



Gooburrum State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	14 Gooburrum Road Gooburrum 4670
<b>Phone</b>	(07) 4159 9296
<b>Fax</b>	n/a
<b>Email</b>	principal@gooburrumss.eq.edu.au
<b>Webpages</b>	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Halli Cantrell (Principal)

### Introduction:

*This report provides information about Gooburrum State School, its community, student performance, staffing and curriculum offerings. It provides an overview of the school's successes and challenges, as well as information about school community perceptions regarding student achievement, achievement of identified goals, school community relationships and the quality of teaching and learning taking place in our school.*

*Our school is located 8km from the CBD of Bundaberg, northbound on the road to Moore Park Beach. The school sits in picturesque grounds of 8 hectares in size and has been a proud educational institution in this community since 1884.*

*2017 was another wonderful year for our school and I am very proud to present this Annual Report as a reflection on the achievements made across our school community in that year.*

***Halli Cantrell***

## From the Principal

### School overview

Gooburrum State School has been an institution in the local community since its beginnings in 1884. It is a co-educational facility which presently caters for the needs of students from Prep to Year 6 in six classes. Our school is located within the boundaries of the Bundaberg Regional Council, and is located approximately 8 km north of the Central Business District of Bundaberg. It is situated amongst a rural backdrop of cane fields, pastures and a century old forestry plot. Our grounds are known in the district to be picturesque and enjoyable to experience. The school services the rural-residential area of Gooburrum, Tantitha, Moorlands, outerlying areas of North Bundaberg and also the families who live between Moore Park Beach and Gooburrum. We are proud to be able to offer availability on our site of an Outside School Hours and Vacation Care service. This service is very popular in our community and we also care for students from nearby schools in the afternoons and during holiday periods. This facility is open from 6:30am - 8:30am and 3pm to 6pm Mon- Fri and is a great help to many working parents. Many of our families have employment in Bundaberg and are involved in a mixture of industries related to white and blue collar jobs, farming and small business. We are fortunate to have a very hardworking P & C who have provided ongoing financial support to our students in terms of funding assistance with bus travel, camps, the swimming program, as well as general resourcing. Our teaching staff hold both general teaching and Special Education degrees between them. The majority of our staff have many years of teaching experience. Our students utilise all the usual services provided by Education Qld in larger schools. We have an Instrumental Music program, LOTE (Japanese), Physical Education and Music. We are also supported by a Special Education teacher who assists children with special needs - and their teachers, to produce inclusive learning and teaching. On the sporting fields we have reputation in the area for being keen participants who achieve very successful results. Each year, several of our students are chosen to represent Bundaberg and Wide Bay in various sports. Our main goal as a school is to help EVERY child in our care to feel cared for and supported on a personal level while constantly working to have them fulfil their utmost academic potential. We strive to ensure that we build into our students responsibility, respect, citizenship and compassion for others. We are very proud of our school for all it has been, is now and will be in the future, as we continue work together as a community to make our school the best it can be.

### School progress towards its goals in 2018

In 2018 one of our main priorities for improvement in our school was a continuation from 2017. This was to implement an effective and inclusive approach to the teaching of Writing. At the beginning of the 2018 year the Principal Mrs. Cantrell began delivering a lesson in each of the six classes each week on writing aspects. These lessons allowed for coaching and feedback with teachers at the same time to improve their delivery of writing lessons. Professional development for teachers around the teaching of writing was attended on several different occasions across the year. Again this year we placed particular focus on improved learning outcomes for our Early Years (P-2) students, particularly in the area of reading. This meant providing these students daily reading and comprehension practice with trained staff. Students from across other year levels in our school were also identified and given access to the Daily Rapid Reading Program.

Following the explicit improvement agenda focuses in our school, brought us many positive results across various domains including, well supported parent and community engagement, existence and development of an expert teaching team and systematic curriculum delivery. Our use of Investing for Success funding to support the delivery of additional teacher aide time with our students is something we are very proud to have been able to continue to deliver. It is now understood by our school community that Teacher Aide support is key to enabling success for all of our class cohorts.

We continue to improve the embedding of Indigenous perspectives in our school as well as the educational outcomes for our indigenous students. Attendance rates for our indigenous students are excellent. Our attendance rate will remain a focus into 2019 as we know that for each of our students 'Every Day Counts'.

## Future outlook

Our key area for targeted improvement in the school for 2019 is to continue to lift the standards of student writing. Our EIA and AIP for 2019 have been based upon strategies to enable our students to engage with practices which improve their writing skills. As Principal I will be teaching writing lessons each week in all classes from Prep through to Year 6, in ten week cycles and assessing progress alongside my teachers at our termly collegial meetings.

We will also continue to analyse data and trends across our school in order to formulate and enact an explicit improvement agenda across our school. Our school has a strong community presence and we will work to ensure that community links and parent engagement in our school remain very positive features of our school environment.

## 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	126	132	125
Girls	61	67	64
Boys	65	65	61
Indigenous	7	10	7
Enrolment continuity (Feb. – Nov.)	90%	98%	89%

#### 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

Our student body is comprised of children from a mix of families who have shared a long standing association with the school and newly settled families living in Gooburrum, Tantitha and Meadowvale and areas. We are surrounded by rich farming areas, lifestyle acreage and new housing estates. Several of our students live in or towards nearby Moore Park Beach and some come to us from the northern side of Bundaberg city. Our students come from families where the majority of parents work in white or blue collar occupations in Bundaberg, with some owning or working on farms around the area. We have a small percentage (9%) of students who come from indigenous backgrounds and all but two of our students speak English as their first language. We cater for several students with special needs with the assistance of our Special Education Teacher, who attends the school three and a half days each week to support educational practices and procedures for these identified students.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	20
Year 4 – Year 6	19	20	27
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

We aim to provide the optimal educational setting for each and every student in our care. This is seen in day to day curriculum delivery in the way our classes are supported by extensive teacher aide time with children.

- Our school follows the Australian Curriculum. We have a well -developed and enacted plan to reach full delivery of all key learning areas of the Australian Curriculum, in line with Departmental guidelines, by 2020.
- We run our classes with strong teacher aide presence in all classrooms to support the academic achievement and social engagement of our students.
- Instrumental Music runs from Years 4-6 in our school and has a major following in terms of enrolments.

### Co-curricular Activities

School Choir

Arts Club

Gardening Club, composting and chicken keeping – promoting environmental education.

Weekly Chess Club and Interschool Competitions – run by Bundaberg Chess Club members.

Weekly Interschool Sport

Combined School Rugby League Team – in conjunction with Moore Park State School.

Cross Country

ANZAC Day Essay Competition and Service on ANZAC Day in Moore Park Beach

Bundaberg and Wide Bay and Qld Representative Sport

Transition and 'Days of Excellence' involvement with our local High School – North Bundaberg SHS

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

Each of our classrooms is equipped with an Interactive White Board. These are used to improve the quality of presentation and engagement in learning for our students. Each classroom has a high ratio of students to both desk top and lap top computers available for learning.

Digital cameras are also used regularly to complement learning activities. Students engage in learning experiences which call for the use of ICT in order to prepare and produce work pieces for assessment purposes. The students use iPad's for learning activities as well as laptop computers in classrooms.

In 2018 we became further engaged and involved in the STEM Curriculum with the purchase of digital resources such as Bee-Bots and Ozobots and we purchased Lego Robotics equipment as well as conducting coding lessons for students in years 3-6.

## Social climate

### Overview

Our school is fortunate to be supported by a school community which has a keen interest and strong level of support in school operations and events. Our students' behaviour at school functions and during visits to other schools and public places is often commended by others. We are fortunate to have a School Chaplain who works in our school two days a fortnight. The Chaplain provides support and assistance to any child, parent or staff member who may require it from time to time and also works with students in lunch breaks to build firm, supportive relationships with and between students. The school Guidance Officer visits regularly, discussing and addressing students' needs, whether they be social, emotional or academic, in terms of issues raised by staff, students or parents as necessary.

A School Wide Positive Behaviour Plan operates within the school in order to promote behaviours and values which ensure all members of the school community are safe, responsible and respectful of others. We use expectations set for various areas of our school environment to teach our students explicitly about behaviour expectations. Students learn that there are celebrations for positive behaviour and consequences for not so positive behaviour. We treat the teaching of behavioural choice like any other “subject” taught in our school and support students who require help in achieving success in this area.

Feedback from the annual School Opinion Survey in 2018 showed a very positive outlook held by students, staff and parents. (See below)

## 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)	100%	95%	96%
• this is a good school (S2035)	100%	95%	96%
• their child likes being at this school* (S2001)	100%	95%	96%
• their child feels safe at this school* (S2002)	100%	95%	96%
• their child's learning needs are being met at this school* (S2003)	100%	95%	92%
• their child is making good progress at this school* (S2004)	100%	95%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	96%
• teachers at this school motivate their child to learn* (S2007)	100%	95%	92%
• teachers at this school treat students fairly* (S2008)	100%	89%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	96%
• this school works with them to support their child's learning* (S2010)	100%	94%	96%
• this school takes parents' opinions seriously* (S2011)	100%	89%	96%
• student behaviour is well managed at this school* (S2012)	100%	84%	96%
• this school looks for ways to improve* (S2013)	100%	95%	96%
• this school is well maintained* (S2014)	94%	89%	96%

\* 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)	98%	94%	96%
• they like being at their school* (S2036)	100%	94%	91%
• they feel safe at their school* (S2037)	100%	94%	96%
• their teachers motivate them to learn* (S2038)	98%	98%	96%
• their teachers expect them to do their best* (S2039)	100%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	96%
• teachers treat students fairly at their school* (S2041)	94%	92%	88%

Percentage of students who agree# that:	2016	2017	2018
• they can talk to their teachers about their concerns* (S2042)	92%	89%	85%
• their school takes students' opinions seriously* (S2043)	96%	94%	85%
• student behaviour is well managed at their school* (S2044)	93%	86%	84%
• their school looks for ways to improve* (S2045)	96%	96%	95%
• their school is well maintained* (S2046)	96%	96%	89%
• their school gives them opportunities to do interesting things* (S2047)	100%	94%	93%

\* 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)	100%	100%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	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%	92%
• staff are well supported at their school (S2075)	100%	100%	92%
• their school takes staff opinions seriously (S2076)	100%	100%	92%
• 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

Parent involvement in our school is highly valued. Our weekly Parade is held every Tuesday and many of our parents make the effort to come along to be involved. This is a fantastic opportunity for parents to see firsthand what is happening in our school. Parents come along to school each week to assist with classroom activities and each week parents share a roster for the running of the Tuckshop. Our P & C have raised thousands of dollars across 2018 by running the canteen at a local Auction Centre once per month. P and C Working Bees have contributed greatly to the aesthetics and workings of our school. Class activities and special events are well attended by parents across the school. Our P & C hold Ham and Seafood Wheel evenings, provide a free sausage sizzle on School Sports Day, run school Disco's and generally do an immense job supporting the school and being part of their children's education. Our school is a far better institution for their involvement and the support of parents in our school community is an important reason why our school is a great place to be each and every day.

Our school caters for the needs of diverse learners. Some students require additional support and adjustment to the general school program in order for them to be able to participate fully in all activities. Our school community is consultative, supportive and above all inclusive in the provision of any such adjustments and supports as necessary for these students.



## Respectful relationships education programs

The school implements a program within the Health curriculum area, that focuses on appropriate, respectful and healthy relationships. Students are involved in lessons around the focus of personal safety and awareness, including identifying and responding to abuse and violence, including domestic violence. Students are also taught ways to resolve conflict without violence and to recognize, react and report when they or others are unsafe. In our school we promote a culture that seeks to prevent gender based violence, through the building of respectful relationships.

## 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	1	3	0
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

Our school continues to reap the benefits of our roof top solar panels which assist in lowering our power costs by allowing us to produce electricity which is fed back into the grid. We use tank water for drinking and bore water for toilets and washing, on the school site. We hope to reduce electricity consumption in the next twelve months. We recycle all food waste in our school by feeding it to our gorgeous chickens. Students collect the eggs and also harvest vegetables which are put on sale with the eggs at our weekly assembly.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	28,855	32,699	33,500
Water (kL)	0	0	0

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.



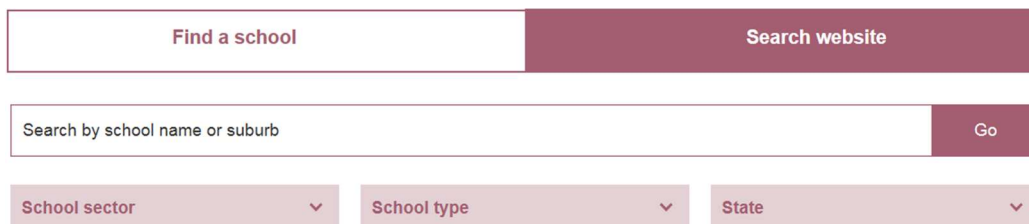
## School funding

### 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](http://www.myschool.edu.au/) 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.



The screenshot shows the search interface of the My School website. It features a top navigation bar with a 'Find a school' button and a 'Search website' button. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search field 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.



A rectangular button with a thin border and the text 'View School Profile' centered inside.

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



The screenshot shows a row of navigation tabs for a school profile. The tabs are labeled 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is currently selected and highlighted.

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	8	8	<5
Full-time equivalents	7	6	<5

\*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	1
Graduate Diploma etc.*	2
Bachelor degree	3
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 equated to \$14,331.

The major professional development initiatives are as follows:

- Mandatory Annual Training
- Autism – Tony Attwood PD
- Writing – Sheena Cameron and Louise Dempsey
- Autism/ Aspergers
- Seven Steps to Writing
- Writing – peer mentoring with Principal
- Moderation Activities – internal and external

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.	97%	98%	98%

### 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	93%	94%	94%
Attendance rate for Indigenous** students at this school	97%	92%	93%

\* 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%	94%	94%
Year 1	94%	94%	95%
Year 2	91%	96%	95%
Year 3	93%	93%	96%
Year 4	93%	95%	93%
Year 5	95%	91%	94%
Year 6	91%	93%	93%

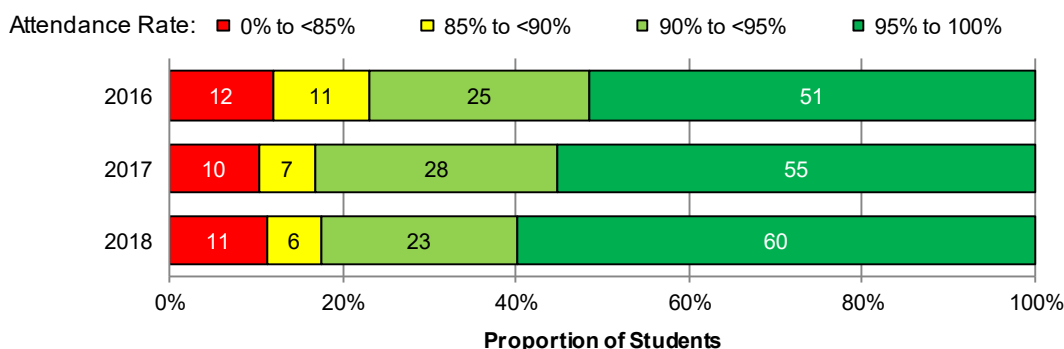
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

Non-attendance is managed in state schools in line with the 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.

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.

Rolls are marked twice daily via One School – once at 9:00am and again at 1:45pm. Upon morning marking, all teachers send a slip to the office to notify of any 'unexplained' absences. All parents of students who have this unexplained absence are then sent a text message advising that their child is absent and we require their feedback to explain this absence.

We encourage our school community to consider the fact that "every day counts" for student attendance, as it has a direct correlation to achievement and success at school. In our school if a student has been absent without notification for more than the period designated by Education Qld as acceptable, contact is attempted by the Principal to discuss this with the parent concerned. If this communication fails to resolve the issue, then Education Qld set procedure is followed with a letter sent to the parents outlining the 'Enforcement of Compulsory Participation'. Further written correspondence would follow as required in this process.

## 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

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

Find a school

Search website

Go

School sector

School type

State

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

[View School Profile](#)

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

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

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.

## **In Conclusion:**

*2018 was a very successful year in our school. We have achieved many of our set goals and we move forward into 2019 with a shared vision for further ongoing improvement. Our school community is strong and purposeful, with inherent belief that what happens in our school each and every day is making a major difference to the futures of all our students. We look forward to continuing this important work in 2019.*



*Halli Cantrell*  
*Principal*