

Woorabinda State School (0617)

Queensland State School Reporting

2012 School Annual Report



Postal address Carbine Street Woorabinda 4713

Phone (07) 4913 2222

Fax (07) 4935 0359

Email the.principal@woorabinss.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 Mr Beresford Domic (Principal)

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. In 2012 the school had 8 classes from Prep to year 7, 2 special needs teachers, an acting Head of Curriculum and a Physical Education teacher. The school in partnership with Central Queensland Indigenous Development (CQID) and the Woorabinda Department of Communities store, has run a nutrition program for the past five years which provides students with breakfast, morning tea and lunch.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2012

Key priorities for 2012

☐ Improve Literary, Numeracy and Science levels.

- Reading groups twice a week designed on the five focuses of reading.
- First steps math professional development for all staff.
- Science Primary Connections materials used in all classrooms.

Progress towards goals;

In the 2012 NAPLAN test there was an improvement in the following areas of the NAPLAN tests from 2011:

Year 3- Reading, writing and spelling.

Year 5- Reading, Writing, spelling and punctuation and Grammar.

Year 7- Spelling.

Science

There was a decline in students A to E achievement in 3 of the 7 year levels from semester 1 to semester 2.
(see tables below)

☐ Improve attendance to 80+%.

- Weekly, term, semester and yearly attendance awards.
- Bus for pickup of students.
- Community Education counsellor following up attendance with parents.
- Staff encouraged to follow up attendance.
- Encouragement in newsletter for parents to send their children to school "every day counts".

Progress towards goal:

In 2012 the school recorded an increase in attendance of 1.2% from 73.5% in 2011 to 74.7% in 2012.

☐ Increase the reading levels of all students.

- See above.

☐ Achieve 12% of students into upper 2 bands for reading. Increase use of technology in classrooms to support literacy improvements.

Progress towards goal:

This was not achieved.

☐ Implement the Galgal (GIVE - Get Into Vocational Education) program across the juncture year 4-5 in 2012 with a view to expanding to 2-3 and 6-7 funding allowing.

Progress towards goal:

The program was limited to year 4-5 juncture because of funding and resource restraints.

This program achieved some success in that it resulted in children aspiring to be trades persons rather than wanting to be on the Community Development Employment Program, CDEP when they leave school.

☐ Continue to enhance community connections and community partnerships.

- Four 3 day language workshops were conducted at the school and in the community during the year to progress the Indigenous language project.

Progress towards goal:

These workshops were very well attended and very successful. Indigenous teacher aides were given the opportunity to participate at the request of the P and C. community members strongly support the language program.

Literacy/Numeracy

The list below and following table show the period 2008 to 2012. Gains and losses have been made to the Mean scale score over the past 5 years in the following areas:

Year 3

Reading: an Increase of 22.8 points.

Writing: an increase of 66.9 points

Queensland State School Reporting

2012 School Annual Report



Spelling: an increase of 60.2 points

Grammar and punctuation: an increase of 12.1 points

Numeracy: a decrease of 9.2 points

Year 5

Reading: a decrease of 3.9 points

Writing: an increase of 91 points

Spelling: an increase of 86.5 points

P & G an increase of 68.6 points

Numeracy an increase of 43.8 points

Year 7

Reading: an increase of 10.6 points

Writing: a decrease of 113 points

Spelling: a decrease of 8.7 points

G & P an increase of 9 points

Numeracy a decrease of 29.7 points

	Achievement															
	School - 2012 Student Counts				Qld	Similar Schools	Nation		School							
	N	Exempt	Absent	Withdrawn	2012	2012	2012	Trend	2008	2009	2010	2011	2012	Trend	2012 Percentile	2012
NAPLAN - Mean Scale Score (MSS)																
Year 3 Reading	15	5	3	0	408.5	231	419.6		267.9	289.6	289.9	276.3	292.7		7	
Year 3 Writing	13	5	5	0	403.3	233	415.8		203.8	236.7	275.2	237.0	266.7		1	
Year 3 Spelling	13	5	5	0	398.3	263	414.3		213.5	263.6	253.1	252.5	273.7		4	
Year 3 Grammar & Punctuation	13	5	5	0	411.3	200	423.9		239.5	245.9	277.5	276.5	253.6		3	
Year 3 Numeracy	13	5	5	0	380.9	245	395.5		269.6	252.7	280.0	263.5	260.4		3	
Year 5 Reading	9	1	3	0	480.3	292	493.6		273.0	333.3	348.4	349.3	369.1		5	
Year 5 Writing	9	1	3	0	457.7	288	477.0		274.6	281.3	236.1	294.5	365.6		5	
Year 5 Spelling	9	1	3	0	479.0	343	494.9		308.1	333.2	318.1	366.5	394.6		9	
Year 5 Grammar & Punctuation	9	1	3	0	477.5	283	491.0		289.9	199.8	312.4	340.8	348.5		4	
Year 5 Numeracy	10	1	2	0	475.1	342	488.7		328.9	366.2	346.6	372.0	363.7		4	
Year 7 Reading	16	5	4	0	532.7	382	541.5		399.9	397.8	407.4	429.2	410.5		3	
Year 7 Writing	17	5	3	0	511.7	313	518.3		339.1	315.6	360.5	257.9	226.1		0	
Year 7 Spelling	17	5	3	0	533.9	400	543.4		405.9	392.5	418.1	377.7	399.2		2	
Year 7 Grammar & Punctuation	17	5	3	0	539.8	390	546.2		377.4	295.7	383.1	407.2	386.4		1	
Year 7 Numeracy	15	4	6	0	532.0	404	538.1		418.9	388.1	412.4	426.7	389.2		2	
Year 9 Reading					566.8		574.8									
Year 9 Writing					539.4		553.7									
Year 9 Spelling					571.4		577.0									
Year 9 Grammar & Punctuation					569.6		573.2									
Year 9 Numeracy					574.6		584.2									

Queensland State School Reporting

2012 School Annual Report



Science outcomes 2012

Science C or higher	Semester 1 2012	Semester 2 2012	Improvement %
Year 1	68.2	77.8	9.6%
Year 2	53.3	26.7	-26.6%
Year 3	73.9	00.0	-73.9%
Year 4	58.3	72.7	14.4%
Year 5	30.8	50.0	19.2%
Year 6	26.3	44.4	18.1
Year 7	40.0	15.8	-24.2

Future outlook

Explicit improvement agenda

Improvements in reading to (implementation of reading hierarchy/Thrass program)

Improvements in attendance to 80%+.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	145	73	72	76%
2011	157	75	82	90%
2012	151	73	78	86%

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

Characteristics of the student body:

Woorabinda State School has 100% Indigenous students. Approximately 80% of the community are unemployed. Approximately 80 to 85 percent of children at Woorabinda State School have mild to acute conductive hearing loss due the high incidence of Otitis Media. A disease that affects children's ears.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	20	20	17
Year 4 – Year 7	20	21	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	<5		10
Long Suspensions - 6 to 20 days	0		<5
Exclusions	0		0
Cancellations of Enrolment	0		0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Woorabinda State School in 2012 implemented the teaching of the Ghungulu language.

Extra curricula activities

During 2012 children were involved in local junior rugby league. They trained in the afternoon after school and played on the weekend. Children were also involved in playing netball.

How Information and Communication Technologies are used to assist learning

All classes are timetabled for 2 hours per week of Information Technology time. Children are introduced to computers in the early years with a view to developing computer literacy. Learning is scaffolded to include more complex applications as confidence and competence develops. This includes the development of skills in using computer hardware and the appropriate use of educational software to enhance literacy and numeracy skills.

Social climate

The School Wide Positive Behaviour Support program SWPBS was implemented in term 4 2011, 90% of staff were in-serviced in the first part of the program. This program has development slowly and is gaining momentum.

The school's motto "Proud and Deadly" is underpinned by the following four things: Be Proud, Be Safe, Be responsible, Be respectful.

As part of the program there is an end of term and end of semester rewards system in place for children who have maintained good behaviour for the term/semester. This has been a very successful strategy.

The school had a chaplain who was employed 2 days per week to give spiritual guidance and support to students.

A number of students requiring high support needs were put on individual programs to support their learning. The guidance officer supports teachers in the classroom implementing strategies such as "Calmer Classrooms".

Child Youth and Mental Health work closely with the school supporting children and families.

The school refers children to the Red Cross Society who have programs and case workers in place to support children and their families.

Queensland Health holds a clinic at the school for 2 hours per day as an early health intervention strategy. Children's ears are checked by the teacher aides each day and data is recorded and passed on to Queensland Health for follow up.

Bullying is dealt with at Woorabinda State School in the following way:

- Students involved in bullying are counselled initially by the staff member/s present (consequences may be applied for the perpetrator)
- If the bullying behaviour continues the children concerned are reported to administration
- Administration will counsel the children and the Guidance officer may be involved at this stage (if available)
- If the bullying behaviour continues a meeting is convened between the parents of all children involved to resolve the issue (rarely does the behaviour continue once a parent meeting has occurred)
- If the bullying behaviour continues, suspension may occur. (On re-entry the child or children are put on a behaviour red card for 5 days and are expected to participate in a program developed in consultation with the Guidance officer.)

Our school at a glance

Parent, student and staff satisfaction with the school

On average parents, students and staff appear to be satisfied with the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	77.8%
this is a good school	66.7%
their child likes being at this school*	66.7%
their child feels safe at this school*	60.0%
their child's learning needs are being met at this school*	66.7%
their child is making good progress at this school*	66.7%
teachers at this school expect their child to do his or her best*	66.7%
teachers at this school provide their child with useful feedback about his or her school work*	71.4%
teachers at this school motivate their child to learn*	75.0%
teachers at this school treat students fairly*	75.0%
they can talk to their child's teachers about their concerns*	75.0%
this school works with them to support their child's learning*	77.8%
this school takes parents' opinions seriously*	77.8%
student behaviour is well managed at this school*	71.4%
this school looks for ways to improve*	77.8%
this school is well maintained*	87.5%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.0%
they like being at their school*	92.0%
they feel safe at their school*	80.0%
their teachers motivate them to learn*	92.0%
their teachers expect them to do their best*	92.0%
their teachers provide them with useful feedback about their school work*	84.0%

Our school at a glance

teachers treat students fairly at their school*	88.0%
they can talk to their teachers about their concerns*	84.0%
their school takes students' opinions seriously*	76.0%
student behaviour is well managed at their school*	72.0%
their school looks for ways to improve*	88.0%
their school is well maintained*	72.0%
their school gives them opportunities to do interesting things*	92.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	66.7%
with the individual staff morale items	71.3%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are involved in their child's education in the following ways:

Parents are invited to help with reading in classrooms.

Parents attend sports days.

Parents are invited to "night school" each semester to collect their child's report cards and to see what their child has been doing in the classroom for the semester. These days are very popular and are well attended by parents and grandparents.

Regular updates of what is happening at the school are put in the fortnightly newsletter to keep parents informed.

Parents are invited to attend P and C meetings each month with refreshment provided.

In 2012 there was a cultural and family connections visit to Palm Island where parents, grandparents and family members were invited to participate to support their children to make the relevant connections to family on Palm Island.

Our school at a glance

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2012 the school applied for and received a grant under the national solar schools scheme to get a second set of solar panels.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010		
2010-2011	0	0
2011-2012	120,589	0

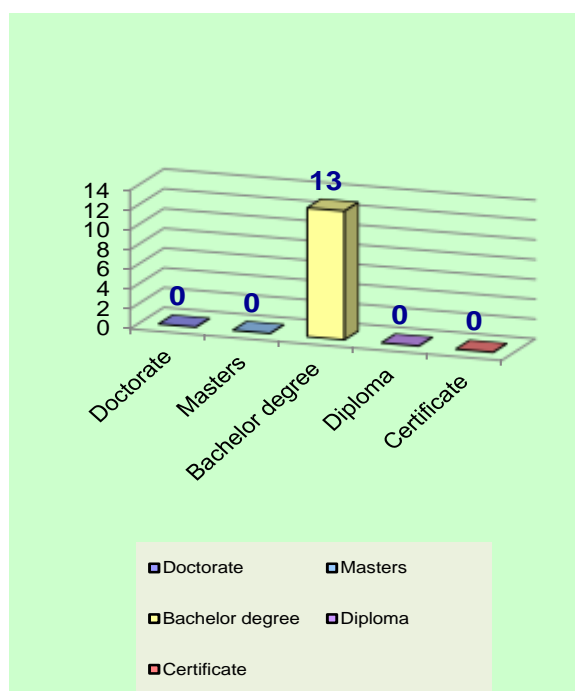
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	13	9	8
Full-time equivalents	13	6.2	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	13
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$16941.

The major professional development initiatives are as follows:

First steps maths.

Principal instructional leadership.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders .	96.9%	97.6%	97.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 69.4% of staff was retained by the school for the entire 2012 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'** textbox.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

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 web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	79%	74%	75%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

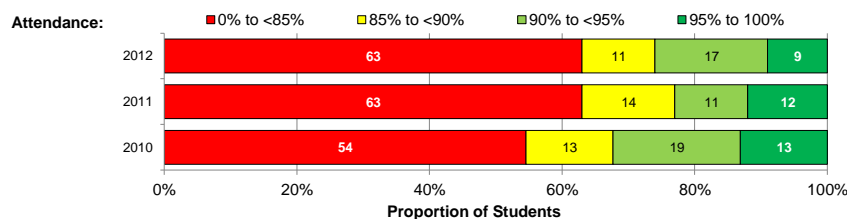
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	82%	87%	70%	86%	78%	73%	67%					
2011	75%	69%	72%	73%	78%	73%	78%					
2012	79%	74%	72%	78%	79%	71%	68%					

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 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 at Woorabinda State School are marked twice daily (9-30am and 1-30pm). Teachers are encouraged to follow up with parents of children who are regular non-attenders. A Community Education Counsellor (CEC) has been employed to support teachers in making contact with parents. When parents are contacted and do not respond appropriately departmental processes and policies are instigated managing student absences.

Performance of our students

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' textbox.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "SEARCH" button.

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

Woorabinda is a fully Indigenous school; therefore I am not able to make a comparison within the school. However, in 2012 the school had some gains in the year 3 NAPLAN reading and unfortunately didn't do as well in writing and numeracy. In the year 5 NAPLAN reading and writing tests there was significant gain however numeracy was down on the previous year. There was a significant decline in the year 7 NAPLAN reading, writing and numeracy tests.

Attendance improved by 1.2% to 74.7% in semester 1 2012 but is still significantly lower than the state average for all students.