



Goovigen State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

General notes

1. The prepopulated template provided should assist you with the preparation of your school's 2018 School Annual Report (SAR). The template allows you to:
 - insert required information
 - remove non-applicable sections (depending on your school type and year levels offered).
2. Under information privacy principles, please carefully consider the nature of reporting where there are fewer than five people in a group, cohort or reporting field, or where all persons in a particular group have achieved identical results.
3. To allow any issues to be addressed by the 30 June deadline, your school's completed SAR **must be uploaded by 14 June 2019**. The SAR must be located no more than 'one click' away from your school's home page and be left on the website for a minimum of 12 months.

Schools that use the website for schools platform

For schools that use the websites for schools platform, refer to the [websites for schools help portal](#).

Schools that do not use the website for schools platform

For technical issues refer to your website provider and ensure that they are fully aware of your requirement to upload before the deadline.

4. Your school is required to be able to provide a hard copy of your school's Annual Report, on request, to a parent, carer or a person who is responsible for a student at your school and is unable to access the SAR on the internet.
- 5 **DELETE ALL RED TEXT before converting to PDF and publishing on the web.**

Contact information

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Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Emma Thomas

From the Principal

School overview

Goovigen State School was established in 1926. It is a multigrade, co-educational State School located within the small township of Goovigen along Rannes Road. Goovigen State School is situated in the Capricorn Region, forty-three kilometres north of Biloela and 133 kilometres south of Rockhampton. Goovigen State School adopts an inclusive approach to education to meet individual student's needs across all Key Learning Areas. We have a very strong emphasis on literacy and numeracy and have a strong commitment to the utilisation of ICT in curriculum delivery. Through our school moto, "Striving For Excellence", we aim to achieve the best educational outcomes for every student in a supportive, caring, learning environment. We have high expectations of behaviour and communicate this expectation through our 4 values. This school's Responsible Behaviour Plan encourages students to accept responsibility for their own actions. We emphasise development of social skills and promote resilience and tolerance throughout the school. All surveyed parents are satisfied that their child is happy to go to this school.

School progress towards its goals in 2018

Throughout 2017, Goovigen State School implemented priorities that included:

Developing Professional Knowledge of All Staff -

- Continue to embed the Goovigen SS Curriculum Framework
- Develop and embed writing framework aligned to Australian Curriculum
- Build the capabilities of staff through professional development

Analysing Data to Meet The Needs Of Learners

- Analyse student data regularly to monitor progress
- Implement 'writing' professional development for all staff

Improve teaching practices through observation and feedback

- Utilise Community of Practice to moderate student work

Future outlook

Goovigen State School continues the priorities of developing teacher/teaching staff knowledge through professional development of the Australian Curriculum, in particular, aspects of English & writing to maintain and improve results. Targeting the development of early literacy and in particular, writing, to maintain and improve results is a key initiative and focus for 2019.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	8	6	6
Girls	4	4	1
Boys	4	2	5
Indigenous			1
Enrolment continuity (Feb. – Nov.)	75%	100%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The families of our students identify with an agricultural, farming or mining background, with the majority residing on neighbouring properties. We have a higher ratio of younger students, with the future showing a sharp increase in enrolments in the coming years. Goovigen State School prides itself on a strong and successful working relationship with the Goovigen community and its family friendly culture.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	2	5	7
Year 4 – Year 6	1		
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Goovigen State School offers a Curriculum Framework based on the 8 Key Learning Areas of the Australian Curriculum– English, Mathematics, HASS (History and Social Sciences), Science, The Arts, Technology, Health and Physical Education, and Languages Other Than English – Japanese.

Our timetable caters for the required hours for all subject areas to be explicitly taught each week.

A specialist teacher for Music and The Arts (Years Prep to 6) visit our school weekly and Japanese is our language other than English, delivered by a qualified teacher for all year levels, Prep – 6.

Co-curricular activities

Goovigen State School participates in a number of activities throughout the year. Goovigen SS is a participant in the Callide Valley Small Schools cluster of small, band 5 schools. This gives the students the opportunity to be involved in events outside of their community, mixing with students from other local schools. The Callide Valley Small Schools Cluster is made up of Goovigen, Jambin, Mt Murchison, Prospect Creek and Wowan State Schools. We participate in the following:

- Athletics
- Cross Country
- Under 8's Day

- Red Ball Tennis competition
- Callide Valley Small Schools Speaking Competition
- Health and Wellbeing Cluster Days, delivered each Term

- Nadioc events

Additionally, Goovigen SS travels to Biloela in term 4 for swimming lessons.

Where possible, Goovigen SS travels to neighbouring schools to participate in science, technology days and performances.

The Principal and student representatives play a pivotal role in the community's ANZAC Day Parade and Ceremony each year.

It is a goal of the school for the students to have at least one excursion or incursion a term. School camps offer students an opportunity to further curriculum knowledge and build leadership skills each year.

How information and communication technologies are used to assist learning

Goovigen State School has up to date desk tops, laptops, ipads, beebots, a drone and lego robotics at our disposal.

Every day, students are exposed to a wide range of technologies that allows them and the teaching staff to engage with 21st century learning. Where appropriate, students integrate the use of technologies into their everyday learning.

Where appropriate, students participate in cluster Technology related learning days.

Social climate

Overview

Goovigen State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

At Goovigen State School we support the Education Queensland Code of School Behaviour which ensures that all members of our school community understand the values and principles of the Code of School Behaviour and can meet the required standards of behaviour for all Queensland State Schools.

This occurs in accordance with our overall school Mission Statement:

Strive for Excellence, where the overall expectation for behaviour management in this school is as follows:

We expect everyone to make responsible decisions that respect the rights, feelings and safety of all concerned.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	DW	DW
• this is a good school (S2035)	100%	DW	DW
• their child likes being at this school* (S2001)	100%	DW	DW
• their child feels safe at this school* (S2002)	100%	DW	DW
• their child's learning needs are being met at this school* (S2003)	100%	DW	DW
• their child is making good progress at this school* (S2004)	100%	DW	DW
• teachers at this school expect their child to do his or her best* (S2005)	100%	DW	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	DW
• teachers at this school motivate their child to learn* (S2007)	100%	DW	DW
• teachers at this school treat students fairly* (S2008)	100%	DW	DW
• they can talk to their child's teachers about their concerns* (S2009)	100%	DW	DW
• this school works with them to support their child's learning* (S2010)	100%	DW	DW
• this school takes parents' opinions seriously* (S2011)	100%	DW	DW
• student behaviour is well managed at this school* (S2012)	67%	DW	DW
• this school looks for ways to improve* (S2013)	100%	DW	DW
• this school is well maintained* (S2014)	100%	DW	DW

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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	DW	DW
• 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%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Parents and other community members are encouraged to regularly communicate with the Principal and staff regarding their child's progress. All of the community receives our Newsletters each fortnight. Parents are regularly emailed or texted about any urgent information and updates.

In each reporting period, all parents are provided the opportunity to sit down talk about their child's academic progress.

The P&C is highly active within the community. There are at least 2 major events throughout the year as well as multiple other fundraising events, which make the P&C very productive and supportive with school endeavours.

Respectful relationships education programs

The school implements Respectful Relationships that focuses on appropriate, respectful and healthy relationships.

Throughout the year, the students engage in Health lessons that focus on building empathy, resilience, gratitude and demonstrating a growth mindset. Weekly health lessons assist students in building relationships with their peers, as well as personal safety and awareness. Students are involved in the small schools cluster Health and Wellbeing program at the local PCYC each Term. Daily, students discuss the school's respect pillars.

The school's focus is on RESPECT for:

- THE ENVIRONMENT
- OTHERS
- OURSELVES
- LEARNING

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Goovigen State School makes a conscious effort to reduce its environmental footprint by; turning off all electronics at the wall every day/week. Sustainability is woven into daily lessons and is a talking point throughout the curriculum. We utilise the presence of solar energy to reduce our energy consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	6,064	5,949	9,949
Water (kL)	189		2,117

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

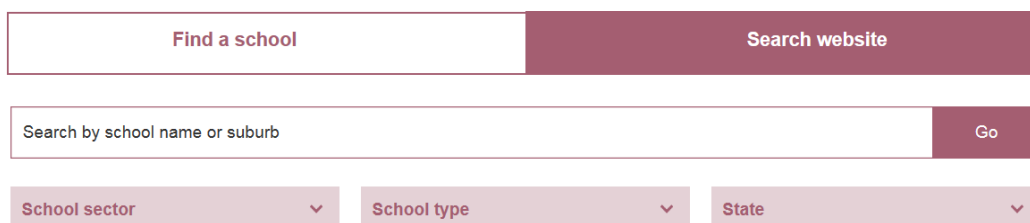
School funding

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](http://www.myschool.edu.au) website at.

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	5	<5
Full-time equivalents	1	1	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	
Diploma	
Certificate	

*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 2018 was \$11 246.

The major professional development initiatives are as follows:

- Increasing teaching staff capability in literacy, in particular, writing

The major professional development initiatives are as follows:

- Building the capability of staff in curriculum delivery
- Building the capability of staff in early literacy programs
- Building the leadership capability of the Principal through Principal Conferences, leadership training and cluster meetings

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	100%	99%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	96%	95%	91%
Attendance rate for Indigenous** students at this school			DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	DW	90%
Year 1	DW	DW	DW
Year 2	99%		92%
Year 3		DW	
Year 4			DW
Year 5	98%	DW	
Year 6	DW	DW	94%

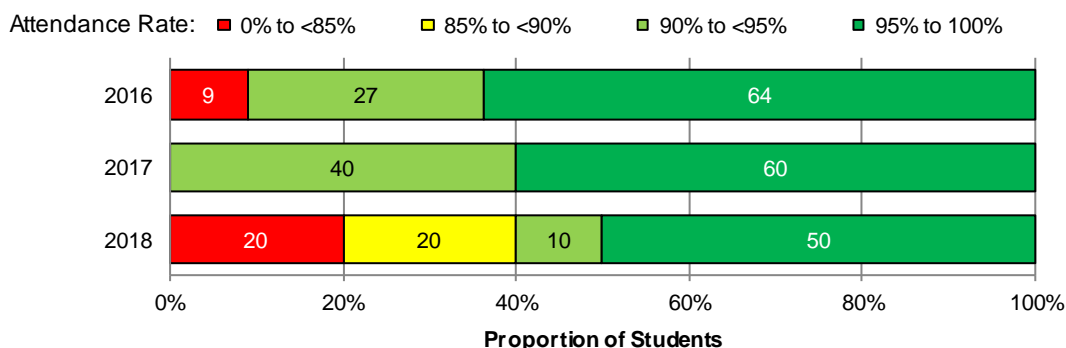
Year level	2016	2017	2018
Year 7			DW
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Parents are required to provide an explanation of absence of a student on the day that they are absent. If no contact has been made by the parent, the teacher/principal will phone and record the reasoning for a student's absence.

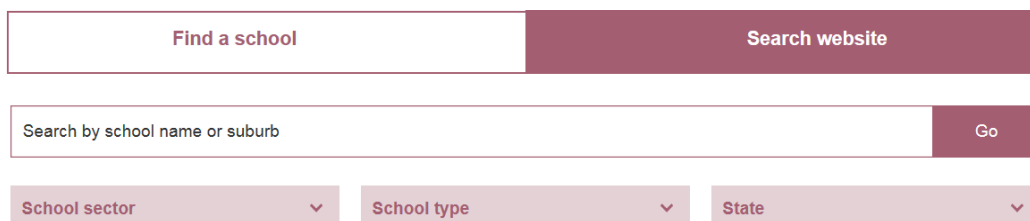
Students are encouraged to keep their attendance above 90% and are regularly updated on their attendance rate. All rolls are marked daily. If attendance drops below 90%, a Attendance Health Check is sent home at the end of each term, highlighting the importance of regular attendance. If whole school attendance drops, an incentive is given to increase daily attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.