



Goondi State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Goondi State School is a Prep to Year 6 primary school situated in Innisfail, Far North Queensland. The school draws students from residential suburbs, small acreage properties and extensive cane and banana farms. Goondi State School is held in high regard by the Innisfail community and we attribute much of our success to the following school qualities: a strong focus on literacy and numeracy delivered through highly structured English and Mathematics programs; the use of high-yield Explicit and Direct Instruction teaching approaches along with regular consolidation episodes in all key learning areas; the genuine integration of information technology into teaching and learning and a commitment to keep pace with interactive classroom technologies; a hold on traditional values such as high expectations, strong discipline, respect and pride in our school; a team approach to planning curriculum and learning experiences to ensure teaching consistency and the achievement of expected standards. Other distinctive features include our extensive school grounds which feature 4 hectares of ovals and playing fields. A strong emphasis is placed on developing physical fitness and skills in our students through daily endurance running, weekly specialist PE lessons and regular inter-house and inter-school sporting fixtures. Music also plays an important role in our arts curriculum and in addition to the classroom music program, the school has an extensive instrumental music program and senior and junior choirs. Our school motto, 'Dare to Do Well', is reflected in all aspects of our school, with staff consistently aiming towards best practice and students striving to be the best they can be.

Our school charter "The Goondi Way" is based on the following key drivers:

1. **HIGH EXPECTATIONS** – teacher belief that all students can achieve high academic results.
2. **TEACHER ACCOUNTABLE LEARNING** – responsibility is accepted for each student's learning.
3. **EXPLICIT INSTRUCTION** – explicit and directed teaching every day, in every classroom.
4. **KNOWLEDGE RETENTION** – moving student knowledge from short term to long term memory.
5. **EFFECTIVE RELATIONSHIPS** – effective relationships between students, parents and teachers.
6. **CONSISTENT APPROACHES** – clear and specific programs and policies to inform teaching.

School progress towards its goals in 2018

2018 was another successful year for Goondi State School on many fronts. In terms of NAPLAN, the school performed strongly with all areas in both Year 3 and Year 5 above the national average.

Our school also implemented the Investing for Success (I4S) initiative with key improvement strategies focusing on our school's current P-3 Reading Program based on the explicit teaching of Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.

Through school opinion surveys our students, parents and staff, revealed that they were highly satisfied with many aspects of school life, including 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 of the school's explicit instruction and consolidation models.
2. The continued refinement of a Year 4-6 Reading Program with strong links to the school Writing Program ensuring that reading texts aligned with the core genre being taught.
3. Use of "Investing for Success" funding to implement reading intervention programs in the lower school and to fund a Head of Curriculum to refine and develop curriculum programs.
4. Continued implementation of the school's "Pre-Prep" program to facilitate transition for Pre-Prep students and their parents.

Future outlook

- Continued development of the school's curriculum bank (G4G) featuring units of work and related lessons.
- Continued refinement of the school's Writing Program with a focus on Marking Guides and moderation.
- Introduction of Coding units in some year levels and a Robotics Club for Years 4-6.
- Refinement of the school follow up and family support processes for low and non-attendance.
- Developing processes for effective extension of our higher achievers.
- Process to ensure staff new to our school are supported and given opportunities to build capacity.
- Establishing links and identifying opportunities to share good practice with other high performing schools.
- Exploring more ways to recognise our school's diverse community cultures.

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	413	374	359
Girls	220	200	188
Boys	193	174	171
Indigenous	99	91	79
Enrolment continuity (Feb. – Nov.)	92%	93%	95%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	22	23
Year 4 – Year 6	25	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

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.

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.

Co-curricular 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.

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 and feature wireless technology. There are 2 technology rooms situated in the Library with one housing 30 desktop computers and the second, 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 technology rooms are equipped with interactive white boards.

Social climate

Overview

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 a 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".

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)	96%	100%	97%
• this is a good school (S2035)	96%	97%	97%
• their child likes being at this school* (S2001)	94%	92%	97%
• their child feels safe at this school* (S2002)	100%	97%	95%
• their child's learning needs are being met at this school* (S2003)	98%	95%	97%
• their child is making good progress at this school* (S2004)	98%	95%	95%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	95%	95%
• teachers at this school motivate their child to learn* (S2007)	98%	95%	97%
• teachers at this school treat students fairly* (S2008)	87%	92%	86%
• they can talk to their child's teachers about their concerns* (S2009)	96%	95%	95%
• this school works with them to support their child's learning* (S2010)	96%	95%	97%
• this school takes parents' opinions seriously* (S2011)	89%	92%	92%
• student behaviour is well managed at this school* (S2012)	94%	92%	92%
• this school looks for ways to improve* (S2013)	96%	95%	95%
• this school is well maintained* (S2014)	100%	97%	97%

* 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)	99%	99%	97%
• they like being at their school* (S2036)	96%	94%	95%
• they feel safe at their school* (S2037)	98%	93%	94%
• their teachers motivate them to learn* (S2038)	99%	97%	95%
• their teachers expect them to do their best* (S2039)	99%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	96%	91%
• teachers treat students fairly at their school* (S2041)	91%	86%	87%
• they can talk to their teachers about their concerns* (S2042)	94%	86%	86%
• their school takes students' opinions seriously* (S2043)	92%	89%	87%

Percentage of students who agree# that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	94%	84%	90%
• their school looks for ways to improve* (S2045)	98%	95%	95%
• their school is well maintained* (S2046)	97%	95%	96%
• their school gives them opportunities to do interesting things* (S2047)	97%	94%	92%

* 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%	98%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
• they receive useful feedback about their work at their school (S2071)	100%	93%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	96%	94%
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	98%	96%	92%
• student behaviour is well managed at their school (S2074)	100%	100%	97%
• staff are well supported at their school (S2075)	98%	96%	89%
• their school takes staff opinions seriously (S2076)	93%	93%	83%
• their school looks for ways to improve (S2077)	100%	98%	100%
• their school is well maintained (S2078)	100%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	98%	91%	92%

* 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

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

- Involvement in the reading program.
- Art and Technology activities.
- Sharing their expertise for special class activities as a classroom resource person.
- School information sessions and parent workshops
- Volunteering at the tuckshop.
- Volunteering to assist with sports days and sporting teams.
- Accompanying students on excursions and camps.
- Assisting with Student Council activities.
- Supporting the Parents and Citizens' Association.
- Attending whole school feature events such as Poetry Idol, Spring Concert etc.
- Involvement in school development teams and focus groups.

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

Respectful relationships education programs

The Goondi 5 and in particular the foundation of "Show Respect" focuses on teaching students about appropriate, respectful and healthy relationships and provides students with skills to be able to resolve conflicts without violence.

In addition, the school includes the Brave Hearts program for P-3 students which focuses on personal safety and awareness, and provides students with knowledge and skills to be able to recognize, react and report when they are unsafe.

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	10	7	17
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	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 has a recycling program that ensures waste such as paper, plastics, glass and metals is removed for recycling. Food scraps are recycled via a bank of compost bins. The school also has energy and water saving measures in place and is a member of the Containers for Change program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	174,195	162,238	147,169
Water (kL)		984	2,515

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.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	25	22	0
Full-time equivalents	23	15	0

*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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	3	
Graduate Diploma etc.*	1	
Bachelor degree	32	
Diploma	2	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$36411

The major professional development initiatives were as follows:

- Observation of exemplary practice for new teachers
- Explicit teaching overview
- Explicit Direct Instruction
- Strategies for the Effective Maths Assessment
- Primary Connections Science 5E model
- FNQ Beginning Teachers Conference
- Training workshops for ancillary staff (cleaners and janitor/groundsman)
- Cohort Team Collaborative Planning Days with HOC (1 per term)
- Training workshops and conference for Administration staff.
- Teachers working with and observing mentors and lead teachers.
- Positive Schools Conference
- Aus Identities - Personality Type 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.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	95%	95%	94%
Attendance rate for Indigenous** students at this school	92%	90%	90%

* 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

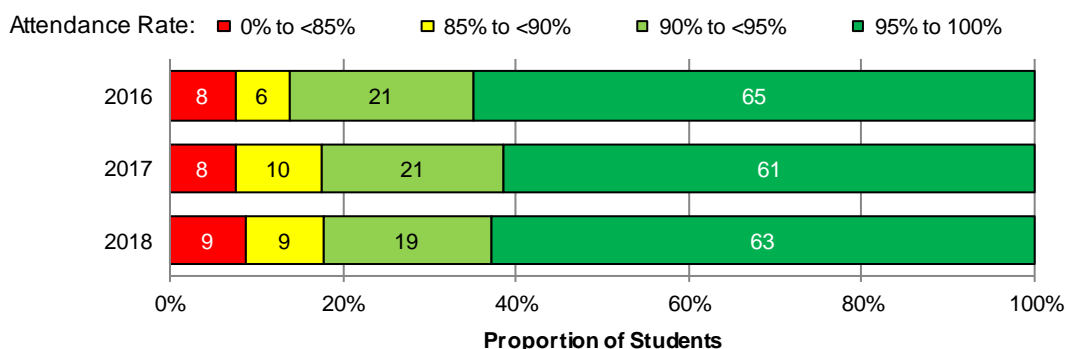
Year level	2016	2017	2018
Prep	96%	95%	94%
Year 1	96%	96%	95%
Year 2	95%	94%	95%
Year 3	95%	94%	95%
Year 4	95%	94%	95%
Year 5	96%	95%	94%
Year 6	94%	94%	94%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Non-attendance is managed in state schools in line with the 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.

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 using the electronic roll marking system ID Attend. If a student is absent and no reason has been provided, a text message is sent to the parent/guardian. If the parent/guardian does not respond 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.

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	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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
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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.