

Gogango State School (0552)

Queensland State School Reporting

2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

This report is an overview of Gogango School in 2012. 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 P & C meeting.

School progress towards its goals in 2012

Our goals in 2012 were:-

1. To implement the Australian Curriculum through the multi-age C2C units with differentiation for individual students as required. The Australian curriculum for English, Mathematics and Science were successfully implemented from P-7, with units being adjusted to suit the needs of individual students.

2. To improve reading and writing

Internal monitoring data showed progress in reading outcomes in 2012 across the school. The writing agenda was implemented and will be continued in 2013 as our focus for explicit improvement.

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

This has been addressed through school excursions, guest speakers and explicit units of work. This is an ongoing goal which will continue to be revisited.

3. Effective teaching practices through data analyses, C2C implementation and professional development.

All teaching staff undertook professional development in data analysis and Australian curriculum implementation during 2012. Teachers and teacher aides attended dedicated curriculum meetings to delegate responsibilities and align differentiation strategies.

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Future outlook

- Core Priority - Writing (NAPLAN)
- Develop a Pedagogical Framework
- Australian Curriculum implementation
- Core Priority - Reading
- Whole School Student Well Being Policy
- Explicit Instruction embedded in teaching of Literacy, Numeracy & Science
- Principal Capability Development Coaching
- Develop Parent & Community Engagement Framework

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	14	7	7	71%
2011	11	4	7	100%
2012	12	4	8	91%

Student counts are based on the Census (August) enrolment collection.

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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 7	14	11	12

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings.

- Essential Learning in: Technology, The Arts, Health & Physical Education, Studies of Society & Environment.
- Australian Curriculum in: English, Mathematics and Science
- LOTE Japanese (Essential Learnings)

Extra curricula activities

Golf

Guitar lessons

Tennis

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.

In 2012 the rate of computers to students was 1:1 and students utilized 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.

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. Any negative change in behaviour is immediately addressed in a proactive manner and improvements are celebrated.

Any incidents of bullying or conflict are dealt with by the teacher in charge at the time and then referred to the principal. With teacher or principal support, students are encouraged to discuss their differences and come to a compromise through understanding different points of view.

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 staff satisfaction with the school

The level of parent, student and staff satisfaction at Gogango State School, is higher than both like schools and state schools.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%

Our school at a glance

their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	85.7%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 2012 we recycled office and classroom waste where possible and collected aluminium from the community for recycling.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	19,226	0
2010-2011	21,751	0
2011-2012	18,749	0

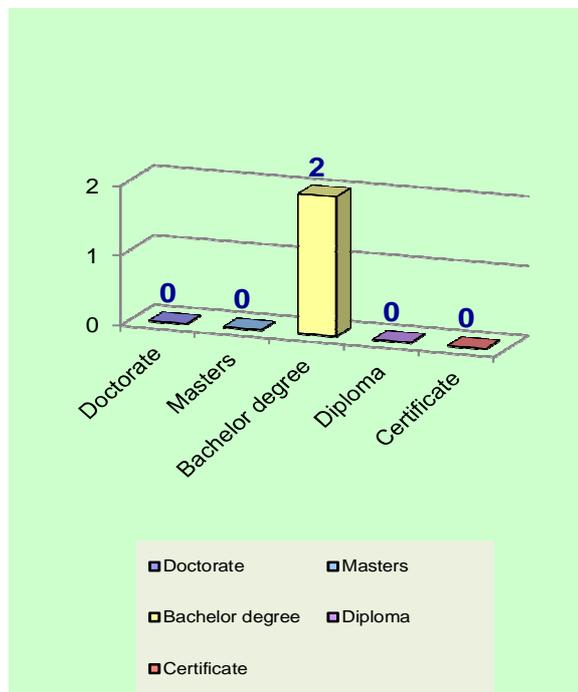
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	1.4	1.2	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



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$2 806 (PD amount from BOR.)

The major professional development initiatives were as follows:

Data analysis

Teacher Aide network

ICTs

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	100%	99.6%	98.9%

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 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	90%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

Student attendance rate for each year level (shown as a percentage)

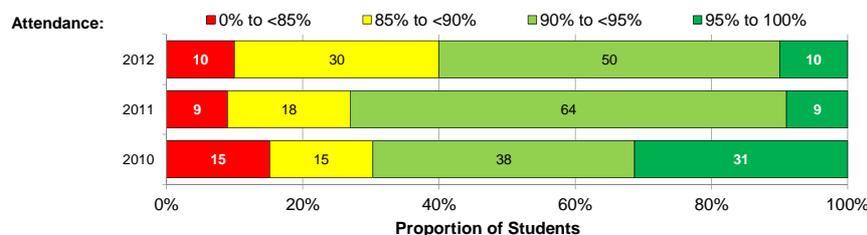
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	DW		83%	95%	93%	DW	90%					
2011	DW	DW		DW	92%	93%	DW					
2012	DW	DW	DW		DW	DW	DW					

DW = Data withheld to ensure confidentiality.

Last year (2012) our overall attendance was 89.9%. In general, there was low attendance of 4 out of our 12 students, whilst the rest were high to very high. A goal in our school plan is to improve the attendance of the 'target group to 90%.

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 through contact with the parents. 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.

At Gogango State School the roll is marked according to DET policies and unexplained absences are followed up via communication between the principal and the parents. Information about the importance of regular attendance is communicated to parents through the newsletter. Reoccurring or continual absences are addressed through a meeting between the parents and principal.

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3, 5, 7 are withheld due to the small cohort numbers.

Collectively from 2010 to 2012 all students in years 3,5 and 7 have achieved at or above the national minimum standard in numeracy.

We use NAPLAN data alongside internal monitoring, to determine areas requiring improvement. In 2013 our improvement agenda will be focused on writing.

Reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, 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

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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

There are no indigenous students at this school and therefore no Closing the Gap data is available.