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Principal's foreword

Introduction

Welcome to our annual report for Georgetown State School. I hope it gives you a sound insight into the educational offerings and achievements of our little school over the last year.

Georgetown is small in size, but big in heart and soul. Our students, staff and community take pride in our school and are happy to show off all the wonderful achievements we have made. We are continually committed to growing the number of students enrolled at our school. **We aim to ensure our local community trusts our school in the delivery of quality education to their children.** The Georgetown SS P&C Association and our wider school community regularly consider the quality of education and the need to growth (or at least maintain) the student enrolment in our school and to commit to the provision of quality education. I addressed the Etheridge Shire Council along with the Executive Director Schools in 2008 to show the Council and interested parties that students at the school achieve in line with children across the state, that staff, parents and students express satisfaction with the school through the annual external survey process. I welcome our whole community to our school. I welcome questions and interest in the curriculum of the school and the contribution we see the school making to growing the children in our community.

We at Georgetown State School work hard to overcome the issues of isolation and remoteness from a large metropolitan or capital city, and works with a variety of agencies to ensure that our students are achieving the best educational outcomes available to them. Our open door policy allows parents and community members into our classrooms and is a useful tool for communication between these groups. Please join us as we review the year that was and celebrate the successes of our students, staff and community.

Future outlook

Our school's purpose is to meet the needs of different students pursuing high levels of educational attainment by:

- Creating a safe, tolerant and disciplined environment for students.
- Preparing young people to be active and reflective Australian citizens.
- Developing the skills and desire for lifelong learning in students.
- Supporting students to become active in community, economic and political life.
- Building students' confidence in their relationships with other cultures across the world

We specifically identified in our strategic planning the need for further improvement in the literacy and numeracy results of all students. Our staff continue to reflect on our practices and refine practices and strategies to improve learning opportunities for students. The implementation of a whole school phonics program in 2007 has reaped benefits and we can demonstrate to parents' improvements in the learning journey for each student.



Our school at a glance

School Profile

Georgetown State School is located in the Etheridge Shire, 400kms west of Cairns. Our coeducational, state school provides multi grade classes from Prep to Year 7 for forty students from the local town and surrounding outlying areas.

At the February 2008 census we had 44 children are enrolled.

Approximately 14 students board during the week at the Georgetown Student Hostel which is offered by the Etheridge Shire Council and is managed by two "Hostel parents". The distances traveled by these students vary but some students will travel for two to three hours to attend school.

Non contact time and specialised learning areas such as music and HPE are delivered by the Principal who also manages the maintenance of the school's technology (MOE – Managed Operating Environment). Learning Support is provided by the Principal and teacher aides who work collaboratively. Appraisements are conducted by visiting teachers. Support for staff with students with disabilities is provided by specialist staff in Cairns and the Tablelands.

Curriculum offerings

Our distinctive curriculum offerings

Ability based groupings for literacy and numeracy

Relevant and intensive learning programs

With the assistance of PCAP, curriculum underpinned by the "You Can Do It!" program

HRE lessons are offered to the upper school with students working on body awareness, protective behaviours etc. The lower classroom focuses on a simpler version and concentrates on learning protective behaviours. These lessons are run in conjunction with the Savannah District Health Nurse.

Active Student Council providing opportunities for collaborative curriculum planning

Instrumental music is also offered via the Cairns School of Distance Education to support students with an interest and desire to learn a concert band instrument. Currently the students work collaboratively with schools from across the Gulf to access this program which is co shared by these schools and CSDE. An instrumental music teacher based in Cairns provides weekly lessons via the telephone and visits on a term basis. Music camps each term help strengthen the band focus and allow the students to interact and work together.

Extra curricula activities

Active After School Care – offered to all year levels three times a week.

Sport Training for upcoming carnivals – training coordinated and operated by local parents and interested community members.

How computers are used to assist learning

There is a computer to student ratio of 1 to 3. Information Computers and Technology (ICT) items are used to assist student learning in a range of ways that can include

Researching using tools such as Encarta and World Wide Web

Producing presentations using software such as Powerpoint

Producing posters and projects using software such as Word and Publisher

Mathematical, literacy and other educational software E.g. EDALive

ICT's are used to develop student literacy through the use of literacy software, film and image reading and creation and student initiated projects to document learning and research.

Social climate

Being a small school in a semi-remote community, the school's social climate is one of close knit friendship and family values. All students know they are a valued member of the school and broader community and attitudes reflect this. Our school is able to

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Our school at a glance

provide a personal education for each individual and students are all aware that our actions affect each and every member of the school community. With this in mind, students develop caring relationships and older students often take responsibility for assisting younger students in both the social and academic aspects of learning.

Our school has worked tirelessly to present and offer a warm and caring environment through the integration of such programs as "You Can Do It" and the HRE program with the Savannah District Health Nurse. Our school is also supported by the Priority Country Area Program in which the students are assisted with projects and activities that are not easily accessible to students in remote and rural areas. Reverend John Anderssen from the *Travelling Tabernacle Ministries* visits the school every six weeks to provide religious education lessons to our students. The local Savannah District Health Nurse visits the school regularly to conduct HRE lessons with the school. Volunteer parents assist the school with particular interests and requirements for example ball room dancing.

The school opinion survey data from 2007 clearly indicates that parents on agree that their child is happy to go to school at Georgetown, that it is a safe and caring environment and that there is satisfaction with the level of school discipline and good student behaviour.

	Parents	Students
Happy to go to school	School mean is comparable to state mean	School mean is comparable to state mean
Safe at school	School mean is comparable to state mean	School mean is comparable to state mean
Treated Fairly	School mean is comparable to state mean	School mean is comparable to state mean
Behaviour of students	School mean is comparable to state mean	School mean is comparable to state mean

Involving parents in their child's education.

Georgetown State School has a strong Parents and Citizens Association (P&C). Members of the P&C influence the direction of the school and the members are aware the school is theirs as much as it is their child's.

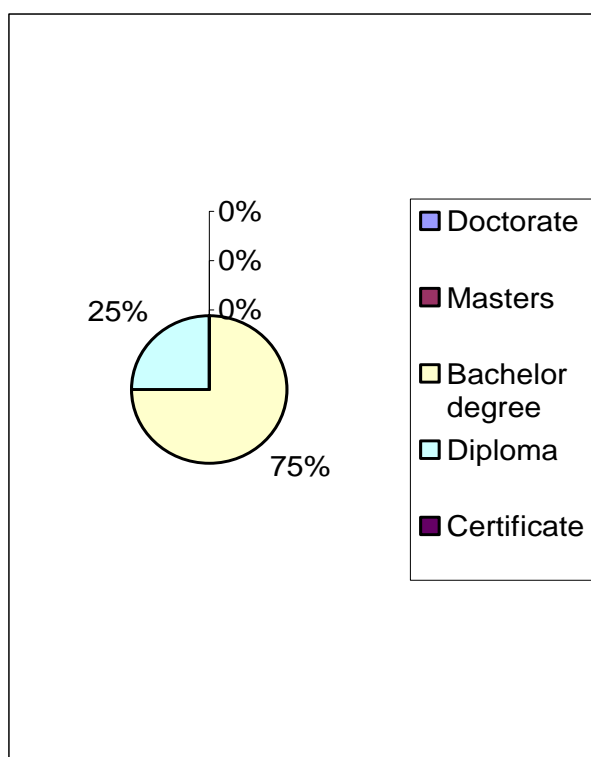
Parents are encouraged to become involved in the education of their child through undertaking voluntary work at the school such as helping in the classroom, providing services in the tuckshop and participating in the P&C, attending extra curricular activities such as camps and sports days, joining in on the broad range of community events which are offered by the school such as Showcases and open days. A newsletter is provided to parents and community members and this often suggests ways that parents can be involved in their child's education. We have an open door policy for parents and encourage parents into our classrooms.

We plan specifically for events wherever possible to coincide with when parents from isolated properties are likely to be visiting the township.

Our staff profile

Qualifications of all teachers

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	75
Diploma	25
Certificate	0



Expenditure on, and teacher participation in professional development.

The total fund expended on teacher professional development in 2008 was \$8000 with additional funds of \$4991 which went towards Principal Meetings and Year 2 Net moderation.

The major professional development initiatives are as follows:

Curriculum, Assessment and reporting to meet with the standards under QCAR framework

First Steps in Literacy and Numeracy

Further learnings in how to use and integrate Information, computers and technology effectively into learning.

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

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 100 % 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 91 %.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	67%
Writing	100%
Number	100%

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests

		Yr 3	Yr 5	Yr 7
Reading	Average score for the school	290	497	508
	Average score for Queensland	371.1	466.1	528.1
	Percentage of students at the school above the national benchmark	2008 67 % 2007 60%	88 % 50%	100 % 60%
Writing	Average score for the school	354	483	512
	Average score for Queensland	391.8	468.9	522.7
	Percentage of students at the school above the national benchmark	2008 83 % 2007 80%	100 % 75%	100 % 80%
Spelling	Average score for the school	304%	475%	454%
	Average score for Queensland	366.7	462.0	528.0
	Percentage of students at the school above the national benchmark	2008 83 %	100 %	60 %
Grammar and Punctuation	Average score for the school	298%	487%	475%
	Average score for Queensland	370.4	476.6	518.0
	Percentage of students at the school above the national benchmark	2008 50 %	88 %	80 %
Numeracy	Average score for the school	329%	455%	495%
	Average score for Queensland	367.9	458.2	539.0
	Percentage of students at the school above the national benchmark	2008 83 % 2007 60%	88 % 50%	100 % 80%



Other Key Outcomes

Value added

"Achievement with Tolerance" is the motto for Georgetown State School. This is espoused and enacted in our school through a culture of close relations between students, staff, parents and community members.

The school encourages quality teaching and values each and every individual student and staff member.

The students of Georgetown State School benefit from similar educational opportunities as their peers in larger towns and cities through support from Priority Country Area Program. The program provides opportunities for students to gain access to support, services and expertise through enabling them to attend educational programs which are often offered in larger regional areas or providing support to enable expertise to visit the school. The program has enabled the students of the school to have access to instrumental music tuition this year.

Parent, student and teacher satisfaction with the school

Using the School Opinion Survey data from 2008:

Staff are satisfied or very satisfied to work at Georgetown State School. On average the staff satisfaction in all areas measured are above the state average.

Parents recorded satisfaction at a level in-line with the state average except in the area of curriculum where they record a level of satisfaction lower than the state average.

Students record satisfaction levels in-line with the state average except in the area of students outcomes where they recorded satisfaction levels higher than the state average.

This data continues to inform our school of the values our school community hold and allows us to explore ways to celebrate success or seek to improve our practises. This feedback is valuable and is valued.