

Goondi State School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 2359 Innisfail 4860
Phone	(07) 4078 0444
Fax	(07) 4061 7012
Email	the.principal@goondiss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mr Arthur Sclipa

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 2014

2014 was another successful year for Goondi State School on many fronts. In terms of NAPLAN, the school produced its best ever performance with 14 of the 15 areas tested above the Australian average, and the remaining area compatible with the Australian average. Our Year 3 students scored the highest Writing mean score for the state with 93.5% of students in the upper two bands.

Our school also implemented the Great Results Guarantee initiative with key strategies focusing on improving reading outcomes for students in P-2. The strategies proved effective with all targets being achieved by the end of the year.

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 student behaviour.

2014 was the school's final year in the FNQ Region John Fleming initiative as a Phase 1 school. This initiative continued to focus on enhancing explicit teaching across all year levels and raising standards and minimum benchmarks in a range of curriculum areas.

The following key initiatives as outlined in the school's Annual Implementation Plan were successfully implemented:

1. The continued refinement and implementation of the school's explicit instruction and consolidation models including the use of the Warm Up and Explicit Teaching Teacher Capability Continuums.
2. Enhancing the current P-3 Reading Program focussing on non-fiction texts and related comprehension strategies and re-developing the current Years 4-7 reading program.
3. Implementing a differentiated coaching model utilising Regional Explicit Teaching Coaches to ensure as many teachers as possible attained a Highly Proficient level.
4. Implementing the strategies of the "Great Results Guarantee" initiative with a focus on improving reading outcomes in P-2.
5. Continuing to implement the school's "Step up into Prep" program to facilitate transition for Pre-Prep students and their parents.

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

The key priorities for 2015 include:

1. The continued refinement and implementation of the school's explicit instruction and consolidation models including the development and use of vignettes to highlight best practice.
2. Continued enhancement of the current P-3 and Year 4-7 Reading Programs and the adoption of the Canecutter Cluster P-9 Reading Standards.
3. Continue to use "Great Results Guarantee" funding to implement reading intervention programs in the lower school.
4. Improving the school's Writing Program by developing a "Writing Rehearsal" model and developing a writing standards portfolio in conjunction with the Canecutter Cluster.
5. Renewing the focus on the automatic recall of number facts and the teaching of mental computation strategies.
6. Reviewing the school's Attendance Policy and establishing an effective attendance reward system.
7. Continuing to implement the school's "Step up into Prep" program to facilitate transition for Pre-Prep students and their parents.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	407	179	228	92%
2013	421	194	227	95%
2014	475	221	254	95%

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 25 -30% of our students are indigenous. Due to increasing enrolments, the school now has an Enrolment Management Plan in place and a defined catchment area.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	25	25
Year 4 – Year 7 Primary	24	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	9	3	9
Long Suspensions - 6 to 20 days	1	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 4-6. 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 P-6. Explicit Instruction is the key pedagogy used to teach vocabulary, grammar and punctuation to enhance student writing.

Numeracy teaching is based around a structured mathematics program with emphasis placed on the development of mental computation skills, number sense and place value. Core mathematical skills and concepts are taught using Explicit Instruction. The Junior Elementary Maths Mastery and Elementary Maths Mastery programs 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 (Brass, Woodwind, Percussion and Strings) for students in Years 3-6. The school also has senior, junior and choric speaking choirs.

Sport and HPE are a regular feature of the curriculum with all students participating in daily endurance running and physical activity. Year 4-6 students participate in inter-school sport fixtures on Fridays in Terms 2 and 4.

The school also participates in the Opti-Minds competition.

How Information and Communication Technologies are used to assist 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 (Smart boards). 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".

School opinion surveys indicate a very high level of parent (100%), staff (100%) and student (94%) satisfaction with how student behaviour is managed. Similar satisfaction rates (97%-100%) are expressed for student safety.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	98%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	98%	97%	98%
their child is making good progress at this school* (S2004)	100%	100%	98%
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)	95%	95%	98%
teachers at this school motivate their child to learn* (S2007)	98%	95%	100%
teachers at this school treat students fairly* (S2008)	95%	92%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	98%
this school works with them to support their child's learning* (S2010)	95%	93%	96%
this school takes parents' opinions seriously* (S2011)	97%	92%	98%
student behaviour is well managed at this school* (S2012)	98%	95%	98%
this school looks for ways to improve* (S2013)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school is well maintained* (S2014)	100%	97%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	99%	99%	98%
they like being at their school* (S2036)	94%	96%	96%
they feel safe at their school* (S2037)	98%	100%	97%
their teachers motivate them to learn* (S2038)	99%	99%	96%
their teachers expect them to do their best* (S2039)	98%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	94%
teachers treat students fairly at their school* (S2041)	94%	95%	91%
they can talk to their teachers about their concerns* (S2042)	92%	98%	90%
their school takes students' opinions seriously* (S2043)	94%	96%	88%
student behaviour is well managed at their school* (S2044)	92%	99%	94%
their school looks for ways to improve* (S2045)	98%	99%	97%
their school is well maintained* (S2046)	97%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	94%	98%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	98%
they feel that their school is a safe place in which to work (S2070)		95%	100%
they receive useful feedback about their work at their school (S2071)		100%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	98%
student behaviour is well managed at their school (S2074)		98%	100%
staff are well supported at their school (S2075)		93%	83%
their school takes staff opinions seriously (S2076)		95%	88%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		100%	98%
their school gives them opportunities to do interesting things (S2079)		86%	79%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	152,783	3,859
2012-2013	160,799	4,582
2013-2014	159,899	3,903

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.

Our staff profile

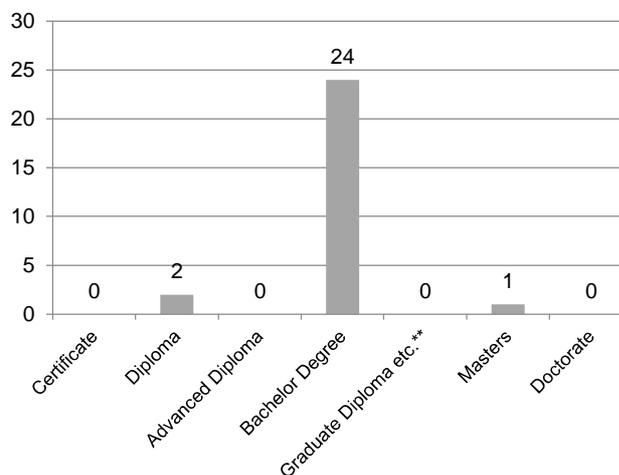
Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	29	23	<5
Full-time equivalents	27	15	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	27



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$24 968.

The major professional development initiatives were as follows:

- Explicit teaching of Expository and Narrative Texts workshop.
- Explicit Teaching modules delivered by FNQ coaches.
- Consolidation workshops.
- Beginning Teachers' Conference.
- FNQ Explicit Instruction conference – Anita Archer
- Windows 8 ICT workshop.
- John Fleming workshops.
- Dyslexia and Reading Difficulties workshops.
- Cohort Team Collaborative Planning days (1 per term).
- Training workshops for ancillary staff (cleaners and janitor/groundsman)
- Training workshops and conference for Administration staff.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	95%

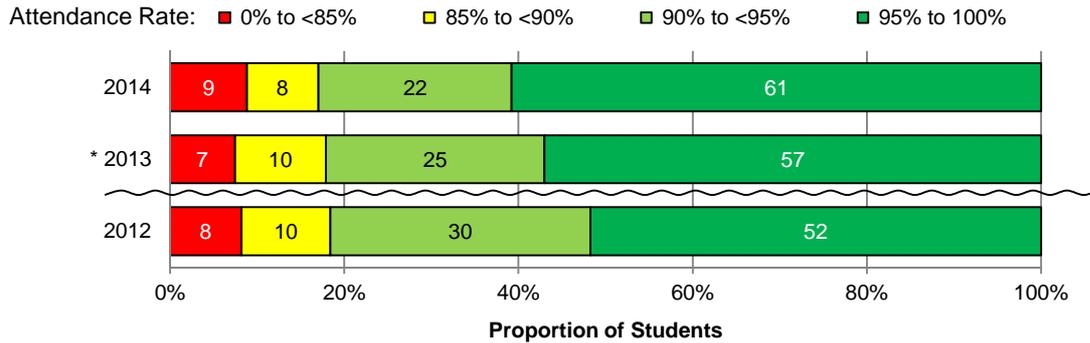
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	93%	94%	93%	94%	94%	94%	94%					
2013	95%	94%	94%	93%	95%	95%	92%					
2014	95%	95%	95%	95%	93%	95%	96%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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. End-of-term awards (wristbands) are presented to those students who achieve 95%+ and 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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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 2013 to 2014, the school has seen a reduction in the gap between the performance of Indigenous and Non-indigenous students in Year 3 Grammar and Punctuation and Numeracy, and in all areas in Year 5 and Year 7 (Reading, Writing, Spelling, Grammar and Punctuation, Numeracy).

In Year 3 the mean score of our Indigenous students in Writing and Spelling was above the Australian mean. In Year 7 the mean score of our Indigenous students was above the Australian mean in Reading, Writing, Spelling and Grammar and Punctuation. All other areas in Years 5, 6 and 7 were comparable to the Australian mean.