



Woongarra State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

We are pleased to present the Woongarra State School Annual Report 2018 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 2018. 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 and small crop holdings.

The school population is stable with 20 classes including 3 Preps in 2018. 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 the Australian Curriculum and implementing its various aspects. 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. The school's manicured grounds are evidence of the pride the school community has in Woongarra and in being "Woonies".



School progress towards its goals in 2018

<u>GOAL</u>	<u>PROGRESS</u>
<p style="text-align: center;">Literacy</p>	<ul style="list-style-type: none"> • Maintained the position of Curriculum Leader to lead and manage curriculum development activities, particularly in the area of literacy. • The "Sound Waves" phonics program used across the school. • 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: <i>1. Fluency; 2. Broad & Deep Vocabulary; 3. Active comprehension Strategies; 4. Text & Textual features; 5. 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: <i>1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing.</i>
<p style="text-align: center;">Numeracy</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.
<p style="text-align: center;">Supporting Learners</p>	<ul style="list-style-type: none"> • 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. • 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.
<p style="text-align: center;">Upper Two Bands</p>	<ul style="list-style-type: none"> • Differentiation & planning for diverse learners was a focus of teachers' professional development opportunities. • Extension Literacy and Numeracy groups were implemented in Years 2 – 6, conducted by the Principal and Deputy Principal.

Attendance	NAPLAN results 2018	
	U2 BAND	Year 3
	Literacy	53.3%
	Numeracy	49.2%
	Year 5	29.0%
		24.2%
	94.7%	

Future Outlook

Writing

- Implement a balanced writing program (modelled, shared, guided and independent) by the end of First Semester 2019;
- Introduce a school-wide, cohesive editing policy to be implemented by the end of 2019.

Upper 2 Bands

- Embed differentiation strategies across all year levels, using diagnostic assessment to identify needs;
- Provide extension classes in English and Maths in as many year levels as practicable.

Inclusion

- Identify and support students at risk through targeted intervention;
- Provide professional development to ensure that staff are familiar with the concept of Inclusion and the target groups (ie not simply learning support students).

Maintaining the Balance

- Continue the focus on Reading and Mathematics as has been the priority in previous years.

Attendance

- Lifting attendance to 95%;
- Rewarding 100% attendance at the end of each Term.

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	458	459	466
Girls	237	233	225
Boys	221	226	241
Indigenous	31	25	21
Enrolment continuity (Feb. – Nov.)	95%	97%	96%

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

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. Year 7 moving to high school did check this trend temporarily. 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	24
Year 4 – Year 6	25	24	25
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

- A whole-school Curriculum Plan is in place and updated regularly;
- Australian Curriculum implemented in English, Maths, Science, Humanities and Social Sciences;
- Digital and Design Technologies and HPE (ACARA) introduced;
- Units of work based around C2C planning and resources;
- All other curriculum areas based upon the Essential Learnings;
- Instrumental Music (Strings, Brass, Woodwind and Percussion) is offered from Years 3 – 6;
- Summative assessment is aligned with C2C;
- 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;
- Pre-moderation discussions occur before implementation of units;
- Moderation occurs in year-level cohorts at the end of units of work.

Co-curricular activities

- Interschool sport and special sporting competitions;
- Years 5 and 6 camps;
- Weekly lunchtimes Games Room run by Chaplain;
- Junior and Senior Choirs;
- Breakfast program every week;
- Years 3 & 4 Indigenous Days;
- 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);
- Excursions related to curriculum units;
- 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 4, 5 and 6. 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

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)	98%	97%	97%
• this is a good school (S2035)	98%	100%	97%
• their child likes being at this school* (S2001)	98%	97%	94%
• their child feels safe at this school* (S2002)	98%	97%	94%
• their child's learning needs are being met at this school* (S2003)	95%	97%	94%
• their child is making good progress at this school* (S2004)	98%	100%	97%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	97%	94%
• teachers at this school motivate their child to learn* (S2007)	98%	97%	91%
• teachers at this school treat students fairly* (S2008)	95%	93%	92%
• they can talk to their child's teachers about their concerns* (S2009)	98%	97%	97%
• this school works with them to support their child's learning* (S2010)	98%	97%	94%
• this school takes parents' opinions seriously* (S2011)	98%	97%	94%
• student behaviour is well managed at this school* (S2012)	98%	100%	91%
• this school looks for ways to improve* (S2013)	98%	97%	97%
• this school is well maintained* (S2014)	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	100%	98%
• they like being at their school* (S2036)	98%	93%	97%
• they feel safe at their school* (S2037)	98%	97%	99%
• their teachers motivate them to learn* (S2038)	100%	98%	99%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	99%

Percentage of students who agree# that:	2016	2017	2018
• teachers treat students fairly at their school* (S2041)	96%	90%	97%
• they can talk to their teachers about their concerns* (S2042)	95%	95%	97%
• their school takes students' opinions seriously* (S2043)	97%	93%	98%
• student behaviour is well managed at their school* (S2044)	95%	91%	95%
• their school looks for ways to improve* (S2045)	99%	99%	99%
• their school is well maintained* (S2046)	99%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	99%	95%	99%

* 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%	97%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
• they receive useful feedback about their work at their school (S2071)	88%	92%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	97%	100%
• student behaviour is well managed at their school (S2074)	97%	97%	97%
• staff are well supported at their school (S2075)	89%	86%	86%
• their school takes staff opinions seriously (S2076)	88%	92%	86%
• their school looks for ways to improve (S2077)	97%	97%	89%
• their school is well maintained (S2078)	100%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	95%

* 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 school newsletter has transitioned to a digital format to reduce the need for paper copies.

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 education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable 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.

Year 6 students completed the Daniel Morcombe Child Safety Curriculum which covered the areas of "Recognise, React and Report". In Term 4, they participated in a Relationships Education Program conducted by True Relationships (formerly Family Planning).

The school's Behaviour Management Plan is thorough, proactive and enacted.

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

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	2	2	3
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

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 and despite the whole school now being air conditioned, electricity usage has been reduced.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	144,048		135,398
Water (kL)			

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.

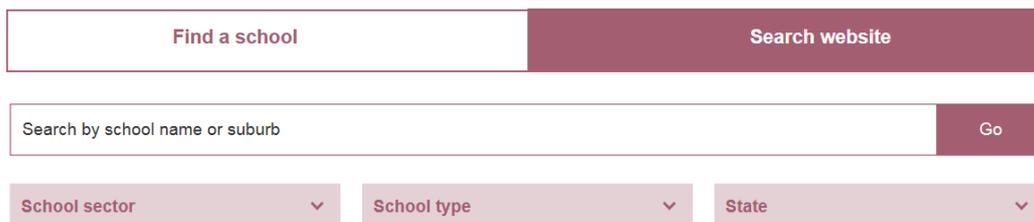
School funding

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](#) website at.

How to access our income details

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.



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	36	26	<5
Full-time equivalents	30	15	<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	2
Graduate Diploma etc.*	1
Bachelor degree	33
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 were \$17550.37.

The major professional development initiatives were as follows:

- Master Teacher support in Maths strategies – Spatial Thinking, Problem Solving & Reasoning; Online Numeracy;
- Working with the Gympie Maths Alliance the Numeracy Cluster and regional HODs;
- Curriculum Roadshow;
- Supporting students to edit their writing (PD attended by 6 teachers);
- 123 Magic and Emotion – coaching in the classroom;
- Bridge builder training;
- One School training;
- Aspiring Leaders (Caloundra);
- Speech programming with SLPs;
- Network meetings (HOC, STLAN, TL);
- Wide Bay Rugby League Coaching PD;
- Improving student outcomes;
- First Aid and CPR.

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

N/A

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	94%	95%	94%
Attendance rate for Indigenous** students at this school	91%	95%	93%

* 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

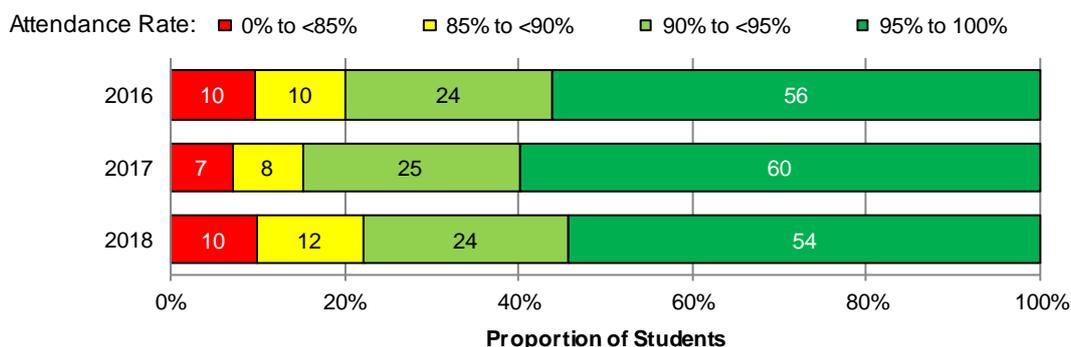
Year level	2016	2017	2018
Prep	95%	94%	94%
Year 1	94%	95%	94%
Year 2	94%	94%	95%
Year 3	93%	95%	94%
Year 4	93%	95%	94%
Year 5	94%	94%	94%
Year 6	94%	95%	92%

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.

Unexplained absences are followed up by phone calls or parents are notified through the SMS for schools program. Non-attendance at Woongarra is not a huge issue as statistics show.

Rewards for 100% attendance are presented at the end of each term.

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.