



Goovigen State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

Postal address:	c/- Post Office Goovigen 4702
Phone:	(07) 4996 5191
Fax:	(07) 4996 5108
Email:	principal@goovigenss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Emma Thomas (Principal)

## School Overview

Goovigen State School was established in 1926. It is a multigrade, co-educational State School located within the small township of Goovigen along Rannes Road. Goovigen State School is situated in the Capricorn Region, forty-three kilometres north of Biloela and 133 kilometres south of Rockhampton. Our early education classroom is composed of prep offered 5 days a week and grades 1,2 and 3, while the other classroom is comprised of grades 4,5,6 and 7. Goovigen State School adopts an inclusive approach to education to meet individual student's needs across all Key Learning Areas. We have a very strong emphasis on literacy and numeracy and have a strong commitment to the utilisation of ICT in curriculum delivery. As a school we aim to achieve the best educational outcomes for every student in a supportive, caring, learning environment. We have high expectations of behaviour. This school's Responsible Behaviour Plan encourages students to accept responsibility for their own actions. We emphasise development of social skills and promote resilience and tolerance throughout the school. All surveyed parents are satisfied that their child is happy to go to this school.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

During 2016, we have focused on maximising the benefits of this funding for our students. After reviewing our *Investing For Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our strategies to ensure that every student succeeds.

#### Strategies implemented include:

*Develop, implement and embed a framework by building deep understanding of staff knowledge and understanding of current and new curriculum areas.*

*Develop the skills of staff on explicit improvement of Literacy and Numeracy.*

*Increase expectations to further develop a culture of shared accountability.*

*School Leadership and Capability – Develop and align the school's professional development plan to support core and school priorities*

#### Future Outlook

The school's Explicit Improvement Agenda for 2017 is focussing on the following strategies:

*Develop the professional knowledge and practice of all staff*

*Utilise age appropriate and researched based pedagogies and data analysis to meet the diverse learning needs of learners.*

*Use peer observation, feedback, instructional coaching and community of practice to improve teaching practices.*

# 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>	13	4	9	1	93%
<b>2015*</b>	4	2	2		75%
<b>2016</b>	8	4	4		75%

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

The students of Goovigen either live in town on small farms or live on larger rural properties. All of our families come from a farming or mining background. The majority of our students have or have had other family members attend the school.

### 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	13	4	2
Year 4 – Year 7			1
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

Goovigen State School offers the following curriculum areas:

A Curriculum Framework based on the 8 Key Learning Areas – English, Mathematics, Science Study of Society and Environment, The Arts, Technology, Health and Physical Education, and Languages Other Than English - Japanese

Our timetable caters for the required hours for all subject areas to be explicitly taught each week.

Specialist teachers for Music and Physical Education and Health (Years P to 6) visit our school weekly and Japanese is our language other than English taught to all students in years 5 and 6.

## Co-curricular Activities

All student participate in Small School Sports. The Callide Valley Small Schools Cluster is made up of Goovigen, Jambin, Mt Murchison, Prospect Creek and Wowan Schools. We participate in the following:

- Athletics
- Cross Country
- Soccer Gala Days
- Rugby League Gala Days
- Netball Gala Days

Additionally the school travels to Biloela in term 4 for swimming lessons.

Each year the school travels to other schools for under 8s day.

The school regularly visits other schools to participate in "Play Dates". These activities play an important role in the student's social development.

The school, principal and school captain play a pivotal role in the community's ANZAC Day Parade and Ceremony.

It is a goal of the school for the students to have at least one excursion or incursion a term.

## How Information and Communication Technologies are used to Assist Learning

Goovigen State School has up to date desk tops, state of the art laptops, ipads, beebots, and lego robotics at our disposal.

Every day, students are exposed to a wide range of technologies that allows then and the teaching staff to engage with 21st century learning.

Each student uses The Learning Place to access their own EdStudio, a page of curriculum-related resources.

## Social Climate

### Overview

Goovigen State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

At Goovigen State School we support the Education Queensland Code of School Behaviour which ensures that all members of our school community understand the values and principles of the Code of School Behaviour and can meet the required standards of behaviour for all Queensland State Schools.

This occurs in accordance with our overall school Mission Statement:

*Strive for Excellence*, where the overall expectation for behaviour management in this school is as follows:

*We expect everyone to think ahead and make responsible decisions that respect the rights, feelings and safety of all concerned.*

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
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%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	67%
this school looks for ways to improve* (S2013)	100%	100%	100%
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)	100%		100%
they like being at their school* (S2036)	100%		100%
they feel safe at their school* (S2037)	100%		100%
their teachers motivate them to learn* (S2038)	100%		100%
their teachers expect them to do their best* (S2039)	100%		100%
their teachers provide them with useful feedback about their school work* (S2040)	100%		100%
teachers treat students fairly at their school* (S2041)	100%		100%
they can talk to their teachers about their concerns* (S2042)	100%		100%
their school takes students' opinions seriously* (S2043)	100%		100%
student behaviour is well managed at their school* (S2044)	100%		100%
their school looks for ways to improve* (S2045)	100%		100%
their school is well maintained* (S2046)	100%		100%
their school gives them opportunities to do interesting things* (S2047)	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%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
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%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%
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

Parents and other community members are encouraged to visit the school and participate in our lessons.

All of the community receives our Newsletters. Parents are regularly emailed or texted about any breaking news.

Each data cycle all parents are provided the opportunity to sit down talk about their child's progress.

The P&C is very active. There are at least 2 major events throughout the year as well as raffles during State of Origin.

The Goovigen Ashes is the main P&C fundraiser throughout the year.

## Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Throughout the year, the students engage in Health lessons that focus on building empathy, resilience, gratitude and demonstrating a growth mindset.

The Health lessons assist students in building relationships with their peers, as well as personal safety and awareness.

Daily, students discuss the school's respect pillars.

The school's focus is on RESPECT for:

- THE ENVIRONMENT
- OTHERS
- OURSELVES
- LEARNING

## 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

Goovigen State School makes a conscious effort to reduce its environmental footprint by; turning off all electronics at the wall every day/week. Sustainability is weaved into daily lessons and is a talking point throughout science and geography lessons.

The School has moved towards a focus on using less paper in the classroom through the use of iPads and interactive technology.



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	14,360	286
2014-2015	9,375	580
2015-2016	6,064	189

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

## 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

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	1	3	0
Full-time Equivalent	1	1	0

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	1
Diploma	1
Certificate	

\*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 \$4,1013.

The major professional development initiatives are as follows:

- Principal's Conference
- Seven Steps to Writing
- Explicit Teaching Conference

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

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	99%	100%

### 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 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%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	

\*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

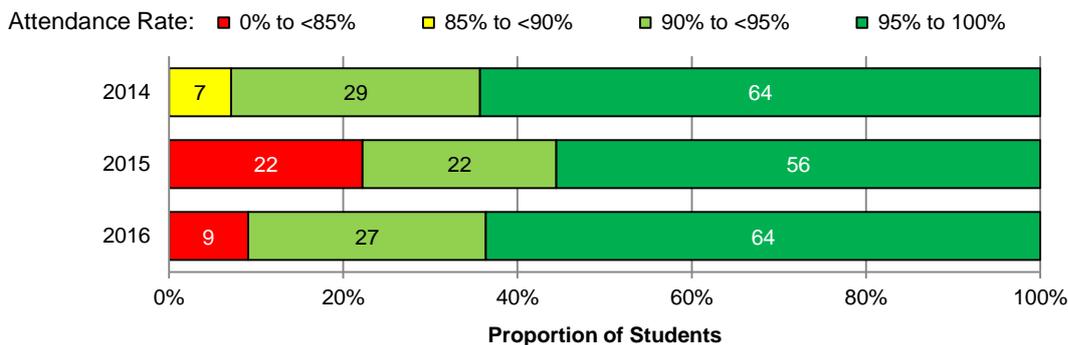
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	93%	DW	94%	96%		97%	DW					
2015		93%	95%	DW	DW	83%							
2016	94%	DW	99%			98%	DW						

\*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.

If students are absent, a text message/phone call will be made home and an explanation for the absence will be recorded on One School.

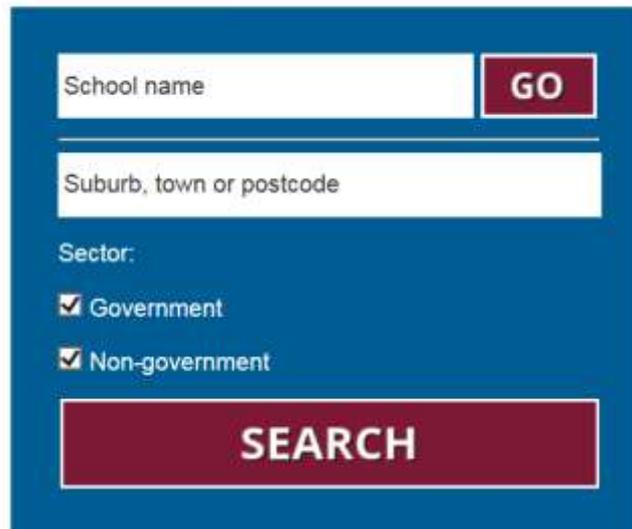
## NAPLAN

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.



## Find a school



School name

Suburb, town or postcode

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 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

At Goovigen State School the philosophy of a supportive school is embedded within the school culture and is reflected with a code of behaviour based on a set of principles that are understood, accepted and practised by all members of the school community.

At the heart of our planning is a shared vision of children who respect themselves, others, learning and the environment. The school works as a close-knit, family-oriented community and focusses the energies, expertise, abilities and resources of our staff, our students, their families, and the local community, to create a culture of excellence. School Captains are elected each year from our Year 6 students.

Parents and Community members are encouraged to come into the school to help out at any time and formal reporting is held at the end of each semester. The Goovigen State School Parents and Citizen's Association is very active in our community raising money to support our students and our school.

