Goomeri State School P-10

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

Contact information

Postal address	5 Munro Street Goomeri 4601
Phone	(07) 4169 6200
Fax	(07) 4169 6250
Email	principal@goomeriss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the _My School_ website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Leon Doorackers (Principal)

School overview

Goomeri State School P-10 is a small rural school situated in the South Burnett. 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 small rural nature of our school allows for a good student/teacher ratio keeping our classes small and allowing concentrated support for students in need. School Wide Positive Behaviour Support has been introduced and underpins our Responsible Behaviour Plan for Students. As a School Community we are conscious of and wish to acknowledge the excellent behaviour displayed by the vast majority of our students. The Goomeri School Community actively strives to create a challenging, engaging and relevant learning environment. We have, and actively promote, a culture of success resulting in an education that encourages and supports students to achieve their potential, whilst seeking and enjoying a fulfilling role in their school community.

Introduction

In 2018 Goomeri State School P-10's explicit improvement agenda focussed on four priorities:

1. Writing
2. Higher Order Thinking
3. Junior Secondary
4. Reading Comprehension

This report outlines our progress with respect to our explicit improvement agenda as well as providing a snapshot of the 2018 school year at Goomeri State School P-10.

School progress towards its goals in 2018

Writing – In all classes a minimum of one lesson per week is a designated "writing" lesson. In this lesson students write, in a predetermined genre, a text with respect to a stimulus or topic being studied in class. Analysis of this writing sample enables the teacher to determine an individual writing goal for the student. When achieved, this writing goal is celebrated and another determined.

Higher Order Thinking – All staff include higher order thinking strategies in their planning and pedagogy to extend students, particularly those on the cusp of the upper two NAPLAN bands.

Junior Secondary – A "Junior Secondary Certificate" was issued to qualifying graduating year 10 students in 2018. This certificate is based on a points collection for students in years 9 and 10. Points are allocated for: attendance, behaviour (PBL wristbands), academia (English), academia (Mathematics), academia (remaining subjects), effort, homework, uniform, being a role model, community engagement and extra points that are applied for by the student. A student's JCE is presented at Awards Night.

Reading Comprehension – "Reading Club" continued to be the focus of Goomeri's literacy improvement agenda in 2018. It is based on a collaborative strategic reading approach and is implemented in three one hour reading blocks for all students from prep to year 10 each week. When delivering this initiative, each teacher is supported by the A/DP, another teacher and / or teacher aides. Collaborative walks and talks are conducted in "Reading Club" lessons regularly.

The "Reading Club" initiative continues to improve student outcomes, demonstrated by improved NAPLAN and PAT-R results. A review of this strategy continues in 2019 as part of Goomeri State School P-10 Quadrennial School Review. This process ensures continued reading comprehension best practice at Goomeri.

Future outlook

In 2019 Goomeri State School P-10 will continue to focus on our explicit improvement agenda as identified in our 2015 Quadrennial School Review.

2019 is a Quadrennial School Review year. After our school review, school practices will be scrutinised and the improvement agenda for the next four years determined. This process will involve representatives from the Goomeri State School Community.

Goomeri State School P-10 will continue to engage with the work of Dr Lyn Sharratt to put faces to our data and case manage students individually.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	130	140	146
Girls	68	74	71
Boys	62	66	75
Indigenous	30	28	23
Enrolment continuity (Feb. – Nov.)	90%	96%	94%

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

The Goomeri State School P-10 student body consisted of 94 primary and 46 secondary students in 2018. Of these 47% are male, 53% are female and 18% Indigenous. In 2018 Goomeri had 4 students with English as a second language.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	17	17
Year 4 – Year 6	13	15	16
Year 7 – Year 10	11	12	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.
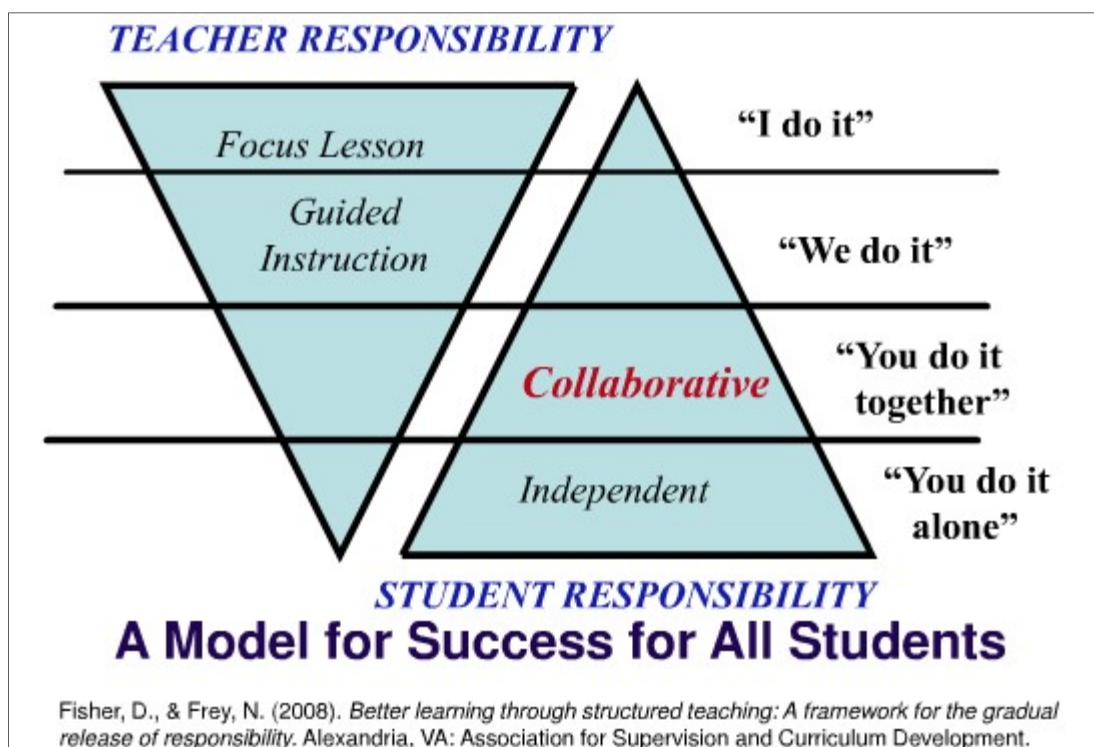
Curriculum delivery

Our approach to curriculum delivery

Goomeri State School P-10's Explicit Instruction Methodology – Towards Independent Learning

Teachers provide targeted, individualised instruction via the **gradual release of responsibility model** (Pearson & Gallagher, 1983). This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task to a situation in which the students assume the responsibility (Duke & Pearson, 2002). In this research based model, the responsibility for task completion shifts gradually over time from the teacher to the student. The following steps describe the shift:

- **Teacher Modelling**: Explain the strategy, demonstrate how to use it and think aloud while demonstrating.

- **Guided Practice**: Practice using the strategy with students during shared lessons. Allow students to share their thinking processes. Give feedback and support. Gradually release the responsibility to the students.

- **Independent Practice**: Students try to apply the strategy on their own, receiving feedback from the teacher and other students.

- **Application of the Strategy**: Students apply the strategy in a new format or more difficult unfamiliar context.

This gradual release may occur over a day, week or entire unit of work. However, warm-ups and closure are part of every lesson.

TEACHER RESPONSIBILITY

Focus Lesson — "I do it"

Guided Instruction — "We do it"

Collaborative — "You do it together"

Independent — "You do it alone"

STUDENT RESPONSIBILITY

A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Most current implementation strategies with respect to the gradual release of responsibility model limit these interactions to adult and child exchanges. A common framework for the implementation of this model is our Explicit Teaching agenda – "I do", "we do", "you do".

Goomeri's Distinctive Curriculum Offerings include:

- Reading Club – whole school literacy strategy.
- Torture Time, Mental Maths and Speed & Accuracy – whole school numeracy strategies.
- Get Set for Prep.
- P-3 Speech Language Program (+ some older students).
- TEAM – Together Everyone Achieves More.
- "Y-Lead, Character Builders" – all students in years 7 to 10 involved.
- Units of work responding to specific community events e.g. ANZAC Day, Goomeri Show & Pumpkin Festival.

Co-curricular activities

In 2018, Goomeri State School P-10 continued involvement in the "Sporting Schools Program", with activities including: athletics, volleyball, basketball and touch football.

"Homework Club" was conducted on Wednesday afternoons for interested students in years 4 to 10.

Friday afternoon recreational sport is conducted weekly and is used for fitness and skill training as well as just having a game. Goomeri's participation in cluster, district and regional sporting events continued in 2018.

Goomeri's 'Equestrian Team' competed locally at the St. Mary's Cow Horse Competitions, South Burnett Equestrian Competition and the Fraser Coast Interschool Equestrian Competition.

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 part of all units planned for students. Digital Technology lessons continue to implement a typing initiative and skill focus to prepare students for agendas such as NAPLAN online.

Six primary classrooms, three secondary classrooms and the Resource centre have interactive whiteboards or touch screens.

Goomeri has a class set of 16 iPads, which are utilised by all classes in the school.

In 2018, Goomeri State School P-10 continued a take home laptop program for all students in years 9 and 10.

Social climate

Overview

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 that lobbies on behalf of the student body.

Students at risk are supported by staff and the guidance officer.

Staff, an active P&C and the guidance officer support all students.

Prep and new students in the early years 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 measureable behaviour. Bullying behaviours are not tolerated at Goomeri. When an incident of bullying is reported, the Responsible Behaviour Plan for Students is followed.

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)	100%	94%	69%
• this is a good school (S2035)	100%	82%	63%
• their child likes being at this school* (S2001)	100%	94%	88%
• their child feels safe at this school* (S2002)	100%	94%	94%
• their child's learning needs are being met at this school* (S2003)	94%	76%	63%
• their child is making good progress at this school* (S2004)	100%	88%	69%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	88%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	69%
• teachers at this school motivate their child to learn* (S2007)	100%	88%	81%
• teachers at this school treat students fairly* (S2008)	100%	100%	81%
• they can talk to their child's teachers about their concerns* (S2009)	100%	94%	88%
• this school works with them to support their child's learning* (S2010)	94%	88%	63%
• this school takes parents' opinions seriously* (S2011)	100%	76%	44%
• student behaviour is well managed at this school* (S2012)	100%	76%	75%
• this school looks for ways to improve* (S2013)	100%	71%	63%
• this school is well maintained* (S2014)	100%	88%	75%

* 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)	94%	94%	96%
• they like being at their school* (S2036)	85%	94%	94%
• they feel safe at their school* (S2037)	89%	97%	92%
• their teachers motivate them to learn* (S2038)	98%	95%	95%
• their teachers expect them to do their best* (S2039)	98%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	95%
• teachers treat students fairly at their school* (S2041)	89%	89%	86%
• they can talk to their teachers about their concerns* (S2042)	89%	90%	87%
• their school takes students' opinions seriously* (S2043)	94%	90%	92%
• student behaviour is well managed at their school* (S2044)	87%	79%	84%

Percentage of students who agree[#] that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	98%	98%	94%
• their school is well maintained* (S2046)	98%	96%	95%
• their school gives them opportunities to do interesting things* (S2047)	92%	94%	93%

* 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%	100%	92%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
• they receive useful feedback about their work at their school (S2071)	83%	73%	75%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	94%	93%
• students are encouraged to do their best at their school (S2072)	100%	100%	91%
• students are treated fairly at their school (S2073)	96%	100%	91%
• student behaviour is well managed at their school (S2074)	83%	88%	91%
• staff are well supported at their school (S2075)	83%	77%	67%
• their school takes staff opinions seriously (S2076)	79%	84%	71%
• their school looks for ways to improve (S2077)	88%	88%	79%
• their school is well maintained (S2078)	96%	96%	87%
• their school gives them opportunities to do interesting things (S2079)	79%	88%	83%

* 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

Active Parents and Citizen's Association, which meets monthly.

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

Celebrating student's good behaviour with wristbands, certificates, positive behaviour records on OneSchool and end of semester rewards.

Reports Cards completed each term.

Parent/Teacher Interviews conducted three times a year.

Parent/Community attendance at weekly parades.

Dissemination of information in a fortnightly newsletter (both hard and electronic formats), on the school website, via the school Facebook page and Goomeri's same day messaging system.

Advertising of school and community 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 the annual School Awards Night.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

At Goomeri State School P-10 Respectful Relationship programs are school specific and are implemented in PBL (when required), HPE and TEAM lessons. Programs focus on personal safety and awareness, identifying and responding to abuse and violence and developing student's knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, 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	0	5	0
Long suspensions – 11 to 20 days	0	1	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

Goomeri State School P-10 continues to implement an environmentally friendly waste management system by recycling: green, paper and aluminium waste. Toilets are connected to the rainwater tanks installed on the Resource Centre. Solar panels have been installed which provides a renewable source of electricity for use at school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	76,875	75,580	80,353
Water (kL)	567	1,211	1,263

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.

View School Profile

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

School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map

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	19	12	<5
Full-time equivalents	17	9	<5

*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	0
Masters	0
Graduate Diploma etc.*	6
Bachelor degree	13
Diploma	0
Certificate	0

*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 2018 were $15246.

The major professional development initiatives are as follows:

- Explicit Instruction
- Planning
- Principal's Business Meetings
- Barambah Cluster Principal's meetings
- BM Corporate Services Days
- HPE Conference
- First Aid/CPR Course
- Sharratt – "Putting Faces on the Data"
- Certificate IV in Education Support (Teacher Aides)
- Leading Learning
- P-3 Literacy Workshops
- Beginning Teacher Summit/Workshops
- Whole School Curriculum Development

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, 94% 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 P-10/P-12 schools was 89%.

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	90%	91%	90%
Attendance rate for Indigenous** students at this school	80%	86%	80%

* 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	88%	90%	92%
Year 1	92%	89%	90%
Year 2	87%	94%	91%
Year 3	91%	92%	94%
Year 4	90%	92%	90%
Year 5	91%	95%	88%
Year 6	91%	92%	93%

Year level	2016	2017	2018
Year 7	89%	93%	89%
Year 8	87%	91%	95%
Year 9	90%	89%	86%
Year 10		91%	86%
Year 11			
Year 12			

Notes:

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

2. 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).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
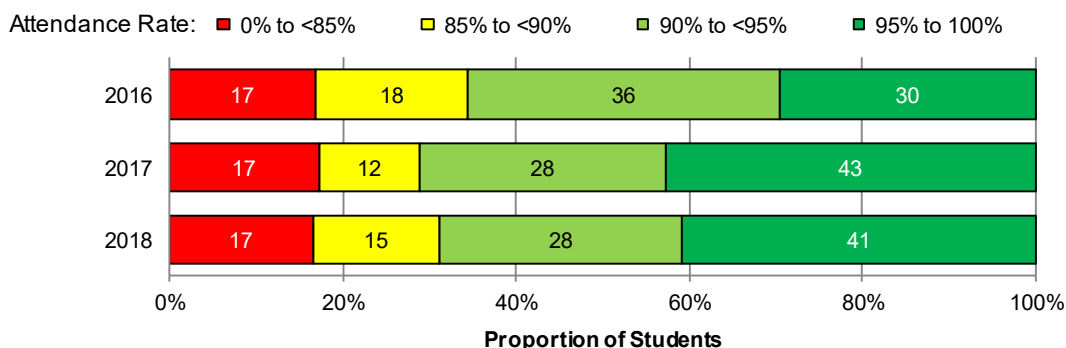
Description of how this school manages non-attendance

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 of State Scho*ols and *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 (8:50am-9.00am). Primary electronic rolls are then marked again after second break (2.00pm). 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 parents.

If a student is absent, then a note, phone call, email or text message from their parent is expected. A same day absence system has been introduced, and if a student absence for a day is unexplained then parents are sent a text message by 9.30am stating that their child is not at school. In most cases this prompts parents to explain their child's absence by return text message.

If after three absences there is no parental explanation, then the parents are contacted by letter. If absence continues or continues to be unexplained, phone calls are made (A02, BSM, DP & Principal) and the official process for persistent truancy/absenteeism is begun.

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	Go
School sector ⌄	School type ⌄	State ⌄

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

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.