

# Our school at a glance



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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 David Kirk (Principal)

## Principal's foreword

### Introduction

This Annual School Report provides specific and detailed information regarding our school's current achievements, performance and progress towards achieving our shared goals and priorities as well as our future outlook. Our school boasts a learning community widely recognised for its caring and supportive environment. This school is respected for its enthusiastic team of professional personnel who provide a rich and challenging educational experience for all students, encompassing cultural, sporting and academic pursuits. In 2012, we experienced a great deal of success in these areas and our achievements are outlined in this report which can be accessed via the school website or in hard copy from the school administration office.

### School progress towards its goals in 2012

The 2012 Annual Implementation Plan identified several key priorities for development. These priorities focused on developing a comprehensive and innovative school curriculum delivered through engaging classroom pedagogy to enhance student learning outcomes.

In 2012 we:

1. Implemented an Improvement Agenda based on all domains of the CT&L Audit which saw each term having a major focus on aspects of pedagogy;
2. Professional Development focus centred on creating Expert Teaching Teams where everyone was responsible in contributing to Professional Development;
3. School Wide approaches to collecting data and analysing it have been established;
4. All classrooms have electronic whiteboards and staff contributed to an Open night by running a Family Games& Disco Night; and
5. Improvements have been made with internal communication.

Improvement Agenda	<ol style="list-style-type: none"><li>1. <i>Naplan: Implement Gowrie State School Action Plan.</i></li><li>2. <i>Maximisation Improvement Plan.</i></li></ol>
Reading Comprehension	<ul style="list-style-type: none"><li>• <i>All staff use 7 Reading Habits to implement our Reading Program;</i></li><li>• <i>Maximisation Achievement Plan was used to guide priorities</i></li></ul>
Australian National Curriculum	<ol style="list-style-type: none"><li>1. <i>Implementation of National Curriculum-all teaching staff will use C2C planning format to implement curriculum.</i></li></ol>
Teaching Practices	<ul style="list-style-type: none"><li>• <i>All teaching staff participate in coaching and feedback sessions with</i></li></ul>

## Our school at a glance

	<p><i>principal and peers to develop pedagogy.</i></p> <ul style="list-style-type: none"><li>• <i>All staff teach rotational reading habits every 3 weeks to consolidate learning.</i></li></ul>
Learning Differentiation	<ol style="list-style-type: none"><li>1. <i>All identified students have a PLP or Differentiation Plan planned and implemented by staff.</i></li><li>2. <i>Staff use data to inform planning</i></li></ol>
Staff Capability Development	<ul style="list-style-type: none"><li>• <i>All staff have identified their individual needs to improve their professional capability in the development of their Developing Performance Plans.</i></li><li>• <i>Professional learning offerings target individual and collective needs as well as addressing core priorities and systemic initiatives.</i></li><li>• <i>Collegial feedback has commenced as a strategy for improvement.</i></li></ul>
Community Partnerships	<ol style="list-style-type: none"><li>1. <i>Continues to be a priority with a School Framework being developed in 2013.</i></li><li>2. <i>Links and partnerships maintained with 'Feeder' Schools, local organisations and community groups.</i></li></ol>

### Future outlook

Key priorities for 2013:

- 🕒 Implement the Australian Curriculum
- 🕒 Implement whole school pedagogical practices including explicit instruction
- 🕒 Develop instructional leadership with a focus on workforce performance
- 🕒 Develop productive partnerships with students, staff, parents, and the community
- 🕒 Improve school performance
- 🕒 Plan to transition Year 7 to high school

### School Profile

Established in 1878, Gowrie State School is committed to meeting the academic and social needs of its student body in a highly supportive and dynamic learning environment. The school exists on a hilly site surrounded by native trees and gardens and is in close proximity to Toowoomba. In the past three years, the school has undergone major refurbishments with the upgrading of some classrooms and the addition of a Resource Centre and Assembly Hall. All classrooms rooms contain interactive whiteboards.

Gowrie State School enjoys an excellent reputation and continues to draw enrolments from a range of locations. Students are involved in a range of cultural, sporting and academic pursuits and take great pride in being a Gowrie student. All students wear their school uniforms and have a commitment to being safe, responsible, respectful and keen learners.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

## Our school at a glance

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	190	85	105	93%
2011	182	84	98	92%
2012	191	85	106	93%

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

### Characteristics of the student body:

While the majority of our students are from our catchment area in Gowrie Junction, some students travel from across Toowoomba to attend Gowrie State School. Approximately 90% of our students remain at school from Prep to Yr 7. Our school attracts students from a cross section of socio-economic and cultural backgrounds. Of our entire student population approximately 10% of our students identify as Aboriginal or Torres Strait Islander. Seventy students have been identified with learning difficulties and 5% of our students are diagnosed with a disability.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	23
Year 4 – Year 10	26	23	16
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	4	1	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

### Curriculum offerings

# Our school at a glance

## **Our distinctive curriculum offerings**

School Wide Pastoral care implementing You Can DO It  
School Leadership Program in Public Speaking  
Extended Learning Programs incorporating Small Schools Academic Challenges  
Primary/ High School Transition Programs through Master Classes  
LOTE – Japanese  
Literacy and Numeracy Support Programs  
Closing the Gap Strategy for Indigenous Students  
Shed Program  
Small Schools Sporting Challenges

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## **Extra curricula activities**

School excursions, including Year 5/6 camp  
Instrumental Music Program – Woodwind, Brass, and Percussion  
Eisteddfod  
Combined Schools' Musical - biannually  
Arts Council Productions  
Interschool and Representative Sport, & AUSKICK  
NAIDOC Week  
ANZAC Dawn Service

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## **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 our library has a bank of computers for everyday use. All options enable internet access and networking. ICTs are embedded in curriculum plans and employed for direct instruction as well as individual learning opportunities. Students and staff also have access to data projectors and digital cameras. These tools are utilised to enhance classroom programs, develop individual skills and allow students to create and publish work in innovative and interesting formats. Linking to online tutorials has also been a focus for staff and students with several students participating in online learning to improve literacy and numeracy skills. To ensure consistency of curriculum content and pedagogical approach, teachers use C2C unit plans.

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 up-skilled 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.

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## **Social climate**

Gowrie State School has long been recognised in this community as a school with a friendly, supportive, family atmosphere that caters for the full range of learners. Being a medium sized school has enabled all staff to develop a good knowledge and understanding of most students as individuals, particularly those with specific learning and special needs. As a school community, we maintain a proactive school wide approach to managing student behaviour, particularly in regards to the Bully Prevention. Strategies to

## Our school at a glance

address bullying are explicitly taught and modelled throughout the school in a wide range of contexts through performance, weekly assemblies and focus class lessons through the YCDI Program . The school's values and associated virtues are directly linked to the school's Responsible Behaviour Plan for Students.

Survey Opinion results indicated that student, staff and parent satisfaction remained very high. Of particular note, the high percentage of staff, 100%, satisfied with morale at Gowrie State School, 100% of parents indicating that their child likes this school and feels safe at this school and 100% of students stating that they like being at this school.

# Our school at a glance

## Parent, student and staff satisfaction with the school

From the 2012 School Opinion Survey results, parents and carers are generally satisfied across all aspects. The review of responsible student behaviour plans has been identified as an area to review in 2013. In terms of student opinion, students are satisfied with the expectations from teachers regarding their learning with behaviour management and the provision of 'interesting' activities being identified priorities.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	93.5%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	96.8%
their child is making good progress at this school*	93.5%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	93.5%
teachers at this school motivate their child to learn*	93.5%
teachers at this school treat students fairly*	93.5%
they can talk to their child's teachers about their concerns*	96.8%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	96.8%
student behaviour is well managed at this school*	96.8%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.8%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	97.4%
they feel safe at their school*	100.0%

## Our school at a glance

their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	97.4%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	95.2%
with the individual staff morale items	100.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## **Involving parents in their child's education**

Parents are an integral part of the school's fabric and as such their involvement is paramount. At Gowrie State School involvement is reflected in the following ways:

At classroom level:

Class information sessions

Class newsletters

Classroom support, activities and performances

School excursions and camps

Guest speakers

At school level:

Weekly newsletters

School website access

Parent/teacher interviews and meetings

School Assemblies and Presentations

Regular phone calls / emails from administration to celebrate achievements of students

NAIDOC Week

Anzac and Remembrance Day Ceremonies

Sports Days

# Our school at a glance

## Reducing the school's environmental footprint

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

Gowrie State School has made a concerted effort to reduce its environmental footprint over the past twelve months through the following actions;

Automating transactions where possible to reduce the use of paper and toner;

Encouraging the use of OnePortal and OneSchool as a document storage and communication repository;

Encouraging email as a form of communication in lieu of printed communications and faxes;

Educating all stakeholders regarding shared responsibilities to conserve natural resources by turning off data projectors, lights, air conditioners and other electrical devices when not in use;

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;

Installation of solar panels;

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	58,377	0
2010-2011	56,522	525
2011-2012	62,127	421

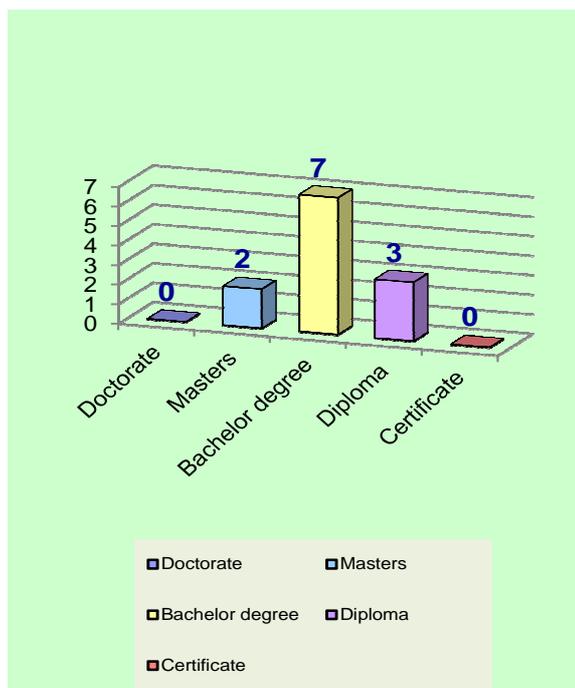
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	15	11	0
Full-time equivalents	11.8	6.5	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	7
Diploma	3
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$5361.00.

The major professional development initiatives are as follows:

Digital Pedagogy/ Interactive Whiteboards and other ICT Training

First Aid and CPR

Australian Curriculum Training

# Our staff profile

C2C

Induction Program

Maximisation Achievement Program

Literacy and Numeracy Training

Principals' Business Meetings

Budget Training

WPH&S Training

Explicit Instructions Modules

OneSchool Training

Anaphylaxis eTraining

Asbestos Management

Regional Curriculum Conference

Technology

School Environmental Management Plan

Regional Leaders Conference

Budgeting & Planning workshops

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	96.7%	96.7%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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 web page.

## Our staff profile

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

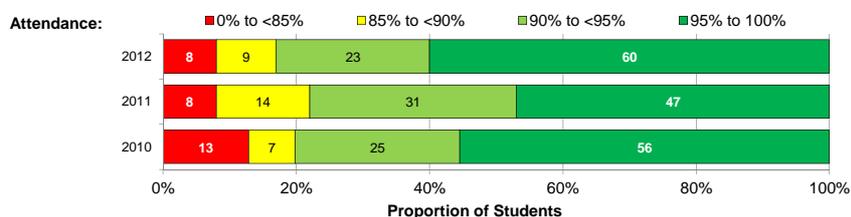
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	95%	90%	94%	92%	95%	94%	94%					
2011	94%	93%	93%	90%	94%	95%	94%					
2012	93%	94%	95%	94%	89%	96%	96%					

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 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 school newsletters, thus reinforcing the importance of regular attendance.

## Performance of our students

Classes compete with each other to score points for the least number of unexplained absences and the correct wearing of their school uniform.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7.

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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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

Gowrie State School is committed to providing the best possible education for all students. All students with a PLP have individual aspirational learning plans to address their current rate of progress and strategies to assist them in reaching desired goals.

Yr 3 Reading:

In 2009, the gap at Gowrie State School was 9%. The gap in 2012 is -72%.

In 2012, the reading gap for all Queensland schools was 70%.

Yr 5 Reading:

In 2009, the gap at Gowrie State School was 77%. The gap is now -20%

In 2012 the reading gap for all Queensland schools was 64%

Attendance:

The rate of attendance for indigenous students in 2012 equals 84.2%.

The rate of attendance for non-indigenous students in 2012 equals 93.7%.

Therefore the gap is 9.5%.