



Giru 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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<b>Contact person</b>	Principal

# From the Principal

## 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 echos our beliefs as we encourage and support our students to 'Strive for Success' each and every day. The Giru State 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.

## School progress towards its goals in 2018

Strategy: Systematic Curriculum Delivery		
Actions	Targets	Progress
<ul style="list-style-type: none"> <li>Implement Giru State School's Whole School Curriculum Plan, aligned to v8 of the Australian Curriculum:               <ul style="list-style-type: none"> <li>Use Multi-level Digital Guides as a basis for English units,</li> <li>Familiarise staff with v8 in Mathematics, Science, HaSS, Technologies, HPE and The Arts</li> </ul> </li> </ul>	P-6 English, Mathematics, Science: <ul style="list-style-type: none"> <li>90% 'C' standard or higher</li> <li>30% 'A' or 'B'</li> </ul>	Achieved
<ul style="list-style-type: none"> <li>Develop a set of writing expectations/ non-negotiables for each year level for writing in each subject area.</li> </ul>	Yr3 & Yr5 NAPLAN Writing:	Achieved
<ul style="list-style-type: none"> <li>During unit planning in each subject area:               <ul style="list-style-type: none"> <li>Identify the writing demands (which increase in complexity from P-6) for the unit, and</li> <li>Teaching strategies to improve students' writing within the unit.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>NMS – 100%</li> <li>MSS – Yr3 – 420, Yr5 - 475</li> </ul>	Achieved
<ul style="list-style-type: none"> <li>Investigate and develop whole school approach to differentiation to support individual student growth.</li> </ul>		Achieved
Strategy: Pedagogical Practice		
Actions	Targets	Progress
<ul style="list-style-type: none"> <li>Analyse student writing data (against Early Start, Literacy Continuum, unit work, NAPLAN Writing Marking Guide) to identify:               <ul style="list-style-type: none"> <li>Students' strengths and areas for development,</li> <li>Appropriate teaching strategies to address areas for development, and</li> <li>When to teach identified strategies in each learning area.</li> </ul> </li> </ul>	100% of teaching staff  Student targets – as above	Achieved
<ul style="list-style-type: none"> <li>Revise Giru State School's Whole School Reading Framework to include use of the 3 cueing systems to unpack texts.</li> <li>Use the 3 cueing systems to unpack texts within each unit to enable students to access all texts to support written responses by students.</li> </ul>		Achieved
<ul style="list-style-type: none"> <li>Use the Gradual Release of Responsibility Model to plan and deliver lessons to ensure students are producing writing of a high standard independently.</li> </ul>		Achieved

<ul style="list-style-type: none"> <li>Provide students with regular feedback on their writing (linked to lesson's Success Criteria) to improve their self-regulation.</li> </ul>		Achieved
<b>Strategy: Expert Teaching Team</b>		
<b>Actions</b>	<b>Targets</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	All P-2 students have completed Early Start assessments	Achieved
<ul style="list-style-type: none"> <li>Continue to develop the school's Teaching With a Literacy Focus instructional coaching cycles with a focus on: <ul style="list-style-type: none"> <li>Gradual Release of Responsibility model,</li> <li>Monitoring student progress (pre-tasks and mid-tasks, and use of the 3 circles to monitor student progress)</li> <li>Regular student feedback, and</li> <li>Students' independent written work.</li> </ul> </li> </ul>	100% of teachers involved in Instructional Coaching Cycles  100% of students given written feedback on their work each week.	Achieved
<ul style="list-style-type: none"> <li>Set aside regular times for teachers to: <ul style="list-style-type: none"> <li>Develop their capabilities around the teaching of writing</li> <li>Plan each unit and identify the writing aspects of the unit</li> <li>Analyse student writing data and set goals for individual students</li> <li>Moderate student work against the GTMJ, Aspects of Writing (Literacy Continuum) and NAPLAN Writing Marking Guide.</li> <li>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.</li> </ul> </li> </ul>	SOS: 100% staff satisfied with PD.  PLC – 2 out of every 3 Staff Meetings  Student targets – as above	Achieved
<ul style="list-style-type: none"> <li>Investigate the use of the Learning Place's Writing Modules to guide delivery of Giru State School's writing improvement priority.</li> </ul>		Achieved

## Future outlook

- Improve P-6 Students Level of Achievement (LOA) through a focus on reading and writing in all learning areas:
  - To have 90% of the students achieving 'C' or above' in English, Mathematics and Science.
  - To have 30% of students achieving an 'A/B' in English, Mathematics and Science.
  - Improve the year 3/5 NAPLAN Writing.
  - To have 80% of students achieving NMS in NAPLAN reading (Years 3/5).
- Embed explicit teaching of writing across all year levels.
- Review and update GSS Responsible Behaviour Plan.
- Collaboratively develop a PACE framework to improve student outcomes.

## 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	49	46	39
Girls	24	22	16
Boys	25	24	23
Indigenous	4	1	4
Enrolment continuity (Feb. – Nov.)	75%	83%	70%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	20
Year 4 – Year 6	23	22	21
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

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 implemented across all key learning areas. C2C units, provided by the department, are utilised to support the implantation 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 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, desktops 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 and Facebook page 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 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 the school.

### 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%	100%
• this is a good school (S2035)	100%	92%	100%
• 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%	92%	75%
• their child is making good progress at this school* (S2004)	100%	92%	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%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	100%	91%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	75%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	89%	83%	100%
• student behaviour is well managed at this school* (S2012)	89%	75%	75%
• this school looks for ways to improve* (S2013)	100%	92%	100%
• this school is well maintained* (S2014)	89%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	91%	94%
• they like being at their school* (S2036)	100%	96%	88%
• they feel safe at their school* (S2037)	100%	91%	88%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	100%
• teachers treat students fairly at their school* (S2041)	90%	96%	82%
• they can talk to their teachers about their concerns* (S2042)	90%	100%	94%
• their school takes students' opinions seriously* (S2043)	95%	96%	88%
• student behaviour is well managed at their school* (S2044)	95%	91%	65%
• their school looks for ways to improve* (S2045)	100%	96%	100%
• their school is well maintained* (S2046)	95%	100%	94%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	94%

\* 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%	88%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	88%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	88%	75%	100%
• staff are well supported at their school (S2075)	100%	75%	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)	75%	88%	60%
• their school gives them opportunities to do interesting things (S2079)	100%	88%	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

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 per term.
- Attend the school's annual Awards and Concert Night.
- Businesses, community groups and community members sponsor our student awards.
- Voluntarily assist at the tuckshop each week, and assist in the maintenance of the school grounds and gardens.

## Respectful relationships education programs

The school has developed and implanted 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.

## 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	6	12	4
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

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 powers sources where possible.

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	79,172	88,575	72,800
Water (kL)	1,847	2,553	2,170

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	3	4	0
Full-time equivalents	3	3	0

\*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	1
Graduate Diploma etc.*	0
Bachelor degree	3
Diploma	1
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 \$1,935.00.

The major professional development initiatives are as follows:

- First Aid
- OneSchool Training
- Beginner Teacher Workshop

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.	95%	96%	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%	93%	93%
Attendance rate for Indigenous** students at this school	77%	DW	90%

\* 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

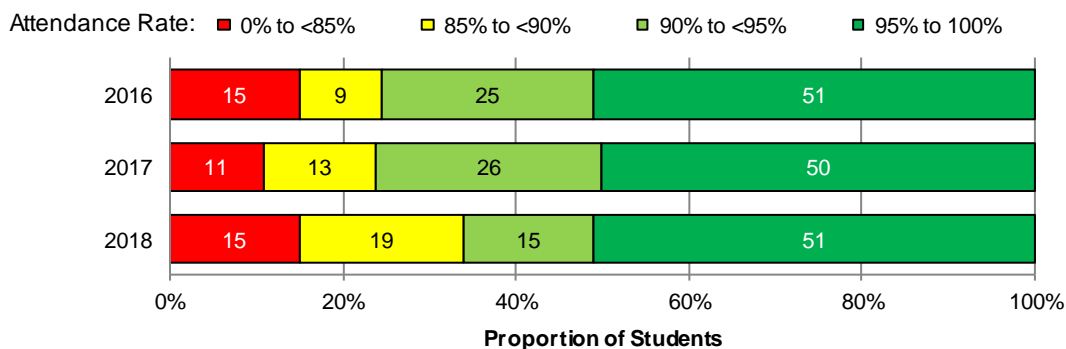
Year level	2016	2017	2018
Prep	88%	96%	95%
Year 1	92%	92%	95%
Year 2	88%	95%	92%
Year 3	88%	91%	91%
Year 4	90%	90%	93%
Year 5	96%	94%	93%
Year 6	92%	96%	92%

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.

Electronic rolls are marked twice a daily by class teachers and entered directly in OneSchool. Parents are encouraged, through the Parent Handbook and school newsletters, to advise the school 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 individual 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 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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.