

Queensland State School Reporting – 2011

Woongarra State School (0350)



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Principal's foreword

We are pleased to present the Woongarra State School Annual Report 2011 to parents of our school and to the wider community. This report outlines important information about our school's organisation, curriculum offerings and the teaching and learning environment that characterises Woongarra State School. It also provides details about staff qualifications and the key focus areas of professional development undertaken in 2011. The learning outcomes of Woongarra students in literacy and numeracy are detailed with reference to the Year 2 Diagnostic Net and to the National Assessment Program for Literacy and Numeracy (NAPLAN) tests. The report also includes a brief summary of the levels of parent and student satisfaction with Woongarra State School.

Woongarra State School continues to uphold its reputation as a welcoming and supportive environment for all students, staff and families, as well as its high standards of academic excellence. Woongarra has always been considered a country school with a country atmosphere. Although only situated some seven kilometres from the Bundaberg Central Business District along Elliott Heads Road, Woongarra State School is lucky enough to have a rural setting, situated amongst cane fields. Our manicured grounds are evidence of the pride we have in Woongarra and being Woonies.

School progress towards its goals in 2011

Woongarra's results in the Year 2 Net 2011 were comparable to those of 2010 in Reading, Writing and Number, and were close to the State average in all three areas.

The results of NAPLAN testing in Year 7 were slightly below 2010's results in Spelling, Grammar & Punctuation and Numeracy, but comparable in Reading and Writing. Nevertheless results in Writing were similar to the National average, which is a pleasing improvement on the results for 2010.

The Year 5 NAPLAN results showed improvement Reading, Grammar & Punctuation and Numeracy compared with 2010, and in Year 3, in all areas bar Spelling.



Future outlook

The population growth in Woongarra's catchment area – especially on the coast, has led to a large expansion in the student numbers, with the result that Woongarra has adopted an Enrolment Management Plan. The school is limited by its infrastructure, especially the reliance on tank water and a septic sewage system.

In terms of our core business, we are proud of the learning culture that we have established, and of the results of our recent school audit of curriculum and teaching. The main curriculum focus is now the implementation of the *Australian Curriculum* in English, Maths and Science, plus trialling some units of work in History. As a result of QCAR, the intensive grounding in the integration of assessment and reporting into the planning process, as well as a renewed concentration on pedagogical practice, stands the teachers in good stead. All classes will engage with the C2C units of work as they are provided, and participate in cluster moderation of student work. A process of creating "A" exemplars and explicitly forefronting assessment will add to the alignment of planning, assessment and reporting.

Literacy and Numeracy have been a particular emphasis in 2011, informed by student performance in both NAPLAN and school-based assessment. The appointment of a Literacy Coach, through the National Partnerships program, has been of significant benefit, both to improving student learning, and to the depth and quality of pedagogical practice. Her continued employment will ensure a strong focus on Reading in 2012, as indicated in the *School Implementation Plan 2012*. The emphasis on collaborative planning and moderation will be strengthened, and staff will engage in goal setting and coaching feedback to both reflect upon, and improve, teaching practice.

Teachers have continued an intensive professional development schedule in Maths through the *First Steps* program to address the concerns raised by numeracy results in standardised testing. This plus the professional development opportunities provided by the Literacy Coach around Reading have been predicated on our negotiated Professional Development Plan.

The Federal Government's *Building the Education Revolution* program has enabled us to continue to enjoy the benefits of the major upgrade of our school facilities in 2010. Through the *Primary Schools for the 21st Century* project, we received a new library, hall and tuckshop, while through the *National School Pride* project, a large percentage of our classrooms were refurbished with new carpet, interior and exterior painting. Blackboards have been replaced with whiteboards. This project also provided a large shed, new furniture and a significant number of interactive whiteboards.

Woongarra continued with our strong involvement with Coral Coast Cluster projects especially with Kepnock's Science Centre for Innovation & Professional Practice (SCIPP) and the REAL project. In addition, we remained closely aligned with our neighbouring high schools, especially Kepnock SHS, to facilitate seamless transitions for our students, including our students with Special Needs, and to engage in jointly-funded programs such as *Science Spark/ Primary Connections* and *Coasting into Robotics*.

Woongarra also intends to maintain our positive relationship with Central Queensland University, as well as mentoring student teachers from other universities, students from TAFE and Work Experience students from several local high schools.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
470	234	236	94%

Characteristics of the student body:

Woongarra enjoys a fairly stable enrolment pattern with transience not being a problem. Enrolments have been steadily increasing to the point that the development of a school management plan to limit enrolments became necessary. The school can safely contain a maximum enrolment of about 500 students. Students are predominately from supportive families, some of whom are of Indigenous, European or Asian ethnicity.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	21.7
Year 4 – Year 10	26.8
All Classes	23.7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	2
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings:

- Instrumental Music – Brass, Woodwind, Percussion and Strings;
 - Junior and Senior Choirs - Bundy In Bloom, Eisteddfod performances;
 - Athletics, including cross-country;
 - Camps (Years 5 and 7);
 - Robotics;
- Woongarra has been a “Reef Guardian” School since August 2004.

Extra curricula activities:

- Book Week activities;
- Lunchtime games room;
- Author/Illustrator visits;
- Life Education;
- Premier’s Reading Challenge;
- ANZAC Day ceremony;
- Starlab “Cosmodome” visit.

How Information and Communication Technologies are used to assist learning

Computers are regarded as an essential tool for learning and are integrated into many aspects of the curriculum. They are frequently used as a vehicle for the assessment of student work. Specialized lessons are offered to Years 1-7 with all classes working towards appropriate levels of efficiency in skills built sequentially through the years. The robotics program at Woongarra has continued successfully in Year 7 with the students taking out several awards in the *Robotics Challenge* held at CQU.

Interactive whiteboards purchased through the *National School Pride* project enhanced the potential for engaging students with ICT programs and rejuvenated pedagogical practice throughout the school.

Teachers all used their government-issued laptops for planning, assessment and reporting. The transition to *One School*, the state-wide database, also simplifies record-keeping, including behaviour management data.

Innovations have included the use of digital technology such as bloggies and iPod touches, and programs such as Photostory, Edstudio, Mindstorms, Audacity and Easi-speaks to record and edit some aspects of student work. The blue room located in the new resource centre provided an excellent venue for filming.

Social climate

As indicated by both our parent and staff opinion surveys, Woongarra has a highly supportive parent group, and sits within a community that, while growing, remains fairly consistent in terms of values relating to, and expectations of, schooling.

Our school at a glance

Teachers and ancillary personnel form a supportive and cheerful staff with solidarity ensured through open communication and regular professional and social events. There are many occasions when staff gives selflessly of their time outside school hours to celebrate student achievements or to take part in camping programs and excursions.

Students are encouraged to help each other, in particular, the Year 6/Prep. Buddy program highlights the way in which older children care for younger ones. *Better Buddy* awards are often given at assemblies.

To improve support for students, Woongarra successfully applied for a Chaplain. She has proved a real asset to the school - engaging students who are outside the mainstream, assisting the Guidance Officer with establishing a lunchtime activities program, helping with our Friday morning breakfasts (provided through the Christian Heritage Centre), and providing a sympathetic ear for students and parents who have chosen to access her time.

Parent, student and teacher satisfaction with the school

As indicated by our parent opinion survey, Woongarra has a highly supportive parent group who are very satisfied with the education provided at the school.

As indicated by our staff opinion survey, teachers and ancillary personnel form a supportive and cheerful staff ensuring solidarity through open communication and regular professional and social events.

As indicated by our student opinion survey, students are generally very satisfied with the education provided at the school.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	94%
Percentage of students satisfied that they are getting a good education at school	92%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	89%
Percentage of staff members satisfied with morale in the school	87%

DW – Data withheld

Involving parents in their child's education

The partnership with parents is regarded as a vital component of successful student learning at Woongarra, and we therefore create as many opportunities as possible to involve families in school life. Communication is transparent and frequent through not only the weekly newsletter, but also through face-to-face contact, regular class letters home, phone calls when necessary and of course regular reporting on students' progress through school reports and formal interviews.

Our school at a glance

Parent volunteers are always welcome and all classes avail themselves of parents' talents and assistance throughout the year. Several parents have undertaken the TAFE Certificate 3 for Teacher Aides and are supported by specific teachers. Our Parents and Citizens' meetings are very well-attended, our tuckshop has a secure supply of parent helpers and we have received positive feedback through the Parent Opinion Survey. This all attests to the welcome the parent body appreciates at Woongarra.

A number of events throughout the school year have become traditions at Woongarra strongly supported by families. The school ANZAC Day commemoration service and the Coastal Sports afternoon in preparation for district sports (which Woongarra hosts) are just some of the traditions of which we are very proud. Involvement of parents in these occasions frequently leads to their increased participation in the learning/teaching aspects of 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.

Although the amount of use of electricity would have been expected to increase following the air-conditioning of all work spaces, in fact staff and students have been coached in how to manage the use of these and other appliances (eg. lights, computers) for energy efficiency – with apparent success. Care with water use has always been a focus, as the school is on tank and bore water, not mains supply.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	118,004	0
2010	114,826	0
% change 10 - 11	3%	N/A

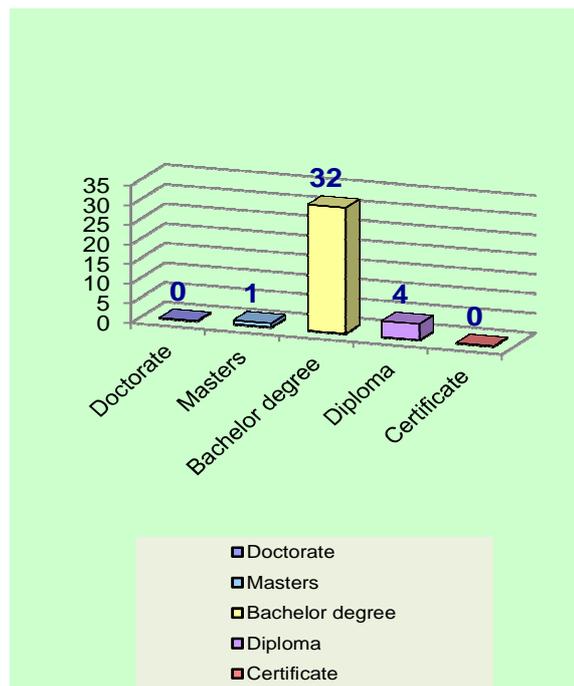
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	17	<5
Full-time equivalents	31	10	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	32
Diploma	4
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$3,652

The major professional development initiatives are as follows:

- * ACARA agenda;
- * QSA Conference;
- * QCATs;
- * English as a discrete subject;
- * First Steps in Maths training.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 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 web page.

Our staff profile

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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

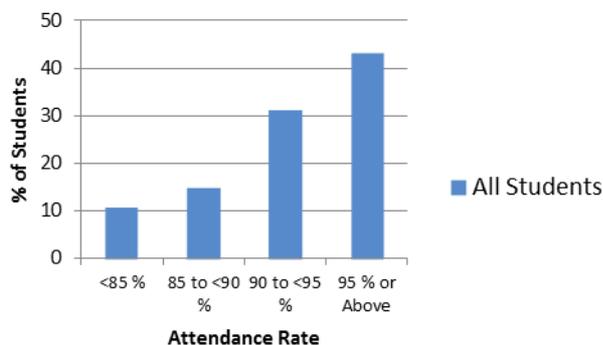
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	93%	93%	92%	93%	92%	94%

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.

Rolls are marked at the start of each morning and immediately after lunch. Rolls are sent to the Office every Friday and entered on SMS. Absences are recorded as illness (I), holidays (H), medical appointment (M) or unexplained (U).

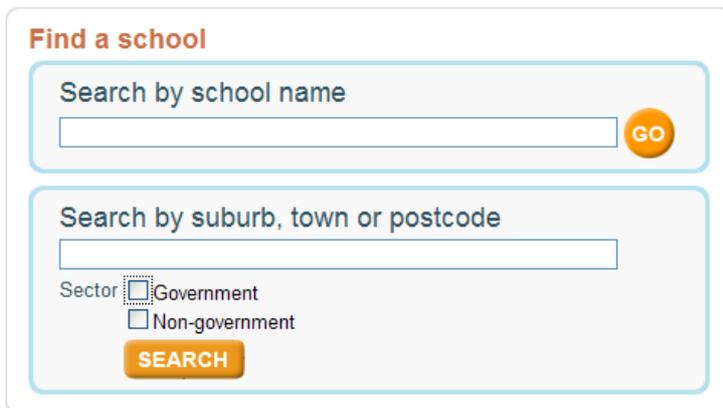
In the case of unexplained absences contact is made with the caregivers, either by the class teacher or the office personnel. Should long-term absences occur and contact attempted by the class teacher or office personnel unsuccessful, the Deputy Principal or Principal will attempt contact with the family. Once reasons are established for the absence, appropriate action is taken to ensure that the children concerned are able to attend school regularly. If there are issues which appear to be related to the care/safety of the children in the home environment, appropriate agencies (eg. Department of Child Safety) will be approached.

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 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 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

The Indigenous students at Woongarra in Year 3 had a significantly smaller, or no gap at all in all NAPLAN areas compared to both Regional and State results, those in Year 5 were of a concern in all areas, and in Year 7 were better than Regional and State results in Numeracy, Grammar & Punctuation and Spelling.

Attendance is not a problem, with an average attendance rate of 94%.

Indigenous students with difficulties in Literacy have been receiving extra in-school tuition from a teacher employed for 6 hours per week.

Indigenous parents are very supportive at Woongarra, both in terms of their individual children's learning, but also with promoting relevant Indigenous issues with staff and students, some have made presentations to classes relating to specific curriculum programs around Indigenous issues.

The Bundaberg Indigenous Well-Being Centre recently held a Well-Being Day for a selection of schools, including Woongarra, where the Indigenous children had health and dental checks, and participated in activities which were both fun and educational in terms of healthy eating and lifestyle.