

Woongarra State School

Queensland State School Reporting

2014 School Annual Report



Postal address	468 Elliott Heads Road Bundaberg 4670
Phone	(07) 4150 6333
Fax	(07) 4155 6198
Email	the.principal@woongarrass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Principal, Jeff Irwin

Principal's foreword

Introduction

We are pleased to present the Woongarra State School Annual Report 2014 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 2014. 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.

School progress towards its goals in 2014

<u>GOAL</u>	<u>PROGRESS</u>
<ul style="list-style-type: none"> Implement the Australian Curriculum Key literacy and numeracy improvement strategies Differentiation strategies Implement performance reviews for all staff Develop and enact a pedagogical framework based on ASOT 	<ul style="list-style-type: none"> English, Maths, Science, History and Geography fully implemented. A balanced reading program established with support from the Literacy Coach, including emphasis on inference, and strategies to broaden vocabulary. Numeracy Rich Routines addressing key aspects of number established, and a balance of assessment tools implemented in all year levels. Differentiation strategies are being recorded on One School but this is an area to be focussed upon in 2015 Performance Plans have been developed for all staff. Design Question1 was explored and implemented. ASOT is providing a common language and some common teaching strategies in all classes.

<ul style="list-style-type: none"> • Getting Ready For Secondary School • Parent and Community Engagement Framework • Teaching & Learning Audit priorities 	<ul style="list-style-type: none"> • Successful transition strategies were enacted with local high schools to ensure a smooth entrance to secondary schooling for both Years 6 and 7, as well as for students with disabilities, eg. School Leaders were selected from both year levels; students visited the feeder high school and engaged in different curriculum areas and routines, including extension programs. • Families provided with many opportunities to engage with student learning and extra events including helping in class activities, on excursions, Under 8's Day, sporting competitions, assemblies, discos and information evenings. Communication was enhanced with the introduction of a school app for Smart Phones. • ASOT pedagogical framework enacted throughout school, supported by a planned and formalised approach to coaching and mentoring. • Students' individual learning goals created as key elements of improved teaching and learning.
---	--

Future outlook

Numeracy Priority

- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Master Teacher to focus on improving numeracy teaching
- Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations

Analyse Student Data

- Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention.
- Further develop teacher expertise in data analysis to inform effective teaching and learning.

A Balanced Writing Program

- Develop a shared understanding and pedagogical practice of the 4 writing procedures:
1. **Modelled Writing**; 2. **Shared Writing**; 3. **Guided Writing**; 4. **Independent Writing**

Master Teacher

- Develop opportunities for Master Teacher to work alongside teachers to improve teaching practices.

ASOT

- Continue to develop and embed an overarching Curriculum Framework based on ASOT
- Investigate and implement locally selected Design Questions - focus on Design Question 5 – *What will I do to engage students?*

Moderation

- Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice

Early Childhood

- Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	478	238	240	95%
2013	483	237	246	94%
2014	496	244	252	96%

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

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 520 students. Students are predominately from supportive families, some of whom are of Indigenous, European or Asian ethnicity.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	21	20
Year 4 – Year 7 Primary	23	21	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	3	16	5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Instrumental Music – Brass, Woodwind, Percussion and Strings;
 Junior and Senior Choirs - Bundy In Bloom, Eisteddfod performances;
 Interschool sport;
 Athletics, including cross-country;
 Camps (Years 5 and 6);
 Robotics;
 Woongarra has been a “Reef Guardian” School since August 2004.

Extra curricula activities

Weekly lunchtimes Games Room run by Chaplain;
 Book Week activities;
 Author/Illustrator visits;
 Life Education;
 Premier’s Reading Challenge;
 ANZAC Day ceremony;
 Human Relationships Education for Year 6 students (provided by 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 – 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 Years 6 and 7 and been extended to Year 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. With the introduction of C2C units of work, this technology has become mandatory from Prep to Year 7.

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. 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

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. 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, 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. Class teachers then tally the awards at the end of each term and provide a tailored additional reward according to the number of "Woonies" earned.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	93%	100%	94%
this is a good school (S2035)	100%	100%	94%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	93%	98%	91%
their child is making good progress at this school* (S2004)	97%	98%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	98%	91%
teachers at this school motivate their child to learn* (S2007)	93%	98%	94%
teachers at this school treat students fairly* (S2008)	97%	100%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	98%	94%
this school works with them to support their child's learning* (S2010)	93%	98%	94%
this school takes parents' opinions seriously* (S2011)	97%	98%	97%
student behaviour is well managed at this school* (S2012)	97%	100%	97%
this school looks for ways to improve* (S2013)	100%	100%	94%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure

Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	99%
they like being at their school* (S2036)	100%	97%	98%
they feel safe at their school* (S2037)	99%	97%	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%	100%
teachers treat students fairly at their school* (S2041)	97%	97%	100%
they can talk to their teachers about their concerns* (S2042)	92%	96%	93%
their school takes students' opinions seriously* (S2043)	97%	99%	98%
student behaviour is well managed at their school* (S2044)	100%	92%	94%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	98%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		95%	90%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		98%	95%
staff are well supported at their school (S2075)		95%	95%
their school takes staff opinions seriously (S2076)		98%	92%
their school looks for ways to improve (S2077)		98%	98%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		98%	95%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

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 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. The amount of use of electricity would have been expected to increase following the air-conditioning of all work spaces, as well as all classrooms now using interactive whiteboards on a daily basis. We are not proud of our larger environmental footprint! Staff and students have been coached in how to manage the use of electrical appliances (e.g. turning off lights, computers & air conditioning) for energy efficiency in this technological age.

Care with water use has always been a focus, as the school is on tank and bore water, not mains supply.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	122,900	0
2012-2013	64,503	0
2013-2014	123,043	0

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.

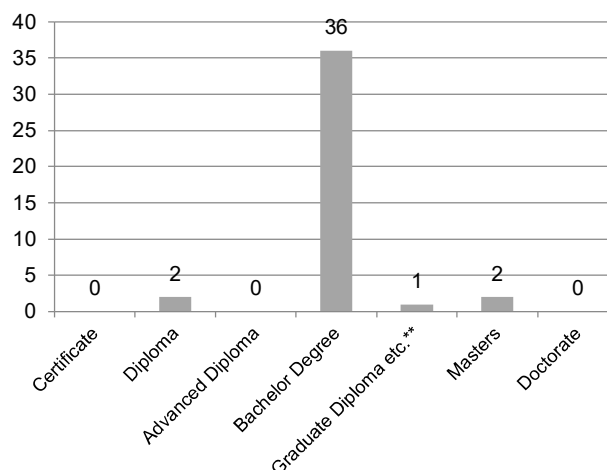
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	41	20	<5
Full-time equivalents	33	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	36
Graduate Diploma etc.**	1
Masters	2
Doctorate	0
Total	41



*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 2014 were \$4489.87

The major professional development initiatives are as follows:

Special Education – Inclusive Leaders; Autism; Disability Standards;

ASOT;

Speech/Language – 1,2,3 Magic, Support a Talker for Teacher Aides;

First Aid training;

Cleaners training.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

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 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%

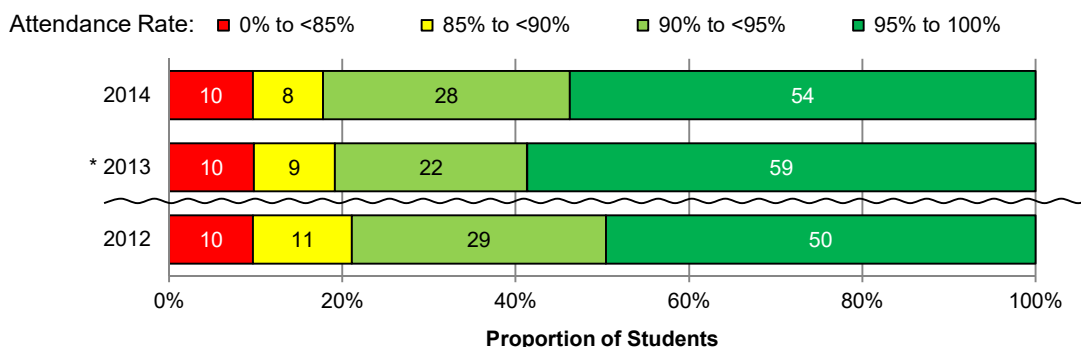
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	93%	94%	94%	91%	93%	93%					
2013	94%	93%	94%	95%	94%	92%	95%					
2014	94%	94%	93%	95%	94%	93%	91%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 One School. Absences are recorded as illness (I), holidays (H), sport (S), other (O), unauthorised (J) or unexplained (U).

With the introduction of a new phone system the school now has a dedicated “absence line” for parents to report their children’s illnesses or other reasons for absence. An “app” for Smart Phones has also been recently established whereby parents can identify their child’s absence. Caregivers are required to sign children in and out for late arrivals and/or early leaving in a register in the school office.

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 (e.g. Department of Child Safety) are approached.

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

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 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

According to the 2014 NAPLAN results in Reading, Numeracy and Writing, the majority of Indigenous students at Woongarra demonstrated that they met or exceeded the system aspiration for those curriculum areas. Attendance of Indigenous students is not a statistically significant problem, with an average attendance rate of 90%. Indigenous students with difficulties in Literacy received extra in-school tuition from a teacher employed for 6 hours per week.