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Principal's foreword

Introduction

2008 was another successful year for Goondi State School on many fronts. Our national testing and Year 2 Net data tells us that our performance was above the state average in nearly all areas and comparable to or above the Australian average.

Through school opinion surveys our students and parents tell us they are very satisfied with many aspects of school life, particularly in the areas of student outcomes, curriculum and learning climate.

Our Triennial School Review conducted midyear provided us with an opportunity to reflect on the past three years and to set the major strategic direction for the school in the coming triennium 2009 -2011. It also provided our school community with an opportunity to reaffirm the three key drivers we believe are critical to providing quality teaching and learning – High Expectations, Explicit Teaching and Consistent Approaches.

Future outlook

Much of 2008 and the preceding two years focussed on curriculum development with the school's curriculum framework audited against the QCAR Learning Essentials and ready for full implementation in 2009.

The implementation of our curriculum framework and its related programs will provide a platform for the school to concentrate on pedagogy and assessment. The explicit teaching of English and Mathematics skills and concepts, and the development of quality assessment tasks coupled with effective in-school moderation practices are seen as the key priorities for 2009.

Our school at a glance

School Profile

Goondi Primary School is a co-educational State School catering for children from Prep to Year 7. Currently, a total of 425 students are enrolled in 17 class groups.

Curriculum offerings

Our school curriculum features:

- Literacy – structured reading programs for P-3 and 4-7 that focus on the development of reading comprehension. An English program with year level overviews that outline the genre, grammar, punctuation and spelling (using THRASS/Soundwaves approach) to be taught at each year level.
- Numeracy – structured mathematics program that includes the Go Maths! Program with emphasis placed on the development of mental computation skills, number sense and place value.
- Integrated Units – Teachers collaboratively plan integrated units of work (under the guidance of the Head of Curriculum) that draw elements from all the key learning areas. Units are designed to include the attributes of deep understanding, active investigation, creativity, effective communicating, reflection and use of new technologies.

Extra curricula activities:

- The school's classroom music program is complemented by the Instrumental Music Program (Woodwind and String) for students in Years 4-7. The school also has a senior choir, boys and junior choirs.
- Sport and HPE are a regular feature of the curriculum with all students participating in daily endurance running and physical activity. Year 4-7 students participate in district inter-school sport fixtures on Fridays in terms 2 and 4.

How computers are used to assist learning:

A strong focus is placed on the use of computers and related technology to enhance learning. ICTs are integrated into each unit of work for all year levels. All primary classrooms are fully networked and linked to a central server. Digital cameras and other peripherals are located in each learning area for student use. 10 classrooms are currently equipped with interactive whiteboards with all 17 classrooms to be equipped in 2009.

Social climate

Our school prides itself on the standard of behaviour exhibited by our students. Our whole-school approach is based around the Goondi Behaviour Code which has five foundations (The Goondi 5) – BE SAFE, PARTICIPATE and WORK HARD, SHOW RESPECT, GET ORGANISED and BOUNCE BACK.

Units of work have been developed to teach positive behaviour and are implemented throughout the year commencing with a one week unit at the beginning of the year and followed by focused

Our school at a glance

one-day units each term. These teaching units ensure that students in all year levels have a good understanding of the Goondi Behaviour Code, the school rules based on the code and the consequences that can result from inappropriate behaviour. More importantly, they help instil within students the internal qualities necessary for achievement and social-emotional development by explicitly teaching the foundations of *safety, participation and hard work, respect, organisation and resilience* as well as conflict resolution skills and strategies for responding to bullying and harassment.

There is strong focus on acknowledging those students who consistently choose to behave appropriately. The school's Key system encourages students to use self-evaluation to develop self-improvement. Students work towards achieving various key levels with the aim of achieving the highest level – "A".

The school has an effective Student Council consisting of Year 7 Student Councillors and Class Councillors from Years 1-6. Forums and meetings are held regularly with the aim of improving the learning and teaching environment and school life in general.

Involving parents in their child's education.

Parents are encouraged to participate in their child's education through:

Involvement in the structured reading program.

Art and Technology activities.

Classroom resource person – sharing their expertise for special class activities.

School information sessions.

Tuckshop volunteer.

Volunteering to assist with sports days and sporting teams.

Accompanying students on excursions and camps.

Assisting with Student Council activities.

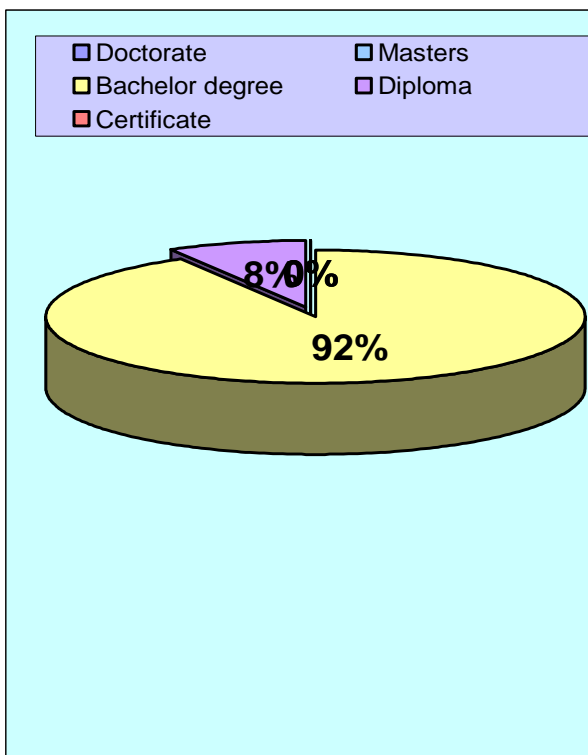
Parents and Citizens' Association.

Involvement in school development teams and focus groups.

Performance of our students

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	22
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$16 440.

The major professional development initiatives are as follows:

- Literacy Training for P-3 teachers.
- ICT Certificate and ICT Pedagogical Licence workshops.
- OneSchool training.
- First Steps in Mathematics
- Whole Cluster Science conference (ASISTM)
- Crossing Cultures workshops
- Art workshops
- Staff also attended a number of training sessions to maintain current qualifications e.g. Senior First Aid, WPHS.
- The involvement of the teaching staff in professional development activities during 2008 was 100 %.

Performance of our students

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 89 % of staff were retained by the school for the entire 2008 school year.

Student attendance

The average attendance rate as a percentage in 2008 was 95 %.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	413	493	516
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 94 %	90 %	98 %
Writing	Average score for the school	446	509	560
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 96 %	97%	98 %
Spelling	Average score for the school	394	486	541
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 96 %	95 %	100 %
Grammar and	Average score for the school	410	513	525
	Average score for Queensland	370.4	476.6	518.0

Performance of our students

Punctuation	For the school the percentage of students at or above the national minimum standard.	2008	96 %	97%	98%
Numeracy	Average score for the school		400	489	557
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	96 %	99 %	100 %

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	91%
Writing	96%
Number	89%

Value added

In supporting students with literacy and numeracy difficulties the school has adopted a policy of providing early, on-going and targeted intervention. The school's *Student Support Team* operates as the key mechanism for staff to refer students who require support and to allocate and coordinate available resources. A *One Student – One Plan* approach is used to ensure that support from different sources is aligned to best meet the student's needs.

An analysis of school data from 2002 to 2007 shows a clear reduction in the number of students achieving in the bottom 15% of the state in the core areas of literacy and numeracy.

Parent, student and teacher satisfaction with the school

Education Queensland Parent Opinion Survey 2008

Survey Area	Satisfaction Range	School Score	State Score
Student Outcomes	Very Satisfied	3.23	2.92
Curriculum	Very Satisfied	3.31	3.00
Pedagogy	Satisfied	3.04	2.83
Learning Climate	Very Satisfied	3.21	2.98
School Climate	Satisfied	3.16	2.86

Performance of our students

School –Community Relationships	Satisfied	3.16	2.93
Resources	Satisfied	3.11	2.81
Overall	Satisfied	3.18	2.90

Percentage of parents/caregivers satisfied that our school is a good school – 97.6%

Education Queensland Student Opinion Survey 2008

Survey Area	Satisfaction Range	School Score	State Score
Student Outcomes	Very Satisfied	3.34	3.14
Curriculum	Very Satisfied	3.32	3.02
Pedagogy	Very Satisfied	3.26	2.94
Learning Climate	Very Satisfied	3.36	3.17
School Climate	Very Satisfied	3.25	2.84
Resources	Very Satisfied	3.41	2.89
Overall	Very Satisfied	3.27	2.98

Percentage of students satisfied that they are getting a good education at school – 92.1%

Education Queensland Staff Opinion Survey 2008

Survey Area	Agreement Range	School Score	State Score
Physical Environment	Strongly Agree	3.42	2.75
Relationships	Strongly Agree	3.22	3.03
School Operations	Agree	3.18	2.81
Staff Morale	Agree	3.10	2.99
Support, Resources, Training	Agree	3.02	2.66
Work Roles	Agree	3.12	2.93
Work Value and Recognition	Agree	2.93	2.90
Overall	Agree	3.15	2.85

Percentage of staff that agree that this school is good place in which to work – 87.5%