

# Gogango State School Queensland State School Reporting 2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

Gogango State School was established in 1878 and is located 200 kilometers west of Rockhampton. In February 2014, the school had an effective enrolment of 14 students from Prep to Year 7. Our school has focused on delivering a core curriculum, aimed at strongly developing student's capacity in Literacy and Numeracy, as well as the full range of curriculum areas.

The following report highlights the achievements of our school in the 2014 school year and are based on the National Assessment Program – Literacy and Numeracy (NAPLAN).

Three broad areas of our school's data are represented in this report: academic opportunities and outcomes, social climate and staff performance and development.

### School progress towards its goals in 2014

In 2014 Gogango State School continued our goal to improve Teaching and Learning in our school with a major emphasis on writing.

	2014	2015
Teacher participation in observation and feedback sessions throughout the year to continually develop capacity to enhance student engagement and the achievement of improved outcomes.	✓	ongoing
Implementation of the Seven Steps Program to improve writing.	✓	ongoing
Implementation of a phonological awareness program to support early literacy learning.	✓	ongoing
Implementation of the C2C Geography Curriculum	✓	ongoing

### Future outlook

Key areas for focus in 2015 will be continuing to:-

- implement the strategies of the 'Great Results Guarantee' initiative
- develop capacity to enhance student engagement and the achievement of improved outcomes
- develop expertise in explicit teaching and the development of tools like learning consolidations
- establish a Pre Prep group

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	12	4	8	91%
2013	13	5	8	100%
2014	13	3	10	93%

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

### Characteristics of the student body:

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

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	10	7	7
Year 4 – Year 7 Primary		6	6
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

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

### Extra curricula activities

- Golf
- Music
- Tennis

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

At Gogango State 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 2014 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
- Power Point, Publisher
- Photo Story

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

## Social Climate

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.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	100%	DW

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is making good progress at this school* (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	100%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	DW	100%
they like being at their school* (S2036)	100%	DW	100%
they feel safe at their school* (S2037)	100%	DW	100%
their teachers motivate them to learn* (S2038)	100%	DW	100%
their teachers expect them to do their best* (S2039)	100%	DW	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	100%
teachers treat students fairly at their school* (S2041)	100%	DW	100%
they can talk to their teachers about their concerns* (S2042)	100%	DW	67%
their school takes students' opinions seriously* (S2043)	100%	DW	67%
student behaviour is well managed at their school* (S2044)	86%	DW	100%
their school looks for ways to improve* (S2045)	100%	DW	100%
their school is well maintained* (S2046)	100%	DW	100%
their school gives them opportunities to do interesting things* (S2047)	100%	DW	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
students are treated fairly at their school (S2073)		83%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### 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 sports events, Anzac Day 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. 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. In 2014 we recycled office and classroom waste where possible and collected aluminum from the community for recycling.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	18,749	0
2012-2013	19,621	0
2013-2014	9,758	0

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

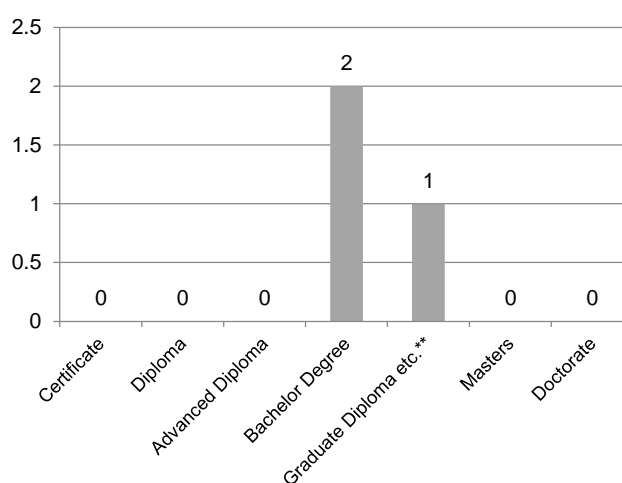
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	4	0
Full-time equivalents	2	2	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
<b>Total</b>	<b>3</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$5564.01.

[This information can be calculated from OneSchool data.](#)

The major professional development initiatives are as follows:

- Principal's Conference
- Mentoring
- School visits
- Writing Collaboration Group
- Literacy and Numeracy
- HOC Professional Development

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	99%

### 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 2014 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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 webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	93%

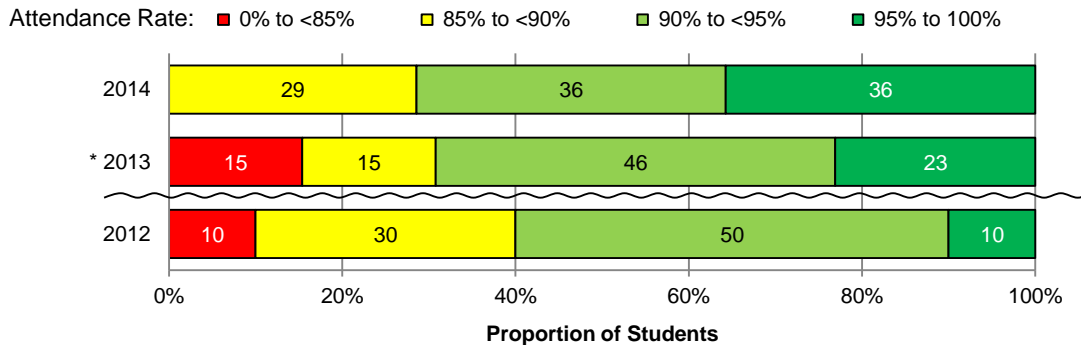
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	DW	DW	DW		DW	90%	92%					
2013	DW	DW	95%	DW		DW	93%					
2014	91%	93%	DW	DW	DW	DW	DW					

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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

Non-attendance is managed in state schools in line with the DETE 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 9.15am 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 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. Information about the importance of regular attendance is communicated to parents through the newsletter and at P&C meetings.

## 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 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.

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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

There are no indigenous students at this school and therefore no 'Closing the Gap' data is available. However indigenous perspectives are taught on a daily basis across key learning areas.