

Woorabinda State School

Queensland State School Reporting

2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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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 2014 the school had 6 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 six years which provides students with breakfast, morning tea and lunch.

School progress towards its goals in 2014

Core Priority
Reading
Progress towards goal:
Ongoing

There was a slight decline in reading mean score for year 3 from 2013 to 2014 NAPLAN from 284 to 258.
 There was a slight decline in the reading mean for year 5 from 2013 to 2014 in NAPLAN from 399.4 to 363.
 There was a significant increase in the reading mean score for year 7 from 2013 to 2014 in NAPLAN from 375.8 to 435.6.

Core priority

Writing

Progress towards goal:

Ongoing

There was a significant increase in the writing mean score for year 3 from 2013 to 2014 NAPLAN from 161.2 to 266.2.
 There was a decrease in the writing mean for year 5 from 2013 to 2014 in NAPLAN from 375.7 to 311.
 There was a significant increase in the writing mean score for year 7 from 2013 to 2014 in NAPLAN from 265 to 418.1.

Core Priority

Numeracy

Progress towards goal:

Ongoing

There was a slight decline in the numeracy mean scale score for year 3 from 2013 to 2014 NAPLAN from 309.5 to 301.4.
 There was an increase in the numeracy mean scale score for year 5 from 2013 to 2014 in NAPLAN from 368.6 to 382.2.
 There was an increase in the numeracy mean scale score for year 7 from 2013 to 2014 in NAPLAN from 420.9 to 456.8.

Core Priority

Science

Progress towards goal:

Ongoing

The average percentage of children achieving a "C" or above in science in year 1 for 2013 was 75.5%.
 The average percentage of children achieving a "C" or above in science in year 1 for 2014 was 50%.
 The average percentage of children achieving a "C" or above for science in year 2 for 2013 was 67%.
 The average percentage of children achieving a "C" or above for science in year 2 for 2014 was 48%.
 The average percentage of children achieving a "C" or above for science in year 3 for 2013 was 81%.
 The average percentage of children achieving a "C" or above for science in year 3 for 2014 was 71.5%.
 The average percentage of children achieving a "C" or above for science in year 4 for 2013 was 47%.
 The average percentage of children achieving a "C" or above for science in year 4 for 2014 was 74%.
 The average percentage of children achieving a "C" or above for science in year 5 for 2013 was 14.5%.
 The average percentage of children achieving a "C" or above for science in year 5 for 2014 was 51.5%.
 The average percentage of children achieving a "C" or above for science in year 6 for 2013 was 8.5%.
 The average percentage of children achieving a "C" or above for science in year 6 for 2014 was 30%.
 The average percentage of children achieving a "C" or above for science in year 7 for 2013 was 0%.
 The average percentage of children achieving a "C" or above for science in year 7 for 2014 was 42.5%.

Core priority

High quality teaching practices

Progress towards goal:

Ongoing

Engagement of John Fleming during induction and once each term to do follow up work in implementing Explicit Instruction.
 Engagement of Sam Woods to provide professional development and do follow up to the implementation of the Write to Spell to Read program (W2S2R).
 Implementation of Pedagogical Framework.
 Weekly observation and feedback to all teaching staff during 2014 on Explicit Instruction and the W2S2R program.
 -100% of staff observed and given feedback on a weekly basis.
 Weekly observation and feedback, by teaching peers, to all teaching staff during 2014 on Explicit Instruction and the W2S2R program.
 -100% of staff observed and given feedback on a weekly basis.
 Five weekly data conversations with teaching staff during 2014.
 -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.

Core Priority

Closing the gap between Indigenous and Non-Indigenous attendance.

Progress towards goal:

Ongoing

-Attendance has improved from 80.2% in 2013 to 83.2% in 2014, an increase of 3%.

Core Priority

Instructional Leadership development.

Progress towards goal:

Ongoing

- Principal attended Principal's Regional Conference.
- Worked with Principal coach to develop strategies for supporting teaching staff.
- Principal's performance and development plan written to reflect development needs.
- Data conversations with staff every 5 weeks.
- Implemented strategy to ensure that all new work was taught using the explicit instruction pedagogy.
- Implement strategy to ensure that W2S2R strategies are being used consistently across the school.
- 100% of staff monitored by Principal through observation and feedback to ensure implemented correctly.

Core Priority

Implement consistent responsible behaviour practices.

Progress towards goal:

Ongoing

- *Reinstatement of a SWPBS team with HOSSES as chair.*
- 100% of staff monitored through observation and feedback to ensure teachers were teaching social skills and ECSM 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 was done with support from regional resources in 2014.
- Workshops done by regional behaviour support team on essential skills for classroom management.

Future outlook

The key areas for improvement for 2015 are:

[Core Priority: Reading](#)
[Core Priority: Writing](#)
[Core Priority: Numeracy](#)
[School: English](#)
[Core Priority: Science](#)
[School: Mathematics](#)
[Core Priority: Retention](#)
[Core Priority: Transition](#)
[Core Priority: Attendance](#)
[Core Priority: Closing the Gap between attendance and outcomes of indigenous and non-indigenous students](#)
[School: Community Relations](#)
[School: Culture of Learning](#)
[School: Teaching and Learning](#)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	151	73	78	86%
2013	122	62	60	80%
2014	134	70	64	79%

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		
	2012	2013	2014
Prep – Year 3	17	14	17
Year 4 – Year 7 Primary	18	18	18
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	10	7	40
Long Suspensions - 6 to 20 days	<5	0	<5
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Local traditional languages (Ghungulu and Wadja) taught as LOTE to years 5, 6 and 7.
Components of the languages taught to children in 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.
- Students represented the school, district and region in athletics and cross country competitions.
- Students in years 3 and 4 participated in a school camp to Fairbairn Dam.
- Students participated in school excursions to further enhance the curriculum.
- Top performing students in years 6 and 7 with high attendance and exemplary behaviour were chosen to participate in the Qld Reds' camps.

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.
- The computer lab is fitted with 30 desk top computers and there is an additional 10 desk top computers in the library.
- Teachers use a typing program in the computer lab to support students to develop typing skills.
- Microsoft programs, such as Word, Publisher and PowerPoint as used to design and publish student's work and assessment tasks.
- Educational maths and language programs are used to support teaching and learning in literacy and numeracy.
- There are 150 Ipads in the school to support children in their literacy and numeracy learning.
- All classrooms are fitted with an interactive whiteboards 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 works with other agencies such as non-government and government agencies to provide wrap around support for children and their families when required. The key committee in the school for referral to other agencies is the Social Justice Committee.

The School Wide Positive Behaviour Support program, SWPBS, was implemented in term 4 2011. In 2014, all staff implemented the SWPBS program across the school and undertook Essential Skills for Classroom Management training and behavioural profiling by the regional behaviour support team.

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 excellent behaviour for the term/semester. This has been a very successful strategy.

The school chaplain worked closely with the students in years 5 – 7. She also implemented the 'Shine' program to build confidence and self-esteem with the female students in year 7.

A number of students requiring high support needs were put on individual learning programs to support their learning. These were completed in conjunction with the classroom teachers, HOSES and the Guidance Officer. This had a significant positive impact on these children's attendance.

Child Youth and Mental Health worked closely with the school supporting children and their 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 supports 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. All staff were trained by the Deadly Ears team and use sound field amplification systems in the classroom.

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.)
- 89% of parents have indicated through the parent opinion survey that they believe Woorabinda State School is a good school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	78%	80%	86%
this is a good school (S2035)	67%	89%	89%
their child likes being at this school* (S2001)	67%	89%	89%
their child feels safe at this school* (S2002)	60%	70%	85%
their child's learning needs are being met at this school* (S2003)	67%	80%	80%
their child is making good progress at this school* (S2004)	67%	90%	86%
teachers at this school expect their child to do his or her best* (S2005)	67%	90%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	90%	95%
teachers at this school motivate their child to learn* (S2007)	75%	90%	95%
teachers at this school treat students fairly* (S2008)	75%	90%	95%
they can talk to their child's teachers about their concerns* (S2009)	75%	100%	90%
this school works with them to support their child's learning* (S2010)	78%	90%	70%
this school takes parents' opinions seriously* (S2011)	78%	90%	89%
student behaviour is well managed at this school* (S2012)	71%	90%	85%
this school looks for ways to improve* (S2013)	78%	90%	84%
this school is well maintained* (S2014)	88%	90%	75%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	100%	71%
they like being at their school* (S2036)	92%	100%	71%
they feel safe at their school* (S2037)	80%	93%	69%
their teachers motivate them to learn* (S2038)	92%	100%	85%
their teachers expect them to do their best* (S2039)	92%	100%	74%
their teachers provide them with useful feedback about their school work* (S2040)	84%	100%	74%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
teachers treat students fairly at their school* (S2041)	88%	100%	71%
they can talk to their teachers about their concerns* (S2042)	84%	92%	65%
their school takes students' opinions seriously* (S2043)	76%	93%	73%
student behaviour is well managed at their school* (S2044)	72%	73%	48%
their school looks for ways to improve* (S2045)	88%	93%	74%
their school is well maintained* (S2046)	72%	93%	56%
their school gives them opportunities to do interesting things* (S2047)	92%	93%	73%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	96%
they feel that their school is a safe place in which to work (S2070)		85%	85%
they receive useful feedback about their work at their school (S2071)		57%	85%
students are encouraged to do their best at their school (S2072)		71%	92%
students are treated fairly at their school (S2073)		64%	88%
student behaviour is well managed at their school (S2074)		43%	67%
staff are well supported at their school (S2075)		50%	77%
their school takes staff opinions seriously (S2076)		57%	75%
their school looks for ways to improve (S2077)		79%	96%
their school is well maintained (S2078)		71%	88%
their school gives them opportunities to do interesting things (S2079)		86%	88%

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

'Agree' represents the 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 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 and the school Facebook page to keep parents informed.

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

In 2014 there was a cultural and family connections visit to the community of Hopevale, where parents, grandparents and family members were invited to participate to support their children to make the relevant connections to family.

In 2014 the school held a NAIDOC ball. Staff, students, family and community members took part in the celebration.

Reducing the school's environmental footprint

Water collected from the roof of the administration building is used to flush toilets. There are 22 solar panels on the roof of the administration building. Staff are encouraged to turn off all lights and air conditioning when they leave the room.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	120,589	0
2012-2013	121,033	0
2013-2014	133,839	0

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.

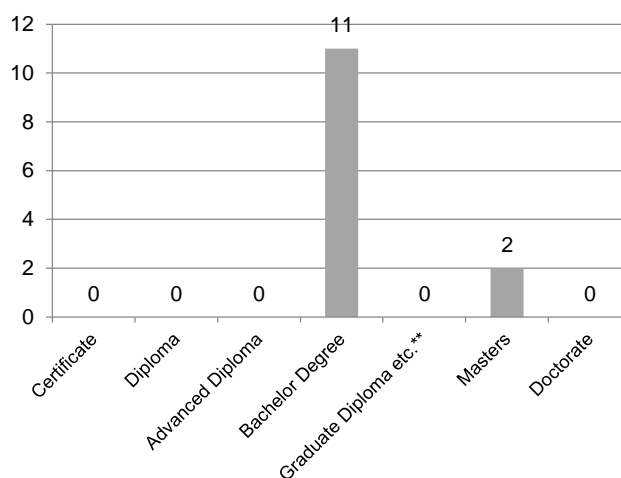
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	13	14	15
Full-time equivalents	13	14	15

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	11
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
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 2014 were \$ 45 556

The major professional development initiatives are as follows:

- John Fleming (Explicit Instruction)
- Sam Woods (Write to Spell to Read)
- Writing PD
- Teacher Aide PD (regional)
- Teacher aide PD (Ian Mackie)
- Remote schools Attendance Strategy (PD for SAO's)

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% of staff was retained by the school for the entire 2014 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**.

Find a school

Search by school name

Search by suburb, town or postcode

Sector ☒ Government
☒ Non-government

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	75%	80%	83%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

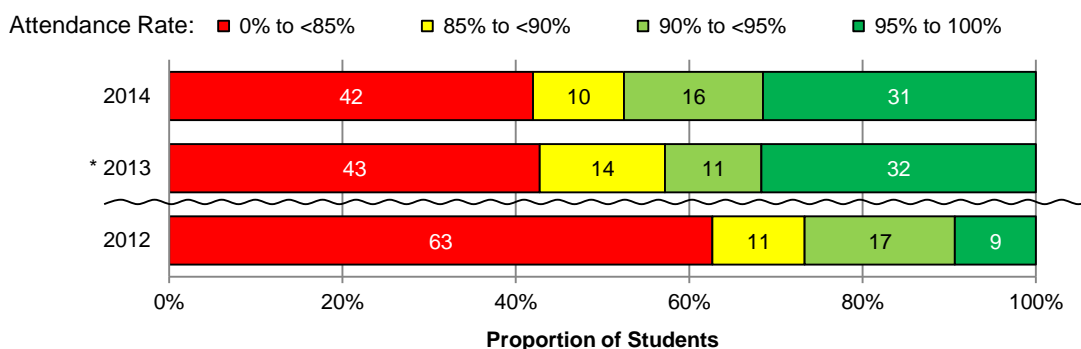
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	79%	74%	72%	78%	79%	71%	68%					
2013	79%	82%	83%	76%	79%	81%	78%					
2014	88%	84%	85%	84%	83%	74%	86%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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 are marked at 9-30 am and 1-30pm.

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

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Search by suburb, town or postcode

Sector ☒ Government
☒ Non-government

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 140 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% for attendance.