



Goora Gan Steiner School Annual Report 2019 (Based on 2018 data)

Descriptive Information

School Sector:

Independent

School's Address:

1 Surf Club Avenue Agnes Water QLD 4677

Total Enrolments:

Beginning with 8 students in 2017, the 2018 year saw 19 enrolments at CENSUS and ended with 23 enrolments commencing January 2019.

Year Levels Offered:

Accredited P-6, in the second year of operation enrolments were in Prep-Class 3

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

In 2018 the mix of students was 40% female and 60% male. No enrolments identified as Indigenous. 25% of enrolments came from a bi-lingual home and those parents with a language other than English shared their culture and language through song.

Distinctive Curriculum Offerings:

Goora Gan Steiner School is committed to cultivating creative capacities, musicality, a sense of responsibility for the environment and each other to inspire truth, beauty and goodness.

A strong music program is in place with daily singing and recorder playing for all students. Class three students engage in weekly violin lessons and a staff and parent choir was supported in 2018.

In addition to musicality, social and interpersonal skills are valued highly. To support this, a restorative practice was embraced and developed in 2018 as a method for building and repairing relationships.

Environmentally a strong link to conservation of the local environment sees the inclusion of waste reduction

practices, local excursions, bushwalking and connection with local community groups and projects. Further, relationships have been established and strengthened through incorporation of the local Indigenous SEA Rangers who will teach in an ongoing capacity about their work within the local environment. Beach Safety lessons with the local Surf life Savers are featured at the beginning and end of each year for safety within our local coastal environment.

Acknowledging Australia's history and building relationships with Indigenous and Torres Strait Islander peoples is important to Goora Gan, as such, connection with Indigenous Elders, SEA Rangers and languages is continued for the teaching and embedding of culture.

Extra-curricular Activities:

Students engage with a variety sports and movement activities through the year including Swimming, Beach Safety, Gymnastics, Tennis and Yoga and 2018 included a Little Athletics program for offering students exposure to a range of activities.

Social Climate:

Goora Gan fosters a strong sense of connection and community and supports students, staff and parent community to engage in communication processes such as restorative practices for repairing and rebuilding relationships.

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. These skills have included permaculture practices, handcrafts, woodwork, languages and more.

Staff undertake annual Child Protection training and enforce a zero tolerance to bullying.

Parental Involvement:

In 2018 parents were involved in their children's education through active participation as parent helpers in the school, for example with cooking, handcrafts, gardening, singing, assistance on bushwalking excursions and art projects. Parents also feature heavily in contributing to the coordination and delivery of seasonal fairs and are invited in each term to watch students share their work. Parent Information nights are held in Term 1 and term 3 of each year and have the opportunity in a small school setting to speak with staff regularly at drop off and pick up times. A formal P&F committee is to be formed in 2019. Parents are invited to apply to become members of the Association and are invited to the AGM. In addition a school newsletter is circulated three times per term.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data: Enrolment numbers grew steadily since opening in 2017 and despite Agnes Water being a transient town, numbers doubled from CENSUS 2017 to 2018. Parents are active in attending the termly celebrations and seasonal festivals and as parent helpers, demonstrating commitment and a sense of community.

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies.

Title: School Facilitator

School Income Broken Down by Funding Source

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Staffing Information**Staff Composition, Including Indigenous Staff:**

In 2018 the school employed two full time teachers, one full time school leader and a casual teacher aide and casual accounts person.

One new teacher in 2018 was employed full time with Prep/1 Class.

One teacher was employed full time with Class 2/3 as an ongoing temporary supply role from 2017.

One full time School Facilitator continued employment to manage administration and operations of the school and assist teachers where needed to resource and support the educational offering.

Staffing composition and cohort split will continue to evolve as the school grows and considering the site location change in 2019.

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	
Masters	1
Bachelor Degree	2
Diploma	
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 January with Steiner Education	2
Restorative Processes	2
SEA Curriculum Updates and Moderation Workshop	2
Child protection training	2
Extra Lesson Support	2
Class observations at other Steiner Schools	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	\$12408.62	\$6204.31
The total funds expended on teacher professional development in 2018		\$12408.62
The proportion of the teaching staff involved in professional development activities during 2018		%100
The major professional development initiatives were as follows: Development of Steiner Education through attendance at annual Steiner Education Australia intensives, moderation workshop and curriculum updates for staff development of curriculum offering and ensuring national coherence and consistency, restorative processes for behaviour management support and strengthening student well-being and communication processes, class observation time for teachers in other Steiner Schools for professional development and sharing of resources due to Goora Gan's remote location and small school nature.		

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
3	190	5	%99

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
2	1	50%
From the end of 2017 50 % of staff were retained for the entire 2018 school year		

Key Student Outcomes

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

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
3438	19 at CENSUS	341	90%

The average attendance rate for the whole school as a percentage in 2018 was _90_ %

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2018
Year Group Prep	%86
Year Group Class One	%92
Year Group Class Two	%91
Year Group Class Three	92.5%

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

Parents are asked to report absences each morning of an absence as necessary. Attendance rates have remained high through Goora Gan's history and in the case of a student being absent for more than one week, it is always notified and students usually take school work with them to complete unless they are ill. Longer student absences have been due to family travel.

NAPLAN results for Years 3, 5 and 7 and 9 in 2018

Parents withdrew students from this test.