

# Gowrie State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This report is a summary of the achievements and progress made in teaching and learning at Gowrie State School in 2015. It outlines curriculum, parent and community engagement, current environmental footprint, and performance of students. It also gives insight into our school, student and staff profile and the the future outlook of our school.

We celebrate the integral role that all staff (teaching and non-teaching) play and their commitment to education and to supporting each student by maximising learning opportunities. The school's motto "Dignity in Work and Play" encourages every child to reach his or her full potential while promoting self-esteem, achievements, initiative and lifelong learning. Gowrie State School embodies a culture which is defined by our vision 'Pride in Ourselves, Pride in Our School' and the Gowrie 5Rs – respect, resilience, rigour, responsibility and relationships. These are embedded in all daily practices across the school.

### School progress towards its goals in 2015

2015 Priority	Progress Made
Reading	<ul style="list-style-type: none"> <li>All teaching staff explicitly taught the seven reading habits on a rotational basis across the school to ensure habits to promote reading comprehension were embedded</li> <li>Years 2-6 implemented a class specific improvement agenda informed by NAPLAN deficiencies</li> <li>A streamlined timetable was introduced to coincide with elearning activities, to maximize learning opportunities for at risk students, students in the upper two bands and for students who had the potential to move into the upper two bands</li> <li>Reading habits were modelled and promoted weekly on parade and through the school newsletter</li> </ul>
Writing	<ul style="list-style-type: none"> <li>A targeted year level focus for writing was implemented to best respond to the needs of students</li> <li>Selected students were enrolled in a BOOST online writing program through the use of Greater Results Guaranteed funds</li> <li>STLaN provided support for teachers to form and then implement Evidence Based Plans for at risk students. Extra Curriculum Co-ordination Time was given to these staff</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>A targeted year level focus for numeracy was implemented to best respond to the needs of students</li> <li>Years 2-6 implemented a class specific improvement agenda informed by NAPLAN deficiencies. One area of focus was explicitly taught a term for intervention and extension. An extra teacher was employed to assist with the implementation of this program</li> <li>Gowrie State School hosted the Small Schools Academic Challenge for Maths</li> <li>Coaching and feedback was given by the principal to staff, and by staff to peers on the teaching of Numeracy and the application of reading habits to engage learners</li> </ul>
Science	<ul style="list-style-type: none"> <li>A focus on hands on experiences for science was implemented across the school</li> <li>Coaching and feedback was given by the principal to staff on the teaching of science to engage learners</li> <li>Gowrie State School hosted a professional development session for teachers by Qwestacon</li> <li>All students participated in a Qwestacon roadshow</li> <li>Gowrie State School hosted the Small Schools Academic Challenge for Science</li> </ul>
Retention	<ul style="list-style-type: none"> <li>SEP teacher developed a support program for students at risk and coordinated services to ensure parents were well informed</li> </ul>
Attainment	<ul style="list-style-type: none"> <li>School Improvement Agenda focused on Literacy and Numeracy key areas</li> <li>Literacy and numeracy data was analysed to inform instruction and professional development</li> <li>Professional development occurred on explicit teaching instruction and on pedagogical frameworks</li> <li>Data conversations plotted relative gain of students</li> </ul>

Transition	<ul style="list-style-type: none"> <li>Transition programs with local high schools (Highfields State College and Toowoomba State High) were continued</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>Promotion of attendance rates as part of our PACE framework</li> <li>School Pride Competition for attendance and appearance was continued and promoted</li> </ul>
Closing the Gap Between Attendance and outcomes of Indigenous and Non- Indigenous Students	<ul style="list-style-type: none"> <li>Targeted intervention through streamlined timetables</li> <li>Dessignated funding was used to employ teaching staff for intensive instruction prior to NAPLAN and then Greater Results Guaranteed funding used to continue with this instruction</li> <li>Evidence Based Plans were implemented to meet learning needs</li> </ul>

## Future outlook

Our 2016 School priorities will be to:

- Target all students in prep–year 6 for explicit literacy and numeracy teaching in the areas of reading, writing and number facts
- Provide greater opportunities for student success, achievement and differentiation
- Increase the percentage of students in the upper two bands to 50% in numeracy and to 60% in reading.
- Maintain school wide long and short term data cycles to monitor all learner' performance
- Continue to support students accessing a different year level curriculum

The following strategies will underpin achieving our priorities:

- Build capacity of all teaching and non teaching staff to support the Literacy and Numeracy agenda areas, digital literacies, and data analysis and data collection
- Continue with targeted literacy intervention/extension through the introduction of upper school and lower school literacy rotations which focus on the seven reading habits and are informed from analysis of data
- Introduce a transitions program for the upper school in preparation for high school, and to trial other Australian Curriculum areas and STEM subjects –explicit teaching of coding/programming through Lego Robotics and B-Bots
- Build on community partnerships through transition to prep activities
- Align professional development to school improvement agenda and departmental priorities for consistency of practice, explicit teaching of higher order thinking skills
- Use AEDI and Early Start data across prep to year 2 to track progress and inform teaching, learning and resourcing
- Maintain our pastoral care program You Can Do It (YCDI) and continue to embed this with our Gowrie 5Rs – rigour, respect, resilience, relationships and responsibility

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	183	88	95	19	94%
2014	188	89	99	14	93%
2015	177	97	80	15	90%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Gowrie State School is a coeducational facility catering for students from the preparatory year to year 6. The school is located approximately 15 minutes north west of Toowoomba with the majority of our enrolments coming from the township of Gowrie and the surrounding community. The majority of parents work in a variety of occupations within the Toowoomba area.

Gowrie State School enjoys the benefits of having a relatively stable enrolment of approximately 175 students. There is a somewhat even balance of males to females across the school. The school has less than 10% Indigenous student population.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	26	24	23
Year 4 – Year 7 Primary	17	14	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	0	0

Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

- Learning areas of English, Maths, Science, History, Geography, Health and Physical Education, Technology, The Arts and Languages (Japanese) are taught using the Australian Curriculum and Education Queensland's Curriculum into the Classroom resources
- Targeted Literacy and Numeracy programs are implemented to cater for differentiation
- A specialist music teacher takes weekly music lessons and choir. Extra enrichment is through participation in TYME, Sing Out, Choral Fanfare.
- A specialist instrumental music teacher takes weekly lessons with selected students in years 4-6. Both choir and instrumental music groups perform at our annual Awards Night/Year 6 Graduation
- A specialist LOTE teacher takes weekly LOTE (Japanese) lessons with grades 4-6
- A specialist ICTs teacher takes weekly information and communications technology lessons with all year levels
- A specialist HPE teacher takes weekly physical education lessons with all year levels
- A school wide Pastoral Care implementing YCDI (You Can Do It Program) occurs weekly in all classrooms from prep to year 6
- Learning Support is provided through the Specialist Teacher for Literacy and Numeracy (STLaN) and Special Education Teacher (SET) who support teachers to cater for students requiring differentiation or individualised support. A visiting Guidance Officer and/or Speech Therapist are also consulted on these programs.
- School excursion and incursions are incorporated into English, History, Science and Geography units

### Extra curricula activities

At Gowrie State School, students are given the opportunities to become involved in:

- Gowrie State School Choir
- Instrumental Music and Music workshops
- The Shed Program
- Arts Council Performances, visiting authors
- Annual School Camp for years 4-6
- Excursions and incursions
- Sporting workshops – Bruce Deem Cricket Visits, Auskick, Karate (after school program)
- Participation in community events – Awards Night, ANZAC Day Commemorations, Toowoomba Carnival of Flowers Competitions, Under 8s Day

### How Information and Communication Technologies are used to improve learning

At Gowrie State School, all students from prep to year 6 have access to a fully equipped computer lab on a weekly basis. A specialist Information and Communication Technologies (ICT) teacher is employed to explicitly teach the students computer programming, and basic computer skills necessary to engage wholly in the Australian Curriculum. ICTs are embedded in curriculum plans and employed for direct instruction as well as individual learning opportunities. Additional desk top computers in a separate mini lab, a set of laptops, ipads and digital cameras are available to all classes. All classrooms are equipped with interactive whiteboards and associated programs which are utilized in all key learning areas to explicitly teach and revise concepts. Selected students are involved in online literacy, numeracy and digital technology lessons through the School of Distance Education.

Staff are regularly upskilled and access targeted professional development and expert personnel to enhance classroom practice. A staff member is employed to provide technical support and advice to staff and students to build confidence and competence in the use of information and communication technologies.

## Social Climate

Positive relationships, high expectations for attendance, behaviour and learning is what characterizes Gowrie State School. Dedicated and supportive staff encourage students to succeed in a range of academic, sporting and cultural pursuits.

At Gowrie State School we operate under a shared Responsible Behaviour Plan for students. This plan incorporates strategies to address all forms of bullying and behaviours which are not conducive to teaching and learning. Our corresponding behaviour

expectations matrix outlines clear expectations which are explicitly taught in all classrooms. Our school values, the Gowrie 5Rs (rigour, respect, relationships, responsibility and resilience) and our 3 school rules underpin all behaviour expectations. Being respectful, being safe and being a learner. Each class is taught pastoral care through the You Can Do It Program (YCDI).

Positive behaviours are rewarded through classroom reward systems and whole school rewards such as awards on parade, gotchas and Gold Pass Days.

In the 2015 School Opinion Survey one hundred percent of parents and students believe that their child is getting a good education, and that teachers motivate them to learn. Ninety-two percent of parents believe that the school works with them to support their child's learning and that Gowrie State School looks for ways to improve.

## Parent, student and staff satisfaction with the school

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	85%
their child likes being at this school (S2001)	94%	100%	93%
their child feels safe at this school (S2002)	97%	100%	92%
their child's learning needs are being met at this school (S2003)	91%	100%	93%
their child is making good progress at this school (S2004)	97%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	100%	86%
teachers at this school motivate their child to learn (S2007)	97%	95%	100%
teachers at this school treat students fairly (S2008)	94%	90%	77%
they can talk to their child's teachers about their concerns (S2009)	97%	100%	92%
this school works with them to support their child's learning (S2010)	97%	100%	92%
this school takes parents' opinions seriously (S2011)	97%	95%	91%
student behaviour is well managed at this school (S2012)	94%	100%	85%
this school looks for ways to improve (S2013)	97%	100%	92%
this school is well maintained (S2014)	97%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	92%	100%
they like being at their school (S2036)	100%	76%	100%
they feel safe at their school (S2037)	97%	92%	100%
their teachers motivate them to learn (S2038)	100%	92%	100%
their teachers expect them to do their best (S2039)	100%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	97%	89%	100%
teachers treat students fairly at their school (S2041)	100%	84%	100%
they can talk to their teachers about their concerns (S2042)	100%	84%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school takes students' opinions seriously (S2043)	97%	87%	96%
student behaviour is well managed at their school (S2044)	94%	89%	98%
their school looks for ways to improve (S2045)	100%	92%	100%
their school is well maintained (S2046)	100%	87%	100%
their school gives them opportunities to do interesting things (S2047)	100%	87%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	83%	100%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	93%
staff are well supported at their school (S2075)	100%	100%	93%
their school takes staff opinions seriously (S2076)	100%	100%	92%
their school looks for ways to improve (S2077)	100%	100%	93%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	100%	93%

# '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

At Gowrie State School, parents are actively encouraged to participate in a range of school activities to enhance the education of students, and to celebrate achievements. These activities include weekly assembly, sports days, Small Schools Carnivals/Challenges, under 8s activities, culmination celebrations of learning activities, special events such as Awards Night/Year 6 Graduation, ANZAC Day, Sing Out, Chorale Fanfare, and at annual events which include 'Spotlight on Gowrie', School Musical, Bush Dance or Games Night which are held on a rotational basis. Parents are encouraged to volunteer as classroom helpers within each classroom.

Parents can also volunteer to work on tuckshop, or on one of the Parent and Citizen's fundraising ventures such as Book Fair, bbqs, Mother's/Father's Day stalls, pie/ham/mango drives, trivia nights, blue light discos. Being a member of the parent and citizens association is encouraged so that all stakeholders have input into the future expectations and resources required by the school to provide quality educational choices for students' educational progression. The P & C also operates a uniform shop and an Outside School Hours Care Facility.

Strong communication is encouraged between home and school to meet the educational needs of students. Consultation between parents, school, specialist and support services occur when adjustments to learning have been made to support individual students diverse needs.

## Reducing the school's environmental footprint

At Gowrie State School we consciously monitor our energy usage. Lights, fans, air conditioners, heaters, computers and other electrical items are turned off when not in use for extended periods of time. As air conditioners/heaters are installed across the school, measures are being put into place to reduce their energy consumption. Solar panels are being utilized to reduce consumption costs. With extensive work on gardens and the grounds, a reliance on rain water tanks for better water efficiency has been maintained.

All students and staff are encouraged to be energy wise by reducing their printing and photocopying usage, turning off lights, airconditioners/heaters and computers when not in use. A recycling program has also been maintained across the school.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	61,180	791
2013-2014	63,198	799
2014-2015	67,312	862

\*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.

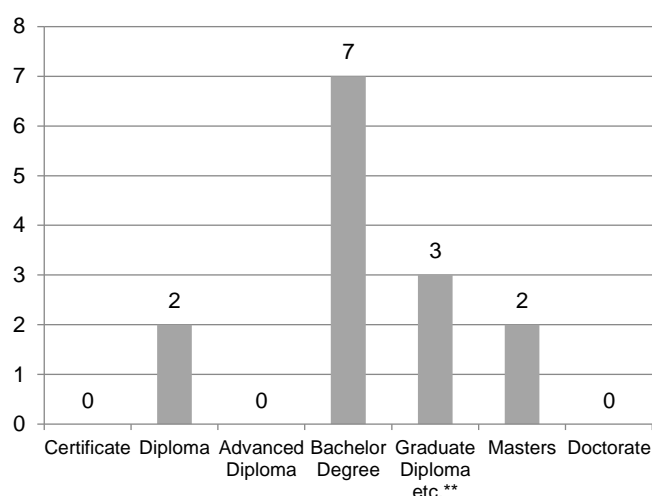
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	12	0
Full-time equivalents	11	7	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.**	3
Masters	2
Doctorate	0
<b>Total</b>	<b>14</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$17 658.

The major professional development initiatives are as follows:

- Cluster and Like Schools Moderation
- First Aid/CPR refresher course
- Mandatory Induction (including Code of Conduct, Student Protection, Asbestos Training, Chemical training, Keys to Managing Information, Safety training)
- Principals Business Meetings
- Maximisation Achievement Program
- Explicit Instruction
- Information and Communication Technology professional development
- Understanding and using data

- One School
- Health and Wellbeing (including asthma, anaphylaxis, Emotional Intelligence)
- Assessment and reporting – whole school reporting practices and processes

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	95%

### 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 2015 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.

#### Find a school

Sector:

Government

Non-government

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
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The overall attendance rate for the students at this school (shown as a percentage). 93% 95% 95%

The attendance rate for Indigenous students at this school (shown as a percentage). 92% 93% 92%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

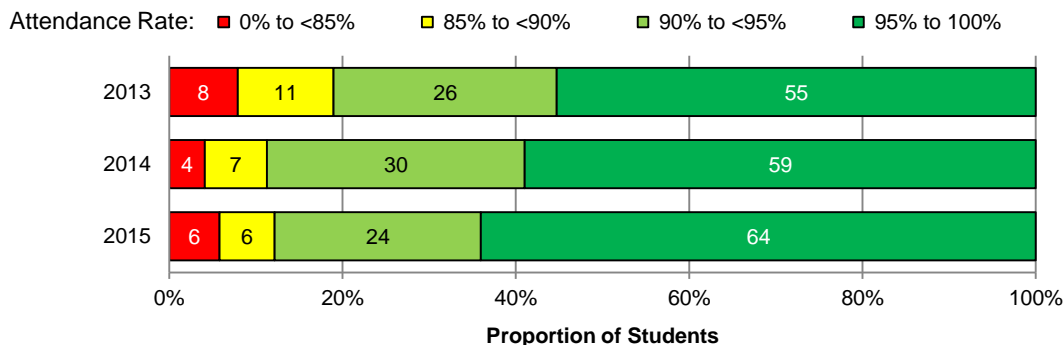
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	92%	93%	90%	95%	95%	93%	95%					
2014	93%	93%	93%	96%	95%	97%	95%	96%					
2015	93%	95%	93%	96%	96%	96%	97%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

At Gowrie State School, attendance is monitored and reviewed regularly by classroom teachers and the administration team. Rolls are marked twice daily by classroom teachers who utilize the prescribed codes at the commencement of the day and after second break. Administration inform class teachers of any known absences via the daily communication book or via the intercom. Unexplained absences are recorded onto One School and clarification is sought from class teachers if need be.

Attendance Concerns are addressed by

- Class teachers issue students with unexplained absences a standard proforma for parents to complete. Returned forms are handed to admin for updating records onto One School.
- Follow up phone calls to parents are made when necessary
- A letter is sent home to parents requesting information regarding unexplained absences

Key strategies being used to increase attendance are

- Key messages and information regarding "Every Day Counts" appears in school newsletters

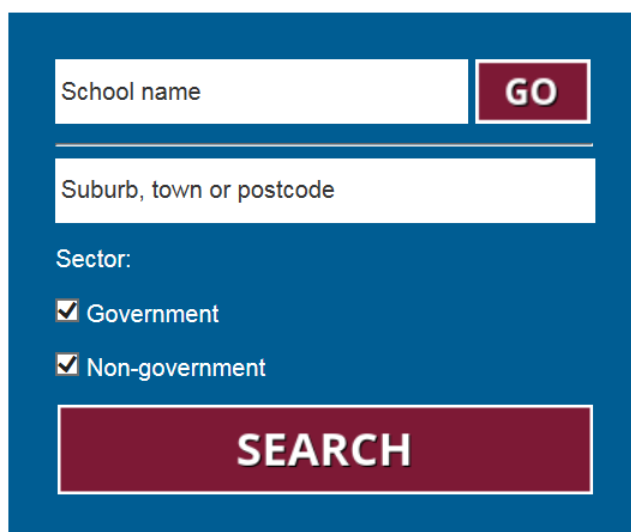
- Continuation of School Pride competition to motivate individual students and classes to attend regularly
- Behaviour/Attendance Certificates and 100% attendance certificates to individual students in recognition of their attendance

### 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/>.

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 with a blue background. At the top, there is a text input field labeled 'School name' and a red button with the text 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath that, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.

Where it says '**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.