Woorabinda State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This report can be accessed on the Woorabinda State School website at www.woorabinss.eq.edu.au and will be distributed in the following ways:
- Parents and Citizens Association meetings.
- On the counter at the Woorabinda Post Office and council chambers.
- As an attachment to the school newsletter.
- In the main school office.
- Copies can be requested from the Principal of Woorabinda State School on the above email address.

This report attempts to show a snapshot of where the school is at in terms of a number of things including NAPLAN. The report also outlines the programs that the school runs to support the children in their learning. It provides information in regards to, student and staff attendance and retention, pastoral care, staff to student ratios, parents and student perceptions of the school, curriculum offerings, enrolment, teacher professional development, teacher qualifications, community engagement in the school and the social context of the school.

Woorabinda State School is the only primary school in an Indigenous community located approximately 190km WSW of Rockhampton in Central Queensland. It is accepted that members of at least 52 tribal groups can be traced to Woorabinda. Today the community has its own elected Shire Council. The school's motto is 'Proud and Deadly'. Woorabinda State School has established strong links with the community and through collaboration a five year plan was developed in 2014. This plan drives the explicit improvement agenda of the school.

In 2015 the school had 5 classes from Prep to year 6, 1 special needs teacher, a Physical Education teacher, a Head of Special Education Services and a Master Teacher.

School progress towards its goals in 2015

The core priorities listed below are in response to school and systematic data:

Core Priorities	Progress towards goal:
Reading	➢ There was an increase in the reading mean score for year 3 from 2014 to 2015 NAPLAN from 258 to 292. ➢ There was an increase in the reading mean for year 5 from 2014 to 2015 in NAPLAN from 363 to 380.
Writing	➢ There was an increase in the writing mean score for year 3 from 2014 to 2015 NAPLAN from 266 to 276. ➢ There was an increase in the Grammar & Punctuation mean score for year 3 from 2014 to 2015 NAPLAN from 284 to 299. ➢ There was a slight decrease in the writing mean for year 5 from 2014 to 2015 in NAPLAN from 311 to 302. ➢ There was an increase in the Grammar & Punctuation mean score for year 5 from 2014 to 2015 NAPLAN from 333 to 364.
Transitions	➢ Playgroup has been re-established at the school and runs every Monday and Tuesday morning with support from Playgroup Queensland. ➢ Families as First Teachers – training commenced in preparation from implementation in term 1 2016. ➢ Pre-Prep transition program commenced in Semester 2, leading to stronger partnerships between the school and the local day-care centre. ➢ Students preparing for high school have been supported by a transition to high school program with Baralaba State School as well as 'Getting ready for high school' sessions in collaboration with Government, Non government schools and Community agencies.
Attendance	➢ Attendance has improved from 83.2% in 2014 to 86.3% in 2015, an increase of 3.1%.

Future outlook

Our key priorities in 2016 are:

➢ A continued improvement agenda on the Reading and Writing achievements of all students with a particular focus on evidence-based practices. This includes the implementation of the Reading to Learn pedagogy across all year levels and learning areas.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	122	62	60	122	80%
2014	134	70	64	131	79%
2015	126	62	64	125	83%

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 2015, 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:

-100% of students at Woorabinda State School identify as Aboriginal or Torres Strait Islander. --
-100% of Woorabinda students speak English as a second or third language.
-Approximately 80 to 85% of children at Woorabinda State School have mild to acute conductive hearing loss due to the high incidence of Otitis Media, a disease that affects children's ears.
-The community of Woorabinda has high unemployment with approximately 80% of the community being unemployed.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	14	17	24
Year 4 – Year 7 Primary	18	18	27
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**

Short Suspensions - 1 to 5 days	7	40	26
Long Suspensions - 6 to 20 days	0	1	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.

Curriculum delivery

Our approach to curriculum delivery

Woorabinda State School has an established vision statement- **Walking the Two Ways: High in Education, High in Culture** which underpins our school's curriculum and pedagogy framework. This vision is evident across our four guiding principles-
  ➢ Successful students
  ➢ Engaged partners
  ➢ Great educators
  ➢ High expectations

Teaching and learning at Woorabinda State School in 2015 incorporated:
  ➢ English, Maths, Science, History and Geography as set out by the National Curriculum.
  ➢ A Traditional Language program delivered by local Traditional Owners and Elders. Local languages (Ghungulu and Wadja) were taught as LOTE for years 5 and 6 students. Components of the languages were taught to children in Prep to Year 4. This program also includes cultural experiences across The Arts, Technology, History and Geography.
  ➢ Health and Physical Education delivered by a Specialist Teacher.

Extra curricula activities

Woorabinda State School was proud to offer a number of extra curricula activities across sporting and cultural domains in 2015 including:

  - AFL clinics held in conjunction with AFL Queensland.
  - Rugby league clinics held in conjunction with the Queensland Rugby League.
  - Rugby Union clinics held in conjunction with the Queensland Reds.
  - Opportunities to represent the school, district and region in athletics and cross country competitions.
  - Students in years 4,5 and 6 attended a school camp to Fairbairn Dam
  - Students participated in excursions to further enhance the curriculum
  - Top preforming students in years 5 and 6 were selected to participate in the Qld Reds' and Cathy Freeman Foundation camps to Brisbane, Sydney and Melbourne.
  - School and community members were invited to attend a family connections tour to Cherbourg.

How Information and Communication Technologies are used to improve learning

  - ICT's are used to support all learning areas.
  - The whole school has access to high speed wireless internet.
  - The computer lab is fitted with 30 desk top computers and there is an additional 10 desk top computers in the library.

- Microsoft programs, such as Word, Publisher and PowerPoint as used to design and publish student's work and assessment tasks.
- Educational maths and literacy programs are used to support teaching and learning.
- There are 150 IPads in the school to enhance students' learning.
- All classrooms are fitted with an interactive whiteboard which teachers' use extensively to deliver the curriculum.
- All staff are provided with a laptop and an IPad to further extend their teaching practise and technology skills.
- Learning is scaffolded to include more complex applications as confidence and competence develop.

Social Climate

The school's motto "Proud and Deadly" is underpinned by the following four values: Be Proud, Be Safe, Be Responsible, and Be Respectful. These values form the basis of how we behave each day, our interactions with others and the way we present ourselves in the school community. Our school well-being team has devised a social skills program that explicitly teaches students positive behaviours and interactions. As part of the program there is an end of term and end of semester rewards system in place for children who have maintained excellent behaviour for the term/semester. This has been a very successful strategy. All staff members undertook training in the Essential Skills for Classroom Management in 2015.

At Woorabinda State School, we have a strong anti- bullying policy. Should bullying occur, it was dealt with in the following way:
- Students involved in bullying were counselled initially by the staff member/s present (consequences may have be applied for the perpetrator)
- If the bullying behaviour continued the children concerned were reported to administration.
- Administration counselled the children and the Chaplin/Guidance officer were involved at this stage (if available).
- If the bullying behaviour continued a meeting was convened between the parents of all children involved to resolve the issue (rarely did the behaviour continue once a parent meeting had occurred).
- If the bullying behaviour continued, suspension may occur. (On re-entry the child or children were put on a behaviour red card for 5 days and were expected to participate in a program developed in consultation with the Guidance officer.)
- All incidences of bullying were recorded on the OneSchool database.

The health and well-being of Woorabinda students and their families are a high priority at our school. In 2015 our school worked collaboratively with the following non-government and government agencies to provide wrap around support for children and their families as required:
- Child Youth and Mental Health
- The Woorabinda office of the Australian Red Cross Society
- Central Queensland Indigenous Development (CQID)
- Queensland Health
- Australian Hearing and the Deadly Ears Team
- The Department of Communities Woorabinda Store
- The Queensland Police Service

The key committee in the school for referral to these agencies is the Social Justice Committee.

A number of students requiring high support needs were put on individual learning plans (including curriculum and behaviour) to support their learning and well-being. These were completed in conjunction with the classroom teachers, HOSES and the Guidance Officer. This had a significant positive impact on attendance.

School opinion survey data consistently reports high levels of satisfaction for students and parents.

Parent, student and staff satisfaction with the school

Performance measure

Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	80%	86%	83%
this is a good school (S2035)	89%	89%	85%
their child likes being at this school (S2001)	89%	89%	87%
their child feels safe at this school (S2002)	70%	85%	90%
their child's learning needs are being met at this school (S2003)	80%	80%	87%
their child is making good progress at this school (S2004)	90%	86%	97%
teachers at this school expect their child to do his or her best (S2005)	90%	90%	93%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	95%	86%
teachers at this school motivate their child to learn (S2007)	90%	95%	89%
teachers at this school treat students fairly (S2008)	90%	95%	90%
they can talk to their child's teachers about their concerns (S2009)	100%	90%	79%
this school works with them to support their child's learning (S2010)	90%	70%	78%
this school takes parents' opinions seriously (S2011)	90%	89%	68%
student behaviour is well managed at this school (S2012)	90%	85%	63%
this school looks for ways to improve (S2013)	90%	84%	85%
this school is well maintained (S2014)	90%	75%	76%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	71%	96%
they like being at their school (S2036)	100%	71%	100%
they feel safe at their school (S2037)	93%	69%	94%
their teachers motivate them to learn (S2038)	100%	85%	100%
their teachers expect them to do their best (S2039)	100%	74%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	74%	100%
teachers treat students fairly at their school (S2041)	100%	71%	93%
they can talk to their teachers about their concerns (S2042)	92%	65%	97%
their school takes students' opinions seriously (S2043)	93%	73%	97%
student behaviour is well managed at their school (S2044)	73%	48%	93%
their school looks for ways to improve (S2045)	93%	74%	97%
their school is well maintained (S2046)	93%	56%	93%
their school gives them opportunities to do interesting things (S2047)	93%	73%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	96%	90%
they feel that their school is a safe place in which to work (S2070)	85%	85%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	57%	85%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	86%
students are encouraged to do their best at their school (S2072)	71%	92%	90%
students are treated fairly at their school (S2073)	64%	88%	80%
student behaviour is well managed at their school (S2074)	43%	67%	76%
staff are well supported at their school (S2075)	50%	77%	71%
their school takes staff opinions seriously (S2076)	57%	75%	80%
their school looks for ways to improve (S2077)	79%	96%	100%
their school is well maintained (S2078)	71%	88%	86%
their school gives them opportunities to do interesting things (S2079)	86%	88%	90%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Parents and community members are an integral part of our school and play an important part in the success of our students. At Woorabinda State School we deliberately incorporate a number of strategies and activities to promote community engagement. In 2015 some of these activities included:

➢ Day for Daniel (attended by Mr. and Mrs. Morcombe)

➢ Sports Days and Athletics carnivals

➢ Playgroup

➢ NAIDOC Ball and cultural day activities

➢ Welcome to Community BBQ

➢ Night School- an end of term learning celebration with families

➢ Award and Attendance Parades

➢ Family connections trip to Cherbourg

➢ Monthly P&C meetings

➢ Social Justice meetings and afternoon tea each month

➢ Communication via Newsletters, Facebook, local radio station and displays at council chambers

Reducing the school's environmental footprint

During 2015 a number of strategies were implemented to reduce the school's environment footprint. Some of these included:

➢ Water collected from the roof of the administration building is used to flush toilets.

➢ 22 solar panels on the roof of the administration building provide electricity to the grid.

➢ Lighting and air-conditioning is turned off when staff and students are not in the classroom/learning areas.

	Environmental footprint indicators

Years	Electricity kWh	Water kL
2012-2013	121,033	0
2013-2014	133,839	0
2014-2015	141,028	

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	12	12	10
Full-time equivalents	12	9	7

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**11**
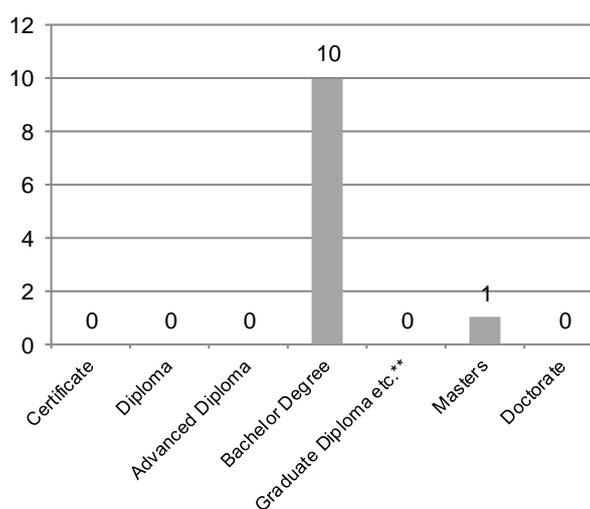
*Teaching staff includes School Leaders

**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 2015 were $ 40000.

The major professional development initiatives are as follows:

- John Fleming (Explicit Instruction)
- Sam Woods (Write to Spell to Read)
- Writing PD
- Teacher aide PD (Ian Mackie)
- Remote schools Attendance Strategy (PD for SAO's)
- Code of Conduct & Student Protection

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 31% of staff was retained by the school for the entire 2015 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.**

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	80%	83%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	83%	87%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

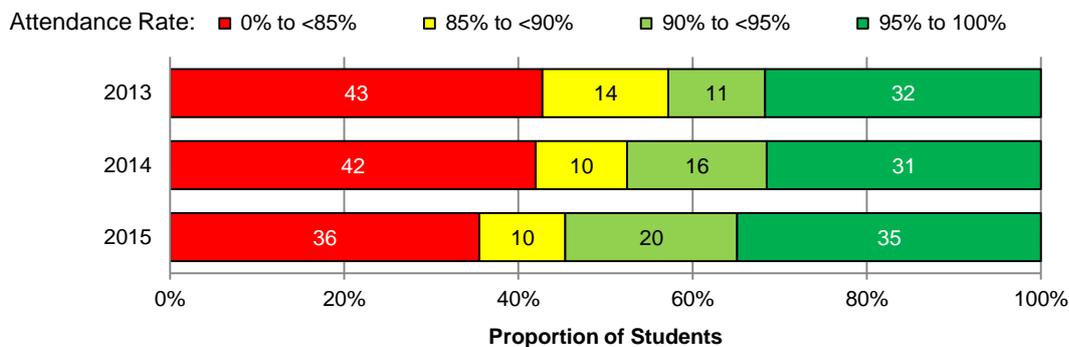## Student attendance rate for each year level (shown as a percentage)

	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
2013	83%	79%	82%	83%	76%	79%	81%	78%					
2014	83%	88%	84%	85%	84%	83%	74%	86%					
2015	84%	91%	89%	88%	86%	86%	84%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	43	14	11	32
2014	42	10	16	31
2015	36	10	20	35

Proportion of Students

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.

The Remote School Attendance Strategy was implemented at the school in 2014. Six School Attendance officers were employed at the school. These officers take part in the 'walking bus' and collect students for school each morning. They also liaise directly with families on matters of attendance and behaviour. A comprehensive rewards system is in place to reward consistently high attenders. The school is also supported by the Cathy Freeman foundation, to support attendance, behaviour and academic achievement.
If parents fail to send their children to school regularly the Department of Education, Training and Employment Managing Student Absence process is instigated with the mailing of the first formal warning letter.

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
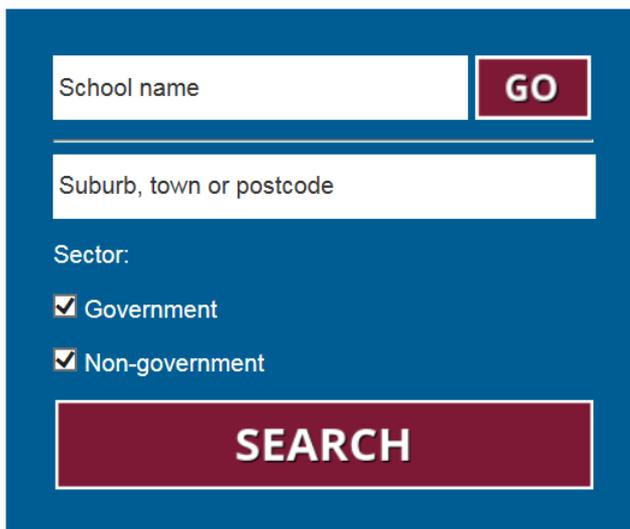
School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

➢

Where it says **'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.

Queensland
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