


QUEENSLAND STATE SCHOOL REPORTING - 2010

Goombungee State School (0111)

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Principal's foreword

Introduction

This School Annual Report outlines the operations and outcomes for the 2010 school year. Essentially, it examines our performance as a school community in achieving our top priority – improving student outcomes.

To do this, we track student achievement at key junctures:

- Internal Monitoring;
- Year 2 (through the Diagnostic Net); and
- Years 3, 5 and 7 (through Departmental testing devices).

Also vital is student, parent and staff feedback about the processes and outcomes of the school as an entity. The School Opinion Survey and the Triennial School Review are our key tools to track this data.

I am pleased to present this report to you.

Lyndon McIntyre
(Principal)



School progress towards its goals in 2010

CURRICULUM PLANNING:

Data trends / patterns used to differentiate teaching / learning;

School Curriculum Overview revised, ensuring minimum time allocations for English / Maths / Science;

School Maths Program revised with First Steps Number / Working Mathematically priorities and term overviews for every year level;

School Science Program developed around Primary Connections.

CURRICULUM TEACHING AND LEARNING AUDIT:

Curriculum, Teaching and Learning Audit completed in November. Ratings: High (3); Medium (4); Low (1). Action plan in order to address audit findings.

DEVELOPING PERFORMANCE:

All staff members have a performance plan, based upon student data and identified school / individual needs.

PARENT COMMUNICATION AND EDUCATION:

Parent information sessions held with focus on Early Reading skills;

Training programs offered for all parent helpers;

Online communication improved with parents and community;

Invitations offered to all community groups to attend school events;

Targets set for Survey Data 2011;

High level of reporting student performance to families.



Future outlook

School and student performance:

- Develop 2011 Goombungee SS Roadmap, outlining improvement agenda;
- Implement recommendations of 2011 NAPLAN Action Plan with a clear focus on improving student data in Reading / Reading Comprehension.
- Continue to implement recommendation from CT&L Audit Action Plan (2010).
- Review school Curriculum Program to ensure effectiveness and accountability;
- Embed Higher Order Thinking Skills across all KLAs, (incorporating digital delivery), in line with "School-based Key Priorities";
- Planning to be informed by comprehensive data analysis and evidenced in adjustments to curriculum;
- Review and update Internal Monitoring regime, as per CTL Audit recommendations;
- Adopt and implement school Gifted And Talented Policy;
- Improve student attendance (both Indigenous and Non-Indigenous students) rates through 'Every Day Counts' strategies and legislative policy;
- Follow EATSIPS Implementation Plan to move all aspects to at least "Engaged" by end of year, in line with "Closing The Gap".

Readiness for National Curriculum

- Review and update school English program in preparation for implementation in 2012;
- Review and update school Maths program, with focus on digital pedagogy, in line with "School-based Key Priorities";
- Embed Primary Connections as basis of school Science program, with assistance from EA;

Staff Development & Performance

- Principal DPP to be developed with AREDS – aligned to new Principal's Capability and Leadership Framework.
- All staff members to have devised personal Developing Performance plan, with regular monitoring;
- Ensure consistency of planning, using One School as medium, including use of QSA exemplars for A samples and GTMJ;
- Professional development needs generated by combined corporate, school and individual needs;
- Staff meetings to incorporate Curriculum Café sessions, led by individuals;
- Deprivatise practice through classroom / cluster peer tutoring;
- Enhance effectiveness of SEP teacher through review and articulated role description;
- Develop site and cluster moderation opportunities to ensure consistency of judgements;

Community confidence

- Articulate improvement agenda to community via newsletter, website and forums;
- Enhance community confidence through excellent communication / participation / promotion;
- Review Code Of Student Behaviour collaboratively;
- Enhanced involvement in School Projects (e.g. BER) to be maintained and encouraged;
- Maintain involvement in student programs including Options Days and Community Garden;

Other School Based Key Priorities

- Maintain focus on Smart Classrooms agenda – through formal ICT accreditation process for teaching staff.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year Seven

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
123	52	71	87%

Characteristics of the student body:

Our student body is drawn mainly from the local township, with a relatively high transience level. It was hoped that for the start of the 2011 school year that 128 total enrolments would necessitate another teacher being required. However, the lack of out of school hours care facilities means several working families have moved their children to nearby schools. Our school's ICSEA rating places it at the 33rd percentile. Enrolment continuity for the student body between February and November 2010 was 87%, up from 81% in 2009.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	100%	0%	0%
Year 4 – Year 7	24	100%	100%	0%	0%
All Classes	23	100%	100%	0%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	2
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings: At Goombungee State School, eight KLAs (Key learning Areas) are taught to the students. The syllabus documents, which encompass what curriculum is taught, come to us from the Queensland Studies Authority. These KLAs are English, Maths, SOSE (Study of Society & Environment), Health & P.E., Science, LOTE (Language Other Than English), The Arts and Technology. These areas may be taught separately, but are often combined under the heading of a theme, which is known as Integrated Curriculum.

Our distinctive curriculum offerings included:

Instrumental Music (Years 5 – 7);

Choir (Years 4 – 7);

Human Relationships Education (Prep – 7).

Extra curricula activities: In addition to our formal curriculum offerings, the school also offers students the opportunity to participate in:

- School camps / Excursions to local attractions;
- School Concert / Musicals;
- Graduation Dinner;
- Maths Team Challenge;
- Cluster sports days;
- Bush Dance;
- Fancy Dress Ball;
- Sports Carnivals, Swimming Carnival and Athletics Carnivals;
- Charitable fundraisers for both school and community;
- Book Fair; and
- School Discos.

How Information and Communication Technologies are used to assist learning: ICTs play a vital part in our students' learning. With over 40 curriculum workstations, students have equitable and frequent access to ICTs.

In 2010, new workstations were purchased at the beginning of the school year. These were all kept in excellent working order by **Miss Bev Voll**, who works largely with ICTs in her Teacher Aide role.

Two interactive whiteboards were purchased with federal funding, and these have been especially useful in the lower year and with Special Needs students.

Students work through a Learning Technology Skills and Processes checklist, ranging from exposure and experiences in lower primary, to the creation of presentations that provide their history at the school in Year Seven. An integral part of this progression is learning the conventions and protocols of Internet use to aid learning.

The use of digital portfolios as an assessment and reporting tool was continued in both the Preparatory Year and Grade Seven during 2010.

Our school at a glance

Social climate

Students and parents at Goombungee are encouraged to help staff as they strive to create a safe and supportive environment. The school's Code Of Responsible Behaviour was well supported, and provided a positive outline to the school community of expectations and consequences of both good and poor behaviour.

2010 School Opinion Survey data generally backs up both student and parent sentiment; however, questions have been asked about the notion of what is fair at this school, as both results are below where we would like them to be:

Safety At This School: Students 3.83 (above State and Like Schools averages)

Parents 3.24 (above State Schools average)

Treated Fairly At This School: Students 2.63 (below State and Like Schools averages)

Parents 3.14 (below State and Like Schools averages)

Behaviour At This School: Students 2.67 (above State and Like Schools averages)

Parents 3.14 (above State average and Like Schools averages)

Happy To Go To This School: Students 3.20 (below State average and Like Schools average)

Parents 3.43 (above State average and Like Schools average)



Our school at a glance

Parent, student and teacher satisfaction with the school

Academic progress and outcomes are the most important measure of a school's success. However, there are several other significant aspects that we at Goombungee value highly.

Firstly, we need our students to believe in what we are trying to achieve and how we go about doing this. Student satisfaction (measured in annual Opinion Surveys) is one data tool we take special notice of.

Likewise, what our parent body thinks of what we do and how we do it is important feedback for staff. Parent data remained at or above 90% in 2010's key indicators.

Of course, for a school to be successful in educating students, the staff must believe in what they are doing, how they are being helped and supported and the process of working towards achieving a shared vision. If they are valued and confident in their roles (or receiving help to feel more so), it is a tangible feeling. The Staff Opinion Survey indicates staff morale fell to 76% satisfaction in 2010, which has prompted a focus on work roles and value in 2011.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	90%
Percentage of students satisfied that they are getting a good education at school	87%
Percentage of parents/caregivers satisfied with their child's school	95%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	69%
Percentage of staff members satisfied with morale in the school	76%



Our school at a glance

Involving parents in their child's education.

Having parents highly involved in their child's education is a very high priority at Goombungee State School - and has always been actively encouraged. Proactive communication between home and school is considered essential to promote achievement as well as deal with situations that are less than positive. Therefore, they are encouraged to support teachers in classrooms and attend regular, necessary parent/teacher conferences in order to strengthen the 'partnership in education' concept.

School newsletters are sent home or e-mailed weekly to keep parents "in the loop". Staff members are encouraged to contact parents and seek interviews to discuss children's results, work ethic or behaviour. In the majority of cases, parents are keen to hear suggestions or discuss problems.

Every day in our classrooms, we have parent volunteers supporting teachers in their roles. Whether it is listening to reading groups, changing books or providing art tuition, our families are heavily involved in furthering student outcomes. It is now tradition for these many volunteers to be thanked in fourth term at a special morning tea.

Our school has an incredibly supportive P&C body. This group provides input to the formulation of strategic documents and school policies, as well as help in the form of financial resources. Various fundraising ventures, as well as the school tuckshop, provide the main sources of income for this body. Administering a community pool is another key function of the association.

The support of the entire parent body is acknowledged and appreciated.



Reducing the school's environmental footprint

Our school at a glance

Although total costs for utilities have risen over the last year, staff are committed to minimising the school's environmental footprint.

This is clearly evidenced by the dramatic drop in water usage in the last twelve months, despite a 400% increase in water fees under the new Regional Council cost structure.

In 2011, electricity costs are expected to be decreased through the installation of solar panels, sourced under Federal grants.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$15,313	\$13,145	\$0	\$0	\$1,916	\$0	\$252	69,483	234	0
2009	\$11,544	\$11,049	\$0	\$0	\$495	\$0	\$0	66,982	440	0
% change 2009 - 2010	33%	19%	N/A	N/A	287%	N/A	N/A	4%	-47%	N/A

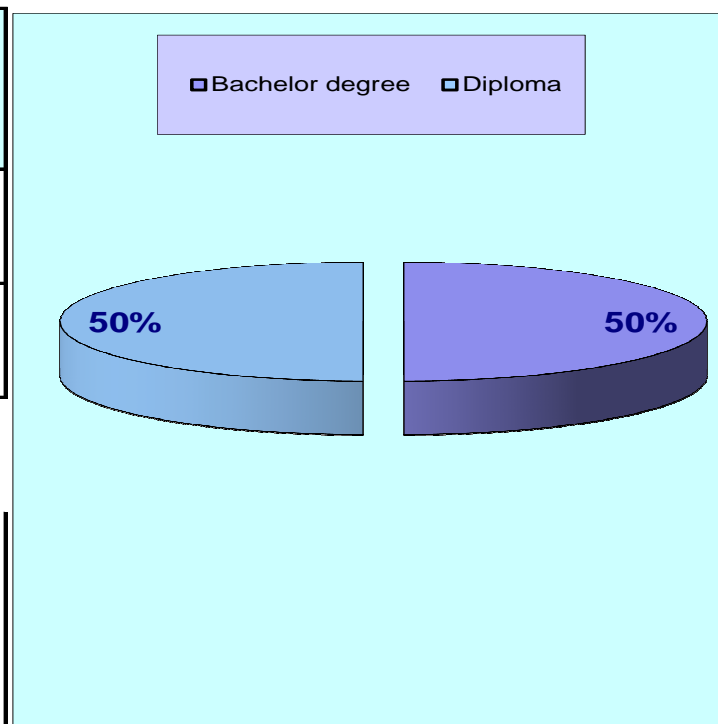
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	10	7	0
Full-time equivalents	7	5	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Bachelor degree	4
Diploma	4



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 were \$11236.25 .

The major professional development initiatives are as follows: The major professional development initiatives were as follows:

- One School training, with a focus on Curriculum Planning;
- Science Sparks training;
- Inclusive education;
- ICTs upskilling; and
- Student Protection.

Professional development is based upon Departmental, school and individual needs.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

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 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 94%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	93%	97%	94%	97%	94%	95%

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.

At Goombungee, rolls are marked twice daily, in morning and afternoon sessions. Via communications with parents, especially the school newsletter, the government's "Every Day Counts" message is reinforced regularly.

Students with unexplained absences have their family / carers contacted on the third consecutive day as part of our policy to ensure optimal attendance. In this way, unexplained absences are minimised.

Performance of our students

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Eleven students identified as Indigenous in 2010.

The Year Three data, which is used to track the “Closing The Gap” attainment strategy, was not able to be applied in 2010, as there were no Indigenous students at the time of testing.

Attendance data showed that although the gap between Indigenous and Non-Indigenous attendance remained virtually static at 4%, the majority of Indigenous students had attendance rates that were higher than the averages per year level.

“Closing The Gap” funds were all used to employ teacher aides to work with Indigenous students in small, intensive activities designed to raise Literacy and Numeracy levels.

In 2011, the school will develop and action an EATSIPS Implementation Plan to progress student, staff and community engagement with Indigenous and Torres Strait Islander perspectives in the school’s curriculum.