

Woorabinda State School

ANNUAL REPORT 2016

Queensland State School Reporting

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*Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training*

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School Overview

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.

The community is managed through its own elected Shire Council. Our school re-adopted the motto, 'Proud and Deadly' in 2008 to help drive a climate change with students in regard to attitude, attendance and behaviour. Today student well-being and academic achievement underpin our school philosophy and our vision that ensures all students have a good day everyday and all students matter everyday. Our school prides itself on the strong partnerships fostered between the school, community groups and government organisations. A five year plan was established in 2014 through community collaboration that drives the strategic direction of our school.

In 2016, the school had 6 classes from Prep to year 6, 1 special needs teacher, a Physical Education teacher, a Head of Special Education Services and a Master Teacher. Our School uses the Australian Curriculum, covering all Learning Areas: English, Mathematics, Science, The Arts, Humanities and Social Sciences, Technology, Health and Physical Education. In 2011 our school began teaching traditional languages as part of the LOTE program. Wadja and Ghungulu languages are taught to all students in prep to grade 6.

Our school teaches the values of Respect, Responsibility, Safety and Pride ensuring students are confident in walking the two ways; strong in culture and strong in education.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Woorabinda State School provides a high quality education, aligned to the Australian Curriculum and differentiated for a wide range of individual learners. This year our school's teaching team were all new to Woorabinda which allowed the opportunity to refresh our pedagogical approaches across the school. Through the leadership and mentoring of our Master Teacher we began implementing the Read 2 Learn pedagogy across the whole school to improve reading outcomes for our students. This pedagogy compliments our Explicit Instruction framework that was established in the school in 2014.

The core priorities listed below are in response to school and systematic data and form the improvement agenda in 2016:

Core Priorities	Actions	Progress towards goal:
Reading	<ul style="list-style-type: none">➤ All teaching staff participate in a learning community focussed on reading.➤ Teachers use Read 2 Learn to teach reading in each subject area.➤ Observation and feedback of teaching of reading in the classrooms➤ All classroom teachers to analyse NAPLAN data, using CQ3S, OneSchool (class dashboard) and	<ul style="list-style-type: none">➤ Continue to refine and embed.➤ Continue to refine and embed.➤ Completed.➤ Completed

	other data sources to set individual goals for students.	
Writing	<ul style="list-style-type: none"> ➤ Students participate in daily writing tasks. ➤ Write2Spell2Read implemented in every classroom to teach phonics, spelling and handwriting. 	<ul style="list-style-type: none"> ➤ Completed ➤ Completed <p><i>Achievement:</i></p> <ul style="list-style-type: none"> ➤ There was a significant increase in the writing mean for year 3 from 2015 to 2016 in NAPLAN from 275 to 312. ➤ There was an increase in the Spelling mean score for year 3 from 2015 to 2016 NAPLAN from 259 to 275 and year 5 from 342 to 365.
Numeracy	<ul style="list-style-type: none"> ➤ Participate in Yumi Deadly CSIRO STEM program 	<ul style="list-style-type: none"> ➤ Continue to refine and embed. <p><i>Achievement:</i></p> <ul style="list-style-type: none"> ➤ There was an increase in the Numeracy mean score for year 3 from 2015 to 2016 NAPLAN from 277 to 290.

Future Outlook

- A continued improvement agenda on the Reading and Writing achievements of all students with a particular focus on evidence-based practices. This includes the development and implementation of the Woori Way 2 Learn pedagogical framework which contextualizes the Read 2 Learn and Explicit Instruction pedagogies in a way that is suited to the needs of our learners.

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	134	70	64	131	79%
2015*	126	62	64	125	83%
2016	134	62	72	134	84%

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

- *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.

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	17	24	20
Year 4 – Year 7	18	27	23
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

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 2016 incorporated:

- English, Mathematics, Science, History and Geography as set out by the Australian 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.
- Visual Arts was implemented in term 4 by a specialist visual arts teacher.

Co-curricular Activities

Woorabinda State School was proud to offer a number of extra curricula activities across sporting and cultural domains in 2016 including:

- AFL clinics held in conjunction with AFL Queensland.
- 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 3 and 4 attended a school camp to Fairbairn Dam
- Students in years 5 and 6 attended a school camp to North Keppel Island
- Students participated in excursions to further enhance the curriculum
- Top performing 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 Palm Island.
- A 'Strengthening our Girls' program was delivered to girls in grades 5 and 6.

How Information and Communication Technologies are used to Assist Learning

- ICT's are used to support all learning areas.
- Sound Amplification systems are installed in all classrooms.
- The whole school has access to high speed wireless internet.
- The computer lab is fitted with 30 desk top computers and there are 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.
- Touch boards are used in all classrooms 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

Overview

Our 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. The Woori Way club was established in 2016. As part of this program students acquire points for attendance, effort and behaviour and use their points for prizes and special events at the end of each term. This has been a very successful strategy. Our staff members all undertook training and profiling in the Essential Skills for Classroom Management and these skills are used consistently across the school.

At Woorabinda State School, we implement the Bucket Filler philosophy to promote positive social interactions. Our school chaplain supports the delivery of this program. When instances of bullying occur, it is dealt with in the following way:

- Students involved in bullying were counselled initially by the staff member/s present (consequences may have been applied for the perpetrator)
- If the bullying behaviour continued the children concerned were reported to administration.
- Administration counselled the children and the Chaplain/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 2016 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 support plans (including curriculum and behaviour) to support their learning and well-being. These were completed in conjunction with the classroom teachers, HOSSES and the Guidance Officer. This had a significant positive impact on attendance.

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)	86%	83%	
this is a good school (S2035)	89%	85%	
their child likes being at this school* (S2001)	89%	87%	
their child feels safe at this school* (S2002)	85%	90%	

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	80%	87%	
their child is making good progress at this school* (S2004)	86%	97%	
teachers at this school expect their child to do his or her best* (S2005)	90%	93%	
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	86%	
teachers at this school motivate their child to learn* (S2007)	95%	89%	
teachers at this school treat students fairly* (S2008)	95%	90%	
they can talk to their child's teachers about their concerns* (S2009)	90%	79%	
this school works with them to support their child's learning* (S2010)	70%	78%	
this school takes parents' opinions seriously* (S2011)	89%	68%	
student behaviour is well managed at this school* (S2012)	85%	63%	
this school looks for ways to improve* (S2013)	84%	85%	
this school is well maintained* (S2014)	75%	76%	

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	71%	96%	96%
they like being at their school* (S2036)	71%	100%	96%
they feel safe at their school* (S2037)	69%	94%	100%
their teachers motivate them to learn* (S2038)	85%	100%	96%
their teachers expect them to do their best* (S2039)	74%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	74%	100%	87%
teachers treat students fairly at their school* (S2041)	71%	93%	87%
they can talk to their teachers about their concerns* (S2042)	65%	97%	84%
their school takes students' opinions seriously* (S2043)	73%	97%	87%
student behaviour is well managed at their school* (S2044)	48%	93%	84%
their school looks for ways to improve* (S2045)	74%	97%	96%
their school is well maintained* (S2046)	56%	93%	96%
their school gives them opportunities to do interesting things* (S2047)	73%	97%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	90%	91%
they feel that their school is a safe place in which to work (S2070)	85%	95%	82%
they receive useful feedback about their work at their school (S2071)	85%	90%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are encouraged to do their best at their school (S2072)	92%	90%	100%
students are treated fairly at their school (S2073)	88%	80%	64%
student behaviour is well managed at their school (S2074)	67%	76%	64%
staff are well supported at their school (S2075)	77%	71%	70%
their school takes staff opinions seriously (S2076)	75%	80%	73%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	88%	86%	91%
their school gives them opportunities to do interesting things (S2079)	88%	90%	82%

* 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

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 2016 some of these activities included:

- Day for Daniel
- Sports Days and Athletics carnivals
- Playgroup and FaFT
- Under 8's day
- 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 Palm Island
- Monthly P&C meetings
- Social Justice meetings and afternoon tea each month
- Communication via Newsletters, Facebook, local radio station and displays at council chambers

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Respectful Relationships curriculum forms part of our health program. Our Bucket Fillers philosophy also supports this program.

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	40	26	37
Long Suspensions – 6 to 20 days	1	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

During 2016 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
2013-2014	133,839	0
2014-2015	141,028	
2015-2016	100,848	

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

GO

Sector:

Government

Non-government

SEARCH

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	12	14	7
Full-time Equivalents	12	9	5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	11
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 \$42 798.-00

The major professional development initiatives are as follows:

- John Fleming (Explicit Instruction)
- Sam Woods (Write to Spell to Read)
- Professional Learning Tour to Kenmore SS
- Read 2 Learn PD and visit from Dr David Rose
- Teacher aide PD (Ian Mackie)
- Classroom profiling of ESCM
- Remote schools Attendance Strategy (PD for SAO's)
- Code of Conduct & Student Protection
- Indigenous Education Conference

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.	99%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% 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).	83%	87%	85%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	87%	85%

*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	83%	88%	84%	85%	84%	83%	74%	86%					
2015	84%	91%	89%	88%	86%	86%	84%						
2016	85%	88%	88%	88%	82%	80%	81%						

*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.

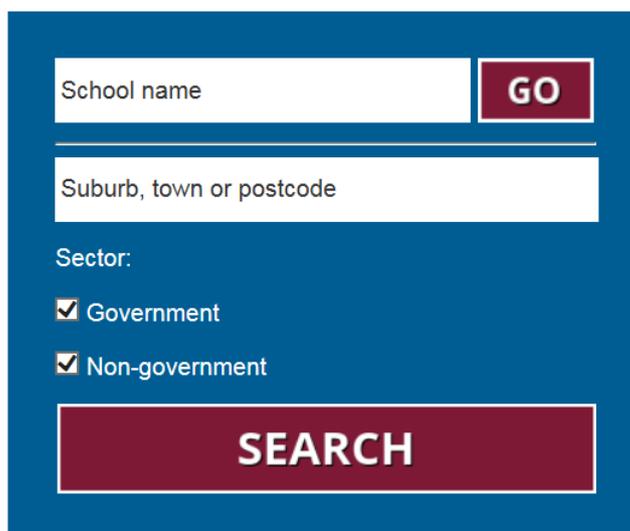
The Remote School Attendance Strategy was implemented at the school in 2014. Six School Attendance officers are employed at the school. These officers take part in the 'walking bus' and collect students for school each morning. They also liaise directly with families on matters of attendance and behaviour. 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. The 'Give Me 5' challenge was implemented this year and is a proactive goal orientated program targeting students with attendance rates lower than 90%. 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.

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.

Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a white input field labeled "School name" with a red "GO" button to its right. Underneath is another white input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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.

Conclusion

2016 was a successful year at Woorabinda State School. Our new teachers adopted the improvement agenda and worked tirelessly to improve achievement and positive behaviour outcomes for our school. The implementation of the Read 2 Learn pedagogy along with the Explicit Instruction framework ensured a consistent approach to teaching reading and will continue to develop in 2017.