



Woongarra State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Woongarra State School is situated amidst cane fields and small crop holdings, about 8 kms from Bundaberg in one direction, and 10km from Coral Coast communities in another. The school currently has 19 classes, including 3 Preps. Although the school draws students from a mixture of socio-economic groups, most Woongarra families would identify with middle-class values and aspirations. This is reflected in the high level of parental support and the pride the community takes in being part of the 'Woonie' tradition. Teaching staff are justifiably proud of their commitment to delivering the best possible educational experiences. They have been very successful in engaging with ACARA, planning using C2C and other resources. Students and parents are very clear about expectations for behaviour, wearing school uniform and caring for the school's physical environment. Academic, sporting and cultural pursuits are all highly-valued and publicly rewarded and, as a 'Reef Guardian' school we are very involved with local environmental issues.

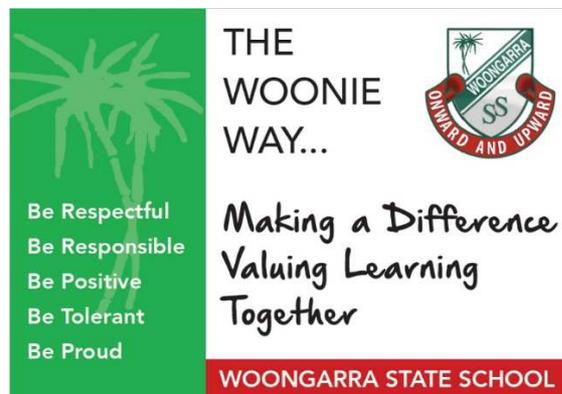
Principal's Foreword

Introduction

We are pleased to present the Woongarra State School Annual Report 2016 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 2016. The learning outcomes of Woongarra students in literacy and numeracy are detailed with reference 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 the 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.

Throughout 2016 a number of key staff members undertook an intense professional development program, "Change Makers" resulting in the school community negotiating a Vision Statement – *The Woonie Way*. The school's Behaviour Plan's "5B's" are incorporated in the logo.



School Progress towards its goals in 2016

<u>GOAL</u>	<u>PROGRESS</u>
<p><i>Key literacy improvement strategies</i></p>	<ul style="list-style-type: none"> • Created the position of Curriculum Leader to lead and manage curriculum development activities, particularly in the area of literacy. • Trialled the “Sound Waves” phonics program to be implemented across the school in 2017. • Employed a Speech/Language Pathologist for one day a week to provide screening and programs for students, plus training for staff to better deliver oral language activities targeting phonological and phonemic awareness. • Continued with a balanced reading program. • Ensured the 5 aspects of reading were explicitly addressed ie: 1. <i>Fluency</i>; 2. <i>Broad & Deep Vocabulary</i>; 3. <i>Active comprehension Strategies</i>; 4. <i>Text & Textual features</i>; 5. <i>World Knowledge</i>. • A variety of quality teaching processes and resources supported the development of the literacy skill of <i>inference</i>. • Developed a shared understanding and pedagogical practice of the 4 writing procedures: 1. <i>Modelled Writing</i>; 2. <i>Shared Writing</i>; 3. <i>Guided Writing</i>; 4. <i>Independent Writing</i>.
<p><i>Key Numeracy improvement strategies</i></p>	<ul style="list-style-type: none"> • Continued the focus on Numeracy/Mathematics throughout the school, under the leadership of the Master Teacher. • The Master Teacher worked alongside teachers to improve teaching practices. • I4S funding provided the Master Teacher with regular teacher aide support, plus supply teachers to relieve classroom teachers to engage in numeracy PD/feedback with the Master Teacher. • Ensured a range and balance of assessment tools were being used (diagnostic, formative and summative) to support quality teaching and reporting. • The Master Teacher built teacher capacity to recognize and remediate key misconceptions through Numeracy Rich Routines. • Through the implementation of the ASOT pedagogical framework, a culture of engaging learning and catering for students’ academic, social and emotional needs has been encouraged, to improve achievement for all students. • Reflecting on professional practice through coaching/feedback and the Classroom Profiling process led to greater student engagement in learning. • Differentiation & planning for diverse learners was a focus of teachers’ professional development opportunities.
<p><i>Student Engagement</i></p>	<ul style="list-style-type: none"> • Opportunities were created for all students to reach their potential, including identifying and supporting at-risk students and high-achieving students. • The process for creating ICPs including implementing, monitoring, assessing and reporting on goals was reviewed.

Future Outlook

Improve Student Attendance

- Analyse trends in attendance data at the whole school, class and individual student level.
- Implement both proactive and reactive strategies to increase student attendance to 95%
- Communicate and promote student attendance rates in the wider community through the weekly newsletter
- Implement the Same Day Reporting - Student Absence Requirements
- Reward 100% attendance each term and for the whole year.

Every Student Succeeding

- Expand opportunities for all students to reach their potential – Leadership team to provide Extension Literacy (Years 1, 2 & 6) and Mathematics (Years 3, 4, 5, 6) programs
- Master Teacher to assist teachers to build higher level thinking/problem solving skills into Mathematics lessons
- Identify and support 'at risk' students with targeted intervention programs, including through ICPs, and teacher aide time.

Australian Curriculum Priorities

- Revise Whole School Curriculum Plan in line with the latest version of the Australian Curriculum
- Review the Reporting and Assessment Plan and align it with the Whole School Curriculum Plan.
- Embed English, Mathematics, Science, Humanities and Social Sciences, adapting & adopting C2C resources where applicable
- Using the North Coast Region: "*A Guide to School Based Assessment Tools and Year Level Expectations*" as a base guide develop school-based Year Level Expectations in reading, numeracy and U2Bs
- Introduce the Digital and Design Technologies - Australian Curriculum, continuing coding and robotics
- Familiarise staff with the curriculum areas Health and Physical Education and Languages & The Arts, using C2C resources in line with roll out protocols

School Vision

Revisit the school vision "The Woonie Way" at regular intervals to maintain consistency of school values and the link to curriculum intent.

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	496	244	252	32	96%
2015*	480	245	235	28	96%
2016	458	237	221	31	95%

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

Woongarra enjoys a fairly stable enrolment pattern with transience not being a problem. Enrolments had 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 520 students. Students are predominately from supportive families, some of whom are of Indigenous, European or Asian ethnicity. Approximately 20 students have a verified disability but all are catered for successfully within mainstream schooling.

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	20	23	23
Year 4 – Year 7	22	24	25
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- A whole-school Curriculum Plan has been developed;
- Australian Curriculum implemented in English, Maths, Science, History and Geography;
- Units in above areas based around C2C planning and resources with some school-based units still undertaken in some classes;
- All other curriculum areas based upon the Essential Learnings;
- Summative assessment is aligned with C2C where possible;
- Diagnostic assessment – PAT-R, PM Benchmarking, IPI, Kalkie Spelling, NCR “Show Me” (Maths –pre and post testing each term), Speech/Language screeners (Prep);
- Optional diagnostic testing includes PAT-Spelling and Cars and Stars;
- Moderation occurs in year-level cohorts at the end of units of work.

Co-curricular Activities

- Weekly lunchtimes Games Room run by Chaplain;
- Book Week activities;
- Drama performances;
- Author/Illustrator visits;
- Life Education;
- Premier’s Reading Challenge;
- ANZAC Day ceremony;
- Human Relationships Education for Year 6 students (provided by True Relationships, formerly Family Planning Queensland);
- Minecraft in Computer Lab at lunchtime.

How Information and Communication Technologies are used to Assist Learning

Woongarra has two computer laboratories which are in constant use. 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 Prep-6, with all classes working towards appropriate levels of efficiency in skills built sequentially through the years.

Children are taught “coding” from Years 1-6, using *Scratch*, *Bbot* and *Blu Bot* programs. They use the *Code.org* website to further develop their coding skills.

The robotics program at Woongarra has continued successfully in Years 6 and been extended to Years 4 and 5. Interactive whiteboards, including those 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 use their government-issued laptops for planning, assessment and reporting. The transition to *One School*, the state-wide database, simplifies record-keeping, including behaviour management data. The introduction of C2C online learning has resulted not only in engaging students in interactive online learning, but also in up-skilling teaching staff in the integration of ICT into their daily routines.

Innovations have included the use of digital technology such as bloggies, iPads 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 Resource Centre provides an excellent venue for filming.

Social Climate

Overview

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.

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 5/Prep Buddy Program highlights the way in which older children care for younger ones. *Better Buddy* awards are given out by the Chaplain regularly at assemblies to children who follow the 5 B's and who have shown consideration towards fellow students.

Behaviour management, while not an area of concern at Woongarra, is assisted by a consistent and forefronted approach, guided by the mantra of the "5 B's": *Be Respectful; Be Responsible; Be Positive; Be Proud; and Be Tolerant*. The 3 Step Plan is now implemented across the school (1. Tell them to "Stop it, I don't like it! 2. Walk away. 3. Tell an adult) to particularly target bullying and other inappropriate behaviours.

In 2011, one of our Year 7 School Leaders and one of our Music teachers collaborated to write our school song which incorporates the 5 B's in its lyrics, and therefore helps the students to internalise the words. Hearing all the children singing the school song is quite an uplifting experience.

To improve support for students, Woongarra maintains a Chaplain - who also happens to be a trained teacher. She has proven a real asset to the school - engaging students who are outside the mainstream, assisting the Guidance Officer with establishing a lunchtime activities program, running friendship/social skills groups, helping with our Friday morning breakfasts (provided through the Christian Heritage Centre), and providing a sympathetic ear for students and parents who choose to access her time.

In 2014 a system of tangible positive reward was established, where staff members give out small coloured cards called "Woonies" to children displaying behavior indicating they are enacting an aspect of the 5 B's. The cards are placed in year-level containers and a free draw is done each week at assembly to further recognize some students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree[#] that:			
their child is getting a good education at school (S2016)	94%	96%	98%
this is a good school (S2035)	94%	98%	98%
their child likes being at this school* (S2001)	94%	100%	98%
their child feels safe at this school* (S2002)	94%	100%	98%
their child's learning needs are being met at this school* (S2003)	91%	96%	95%
their child is making good progress at this school* (S2004)	89%	96%	98%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	93%	98%
teachers at this school motivate their child to learn* (S2007)	94%	96%	98%
teachers at this school treat students fairly* (S2008)	97%	93%	95%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	98%
this school works with them to support their child's	94%	96%	98%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
learning* (S2010)			
this school takes parents' opinions seriously* (S2011)	97%	93%	98%
student behaviour is well managed at this school* (S2012)	97%	98%	98%
this school looks for ways to improve* (S2013)	94%	96%	98%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	100%	99%
they like being at their school* (S2036)	98%	99%	98%
they feel safe at their school* (S2037)	98%	99%	98%
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%	99%
teachers treat students fairly at their school* (S2041)	100%	99%	96%
they can talk to their teachers about their concerns* (S2042)	93%	98%	95%
their school takes students' opinions seriously* (S2043)	98%	98%	97%
student behaviour is well managed at their school* (S2044)	94%	97%	95%
their school looks for ways to improve* (S2045)	100%	100%	99%
their school is well maintained* (S2046)	98%	100%	99%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	92%	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)	90%	89%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	96%
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)	95%	100%	97%
staff are well supported at their school (S2075)	95%	86%	89%
their school takes staff opinions seriously (S2076)	92%	86%	88%
their school looks for ways to improve (S2077)	98%	92%	97%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	95%	91%	100%

Performance measure	2014	2015	2016
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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

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. As a response to the digital age, in 2015 the school introduced a school "App" to broadcast relevant information to parents with Smart Phones.

The process for identifying and supporting students with disabilities is always predicated by formal meetings between teaching staff, especially the Head of Special Education services and the carers of identified students.

ICPs are negotiated with class teachers, but parents are fully informed and able to offer input. 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, Under 8's Day and the Coastal Sports afternoon (which Woongarra hosts) in preparation for district sports 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. School Administrators and staff are familiar with processes associated with reporting suspected harm and are mindful of any potential situations.

The Health curriculum across all year levels targets positive relationships and the importance of rules for behavior, as well as how to stay healthy in every aspect of life. The school's Behaviour Management Plan is thorough, proactive and enacted.

The school's Chaplain conducts friendship/social skills programs where needed.

The organization True Relationships (formerly Family Planning) provides relationship education to all Year 6 students towards the end of the year.

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	5	6	2
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.

Environmental Footprint

Reducing the school's environmental footprint

The school community is regularly reminded about water use as Woongarra is not attached to town water but operates with rain water tanks and bore water for watering the grounds. Similarly efforts to keep electricity use are constant. Usage has increased with the whole school now being air conditioned.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	123,043	0
2014-2015	135,813	
2015-2016	144,048	

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

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 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	38	23	<5
Full-time Equivalents	32	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	35
Diploma	
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 \$24236.56.

The major professional development initiatives are as follows:

- Change Maker program;
- Maths strategies presented by Michael Ymer;
- Master Teacher support in Maths strategies – Spatial Thinking, Problem Solving & Reasoning; Online Numeracy;
- Essential Skills ;
- Classroom Profiling ;
- Literacy Solutions ;
- Minecraft workshops;
- First aid and CPR.

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.	96%	97%	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 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).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	91%

*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%.

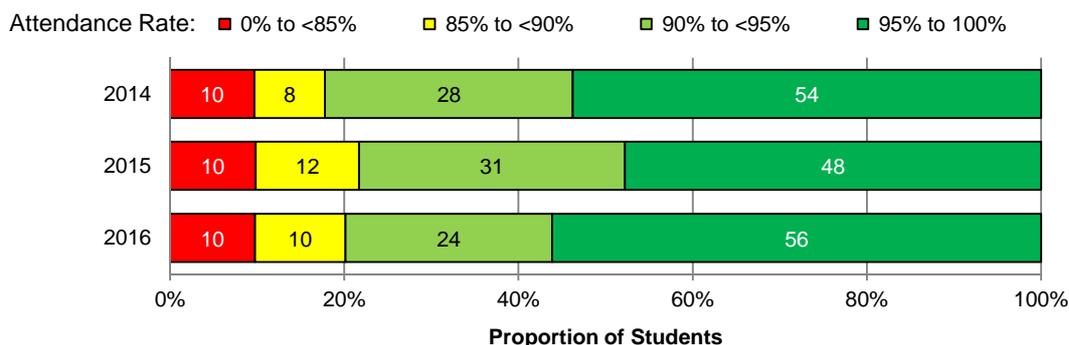
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	94%	94%	93%	95%	94%	93%	91%					
2015	93%	94%	94%	93%	93%	94%	94%						
2016	95%	94%	94%	93%	93%	94%	94%						

*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.

Unexplained absences are followed up by phone calls.

Attendance at Woongarra is not a huge issue as statistics show.

NAPLAN

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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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.

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