Goondi State School (0807)

Queensland State School Reporting

2012 School Annual Report

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Principal's foreword

Introduction

This school annual report provides a concise picture of Goondi State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN results, and an overview of school community satisfaction using data from school opinion surveys.

School progress towards its goals in 2012

2012 was another successful year for Goondi State School on many fronts. Our NAPLAN data tells us that our performance was above the Queensland average in all 15 areas and above the Australian Average in 12 areas and comparable to the Australian average in the remaining three areas.

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

In 2012 our school continued to take part in the FNQ Region John Fleming initiative. This initiative focussed on enhancing explicit teaching across all year levels and raising standards and minimum benchmarks in a range of curriculum areas. The following key initiatives were successfully implemented :

1. The refinement of the school's explicit instruction model to be used by all staff based on the, Opening the Lesson, I do, We do, You do, Revise structure.

2. The continued refinement of "Warm Ups" to consolidate student learning and to move knowledge from short term to long term memory.

3. The implementation of the Australian Curriculum in the key learning areas of English, Mathematics and Science.

4. The implementation of the Spelling Mastery Direct Instruction program for Years 1-7.

5. The implementation of our newly developed "Fast Track" intervention program for students who are yet to achieve minimum benchmarks in literacy and numeracy.

Goondi State School continues to be viewed as a lighthouse school in the area of explicit teaching and the teaching of reading with a number of schools throughout the region and state sending principals, teachers and curriculum leaders to observe classroom practice and school programs in action.

Future outlook

In 2013 the school will continue to take part in the FNQ John Fleming initiative as a Phase 1 school. The key priorities for 2013 include:

1. The continued refinement and implementation of the school's explicit instruction and consolidation models including the continued development of staff capabilities in explicit teaching through regular coaching and school developed vignettes of best practice.

2. The development and implementation of a school-wide model for the explicit teaching of vocabulary.

3. Extending the Spelling Mastery Direct Instruction program to include Prep.

4. Implement a Pre-Prep program to facilitate transition programs for Pre-Prep students and their parents.

5. Implement the Australian History curriculum.

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Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2012:   **Prep - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	456	219	237	94%
2011	418	204	214	94%
2012	407	179	228	92%

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

Characteristics of the student body:

Our students are drawn from residential suburbs, small acreage properties and extensive banana and cane farms. Approximately 19% of our students are indigenous.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	21	23	24
Year 4 – Year 10	27	27	24
Year 11 – Year 12	n/a	n/a	n/a

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	11	7	9
Long Suspensions - 6 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

A key feature of literacy teaching at Goondi State School is the highly structured reading programs for P-3 and 4-7. These programs focus on the explicit teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension. The Spelling Mastery (Direct Instruction) program is used to teach spelling in Years 1-7.

Numeracy teaching is based around a structured mathematics program with emphasis placed on the development of mental computation skills, number sense and place value. The Junior Elementary Maths Mastery and Elementary Maths Mastery are also used as part of mathematics teaching in Years 2-7.

Many curriculum areas feature "Warm Ups". These fast-paced consolidation episodes occur at the commencement of a teaching block or before individual explicit lessons. They are structured in such a way as to move student knowledge from short term to long term memory and to develop automaticity in the recall of concepts and facts.

The school has a collaborative approach to the planning of curriculum. Teachers in the same year level design and plan units of work and assessment tasks collaboratively to ensure consistency of concepts and content covered, and to better facilitate moderation of student work against agreed standards.

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 senior, junior and folk 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 inter-school sport fixtures on Fridays in Terms 2 and 4.

The school also participates in the Optiminds competition.

How Information and Communication Technologies are used to assist learning

A strong emphasis is placed on the use of computers and related technologies to enhance learning. ICTs are integrated into various key learning areas across all year levels. All classrooms are fully networked with banks of computers linked to a central server. The library technology rooms house a bank of 30 laptops for student use through the wireless network. Students also have access to digital cameras and other peripherals. Increasingly iPads are being used with students with disabilities and in a range of specialised intervention programs.

The school has invested in the use of Interactive White Boards as a prime teaching and learning tool. All 19 classrooms and the library technology rooms are equipped with interactive white boards (Smartboards). ICT professional development for staff has centred on enhancing staff skills in the use of this engaging technology.

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 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 eight Year 7 Student Councillors. Forums and meetings are held regularly with the aim of improving the learning and teaching environment and school life in general.

Parent, student and staff satisfaction with the school

Both parent and student school opinion surveys indicate very high levels of satisfaction in the key performance areas of Student

Our school at a glance

Outcomes, Curriculum, Learning Environment, School Climate and Resources.

Staff opinion surveys also indicate very high levels of satisfaction in the key performance areas of Work Environment, Relationships, School Operations and Staff Morale

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	97.6%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	95.1%
teachers at this school motivate their child to learn*	97.6%
teachers at this school treat students fairly*	94.9%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	94.6%
this school takes parents' opinions seriously*	97.1%
student behaviour is well managed at this school*	97.6%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	98.9%
they like being at their school*	94.4%
they feel safe at their school*	97.8%
their teachers motivate them to learn*	98.9%
their teachers expect them to do their best*	97.8%
their teachers provide them with useful feedback about their school work*	95.5%

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teachers treat students fairly at their school*	94.4%
they can talk to their teachers about their concerns*	92.2%
their school takes students' opinions seriously*	94.4%
student behaviour is well managed at their school*	92.1%
their school looks for ways to improve*	97.8%
their school is well maintained*	96.7%
their school gives them opportunities to do interesting things*	94.3%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	97.7%
with the individual staff morale items	96.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to become involved 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 and parent workshops

- 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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has a recycling program that sees waste such as paper, plastics, glass and metals removed for recycling. Food scraps are recycled via a bank of compost bins. The school also has energy and water saving measures in place.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	149,632	4,049
2010-2011	139,492	3,908
2011-2012	152,783	3,859

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Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	19	<5
Full-time equivalents	23.5	11.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	24
Diploma	2
Certificate	0
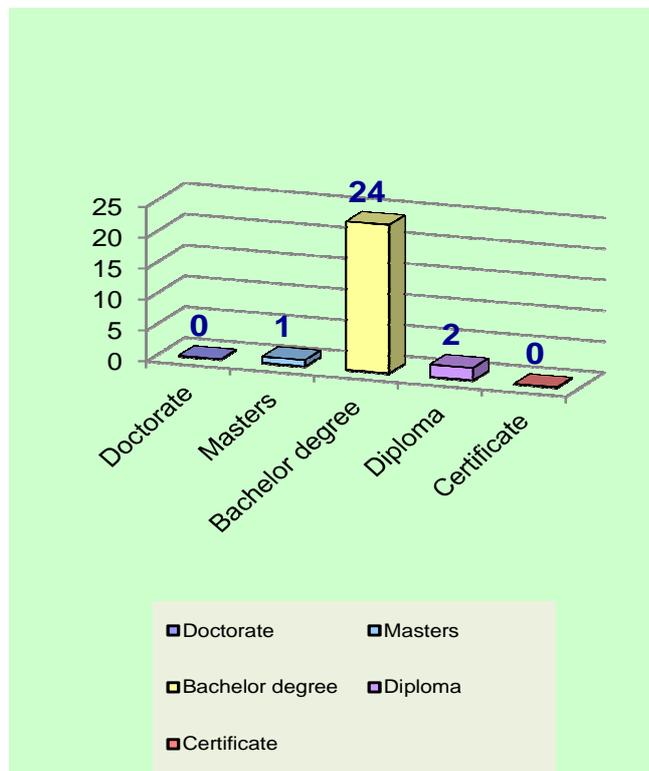
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $11 750.

The major professional development initiatives conducted in 2012 are as follows:

1. John Fleming workshops focussing on explicit teaching and consolidation.

2. Direct Instruction training with Dr Rhonda Farkota (Spelling Mastery, EMMS/JEMMS)

3. Interactive White Board (Smartboard) training sessions.

4. Magic Caterpillar writing program.

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5. Explicit Teaching – Professor Anita Archer.

6. Australian Curriculum – History

7. Explicit Teaching of Comprehension – Alison Davis.

8. Letterland (Early Years Phonics Program) professional development.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.4%	97.7%	97.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.7% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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.**

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%

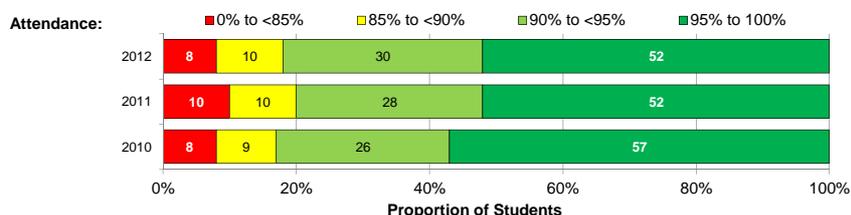The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	95%	95%	96%	92%	96%	95%	n/a	n/a	n/a	n/a	n/a
2011	94%	94%	95%	94%	94%	94%	94%	n/a	n/a	n/a	n/a	n/a
2012	93%	94%	93%	94%	94%	94%	94%	n/a	n/a	n/a	n/a	n/a

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance: ■ 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%
2012	8	10	30	52
2011	10	10	28	52
2010	8	9	26	57

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice daily at the commencement of the school day and after the second recess. If a student is absent and no reason has been provided, the school makes contact at the end of the school day with that student's parent/guardian to ascertain the reason for his/her absence. The school also utilises the services of the cluster Community Participation Officer to follow up student absences.

The school also has a system for rewarding those students who attend regularly. Weekly and end-of –term prize draws are conducted for those students in each year level who achieve 100% attendance.

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.

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/.

To access our NAPLAN results, 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.

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Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Based on a comparison of NAPLAN mean scores of Indigenous and Non-Indigenous students from 2011 to 2012, the school has seen a reduction in the gap between the performance of Indigenous and Non-indigenous students in Year 3 in all areas (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy) and in Year 5 in three areas (Reading, Writing, Grammar and Punctuation).

With the exception of Reading in Year 7, the mean score of our Indigenous students across all areas is comparable with the Australian mean. In Year 3 the mean score of our Indigenous students in Writing was above the Australian mean as was the Year 5 mean score of our Indigenous students in Spelling.

When compared to Queensland students, our Indigenous students performed above the Queensland mean in 10 of the 15 areas with no area below the Queensland mean.

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