



Givelda 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

Givelda is a small school with a big heart. The beating of that heart comes from the strong partnerships within a dedicated team of parents, staff and students to ensure the full potential of each child is reached. This is achieved by creating responsible and confident life-long learners through the structuring of personalised, fully integrated, multi-age programs. The life-blood of the heart is the positive community involvement and support which promotes and encourages all students to 'Aim High'. Givelda State School is situated on Pine Creek Rd South West of Bundaberg. Givelda State School offers a co-educational education using the Australian Curriculum and the Essential Learnings Curriculum. Givelda currently caters for students from Prep to Year 7 in one multi-age classroom and a Prep Learning Area in another classroom. This enables the Preps to be exposed to a strong curriculum base and a play based learning environment. Students come together through the age barriers to foster a safe educational setting.

## School progress towards its goals in 2018

The 2018 Givelda State School Annual Report is designed to inform the community of the achievements and progress that the school has accomplished, in accordance with:

- Education Queensland agenda;
- Givelda State School Annual Implementation Plan;

At Givelda, we believe in a whole-school approach to improvement, where every student is expected to demonstrate worthwhile progress on an ongoing basis. Improving students' progress is seen as a responsibility shared by everyone in the school. We firmly believe that every child can learn by encouraging them to 'Aim High.'

### OUR 2018 GOALS:

- Enhance teacher knowledge of the reading demands of the AC: *English* and improve school level and classroom planning for responsive teaching, based on the analysis and discussion of curriculum aligned data (literacy continuum)

Through quality professional development and planning sessions around unpacking the reading demands of the Australian Curriculum

- 100% achieved success in reading in 2018
- 100% at or above reading age in NAPLAN
- 100 % teacher success rate in development of effective reading teaching and planning as aligned to the AC

## Future outlook

### School Prioritised Problem of Practice

Teachers effectively select and use a range of AAP and measures aligned to the AC, to teach the phonics demands of the AC, across multiple learning areas including English.

**Objective - To improve the spelling achievement of all students at GSS, through:**

- the provision of high quality, curriculum aligned learning experiences

- Using a range of measures aligned to the AC to tailor learning experiences

- selecting and using a range of age appropriate pedagogies.

- To develop a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum and across all Key Learning Areas
- All teachers engaging in the post moderation process

- Enhance teacher knowledge of Australian curriculum writing through deepening knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process.
- 4 writing procedure – Modelling, Shared and Interactive Writing, Guided and Independent writing to Pearson's Gradual Release of Responsibility Model
- Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting whole school approach to support student learning aligned with the school improvement agenda.
- Use Early Start and the P-10 Literacy Continuum to monitor students' progress in writing and identify writing behaviour goals for students.
- Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests, guided by the learning and Wellbeing Framework and the Disability Standards for Education, 2005 to enable student success in writing.
- Collect and triangulate Writing data (identified within School Target and Assessment Plan) to monitor performance, review practice and strategy outcomes through data analysis inquiry.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	18	12	13
Girls	6	2	4
Boys	12	10	9
Indigenous	2		
Enrolment continuity (Feb. – Nov.)	100%	67%	100%

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

Givelda State School is a Band 5 school 28 km south of Bundaberg. It is situated in a farming area along the banks of the Burnett River. It has always been a small country school servicing the families of the area. It is a two teacher school with the principal teaching the year's P-6 Literacy and Numeracy and the second teacher teaching the P-6 across all other learning areas. Families in the area come from a variety of socio-economic backgrounds. All are dedicated to the education of the children. Givelda State School works as multi-age classrooms.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	18	14	13
Year 4 – Year 6			
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

Students work in a multi-age classroom that individualises their learning. Students at Givelda State School are immersed in activities that support the 8 Key Learning Areas determined by Education Queensland. We receive weekly Music and Physical Education lessons from qualified specialist visiting teachers. All other subject areas are taught by the teaching principal, second teacher and teacher aides. Most grouping is 4 students per teacher or teacher aide, which gives the students great learning opportunities. The learning opportunities offered are aligned with the Australian Curriculum and the Early Years Curriculum Guidelines.

### Co-curricular activities

Givelda State School students participate in a number of extra curricula activities. As the school is small every effort is taken to ensure that students are involved with other schools giving the students the opportunity to interact with other students. This is done most successfully through our sporting activities.

Gold and Maroon Sports Day for Givelda students only. Here they compete and support each other in their athletics.

Small School Cross Country is held in the area with like enrolment schools on a rotational basis. Students are given the opportunity to compete against other students their own age. Medals are offered for each event but no school is 'the winner'. Small Schools Sports Day is held after Gold and Maroon Sports Day for students to go ahead and compete against other school in all areas of athletics. This is a great opportunity for all students, parents and staff to work co-operatively for the benefit of the students.

Professional Swimming Lessons are held in Term 4 where students are given the opportunity to learn about water awareness and stroke perfection.

AFL and NRL development officers visit the school every year to give the students the opportunity to learn and develop new skills. NRL also offers a football and reading program that shows students that it is ok to love and play football but you also have to read and work hard at your education. We offer our students sport 4 mornings a week from a range of professional coaches.

### How information and communication technologies are used to assist learning

Students have an excellent ratio of computers and laptops. We have a computers per student. 12 iPads and 4 iPods have also been purchased. Daily the students are taught and experience for themselves how the technologies of the world affect them and their learning. They also realise that they can be responsible for their learning by making the best use of their opportunities. These devices and applications are used to support and enhance the learning that is happening in the groups within the classroom. Computers and devices are used to assist their learning and give them the opportunity to be exposed to the technologies needed for them in the world.

## Social climate

### Be Responsible: Be a Learner: Be Safe: Be Respectful

Givelda State School is a School Wide Positive Behaviour Support school where all students, staff and families know the importance of positive actions and positive talk for the students.

Students are rewarded for their dedication to themselves and their learning. They are also taught the importance of being responsible and having respect for each other, staff, their families and all adults.

At Givelda State School, we value the high level of involvement from school parents, community and staff. Many families who no longer have students at school often attend school activities and P&C meetings. All school and P&C activities are strongly supported by the Givelda school community with enthusiasm and dedication.

## 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%	DW	DW
• this is a good school (S2035)	100%	DW	DW
• their child likes being at this school* (S2001)	100%	DW	DW
• their child feels safe at this school* (S2002)	100%	DW	DW
• their child's learning needs are being met at this school* (S2003)	100%	DW	DW
• their child is making good progress at this school* (S2004)	100%	DW	DW
• teachers at this school expect their child to do his or her best* (S2005)	100%	DW	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	DW
• teachers at this school motivate their child to learn* (S2007)	100%	DW	DW
• teachers at this school treat students fairly* (S2008)	100%	DW	DW
• they can talk to their child's teachers about their concerns* (S2009)	100%	DW	DW
• this school works with them to support their child's learning* (S2010)	100%	DW	DW
• this school takes parents' opinions seriously* (S2011)	75%	DW	DW
• student behaviour is well managed at this school* (S2012)	100%	DW	DW
• this school looks for ways to improve* (S2013)	75%	DW	DW
• this school is well maintained* (S2014)	100%	DW	DW

\* 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%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	88%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
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\* 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%	100%	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%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	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.

## Parent and community engagement

Givelda State School involves all parents in the classroom and welcomes them with open doors. Parent reading is encouraged and we have volunteers from the community. Givelda State School is fortunate to have a very active and committed Parents and Citizens Association. P&C meetings are held monthly and are attended by the majority of families. Givelda's key community group "the hall committee" support the school through joint ventures to fundraise and further support the school initiatives.

## Respectful relationships education programs

At Givelda our school 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 and to recognise, react and report when they, or others, are unsafe. We achieve this also through classroom learning experiences, Life Ed experiences and through the health strand.

## 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	0	2	1
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

At Givelda State School every effort is made to reduce the school's environment footprint. In 2010 some solar panels were installed to assist in reducing our electricity usage. These panels are maintained to ensure efficiency. Givelda is on scheme water which reduces the consumption of town water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	16,027	14,723	14,641
Water (kL)			

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	2	7	0
Full-time equivalents	1	2	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	0
Graduate Diploma etc.*	1
Bachelor degree	1
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 \$8,903.20

The major professional development initiatives are as follows:

- Cluster school principal meetings
- Principal roadshow
- Cleaners workshop
- First Aide
- Take the Lead – Band 7-10 training
- Small School BPN meetings
- Numeracy training
- Age Appropriate Pedagogy
- Moderation Days

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%	95%	96%

## 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	95%	97%	96%
Attendance rate for Indigenous** students at this school	93%		

\* 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		99%	DW
Year 1	94%		DW
Year 2	95%	99%	
Year 3	97%	96%	93%
Year 4	93%	97%	DW
Year 5	96%	96%	95%
Year 6	96%	95%	97%

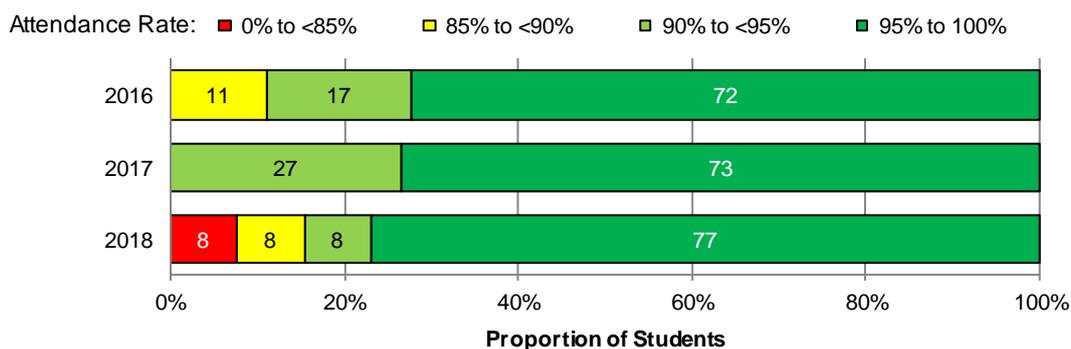
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

Rolls are marked twice per day with the data entered into the One School administration system. Unexplained absences are followed up with a phone call to parents and caregivers on the third day of consecutive absence. Newsletter articles reinforce the importance of attendance at each and every day's classes by our students.

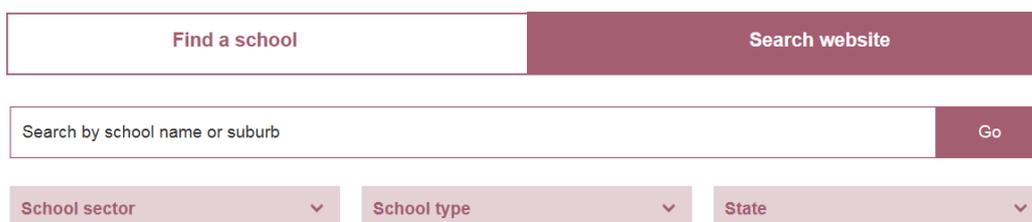
Prolonged absences are followed up, if necessary, by formal correspondence in line with compulsory attendance policies.

## 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.