

Gowrie State School
Queensland State School Reporting
2014 School Annual Report



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Webpages Additional reporting information pertaining to Queensland State Schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact person The Principal

Principal's Foreword

Introduction

Gowrie State School is not just an education institution; it is a whole community thriving on academic, cultural and sporting achievements and high quality extracurricular opportunities. This report details just some of the achievements and opportunities our students and community were afforded during the 2014 school year. This report is available to our school community through our school website, electronic mailing list, school newsletter, and through discussions at our Parents and Citizens' Association monthly meetings. Paper copies are also available.

We celebrate the integral role that our teaching and nonteaching staff make and their commitment to education and supporting students to work to their full potential; the cleaners and grounds staff who ensure our site is ready for action each and every day; and our parents and friends who work tirelessly to support teaching in classrooms and who have built a committed and collaborative Parents & Citizens' and Community Team to ensure our students have every resource possible to enhance their education.

To all in our school community I say **CONGRATULATIONS** and **THANK YOU!**

School progress towards its goals in 2014

At Gowrie we organise our work around 4 frames:

1. Prior Knowledge
2. Interconnectedness
3. Thinking About Thinking
4. Community Partnerships

In 2014, we achieved the following:

Prior Knowledge (*Make decisions based on knowledge of the students and their prior learning & attributes*)

- Implemented a whole school assessment and data gathering strategy after reviewing our school's data collection practices to ensure that students' learning could be tracked through the school.
- With the implementation of the Australian Curriculum, our Teaching Staff have shown commitment to planning and preparing thoroughly in order to actively engage students in all curriculum areas.
- The consistency of teacher judgements has also been achieved through the moderation of all assessment.
- The school implemented a whole school assessment program through the use of PAT & 50 day data collection – to obtain data on all students.
- All teachers differentiating their classroom practice to meet the needs of individual learners.

Interconnectedness (*Use a comprehensive range of teaching strategies that support curriculum intent, engage students and explore available technology*)

- Commenced the implementation of a whole school approach to Explicit Instruction as a key pedagogical tool.
- Broadened the coaching and feedback process to include peer to peer and principal to peer.
- Our School Opinion Survey saw continued positive improvement in all areas to above and flagged above State Benchmarks.

Thinking about Thinking (*Use evidence from agreed teaching methods to inform our teaching*)

- Teachers consistently use our Pedagogical Framework to inform teaching practices and reading habits are embedded across all areas of the curriculum.
- A generic feedback format is used for classroom visits to inform teaching.

Community Partnerships (*Have consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy.*)

- We revisited our school vision, values and culture that included staff and community members being engaged in the process. Parent Workshops were introduced to assist infant parents in the teaching of reading, writing, spelling and oral language.
- Our School Opinion Survey saw continued positive improvement in all areas to above and flagged above State Benchmarks. We compare quite well (in some areas) with similar schools nationally. This in part, is due to the curriculum program, teacher professionalism and the strong partnership between our school and the community.
- **The 3 B's: Believing, Behaving and Belonging** formed our mantra of operations in 2014. If you *believe* particular values impact your *behaviour* then you'll fit in (*belonging*) at Gowrie.

Key foci for Gowrie State School in 2014 continued to be around the four broad areas of Prior Knowledge, Interconnectedness, Thinking about Thinking & Community Partnerships.

Prior Knowledge

- Realigning and redevelopment of school based curriculum programs (English, Maths, Science and History) to align with the continued rollout of the National Curriculum in 2015 with a particular focus on the teaching of areas earmarked for improvement.

- A specific improvement plan will be created for each class to ensure explicit teaching occurs in identified areas and data will be collected twice each term. Human Resources will be dovetailed so timetables reflect our improvement priorities.

Interconnectedness

- Significant Professional Development undertaken in Differentiation, Moderation, Coaching & Feedback, Reading and Explicit Instruction
- 16 Elements of Explicit Instruction from Archer & Hughes

Thinking about Thinking

- A realignment of key pedagogical (teaching) processes scaffolded as students progress through the years. (For example – consistent use of spelling strategies, use of higher order thinking and reading habits across year levels).
- Strengthen the teaching and learning from Prep-6 by focusing on explicit instruction in English (especially Reading) and Numeracy.

Community Partnerships

- A continued focus on students and staff identifying personal learning goals and setting timelines and targets to achieve these.
- A focus on enhancing professional sharing of student learning and progress from year to year, increasing professional opportunities for teachers to share and support student learning in collaborative teams and support for the increased utilisation of the enhancements to One School.
- A focus on teaching staff providing feedback to each other on our pedagogy.
- Continued participation in community events such as ANZAC day, Sponsor Child, and Community specific events.

Future Outlook

Areas identified to be the explicit improvement agenda during 2015

1. **Numeracy** – increase the number of students performing in the top two bands of NAPLAN assessments through a focus on specific improvement agenda items.
2. **Feedback** – improve feedback practices between all key stakeholders in the school community particularly in the classroom and school around teaching and learning through establishing a coaching and mentoring model. Generic feedback sheets based on Professional Standards to be used as a key tool for developing school consistency and standardised pedagogical practice
3. **Differentiation** – improve our knowledge and skills in how to differentiate learning for the range of students in our care through focused professional development on differentiation.
4. **Expert Teaching Teams** – continue to build the capacity of staff through focused professional development such as Classroom Feedback Practices.
5. All teaching staff complete a **Teacher's Performance Plan** based on the 3 C's: Connecting, Challenging and Consistency. One C will be chosen by the principal as an area for development, the remaining two by the staff. All staff need to connect with peers, students, parents and the curriculum to ensure we make impacts on lives. Consistency of practice across the school is our biggest impediment for school improvement. Challenges are not limited to academic achievement but also to personal relationships and the desire to impact others'.

Our school at a glance

School Profile**Coeducational or single sex:** Coeducational**Year levels offered in 2014:** Prep Year - Year 7**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	191	85	106	93%
2013	183	88	95	94%
2014	188	89	99	93%

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

Characteristics of the student body:

The school's motto "Dignity In work & Play" encourages every child to reach his or her full potential while promoting self-esteem, achievements, initiative and lifelong learning. Gowrie State School was established in 1878 and caters for a diverse range of students, including those with special needs, through integrated classroom learning programs, gifted and talented programs, cultural and sporting programs.

Classes consist of single-teaching, and multi-age units. Specialist programs are provided in LOTE, music, instrumental music, choirs, a gifted education program including the Small Schools Academic Challenge, and Health and Physical Education. Gowrie State School embraces information technology through teachers with pedagogical licences, interactive whiteboard technology and data-projection facilities in classrooms as well as two networked computer laboratories.

A Responsible Behaviour Plan, underpins the behaviour management of the school. Students are encouraged to develop the whole person by participation in a wide variety of extra-curricular programs in addition to the regular curriculum. The You Can Do It Program facilitates our pastoral care program and contributes to the well-being of students. Gowrie State School is a co-educational setting offering a curriculum from Prep to Year 6.

Gowrie State School enjoys the benefits of having a relatively stable enrolment with a somewhat even balance of student sexes across the school. Our school draws enrolments from a homogenous group of students. Gowrie State School has less than 10% Indigenous student population. There is a high rate of employment in our community with the majority of parents working in a variety of occupations in the Toowoomba area.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	26	24

Phase	Average Class Size		
	2012	2013	2014
Year 4 – Year 7 Primary	16	17	14
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	1	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

School Wide Pastoral Care implementing You Can DO It
 School Leadership Program in Public Speaking: Anzac Assembly & Dawn Service, Awards Night
 Primary/ High School Transition Programs through Master Classes
 LOTE – Japanese
 Literacy and Numeracy Support Programs
 Closing the Gap Strategy for Indigenous Students
 Small Schools Sporting Challenges
 Literacy and Numeracy Support Programs
 Support-a-Reader/ Closing the Gap Strategy
 Special Education Program for Students with Disabilities
 Instrumental Music Workshops
 School excursions, including Year 5/6/7 camp
 Arts Council Performances
 Interschool and Representative Sport, AUSKICK - after school program, Karate - after school program

Extra curricula activities

The Shed
 The Club House
 Computer club
 Choral Fanfare

TYME

School camps from Years 5 – 7 and excursion for Years Prep to Year 7

How Information and Communication Technologies are used to assist learning

In order to engage our Gowrie State School 21st Century learners, students have access to a fully equipped computer lab on a weekly basis and all classrooms have a bank of computers for everyday use. Additional computers and ipads are available through the school Resource Centre and all classrooms are equipped with interactive whiteboards. All options enable internet access and networking.

ICTs are embedded in curriculum plans and employed for direct instruction as well as individual learning opportunities. 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. Staff are regularly upskilled and access expert personnel to enhance classroom practice and ensure that students obtain the necessary skills in this domain. All teachers use ICT devices provided through the Computers for Teachers program to access resources through the Learning Place and various websites.

Social Climate

All Schools operate under a shared Responsible Behaviour Plan for Students. This Plan incorporates strategies to address all forms of bullying, including cyber bullying. Success is evident in the way students articulate key school behaviours and respond to established reward systems.

Classroom lessons are easily accessible to teachers through the One School site, ensuring a consistent approach across all year levels. The school receives consistently positive feedback from our parent body and school visitors regarding the general tone of our school.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	94%	100%
their child feels safe at this school* (S2002)	100%	97%	100%
their child's learning needs are being met at this school* (S2003)	97%	91%	100%
their child is making good progress at this school* (S2004)	94%	97%	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%	94%	100%
teachers at this school motivate their child to learn* (S2007)	94%	97%	95%
teachers at this school treat students fairly* (S2008)	94%	94%	90%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	100%
this school works with them to support their child's learning* (S2010)	100%	97%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school takes parents' opinions seriously* (S2011)	97%	97%	95%
student behaviour is well managed at this school* (S2012)	97%	94%	100%
this school looks for ways to improve* (S2013)	100%	97%	100%
this school is well maintained* (S2014)	97%	97%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	92%
they like being at their school* (S2036)	97%	100%	76%
they feel safe at their school* (S2037)	100%	97%	92%
their teachers motivate them to learn* (S2038)	100%	100%	92%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	89%
teachers treat students fairly at their school* (S2041)	100%	100%	84%
they can talk to their teachers about their concerns* (S2042)	100%	100%	84%
their school takes students' opinions seriously* (S2043)	100%	97%	87%
student behaviour is well managed at their school* (S2044)	100%	94%	89%
their school looks for ways to improve* (S2045)	100%	100%	92%
their school is well maintained* (S2046)	100%	100%	87%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	87%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		83%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%

Performance measure

Percentage of school staff who agree [#] that:	2012	2013	2014
their school gives them opportunities to do interesting things (S2079)		94%	100%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

A close relationship between parents, the community and school enhances the education of students. Parents are actively encouraged to participate in a range of school activities. An important and enthusiastic part of our school family is our Parents & Citizens' association. The P&C has a positive input into the future expectations and resources required by teachers to provide quality educational choices for students' educational progression.

The P&C does organise limited fund raising activities and works tirelessly to provide resources by application for grants. The Tuckshop convenor and parent helpers provide healthy meals for students and staff.

One of the unique features of Gowrie State School is the number of parents you will see actively engaging in classroom and school activities on a daily basis. Parents are encouraged to play vital roles in assisting students learning and we welcome helpers in classrooms, and culmination celebrations of learning events. Parent participation in celebratory school and classroom events such as end of term Celebrations of Learning, parent education nights, graduation and badge presentation ceremonies, Anzac Day service.

Strong communication is encouraged between home and school. Academic Reporting to parents occurred at the following times

End of Term 1/Beginning of Term 2 - Interviews with parents

End of Term 2 - Written report sent home and interviews with parents and students as required.

End Term 3 - Interviews with parents

End of Term 4 - Written report sent home

Reducing the school's environmental footprint

Data is sourced from our school's annual utilities return and is reliant on the accuracy of these returns. The school continually reflects upon the impact that it is having on the environment.

Our school has been supported by our P & C in the area of greening our grounds. Significant work has gone into the development and replacement of gardens within our grounds.

Our Administration Team consciously audits our school use of lights, computers, air conditioners/heaters and other electrical items when not required or when classes leave their rooms for an extended period of time.

Installation of rain water tanks for better water efficiency;

Installation of solar panels to reduce consumption costs;

Developed expectations regarding new facilities and their use;

Recycling Program including paper, toners, cardboard and cans;

Encouraging paper and can recycling across the school; and

Reduction in printers across the school to preserve paper and toner

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	62,127	421
2012-2013	61,180	791
2013-2014	63,198	799

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.

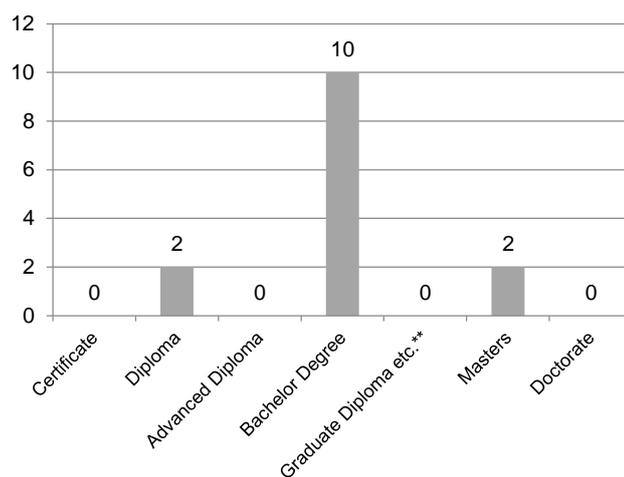
Our Staff Profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	15	11	0
Full-time equivalents	11	6	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	14



*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 2014 were \$34268

The major professional development initiatives are as follows:

Learning Support Network Days
 Essential Skills for Classroom Data Collection
 Maths / Science Literacies
 Explicit Instruction
 Differentiation
 Maximisation Achievement Program
 Principal's Business Meetings
 QELI courses for Coaching
 Understanding ASD
 Professional Sharing of Pedagogy

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2014 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

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 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	95%

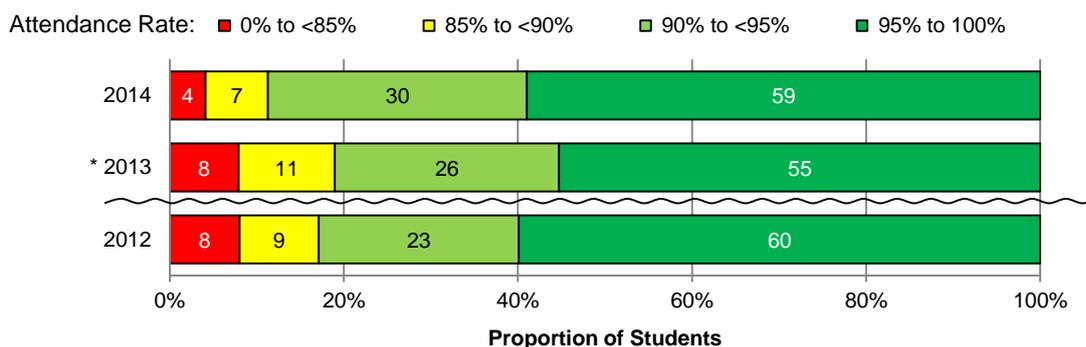
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	94%	95%	94%	89%	96%	96%					
2013	92%	93%	90%	95%	95%	93%	95%					
2014	93%	93%	96%	95%	97%	95%	96%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 Gowrie State School:

Rolls are marked at the commencement of the school day and after the second lunch break.

Rolls are delivered to administration for checking each Friday. Unexplained absences are recorded and clarification is sought from class teachers if need be. Follow up calls from the teacher or an administrator may ensue.

Class teachers are issued with standard proformas to be used when students have unexplained absences. Returned forms are returned to administration to enable updating of records. Administration staff also communicate with parents either verbally or in written form if deemed necessary.

Administration sends home a letter at the end of each term to request information regarding excessive unexplained absences for the term. Information regarding the 'Every Day Counts' strategy frequently appears in our school newsletters, thus reinforcing the importance of regular attendance. Our School Pride competition motivates students to attend 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, and 7 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.

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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.

Achievement – Closing the Gap

At Gowrie State School we are working towards Closing the Gap between our Indigenous and Non-Indigenous students with positive results. Gowrie State School is committed to providing the best possible education for all students. All students whether indigenous or non-indigenous have individual aspirational learning plans to address their current rate of progress and strategies to assist them in reaching desired goals.