



Goondi State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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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.

### 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 2017

2017 was another successful year for Goondi State School on many fronts. In terms of NAPLAN, the school performed strongly with all 10 areas in both Year 3 and Year 5 substantially above the national average.

Our school also implemented the Investing for Success (I4S) initiative with key strategies focusing on improving reading outcomes for students in P-2.

Through school opinion surveys our students, parents and staff, revealed that they were very 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 including the development and use of vignettes to highlight best practice.
2. The implementation of a Year 4-6 Reading Program with a 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. The implementation of a whole school writing program featuring grammar and punctuation scope and sequences and strategies to improve sentence structure.
5. 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 Guides to Making Judgements and moderation.
- Implementation of a new whole school Mathematics Program with a renewed focus on the teaching of mental computation strategies.
- Introduction of Coding units in some year levels and a robotics club for Years 4-6.
- Development of a second computer lab to facilitate the teaching of IT units.

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2017:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	417	213	204	109	93%
<b>2016</b>	413	220	193	99	92%
<b>2017</b>	374	200	174	91	93%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	25	22
Year 4 – Year 6	24	25	26
Year 7 – Year 10			
Year 11 – Year 12			

### 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.

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 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**

## 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 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	96%	100%
this is a good school (S2035)	100%	96%	97%
their child likes being at this school* (S2001)	95%	94%	92%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	98%	98%	95%
their child is making good progress at this school* (S2004)	98%	98%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%	95%
teachers at this school motivate their child to learn* (S2007)	98%	98%	95%
teachers at this school treat students fairly* (S2008)	100%	87%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	95%

<b>Performance measure</b>			
<b>Percentage of parents/caregivers who agree# that:</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
this school works with them to support their child's learning* (S2010)	100%	96%	95%
this school takes parents' opinions seriously* (S2011)	98%	89%	92%
student behaviour is well managed at this school* (S2012)	100%	94%	92%
this school looks for ways to improve* (S2013)	100%	96%	95%
this school is well maintained* (S2014)	100%	100%	97%

### Student opinion survey

<b>Performance measure</b>			
<b>Percentage of students who agree# that:</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
they are getting a good education at school (S2048)	95%	99%	99%
they like being at their school* (S2036)	90%	96%	94%
they feel safe at their school* (S2037)	95%	98%	93%
their teachers motivate them to learn* (S2038)	96%	99%	97%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	96%
teachers treat students fairly at their school* (S2041)	87%	91%	86%
they can talk to their teachers about their concerns* (S2042)	86%	94%	86%
their school takes students' opinions seriously* (S2043)	88%	92%	89%
student behaviour is well managed at their school* (S2044)	92%	94%	84%
their school looks for ways to improve* (S2045)	98%	98%	95%
their school is well maintained* (S2046)	98%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	88%	97%	94%

### Staff opinion survey

<b>Performance measure</b>			
<b>Percentage of school staff who agree# that:</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
they enjoy working at their school (S2069)	95%	100%	98%
they feel that their school is a safe place in which to work (S2070)	98%	100%	98%



<b>Performance measure</b>			
<b>Percentage of school staff who agree# that:</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
they receive useful feedback about their work at their school (S2071)	98%	100%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	96%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	98%	96%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	95%	98%	96%
their school takes staff opinions seriously (S2076)	98%	93%	93%
their school looks for ways to improve (S2077)	98%	100%	98%
their school is well maintained (S2078)	98%	100%	100%
their school gives them opportunities to do interesting things (S2079)	88%	98%	91%

\* 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.
- 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.

### Respectful relationships 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	10	10	7
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

### Environmental Footprint

#### 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	178,398	
2015-2016	174,195	
2016-2017	162,238	984

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.

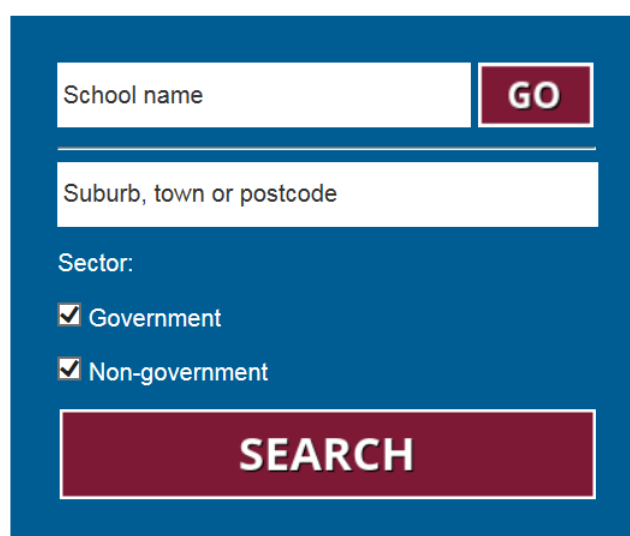
## School Funding

### 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 <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



Where it states '**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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	26	22	<5
Full-time Equivalents	24	14	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	24
Diploma	2
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$41,939

The major professional development initiatives are as follows:

- Strategies for a Literacy and Numeracy improvement agenda.
- Explicit Instruction – designing well-crafted lessons
- Developing effective Warm Ups
- Developing effective Writing Rehearsals
- 7 Steps Writing
- Numeracy workshops
- Student Health and Well Being
- FNQ Beginning Teachers Conference
- Cohort Team Collaborative Planning Days with HOC (1 per term).
- Training workshops for ancillary staff (cleaners and janitor/groundsman)
- Training workshops and conference for Administration staff.
- Teachers working with and observing mentors and lead teachers.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 92% of staff was retained by the school for the entire 2017.

### Performance of Our Students

#### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	90%

\*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

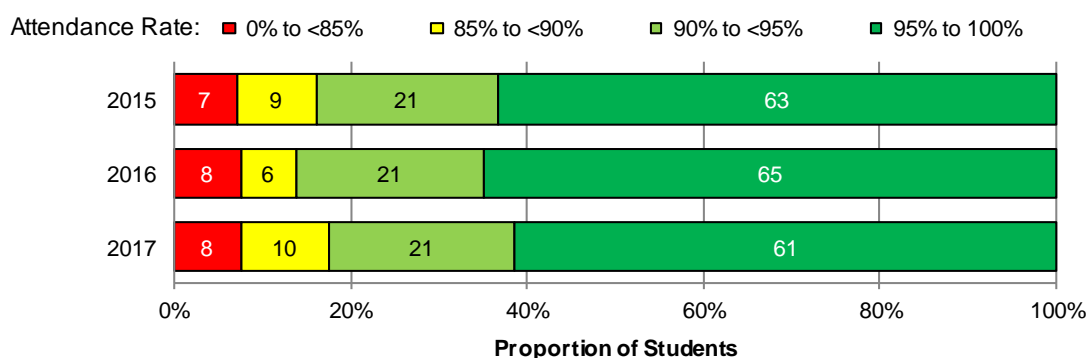
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Pre p	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	95%	95%	95%	96%	96%	93%						
2016	96%	96%	95%	95%	95%	96%	94%						
2017	95%	96%	94%	94%	94%	95%	94%						

\*Attendance rates effectively count 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 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.

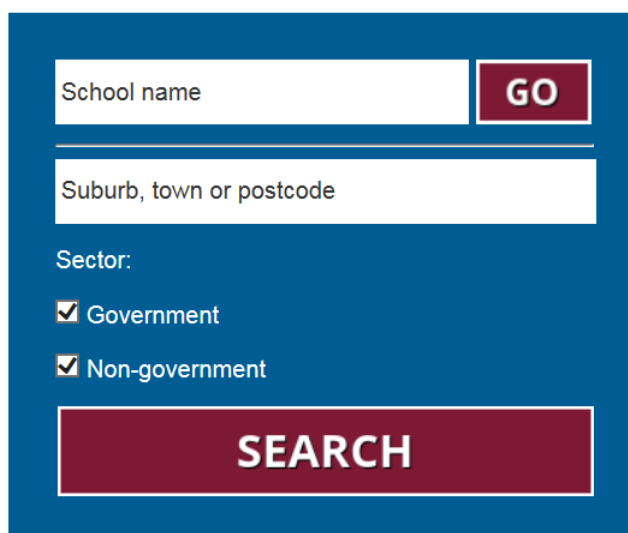
The school also has a system for rewarding those students who attend regularly. End-of-term and end-of-year awards are presented to those students who achieve 95%+ and 100% attendance.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**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 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.