

# Gogango State School Queensland State School Reporting 2015 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 2015, the school had an effective enrolment of 13 students from Prep to Year 6. 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 2015 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 2015

In 2015 Gogango State School continued our goal to improve Teaching and Learning in our school with a major emphasis on writing.

Teaching Learning Goals	2015	2016
1. Ensuring consistent whole school practices around the teaching of reading and writing which are responsive to student needs. <ul style="list-style-type: none"> <li>• Build capacity of staff to teach explicit reading and writing skills.</li> <li>• Track data re student achievement and attainment of goals.</li> <li>• Moderation of student work across schools.</li> </ul>	✓	ongoing
2. Establish a Pre Prep Group	✓	ongoing

### Future outlook

Key areas for focus in 2016 will be:-

Literate Learners Reading and Writing

- Developing reading skills of Early Years students
- Enhancing whole school reading comprehension strategies
- Developing staff skills in the teaching of reading based on research and best practice.
- Creating a whole school philosophy on the teaching of spelling

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	13	5	8		100%
2014	13	3	10		93%
2015	13	4	9		100%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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		
	2013	2014	2015
Prep – Year 3	7	7	4
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

### Curriculum delivery

#### Our approach to curriculum delivery

- Australian Curriculum in: English, Mathematics, Science, History, Geography
- LOTE Japanese

#### Extra curricula activities

- Every second year the school participates in a comprehensive First Aid Course provided by staff from the Duaranga Ambulance.
- Pre-Prep Program 3 hours per week.
- Golf
- Tennis
- Archery
- Soccer

### How Information and Communication Technologies are used to improve 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 2015 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			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	DW	83%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school (S2001)	100%	DW	100%
their child feels safe at this school (S2002)	100%	DW	83%
their child's learning needs are being met at this school (S2003)	100%	DW	100%
their child is making good progress at this school (S2004)	100%	DW	83%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	83%
teachers at this school motivate their child to learn (S2007)	100%	DW	100%
teachers at this school treat students fairly (S2008)	100%	DW	83%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	67%
this school works with them to support their child's learning (S2010)	100%	DW	67%
this school takes parents' opinions seriously (S2011)	100%	DW	67%
student behaviour is well managed at this school (S2012)	100%	DW	83%
this school looks for ways to improve (S2013)	100%	DW	100%
this school is well maintained (S2014)	100%	DW	83%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	DW	100%	DW
they like being at their school (S2036)	DW	100%	DW
they feel safe at their school (S2037)	DW	100%	DW
their teachers motivate them to learn (S2038)	DW	100%	DW
their teachers expect them to do their best (S2039)	DW	100%	DW
their teachers provide them with useful feedback about their school work (S2040)	DW	100%	DW
teachers treat students fairly at their school (S2041)	DW	100%	DW
they can talk to their teachers about their concerns (S2042)	DW	67%	DW
their school takes students' opinions seriously (S2043)	DW	67%	DW
student behaviour is well managed at their school (S2044)	DW	100%	DW
their school looks for ways to improve (S2045)	DW	100%	DW
their school is well maintained (S2046)	DW	100%	DW
their school gives them opportunities to do interesting things (S2047)	DW	100%	DW

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	83%	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%

# '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. 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 2015 we recycled office and classroom waste where possible and collected aluminum from the community for recycling.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	19,621	0
2013-2014	9,758	0
2014-2015	12,086	

\*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.

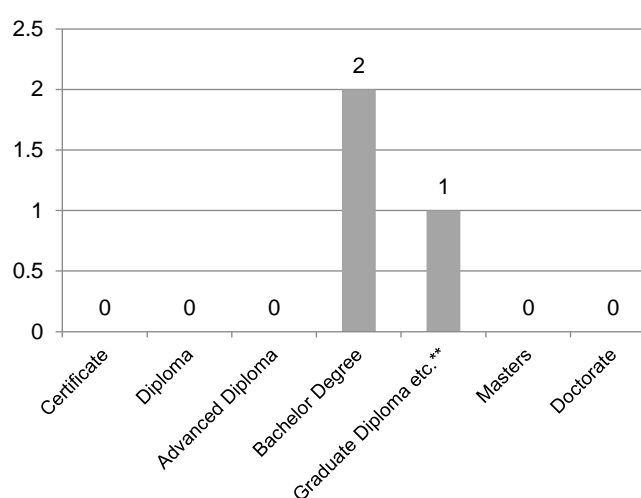
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	3	0
Full-time equivalents	2	1	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 2015 were \$ 5 637.85

The major professional development initiatives are as follows:

- Mentoring
- School visits
- Literacy and Numeracy
- QUELI collaboration
- Principal's Conference

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	97%

### 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 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	NA	NA	NA

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	DW	DW	95%	DW		DW	93%					
2014	93%	91%	93%	DW	DW	DW	DW	DW					

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

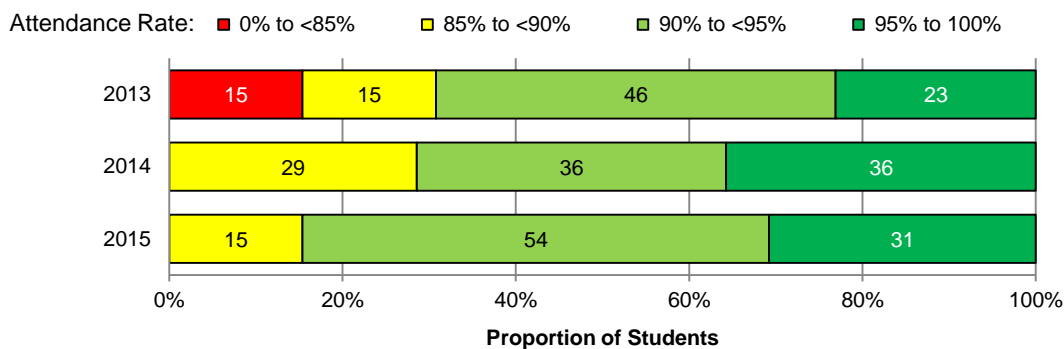
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	92%	91%	DW	DW	DW							

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### 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 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.

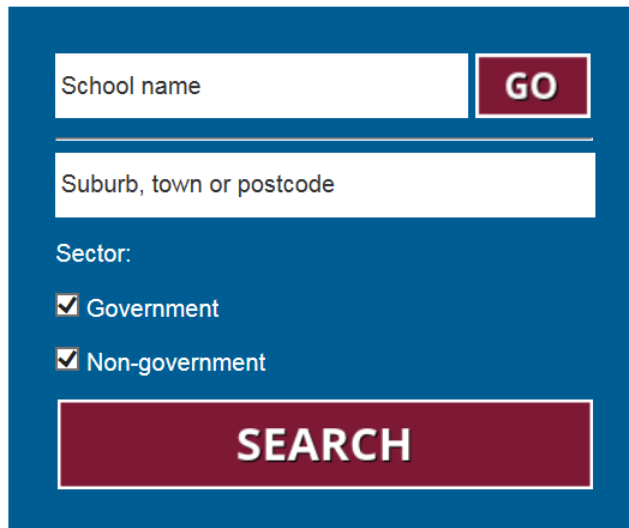
The roll is marked at 9.30am and again at 1.45pm. Student absences from school should be reported by written note to the teacher upon return to school or preferably by phone call to the school on the first day of the absence. Unexplained absences will be followed up by the Principal through contact with 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.



**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.

**Find a school**

The image shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.