Woorabinda State School
Queensland State School Reporting
2013 School Annual Report
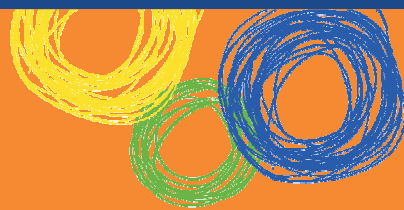
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Principal's foreword

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. In 2013 the school had 7 classes from Prep to year 7, 2 special needs teachers, an acting Head of Special Education Services 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.

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School progress towards its goals in 2013

Key Priority

High quality teaching practices.

Progress towards goal:

Visit to Haileybury school in Melbourne to observe explicit instruction.

-Principal and staff member attended for a day.

Development of Pedagogical framework .

- completed by December 2013.

Weekly observation and feedback to all teaching staff during 2013.

-100% of staff observed and given feedback on a weekly basis.

Five weekly data conversations with teaching staff during 2013.

-100% of staff met with on a 5 weekly basis for data conversations.

Teachers responding to data in planning.

-Teachers responded to data in their planning in the OneSchool environment.

Key Priority

Closing the gap between Indigenous and Non-Indigenous attendance.

Progress towards goal:

-Attendance has improved from 74.7% in 2012 to 80.2% in 2013 an increase of 5.5%.

Key Priority

Instructional Leadership development.

Progress towards goal:

-Principal attended Principal's State Conference.

-Worked with Principal coach to develop strategies for supporting teaching staff.

-Principal's performance and development plan written to reflect development needs.

-Staff unit plans responded to data

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-implemented strategy to ensure that all new work was taught using the explicit instruction pedagogy.

-100% of staff monitored by Principal through observation and feedback to ensure implemented correctly.

Key Priority

Implement consistent responsible behaviour practices.

Progress towards goal:

-100% of staff monitored through observation and feedback to ensure teachers were teaching social skills more consistently.

-Principal monitored OneSchool records to ensure that behaviour incidents were being recorded on OneSchool more consistently.

-Marked improvement in recording of behaviour incidents.

-More work is being done with support from regional resources in 2014.

Key Priority

Reading

Progress towards goal:

There was a decline in reading mean score for year 3 from 2012 to 2013 NAPLAN from 292.7 to 284.

There was an improvement in the reading mean for year 5 from 2012 to 2013 in NAPLAN from 369.1 to 399.4.

There was a decline in the reading mean score for year 7 from 2012 to 2013 in NAPLAN from 410.5 to 375.8.

NAPLAN - Based on OneSchool Comparisons

Strand	Year Level	2011 This School						2011 Nation			2012 This School						2012 Nation			2013 This School			
		N	LL	Mean	UL	NMS%	U2B%	Mean	NMS%	U2B%	N	LL	Mean	UL	NMS%	U2B%	Mean	NMS%	U2B%	N	LL	Mean	UL
Reading	03	20	246	276.3	307	70.0	0.0	415.7	93.8	44.7	15	265	292.7	320	55.0	5.0	419.6	93.6	47.0	13	265	284.0	313
	06	12	326	349.3	373	6.7	0.0	488.1	91.5	28.6	9	334	369.1	404	50.0	0.0	493.6	91.6	31.3	15	361	399.4	418
	07	9	411	429.2	447	60.0	0.0	540.2	94.7	26.6	16	372	410.5	449	38.1	0.0	541.5	94.1	27.6	9	313	375.8	439
	09							579.5	92.4	20.6							574.8	91.4	18.4				
Writing	03	16	169	237.0	286	56.3	0.0	415.9	95.3	46.1	13	216	266.7	317	38.9	0.0	415.8	95.3	46.6	13	111	161.2	211
	06	12	236	294.5	363	20.0	0.0	482.6	92.5	22.6	9	326	365.6	406	30.0	0.0	477.0	92.1	19.3	16	332	375.7	420
	07	6	127	257.9	369	14.3	0.0	529.1	91.1	22.6	17	164	226.1	288	4.5	0.0	518.3	89.9	18.3	11	163	265.0	347
	09							565.9	84.8	21.5							553.7	81.7	16.8				
Spelling	03	18	237	252.5	288	27.8	0.0	405.9	92.8	40.6	13	235	273.7	312	38.9	0.0	414.3	94.0	43.8	12	265	272.3	29
	06	12	327	366.5	406	33.3	0.0	484.1	91.3	25.7	9	346	394.6	443	50.0	0.0	494.9	92.8	31.4	16	360	394.3	42
	07	8	343	377.7	413	22.2	0.0	537.7	92.4	25.8	17	376	398.2	420	18.2	0.0	543.4	93.2	28.6	11	362	423.0	46
	09							581.3	90.6	23.0							577.0	89.6	21.3				
Grammar & Punctuation	03	18	263	276.5	300	66.7	0.0	421.2	93.1	48.1	13	193	253.6	314	33.3	5.6	423.9	92.9	49.7	12	0	45.2	107
	06	12	312	340.8	369	13.3	0.0	499.1	92.0	34.6	9	331	348.5	366	10.0	0.0	491.0	90.5	30.6	16	330	361.5	39
	07	8	363	407.2	431	33.3	0.0	532.4	92.8	23.0	17	340	386.4	433	27.3	0.0	546.2	95.1	29.0	11	331	358.8	38
	09							572.3	90.0	18.3							573.2	90.2	18.9				
Numeracy	03	20	241	263.5	288	55.0	0.0	398.1	95.6	33.3	13	223	260.4	296	27.8	5.6	395.5	93.9	33.4	11	265	309.5	334
	06	13	366	372.0	388	31.3	0.0	487.8	94.4	24.8	10	347	363.7	380	27.3	0.0	488.7	93.3	26.7	15	366	368.6	38
	07	6	413	426.7	440	42.9	0.0	544.6	94.5	28.9	15	367	389.2	422	10.5	0.0	538.1	93.8	25.3	8	406	420.9	434
	09							583.4	93.0	23.4							584.2	93.7	22.8				

Legend:
- School is statistically below the Nation
- School is statistically similar to the Nation and numerically below the Nation
- School is statistically similar to the Nation and numerically equal to or above the Nation
- School i[...]

Future outlook

Core Priorities for 2014:

Reading, Writing, Numeracy, Science, Retention, Transition, Attendance, Closing the Gap School culture of learning.

Queensland

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	157	75	82	90%
2012	151	73	78	86%
2013	122	62	60	80%

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 to the high incidence of Otitis Media, a disease that affects children's ears.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	20	17	14
Year 4 – Year 7 Primary	21	18	18
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	10	7
Long Suspensions - 6 to 20 days	0	3	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

-Local traditional languages (Ghungulu and Wadja) taught as LOTE to years 5 to 7. Components of the languages taught to years Prep to 4.

Extra curricula activities

-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.

How Information and Communication Technologies are used to assist learning

-All classes are timetabled for 2 hours per week of information technology time.

-Technology is used to support all learning areas.

-Teachers use a typing program in the computer lab to support students to develop typing skills.

-Educational maths and language programs are used to support teaching and learning in literacy and numeracy.

-There are 40 Ipads in the school to support children in their literacy and numeracy learning.

-Learning is scaffolded to include more complex applications as confidence and competence develop.

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.
In 2012 and 2013 the program was still being developed and enhanced as new staff were inducted into how the program works in the school.
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 didn't have a chaplain for most of the year as he had to leave for personal reasons.
A number of students requiring high support needs were put on individual programs to support their learning. This had a significant positive impact on these children's attendance.
The guidance officer supported 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.
We also work closely with Central Queensland Indigenous Development (CQID) who support us in engaging parents and families with child protection issues. 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 try

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.)

School Opinion Survey

Staff

Item Description	This School % Agreement 2012	This School % Agreement 2013	Distribution 2013	N 2013	LSG: P-VIII % Agreement 2012	LSG: P-VIII % Agreement 2013	State: Primary % Agreement 2012	State: Primary % Agreement 2013
S2108 This is a good school		76.9		13		94.1		96.3
S2107 I would recommend this school to others		66.7		12		92.1		94.7
S2122 I feel that students receive a good education at this school		42.9		7		97.7		98.4
S2074 Student behaviour is well managed at this school		42.9		14		87.9		91.4
S2072 Students are encouraged to do their best at this school		71.4		14		97.6		98.9
S2118 I feel confident engaging all of my students in learning at this school		62.5		8		95.5		96.5
S2116 I feel confident using student assessment data to improve student achievement at this school		100.0		8		98.3		98.0
S2086 I have access to quality professional development	66.7	78.6		14	87.4	88.7	88.1	89.4
S2084 I feel that staff morale is positive at this school		64.3		14		83.2		85.4
Overall rating for all survey items	72.6	71.6		7	91.5	91.9	92.4	93.4

Parent

Item Description	This School % Agreement 2012	This School % Agreement 2013	Distribution 2013	N 2013	LSG: P-VIII % Agreement 2012	LSG: P-VIII % Agreement 2013	State: Primary % Agreement 2012	State: Primary % Agreement 2013
S2035 This is a good school	66.7	88.9		9	93.2	95.0	96.3	96.8
S2034 I would recommend this school to others	62.5	88.9		9	91.7	93.8	95.0	95.7
S2016 My child is getting a good education at this school	77.8	80.0		10	92.9	94.4	95.2	95.5
S2012 Student behaviour is well managed at this school	71.4	90.0		10	85.7	86.7	88.9	90.3
S2021 Teachers at this school are interested in my child's wellbeing	77.8	90.0		10	94.0	95.2	96.1	96.4
S2017 My child's (Literacy) English skills are being developed at this school	77.8	90.0		10	93.9	94.8	95.4	95.7
S2018 My child's (Numeracy) Mathematics skills are being developed at this school	75.0	90.0		10	92.8	94.3	94.4	94.4
S2006 Teachers at this school provide my child with useful feedback about his or her school work	71.4	90.0		10	92.8	94.7	93.6	93.9
S2028 This school provides me with useful feedback about my child's progress	75.0	90.0		10	91.3	92.9	91.3	91.7
Overall rating for all survey items	72.5	88.1		9	92.2	93.3	93.9	94.4

Student

Item Description	This School % Agreement 2012	This School % Agreement 2013	Distribution 2013	N 2013	LSG: P-VIII % Agreement 2012	LSG: P-VIII % Agreement 2013	State: Primary % Agreement 2012	State: Primary % Agreement 2013
S2068 This is a good school	100.0	100.0		15	91.0	93.9	91.9	94.3
S2067 I would recommend my school to others	100.0	84.6		13	90.6	93.9	90.3	93.2
S2048 I am getting a good education at my school	96.0	100.0		15	94.5	95.0	94.9	96.3
S2044 Student behaviour is well managed at my school	72.0	73.3		15	79.6	84.0	82.2	85.9
S2063 My teachers care about me	76.0	93.3		15	91.7	94.8	91.1	94.0
S2049 My English skills are being developed at my school	100.0	93.3		15	94.3	94.9	94.6	95.3
S2050 My Maths skills are being developed at my school	100.0	100.0		15	94.0	93.7	94.4	95.0
S2040 My teachers provide me with useful feedback about my school work	84.0	100.0		15	93.7	94.2	93.9	95.3
S2059 My teachers encourage me to do my best	100.0	100.0		15	96.9	98.1	96.5	97.9
Overall rating for all survey items	92.0	95.1		13	92.4	94.5	92.6	94.7

The suite of School Opinion Surveys were reviewed during 2012 (parent/caregiver and student) and 2013 (staff and principal) resulting in major changes to items and response categories. While some of the new items may look identical to items from previous years, direct comparisons should not be made due to the break in time series. Refer to the School Data Profile Handbook for additional information about the reported SOS results.

% Agreement = percentage of positive responses ("Somewhat Agree", "Agree" and "Strongly Agree"); N = minimum number of respondents for items

Distribution Legend:

% Strongly Disagree	% Disagree	% Somewhat Disagree	% Somewhat Agree	% Agree	% Strongly Agree

Parent, student and staff satisfaction with the school

See above and below School opinion survey data which indicates overall improvement in staff, parent and student satisfaction from 2012 to 2013.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	78%	80%
this is a good school (S2035)	67%	89%

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their child likes being at this school* (S2001)	67%	89%
their child feels safe at this school* (S2002)	60%	70%
their child's learning needs are being met at this school* (S2003)	67%	80%
their child is making good progress at this school* (S2004)	67%	90%
teachers at this school expect their child to do his or her best* (S2005)	67%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	90%
teachers at this school motivate their child to learn* (S2007)	75%	90%
teachers at this school treat students fairly* (S2008)	75%	90%
they can talk to their child's teachers about their concerns* (S2009)	75%	100%
this school works with them to support their child's learning* (S2010)	78%	90%
this school takes parents' opinions seriously* (S2011)	78%	90%
student behaviour is well managed at this school* (S2012)	71%	90%
this school looks for ways to improve* (S2013)	78%	90%
this school is well maintained* (S2014)	88%	90%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	100%
they like being at their school* (S2036)	92%	100%
they feel safe at their school* (S2037)	80%	93%
their teachers motivate them to learn* (S2038)	92%	100%
their teachers expect them to do their best* (S2039)	92%	100%
their teachers provide them with useful feedback about their school work* (S2040)	84%	100%
teachers treat students fairly at their school* (S2041)	88%	100%
they can talk to their teachers about their concerns* (S2042)	84%	92%
their school takes students' opinions seriously* (S2043)	76%	93%
student behaviour is well managed at their school* (S2044)	72%	73%
their school looks for ways to improve* (S2045)	88%	93%
their school is well maintained* (S2046)	72%	93%
their school gives them opportunities to do interesting things* (S2047)	92%	93%

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

they receive useful feedback about their work at their school (S2071)	57%
students are encouraged to do their best at their school (S2072)	71%
students are treated fairly at their school (S2073)	64%
student behaviour is well managed at their school (S2074)	43%
staff are well supported at their school (S2075)	50%
their school takes staff opinions seriously (S2076)	57%
their school looks for ways to improve (S2077)	79%
their school is well maintained (S2078)	71%
their school gives them opportunities to do interesting things (S2079)	86%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 2013 there was a cultural and family connections visit to the community of Yarrabah, where parents, grandparents and family members were invited to participate to support their children to make the relevant connections to family in Yarrabah.

In 2013 there was a cultural day held at the school where the whole community was invited to engage in cultural activities such as boomerang throwing, watching their children engage in traditional dance and eating cuppa murri cooking.

Reducing the school's environmental footprint

In 2013 we were able to install another set of solar panels on the roof of the administration building using funds from the National Solar school project.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	0	0
2011-2012	120,589	0
2012-2013	121,033	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

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Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	13	9	6
Full-time equivalents	13	6	5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	12
Graduate Diploma etc.	
Masters	0
Doctorate	
Total	**13**
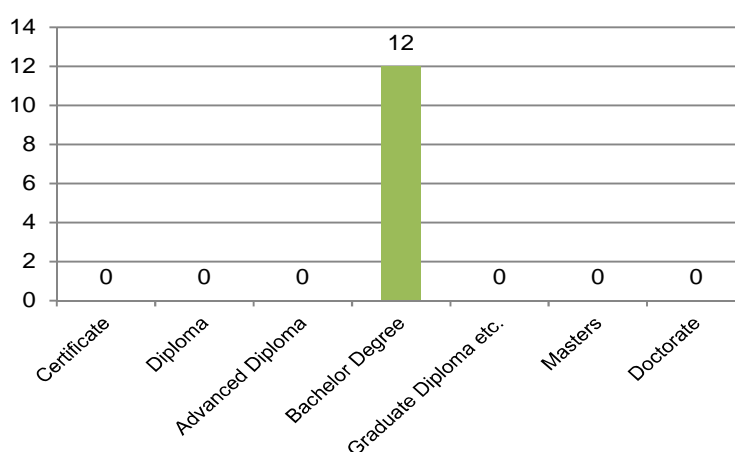
* Teaching Staff includes School Leaders

** 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 2013 were $ 24 516.40 The major professional development initiatives are as follows:First Steps Reading-Thrass literacy program, Principal's State Conference, Moderation with Glenmore Primary, Principal business meetings x 4, Emerald Education Conference, Fleming school visits, Teacher Aide professional development day, Haleybury visits for Explicit Instruction (Melbourne).The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 35% of staff was retained by the school for the entire 2013 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 '**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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	74%	75%	80%

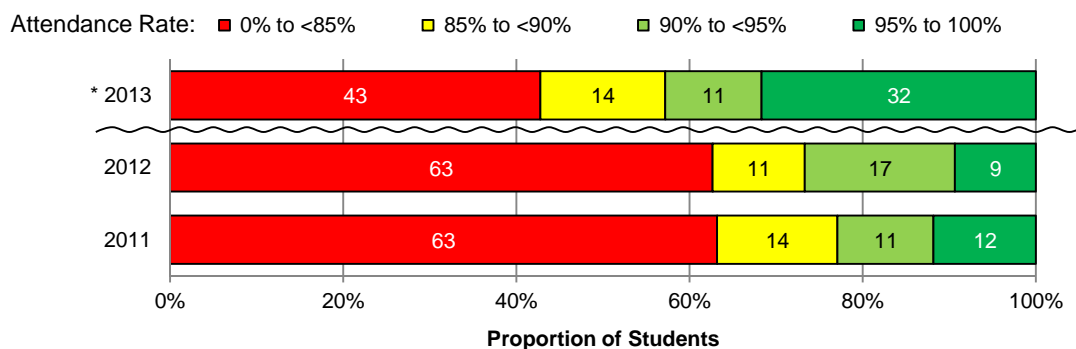The overall attendance rate in 2013 for all Queensland State Primary Schools was 92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	75%	69%	72%	73%	78%	73%	78%					
2012	79%	74%	72%	78%	79%	71%	68%					
2013	79%	82%	83%	76%	79%	81%	78%					

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%

* 2013	43 / 14 / 11 / 32	
2012	63 / 11 / 17 / 9	
2011	63 / 14 / 11 / 12	

Proportion of Students (0% – 100%)

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

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

The school encourages attendance by giving:

Weekly, end of term and end of semester attendance awards.

Daily follow up of non attending students by Community education counsellor which includes visits to parents.

Teaching staff are encouraged to follow up with parents when children don't attend regularly.local teacher aides are encouraged to engage with parents to support student attendance.

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Rolls are marked at 9-30 am and 1-30pm.

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.**

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

The number of non-Indigenous students in the school is usually no more than one or 2 students at any given time with anywhere between 120 to 170 indigenous students. The only real comparison that can be made is between overall academic and attendance data for Indigenous students at the state or national levels. Woorabinda State School has set its academic targets at achieving the national minimum standard for literacy and numeracy and the Central Queensland regional benchmark for Indigenous students of 95%.