

# Goondi State School

## Queensland State School Reporting

### 2015 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 2015

2015 was another successful year for Goondi State School on many fronts. In terms of NAPLAN, the school performed strongly in all areas with the Year 5 results the best ever since the commencement of national testing.

Our school also implemented the Investing for Success (I4S) 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.

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 4-6 reading program.

3. Implementing a differentiated coaching model to ensure as many teachers as possible attained a Highly Proficient level.
4. Implementing the strategies of the "Investing for Success" initiative with a focus on improving reading outcomes in P-2.
5. Renewing the focus on number fact recall and mental computation strategies across all year levels.
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 teachers and curriculum leaders to observe classroom practice and school programs in action.

### Future outlook

The key priorities for 2016 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. Refine Year 4-7 Reading Programs and link quarantined texts to the newly developed Writing Overview to ensure that reading programs align with the core genre being taught.
3. Use "Investing for Success" funding to implement reading intervention programs in the lower school.
4. Engage a Head of Curriculum to review and develop a whole school writing program featuring grammar and punctuation scope and sequences and strategies to improve sentence structure.
5. Commence the review of the school's Mathematics Program with a view to enhancing the areas of Number and Algebra.
6. 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

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	421	194	227	86	95%
2014	475	221	254	119	95%
2015	417	213	204	109	93%

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 2015, 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:

Students are drawn from residential suburbs, small acreage properties and extensive banana and cane farms. Approximately 20-25% 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		
	2013	2014	2015
Prep – Year 3	25	25	23
Year 4 – Year 7 Primary	24	25	24
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	9	10
Long Suspensions - 6 to 20 days	0	0	0

Exclusions	0	0	0
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.

## Curriculum delivery

### Our approach to curriculum delivery

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 4-6.

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 3 and 4.

The school also participates in the Opti-Minds competition.

### How Information and Communication Technologies are used to improve learning

ICTs are integrated into various key learning areas across all year levels. All classrooms are fully networked and feature wireless technology. 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.

### 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 reviews 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 (92%) satisfaction with how student behaviour is managed. Similar satisfaction rates (95%-100%) are expressed for student safety.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	98%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	98%	95%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	97%	98%	98%
their child is making good progress at this school (S2004)	100%	98%	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%	98%	100%
teachers at this school motivate their child to learn (S2007)	95%	100%	98%
teachers at this school treat students fairly (S2008)	92%	94%	100%
they can talk to their child's teachers about their concerns (S2009)	95%	98%	100%
this school works with them to support their child's learning (S2010)	93%	96%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	92%	98%	98%
student behaviour is well managed at this school (S2012)	95%	98%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	97%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	98%	95%
they like being at their school (S2036)	96%	96%	90%
they feel safe at their school (S2037)	100%	97%	95%
their teachers motivate them to learn (S2038)	99%	96%	96%
their teachers expect them to do their best (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	98%	94%	98%
teachers treat students fairly at their school (S2041)	95%	91%	87%
they can talk to their teachers about their concerns (S2042)	98%	90%	86%
their school takes students' opinions seriously (S2043)	96%	88%	88%
student behaviour is well managed at their school (S2044)	99%	94%	92%
their school looks for ways to improve (S2045)	99%	97%	98%
their school is well maintained (S2046)	100%	98%	98%
their school gives them opportunities to do interesting things (S2047)	98%	95%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	98%	95%
they feel that their school is a safe place in which to work (S2070)	95%	100%	98%
they receive useful feedback about their work at their school (S2071)	100%	95%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	92%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	98%	100%	100%
staff are well supported at their school (S2075)	93%	83%	95%
their school takes staff opinions seriously (S2076)	95%	88%	98%
their school looks for ways to improve (S2077)	98%	100%	98%
their school is well maintained (S2078)	100%	98%	98%
their school gives them opportunities to do interesting things (S2079)	86%	79%	88%

# '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

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

- Involvement in the 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.
- Attending whole school feature events such as Poetry Idol, Spring Concert etc.

Parents and carers of students with disabilities are involved in the development of individual curriculum and support plans with specialist staff and classroom teachers.

## 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
2012-2013	160,799	4,582
2013-2014	159,899	3,903
2014-2015	178,398	

\*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.

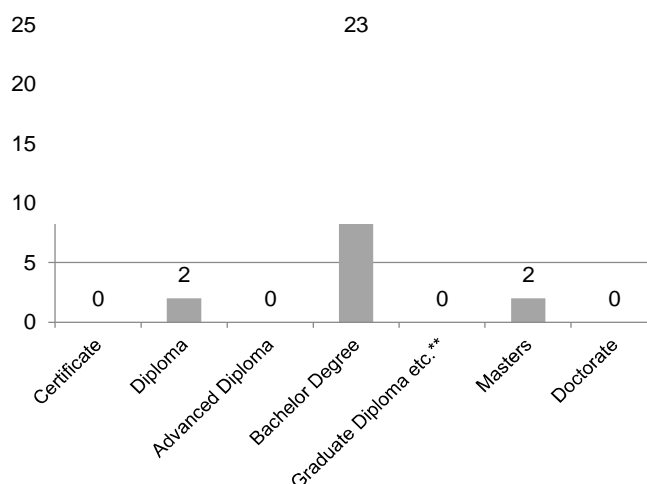
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	23	<5
Full-time equivalents	25	15	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
<b>Total</b>	<b>27</b>



\*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 2015 were \$20,000.

The major professional development initiatives are as follows:

- Narrative and Persuasive Marking Guides workshop
- Explicit Teaching modules
- Consolidation modules
- Beginning Teachers' Conference.
- Bill Rogers Behaviour Management Workshops
- Lesson observations and coaching feedback sessions
- MSSWD on-line courses – Dyslexia/Behaviour Management/Speech and Language
- 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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	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 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

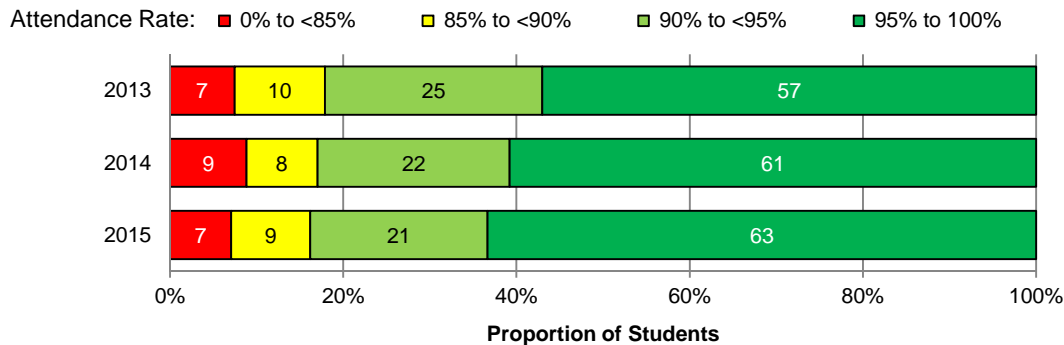
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	95%	94%	94%	93%	95%	95%	92%					
2014	94%	95%	95%	95%	95%	93%	95%	96%					
2015	95%	95%	95%	95%	96%	96%	93%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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 a cluster Community Liaison Officer to follow up student absences.

The school also has a system for rewarding those students who attend regularly. End-of-term and end-of-year awards 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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Sector:

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Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.