



Gowrie State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 and 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 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 and Instrumental Music Programs 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 rural environment with a welcoming culture and beautiful school grounds with such aspects been proudly nurtured throughout the long history of the school.

School progress towards its goals in 2018

The 2018 Core Focus Areas for school improvement were:

- Daily sustained focus on literacy instruction.
- Precision teaching of Reading and Spelling and a
- Case Management approach to literacy improvement.

Overall, we are proud of the progress that has been made in these core focus areas. The school's reading initiative has enhanced the capabilities of teachers to progress reading skills and reading behaviours necessary for success in every subject. In addition, teachers had improved their analysis of reading data to inform teaching practices.

The school's increased involvement in the Leading Learning Collaborative by Lyn Sharratt has seen our teaching and learning environments connect authentically with students emotionally, and teachers become more knowledgeable about effective instruction. As a teaching team we are becoming better at using the right data and using it to direct student improvement. These outcomes have been achieved through the school's Case Management approach to personalised learning.

Finally, 2018 timetabling and adaptive leadership within the Gowrie teams was organised to ensure sustainability of coaching and feedback, case management, data analysis and annual developing performance processes. The 2018 initiatives will continue in 2019 for consolidation and further refinement.

In further detail, the core focus areas looked like:

Literacy Initiative: Based on the research of John Hattie

- Upskill staff in aspects of teaching strategies that impact, specifically, direct instruction and explicit use of teaching and learning goals and success criteria.
- Develop a whole school approach to the teaching of core and subject-specific vocabulary.
- Embed consistency through school wide teaching of Phonics and phonemic awareness
- Improve curriculum planning around reading groups and use of data to improve Comprehension.
- Support teacher aides to consolidate student learning in Reading.

Case Management Initiative: Based on the work Lyn Sharratt "Putting Faces on the Data"

- Embed case management processes to facilitate early and timely learning intervention and support
- Co-construction of a data wall to create visuals of student's progress, specifically in Reading achievement.
- Upscale case management forums to embed differentiation in classroom planning
- Improve Learning Support programming through Individual Improvement Plans

Progress made on these priorities

The Literacy Initiative has improved student outcomes by:

- Providing weekly professional development conversations with staff that generated emotional commitment and effective instruction. Putting Faces on the Data enabled staff to plan for and implement learning experiences that were well connected to the identified needs and strengths of each student.
- Embedding differentiation of student instruction.
- End of term student reading performance data indicates sizeable cohorts of students achieving end of year or mid-year regional reading benchmarks before the designated achievement timeline.
- Students receiving timely descriptive feedback on their reading progress
- Improved relative gain demonstrated in NAPLAN results on School Data Profiles.
- Improved knowledge base of the parents/care givers regarding their child/ren's literacy demands required to gain further reading behaviours to gain higher reading benchmarks.
- Reviewed and endorsed School Homework Policy outlining parent and community engagement to support/lift student performance.
- Informed literacy planning for reading groups in all classes.

The Case Management Initiative has improved student outcomes by:

- Supporting teachers and teacher aides with all aspects of student wellbeing including differentiation, ICP's, Individual Improvement Plans, and a whole school Growth Mindset program
- Building teacher capability in gathering and using evidence to determine layers of differentiation required in daily teaching plans.
- Implementing Intensive Behaviour Support Plans and Student Wellbeing Plans
- Enhancing student engagement through daily sustained focus on anchor charts about Learning Goals, Success Criteria and Bump it up learning behaviours.
- Shared responsibility for monitoring of reading improvement for students with additional needs as demonstrated on school data wall and individual literacy continuums.

The 2018 improvement targets of the Literacy initiative and Case Management Initiative were to :

- Increase the % of Prep students achieving a PM reading level of '8' by the end of 2018 to 80%.
- Collaboratively develop Individual Improvement Plans for students not meeting Gowrie State School's Reading Plan targets.
- Increase the % of students meeting NAPLAN national minimum standard in Year 3 reading from 92.6% to 100%.
- Increase the % of students at or above the NAPLAN National Minimum Standard (NMS) from 84.2 % in 2016 Year 3 reading to 100% in 2018 Year 5 reading.

At the end of 2018 our school journey in relation to the above mentioned targets, looked like this:

- We increased the % of Prep students achieving a PM reading level of '8' by the end of 2018 to 82%. Which was over the target we set.(80%)
- Students identified as requiring an Individual Curriculum Plan were supported through the formalised whole school social justice committee, referred to as the SWANS Committee (Students With Additional Needs)
- Increase the % of students meeting NAPLAN national minimum standard in Year 3 reading from 96.2% to 100%. This was not achieved. Our percentage saw a marginal increase to 96.4%
- Increase the % of students at or above the NAPLAN National Minimum Standard (NMS) from 84.2 % in 2016 Year 3 reading to 100% in 2018 Year 5 reading. This was not achieved however our percentage increased from 84% to 94%.

Our school participated in a School Review from June 26 to June 28 with the following key findings guiding our future planning.

Key findings

The aspiration of 'at least one year's growth for one year's schooling for every student' is apparent in the actions of the school community.

There is a positive, inclusive culture across the school. Teaching practices reflect the understanding that students are at different stages in their learning and progress at different rates. Staff members indicate a strong belief that all students are capable of learning successfully when motivated and given appropriate learning opportunities and necessary support.

The school community is welcoming, with positive and caring relationships between students, staff members and parents.

There is a strong sense of belonging in the school and appreciation by staff members, parents and students for the school's high expectations for learning effort and behaviour. Many parents and members of the wider community express the view that the professionalism and dedication of staff members are strongly valued within the community.

The school clearly demonstrates a high priority for student, staff members and community wellbeing.

The school maintains a learning environment that is safe, respectful, and inclusive. Learning environments are inviting, well-presented and orderly. Specifically purposed learning areas add to the opportunities for students. The general school environment is maintained to a high standard and reflects a strong sense of purpose and wellbeing.

The leadership team has clearly identified the Australian Curriculum (AC) as the future basis for planning and implementing units of work.

The school has developed a whole-school curriculum plan. The plan draws from the Curriculum into the Classroom (C2C) units of work. The school has commenced work on moving from C2C to the AC. Teacher knowledge and understanding of the AC varies across the school.

Teachers utilise assessment tasks and Guides to Making Judgements (GTMJ) from the C2C units.

Some C2C assessment tasks and modelled responses are modified for students. Quality Assurance (QA) processes to ensure the rigour and intent of the AC is enacted in every classroom are yet to be apparent.

The principal and school leaders view the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

Staff member capability building is supported through some observation and feedback cycles and classroom 'walk and talks' by school leaders. Staff members are encouraged to visit each other's classrooms. There is some evidence of informal mentoring relationships existing between teaching staff members. Regular observation and feedback regarding teaching practices, in conjunction with coaching and mentoring opportunities related to the EIA, are identified as areas for continued development.

The principal and other staff members clearly articulate the belief that the effective use of student achievement data is essential to the school's improvement agenda.

Teaching staff members report having access to a range of data in relation to student achievement and are able to utilise it to determine individual, class and cohort progress. The data literacy skills of teaching staff members are variable across the school. School leaders give a high priority to the Professional Development (PD) of staff members aimed at building data literacy skills.

School leaders, teachers and students are able to discuss how data is influencing teaching and learning decisions and considerations.

Teachers collect a range of student achievement data to monitor student progress and evaluate the effectiveness of teaching programs relating to curriculum units. The majority of classroom data collections are summative in nature. The effective utilisation of data aligned to formative assessment to inform teaching practice across the school is not yet apparent.

The school grounds and gardens are neat and well presented, providing an attractive and inviting school environment.

Ancillary staff members take pride in their work to maintain the school environment. Students, staff and community members display a strong sense of pride in their school. Teachers present their classrooms as inviting places in which to learn. Students, parents and staff members demonstrate a strong feeling of 'belonging' in the way they speak of the school.

Future outlook

The following is our 2019 Vision storyboard.

Gowrie State School 2019



Improve Inspire Include

We learn and work together to create successful learners through our inspiring skilled staff and supportive school community made visible in our strong school culture.

Our aspiration is to strive for one year's growth for one year's schooling for every student.

Our belief is that education is a shared responsibility between school, families and the wider community.

We value safety, respect and learning. Our three school expectations are: Be Safe Be Respectful and Be a Learner.

Core Focus Areas for 2018 were:

- *Daily sustained focus on literacy instruction.*
- *Precision teaching of Reading, Writing and Spelling and a*
- *Case Management approach to literacy improvement.*

The Core Focus Areas for 2019 are:

- *Advancing daily sustained focus on literacy instruction*
- *Advancing precision teaching of Reading, Writing and Spelling and*
- *Advancing our Case Management approach to literacy improvement to include learning engagement improvement.*



The targets and timelines and our proposed strategies for achieving these are taken from the School Review Executive summary which was discussed with staff and community. It is a very exciting time for our school and school community as we learn our way forward. The strategies are:

- Engage teachers in collegial school processes that enable teachers to develop a deep understanding of the AC.

- Ensure curriculum programs and assessments tasks are quality assured to maintain the intent and rigour of the AC.
- Create regular opportunities for teachers to engage in a broad range of professional learning activities including working in collegial teams and engaging in coaching and mentoring to improve their professional practice.
- Continue work to upskill teachers in the meaningful use and analysis of data to inform teaching practice.
- Support staff in effectively planning and using formative data sets to identify and implement appropriate teaching responses.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	169	185	183
Girls	90	107	104
Boys	79	78	79
Indigenous	12	13	17
Enrolment continuity (Feb. – Nov.)	96%	97%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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. Other strengths of our enrolment profile are:

The school has a 9.2% Indigenous student population.

Around 30% of our enrolments are from adjoining neighbour areas.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	27	28	21
Year 4 – Year 6	31	25	20
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Gowrie State School, all students deserve a great teacher, not by chance but by design. We value interactive teaching to engage students in the learning process. We value data analysis to ensure targeted teaching occurs for all our students. This ensures our students have access to a quality challenging curriculum.

The Australian Curriculum is implemented at Gowrie State School through the Curriculum into the Classroom (C2C) resource, which delivers a comprehensive set of whole-school and classroom planning materials for single level and multi-level classes, students with disability and for students who study through the schools of distance education.

In our teaching and learning areas at Gowrie State School, staff

- Are committed in nurturing a supportive learning environment to support our curriculum
- implement the Early Years Curriculum Guidelines in Prep.
- plan collaboratively with colleagues to inform a differentiated approach to teaching is used to meet the needs of all learners.
- use a wide range of evidence to monitor student progress and regularly moderate with other schools to validate teacher judgements.
- are guided by the Whole School Curriculum and Assessment Plan
- Implement whole school reading program and encourage daily home reading.
- Continue to embed Aboriginal and Torres Strait Islander perspectives and Sustainability into the curriculum
- Support the Japanese (LOTE) curriculum in grades 4,5,6 with a view to extending in 2019 to offer Japanese to all year levels.
- SWANS (Student With Additional Needs) Team undertaking targeted literacy and numeracy support planning with teachers, mentoring staff around skills and knowledge of making adjustments to teaching and learning experiences to enrich inclusion of various student learning needs.
- Visiting Guidance Officer
- Specialist PE lessons, Music lessons and Instrumental Music lessons.

Co-curricular activities

Gowrie State School offers a variety of co-curricular activities that provide opportunities for students to pursue their interests and develop their talents. Please find below a selection of activities that were on offer at our in 2018

- 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.
- 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
- Cross Country
- - Swimming Carnival
- - Athletics Carnival
- - District/Regional/State Sporting representation
- - School Excursions
- 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 ,Basketball, NRL
- Growth Mindset and Positive School approach for all year levels as part of Social and Emotional Learning Programs
- Engagement with community events such as ANZAC Day Commemorations, Toowoomba Carnival of Flowers Competition, Australia's Biggest Morning Tea, Mother's Day and Father's Day events, Mayoral Morning Tea.
 - Engagement with neighbouring primary and secondary schools such as STEM days.

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.

In Term 3 of 2018 the school started their journey for preparing the facilities, participating in professional development and training for the school to undertake NAPLAN ONLINE for 2019. Support was received from the Regional Systems Technician and the NAPLAN Online Lead Coordinator, Digital Transformation, Information and Technologies Branch, Darling Downs South West, Department of Education.

Staff undertook training and engaged in collegial conversations with cluster schools to integrate the necessary technology skills and knowledge into other curriculum learning areas. The roles and responsibilities for a NAPLAN ONLINE Coordinator and NAPLAN Technical Assistant were delegated to designated staff. Ongoing training has been pursued throughout Semester two, 2018 to ensure a seamless transition in 2019 to NAPLAN ONLINE.

Social climate

Overview

The school continues its improvement journey of positive and self –managed behaviour with a growth mindset for learning. The You Can Do It program is embedded in school culture as a 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 who visits the school for two days on a fortnightly basis, provides a valuable contribution to the school wide student wellbeing ethos. In 2018 the outcomes of our review on the effectiveness of the You Can Do It Program were further developed through the implementation of the Gowrie 5R's Respectful Relationships Plan. This plan incorporates the You Can Do It Program, The Growth Mindset Framework and DET's Respectful Relationships framework.

A strong emphasis is placed on achieving a balance between learning and wellbeing for our students. In 2018 a case management approach was further refined 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 gather for a weekly school assembly whereby 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. Parent and Community Engagement is a strong focal point of our school community and this is reflected in the strong partnerships evidenced in a very active P and C Association, very well attended school events such as Under 8's Day, Mother's Day stall, Father's Day social event and a progressive and empowered Student Council.

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 are the foundations of our guidance and conversations with students.

It is a great honour to have a high level of parent satisfaction in describing our school where their child feels safe, and that high expectations are evidenced and enacted. The School Opinion Survey feedback indicates that the Gowrie school community understands and invests in a partnership of shared responsibility.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	91%	94%
• this is a good school (S2035)	96%	94%	94%
• their child likes being at this school* (S2001)	98%	88%	91%
• their child feels safe at this school* (S2002)	100%	94%	100%
• their child's learning needs are being met at this school* (S2003)	98%	88%	94%
• their child is making good progress at this school* (S2004)	98%	91%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	91%	91%
• teachers at this school motivate their child to learn* (S2007)	96%	91%	91%
• teachers at this school treat students fairly* (S2008)	96%	85%	85%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	91%
• this school works with them to support their child's learning* (S2010)	93%	88%	91%
• this school takes parents' opinions seriously* (S2011)	93%	88%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	96%	84%	82%
• this school looks for ways to improve* (S2013)	94%	94%	91%
• this school is well maintained* (S2014)	100%	100%	97%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	93%	97%
• they like being at their school* (S2036)	100%	94%	92%
• they feel safe at their school* (S2037)	100%	96%	93%
• their teachers motivate them to learn* (S2038)	100%	97%	99%
• their teachers expect them to do their best* (S2039)	100%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	97%
• teachers treat students fairly at their school* (S2041)	100%	93%	86%
• they can talk to their teachers about their concerns* (S2042)	100%	93%	92%
• their school takes students' opinions seriously* (S2043)	100%	93%	94%
• student behaviour is well managed at their school* (S2044)	100%	87%	88%
• their school looks for ways to improve* (S2045)	99%	93%	97%
• their school is well maintained* (S2046)	99%	96%	99%
• their school gives them opportunities to do interesting things* (S2047)	100%	94%	95%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	96%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	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%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	100%	100%	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, Under 8's Day activities, special events such as Awards Night/Year 6 Graduation, ANZAC Day, Amaroo excursions and other curriculum connected learning experiences that bring enrichment to student learning.

In 2018 the tradition of the Gowrie Games was continued. This is an initiative of the P&C and was a successful afternoon of ball games and good fun. Parents enjoyed a shared lunch with students and staff followed by a number of ball game competitions.

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, school disco family night. 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 2018 was a focus of collaborative planning between the school and P&C Association, specifically regarding a forward looking plan that is innovative and diverse in achieving ways of communicating with community beyond the school newsletter.

Students with diverse needs at our school are also supported for through our relationship with internal and external services. These services support the students and the family. These support services include:

- HOSES support from a cluster arrangement
- Student services team –the SWANS Team with a visiting Guidance Officer, Speech Language Pathologist, Advisory Visiting teachers

We were fortunate to connect with a local representative who competed in the Invictus Games and we have kept our connection strong with them. It is a reflection that our community is diverse but united in being part of our school life.

Respectful relationships education programs

The school has developed and implemented a whole school approach to programs that focus on appropriate, respectful, equitable and healthy relationships.

A number of programs were reviewed throughout 2017 with the view to implement in 2018 a rejuvenated yet more targeted approach that is specifically linked to the social and emotion wellbeing of staff and students. The Workplace Health, Safety and Wellbeing Committee actioned an Annual Improvement Plan to bring to fruition the development of a Growth Mindset model incorporated into the You Can Do It Program. An additional element was trialled with the implementation of a student buddy system between younger and older students.

We have taken the next step to incorporate an approach of the Focused Fuss strategy that will further support the Buddy Model of peer support.

In 2018 our school used our peer support and growth mindset protocols to support student focus on respectful and positive relationships, where issues can be addressed and strategies shared in a safe environment. Students are shown and reflect on strategies to use in everyday life to deal with issues and enhance resilience. The Gowrie 5R's is used as a schoolwide program to support NO BULLYING and dealing with it.

In 2018 our school's Responsible Behaviour Plan for Students underwent an extensive review cycle as it has not been updated in recent years to reflect the quality of supportive and responsive actions that are a feature of the

Gowrie school community. In November 2018, the P&C endorsed the Gowrie State School Responsible Behaviour Plan for Students

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	1	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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.

Reusable drink bottles are encouraged and our community has been very supportive of this practice.

In Semester Two our year 4 students participated in a School Clusters project- Kids Teaching Kids Congress which aims to inspire future environmental leaders. The Gowrie Team called the Gowrie Planet Protectors gave a presentation to six other school teams around our work at Gowrie State School to embed a sustainable mindset of watching our 'waste line'. Recycling became more monitored with students providing younger students with messages about designated waste bins and how to sort the recycling. The message has spread with the community supporting the introduction in 2019 of Waste Free Wednesdays.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	70,099	65,653	63,248
Water (kL)	1,803	989	592

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	15	14	0
Full-time equivalents	11	8	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	9
Diploma	2
Certificate	0

*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 2018 were \$ \$25 868.30

The major professional development initiatives are as follows:

- Lyn Sharratt- Putting Faces on the Data- a DDSW initiative.
- School Cluster initiatives- Learning Walkthroughs, pre-moderation, high yield teaching strategies
- Year level planning across all year levels
- Reading benchmarking-
- Data analysis development
- Differentiation
- 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, Anaphylaxis
- Training- Finance, Planning and Accountability- School Budgeting
- Training- School Officer
- Training- Cleaners
- Specialist Teacher workshops- Music, LOTE
- Collegial Networking- Report Card Writing, Moderation

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	96%	95%
Attendance rate for Indigenous** students at this school	91%	93%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

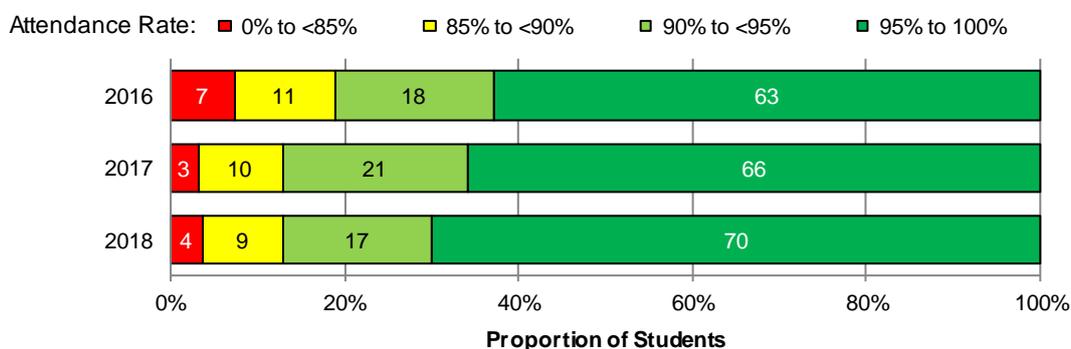
Year level	2016	2017	2018
Prep	95%	96%	95%
Year 1	95%	97%	95%
Year 2	96%	95%	96%
Year 3	93%	97%	95%
Year 4	93%	94%	96%
Year 5	95%	96%	94%
Year 6	93%	95%	96%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 2016 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 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.

On a regular basis, 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

The screenshot shows a button labeled 'View School Profile'.

4. Click on 'NAPLAN' to access the school NAPLAN information.

The screenshot shows a navigation menu with the following options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' option is highlighted.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

