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## Principal's foreword

### Introduction

#### **Key school planning priorities for 2008 as identified in the Annual Operational Plan were:**

- Consolidating Literacy and Numeracy foundations and skills for all students through the Essential Learnings.
- Reviewing assessment, moderation and reporting practices.
- Continuity of learning across the Early Years, into and across the Middle Phase.
- Consolidating a whole school approach to Behaviour Management and Social Skills.

**This report provides a summary of the achievements of our school during the last year. Included are overviews of the specific areas targeted during 2008 to focus on our continuing commitment to student achievement and to address the planning priorities.**

#### **Early Years (Co-ordinator – Helen Waters)**

Early Phase meetings were held regularly and considered the following:

- Revised Action Plan – looked at where we are now.
- Specialist Teachers invited to meetings to form part of the planning team for Early Years curriculum planning.
- Discuss and plan with Learning Support Teacher the possibility of screening the Prep students and re-introducing the ELF Program (Early Literacy Foundations Program).
- Early Phase classes to 'buddy' with a Middle Phase class for reading, activities, co-operative learning games – link with school philosophy / pedagogy.
- THRASS workshop run for parents.
- Volunteer Training program run for interested volunteers.
- Essential Learnings:
  - discussed which Essential Learnings will be covered and reported on in Years 1, 2 and 3.
  - Information provided to all teachers and included in the Curriculum boxes each teacher receives.

- English Scope and Sequence – grammar, punctuation, spelling and text types apportioned to year groups and in Curriculum boxes.
- Assessment Schedule revisited.
- All Early Phase of Learning documentation placed on Coredata - G Drive for teachers to access.
- Professional Development – Literacy Training and Functional Grammar workshop.
- Resources purchased – Key Links reading books, guided readers and big books.
- Numeracy review begun after strong focus on Literacy during the last five years.

## **Middle Phase (Co-ordinator - Matthew Meharg)**

### School and Students

- Development of work units based on the Essential Learnings
- Trialled the Acting Head of Curriculum position.
- OneSchool reporting
- NAPLAN Testing program implemented
- QCAT trial
- Learning Place 'Informed Citizens' Values education
- Smart Moves implementation
- Book Week celebrations
- Special Education Unit Café
- Year 6 Leadership Program
- 'Go Girls' Computer Club
- Winner – Minister's Christmas Card competition
- Camps for Years 5, 6 and 7
- Participated in the Wavell State High Schools Challenge Days – Maths and Science
- Participated in the Craigslea State High School's Volleyball Challenge.
- Whole School Blog – 'Angie's Ankles'
- Year 3/4A Video celebration afternoon
- Excursions to the Picasso Exhibition and the 'Goldfields Discovery Centre' at Beenleigh

### Staff Focus

- 'The Game factory' professional development undertaken.
- ICT Certificates professional development begun.

### Community

- Education Expo – ICT Focus
- Musical – 'Oh No!'
- Bush Dance

## **Acting Head of Curriculum Position (James Jackson)**

During the second semester of 2008 I worked to and achieved the following:

1. To assist Early Phase teachers in introducing the Essential Learnings to their planning.
2. To assist Middle Phase teachers in embedding the Essential Learnings into their curriculum and planning.
3. To ensure all Essential Learnings are covered by the end of the years 3, 5 & 7
4. To review term overviews with all teachers to ensure that focus units do not clash between year levels.
  - This will ensure that resources from the library are not spread too thinly.
  - This will ensure that the same themes of work are not repeated in the following year.
5. Completing folders to be included in curriculum boxes for teachers that include:
  - Essential Learnings for the year level
  - Assessable Elements and Descriptors
  - Unit Overviews (To be placed on the school website for community viewing)
  - Scope and sequences for KLA's
6. Place helpful information in the curriculum section of G: Drive

I believe that the use of the Essential Learnings has been clearly advised as the underlying guide for our curriculum.

## **Literacy (Manager – Helen Waters)**

- Investigated NAPLAN data and set targets for 2009.
- Literacy training – five days for all Early Years teachers. Three day training for all Teacher Aides.
- Resources purchased – Key Links books, good quality chapter books. Information texts for students in Years 3 and 4 - independent research and notetaking - linked to Essential Learnings.

## **Numeracy (Manger – Lin Esders)**

- Investigated NAPLAN data and set targets for 2009.
- A review of the school's mathematics curriculum was undertaken. All teachers contributed current maths planning and units to ensure that the school's program reflected the Essential Learnings and that the relevant elaborations were being sequentially and systematically covered.
- A number of early years teachers in years one and two trialled the Learning Place's on-line mathematics program at the end of 2008 (and will be attempting a few of the units in 2009).
- 'Think Tank' boxes were purchased in Term 4. These kits focus upon 'mental mathematics' and problem solving skills. These are now being used in an-ongoing trial to improve outcomes in these areas.
- Construction equipment suitable for use in the middle and upper years of the school was purchased as there was very little of this equipment available to these year levels.
- All mathematics equipment was collated and a stock-take of the school's current supplies was taken. A 'replenish and replacement' program was started to ensure that equipment remains up-to-date and usable.

## **Sports program (Co-ordinator – Dean Burton)**

- Maximum participation in Friday Interschool Sports Program:
- Term One - Cricket, T Ball, Touch Football and Softball
- Term Two - Soccer, Rugby League, Netball
- Term Three – Athletics and Intra-school activities
- Term Four - Cricket, T Ball, Touch Football and Softball
- Students playing representative sport for Bramble Bay District and the Metropolitan North region.
- Smartmoves Program
- Craigslea SHS Volleyball Challenge
- Training Workshops run by the following organisations:
  - Aspley Rugby League
  - Volleyball Queensland
  - Queensland Roar
- Health Seminar conducted by the Brisbane Lions for student in Years 6 and 7.

## **The Arts (Co-ordinator – Sharon Beckett)**

### State of the Art

During 2008 resources were purchased to support the implementation of the Arts syllabus at Geebung State School.

The art room has been maintained for teachers and students use.

Professional development has been promoted, particularly through the Primary Arts Network, which offers an excellent variety of workshops based on The Essential Learnings and incorporating all strands of the Arts.

Students have enjoyed excursions related to the Arts at the Queensland Art Gallery and GOMA and local events.

Geebung has entered artworks in exhibitions and competitions. The EKKA provided a good venue to showcase our work. We were excited to have won The Minister's Christmas Card Competition and awards in the Lions Fire Safety Awareness Competition.

The school offers students art as an extracurricular activity through 'The Crazy Pink Monkey Art Group'. Resources are purchased with money raised.

The CPM Art Group is directed by the students. Art works are appreciated and art movements investigated. A variety of media is explored by students. We are grateful to Sandgate High School for firing our pottery and providing support and advice.

The CPM Art Group has painted murals on the end of D and E blocks.

Silk painting was one of the art activities enjoyed by the group and several classes through the school in 2008.

We value the Arts through the curriculum at Geebung State School.

## **Library Resource Centre (co-ordinator / Teacher Librarian – Julie Silva)**

The Library experienced a very busy and exciting year with all classes involved with various planned units of work. Semester 1 saw the introduction of new labelling for all the Junior Fiction books and the establishment of a new area for the emergent readers called the Junior Reader area. The ICT Expo was a highlight that demonstrated the past and present directions of ICT in our school community.

Semester 2 started with a visit to the local library with the Year 5's to see the zany author Andy Griffiths. During August the school celebrated Book Week with all classes making displays for the library. During Book Week the school's Readers' Cup and an author / illustrator visit by Kim Michelle Toft were popular events. The school also enjoyed a Dress-Up parade.

During October our school was very successful in the district Readers' Cup competing at Ascot State School. 2008 culminated with a successful Book Fair held in November that provided the Library with new resources for the collection.

## **Future outlook**

### **Focus areas for 2009 and into 2010 will be:**

- Word recognition and Spelling from Years 1 – 7.
- Continued focus on Literacy.
- Greater focus on Numeracy in the Early Years.
- Focus in the Middle Phase on Numeracy for girls and Literacy for boys.
- Maintaining the strength areas of Literacy (Year 5 girls) and Numeracy (Year 7 boys).

# Our school at a glance

## School Profile

Total student enrolments for this school; 375

Year levels offered: Prep to Year 7

Coeducational or single sex; Co-educational

## Curriculum offerings

Our distinctive curriculum offerings support the following beliefs:

- Children are central to what we do
- Early Years education – focus on young children
- Middle Phase education – engaging students in their learning
- Creating a sense of life-long learning
- Developing thinking skills
- Teaching children to be respectful of each other
- Celebrating individuality and diversity
- Always raising the bar
- Focus on teaching children to be literate and knowledgeable
- Teaching children to be able to make strong choices

## Extra curricula activities:

In addition to the Key Learning Areas: English, Mathematics, Science, Studies of Society and the Environment, The Arts, Technology, Health and Physical Education and Languages Other Than English, the following learning experiences / programs are provided for our students to enhance their education academically, socially and emotionally:

- Comprehensive Early and Middle Phase programs
- Comprehensive Prep program having been a Prep Trial school since 2003
- Implementation of an Early Phase philosophy
- Curriculum programs using Essential Learnings for Middle Phase and Early Years students
- Focus across all year levels on enhancing Literacy and Numeracy skills
- Special Education Unit which supports student needs through Individual Education Plans and additional specialty activities eg: Manual Arts in conjunction with Aspley State High School, Cafe
- Gross and Fine Motor programs
- Special Needs Committee to identify and support student needs.
- Specialist learning support through referral to the Learning Support Teacher, Guidance Officer and Speech Language Pathologist
- Specific learning support programs to target student needs:
  - Rainbow Reading
  - Support for indigenous students through the ITAS program
  - Support for students in care through Education Support funding
  - In class learning support programs for identified students

## Our school at a glance

- In school moderation of assessment practices
- Participation in Cluster Moderation with neighbouring schools
- 'The Game Factory' Emotional Resilience and Social Skills program for all students and staff. Parent workshops also offered
- 'Beyond Telling Off' program to ensure consistency throughout the school when managing behaviour
- Transition Programs for students – Prep to Year 1, Year 7 to Year 8
- Annual Education Expo
- Annual School Musical
- Excursion program for students from Prep to Year 7 to support curriculum programs
- Camp program for students in Years 5, 6 and 7 to support curriculum programs. Year 7 students travel to Canberra each year
- Comprehensive Sporting program for students in Middle Phase involving:
  - Participation in interschool team sport events eg Netball, Softball, T Ball, Australian Rules, Soccer, Touch Football, Rugby League, Cricket.
  - Swimming Carnival – Middle Phase students
  - Athletics Carnival – Middle Phase students
  - Junior Sports Day – Early Phase students
  - Swimming Fun Day – Early Phase students
  - Participation in the State Touch Football Tournament
  - Participation in the Craigslea State High School Volleyball training and Competition program
  - Participation in the Queensland Volleyball Competition at Griffith University
  - Individual students nomination and representation in District and Regional sporting events
  - Implementation of the 'Smart Moves' program
- Instrumental Music programs – Brass and Woodwind (Years 5 – 7) and Strings (Years 3 – 7)
- Specialist activity areas:
  - Junior and Senior Choirs
  - 'Crazy Pink Monkey's Art Group' for selected students in Middle Phase
  - 'Young Reporters' program – writing articles for local newspapers
- Special Celebration Days eg Anzac Day Ceremony, Harmony Day, Under 8's Day, Mothers and Fathers Days
- End of year Awards Assembly for Middle Phase students to recognise effort and achievement throughout the year
- Leadership Program for students in Years 6 and 7
- 'Smarter Choices' Leadership Program for Year 7 students

### How computers are used to assist learning:

- Word processing – keyboard navigation, changing font style and size, caps lock, enter, headings, centering, left aligning, underlining, bold, bullet points, inserting pictures, editing etc
- Publishing written work eg assignments, genre activities (eg recounts, narratives, lists, letters)
- Computer Literacy – opening and closing files, saving to personal files, printing etc
- Creating PowerPoint presentations – slide layout, inserting/deleting slides, inserting text, inserting pictures, choosing backgrounds, animation of text etc
- Integrating digital photos into presentations, using Microsoft Publisher, Excel and other commercial Literacy

- and Numeracy packages.
- While working with the Teacher Librarian using *Paint* Program and digital cameras to produce illustrations for jointly constructed texts, and, as part of visual literacy programs learning framing techniques, long shot, medium shot and close ups.
- Using *Paint* program for 2D image manipulation.
- Using internet sites to locate information for assignments and to support class programs eg Bureau of Meteorology, Planetarium, Encarta Kids
- Using email
- Students have access to computers in all classrooms, and through the Library - printers, scanners, digital cameras and video cameras.
- All computers are networked and enable internet access.
- Access to a Computer Lab with a class set of computers and a centralised Teacher's Work Station.

### Social climate

Parent and Carer involvement in our school is vital to the health and progress of our school and students.

#### SCHOOL OPINION SURVEY RESULTS 2008

##### PARENTS

How satisfied are you	School Mean	State Mean
that your child is happy to go to this school?	3.32	3.19
about the behaviour of students at this school?	2.60	2.48
with the student discipline at this school?	2.84	2.76
that your child is safe at this school?	3.25	3.00
that your child is treated fairly at this school?	2.96	2.98

##### STUDENTS

How satisfied are you	School Mean	State Mean
that you are happy to go to this school?	3.24	3.19
about the behaviour of students at this school?	2.22	2.19
that you are safe at this school?	3.00	3.17
that you are treated fairly at this school?	2.82	2.83

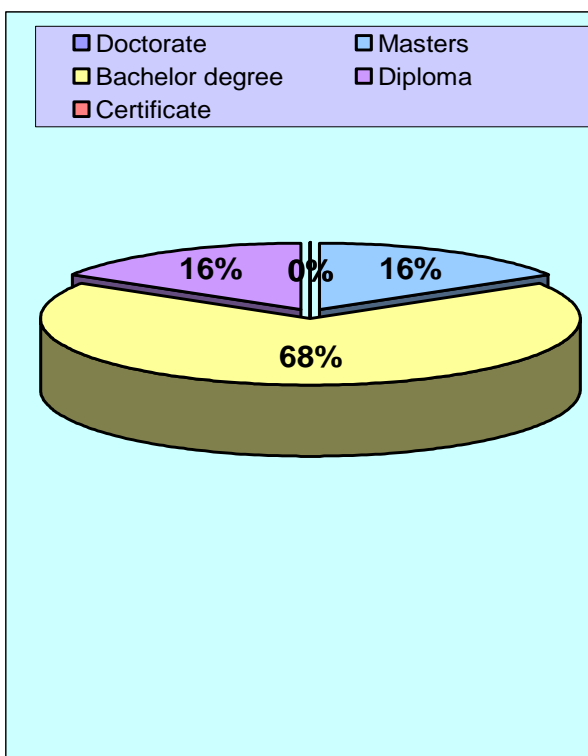
### Involving parents in their child's education.

- Geebung State School has an 'open door' policy encouraging Parents and Carers to become active members of their child's education and the school in general through the following:
- Participating in school planning and decision making through discussions during P and C meetings and surveys eg Education Expo survey questions and School Opinion Survey.
- Participating in Education Expo (May) and the Bush Dance (November), which are organised annually to encourage community involvement in the school and their child's education.
- Participating in a Volunteer Training course conducted by staff members at the beginning of the school year which is designed to enhance skills when working with students in Literacy and Numeracy support in the classroom and at home.
- Attendance at Parent Workshops on Reading Strategies, the THRASS Program and 'The Game Factory', also run by staff members.
- Being involved in and assisting with a variety of learning activities eg classroom literacy and numeracy activities, excursions, swimming sessions, Athletics and Swimming Carnivals, Under 8's Day activities, Annual School Musical and in the Library etc.
- Attending Parent Information Evenings at the beginning of the school year and Parent / Teacher interviews twice a year in Terms One and Three. Informal interviews are held when necessary if requested by either Parent / Carer or Teacher.
- Attending school activities eg Annual Musical, Junior Sports Day, Middle Phase Athletics Carnival, swimming carnivals, special ceremonies or celebrations (Anzac Day Ceremony, Harmony Day) etc.
- Attending special events in individual classes to celebrate student achievement
- Participating in the Parents and Citizens Association meetings and activities.
- Volunteering to work in the Tuckshop.
- Attending Assembly each Wednesday morning at 9am.
- Attending the Annual Years 4 – 7 Awards Assembly.

## Our staff profile

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	17
Diploma	4
Certificate	0



### Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$21 688.
- The involvement of the teaching staff in professional development activities during 2008 was 94%.

The major professional development initiatives are as follows:

- 'The Game Factory'
- 'Beyond telling Off' Behaviour Management Program
- Student Protection Policy and Code of Conduct
- QCAR
- Planning using Essential Learnings
- Essential Learnings and Standards – assessment, writing descriptors and criteria sheets
- Linking Science and Literacy using Primary Connections, linking Science to QCAR / QCAT's
- Numeracy Workshops – Working Mathematically, Open ended Questions, Rich Tasks
- ICT – Photoshop, Basic Joomla Training, Girls and ICT, Learning Place – Project Rooms, mentoring sessions between teachers
- Smartmoves (In school inservice)
- Year of Physical Activity Conference

## Our staff profile

- Resource centre - SLAQ Conference, Book Week, Guided Inquiry – Children’s Literature, Visual Literacy
- Primary Arts Network Workshops
- LOTE - Language Cluster Plan (Curriculum, Assessment and Pedagogy), International Study Tour Hosting
- Crossing Cultures (In school inservice)
- Cluster Moderation – planning days and Cluster Moderation Day for Teachers
- OneSchool (in school inservice)
- ‘The Child in Care’ (Child development Network)
- ‘Children with Special Needs’
- Successfully Supporting the ASD Student
- Boys and School
- Senior First Aid training including CPR

### Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

### Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 94% of staff were retained by the school for the entire 2008 school year.

# Performance of our students

## Student attendance

The average attendance rate as a percentage in 2008 was 93%.

## Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	364	457	522
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 88%	88%	92%
Writing	Average score for the school	395	482	526
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 90%	93%	87%
Spelling	Average score for the school	360	464	514
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 86%	90%	87%
Grammar and Punctuation	Average score for the school	365	477	514
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 89%	92%	81%
Numeracy	Average score for the school	369	445	529
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 94%	92%	94%

# Performance of our students

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	85%
Writing	85%
Number	94%

## Value added

Through the implementation of curriculum programs which focused on enhancing Literacy and Numeracy skills in students across Early Years and Middle Phase a review and analysis of data available through the Corporate Data Warehouse demonstrates the following:

### Year 2 Net Data

A Comparison of the Results in the Year 2 Diagnostic Net		
	Percentage of students not requiring additional support	
	2007	2008
Reading	73%	85%
Writing	83%	85%
Number	84%	94%

### Year 3, 5 and 7 Data

The National Assessment Program Literacy and Numeracy was first conducted in 2008. The table below indicates the percentage of students at or above the National Minimum Standard when tested in the 2007 Statewide testing program and the 2008 National Assessment Program Literacy and Numeracy.

NUMERACY			LITERACY	
	2007	2008	2007	2008
	State Testing	NAPLAN	State Testing	NAPLAN
Yr 3	95.5	93.5	Reading – 92.3 Writing – 94.9	87.5 90.5
Yr 5	86.7	91.5	Reading – 86.7 Writing – 93.3	87.9 93.0
Yr 7	72.4	94.3	Reading – 80.8 Writing – 92.3	92.5 86.8

## Performance of our students

The results below indicate the percentage of students at or above the National Minimum standard in the 2008 NAPLAN Tests.

Year Level	Assessment Area	% of Students above the NMS		
		All Students	Boys	Girls
Year 3	Reading	88	88	86
	Writing	90	88	93
	Spelling	86	80	93
	Grammar & Punctuation	89	91	86
	Numeracy	94	91	96
Year 5	Reading	88	67	100
	Writing	93	80	100
	Spelling	90	82	95
	Grammar & Punctuation	92	77	100
	Numeracy	92	82	97
Year 7	Reading	92	88	96
	Writing	87	80	93
	Spelling	87	84	89
	Grammar & Punctuation	81	80	82
	Numeracy	94	96	93

In Summary the 2008 NAPLAN results indicated the following student strength areas:

Year 3: - Girls above the State Mean in Writing and Spelling.

- Boys above State Mean in Numeracy.

Year 5: - Girls above State and Australian Mean in Writing, Spelling and Grammar and Punctuation.

- Girls above the State Mean in Reading.

Year 7: - Girls above the State Mean in Reading and Grammar and Punctuation.

- Girls above the State and Australian Mean in Writing.

- Boys above the State and Australian Mean in Numeracy

## Performance of our students

### Parent, student and teacher satisfaction with the school

STUDENTS AND PARENTS	2008 RESULTS	2010 TARGET
Percentage of students satisfied that they are getting a good education at this school.	88.6%	90%
Percentage of parents and caregivers satisfied that their children are getting a good education at the school.	84%	95%
Percentage of parents and caregivers satisfied that this is a good school.	95.8%	97%
STAFF – TEACHING AND NON-TEACHING		
Percentage of staff members satisfied with morale in the school.	77.6%	85%