Principal’s foreword

Introduction

This report outlines the progress made by the school measured against systemic and school goals and priorities. 2011 was a year of consolidation on the firm foundations laid for the ongoing improvement agenda for Goondiwindi State School with a very clear and strategic focus on curriculum and pedagogy from Prep to Year 7 for all members of our school community.

The overall school results indicate that the renewal process at Goondiwindi State School is making a positive impact on students and overall improvement levels with most areas of English and Mathematics trending positively. Being a National Partnership School, Goondiwindi State School has had the benefit of a Literacy Coach for the past 2 years. This position has had a very positive impact on the curriculum improvement agenda within the school.

The rapidly approaching national curriculum were prepared for well in 2011 and state initiatives around improved student results through support for, and improvements in, teaching, remain as a backdrop to this report.
Goondiwindi State School was involved in a number of checking processes to ascertain it’s progress towards its school goals of:

1. Construction of curriculum plans in core curriculum subjects within a School Curriculum Framework aligned with the Australian Curriculum
2. Readiness for the Australian Curriculum Implementation
3. Improvement in school READING results as reflected in NAPLAN and other school data sources
4. Refinement of inclusive practices for students with special needs and indigenous students
5. Increased focus on performance and development of school leadership and staff
6. Increased community involvement

A second Curriculum Teaching and Learning audit was conducted mid-year just over 12 months after the base line audit from 2010. The school held a Quadrennial School Review using all available data. Using these data sources the school is pleased to report:

- An improvement in all areas of the C,T & L audit with significant improvement in 2 areas and ratings moving to 6 medium and 2 high ratings in this short period
- Australian Curriculum Units and interpreted by Queensland Education through the C2C units preparation aligned very well with the curriculum preparation done in whole staff, year level and professional learning teams
- Improved NAPLAN reading results in year 3 trending upwards in Mean School Score (MSS), National Mean Score (NMS) and strongly in Upper 2 Bands (U2B). In year 5 trends were also increasing in MSS and NMS with a flattening in the U2B. In year 7 MSS trends decreased with NMS and U2B trending flat.
- These results potentially reflect the increased focus on the early to middle years in literacy support programs and the school will be working towards pushing these improvements through the entire school across time
- Parent workshops were conducted for families of Indigenous and Special Needs students with varying success in take-up
- Performance development of leadership team is ongoing
- Community involvement has increased including several parents training to become Ready Reader tutors

Future outlook
Key areas for Improvement for 2012:

- Student results in English, Mathematics and Science for all students
- Increased levels of satisfaction amongst parents, students and staff
- Curriculum implementation of a National curriculum in English, Mathematics and Science in 2012 and preparation of History and Geography implementation in 2013
- Improved levels for facilities and resources for learning
- Closing the Gap, Next Steps indigenous initiative to increase indigenous students results in Literacy and Numeracy, improve teacher’s pedagogies, student school attendance and parent engagement
- Principal Leadership and School Capability development
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>584</td>
<td>287</td>
<td>297</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

- Goondiwindi State Primary School is part of the Darling Downs and South West educational region and services the Goondiwindi township as well as families from northern NSW.
- Goondiwindi is situated at the junction of six national highways on the Queensland –NSW border four hours west of Brisbane.
- Total enrolment in 2011 was 592 full-time students, consisting of 62 Prep students and 530 Primary students.
- Approximately 120 students travel from the NSW side of the border every day.
- The school caters for a diverse range of students and families engaged in employment ranging from Cotton and other rural industries, professionals, small business, service industries and businesses as well as welfare.
- Greater social, economic and cultural diversity, as well as transiency of students are all factors represented in all classes.
- The numbers of students presenting with poor communication and literacy skills are growing.
- In 2011 approximately 90 students enrolled at our school travelled across the state border each day from the adjacent New South Wales Shires of Moree Plains and Yallaroi and in particular from the Boggabilla and Toomelah communities.
- In 2011, 109 students or 18% of our student population were of Aboriginal origin up from 14% in 2008.
- Our migrant students (less than 2%) were mainly from South Africa or Zimbabwe prior to 2008. In 2008 the school started to enrol students from the Philippines and this is increasing slowly. Most students are fluent in written and spoken English but a few require English as a Second Language support.
Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.1</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>23.7</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>59</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>6</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings.

In recognition of the poor oral language and pre-reading skills of many of our students the school has implemented a program it calls Literacy Links. The Literacy Links program is:

- Delivered by a specialist teacher for 1 hour per week in Prep to Year 5
- Based around the sub-programs of A Sound Way (Mr Henderson – Western Australia) and Cued Articulation utilising phonic communicators and visual cues and hand gestures and learnt skills and drills

Extra curricula activities

- Promotion of individual student and team sporting pathways from school to Macintyre Zone, District, Regional and State Levels.
- Extensive student participation in our Instrumental Music Program in Years 3-7 including Music Camp, PCAP Music Festival and school and community performances.
- Comprehensive camping and excursion programs in Year 4 – 7 including Year 6 Tallebudgera and Year 7 Canberra Excursions
- Student participation is encouraged in the local Visual and Performing Arts events/activities such as choirs (Goondiwindi Junior and Senior Voices), Arts Council performances, Goondiwindi Show, APEX Eisteddfod and Macintyre Young Writers competition.
- Extensive leadership programs include: Prep to Year 7 class captains each semester, School Captains and Vive-Captains, Music and Sports House Captains as well as recognition of all year 7 students as leaders.

How Information and Communication Technologies are used to assist learning

School leadership and staff are investigating ways to include focussed digital and ICT technologies to support the forthcoming Australian Curriculum units. This is to include classroom and lab based applications. During this time the following practices complement teaching and learning in the classroom:

- Every teacher greater than 0.4 teaching lead is provided with a laptop within the Classrooms for Teachers (C4T) project
- Numbers of interactive whiteboards are increasing across the school
- School infrastructure to cope with these technologies is being reviewed
- New Multipurpose Hall and Library are to be built with wireless technologies
- A full-time teacher aide is employed to maintain the current technologies

Social climate

84% of parents believe that Goondiwindi State School is a safe school with 78% of students agreeing. This is at or just below the state average. Both parents and students expressed that 30 to
46 percent happy with the behaviour of students. This is an area for ongoing review and response for 2011 – 2012.

The school has a social behavioural code encompassed in its GREAT expectations – Give your best, Respect, Enjoy, Act Safely, Teamwork. This code in part of the School Responsible Behaviour Plan. Goondiwindi also has adopted the Kids Matter program that provides a framework for positive mental health of primary schools. To complement the school’s Guidance Office the community is being asked to support a School based Chaplain in the near future.

Parent, student and teacher satisfaction with the school

The school is generally rated above state and like schools average in the questions to students and parents alike about satisfaction that the school is providing a good education for themselves and their children respectively.

The school rates just below the state and like school’s average with parents who are satisfied with the school. Both of these results will be source of investigation and ongoing improvement however, both results have improved by 22% and 11% respectively.

Interesting in terms of the staff satisfaction to professional development activities that relate to school and systemic priorities is the school’s less than average result. Staff have been provided with several high quality training opportunities as well as coaching within and outside of school time utilising staff meetings and purchased release time. These have been provided on-site and not in the traditional external model. These results rare also reflected in staff morale being less that average as compared to state and like schools.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good</td>
<td>87%</td>
</tr>
<tr>
<td>education at school</td>
<td></td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development</td>
<td>56%</td>
</tr>
<tr>
<td>opportunities that relate to school and systemic initiatives</td>
<td></td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>74%</td>
</tr>
</tbody>
</table>
Parents have been involved in several ways across the 2011 school year. Several parents have been trained as Ready Reader tutors and have been utilising these skills in classrooms, as well as at home, across the year. Goondiwindi was recognised as one of the leading schools in the region for this form of parent involvement.

The school is very fortunate to have a supportive parent body who are involved in one or more of the following ways:

Reporting to parents about their child’s progress at Goondiwindi State Primary School occurs:

Formally twice a year in June and December when the Semester Report Cards are sent home.

When parents are invited to parent-teacher interviews at the start of each semester in February and July.

School strategies used for involving parents in their child’s education include:

Formal participation as parent representatives on our School Council.

Parent participation in the active Parents’ & Citizens’ Association.

Involvement in the Music Centre and Fundraising Subcommittees.

Attendance at educational workshops and information sessions.

Voluntary work at the school as reading tutors, classroom helpers, in working bees or in the Tuckshop.

The school P & C dedicated $10000 towards the renewal of reading resources for the school year. This, in unison with parent volunteers to assist with organisation and support in classrooms, as well as the financial and human resource commitment from the school, ensured students and teachers were provided with the tools with which to do their best in the area of reading.
Our school at a glance

Reducing the school’s environmental footprint

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

Through a successful Gaming Fund Grant, has updated all taps within the school to be easy turnoff and drip free, especially for student’s use. A bore is being put down to reduce water use also

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>214,283</td>
<td>27,941</td>
</tr>
<tr>
<td>2010</td>
<td>247,535</td>
<td>26,650</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-13%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>46</td>
<td>21</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>41</td>
<td>14</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>40</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were over $20000.

The major professional development initiatives are as follows:

Every Professional Learning Team (Prep / Yr 1, Yr 2 / 3, Yr 4 / 5, Yr 6 / 7) has approximately 2 days per term allocated in school professional development time. This is often taken in single year levels for a half day and included coaching in planning, English, Mathematics, Science and assessment, as well as current PD priorities such as First Steps in Reading or Spelling. This school purchased time and flexible staffing time equates to approximately $48000 as well as teacher swap sessions (3 per week) allowing teachers to observe good practice in other sectors of the school, a further $16000.

The school also has a Literacy Coach as part of National Partnerships School’s Program who provides coaching in Literacy and leadership in planning, pedagogies and assessment. The coach is allocated 0.7 fractional staffing which the school supplements by 0.3 fulltime equivalent to the value of $24000.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 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/.

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.
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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<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>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 %</td>
<td>92 %</td>
<td>93 %</td>
<td>92 %</td>
<td>93 %</td>
<td>94 %</td>
<td>91 %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Graph]

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.

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The everyday counts strategy is being implemented through close scrutiny of attendance, phone calls and letters to families of students who have not attended school without reasonable excuse, for 3 days or demonstrate a poor pattern of behaviour that cannot be supported by documentary evidence.
The school’s indigenous liaison officer provides follow up and support for indigenous families regularly.

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/).

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.

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

The school’s progress towards reducing the Gap between indigenous and non-indigenous students in the areas the following areas are summarised below:

Attendance
The gap between Non-indigenous (92% average attendance) and Indigenous student’s attendance is currently 6%, up from 2010 at 5%.

Attainment
Non-indigenous students at Goondiwindi State School performed similarly to like schools across the state with similar results in the indigenous students in like schools across the state. An achievement gap still exists however a highlight in year 3 was the similar overall results in both numeracy and reading.

The school is progressing towards its targets however; this task has become more complex as the numbers of indigenous students continues to rise. One of the school’s STLN teachers has been trained in indigenous ESL and these skills are being shared with teachers on a steady release model to support these teachers and students.

A number of teachers will be identified for this training in 2012.