



Gogango State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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## From the Principal

### School overview

Gogango State School is located 65kms West of Rockhampton on the Capricorn Highway. The community consists of approximately seventy people living within a 30km radius of the school. Most local occupations involve grazing or farming. Gogango School has a 'family-like' atmosphere and parent involvement is an integral part of the children's learning. All parents are active members of the Parents and Citizens Association which holds various fundraisers throughout the year. Gogango is a one teacher school with a student enrolment which sits between 6-10 students from Prep to Year 6. We have a teaching principal, supported by part time teachers. We have two part time teacher aides to support the learning program and individual children's needs. We access some curriculum areas via online learning such as: Japanese and The Prep enhancement Program. We aim to provide extra-curricular activities to further enhance the children's development in areas such as: Music, Theatre, Tennis and Swimming. At Gogango our aim is to provide 'family values' within a family environment.

### School progress towards its goals in 2018

Improvement priorities and school goals delivered in 2018 include:

- Implementation of the Australian Curriculum in Health & Physical Education and contracting a specialist HPE teacher.
- Successfully enacting an Explicit Improvement Agenda focused on Reading, resulting in the professional enhancement of staff and student improvement.
- Consciously developing staff capabilities in digital literacy, through a designated School Technology Ambassador.
- Maintaining a strong and consistent focus on individual student needs and development, resulting in personal student goals being achieved.

### Future outlook

Improvement priorities and school goals for 2019 include:

- An Explicit Improvement Agenda in Writing, resulting in all students progressing more than 1 year, during 2019.
- Implement The Australian Curriculum for The Arts.
- Build staff knowledge of The Australian Curriculum Technology for implementation in 2020.
- Prepare for the implementation of State Delivered Kindergarten in 2020, through developing Kindergarten Curriculum Knowledge and facilities upgrades.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	9	9	7
Girls	3	2	2
Boys	6	7	5
Indigenous			
Enrolment continuity (Feb. – Nov.)	100%	83%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Students are from a rural area. We have a stable and constant enrolment with little movement. Traditional family and community values are very important.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	8	6	6
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Australian Curriculum is taught for English, Mathematics, Science, History, Geography and Health & Physical Education. Other subjects are being taught using the Queensland curriculum, and phased out over the next 2 years as the remainder of the Australian Curriculum is phased in. The school sources funding for, as well as self-funds, a variety of sporting and musical activities. Prep students participate in two sessions of distance education each week, to allow them to communicate with students in other small schools. We run a multi-age classroom for P-6 students.

### Co-curricular activities

Pre-Prep Program in Term 4, tennis, swimming & ten pin bowling, a variety of modified team sports, Instrumental Music lessons, Field Trips.

### How information and communication technologies are used to assist learning

- Student use of Various Microsoft programs including: Word, PowerPoint, Publisher
- Internet Research
- Interactive Lessons on the Smart Board
- Access to online programs through the Learning Place on Blackboard

## Social climate

### Overview

Gogango State School aims to provide family values within the school environment. The school has a reputation for happy and well-behaved children. Our Responsible School Behaviour Plan, which is modelled and taught by staff, focusses on three main ideas - Be Respectful, Be Safe and Be Responsible. Children take responsibility for their actions. Any negative or positive change in behaviour is immediately addressed and improvements are celebrated. We have zero tolerance for bullying. Any incidents of bullying or conflict are dealt with by the teacher in charge at the time and then referred to the principal. We have an open-door policy and a very active and committed P & C committee. We celebrate the learning of our students and share this with the wider community. The end of year concert and celebrations, showcase the school in the wider community.

**One hundred percent of students, staff and parents at Gogango State School feel positively about the school culture and the education of students.**

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	DW	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• they like being at their school* (S2036)	DW	100%	100%
• they feel safe at their school* (S2037)	DW	100%	100%
• their teachers motivate them to learn* (S2038)	DW	100%	100%
• their teachers expect them to do their best* (S2039)	DW	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	100%
• teachers treat students fairly at their school* (S2041)	DW	100%	100%
• they can talk to their teachers about their concerns* (S2042)	DW	DW	100%
• their school takes students' opinions seriously* (S2043)	DW	DW	100%
• student behaviour is well managed at their school* (S2044)	DW	DW	100%
• their school looks for ways to improve* (S2045)	DW	DW	100%
• their school is well maintained* (S2046)	DW	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	DW	100%	100%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parent involvement is an integral part of teaching and learning at Gogango State School, given our "Family Environment." In addition to our active P & C and open days; we hold parent/teacher interviews each semester. Parade is held each week and parents are invited to attend. We have an open door policy and parents are encouraged to join students in their educational journey, co-operating with staff for sports events, Anzac Day and excursions. Parents are welcome in the classroom or at any other time to discuss their

child's progress. Communication is the key to forming a productive partnership with parents and this is a high priority at Gogango State School.

As all parents drive their students to and from school, daily contact with many parents is common. This makes it very easy to keep regular feedback and communication with parents of all students and in particular those with diverse needs.

## Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. This is taught through the Australian Curriculum, Health and Physical Education.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. As we are a country school that relies on bore and tank water; we are constantly aware of the need to manage and conserve this resource. Environmental issues are taught in depth where they are curriculum appropriate. We recycled office and classroom waste where possible.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	13,394	13,265	10,791
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	2	0
Full-time equivalents	1.5	1	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	4
Diploma	
Certificate	

\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.



## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$3267.

The major professional development initiatives are as follows:

- Literacy
- Pedagogy
- Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	100%	98%	96%

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

From the end of the previous school year, 75% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	90%	85%
Attendance rate for Indigenous** students at this school			

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

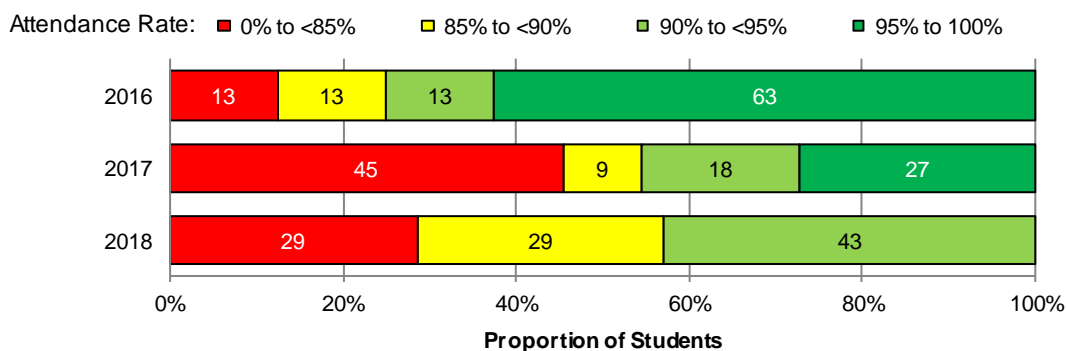
Year level	2016	2017	2018
Prep	DW	94%	DW
Year 1	DW	66%	91%
Year 2	93%	DW	DW
Year 3	DW	88%	
Year 4	DW	DW	81%
Year 5		DW	DW
Year 6	DW		

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

The roll is marked at 9.30am and again at 1.45pm. Student absences from school should be reported by written note to the teacher upon return to school or preferably by phone call to the school on the first day of the absence. Unexplained absences will be followed up by the Principal through contact with the parents. Regular attendance at school is very important for all students. Information about the importance of regular attendance is communicated to parents through the newsletter and at P&C meetings.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

<b>Find a school</b>	<b>Search website</b>	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

<a href="#">View School Profile</a>
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4. Click on 'NAPLAN' to access the school NAPLAN information.

<a href="#">School profile</a>	<a href="#">NAPLAN</a>	<a href="#">Attendance</a>	<a href="#">Finances</a>	<a href="#">VET in schools</a>	<a href="#">Senior secondary</a>	<a href="#">Schools map</a>
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.