



Gowrie State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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# School Overview

Gowrie State School is recognised as having a caring and supportive environment with staff working as a team and in partnership with parents and community. Our school along with our school community share the belief that all students can learn, given sufficient time and support thereby we have clarity of vision for every child progressing in their learning. Our motto 'Dignity in Work & Play' captures our commitment to an education that requires self responsibility and our shared obligation as collaborative and innovative educators. Our ongoing focus on quality teaching as the school improvement driver, with direct, explicit feedback on how we teach supports our journey to improving student performance. High student attendance, an Active Student Council and Student Leadership program, supportive transitions into Prep and onto Junior Secondary, well regarded Music Program and an authentic partnership with our school P&C Association account for some of the highlights of our school ethos. The school is set in a rural environment with a welcoming culture and beautiful school grounds, such aspects have been proudly nurtured throughout the long history of the school.

## Principal's Foreword

### Introduction

This report provides an overview of the achievements, developments and challenges for Gowrie State School during the 2016 school year, and our future direction for 2017. The report is written in three sections: *Our School at a Glance*, *Our Staff Profile* and *Performance of our Students*.

*Our School at a Glance* details the school profile, curriculum offerings, social climate and parents, student and staff satisfaction with the school. This section also describes how our parents are involved with their child's education and how the school is reducing our environmental footprint.

*Our Staff Profile* outlines the composition of the staff at Gowrie State School, teacher qualifications, expenditure on professional development, staff attendance and retention, and school income by funding source.

The *Performance of our Students* section provides information on student attendance and student achievement on systemic measures in Years 3 and 5.

As well as being published on the school's website, this report will be presented to the Gowrie P&C Association during the July meeting, will be published over a number of issues of our school's newsletter and be available as a paper copy in the school's foyer or on request.

### School Progress towards its goals in 2016

In 2016 the school goals were:

*Effective and responsive teaching*: explicit literacy and numeracy teaching in the areas of reading, writing and number facts. In relation to this goal the following occurred:

- Assessment schedules and data collection processes were reviewed and have resulted in a defined whole school approach to promote consistency in teacher judgement and informed decision making around curriculum planning.
- Aligning resources to target literacy and numeracy teaching including an eLearning program **Impact** which was funded through Investing for Success and targeted an identified cohort of students.
- The school leadership team developed a culture that includes coaching and feedback by initiating and building conversations around classroom practice and teaching of Reading and Number Facts.
- Collaborative teacher professional learning through areas such as high yield strategies for teaching reading and writing was developed and are now becoming embedded within the learning environment.
- Additional teacher time was funded to reduce class sizes for targeted teaching of writing skills along with a very dedicated Writer of the Week project.
- Gowrie State School continued to be a lead school within a Cluster Alliance which focussed on teaching the 7 Reading Habits to promote reading comprehension.

*Support and Intervention*: In relation to this goal the following measures and actions occurred:

- Teacher Aides delivered support programs to address needs of those students working on Speech Programs and worked under the STLAN (Support Teacher Literacy and Numeracy) framework.
- The analysis of student performance data provided staff with the necessary tools to design knowledge and skill specific learning tasks for group work rotations, particularly focussing on direct instruction of word and text knowledge, fluency and comprehension.
- Formal diagnostic assessment (for example, Early Start, PM Benchmarking) invested within ongoing monitoring of micro skills that underpin reading. Resulting in improved support in classrooms to provide enhanced differentiation support.

*Transitions and community engagement:* For this goal the following actions have occurred:

- Gowrie's achievement in the Prep Transition Program and Junior Secondary Transition Program were extremely positive. Investment in authentic partnerships with the school P&C, cluster schools, wider community and student voice resulted in successful school celebrations showcasing student learning and informative conversations regarding curriculum innovation, particularly the introduction and trialling of Coding and programming with Lego Robotics and B-Bots.

## **Future Outlook**

In 2017 Gowrie State School will have a narrow and sharp focus in the following areas:

- *High impact teaching-* Explicit teaching of Reading and Writing – there will be a whole school focus on improving the Reading and Spelling results of all students. This will be addressed through resourcing (human and physical), professional development of teachers and teacher aides in the use of data to inform planning. The use of specific high impact strategies and instructional routines including teachers understanding and sharing specific and appropriate goals with students and monitoring progress toward those goals; provide and receive feedback. The school Curriculum Leadership Team (Principal and Teaching and Learning Coach) will work in this space to determine the best practice approaches to be used and will provide coaching, mentoring and planning assistance within the areas of Reading and Spelling.
- *Consistency of teaching practice-* Explicit use of student performance data and learning outcomes-this will also be an area of whole school focus. The goal will be to have clarity in shared expectations and classroom practices that will inform Gowrie State School signature strategies of teaching Spelling, Writing and Reading. To strengthen reading instruction, the Curriculum Leadership Team will build capacity of staff to effectively teach vocabulary, targeted instruction in phonic knowledge, word and text knowledge. Increasing emphasis will be on reading in learning areas other than English.
- *Collective consultation and collaboration-* The Investing for Success Funding enhanced the school's capacity to invest in the Inquiry Model for school improvement. That is, identifying that what matters and being more precise in doing what is working and achieving results. The Curriculum Leadership Team will continue this journey to embed aspects of the Inquiry Model to make a more explicit link between reading and writing.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	188	89	99	14	93%
<b>2015*</b>	177	97	80	15	90%
<b>2016</b>	169	90	79	12	96%

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 2016, 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

### Overview

Gowrie State School is a coeducational facility catering for students from 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 communities. Some students travel from out of Toowoomba to attend the school.

Our school enjoys the benefits of having a relatively stable enrolment history. The school has a 12% Indigenous student population.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	25	27
Year 4 – Year 7	14	28	31
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Japanese (LOTE) for final two years of primary school

Instrumental Music Program with a specialist teacher visiting the school once a week to provide lessons to selected students in years 4 onwards

Upper primary years Student Leadership program and an active Student Council



Prep transition and junior secondary transition program

Gowrie State School Choir with one day a week specialist music lessons

Arts Council performances

Bi-annual school camp for years 4 onwards

Sporting workshops- Auskick, Cricket

Small Schools Challenge days with focus challenge days incorporating sports and academic

You Can Do It program for all year levels as part of Social and Emotional Learning Programs

Special Education teacher undertaking targeted literacy and numeracy support programs

Visiting Guidance Officer

The Shed Program

Specialist PE lessons

Specialist Information Technology lessons

Hockey Gala days

Engagement with community events such as ANZAC Day Commemorations, Toowoomba Carnival of Flowers Competition, Under 8's Day, Awards Night, Choral festivals

### **Co-curricular Activities**

Students are encouraged and supported by staff to participate in district sporting competitions, and cultural events such as participation in theatre, drama and musical productions.

### **How Information and Communication Technologies are used to Assist 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 with the Australian Curriculum. ICT's 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.

## **Social Climate**

### **Overview**

The school continues its improvement journey of positive behaviour for learning. The You Can Do It program is embedded in school culture as a positive framework for making positive decisions, building resilience, developing healthy relationships, understanding and enacting respect. This program supports the work that all teachers do to build every student's social, emotional and physical wellbeing at the school. The Guidance Officer offers counselling to students, parents when requested.

A strong emphasis is placed on achieving a balance between learning and wellbeing for our students. In 2017 a case management approach will be implemented to support student needs that are complex, require additional resourcing and/or analysis of student performance data indicates additional curriculum planning around differentiation.

Every Monday morning parents, families and friends of the Gowrie school community gathered for a weekly school parade. Student learning is celebrated and pride in our school is showcased. The P&C Association and volunteers gift their time and effort to our school in the classroom for reading groups, in sporting programs and events, in the Arts such as Book Fair and as tuckshop helpers.

According to the 2016 School Opinion Survey, 100% of students were happy to go to this school, with 96% of parents saying this is a good school and 100% of parents surveyed said they felt they could talk to their child's teacher about concerns.

Positive behaviour for learning is the foundation for how the school builds a community where high expectations for learning and wellbeing of students are at the forefront. Our students are provided with clear teaching about how to be successful in their behaviour choices. Being responsible to Be Safe. Be Respectful and to Be an active Learner.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	98%
this is a good school (S2035)	100%	85%	96%
their child likes being at this school* (S2001)	100%	93%	98%
their child feels safe at this school* (S2002)	100%	92%	100%
their child's learning needs are being met at this school* (S2003)	100%	93%	98%
their child is making good progress at this school* (S2004)	100%	100%	98%
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)	100%	86%	93%
teachers at this school motivate their child to learn* (S2007)	95%	100%	96%
teachers at this school treat students fairly* (S2008)	90%	77%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	100%
this school works with them to support their child's learning* (S2010)	100%	92%	93%
this school takes parents' opinions seriously* (S2011)	95%	91%	93%
student behaviour is well managed at this school* (S2012)	100%	85%	96%
this school looks for ways to improve* (S2013)	100%	92%	94%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	100%	100%
they like being at their school* (S2036)	76%	100%	100%
they feel safe at their school* (S2037)	92%	100%	100%
their teachers motivate them to learn* (S2038)	92%	100%	100%
their teachers expect them to do their best* (S2039)	97%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	89%	100%	100%
teachers treat students fairly at their school* (S2041)	84%	100%	100%
they can talk to their teachers about their concerns* (S2042)	84%	100%	100%
their school takes students' opinions seriously* (S2043)	87%	96%	100%
student behaviour is well managed at their school* (S2044)	89%	98%	100%
their school looks for ways to improve* (S2045)	92%	100%	99%
their school is well maintained* (S2046)	87%	100%	99%
their school gives them opportunities to do interesting things* (S2047)	87%	100%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
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)	100%	93%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	90%	100%
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%	93%	100%
staff are well supported at their school (S2075)	100%	93%	100%
their school takes staff opinions seriously (S2076)	100%	92%	100%
their school looks for ways to improve (S2077)	100%	93%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	93%	100%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

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 8's Day activities, curriculum culmination celebrations of learning activities, special events such as Awards Night/Year 6 Graduation, ANZAC Day, Sing Out, and Choral Fanfare.

Parents are encouraged to volunteer as classroom helpers within each classroom, specifically in the support of our love for reading and literature. Parents also volunteer to work in tuckshop either on the once a week tuckshop day or prior to this with cooking and preparation mornings. Pride for our school and community engagement is evidenced through the active Parent and Citizen Association's fundraising ventures such as Book Fair, welcome BBQ's, Mother's/Father's Day stalls, pie/ham/mango drives, trivia nights, blue light discos. Attending monthly P&C meetings or communicating with P&C Executive members about issues for consideration at P&C meetings are engagement practices recognised for respectful relationships.

The P & C also operates a uniform shop and an Outside School Hours Care Facility, both regarded as positive assets for the school. Strong communication is encouraged and valued between home and school to meet the social, emotional and academic needs of students. Attending parent-teacher meetings and keeping in regular contact with teaching staff are well supported practices at Gowrie State School. The level of quality communication in 2017 will be a focus of collaborative planning between the school and P&C Association, specifically regarding a forward looking plan that is more innovative and diverse in achieving ways of communicating with community beyond the school newsletter.

The school recognises and celebrates the indigenous cultures of Australia. Consultation between parents, school, specialist and support services occurs when modifications to the teaching and learning environment and planning cycle are required to support identified and diverse student learning needs.

## Respectful relationships programs

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

The Australian Curriculum Health program is delivered to the appropriate year level with the key focus being Personal, Social and Community Health. The whole school pastoral care approach with the implementation of the You Can Do It Program strengthens the school's capacity to support the students to have healthy and respectful relationships.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	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.

## Environmental Footprint

### 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, air conditioners/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
2013-2014	63,198	799
2014-2015	67,312	862
2015-2016	70,099	1,803

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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

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Sector:

Government

Non-government

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	13	0
Full-time Equivalent	10	7	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	7
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$11006.77

The major professional development initiatives are as follows:

- Mandatory training in DET systemic imperatives, for example, Code of Conduct, Student Protection
- First Aid and CPR
- Principal Business Meetings and Curriculum Leadership workshops
- Principals Learning Community- Cluster Schools- Toowoomba North Provincial, Like School Cluster
- Teaching and Learning Forums- Support for Students with Disabilities, Students with Learning Difficulties, Inclusive Education and Indigenous learners
- Numeracy
- The components of the Gowrie State School Literacy Block- teaching reading, boosting emergent readers, Curriculum Unit planning, Purposeful Use of Data, Differentiation
- Health Seminars and training workshops- Mental Health and Well-being, Asthma Management,
- Training- Finance, Planning and Accountability- School Budgeting
- Training- School Officer
- Training- Cleaners
- Specialist Teacher workshops- Music, ICT- innovative practices
- Collegial Networking- Report Card Writing, Moderation,

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	91%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.



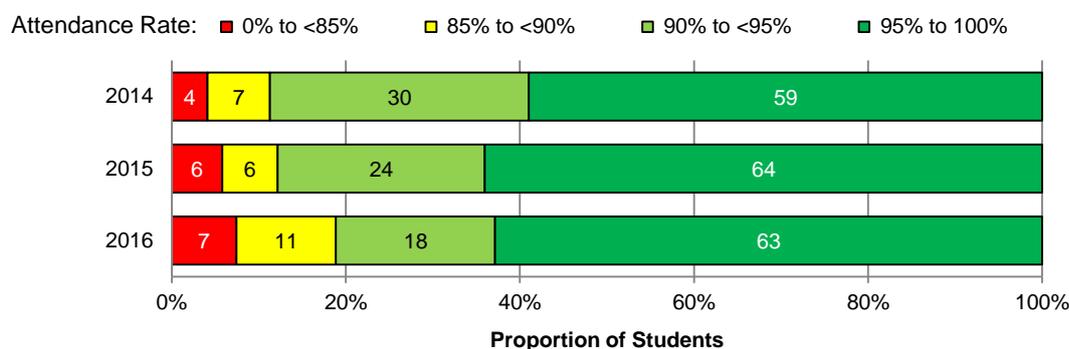
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	93%	96%	95%	97%	95%	96%					
2015	93%	95%	93%	96%	96%	96%	97%						
2016	95%	95%	96%	93%	93%	95%	93%						

\*Attendance rates effectively count 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 on a daily basis by the administration team as part of the Same Day Response Process implemented mid-year as directed in all state schools across Queensland.

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 OneSchool and clarification sought from class teachers however changes were instigated to align with the Same Day Response Guidelines from July onwards. Unexplained absences are followed up by the Administration Team in a timely manner, usually within a short time frame following the publication of the OneSchool Daily Student Absence Report. The follow up process includes a phone call made by the Principal or designated officer, to the parent and are accompanied by recorded details of relevant details of the time, response and any concerns.

All frequent and long term explained absences are followed up by the Principal or designated officer, either through phone contact or letters. Reminders and clear school expectations about the importance of attending every day for student learning and achievement are communicated in the school newsletters, on assemblies and in class.

Each week both on school assembly and in the newsletter, a data story is presented to the school community regarding the class attendance data and contribution to the Class and School Pride motivational program. The class with the highest number of student attendance rate at the end of each term is recognised with a certificate of achievement. All other classes are presented with a certificate of recognition.

Where students have complex social or emotional concerns or medical conditions that impact on their attendance, the school arranges referrals to the visiting Guidance Officer or community agencies where appropriate, and through a case management process, we work with parents and students on a suitable attendance plan that leads to improved attendance, increased learning engagement and improved relationships with others.

## NAPLAN

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.

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School name

Suburb, town or postcode

Sector:

Government

Non-government

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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.

## Conclusion

Gowrie State School's improvement journey is signposted each year with a mantra that tells the story behind the strategic actions and thinking. Over recent years, the journey has been:

2014: Believing, Belonging and Behaving

2015: Connecting, Consistency and Challenge

2016: Determined, Deliberate and Discernment

In 2017 the Gowrie State School improvement mantra will be:

Enriching Expectations Empowering Engagement Exceptional Effort Every Day

