



Gogango State School

ANNUAL REPORT

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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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, one part time teacher and a teacher aide to support the learning program and individual children's needs. We aim to provide extra-curricular activities to further enhance the children's development in areas such as: Rugby League, Tennis, Swimming, Soccer and Music. At Gogango our aim is to provide 'family values' within a family environment.

Principal's Foreword

Introduction

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 2016 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 2016

In 2016 Gogango State School's priority was to improve Teaching and Learning, with a major emphasis on reading. Diagnostic assessments indicated that students made solid progress towards reaching their potential in this area. Reading will continue to be one of the focus areas in 2017.

IMPROVEMENT PRIORITIES		2016	2017
Priority 1	Reading	Yes	Ongoing
Priority 2	Numeracy	Yes	
Priority 3	Writing	Yes	
Priority 4	Attendance	Yes	
Priority 5	Data analysis	Yes	

Future Outlook

Our improvement agenda for 2017 is Spelling and Reading. This will be achieved through a newly developed and implemented policy for the teaching of these areas. We will focus on developing students' ability to be self-monitoring in their learning in these areas, to ensure they reach their full potential.

2017 IMPROVEMENT PRIORITIES
Reading
Spelling
Consistent Pedagogical practice
Local decision making

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	13	3	10		93%
2015*	13	4	9		100%
2016	9	3	6		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 2016, 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

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	7	12	8
Year 4 – Year 7			

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Australian Curriculum is taught for English, Mathematics, Science, History and Geography. Other subjects are being taught using the Queensland curriculum, and phased out over the next 3 years as the remainder of the Australian Curriculum is phased in. The school sources funding for, as well as self-funds, a variety of sports and music instruction. 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.

Extra curricula activities include: Pre-Prep Program up to 3hrs per week, Tennis, Soccer, NRL,



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. 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

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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	83%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	83%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	83%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	83%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	83%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	67%	100%
this school works with them to support their child's learning* (S2010)	DW	67%	100%
this school takes parents' opinions seriously* (S2011)	DW	67%	100%
student behaviour is well managed at this school* (S2012)	DW	83%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	83%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	DW	DW
they like being at their school* (S2036)	100%	DW	DW
they feel safe at their school* (S2037)	100%	DW	DW
their teachers motivate them to learn* (S2038)	100%	DW	DW
their teachers expect them to do their best* (S2039)	100%	DW	DW
their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	DW
teachers treat students fairly at their school* (S2041)	100%	DW	DW
they can talk to their teachers about their concerns* (S2042)	67%	DW	DW
their school takes students' opinions seriously* (S2043)	67%	DW	DW
student behaviour is well managed at their school* (S2044)	100%	DW	DW
their school looks for ways to improve* (S2045)	100%	DW	DW
their school is well maintained* (S2046)	100%	DW	DW
their school gives them opportunities to do interesting things* (S2047)	100%	DW	DW

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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%	100%	100%
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. 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.

Respectful relationships programs

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

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20days	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.

Environmental Footprint

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 aluminium from the community for recycling.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	9,758	0
2014-2015	12,086	
2015-2016	13,394	

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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	4	0
Full-time Equivalents	1	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	2
Diploma	0
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$2806.56

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	100%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

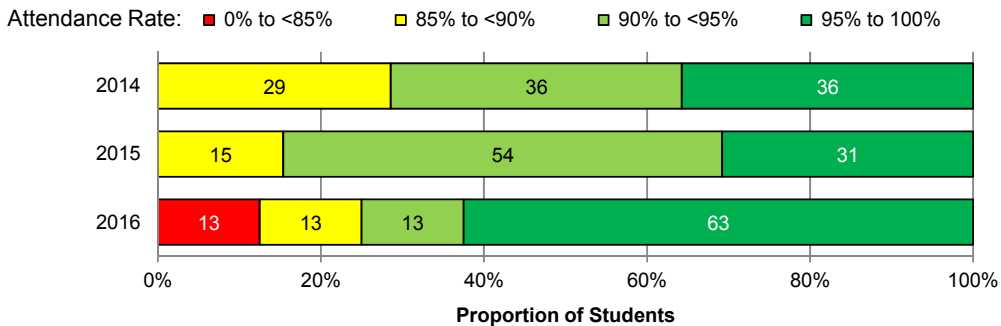
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	DW	DW	DW	DW	DW	DW	DW	DW	DW				
2015	DW	DW	DW	DW	DW	DW							
2016	DW	DW	DW	DW	DW		DW						

*Attendance rates effectively count 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.

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NAPLAN

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

Sector:

Government

Non-government

Where it states '**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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are not available via the My School website at <http://www.myschool.edu.au>. Due to low cohort numbers, NAPLAN data has been withheld. Internal monitoring supports our focus area of reading improvement in year 3. This will continue to be a focus area in 2017, along with spelling.

