is one of supportive parents who create a cooperative partnership together with us for the benefit of all students attending this great school.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Literacy:	
<i>Refine and embed Quality Teaching and Learning Practices for English units to ensure a minimum of 80% of Giru State School students continue to achieve a 'C' standard or better for English, and 35% of students achieve at an 'A' or 'B' standard by the end of 2017.</i>	
Major new focuses will include:	
- Implementation of Collaborative Inquiry Cycles	achieved
- Embed Giru State School's Reading Framework to ensure 80% of Giru State School students continue to achieve at or above year level benchmarks.	ongoing
- Development and implementation of a Student Feedback Policy	ongoing
Numeracy:	
- Implement daily number facts warmups across all year levels by mid-2017.	ongoing
- Develop and implement Quality Teaching and Learning practices for numeracy to ensure 90% of students achieve a 'C' standard or better in Mathematics by mid-2018.	ongoing
- Develop staff capabilities to implement the "Learning You: Problem Solving" approach by the end of 2017.	ongoing

Future Outlook

Improvement priority: Improve P-6 students' Level of Achievement through a focus on reading and writing in all learning areas.

Systemic Curriculum Delivery

<ul style="list-style-type: none"> • Implement Giru State School's Whole School Curriculum Plan, aligned to v8 of the Australian Curriculum: <ul style="list-style-type: none"> ○ Use Multi-level Digital Guides as a basis for English units, ○ Familiarise staff with v8 in Mathematics, Science, HaSS, Technologies, HPE and The Arts
<ul style="list-style-type: none"> • Develop a set of writing expectations/ non-negotiables for each year level for writing in each subject area.
<ul style="list-style-type: none"> • During unit planning in each subject area: <ul style="list-style-type: none"> ○ Identify the reading/writing demands (which increase in complexity from P-6) for the unit, and ○ Teaching strategies to improve students' writing within the unit.
<ul style="list-style-type: none"> • Investigate and develop whole school approach to differentiation to support individual student growth.

Pedagogical Practice

<ul style="list-style-type: none"> • Analyse student writing/reading data (against Early Start, Literacy Continuum, unit work, NAPLAN Writing Marking Guide) to identify: <ul style="list-style-type: none"> ○ Students' strengths and areas for development,
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<ul style="list-style-type: none"> ○ Appropriate teaching strategies to address areas for development, and ○ When to teach identified strategies in each learning area.
<ul style="list-style-type: none"> ● Revise Giru State School's Whole School Reading Framework to include use of the 3 cueing systems to unpack texts. ● Use the 3 cueing systems to unpack texts within each KLA to enable students to access all texts to support written responses by students.
<ul style="list-style-type: none"> ● Use the Gradual Release of Responsibility Model to plan and deliver lessons to ensure students are producing writing of a high standard <u>independently</u>.
<ul style="list-style-type: none"> ● Develop a "Student Engagement Plan" which embeds differentiating teaching strategies.
<ul style="list-style-type: none"> ● Provide students with regular feedback on their writing (linked to lesson's Success Criteria) to improve their self-regulation.

Expert Teaching Team

<ul style="list-style-type: none"> ● Provide professional development (on data analysis, Early Start, Literacy Continuum and Australian Curriculum) for staff to enable them to analyse and use student writing data to identify next steps for teaching and individual student writing goals.
<ul style="list-style-type: none"> ● Continue to develop the school's Reading/Writing Focus instructional coaching cycles with a focus on: <ul style="list-style-type: none"> ○ Gradual Release of Responsibility model, ○ Monitoring student progress (pre-tasks and mid-tasks, and use of the 3 circles to monitor student progress) ○ Regular student feedback, and ○ Students' independent written work.
<ul style="list-style-type: none"> ● Provide Coaching opportunities to: <ul style="list-style-type: none"> ○ Develop their capabilities around the teaching of writing ○ Plan each unit and identify the writing aspects of the unit ○ Analyse student writing data and set goals for individual students ○ Moderate student work against the GTMJ, Aspects of Writing (Literacy Continuum) and NAPLAN Writing Marking Guide. ○ Engage in professional conversations with Principal re: where each student in the class is at and what the next steps for that child will be. ○ Investigate the use of the DET Writing Modules to guide delivery of Giru State School's writing improvement.

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	62	32	30	1	90%
2016	49	24	25	4	75%
2017	46	22	24	1	83%

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/early-childhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	19	24	22
Year 4 – Year 6	27		
Year 7 – Year 10			
Year 11 – Year 12			

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. 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.

Co-curricular 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 Assist 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

Overview

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. As a Positive Behaviour for Learning school, our school explicitly teaches, promotes and positively reinforces expected behaviours. 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

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	100%	100%	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%	100%	92%
their child is making good progress at this school* (S2004)	89%	100%	92%
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)	89%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	91%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
teachers at this school treat students fairly* (S2008)	89%	100%	100%
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%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	89%	83%
student behaviour is well managed at this school* (S2012)	100%	89%	75%
this school looks for ways to improve* (S2013)	100%	100%	92%
this school is well maintained* (S2014)	100%	89%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	100%	91%
they like being at their school* (S2036)	100%	100%	96%
they feel safe at their school* (S2037)	100%	100%	91%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	96%
teachers treat students fairly at their school* (S2041)	92%	90%	96%
they can talk to their teachers about their concerns* (S2042)	100%	90%	100%
their school takes students' opinions seriously* (S2043)	100%	95%	96%
student behaviour is well managed at their school* (S2044)	91%	95%	91%
their school looks for ways to improve* (S2045)	100%	100%	96%
their school is well maintained* (S2046)	96%	95%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	100%	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%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	DW	100%
students are encouraged to do their best at their school (S2072)	91%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	88%
student behaviour is well managed at their school (S2074)	91%	88%	75%
staff are well supported at their school (S2075)	100%	100%	75%
their school takes staff opinions seriously (S2076)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	91%	75%	88%
their school gives them opportunities to do interesting things (S2079)	100%	100%	88%

* 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

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;
- Businesses, community groups and community members sponsor our student awards; and
- Volunteers assist at tuckshop each week, and assist in the maintenance of the school grounds and gardens.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Students are explicitly taught skills to keep themselves and others safe. They are taught how to identify and respond to abuse and violence; how to resolve conflicts in non-violent ways; and to Recognise, React and Report when they, or others, are unsafe.

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	6	12
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

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
2014-2015	88,502	1,537
2015-2016	79,172	1,847



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2016-2017	88,575	2,553

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	4	0
Full-time Equivalents	3	3	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	3
Diploma	1
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 \$7 280.03

The major professional development initiatives are as follows:

- Numeracy
- Developing an effective writing program
- One School Workshop
- CPR/First Aid
- Collaborative Learning Days

The proportion of the teaching staff involved in professional development activities during 2017 was 80%

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 68% 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%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	77%	DW

*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

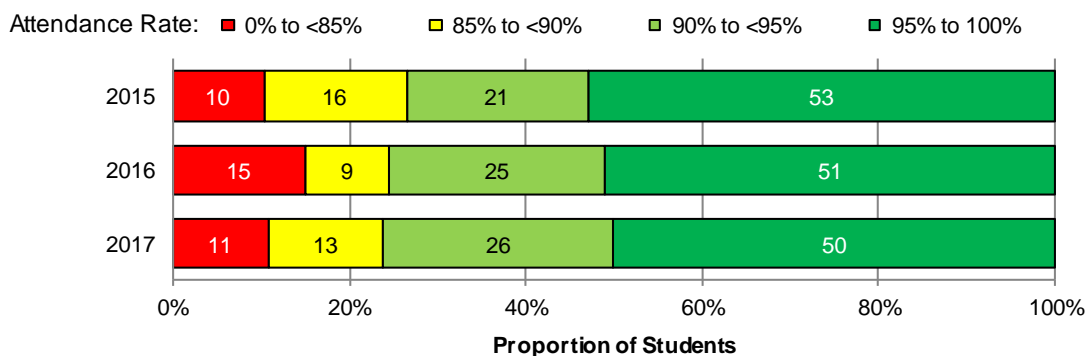
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	90%	94%	87%	96%	96%	94%						
2016	88%	92%	88%	88%	90%	96%	92%						
2017	96%	92%	95%	91%	90%	94%	96%						

*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 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.

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.

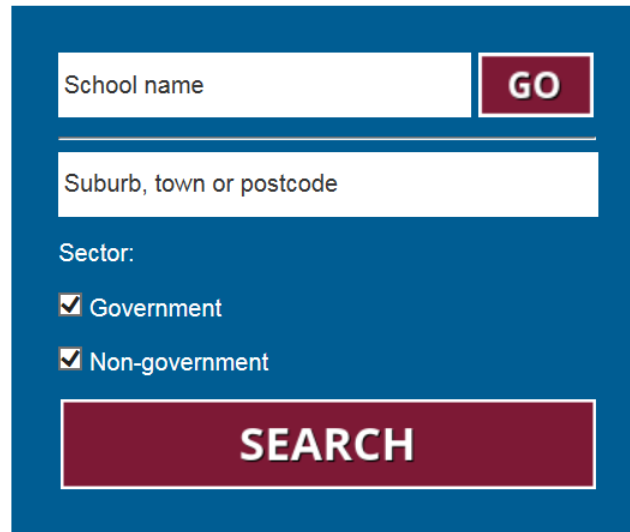
To increase attendance levels, both school-wide and individualised positive reinforcement strategies are implemented to acknowledge students who meet the school's attendance targets.

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

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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.