



Geebung State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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. We value:

- Respect - for ourselves and others
- Teamwork - working together towards common goals
- Best Effort Always - bringing our best to all situations
- Optimism and Resilience - keys to success
- Reflection - a willingness to review with a view to improve

School progress towards its goals in 2018

I am pleased to present the Geebung State School Annual Report for 2018. 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 2018 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">Year 3 Reading, Writing, Grammar & Punctuation and Spelling improved in 2018Year 5 Reading, Spelling, Grammar & Punctuation and Numeracy improved in 2018	<ul style="list-style-type: none">Year 3 reading, Writing, Spelling and Numeracy improved in 2018Year 5 Writing and Spelling improved in 2018	<ul style="list-style-type: none">Year 3 Reading, Writing, Spelling, Grammar & Punctuation improved in 2018Year 5 Grammar & Punctuation improved in 2018

Future Outlook

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 of 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, its programs and its students.

Geebung State School achieved great success in 2018. 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 in 2019 and will endeavour to implement a tighter framework around Emotional Resilience for staff and students. The key professional development strategy will be based on collaborative learning teams within the Junior Primary and Senior Primary sectors with the priority on building teacher capacity in teaching strategy selection and delivery. In 2018 and beyond we will engage with Dr Dylan William's formative assessment techniques to further enhance targeted feedback and selection of lessons for student improvement. 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

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	302	318	352
Girls	162	165	188
Boys	140	153	164
Indigenous	18	16	22
Enrolment continuity (Feb. – Nov.)	95%	94%	94%

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

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 2017 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 1032. 17% of students speak a language other than English at home.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	23
Year 4 – Year 6	30	26	27
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

- Year level and unit planning, unit implementation and moderation processes each term
- Differentiated learning approaches to meet student learning needs
- 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
- Connect Program (Prep Transition Program)
- Year 5 & 6 Camps
- Under 8's Day
- Middle School Challenges at Wavell State High School
- Reader's Cup
- Choir
- Writer's Club
- Coding Club
- Gardening Club
- 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.

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%	98%	91%
• this is a good school (S2035)	100%	100%	92%
• their child likes being at this school* (S2001)	100%	98%	93%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child feels safe at this school* (S2002)	100%	98%	94%
• their child's learning needs are being met at this school* (S2003)	98%	96%	91%
• their child is making good progress at this school* (S2004)	100%	98%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	93%
• teachers at this school motivate their child to learn* (S2007)	100%	96%	94%
• teachers at this school treat students fairly* (S2008)	100%	96%	88%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	91%
• this school works with them to support their child's learning* (S2010)	100%	98%	85%
• this school takes parents' opinions seriously* (S2011)	100%	91%	86%
• student behaviour is well managed at this school* (S2012)	96%	91%	87%
• this school looks for ways to improve* (S2013)	96%	98%	91%
• this school is well maintained* (S2014)	94%	98%	96%

* 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%	96%	93%
• they like being at their school* (S2036)	96%	88%	89%
• they feel safe at their school* (S2037)	97%	89%	84%
• their teachers motivate them to learn* (S2038)	98%	99%	95%
• their teachers expect them to do their best* (S2039)	98%	99%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	87%
• teachers treat students fairly at their school* (S2041)	95%	87%	79%
• they can talk to their teachers about their concerns* (S2042)	92%	84%	74%
• their school takes students' opinions seriously* (S2043)	92%	90%	87%
• student behaviour is well managed at their school* (S2044)	93%	90%	84%
• their school looks for ways to improve* (S2045)	97%	96%	94%
• their school is well maintained* (S2046)	96%	96%	93%
• their school gives them opportunities to do interesting things* (S2047)	92%	93%	89%

* 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%	96%	91%
• 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%	93%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	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%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	96%	87%
• staff are well supported at their school (S2075)	100%	93%	86%
• their school takes staff opinions seriously (S2076)	100%	81%	82%
• 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)	94%	93%	91%

* 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.

The school has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships. Consistent language and regular whole school assembly messages support the culture at Geebung State 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	8	18	24
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school is aware of the environmental need to manage usage of various utilities. The Schools Officer, Business 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	134,645	143,866	149,208
Water (kL)	315	631	1,173

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	28	18	<5
Full-time equivalents	23	11	<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	
Masters	5
Graduate Diploma etc.*	3
Bachelor degree	19
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 \$46200.

The major professional development initiatives are as follows:

- Teacher Coaching
- Assessment For Learning Program – Dylan Wiliam
- 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
- Feedback Training

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%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	94%	93%	93%
Attendance rate for Indigenous** students at this school	86%	87%	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

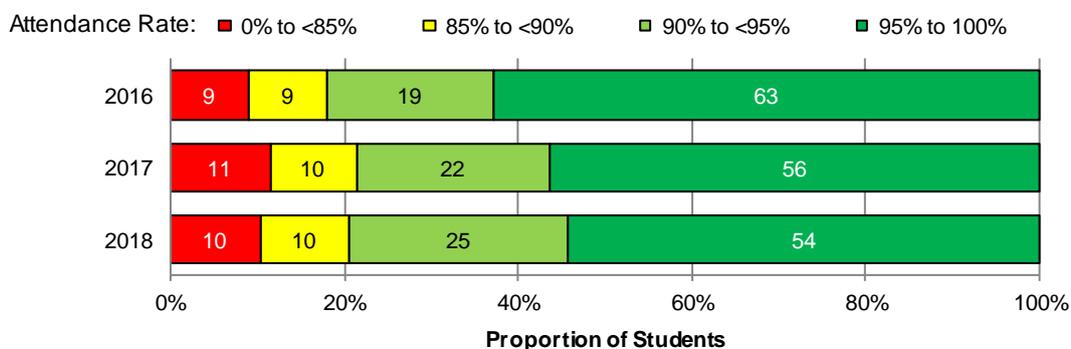
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	96%	93%	95%	Year 7			
Year 1	94%	94%	92%	Year 8			
Year 2	94%	95%	95%	Year 9			
Year 3	94%	94%	94%	Year 10			
Year 4	91%	93%	92%	Year 11			
Year 5	95%	88%	90%	Year 12			
Year 6	94%	94%	92%				

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.

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

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.