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Principal's foreword

Introduction

This report outlines the progress made by the school measured against systemic and school goals and priorities. 2010 was a year of laying firm foundations for an ongoing improvement agenda for Goondiwindi State School with a very clear and strategic focus on curriculum and pedagogy from Prep to Year 7 for all members of our school community.

The overall school results indicate that the renewal process at Goondiwindi State School is making a positive impact on students and overall improvement levels with most areas of English and Mathematics trending positively.

The rapidly approaching national curriculum and state initiatives around improved student results through support for, and improvements in, teaching, remain as a backdrop to this report.

School progress towards its goals in 2010

The core goals are:

1. Construction of curriculum plans in English, Mathematics and Science
2. Improvement in school results as reflected in NAPLAN and other school data sources
3. Refinement of inclusive practices for students with special needs and indigenous students
4. Increased focus on performance and development of school leadership and staff
5. Increased community involvement

Future outlook

Key areas for Improvement for 2011:

- **Student results in English, Mathematics and Science for all students**
- **Increased levels of satisfaction amongst parents, students and staff**
- **Curriculum positioning for the 2012 implementation of a National curriculum in English, Mathematics and Science**
- **Improved levels for facilities and resources for learning**

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
595	291	304	86%

Characteristics of the student body:

- Total enrolment in 2010 was 592 full-time students, consisting of 62 Prep students and 530 Primary students.
- In 2010 approximately 90 students enrolled at our school travelled across the state border each day from the adjacent New South Wales Shires of Moree Plains and Yallaroi and in particular from the Boggabilla and Toomelah communities.
- In 2010, 109 students or 18% of our student population were of Aboriginal origin up from 14% in 2008.
- Our migrant students (less than 2%) were mainly from South Africa or Zimbabwe prior to 2008. In 2008 the school started to enrol students from the Philippines and this is increasing slowly. Most students are fluent in written and spoken English but a few require English as a Second Language support.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	24.7	73%	45%	27%	27%
Year 4 – Year 10	25	100%	100%	0%	0%
All Classes	25	88%	75%	13%	13%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	35
Long Suspensions - 6 to 20 days	2
Exclusions	0

Our school at a glance

Cancellations of Enrolment	0
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Curriculum offerings

Our distinctive curriculum offerings

School class groupings and curriculum organized into two broad frames, Early Years and Middle Years to fully address two Phases of Learning of the *Education & Training Reforms of the Future*.

School Curriculum Plan based on the *Early Years Curriculum* in Prep and the Essential Learnings

Our school at a glance

and Standards for seven Key Learning Areas for Years 1-7.

Year 1-7 Class Programs focused on Literacy, Numeracy and Integrated Studies for Health, Science, Studies of Society & Environment, The Arts and Technology.

Year Level Planning Days were discontinued at the end of 2010. Each year level now has a 2 year rotational plan for integrated units.

Professional learning teams, 4 of which were constructed around Prep & Year 1, Year 2 & 3, Year 4 & 5, Year 6 & 7. These teams worked around the curriculum area of reading with most emphasis on refining the explicit pedagogies, First Steps strategies, assessment and planning the delivery of a sequential and differentiated program for students.

Specialist programs provided: Music (Prep-Year 7), Physical Education (Prep-Year 7), Art (Prep-Year 4 – Term 2 and 4 and Year 4 – 7 – Term 2 & 4), Information and Communication Technologies (Years 4-7 – Term 2 and 4 and Years Prep – 4 – Term 1 and 3) and Teacher-Librarian.

Indigenous students previously catered for through the discontinued Indigenous Tutorial Assistance Scheme (ITAS) Tutors were supported through teacher and teacher aide assistance both in class and in small groups. The Indigenous Families-School Liaison Officer provides key support, and advocacy for, indigenous students across the school.

Coordinated approach in the delivery of a comprehensive range of Support Learning Centre Programs to address the needs of identified students with learning difficulties.

Students with disabilities integrated into mainstream classes whenever possible or offered intensive support when needed through our Special Education Programs.

Gifted Students extended by participation in Macintyre Young Writers' Competition, Instrumental Music, Regional Mathematics Challenges, Gifted Camps, High School Extension Days and other activities.

Extra curricula activities

Promotion of individual student and team sporting pathways from school to Macintyre Zone, District, Regional and State Levels.

Extensive student participation in our Instrumental Music Program in Years 3-7 including Music Camp, PCAP Music Festival and school and community performances.

Comprehensive camping and excursion program in Years 4-7 including Year 6 Tallebudgera Camp & Year 7 Canberra Trip.

Student participation encouraged in local Visual and Performing Arts events/activities such as school choirs (Goondiwindi Junior and Senior Voices), School Showtime Concert, Arts Council Performances, Goondiwindi Show and APEX Eisteddfod.

Extensive Student Leadership Program includes: Prep-Year 7 Class Captains each semester, Student Council; School Captains and Vice-Captains; School Sports Captains; Music Captains; House Captains; and recognition of all Year 7 students as leaders.

How Information and Communication Technologies are used to assist learning

Goondiwindi has become part of the Classroom for Teachers (C4T) program in which every member of the teaching staff who works in excess of 0.4 teaching load is given a laptop computer and participates in professional development activities to further enhance the integration of ICT's in

Our school at a glance

learning across the curriculum

Information and Communications Technologies (ICT) are integrated into each of the seven Key Learning Areas and ICT skills are taught within the context of these.

The existing Macintosh Curriculum Computer Room and Interactive Whiteboard continues to be used extensively for whole of class instruction and skill development. These facilities were supplemented by the reconstruction of the library into a multimedia centre through the National School Pride project, as well as enhanced internet capabilities to all areas of the school, with wireless being added to the Williams Room and staffroom.

A number of Interactive White Boards have been installed into classroom and shared spaces

Developing of an ICT student program based on the ICTs Cross-Curriculum Priority Essential Learnings and Standards for the end of Year 3, 5 and 7 Junctures.

Enabling Teaching and Learning through employment of a full-time Computer Teacher Aide and Specialist Computer Teacher.

Teachers encouraged undertaking the *Smart Classrooms Professional Development Framework* by completing their ICT Certificates and Pedagogical Licences.

Social climate

The majority of the school community believe that Goondiwindi State School is a good place to send their children and that the diverse range of students is a positive aspect of their child's overall education. Families indicate that they are willing to assist the school in a number of positive ways.

Parent, student and teacher satisfaction with the school

Parent's satisfaction results were disappointing and conversations held behind these survey results would indicate a need for clearer communication from the principal and staff in general about the raft of positive improvements currently underway across the school. Similar issues may be responsible for results in other students and parent survey areas. Teaching staff received extensive Professional Development learning opportunities across the year in the form of First Steps training and action research to reinforce these concepts within Professional Learning Teams. There little external PD for staff.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	65%
Percentage of students satisfied that they are getting a good education at school	77%
Percentage of parents/caregivers satisfied with their child's school	81%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic	55%

Our school at a glance

initiatives	
Percentage of staff members satisfied with morale in the school	86%

Involving parents in their child's education

The school is very fortunate to have a supportive parent body who are involved in one or more of the following ways:

Reporting to parents about their child's progress at Goondiwindi State Primary School occurs:

Formally twice a year in June and December when the Semester Report Cards are sent home.

When parents are invited to parent-teacher interviews at the start of each semester in February and July.

School strategies used for involving parents in their child's education include:

Formal participation as parent representatives on our School Council.

Parent participation in the active Parents' & Citizens' Association.

Involvement in the Music Centre and Fundraising Subcommittees.

Attendance at educational workshops and information sessions.

Voluntary work at the school as reading tutors, classroom helpers, in working bees or in the Tuckshop.

The school P & C dedicated \$15000 towards the renewal of reading resources for the school year. This, in unison with parent volunteers to assist with organisation and support in classrooms, as well as the financial and human resource commitment from the school, ensured students and teachers were provided with the tools with which to do their best in the area of reading.

Reducing the school's environmental footprint

The school is gaining awareness of the environmental and fiscal implications of systems and processes.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity kWh	WaterKL	GasMJ
2010	\$100,219	\$48,808	\$12,465	\$8,443	\$30,503	\$0	\$0	247,535	26,650	0

Our school at a glance

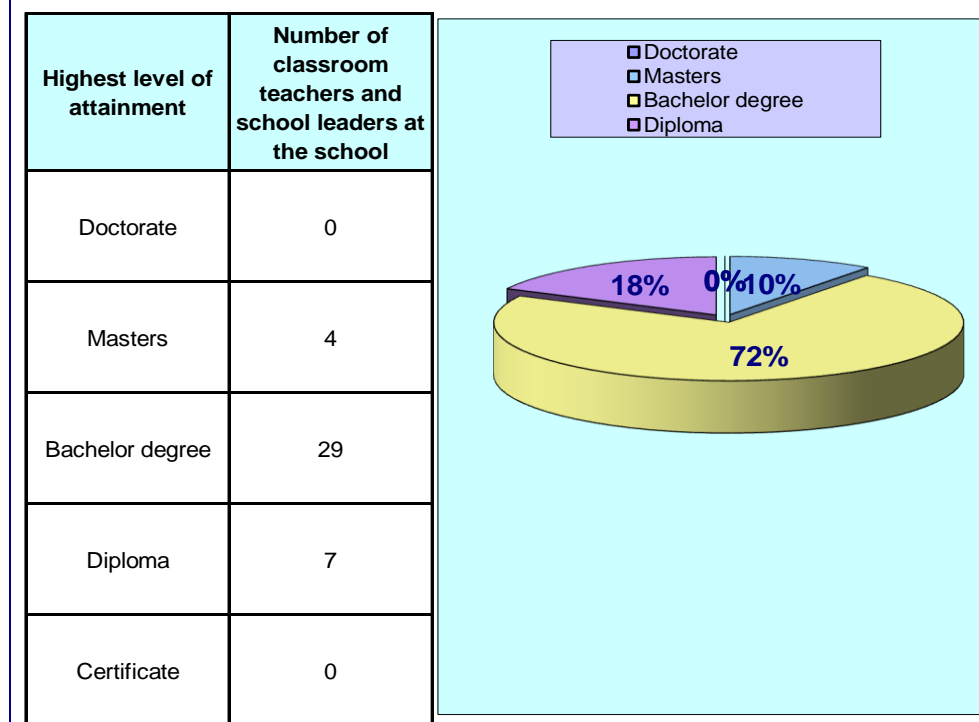
2009	\$75,694	\$37,551	\$0	\$0	\$25,343	\$0	\$12,800	224,357	23,263	0
% change 2009 - 2010	32%	30%	N/A	N/A	20%	N/A	-100%	10%	15%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	44	20	<5
Full-time equivalents	40	14	<5

Qualifications of all teachers.



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$ 19500

Our staff profile

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2010 was \$18000 in school funds and over \$30000 in teacher planning sessions or 10% of the school budget..

Key aspects of Professional Development were:

- First Steps in Reading
- Literacy Coach mentoring, modelling and coaching sessions
- Peer observations and mentoring sessions
- Professional Learning Team meetings (both in school time and within the meeting cycle)
- Data Literacy

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 95% of staff was retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 92%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7					
91%	92%	92%	93%	94%	93%	92%					

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.

The every day counts strategy is being implemented through close scrutiny of attendance, phone calls and letters to families of students who have not attended school without reasonable excuse, for 3 days or demonstrate a poor pattern of behaviour that cannot be supported by documentary evidence.

The school's indigenous liaison officer provides follow up and support for indigenous families regularly.

Performance of our students

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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 whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Attendance:

Attendance gaps between indigenous and non-indigenous students increased slightly but were still in the upper state quartile for 2010.

Attainment:

Our indigenous students perform well compared to other indigenous students across the state.

Retention:

Student population remains stable for 2010.