

# Queensland State School Reporting – 2011

## Gogango State School (0552)



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## Principal's foreword

### Introduction

This report is an overview of Gogango School in 2011. It covers areas such as student performance, social climate, staff composition, curriculum offerings and our school profile. For those families who do not have access to the internet a printed copy will be made available and it will be presented at the next monthly P & C meeting.

### School progress towards its goals in 2011

Our goals in 2011 were:-

1. To improve reading and writing

Sound progress has been documented across the school in reading and writing. This agenda will be continued in 2012.

2. To expand students understanding and experience of the wider community.

This has been addressed through school excursions and explicit units of work. This is an ongoing goal in 2012.

3. To continue to promote the school to the community.

This was achieved through the annual school concert and regular school open days.

4. To promote staff professionalism across the school.

This was achieved through professional development, dedicated meetings and delegated responsibilities across learning areas.

### Future outlook

**The goals of 2011 will remain in focus throughout 2012. Our key focus will remain in the improvement of reading and writing.**

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
11	4	7	100%

## Characteristics of the student body:

Students are from a rural and remote area and we have a stable and constant enrolment with little movement. All students are from an English speaking background. Traditional family and community values are very important.

## Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	4
Year 4 – Year 10	6
Year 11 – Year 12	0
All Classes	10

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

Our distinctive curriculum offerings

- Essential Learning 2011 (With preparation to implement Australian Curriculum in 2012 in English, Mathematics & Science).
- LOTE Japanese

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## Extra curricula activities:

**Guitar lessons, Golf**

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## How Information and Communication Technologies are used to assist learning

At Gogango School we believe that *'successful integration of various ICTs is integral to the success of our*

*Students as life-long learners. The school uses ICTs to broaden the educational options available for all students.*

Currently the rate of computers to students is 1:1 and students utilize the following skills and programs within units of work:

- E-mail,
- Internet Research
- Digital Photography
- Interactive Whiteboard
- Project based web research
- Power Point, Publisher
- Photo Story

Gogango School is the 'hub' of the community and therefore, computers can be accessed by parents or community members if necessary. We have accessed:

- ICT specialists or skilled teachers
- Professional Development Workshops

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## Social climate

At Gogango School, our aim is to provide family values within the school environment. Following our school behaviour plan, students are assigned a weekly rating on their overall behaviour. This is communicated to parents via the homework book. Data from 2011 showed that student and parent satisfaction levels for the students' behaviour at school were slightly lower than those of 2010; which initiated a concerted effort in the updating of behaviour levels. Any negative change in behaviour is immediately addressed in a proactive manner and improvements are celebrated.

We have an open-door policy and a very active and committed P & C committee. We regularly hold open days in order to celebrate the learning of our students and share this with the wider community. These are very well attended by parents.

The end of year concert and celebrations, showcase the school in the wider community.

# Our school at a glance

## Parent, student and teacher satisfaction with the school

The overall parent, student and teacher satisfaction levels for 2011 in some situations were slightly lower than those of 2010, but well above the state averages.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	86%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	100%
Percentage of staff members satisfied with morale in the school	100%

DW – Data withheld

## Involving parents in their child's education

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. We have an open door policy and parents are encouraged to join students in their educational journey, co-operating with staff for Cluster Day activities, sports events and excursions.

Parents are always 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.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Being 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. In 2011 a School Environmental Plan was developed.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	21,751	0
2010	19,226	0
% change 10 - 11	13%	N/A

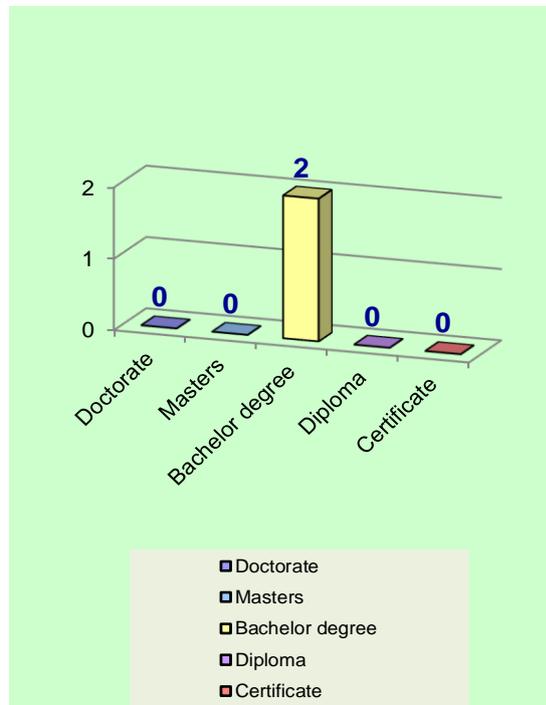
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	2	0
Full-time equivalents	1	1	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	2
Diploma	0
Certificate	0



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$8000.

The major professional development initiatives are as follows:

Science Sparks

Literacy

National Curriculum

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 100% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

## School income broken down by funding source

School income broken down by funding source is available via the My School website at

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

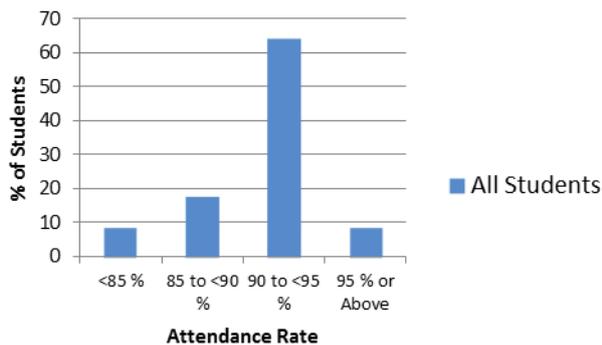
### Student attendance rate for each year level

The average attendance rate for the whole school as a percentage in 2011 was 91%.

**The table showing individual class attendance cannot be populated due to small cohort numbers that would allow student identification.**

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The roll is marked at 9.00am and again at 1.45pm using the appropriate codes.

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 illness. Unexplained absences greater than three days will be followed up by the Principal. Regular attendance at school is very important for all students.

According to the Education Act, children may be absent from school due to illness or other legitimate reason. The school year is only 200 days (or 40 weeks) and frequent absence from school quickly reduces the amount of learning time often resulting in falling levels of student self-confidence and achievements.

## Performance of our students

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Due to small numbers of students, all literacy and numeracy results for Years 3, 5 and 7 will be withheld from the My School website to protect their confidentiality.

In summary the data shows that:-

Y3 – there were no year 3 students in 2011

Y5 – 100% of students were above the national minimum standard in numeracy from 2009 – 2011

Y7 – 100% of students were above the national minimum standard in all areas of literacy and numeracy from 2009-2011

This data, combined with individual school based monitoring was used to determine our focus areas for 2011.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past three years, Gogango State School has had no Indigenous students. Therefore, comments cannot be made on NAPLAN performance or regarding student attendance. However, Indigenous perspectives are taught in all year levels, across all learning areas.