



Goora Gan Annual Report 2020 (Based on 2019 data)

2019 was a milestone year and one of transition for Goora Gan. At the end of Term 1, in its third year of operation, the school successfully relocated to a new site to support growing enrolment numbers. The beach side location at the Surf Club is secured for six years and allows for the establishment of the full primary school model, with a cap of 50 students across Prep-Class 6 by 2021. Due to the conditions of the lease and the cap of 50 students, a strategic decision was made by the School Board, to forego the planned establishment of a lower high school offering, to instead focus on embedding the Primary School model of students, staff and associated processes.

The school continues to adopt a multi-age class composition and in 2019 this included two classes, a Class Prep-2 and a Class 3/4. Goora Gan continued to welcome a variety of consultants and Professional Partners from Steiner Education Australia and Independent Schools Qld to support Professional Development in the areas of Assessment, School Improvement, Child Development Support, Music, Governance, Business Management and Indigenous Culture. Where applicable these sessions were opened to parent engagement also.

Goora Gan has continued to strengthen relationships within the local community and to engage local providers where possible. This includes for example engaging local sports providers, the local Boomerang Bag group assisting in preparing student craft projects, submitting an excellent sculpture to the Art Show made of plastics and rubbish found on local beaches, the local AWSUM ukulele club offering workshops for students, Coastal Rag and butterfly expert Denise Wild offering butterfly presentations, Environmental Scientists working with children and council to plant Pandanus on the dunes and teaching about conservation of the local area, the Men's Shed who assisted with student projects, and local builders, landscaping services, painters and cleaners. The transformation of the new site from March to December 2019 was incredible, with fresh paint, changed flooring, fencing, irrigation, garden beds and incredible and unique playground structures creating a site full of wholesome opportunities to learn and play.

School Sector:

Independent

School's Address:

1 Surf Club Avenue, Agnes Water QLD 4677

Total Enrolments:

2017 – Prep-2 – total at CENSUS 12

2018 – Prep- 3 – total at CENSUS 19

2019 – Prep-4 – total at CENSUS 30

Year Levels Offered:

Prep-4 in 2019
 Prep- 5 in 2020
 Prep- 6 in 2021

Co-educational or Single Sex:

Co-Ed

Characteristics of the Student Body:

In 2019, 60% of students were male and 40% female. 6% of students were EAD/L and 3% students identified as Indigenous. Families include those from diverse cultures and backgrounds including those speaking multiple languages at home, such as Dutch, French, German, Bosnian and Thai.

Distinctive Curriculum Offerings:

Goora Gan Steiner School is committed to developing the whole child through cultivating creative capacities; physical, social and emotional well-being; and a sense of responsibility for the environment and each other.

The curriculum delivered at Goora Gan is the Steiner Education Australia Curriculum Framework, recognised by the Australian Curriculum Assessment and Reporting Authority -ACARA. Curriculum delivery supports integrated learning and occurs using the Arts, inspiring the imagination and cultivating creative capacities that support critical thinking. Drawing, painting, music, beeswax modelling, song, rhyme, recitation of verses, stories and woodwork are some of the daily/weekly inclusions that support integrated learning.

A music program is in place and developing, with daily singing for all students. In Class One, students begin to play recorder and in Class Three, weekly violin lessons commence. In addition, students are offered opportunities as applicable to use percussion, piano and string instruments such as ukulele.

Social and interpersonal skills are valued highly as part of developing the whole child, and to support these, the use of restorative practice was embraced and developed in 2018 as a method for building and repairing relationships. This process provides opportunity for clear communication, for all parties to be heard and for any wrongdoing to be restored through meaningful service.

To further cultivate and enhance health and physical well-being, sporting and life skills, Goora Gan students engage with a range of co-curricular inclusions. Beach Safety lessons are offered bi-annually with the local Surf life Savers; Swimming lessons are also offered bi-annually to support safety within the local coastal environment; and Gymnastics and Tennis programs are offered each year in Term 2 and 3 to support strength, fitness, balance, gross motor skills and coordination. In addition, weekly gardening and cooking programs are offered onsite and the students contribute to their school grounds and to their peers through participating in these meaningful activities.

Through developing a strong connection to the local environment and to the culture and wisdom of local First Nations peoples, students enjoyed deepening relationships and embraced learning about local plants and animals and traditional land management practices, as a way of sustainably caring for Country. In particular, Goora Gan welcomed Gooreng Gooreng, Gurang, Tarabalang and Byellee elders and the Gidarjil Land and Sea Rangers, who deepened student learning of conservation of the local environment and traditional cultural practice. Students also participated with environmental scientists and the local council to contribute to dune regeneration through Pandanus planting. Local Gurang and Gooreng Gooreng Languages were incorporated into learning and Japanese was included in the school LOTE program.

Further to daily and weekly curriculum inclusions to recognise and celebrate the seasons, festivals and community events are held each term. Students are actively involved in preparing performances and food to contribute to these events. The annual Winter Solstice was a wonderful event in the new site, with a lantern spiral walk, fire and soup to share with the parent community. The annual Spring Festival was a successful fundraising event including performances, food and market stalls of local community groups and businesses.

Extra-curricular Activities:

Beach Safety lessons bi-annually with the local Surf life Savers
Swimming lessons bi-annually
Gymnastics
Tennis
Yoga
Art Show
1770 Festival
Goora Gan Spring Fair Fundraiser
Seasonal community festivals such as Autumn Equinox and Winter Solstice
Reconciliation Week

Social Climate:

Goora Gan Steiner School fosters kindness, and connection to its local and wider community. Within the school grounds a Culture of Care is upheld, encouraging students and staff alike to be responsible for their belongings and actions. Participation in communication processes such as restorative practices for repairing and rebuilding relationships is highly valued over punitive approaches.

Parent help is encouraged, and Blue Cards are required for parents and community members with special skills to share and teach skills to the children. The contributions have included gardening practices, handcrafts, woodwork, languages, cooking and more.

Staff undertake annual Child Protection training and enforce a zero tolerance to bullying. The small school environment and multi-age class model lends itself to having a 'family feel' and strong sense of community, with children feeling they belong and caring for one another.

Parental Involvement:

Collaborative partnerships with parents are imperative and in 2019, parents were involved in their children's education through active participation as parent helpers in the school for cooking, handcrafts, gardening, singing, assistance on bushwalking excursions and for art projects. Parents also coordinated the annual Spring Fair fundraiser in 2019 which included local community groups, performances, market stalls and food.

At the end of each term, parents were welcomed into the school to view student work and watch performances and in addition, a school newsletter is circulated three times per term. Parent Information nights were held in Term 1 and Term 3.

Parents are welcome to apply to become members of the Association and are invited to the Annual General Meetings.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data: Enrolment numbers grew from 19 to 30 from 2018-2019. Parents were active in attending the termly celebrations, seasonal festivals, and as parent helpers - demonstrating commitment and a sense of community.

Contact Person for Further Information:

Title: School Facilitator

School Income Broken Down by Funding Source

Please refer to the MySchool website - <https://www.myschool.edu.au/school/52668>

Staffing Information

Staff Composition, Including Indigenous Staff:

In 2019 the school employed two full time teachers, one full time non-teaching school leader and one full time teacher aide.

One teacher was employed full time with Class 3/4.

One teacher was employed full time with Prep-2 as an ongoing role from 2018.

One full time School Facilitator continued employment to manage administration and operations of the school.

One full time teacher aide assisted across the whole school and particularly with P-2.

Staff composition and cohort split will continue to evolve as the school grows and considering the multi-age class composition and new site opportunities.

Qualifications of all Teachers:

Qualification	Staff who hold this qualification
Doctorate or higher	
Masters	20%
Bachelor Degree	100%
Diploma	20%
Certificate	

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Glenaeon Intensives - Steiner Education	2
Child Protection Training	3
Extra Lesson Support	2
National Teacher's Conference	2
Senior First Aid	2
Learning Progressions – Assessment Frameworks	2
Music/Voice Development	2
Total number of teachers participating in at least one activity in the program year	2

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
2	\$19804.23	\$9902.11
The total funds expended on teacher professional development in 2019		\$19804.23
The proportion of the teaching staff involved in professional development activities during 2019		%100
<p>The major professional development initiatives were as follows: Development of Steiner Education through attendance at the annual Steiner Education Australia intensives, National Teacher conference for developing understanding of the need for Educational Renewal and Indigenous culture, Innovative Assessment Mapping through establishing frameworks with recognised Sunshine Coast University Lecturer and author Shelley Davidow, Child Development and Movement consultancy to support student needs, staff vocal development and whole school music curriculum development, Gurang and Gooreng Gooreng language and culture with Elders. Senior First Aid was also prioritised. Many of these professional development opportunities were consultant visits onsite and attended by all school staff maximising the reach of learning opportunities. Where applicable learning opportunities were also opened to parent community. This approach provides maximum benefit, particularly given the associated travel costs to/from the school's regional location.</p>		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
4	190	21.5	%97
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97% in 2019			

Proportion of staff retained from the previous year:

Number of permanent staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
3	2	%66
From the end of 2018 66% of staff were retained for the 2019 school year.		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2019 was 90%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2019
Prep	89%
Class 1	88%
Class 2	90%
Class 3	93%
Class 4	89%

A description of how non-attendance is managed by the school:

Goora Gan Steiner School has clear processes in dealing with student non-attendance:

Teachers are required to mark rolls each morning by a particular time.

Any late students are required to report to the office to ensure accuracy of rolls.

Parents of students whose absences are unexplained will receive a text message, email or phone call.

Parents are required to reply with a reason for their child's absence.

The School Facilitator follows up on unexplained absences as required by making phone, email or in person

Long periods of unexplained absences are processed as per 'Enforcement of Attendance' notices as legislated by Queensland Education Act.

NAPLAN results for Years 3, 5 and 7 and 9 in 2019

Goora Gan students did not participate in NAPLAN in 2019.