



Gympie South State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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School overview

Gympie South services both the rapidly growing area of 'Southside' as well as the rural and semi rural areas to the west of Gympie. South's school community is diverse in make up and this diversity underpins the school's strong focus on the individual, a personalisation of student learning, the elimination of barriers that impede participation and the provision of opportunities that enable personal and team growth. South's facilities are 'second to none' with our own 25m swimming pool, Multi-Purpose Hall, expansive ovals, sporting facilities and landscaped grounds. On the curriculum front, as well as delivering structured mainstream learning opportunities, we also offer a range of activities that provide opportunities for student participation and enhancement of individual potential. Our Special Education Unit provides a wonderful service for children with disabilities. 'Together We Make the Difference', our school motto, certainly encapsulates life at South and is very indicative of the Team culture and concerted effort our school community engages in to provide the best possible opportunities for our children.

School progress towards its goals in 2018

Gympie South State School did a great job in working towards our goals and targets for 2018. We focussed on the following last year;

1. **Reading** - Developing consistency in pedagogy and processes for developing learning goals and planning
2. **Writing** - Promoting creativity and fun in writing
3. **Mathematics** - Developing a 'Growth Mindset' – everybody can be good at Mathematics

Great Results Guarantee 2018

- Assist all students in years 3 and 5 reach or exceed NMS in all areas of literacy and numeracy in 2018.
- Refine targeted intervention programs for students whom are at risk of not meeting school based benchmarks.
- Purchase specific resources to support the classroom practices and school based programs.
- Providing release time for teachers to engage in structured data analysis, sharing of expertise and consistency of curriculum and assessment implementation.
- Engaging teachers in performance development conversations and feedback processes that focus on the GCSS Reading Program, Phonics Program and Data Plan; and review of student progress with internal and systemic data processes.

Parent and Community Engagement Framework – Enact the departmental strategies to encourage greater parental participation in their child's education.

Future outlook

Reading – Refine & maintain a consistent and aligned approach to data analysis and pedagogy

- Embed a consistent approach to the teaching of reading aligned to the [GSSS Reading Framework](#)
- Targeted groups based on data to improve reading outcomes in all year levels
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference and maintain an explicit focus on the teaching of phonics in the early years through LEM Phonics
- Continue the structured monitoring of student data to apply processes and resources applicable to student needs. These include accessing Reading Support and Intervention Programs and Targeted Reading Advancement Programs to ensure all students meet reading goals and standards outlined in the Australian Curriculum
- Build a culture of shared responsibility and collaborative empowerment to build the efficacy of teachers in delivering highly effective reading pedagogies
- Improve attendance and behaviour of students at our school so they get consistent and uninterrupted access to quality education programs

Writing – Support the development of all staff to provide targeted feedback to students based on data analysis and interrogation of student writing samples

- Develop a shared understanding and pedagogical practice of the 4 writing procedures:
1. Modelled Writing 2. Shared Writing 3. Guided Writing 4. Independent Writing
- Align writing pedagogy to Pearson's Gradual Release Model
- Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing Success



- Continue to embed a data culture conducting pre and post testing and using a consistent marking guide to measure growth in individuals and class wide trends
- Explicit observations and feedback sessions on pedagogical practices applied to the teaching of writing. Teachers provide evidence of pre-test writing results (Eg. Plan4Me) and monitor student progress through ongoing formative assessment. Student feedback is deliberate and targeted about writing
- Maintain the direction of the GCSS Pedagogical Framework, ensuring teachers are able to reflect, discuss and negotiate changes

Numeracy – Building capacity of teachers to implement a variety of engaging and robust numeracy pedagogies

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources ie GMA diagnostic test.
- All teachers administer pre and post GMA diagnostic test (each term) to track and monitor student progress. Staff Meetings and PD provided to analyse student data and plan targeted teaching to address misconceptions.
- With GMA team, regional maths alliance master teacher and cluster opportunities (**Best Practice Networks**), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through a deep understating of data analysis
- Embed warm-ups, number fact fluency, problem solving and reasoning into all Mathematics lessons

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	526	532	519
Girls	246	239	229
Boys	280	293	290
Indigenous	46	49	51
Enrolment continuity (Feb. – Nov.)	91%	91%	92%

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

The student body is diverse and rich. We have children from a range of ethnic backgrounds. The majority are Caucasian. Approximately 10% of students are of Aboriginal or Torres Strait Islander background. The My School website indicates that our children come from a community with a broad range of socio-economic backgrounds.

Average class sizes

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

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

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

- Gympie Maths Alliance – “Show Me Papers” and development of number rich routines that support the implementation of the Australian Curriculum
- LEM Phonic Program
- Extension Programs for exceptional students in numeracy
- Talent ID Program (for PE Extension)
- Instrumental Music Programs (Strings / Brass Woodwind)
- Major Excursion Program (Year 3, 4 & 6)
- Protective Behaviours Program
- Yr 6 Leadership Program
- Senior Year “South Seniors” Leadership Program
- Social and Emotional Learning Program

Co-curricular activities

- Drum Corp
- Speech Choir
- Skipping club
- Lego Club
- Chess Club
- Vocal Choirs – Choir and Small Voice Choir
- Percussion groups
- Recorder Ensemble
- Marimba Ensemble
- DigiClub
- South Seniors Program
- Maths Enrichment Program
- Talent Identification – Sports Program
- Various sporting opportunities including “District Inter-school Sports Days”

How information and communication technologies are used to assist learning

ICT (Computer literacy) is achieved by an integration and alignment of Computer competencies with units of work. Examples of how computers are used in the classroom include: Learning Objects, Blogs, Webquests, Photostory, Moviemaker, Claymation, Robots and student work presentations. Computer access is available in all classrooms (including Prep) as well as computer hubs in the Resource Centre, the Middle and Upper Middle school teaching areas. The school has begun a program of purchasing iPads to support students in a range of areas across the school focussing on intervention, speech and junior school programs. Our teacher-librarian is a leader in ICT implementation within the school and across the district. She has been an integral factor in our high level ICT engagement across the school and continues to lead training and modelling for staff.

Social climate

Overview

Our Motto ‘Together We Make the Difference’, defines our School’s commitment to parents as partners in the formal education process. Effective and varied communication channels are utilised to ensure a two way, free flow of information between parents and school. Weekly Newsletters, Class Curriculum Newsletters (at the beginning of every Term), Facebook page, Parent Teacher evenings, encouraging parents to engage in class room and whole school related activities, a very active P&C, Class Markets at our Bi-Monthly Markets, Social & Cultural events (Performing Arts evening), Athletics Week, Swimming Carnivals, yearly internal school scans to supplement School Opinion Surveys, an ‘open door’ policy for access to the Administration at short notice for emergent parental issues, and an admin presence every morning in carparks and playground areas, support and encourage active parent involvement in school life and encourages positive dialogue between all members of the school community. A revamped school web site, Facebook interaction and SMS system, have also proved an opportunity to engage in communication with our school community while boosting the positive profile of our 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)	97%	97%	100%
• this is a good school (S2035)	100%	95%	100%
• their child likes being at this school* (S2001)	97%	97%	100%
• their child feels safe at this school* (S2002)	97%	95%	100%
• their child's learning needs are being met at this school* (S2003)	100%	95%	97%
• their child is making good progress at this school* (S2004)	94%	95%	97%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	89%	97%
• teachers at this school motivate their child to learn* (S2007)	97%	87%	100%
• teachers at this school treat students fairly* (S2008)	97%	92%	97%
• they can talk to their child's teachers about their concerns* (S2009)	100%	92%	100%
• this school works with them to support their child's learning* (S2010)	100%	92%	97%
• this school takes parents' opinions seriously* (S2011)	97%	84%	97%
• student behaviour is well managed at this school* (S2012)	94%	82%	94%
• this school looks for ways to improve* (S2013)	100%	92%	97%
• this school is well maintained* (S2014)	97%	97%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	97%	93%
• they like being at their school* (S2036)	94%	90%	89%
• they feel safe at their school* (S2037)	95%	94%	90%
• their teachers motivate them to learn* (S2038)	97%	97%	98%
• their teachers expect them to do their best* (S2039)	100%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	99%	96%
• teachers treat students fairly at their school* (S2041)	84%	90%	87%
• they can talk to their teachers about their concerns* (S2042)	92%	95%	85%
• their school takes students' opinions seriously* (S2043)	90%	93%	84%
• student behaviour is well managed at their school* (S2044)	85%	81%	81%
• their school looks for ways to improve* (S2045)	95%	97%	95%
• their school is well maintained* (S2046)	96%	92%	92%
• their school gives them opportunities to do interesting things* (S2047)	96%	96%	92%

* 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%	78%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	91%
• they receive useful feedback about their work at their school (S2071)	93%	93%	72%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	76%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	98%	95%	97%
• student behaviour is well managed at their school (S2074)	98%	95%	94%
• staff are well supported at their school (S2075)	95%	90%	59%
• their school takes staff opinions seriously (S2076)	92%	95%	60%
• their school looks for ways to improve (S2077)	98%	98%	91%
• their school is well maintained (S2078)	93%	93%	97%
• their school gives them opportunities to do interesting things (S2079)	98%	98%	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

Our Motto 'Together We Make the Difference', defines our School's commitment to parents as partners in the formal education process. Effective and varied communication channels are utilised to ensure a two way, free flow of information between parents and school. Weekly Newsletters, Class Curriculum Newsletters (at the beginning of every Term), Facebook page, Parent Teacher evenings, encouraging parents to engage in class room and whole school related activities, a very active P&C, Class Markets at our Bi-Monthly Markets, Social & Cultural events (Performing Arts evening), Athletics Week, Swimming Carnivals, yearly internal school scans to supplement School Opinion Surveys, an 'open door' policy for access to the Administration at short notice for emergent parental issues, and an admin presence every morning in carparks and playground areas, support and encourage active parent involvement in school life and encourages positive dialogue between all members of the school community. A revamped school web site, Facebook interaction and SMS system, have also proved an opportunity to engage in communication with our school community while boosting the positive profile of our School.

Respectful relationships education programs

Gympie South engages in education programs which highlights the importance of respectful and appropriate relationships. At Gympie South students engage in the "You Can Do It" program which encourages social and emotional learning. It also focuses on student learning and self-awareness of feelings and strategies to engage in safe and productive relationships. In 2017, we reviewed our programs and in 2018, implemented the B.E.A.R program and a Protective Behaviours program, utilising the Bravehearts resources.



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	24	38	24
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	1	1
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

At Gympie South we have had energy saving light bulbs installed as well as photovoltaic cells on the roof of A Block which is feeding electricity back into the grid. While the school has air conditioning installed in the majority of classrooms we have strict policies on their use. There are a number of programs around environmental sustainability that have been implemented recently to educate children and to reduce our environmental footprint. Even though our school continues to grow each year, our electricity and water consumption continue to decrease as environmental education has been embedded in our practice.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	222,102	212,989	219,098
Water (kL)	3,478	2,302	3,842

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.

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

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

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	44	35	<5
Full-time equivalents	38	20	<5

*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	5
Graduate Diploma etc.*	6
Bachelor degree	31
Diploma	2
Certificate	

*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 \$ 51,133.

The major professional development initiatives are as follows:

- Gympie Maths Alliance Project
- LEM Phonics Program
- Vocabulary development in the classroom.
- Seven Steps to Writing
- Know Your Children
- Australian Curriculum
- Professional Learning Circles to develop shared skills in reading and mathematics.
- Systemic Priorities eg Asbestos Training, Student Protection, Code of Conduct, First Aid.

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% 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	93%	92%	93%
Attendance rate for Indigenous** students at this school	90%	88%	87%

* 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

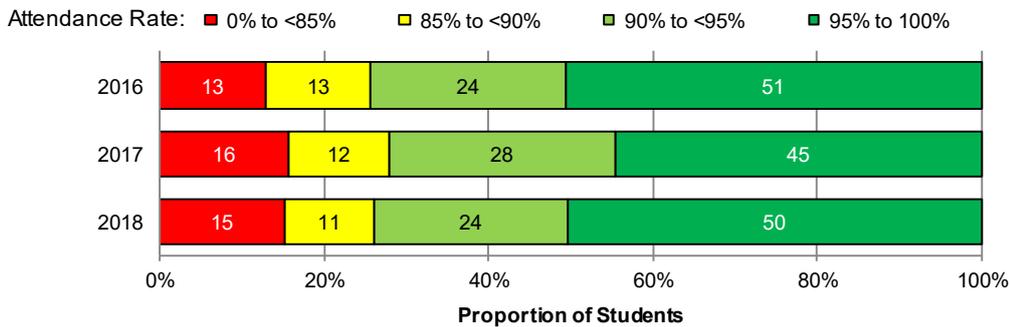
Year level	2016	2017	2018
Prep	93%	92%	93%
Year 1	94%	92%	91%
Year 2	94%	93%	94%
Year 3	92%	94%	93%
Year 4	92%	90%	93%
Year 5	95%	91%	93%
Year 6	92%	91%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

Student absences are monitored on a daily basis.

- Any absences beyond two days are identified by the Deputy Principal.
- The Deputy Principal monitors children with unexplained extended absences.
- Parent contact is initiated. Negotiations are entered into to ensure attendance.
- If this is unsuccessful, formal EQ policies are enacted that involve letters to parents notifying them of possible consequences of continued non-attendance. Further non-attendance will result in a formal notification through the Department of Child Safety and the Qld Police Service.
- As well as the reactive measures noted above the school operates a 'Zero Club' that rewards high level attendance for individuals and class groups.

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.



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



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



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.

