Principal’s foreword

Introduction

Goomeri State School P-10 is a medium sized / family orientated school situated in the South Burnett district. Goomeri is a low socio-economic area and Goomeri State School P-10 is a Low SES National Partnership School. At Goomeri we strive to achieve quality educational outcomes for all students so that they can become caring and active members of society. We encourage students to accept shared responsibility for their learning, communicate effectively, be safe, show respect for themselves and others, display excellent academic skills and have a positive outlook. The nature of our school allows for good teacher : student ratios, enabling concentrated support for students in need of it.

In 2012, Goomeri State School P-10 continued the implementation of our NP Four Year School Strategic Plan. This plan developed with extensive staff, student and community consultation; identified six “Key Priorities” for the school:

1. Literacy & Numeracy.
2. Academic Aspiration.
4. Early Years.
5. Data.
6. Student Well-Being.

This report outlines our progress in these six priorities as well as a snapshot of the 2012 school year at Goomeri.

School progress towards its goals in 2012

**Literacy & Numeracy** – Throughout 2012, Goomeri State School P-10 continued the 0.4 FTE Literacy / Numeracy Coach position. This position coordinates: “Reading Club”, “Torture Time”, “Mental Maths” and “Speed & Accuracy”.

“Reading Club” continues to be the focus of Goomeri’s improvement agenda. It is based on a collaborative strategic reading approach and is implemented in three one hour reading blocks for all students in years Prep to Year 10. When delivering this initiative each teacher is supported by the coach, another teacher or a teacher aide. The coach attends at least one “Reading Club” lesson with each class, each week. The “Reading Club” initiative is successful, demonstrated by improved student results in NAPLAN (Reading) and PAT-R.

“Torture Time”, “Mental Maths” and “Speed & Accuracy” are Goomeri’s numeracy initiatives. Numeracy improvement is being measured through data collected through these initiatives, NAPLAN (Numeracy) and PAT-M. Data analysis indicates whole school, term by term, improvement in basic numeracy skills.
The literacy / numeracy coach also works with teachers to plan, explicitly teach, review and assess literacy / numeracy strategies.

**Academic Aspiration** – In 2012 the primary role of Goomeri’s HOD was around educating students, parents and the community with respect to the importance of education, work ethic and attendance.

The HOD supported staff re student non-submittal of work / assignments – HOD follows up with students and parents (when required) to ensure completion of work. This process has increased student work completion with a significant reduction in the number of secondary students not being rated due to non-completion of work.

**Engagement & Behaviour** – In 2012 Goomeri continued with “School Wide Positive Behaviour Support”. Student Council identified suitable semester rewards for the P-2 and 3-10 cohorts. HPE teacher’s playground duty centred around the organisation of lunchtime activities; resulting in continued reductions in lunch incidents.

Each term the HOD collates a secondary assessment guide and contacts parents to ensure it has been brought home. “Homework Club” has continued throughout 2012, one afternoon a week, to assist students with the completion of work / assignments. Although attendance at “Homework Club” fluctuates the trend is that this service is being utilised by more students now than when it began in 2011.

Individual Learning Plans have been completed / updated for all students requiring them. Students requiring assistance are identified by classroom teachers with supporting data, are referred to the “Special Needs Committee” where assistance for the student is organised. Flexible teacher aide staffing is used to provide in class support.

**Early Years** – Goomeri’s “Get Set for Prep” continued in 2012 and has been running for 18 months. This program is filling a void in the Goomeri Community as there is no kindergarten or child care. Students are being prepared for the start of prep socially. Basic literacy / numeracy activities are also being conducted. This group is organised through “Playgroup Queensland” and parents attend.

Goomeri’s “Speech Language Program” continues as a whole school priority. Teacher aides have been trained (training is on-going) and work with identified students in P-3 (some older students as well), each day to deliver this program. Teachers and parents have both commented positively on the progress of students involved in this program. All speech students have ILP’s.

**Data** – In 2012 a 0.2 FTE “Data Coach” was employed at Goomeri to support teachers to track students, collect and analyse data and reflect on the effectiveness of teaching programs. The “Data Coach” leads whole school decision making regarding data collection and analysis at the school, class and individual student levels.

**Student Well-Being** – After completion of the “ACER – Social and Emotional Well Being Survey” in 2011, Goomeri developed its TEAM program. TEAM stands for “Together Everyone Achieves More” and focuses on resilience, leadership development, team work and career planning.

**Future outlook**

In 2013, Goomeri State School P-10 will continue to focus on, develop and refine the six key priorities identified in our “NP – Four Year Strategic Plan” and “School Implementation Plan”. A focus on “Explicit Instruction” and “Junior Secondary” is also planned for 2013.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 10

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>127</td>
<td>56</td>
<td>71</td>
<td>89%</td>
</tr>
<tr>
<td>2011</td>
<td>133</td>
<td>63</td>
<td>70</td>
<td>80%</td>
</tr>
<tr>
<td>2012</td>
<td>141</td>
<td>69</td>
<td>72</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
The Goomeri State School P-10 student body consists of 101 Primary and 40 Secondary students. Of these 51% are male, 49% are female, 12% of students are Indigenous, 48% reside in the township of Goomeri and 52% live on farms in the surrounding area. In 2012 Goomeri had 4 students with English as a second language.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>18</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td></td>
<td>9</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td></td>
<td>14</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:
The Real Game Series – Years 4, 6, 7 & 8.
“Reading Club” – whole school literacy strategy.
“Torture Time” (tables), “Mental Maths” and “Speed and Accuracy” – whole school numeracy strategies.
“Get Set for Prep”.
Primary Speech Language Program.
Units of work responding to Community Events e.g. ANZAC Day & Pumpkin Festival.
Year 4 – 7 Extension Group – the “Eco Warriors” – selected students extended in the areas of science and technology.
“Horizons Camp” – Year 10 students travel to Brisbane to discover future options, leading into their SET Planning process. This excursion is conducted with the assistance of Goomeri’s CTC Youth Worker.

Extra curricula activities:
Goomeri continues to be involved in the “Active After-School Program”, with activities including whip cracking, lawn bowls and skateboarding.
Goomeri’s choir, maypole and whip cracking teams were involved in various performances including the school centenary and the pumpkin festival.
Goomeri’s gymnasium is opened during lunch and the HPE teacher organises lunch time activities for students. Friday afternoon recreational sport is used for fitness and skill training as well as having a game. Goomeri’s participation in District and Regional Sports Carnivals is continuing to increase.
“Homework Club” is now conducted every Wednesday afternoon.
Goomeri’s Equestrian Team competes locally and at the Fraser Coast Equestrian Challenge.

How Information and Communication Technologies are used to assist learning:
Students use ICT’s in a variety of contexts in all classes throughout the school. This includes basic skills, video editing, making movies and digital microscope work in science. E-Learning is an integral, integrated part of all units planned for students.
Five primary, one secondary and the Resource Centre have interactive white boards. Goomeri has 5 iPads and this will increase to a full class set during 2013.
In 2012 Goomeri conducted a take home laptop program for Year 10 students. In 2013 this will be increased to include Year 9 students.

Social climate

At Goomeri State School P-10 we foster a school climate of success. One of our three school rules is to “Be a Learner” and as a school community we encourage and expect our students to do their best both in and out of the classroom.
The “Student Council” is an active organisation which lobbies on behalf of the student body.
Students at risk are supported by Youth Workers, a School-Based Health Nurse, Chaplain, Behaviour Support Teacher and the Guidance Officer.
All students are supported by an active P&C, Guidance Officer, School-Based Health Nurse and the Chaplain. P-3 students visit the Community Health Nurse, who conducts programs for the benefit of student development.
At Goomeri State School P-10 there is a broad agreement amongst students, staff and parents that bullying is an observable and measurable behavior. Bullying behaviours are not tolerated at Goomeri. When an incident of bullying is reported, the “Anti-Bullying Action Plan” is followed.

Parent, student and staff satisfaction with the school

Parents are satisfied with Goomeri State School P-10 in the areas of: student outcomes, curriculum, pedagogy, learning climate, school climate, school-community relations and resources. Our general satisfaction item is higher than that of the state with 100% of
Our school at a glance

parents surveyed stating this is a good school.
All students are satisfied with Goomeri in the areas of: student outcomes, curriculum, pedagogy, learning climate, school climate and resources.
Overall, staff satisfaction is good, exceeding the state in areas of: work roles, work value and recognition.

| Performance measure (Nationally agreed items shown*) | 2012*
|------------------------------------------------------|------
| Percentage of parents/caregivers who agree that:     |      
| their child is getting a good education at school     | 96.3% 
| this is a good school                                 | 100.0% 
| their child likes being at this school*               | 96.2% 
| their child feels safe at this school*                | 100.0% 
| their child's learning needs are being met at this school* | 92.6% 
| their child is making good progress at this school*   | 92.6% 
| teachers at this school expect their child to do his or her best* | 100.0% 
| teachers at this school provide their child with useful feedback about his or her school work* | 92.6% 
| teachers at this school motivate their child to learn* | 92.6% 
| teachers at this school treat students fairly*        | 85.2% 
| they can talk to their child’s teachers about their concerns* | 100.0% 
| this school works with them to support their child’s learning* | 96.3% 
| this school takes parents’ opinions seriously*        | 92.3% 
| student behaviour is well managed at this school*     | 100.0% 
| this school looks for ways to improve*                | 100.0% 
| this school is well maintained*                       | 96.3% 

| Performance measure (Nationally agreed items shown*) | 2012*
|------------------------------------------------------|------
| Percentage of students who agree that:               |      
| they are getting a good education at school           | 83.6% 
| they like being at their school*                      | 81.8% 
| they feel safe at their school*                       | 88.7% 
| their teachers motivate them to learn*                | 85.2% 
| their teachers expect them to do their best*          | 96.2% 
| their teachers provide them with useful feedback about their school work* | 83.3%
Our school at a glance

<table>
<thead>
<tr>
<th>Teachers treat students fairly at their school*</th>
<th>66.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>They can talk to their teachers about their concerns*</td>
<td>79.6%</td>
</tr>
<tr>
<td>Their school takes students' opinions seriously*</td>
<td>75.5%</td>
</tr>
<tr>
<td>Student behaviour is well managed at their school*</td>
<td>69.1%</td>
</tr>
<tr>
<td>Their school looks for ways to improve*</td>
<td>88.9%</td>
</tr>
<tr>
<td>Their school is well maintained*</td>
<td>76.9%</td>
</tr>
<tr>
<td>Their school gives them opportunities to do interesting things*</td>
<td>71.7%</td>
</tr>
</tbody>
</table>

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012$^*$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of school staff who agree:</td>
<td></td>
</tr>
<tr>
<td>That they have good access to quality professional development</td>
<td>87.5%</td>
</tr>
<tr>
<td>With the individual staff morale items</td>
<td>89.9%</td>
</tr>
</tbody>
</table>

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

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

DW = Data withheld to ensure confidentiality.
**Involving parents in their child’s education**

Active Parents and Citizen’s Association which meets monthly.

Parents and community volunteers assist in the classrooms and with extra-curricular sporting activities and competitions.

Parents and community representatives form an integral part of our School Improvement Team.

Celebrating student good behavior with wrist bands, letters to parents, positive behavior records on OneSchool and the end of semester rewards.

Parent / Teacher interviews are conducted three times a year.

Parent attendance at weekly parades.

Dissemination of information in a fortnightly school newsletter and on the school website.

Advertising of school activities on the School Notice Board, visible to the whole community.

Invitations to attend celebrations of learning at different times during the school year.

Celebrating learning, achievement and excellence at school parades and at the annual School Awards Night.

**Reducing the school’s environmental footprint**

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

Goomeri State School P-10 continues to implement a more environmentally friendly waste management system, recycling green, paper and aluminium waste. Toilets have been connected to rainwater tanks installed on the Library and solar power has been installed. Unfortunately, due to installation of air-conditioning, electrical consumption has increased.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity kWh</td>
<td>61,582</td>
<td>59,584</td>
<td>70,851</td>
</tr>
<tr>
<td>Water kL</td>
<td>0</td>
<td>1,303</td>
<td>1,529</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>16</td>
<td>9</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>14.5</td>
<td>7.3</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

Highest level of attainment | Number of classroom teachers and school leaders at the school |
----------------------------|---------------------------------------------------------------|
Doctorate                   | 0                                                             |
Masters                     | 0                                                             |
Bachelor degree             | 15                                                            |
Diploma                     | 1                                                             |
Certificate                 | 0                                                             |

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $10598.

The major professional development initiatives are as follows:
- Maximising Achievement Program
- Flash Forward
- Aus Identities
- Planning and Accounting
- QASEL Conference
Our staff profile

Principal Business Meetings
Digital Pedagogy Licence Program
Regional Curriculum Meetings
Dyslexia & ASD Workshops
ACARA History Workshops
QELi Coaching Program
Fish Philosophy
Principals Conference
QELi Creating Superb Leadership Teams

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

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.6%</td>
<td>95.8%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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 says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

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

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>92%</td>
<td>90%</td>
<td>92%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>85%</td>
<td>95%</td>
<td>91%</td>
<td>91%</td>
<td>93%</td>
<td>89%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>2011</td>
<td>90%</td>
<td>89%</td>
<td>92%</td>
<td>90%</td>
<td>90%</td>
<td>93%</td>
<td>85%</td>
<td>88%</td>
<td>90%</td>
<td>88%</td>
</tr>
<tr>
<td>2012</td>
<td>96%</td>
<td>94%</td>
<td>91%</td>
<td>94%</td>
<td>90%</td>
<td>91%</td>
<td>95%</td>
<td>89%</td>
<td>92%</td>
<td>90%</td>
</tr>
</tbody>
</table>

DW – Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>12</td>
<td>15</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>2011</td>
<td>25</td>
<td>17</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>2010</td>
<td>16</td>
<td>15</td>
<td>33</td>
<td>36</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

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

Electronic rolls are marked for both primary and secondary classes during Form (8:50 am – 9:00 am). Primary electronic rolls are then marked again after second break (2:00 pm). Secondary electronic rolls are marked at the start of each lesson. Electronic roll marking is checked daily and certain student attendance is tracked and absences flagged for following up. Students arriving late or leaving early are signed in / out electronically in the presence of their parents. Truancy is not a significant problem at Goomeri.

If a student is absent, then a note, phone call or email from the parents is expected. If after three absences there is no parental explanation, then a letter is sent home. If absence continues phone calls are made (BSM, HOD, Principal) and the process for persistent truancy / absenteeism is begun.

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/](http://www.myschool.edu.au/).

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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

Although a gap still exists between Indigenous and Non-Indigenous students at Goomeri State School P-10, progress towards closing this gap continues to be made. All Indigenous students have Individual Learning Plans and are receiving 1:1 support as required. Our Indigenous student attendance rate in 2012 was 90.2%.