


Our school at a glance

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Principal's foreword

Introduction

Our vision is to provide a happy, caring and stimulating environment where children recognize and achieve their fullest potential, so that they can meet the future challenges of education, work and life.

Geham State School is a place that values:

- Community
- Respect
- Excellence
- Adaptability
- Innovation and Creativity

Geham State School sets high standards of learning and celebrates the achievements of each child. It is a place where everyone is different and has importance. We value the partnership which exists between school, parents and community and the part it plays in realising this vision.

2008 has been a very successful year for our school across a range of measures. We hope you find this information interesting and valuable. Please do not hesitate to contact me personally should you have any questions related to our school.

Future outlook

Geham State School went through a Triennial School Review during 2006 which saw the development of a plan for its strategic direction for the period 2007 to 2009. Four significant challenges will continue to be addressed:

Development of a Values Education Program that helps children to resolve conflict, develop the skills of peer mediation and build positive relationships with others.

Ongoing improvement of Information and Communication Technology using Smart Classrooms initiatives.

Play Based (P-3) and Inquiry Based (4 – 7) Curriculum Implementation incorporating Essential Learnings and other initiatives of QCARF.

Marketing of our school amongst our local community to ensure enrolment growth.

School Profile

Geham State School is part of Education Queensland's Darling Downs South West Region in the Toowoomba District located 25km north of Toowoomba. We cater for children from the communities of Geham, Cabarlah, Highfields, Hampton and Ravensbourne. The school is a Band 6 school and provides multigrade, co-educational schooling from Prep to Year 7. Geham has an effective enrolment of 114 students.

Our school at a glance

Curriculum offerings



Our distinctive curriculum offerings

The curriculum organization at Geham State School focuses on the teaching of the Key Learning Areas of **Mathematics, English, Science, Integrated Studies and ICIS (German)**. Integrated Studies incorporates the core learning outcomes from *SOSE, The Arts, Technology and HPE*.

The Integrated portion of this program has been organized into topics on an alternative year cycle. Integrated Studies focuses on the Essential Learnings and Years 1 to 10 KLA syllabus documents. The Essential Learnings specify what is important for all students to know and be able to do for learning and for life in the 21st century. They describe what students are expected to learn by the end of Years 3, 5, 7 and 9.

The distinctive features within this design are:-

- Multi-age class groupings to promote cognitive, emotional and social growth.
- Curriculum with an individualized and developmental focus across age and year levels.
- Students, who are generally with the same class teacher two years in a row, resulting in continuity in curriculum presentation as well as fostering close relationships with peers and teacher.
- Provision of a hands-on, inquiry based curriculum where projects and investigations have a connectedness to the real world.

Strong Literacy Program focusing on Jolly Phonics and Lem Phonics throughout the whole school. Our Prep students are introduced to early literacy concepts through negotiated curriculum and explicit instruction.

- Strong values based program delivered through specific teaching and vertically streamlined programs.
- Individualised Educational Plans are developed to maximise the opportunities for students with special needs, specific learning disabilities, Gifted and Talented Students and Students in Care with flexible movement between classrooms.
- Early intervention programs that concentrate on student's strengths while addressing their learning support challenges.

Extra curricula activities

In addition to this formal curriculum our students participated in:

- School camps
- Excursions to local attractions
- School Concerts and Presentations – Instrumental Music Concerts, Sing Out, School Musical
- Youth Leadership Forums and Master Classes as member of Toowoomba North Cluster of Schools
- Cluster sports days and cultural days
- Local shows and shire events
- Sports Carnivals and Athletics Carnivals
- Rugby League Developmental Cup
- Private tuition in Instrumental Music including violin and piano
- Private Tennis lessons available

How computers are used to assist learning

Our Information and Communication Technology Program continues to expand in curriculum programs as well as infrastructure so that there is now a ratio of one computer to every four students. The ICT Lab is the focus of much of the technology development, with a class set of networked workstations available for student use throughout the day. A Technology teacher works with individual classes on skill development. Computers and ICTs are integrated into all curriculum areas across the school and are viewed as being one more vital tool to enhance and support learning. Computer programs are used to teach, reinforce or remediate across all year levels. Through the Smart Classrooms initiative each teacher has been provided with a laptop for use in planning, preparation, record keeping and reporting.

Our school at a glance

Social climate



A crucial component of our whole school approach to positive behaviour support is in our Human Relationships Education Program across all year levels. The HRE Program includes a strong focus on positive relationships and relationship building and incorporates three main social skilling programs as well as other proactive strategies that prevent the occurrence of challenging behaviours.

Stop Think Do

A social skills program that empowers children by teaching them self-control, decision making and positive actions while also teaching them responsibility, respect and concern for others.

You Can Do It!

A program that provides all children with the foundations for achievement and social and emotional well-being in school, work and the world of tomorrow. It focuses on confidence, persistence, resilience, getting along and organisation.

The Virtues Project

Is designed to give educators tools and strategies to help them shape character by creating a positive empowering culture in which children are learning and growing.

Alternate Lunchtime Program

An alternate Lunchtime Program exists that includes the use of the library for quiet reading, quiet board games, chess and drawing. Fitness activities, Gardening Club, Art and Craft Groups, School Choir and Ensemble and Instrumental Band all meet during lunch. The alternate lunchtime program is an important tenet in the development of a sense of community amongst students across year levels. It provides an informal opportunity for academic and social interaction along vertical lines and it develops a space and time for students with similar interests to come together. This has formed a club-like atmosphere. Further, it allows for powerful mentoring to take place between older and younger students. Younger students are able to learn from experienced older students. Similarly, older students enjoy the leadership role of helping younger students in their endeavours.

Peer Mediation

Peer mediation involves students in activities that assist and or befriend other students. It has benefits for all students. Older students develop responsibility, self-esteem, confidence and leadership skills. They are taught to listen effectively and manage conflict situations. Younger students feel supported and safe.

Guidance/Student Welfare Program

Individual students are referred to the Guidance Officer for counselling and behavioural support. This may involve personal counselling to identify issues of concern and to develop appropriate strategies.

Dare to Lead Program

The Dare to Lead Program focuses on a commitment to improve outcomes for Indigenous students. Curriculum programs have been reviewed to incorporate indigenous perspectives so that all students develop an informed understanding of Australia's Indigenous peoples and their cultures.

Thinking Room Program

The Thinking Room is used if a student is consistently being uncooperative in the classroom or in the playground. It gives students an opportunity to reflect and develop a plan that will assist them to return to the classroom or the playground.



Our school at a glance

Involving parents in their child's education



We encourage and value parent and community involvement in many voluntary roles including school P&C and associated sub-committees, classroom support, interschool sport, camps, excursions and working bees.

The P&C Association works in close liaison with the school Administration and whole school community. Members are encouraged to participate actively in the school decision making process with the result that the association has representation on school based committees particularly in the areas of Collaborative School Development Planning, Behaviour Management Policies, Special Needs Assistance Programming, the Market Committee and Events Fundraising Committee.

The association is conscious of the need to assist the school financially and is committed to providing:

- educational equipment and aids;
- sporting equipment;
- ground improvements.

Sources of revenue for the P&C Association include:

- profits from the organisation and running of the Cabarlah Country Markets;
- profits from the organisation and running of the Spring into the Country Craft Show; and
- profits from the operation of the tuckshop.

The school Activities Building is now available to hire. It is an invaluable facility that makes a difference to the scope and quality of educational activities we can offer to our students. It is used for:

- school displays and parades
- school concerts, performances, dances
- class lessons
- visiting educational personnel
- wet weather play area
- indoor PE activities

The P&C Association has injected approximately \$40 000 into our school over the last three years.

Parent information sessions, class meet and greets, student-teacher interviews, culminating activities, formal school parades all provide an open classroom where parents observe the positive learning experiences in which their children participate. It also provides an opportunity for everyone to celebrate and share the children's learning.

2008 saw the formation of the Events Fundraising Committee and the idea of the *Spring into the Country Craft Show* became a very profitable and successful reality.

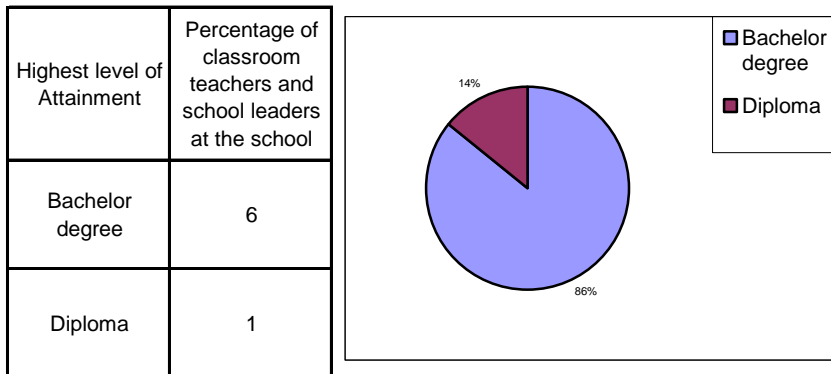
The results of our parent survey, on the School Opinion Survey, were outstanding and satisfaction levels were flagged as being higher than other state schools in all areas. In the overall rating for all questions we were flagged above other state schools and like schools. We felt this feedback was an overwhelming endorsement for our staff, both teaching and non-teaching.

Parent, student and teacher satisfaction with the school

School Opinion Survey indicates that 100% of parents and 100% of students agree that Geham is a good school. 100% of students and 94% of parents are satisfied the students are getting a good education at Geham.

Our staff profile

Qualifications of all teachers



Expenditure on and teacher participation in professional development

The total funds expended upon teacher professional development in 2008 was \$8900.

The staff of Geham State School consists of 6 classroom teachers. We also have specialist teachers for:

- Physical Education
- Music
- ICIS (German)
- Learning Support
- Special Needs Teacher
- Guidance Officer
- Advisory Visiting Teacher
- Speech Language Pathologist

The major professional development initiatives in 2008 were as follows:

- Early Years Curriculum
- Alignment of Curriculum Framework to Essential Learnings
- Literacy Training – Prep to Year 3 Teachers
- Literacy with a focus on Grammar
- Numeracy
- Smart Classroom initiatives and on-line learning – ICTs Certificate, One School Training

Each teacher is released for one full day per semester for reporting and planning purposes.

Expenditure on and teacher participation in Professional Development

- The involvement of the teaching staff in professional development activities was 100% during 2008.

Average teaching staff attendance

- For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2008.

Proportion of teaching staff retained from the previous school year.

- From the end of the 2007 school year, 100% of staff was 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 95%.

Key outcomes

Results in the Year 2 Diagnostic Net

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| Percentage of students not requiring additional support | Reading | Writing | Number |
| | 95% | 95% | 90% |

National Assessment Program – Literacy and Numeracy (NAPLAN) results

| Domain | Measures | | Yr 3 | Yr 5 | Yr 7 |
|-----------------------|--|------|-------|-------|-------|
| Reading | Average score for the school | | 429.0 | 519.0 | 544.0 |
| | Average score for Queensland | | 371.1 | 466.1 | 528.1 |
| | Percentage of students at the school above the national minimum standard | 2008 | 100% | 100% | 100% |
| Writing | Average score for the school | | 403.0 | 492.0 | 508.0 |
| | Average score for Queensland | | 391.8 | 468.9 | 522.7 |
| | Percentage of students at the school above the national minimum standard | 2008 | 94% | 92% | 90% |
| Spelling | Average score for the school | | 401.0 | 465.0 | 510.0 |
| | Average score for Queensland | | 366.7 | 462.0 | 528.0 |
| | Percentage of students at the school above the national minimum standard | 2008 | 100% | 92% | 90% |
| Grammar & Punctuation | Average score for the school | | 425.0 | 498.0 | 501.0 |
| | Average score for Queensland | | 370.4 | 476.6 | 518.0 |
| | Percentage of students at the school above the national minimum standard | 2008 | 100% | 100% | 90% |
| Numeracy | Average score for the school | | 437.0 | 482.0 | 529.0 |
| | Average score for Queensland | | 367.9 | 458.2 | 539.0 |
| | Percentage of students at the school above the national minimum standard | 2008 | 100% | 92% | 100% |

Other Key Outcomes

Value added

Overall student performance trends and outcomes, especially in years 3 and 5 literacy and numeracy, were considerably higher than the state mean.

Geham is an extremely well-resourced school. While we have a small student population the spaces and grounds are extensive and the facilities are well maintained. A great deal of pride is taken by the students, staff and parents in our school.

As the drought continues to impact upon us as a community a significant challenge facing the school has been the capacity to continue to maintain our school grounds. We were fortunate to gain a grant of \$50 000 through the Green Vouchers to enable the provision of large capacity tanks connected to the newly completed Activities Building, for the capture of water for irrigation.

Our P&C Association also gained \$25 000 through the Gaming Community Benefit Fund for the purchase of a transportable stage and shelving for storage in our Activities Building.

Future Directions – What will 2009 Bring

Geham State School is committed to developing a school with a futures orientated outlook. To ensure this occurs we will focus on the integration of information technology into our classrooms while maintaining a rigorous approach to literacy and numeracy teaching. Our longstanding commitment to values education and responsible behaviour will be maintained and enhanced to ensure the outstanding results achieved to date continue.

In 2009 we will undertake a Triennial School Review with the school and wider community to formulate our plan and vision for the 2010-2012 triennium.