Geham State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Established in 1871, Geham State School is part of the Darling Downs South West Region located 25 kilometres north of Toowoomba, Queensland. The school is a Band 6 school and provides co-educational schooling from Prep to Year 6. Our students enjoy a well-balanced and individualized education, underpinned by a strong focus on literacy and numeracy. Our vision is to nurture all shades of learning through Opportunities ~ Aspirations ~ Knowledge. We believe that we need to provide opportunities for students to find their strengths and talents so that they can aspire to be the best that they can be. We strive to invest in our students a strong self-belief and a lifelong desire for the pursuit of learning. Geham State School community is committed to nurturing every child through our values of care, commitment and safety.

Geham is an extremely well-resourced school. While we have a small student population (145 students across 7 classrooms) the spaces and grounds are extensive and the facilities are well maintained. Our strong and committed staff and enthusiastic and supportive community strives for excellence so that every student is succeeding every day.

School progress towards its goals in 2018

Our School Strategic Plan key priorities for 2018 included a sharp and narrow focus on the consistent, explicit and targeted teaching of writing. To achieve this we focused on literacy across all learning areas in a positive learning environment.

Our 2018 Headline Data indicated that our major achievements for 2018 included the following:

- Using NAPLAN data the percentage of students at Mean Scale Score, at National Minimum Standard and in Upper Two Bands (including Similar to Qld State Schools)
  - Year 3 and year 5 students performed above the state cohort in all of the test areas and above the national cohort in 8 out of the 10 test areas with year 5s being flagged as significantly above in grammar and punctuation and numeracy
  - Year 3 - 100% of students reached national minimum standard across all test areas
  - Year 5 - 100% of students reached national minimum standard across 3 of the 5 test areas
  - The target of 50% in the U2Bs for reading for year 3s was reached and was surpassed for year 5s at 66.7%
  - The target of 40% in the U2Bs for numeracy was reached with the year 5s gaining 45.8% while the year 3s attained 50%
  - 100% of year 5 students made positive relative gain from Year 3 (2016) to Year 5 (2018) in Reading, Writing and Spelling
  - The highest area of growth was in Reading with (40%) of our students making gains higher than state schooling
- Percentage of students C or better in English - 95%, Maths 97% and Science 98.7%
- Percentage of students A or B in Maths 62% and Science 66%
- Attendance Rate – 93%
- Overall satisfaction rating for all survey items (Staff, Parent and Student) on the School Opinion Survey
  - 100% of parents, 98% of students and 100% of the staff agreed that Geham is a good school with 100% of parents and 96% of students satisfied that they are getting a good education at Geham.

Under the Investing for Success Agreement Geham State School received $43 473. The majority of funding was used to provide focused and intensive teaching for students requiring additional support. It was also used to develop teacher capability around data literacy, case management and professional learning teams. After reviewing our 2018 *Investing for Success* agreement, it is clear that we have met or exceeded our targeted student outcomes.

Future outlook

In 2019 we will continue to *stay the course* with our improvement agenda which will include the following:

Consistent, explicit and targeted teaching of writing (achieved through a focus on the teaching of literacy across all learning areas in a positive learning environment).

We will continue to:
- Maintain an explicit, consistent and targeted approach to the teaching of reading and writing across all key learning areas.
- Improve student engagement and achievement in STEM (Science, Technology, Engineering, Maths) initiatives.
- Maintain a strong commitment to positive behaviour for learning throughout the school with a focus on attendance and engagement.
- Offer a broad range of co-curricular activities and learning experiences that encourage students to develop their talents and follow their passions and interests.

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	130	140	145
Girls	59	67	82
Boys	71	73	63
Indigenous	12	10	10
Enrolment continuity (Feb. – Nov.)	93%	94%	93%

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 majority of our students come from predominantly middle socio-economic backgrounds with minimal cultural diversity. 7% of our students are Indigenous and 3% have a verified disability. Generally, parents are highly involved with their children's education at home and at school. Half of our parents are professionals or associate professionals / business managers or owners with very often, both parents working. In terms of other parental occupation groups 25% are tradespeople, skilled office, sales and service staff; and 25% are machine operators, hospitality staff, assistants and related workers.

Average class sizes

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

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

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 curriculum, across Prep to Year Six, aligns our teaching and learning programs with the Australian Curriculum and the Queensland Curriculum and Assessment Authority (QCAA). Our school curriculum framework is responsive to school, local, state and national agendas.

Our approach to curriculum delivery

- An explicit, sequenced curriculum, assessment and reporting plan has been developed and outlines a staged implementation of the Australian Curriculum encompassing English, Mathematics, Science, HASS, Health, Technologies and the Arts
- In Prep, teachers adopt age appropriate pedagogies that address the Australian Curriculum and the Early Curriculum Guidelines
- Individualised curriculum with a rigorous approach to the teaching of literacy and numeracy
- Early intervention and learning support programs and extension programs for identified students
- Targeted reading groups Prep – Year 6
- Strong Positive Behaviour for Learning Program throughout the school
- Integration of information technology into our classrooms and teaching and learning programs
- Student centred, edible kitchen garden

Co-curricular activities

In addition to the formal curriculum our students participated in:
- Leadership program
- Student council for students in years 3 - 6
- Transition program: Pre-Prep to Prep and Year 6 to Year 7
- Camping and excursion program
- ANZAC Day ceremony
- Sports / Athletics Carnivals, Sports Clinics
- Cluster Sports Days and Academic Carnivals
- Parades, School Production and Presentations, Music Concerts
- Instrumental and Choral Music Program
- Solid Pathways and Deadly Dynamic Indigenous Education Programs
- Private tuition in keyboard, instrumental music
- Plant Mania – a garden club where all students have the opportunity to engage in real life learning and to develop their skills in growing, harvesting and cooking vegetables
- Playgroup

How information and communication technologies are used to assist learning

In the Australian Curriculum, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

The range of technologies available includes an Electronic Learning Centre for whole class use as part of our Resource Centre, class set of laptops to use as required, pods of computers in each classroom, set of iPads for small group work, extension and support, digital cameras and interactive whiteboards. Future planning and resourcing will be shaped by the department's priorities in the areas of Science, Technology, Engineering and Mathematics (STEM) including coding.

Social climate

Overview

All areas of Geham State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic educational programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning.

Our Responsible Behaviour Plan outlines our system for facilitating positive learning and responsible behaviour in students within the philosophy of Positive Behaviour for Learning. Positive Behaviour for Learning (PBL) is a whole-school framework which helps to create positive learning environments. This is achieved by developing proactive systems that define, teach and support appropriate student behaviours.

Our values of Care, Commitment and Safety underpin all behaviour expectations that center on the following:
- Be Caring
- Be Committed
- Be Safe

Our plan documents shared expectations for introducing, modelling and reinforcing positive student behaviour. These expectations are explicitly taught and encouraged through a schedule of lessons each week and at teachable moments throughout the year across the whole school.

The 2018 School Opinion Survey data showed that 100% of staff and 96% of students felt that this school is a safe place in which to work and learn. 100% of parents agreed that their child feels safe at this school. 96% of parents, 94% of students and 100% of staff believe that student behaviour is well managed at this school.

Parent, student and staff satisfaction

Members of the community, parents, staff members and students show enormous pride in the school. Throughout our Quadrennial School Review parents indicated they are extremely happy with the caring and supportive school environment and hold the sense of community at Geham in high regard. On the 2018 School Opinion Survey 100% of parents, 98% of students and 100% of staff agreed that Geham is a good school with 100% of parents and 96% of students satisfied that they are getting a good education at Geham.

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%	100%	100%
• their child likes being at this school* (S2001)	100%	95%	100%
• their child feels safe at this school* (S2002)	100%	95%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	95%	100%	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)	95%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	95%	100%	96%
• 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)	90%	95%	96%
• student behaviour is well managed at this school* (S2012)	95%	95%	96%
• this school looks for ways to improve* (S2013)	100%	100%	96%
• this school is well maintained* (S2014)	90%	89%	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%	98%	96%
• they like being at their school* (S2036)	97%	98%	96%
• they feel safe at their school* (S2037)	100%	96%	96%
• their teachers motivate them to learn* (S2038)	100%	98%	96%
• 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%	94%
• teachers treat students fairly at their school* (S2041)	97%	85%	94%
• they can talk to their teachers about their concerns* (S2042)	100%	83%	88%
• their school takes students' opinions seriously* (S2043)	100%	96%	92%
• student behaviour is well managed at their school* (S2044)	100%	96%	94%
• their school looks for ways to improve* (S2045)	100%	100%	98%
• their school is well maintained* (S2046)	100%	96%	98%
• their school gives them opportunities to do interesting things* (S2047)	100%	89%	98%

* 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%	94%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	94%	94%
• student behaviour is well managed at their school (S2074)	100%	88%	100%
• staff are well supported at their school (S2075)	100%	94%	83%
• their school takes staff opinions seriously (S2076)	100%	87%	83%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	75%	89%
• their school gives them opportunities to do interesting things (S2079)	100%	88%	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.

Parent and community engagement

The strength of our school community can be attributed to the support that we receive from parents who are active partners in their child's education. When surveying our families it was very evident that our parents appreciate the enhanced level of home/school connectedness, communication, relationships and partnerships that are evident across our school and that a sense of community is highly valued.

The P & C Association works in close liaison with the school administration and the whole school community. Members are encouraged to participate actively in school governance. The P&C and parent volunteers were as committed and enthusiastic as always in their fundraising efforts holding the most successful Geham Craft and Garden Show yet. The Plant Mania ladies outdid themselves with their award winning edible kitchen garden and overall school gardens winning first place in both sections of the Carnival of Flowers Garden Competition.

Parent information sessions, class meet and greets, student / teacher / parent interviews, negotiated individual goal setting for every student, culminating activities and school parades all provide an open classroom where parents observe the positive learning experiences in which their children participate. It also provides an opportunity for everyone to celebrate and share their children's learning.

In addition to this a support conference is held early in term one with the parents of those students who are at risk of not reaching a "C" in English and Maths. An Individual Support Plan for each *at risk* student is developed highlighting long term goals for the year ahead and the program adjustments required for success. These goals are reviewed at the end of each term to ensure that every student is able to access and participate fully in the teaching and learning process.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school's wellbeing and health programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence. Students learn how to recognise, react and report when they, or others, are unsafe.

Our Respectful Relationships Program is aligned to the Australian Curriculum: HPE and is delivered as part of the school's Positive Behaviour for Learning Program.

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 3 Looking out for others	Unit 3 We all belong	Unit 3 Stay Safe	Unit 1 Good Friends	Unit 2 Culture in Australia – positive interactions	Unit 1 Emotional interactions	Unit 4 Transitioning to High School

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	2	2	0
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

Our environmental vision is to reduce the current environmental impact of the school's activities and to review practices regarding energy and water consumption and waste production.

Throughout 2018, we continued to develop programs around waste management, composting, paper recycling and growing produce to be used in our monthly, school tuckshops. The edible kitchen garden continued to be a very popular spot in our school grounds as the students loved planting, tending, harvesting and eating the food from their gardens. In Semester Two our year 4 students participated in a Toowoomba North Cluster Project - Kids Teaching Kids Congress which aimed to inspire future environmental leaders. Our year 4 students presented a project around their work with the worm farm and composting.

Our school has installed solar panelling and energy efficient lighting to help reduce our energy consumption. Installed water tanks will help continue to conserve water usage which is used for oval irrigation.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	33,861	77,650	62,735
Water (kL)	N/A	N/A	N/A

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.
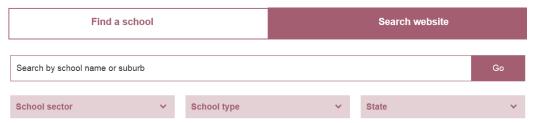
School funding

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

Geham has a strong and committed team who are united in improving the learning outcomes for all students. There is a genuine belief that all students can learn and be successful. 100% of staff enjoy working at this school and feel that they have a strong, personal connection to Geham.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	11	11	0
Full-time equivalents	9	6	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	2
Graduate Diploma etc.*	3
Bachelor degree	6
Diploma	0
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 $12 246.

The major professional development initiatives were as follows:

- Mandatory Training and Induction of new staff - WH&S, Asbestos, Mandatory All Staff Training, Student Protection, First Aid (CPR, asthma & anaphylaxis)
- Consistent, explicit, targeted teaching of writing
- Leading Learning Collaborative Initiative in conjunction with Dr Lynn Sharratt
- The Big 6 of Reading focusing on Vocabulary
- Age Appropriate Pedagogies
- Cognition Workshop
- Australian Technology Curriculum
- "Walking the Walls" of classrooms in Like Schools Cluster
- Pre-moderation and Moderation Sessions with Like Schools Cluster and Toowoomba North Cluster
- Collaborative Planning, Data Discussions and Case Conferencing
- Positive Behaviour for Learning Training and Review

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.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff were retained by the school for the entire 2018 year.

Performance of our students

All staff members comment that knowing the learner is essential to individual improvement. Staff expect all students to learn successfully and have high expectations for student attendance, engagement and outcomes. The leadership team and staff members are committed to evidence-based approaches to supporting teaching and learning outcomes. Student's data, learning journey and interventions are discussed to support the teacher's understanding of adjustments required to maximize learning outcomes. All staff feel confident applying these practices to teaching and learning cycles.

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	94%	94%	93%
Attendance rate for Indigenous** students at this school	97%	95%	97%

* 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

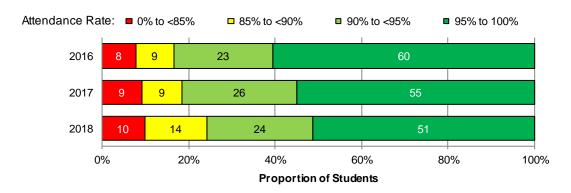| Year level	2016	2017	2018
Prep	90%	94%	90%
Year 1	95%	91%	94%
Year 2	96%	95%	95%
Year 3	94%	96%	94%
Year 4	95%	95%	93%
Year 5	95%	94%	94%
Year 6	94%	94%	94%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	8	9	23	60
2017	9	9	26	55
2018	10	14	24	51

Proportion of Students

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.

At Geham State School, class rolls are marked electronically twice daily, at 9:00am and after lunch at 1:40pm. In cases where a student is absent and parents have not notified the school, a School Administration Officer phones the parents/carers to ascertain the reason for the absence. Excessive, ongoing student absences are followed up with parents in line with DoE policies which includes parents meeting with the principal to discuss and resolve any concerns regarding non-attendance.
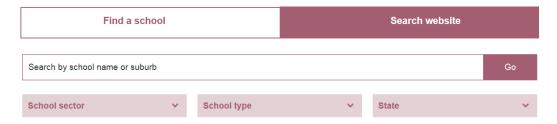
A public attendance target of 95% was set and consistent messages to the community on the benefits of regular attendance via newsletter articles, parade messages and community meetings were given. Students also tracked and calculated their own weekly attendance on student profile sheets. Positive award systems encouraged high attendance across the school.

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.