



Geebung State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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# School Overview

Geebung State School is located in the northern suburbs of Brisbane approximately eleven kilometres from the city. The school provides education for students from Prep to Year 6. Our educational programs aim to develop in students the enthusiasm and motivation to be a life-long learner and focus on academic as well as social, emotional and physical development. Students are encouraged to be responsible and active members of the school community, learning skills which they can transfer to the next stages in their lives as responsible and active members of society. Opportunities for students to learn outside the classroom environment are included in the educational experiences offered sporting programs, excursions, camps and a variety of extra-curricular activities. The school's Responsible Behaviour Plan strengthens our community's belief that interacting appropriately with others builds respect, tolerance and understanding. We encourage the involvement of parents/carers in school life. We are proud of our school and the achievements of our students, staff and community members. We enjoy learning together.

## Principal's Forward

### Introduction

The School Annual Report is a review, acknowledgement, celebration and compass for future developments. It is an opportunity for the school community to review with us, our successes and areas for improvement for the 2017 school year. There were a number of goals set for 2016 and these will be reported on below in terms of achieved or yet to be achieved.

#### School progress towards its goals in 2016

I am pleased to present the Geebung State School Annual Report for 2016. Geebung State School provides a positive learning environment for our students, who are supported by dedicated staff and a caring community.

This report outlines the achievements for 2016 in academic areas using data gathered from the National Assessment Program Literacy and Numeracy (NAPLAN) results in reading, writing, spelling, grammar and punctuation and numeracy for Year 3 and Year 5. Some highlights include:

Mean Scale Score	National Minimum Standard %	Upper Two Bands %
<ul style="list-style-type: none"><li>Year 3 Spelling and Numeracy improved from 2015</li><li>Year 5 Reading, Spelling, Grammar &amp; Punctuation, and Numeracy improved from 2015</li></ul>	<ul style="list-style-type: none"><li>Year 5 increased the number of students meeting the NMS% from 2015 in Reading, Writing, Spelling, and Grammar &amp; Punctuation</li></ul>	<ul style="list-style-type: none"><li>Year 3 achieved greater than 50% of the cohort in the Upper Two Bands for Reading, Spelling, Grammar &amp; Punctuation and Numeracy</li><li>Year 5 improved from 2015 in Writing, Spelling, Grammar &amp; Punctuation and Numeracy</li></ul>

We prioritise the use of effective teaching and learning strategies to help our students engage with the Australian Curriculum. Our school vision and philosophy centres around the values hard work, a belief that everyone can learn and a culture of high expectations.

Our Parents and Citizens group take an active and supportive role in the life of the school and have been essential in supporting the school and its students.

#### Future Outlook

Geebung State School achieved great success in 2016. Hard work and dedication from our staff, parents and students has led to great outcomes for students. The teaching team are committed to reflective practice which has enabled a refinement in practice and an improved alignment of teaching strategies. Geebung State School will continue with the focus on whole school writing improvement. The key professional development strategy will be based on teacher coaching with the priority on building teacher capacity in teaching strategy selection and delivery.

We also recognise the importance of student wellbeing. Key strategies will continue to build on our whole team engagement with the Play is the Way social and emotional development program and the Friendly Schools lessons each week. The teaching team will engage with Growth Mindset thinking and language to build a culture that supports positive attitudes towards lifelong learning. We will also continue to develop our transition program into Prep and graduation from Year 6.

# 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 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	323	162	161	17	92%
<b>2015*</b>	287	147	140	22	95%
<b>2016</b>	302	162	140	18	95%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Our student body is characterised by a range of Socio Economic and cultural backgrounds with a number of families having long term ties to the Geebung State School community. In 2016 the school experienced enrolment growth. Parents and staff have high expectations for the students at Geebung State School. The Index of Community Socio-Educational Advantage (ICSEA) ranks Geebung State School 1027. 7% of students speak a language other than English at home.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	23	23
Year 4 – Year 7	28	30	30
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Year level and unit planning, unit implementation and moderation processes each term
- Flexible Learning Groups to support Maths instruction
- Student Performance Meetings involving school administration and class teachers to calibrate resourcing and professional development strategies
- Excursions
- Incursions
- Play is the Way social and emotional development program
- Instrumental Music Program
- Specialist programs for Music, Physical Education, Japanese
- Age Appropriate practices applied to teaching strategy choices for Early Years Teaching
- Student Support Services Team
- Religious Instruction provided

### Co-curricular Activities

- Specialist Sport Coaching opportunities from visiting sporting agencies
- Student Leadership Program and leadership opportunities
- Prep Transition Program
- Year 5 & 6 Camps
- Under 8's Day
- Middle School Challenges at Wavell State High School
- Reader's Cup
- Choir
- Athletics, Cross Country and Swimming Carnival – annual
- Instrumental Music Camps

### How Information and Communication Technologies are used to Assist Learning

Geebung State School uses a range of technologies to enhance the quality teaching offered by the teaching team. A computer lab is available to classes. Two laptop class sets are stored on trolleys to make them mobile to service the range of class configurations and needs. Each class has access to an iPad and there are iPad banks available for students to access. Each class and specialty class has an interactive data projector linked to AppleTV so that students and teachers have greater connectivity. We have wireless connection throughout the entire school.

## Social Climate

### Overview

Geebung State School has high expectations around safety, respect and responsibility with an emphasis on being a learner. We aim to provide an environment that is supportive to students and prepares them to be resilient and proactive citizens for the future.

The school is in the fortunate position of having a School Chaplain. She works tirelessly within the community to support the various needs of our students and their families. She is active in encouraging the students to attend school and works closely with the Principal to make this happen. Students are provided with regular opportunities to develop their social and emotional intelligences through targeted sessions with their class teacher. Students are encouraged to take ownership of their behaviour and report incidences of bullying as the school has a zero tolerance to bullying. In 2016 Geebung State School engaged with the Triple P Positive Parenting course for parents. This was well attended by the community.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	92%	94%	100%
this is a good school (S2035)	88%	94%	100%
their child likes being at this school* (S2001)	93%	94%	100%
their child feels safe at this school* (S2002)	93%	94%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	85%	94%	98%
their child is making good progress at this school* (S2004)	89%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	90%	100%
teachers at this school motivate their child to learn* (S2007)	89%	97%	100%
teachers at this school treat students fairly* (S2008)	85%	93%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
this school works with them to support their child's learning* (S2010)	85%	91%	100%
this school takes parents' opinions seriously* (S2011)	85%	90%	100%
student behaviour is well managed at this school* (S2012)	89%	94%	96%
this school looks for ways to improve* (S2013)	96%	97%	96%
this school is well maintained* (S2014)	100%	97%	94%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	100%
they like being at their school* (S2036)	95%	100%	96%
they feel safe at their school* (S2037)	96%	96%	97%
their teachers motivate them to learn* (S2038)	99%	100%	98%
their teachers expect them to do their best* (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	100%
teachers treat students fairly at their school* (S2041)	93%	90%	95%
they can talk to their teachers about their concerns* (S2042)	92%	94%	92%
their school takes students' opinions seriously* (S2043)	90%	96%	92%
student behaviour is well managed at their school* (S2044)	90%	94%	93%
their school looks for ways to improve* (S2045)	96%	97%	97%
their school is well maintained* (S2046)	97%	99%	96%
their school gives them opportunities to do interesting things* (S2047)	92%	96%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	100%	100%	88%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	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

There are a number of ways parents can become involved in the school life at Geebung State School. Parents work in classrooms on a volunteer basis in reading and many other learning areas. We have volunteers in the Library, Tuckshop, Working Bees and Fundraising Activities. We also have parents and volunteers from the broader community involved in our Reading Army project which aims to develop our Prep – year 3 reading skills by giving every student the opportunity to read every day with an adult. The P&C do a great job in managing and coordinating many of these activities. Parents are encouraged to connect with their child's teacher to build strong working relationships between Teacher, Parent and Student.

## Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. The combination of weekly Play is the Way lessons, weekly assembly messages visiting the school rules, establishment of the new Geebung State School Creed, and high expectations help to 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.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	20	26	8
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The school is aware of the environmental need to manage usage of various utilities. The Schools Officer, Business Services Manager and the school leadership team meet regularly to work with local council, Education Queensland, the school community and our surrounding neighbours. We regularly look to improve the grounds by mulching of all gardens, planting of multiple trees to improve the look of the school and to avoid erosion on the bank parallel to Ellison Road. We continue to use Rainwater storage to support the amenities building.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	143,505	1,379
2014-2015	139,747	269
2015-2016	134,645	315

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	24	17	0
Full-time Equivalent	18	10	0

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	17
Diploma	1
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$40594

The major professional development initiatives were as follows:

- Teacher Coaching
- Maths Problem Solving – training
- Seven Steps to Writing Success Training
- Play is the Way Training
- PROBE and PM reading training
- CPR training
- Leadership training
- Coaching Development Training
- Finance Training
- Behaviour Management Training
- Mentoring Training
- Queensland Teachers Union – Professional Developments
- First Aid Training
- Ipad training
- Curriculum Training
- One School training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

## Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	86%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

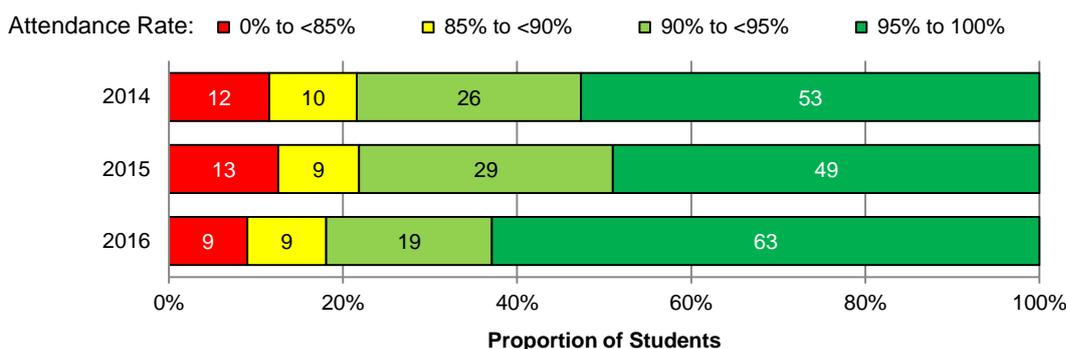
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	92%	95%	94%	93%	91%	95%					
2015	93%	93%	93%	93%	93%	93%	93%						
2016	96%	94%	94%	94%	91%	95%	94%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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### Find a school

School name

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Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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