



Woorabinda State School

# ANNUAL REPORT 2017

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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## School Overview

Woorabinda State School is the only primary school in the Indigenous community of Woorabinda located approximately 190km WSW of Rockhampton in Central Queensland. Woorabinda is situated on the traditional lands of the Wadja Wadja/Ghungalu Aboriginal people. Settled by the Queensland Government in between 1926 and 1927, Woorabinda is generally thought to comprise members of at least 52 tribal groups. Today the community has its own elected Shire Council. Woorabinda sits in the federal division of Flynn, the Queensland electorate of Gregory and has its own elected Shire Council which is responsible for sanitation, water and road maintenance.

The school's vision is

Quality learning and achievement - every student, every day.  
Effective teaching - every teacher, every lesson.

The school's motto, 'Proud and Deadly', underpins Woorabinda State School's school community attitude, attendance and behaviour. In 2017, the school has seven classroom teachers, responsible for Prep to Year 6 as well, one relieving teacher, one special needs teacher, one PE teacher, and a language/ LOTE teacher. The Leadership team comprises the Principal, Head of Special Education Services, Master Teacher and Guidance Officer. The school runs breakfast club and provides morning tea and lunch to all students, supplemented by tuckshop offered second lunch Wednesday to Friday.

Community engagement and support is crucial to improving student learning. We build strong relationships and connections between our school, parents and teachers to ensure every student is valued, respected, attending school regularly and learning. Together, we value and commit to:

- having high expectations for everyone;
- effective teaching and quality learning;
- strong partnerships;
- shared accountability and responsibility.

The school has partnerships with numerous agencies including the Department of Prime Minister and Cabinet, Playgroup Queensland, Families as First Teachers, Cathy Freeman Foundation, Queensland Reds, Dental Health, "Deadly Ears", Queensland Health, Life Education, CQID Family Wellbeing, and Queensland State Police.

Woorabinda State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This statement has been populated from your school's My School Profile statement. If you do not have a statement please include one here. If your statement needs updating please update here and via the My School Principal Portal. Portal address: <https://schools.myschool.edu.au>. Using the Portal: <https://schools.myschool.edu.au/ContactUs/UsingThePortal>.

You may choose to include additional information on school history, school vision or school values.


## Principal's Foreword

## Introduction

The 2017 Woorabinda State School Annual Report outlines the school's progress towards its goals in 2017 and the future outlook for 2018. The school profile and characteristics of the student body are accompanied by an overview of how the school delivered curriculum to Woorabinda State School students and supported these students in a positive and responsive school environment. The staff profile and strategies to support staff are also included in this report.

### School Progress towards its goals in 2017

Woorabinda State School provides a high quality curriculum that is aligned to the Australian Curriculum and comparable to other state schools. The curriculum is differentiated for a wide range of individual learners. This year our school's teaching team focussed on implementing a consistent pedagogical approach via the adoption of 'Read 2 Learn' (David Rose) and supplemented by Explicit Instruction (John Fleming). Through the leadership of the Master Teacher, Woorabinda State School implemented Read 2 Learn to improve reading outcomes for our students, making reference to it as 'Woorie Way to Learn'. This pedagogy built on the Explicit Instruction Framework in place since 2014. The 2017 priorities are outlined below in the 2016 Annual Improvement Plan (AIP).

Department of Education and Training		
		
<b>Improvement Priority 1. Reading</b>		
<b>Targets</b>		
90% of year 3 students achieve national minimum standard in NAPLAN reading.		
<b>Strategy:</b> Contextualise our signature pedagogies to form the 'Woorie Way 2 Learn Reading' ensuring a consistent approach and common language across the whole school which meets the needs of our students.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Collaboratively develop a whole school approach to reading which combines our signature pedagogies of Explicit Instruction and Read 2 Learn.	Term 1	Principal, Guidance Officer, HOC, Year Coordinator
Embed the 'Woorie Way 2 Learn' pedagogical framework across the school and quality assure by consistent coaching and mentoring.	Ongoing	Principal, HOC, Year Coordinator
All staff participate in regular PD, collaborative planning and learning communities focussed on the implementation of the 'Woorie Way 2 Learn.'	Ongoing	Samantha Abel, Justine Bell, Tammy Bretherton, Ray Chapman, Johanna Clunn, Deborah Collins, Ruby McBean, Michael Richards, Ann-Maree Rigby, Anne-Rose Rose, Emma Roseworne, Chloe Sutton
<b>Strategy:</b> Focus on the core general capability of reading, oral language and listening, to ensure all students have strong foundations to effectively engage in the curriculum, their learning, and the community.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Embed an oral language program in Prep and Year 1 with the support and guidance of a speech language pathologist.	Ongoing	Principal, Guidance Officer, HOC, HOSES

## Future Outlook

In 2018, Woorabinda State School is continuing the improvement agenda with emphasis on 'Positive Behaviour for Learning' and 'Knowing our Students'. This agenda builds on the reading improvement agenda from 2017 by establishing a positive learning environment that approaches teaching and learning with consistently high expectations utilising evidence-based practices to direct teacher practice. Emphasis is placed on reliable and valid data about what we know about our students in all aspects of the curriculum, literacy and numeracy. Our data-driven school culture is premised on teachers accurately implementing appropriate assessment tools to ensure data reliability and validity such that learning is progressive and accumulative.

Woorabinda State School has two improvement priorities for 2018:

<b>Improvement priority 1:</b> <b>Positive Behaviour Learning</b>	Ensuring whole school approaches to effectively managing student behaviour across the school, consistently implemented and supported by all staff and the school community
<b>Improvement priority 2:</b> <b>Knowing our students</b>	Developing a school wide data culture that has established targets to guide improvements in student performance (in reading)

## Woorabinda State School

### Annual Implementation Plan 2018

#### Improvement priority 1 **Positive Behaviour Learning**



Ensuring whole school approaches to effectively managing student behaviour across the school, consistently implemented and supported by all staff and the school community



Strategy: Establishing Positive Behaviour Learning as the framework for effectively managing student behaviour			
Actions	Targets	Timelines	Responsible Officer/s
Utilise regional support (through Positive Behaviour Learning Coordinator) to provide targeted professional development in PBL		Week 9, Term 1	Principal, GO
Form a PBL team (made up of Principal, DP, HOC, GO, HOSES, teacher, teacher aide and parent) that meets fortnightly to review behaviour data to effectively inform planning		Week 6, Term 1	Principal
Update the Responsible Behaviour Plan in collaboration with the PBL team and have endorsed by P&C		End of Term 1	Principal
Provide effective communication and professional development to all teachers in explicit teaching of school wide expectations embedded in classroom lessons		Ongoing (focus of T2)	Principal, DP
Establish consistent language for teachers in the explicit teaching of expected behaviours with the shared creation of PBL lessons for teacher delivery. Common posters and language to be displayed in every classroom and around the school		Term 2	Principal, DP
Provide professional development to all staff in <i>Essential Skills in Classroom Management</i> utilising Mark Davidson. Provide opportunities for teacher release to engage in classroom profiling		Term 3	Principal, DP
Implement a positive rewards system for students that is known by staff and community (eg: Deadly Fridays etc)		End of Term 1	PBL Committee
Strategy: Implementing a coordinated and effective support and case management process for students at risk			
Actions	Targets	Timelines	Responsible Officer/s
Allocate students a support need (1-5) based upon challenges; level 5 students to be intensely case managed with documented <i>OneSchool</i> support plans		Week 5, Term 1	Principal, GO, HOSES
Establish a Social Justice Committee (chaired by GO and made up of HOSES, HOC, DP and Principal) that meets fortnightly to discuss students at risk. Establish, communicate and reflect on documented plans for learning intervention (eg: ICPs), support (ESP, ISP, Behaviour Support Plan) and complex case management.		Week 7, Term 1	Principal, GO, HOSES

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2015 enrolment data are finalised.



## Improvement priority 2: *Knowing our students*

Developing a school wide data culture that has established targets to guide improvements in student performance (in reading)

Strategy: Data literacy – building leadership team and teacher capability in data literacy to ensure individual student improvement strategies are developed within a cycle of reflection			
Actions	Targets	Timelines	Responsible Officer/s
Establish baseline data through a range of pre-tests including Oxford letters and sounds; Oxford Sight Words; Oxford Reading Levels. Display this pre-data visually on the literacy continuum in a professional learning space to generate collaborative discussion with staff and parents.		Week 6, Term 1	HOC
Create a learning pathways map to show 'marker students' imprints tracking their progress over 12 months		Ongoing	HOC
Assist teachers in developing targets for reading utilising baseline data and communicate goals with students and parents		Term 2	HOC, Principal

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	126	62	64	125	83%
<b>2016</b>	134	62	72	134	84%
<b>2017</b>	144	74	70	144	85%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

- 100% students identify as Aboriginal and/or Torres Strait Islander.
- 100% rural community students reside in Woorabinda.
- 80% to 85% percent students have mild to acute conductive hearing loss at some point during the year.
- 90% speak English as an Additional Language or Dialect
- 39 students have a disability including intellectual disability and/or hearing impairment, or autism spectrum disorder (ASD)
- Approximately 75% of the community are unemployed

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	20	20
Year 4 – Year 6	27	23	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Curriculum intent is what we want students to learn from the mandated curriculum. Five principles guide the processes we used to plan teaching and learning programs. We:

- implemented the mandated curriculum (Australian Curriculum)
- planned, sequenced and aligned curriculum (backwards mapping from C2C assessment tasks at year level)
- continually refined classroom planning (use data to inform teaching requirements)
- included three-way strong in our programs (link to home and traditional language)
- used hook pedagogies (to enrich learning and engagement)

In 2017 at Woorabinda State School we planned, taught, assessed and reported on the Australian Curriculum learning areas in the following ways:

Class Teacher	English, Mathematics, Science, Humanities and Social Sciences (HASS), and Technologies (Design Technology and Digital Technology).
LOTE and Culture teacher	Traditional Language program developed and delivered by local Traditional Owners and Elders with support from a registered teacher. The local languages of Ghungulu and Wadja were taught as LOTE for Year 5 and 6 students. Components of the languages were taught to children in Prep to Year 4. This program also included cultural experiences across The Arts, Technology, History and Geography
Specialist Health and Physical Education teacher	Health and Physical Education
Visiting Visual Arts teacher	Visual Arts (Term 1)
Music specialist	Music (Term 4)

Learning Areas of the curriculum are adjusted for students who required highly intensive support via individualised learning plans.

### Co-curricular Activities

The school's partnerships provide numerous co-curricular activities for students

Partner	Program	Year levels	Number of students
DPM&C	Return to School Pool Party	Prep - 6	130
DPM&C	Girls to Women	Year 5/6 girls	13

Qld Reds	Student Leadership	6	4
Cathy Freeman Foundation	Horizons Camp: Student Leadership	Year 5/6	10
Queensland Cricket	Cricket	Prep - 6	Varied
Chaplaincy (Scripture Union)	A2B Boys Survival Camp	Year 5 – 6 boys	10
Chaplaincy (Scripture Union)	A2B Boys Caving Trip	Year 5 – 6 boys	10
Baralaba P-10	Year 6 transition program	Year 6	19
StarLab Incursion	Star Lab Incursion	Prep – Year 6	150

Students also participated in:

- Prep excursion to Myella Farm Stay (1 day)
- Year 4/5/6 camp at Wanpa-rda Matilda Outback Education Centre, Barcaldine (5 days)
- Year 4/5 Outdoor education excursion (1 day)
- Woori Way Club Disco: Prep – Year 6
- Year 5 and 6 Regional Shield Netball Carnival – 9 girls

### How Information and Communication Technologies are used to Assist Learning

- Sound amplification systems are installed in all classrooms.
- The whole school accessed a high speed wireless internet.
- The computer lab is fitted with 30 desktop computers and there are an additional 10 computers in the library.
- Microsoft programs, such as Word, Publisher and Powerpoint used to design and publish students' work and assessment tasks.
- Educational Maths and Literacy programs were used to support students to reinforced literacy and numeracy concepts.
- Interactive team boards (touch boards) were used to engage students in learning across the curriculum.
- I-pads were used to enhance spelling and mathematic curriculum.
- Bee bots and other robotics were used to engage students in beginner coding.
- Class dojo was also used in classrooms to enable students to self-regulate their behavior.
- All teachers are provided with a laptop and ipad to extend their teaching practices and technology skills

## Social Climate

### Overview

Our school motto, "Proud and Deadly", is underpinned by four values: Be Proud; Be Safe; Be Responsible; and Be Respectful. These values form the basis of how we behave; interact with others; and present ourselves in the school and community *every day*. The school-wide framework for managing behaviour is **PBL** (Positive Behaviours for Learning). The PBL team have a devised a social skills program that explicitly teaches students positive behaviours and strategies for interacting with others.

One initiative of the PBL team was Deadly Fridays, a whole-school reward strategy for behaviour. Teachers utilized the "Making Deadly Choices" chart to help students identify when they were making deadly choices (desirable behaviours) or needed to rethink their choices such that they became more deadly (desirable). Teachers supported students to make deadly choices by utilising 10 Essential Skills for Classroom Management:

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgement
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

In addition to PBL social skills lessons, Woorabinda State School implemented the Student Wellbeing Program (SWP) with a view to assist the first transition of the day. The SWP incorporated activities like mindfulness, PBL lessons, bucket-filling and Indigenous language activities to get students in the right 'headspace' before they joined their classroom for learning. We also continued to implement the Bucket Filler philosophy to promote positive social interactions.

Instances of teasing and/or bullying were addressed in the following way:

- Students involved in bullying were counselled initially by staff member/s present (consequences may have been applied for the perpetrator).
- If bullying behaviours continued, students were reported to school leadership. School leaders counselled the students and Chaplain/Guidance Officer were involved where possible.
- School leaders convened a meeting between all parents and students to resolve the issue.
- All incidences of bullying were recorded as a major behaviour on OneSchool.

The health and wellbeing of Woorabinda students and their families continued to be a high priority for our school. In 2017, the school collaborated with numerous 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 Deadly Ears team
- The Department of Communities Woorabinda Store
- The Queensland Police Service

The Social Justice Committee continued to act as the focus group to whom staff and families could make referrals pertaining to students at-risk or identified as requiring additional support beyond the scope of the classroom teacher. A Guidance Officer was purchased with school funds to collaborate with the HOSES to assess identified students, and work with classroom teachers and families to devise individual support plans (including curriculum and behaviour) to support student learning and wellbeing. This had a positive impact on student attendance.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	83%		75%
this is a good school (S2035)	85%		84%
their child likes being at this school* (S2001)	87%		78%
their child feels safe at this school* (S2002)	90%		81%
their child's learning needs are being met at this school* (S2003)	87%		70%
their child is making good progress at this school* (S2004)	97%		78%
teachers at this school expect their child to do his or her best* (S2005)	93%		81%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%		76%
teachers at this school motivate their child to learn* (S2007)	89%		73%
teachers at this school treat students fairly* (S2008)	90%		72%
they can talk to their child's teachers about their concerns* (S2009)	79%		81%
this school works with them to support their child's learning* (S2010)	78%		73%
this school takes parents' opinions seriously* (S2011)	68%		81%
student behaviour is well managed at this school* (S2012)	63%		69%
this school looks for ways to improve* (S2013)	85%		76%
this school is well maintained* (S2014)	76%		78%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	96%	90%
they like being at their school* (S2036)	100%	96%	91%
they feel safe at their school* (S2037)	94%	100%	86%
their teachers motivate them to learn* (S2038)	100%	96%	91%
their teachers expect them to do their best* (S2039)	100%	96%	95%
their teachers provide them with useful feedback about their school work* (S2040)	100%	87%	90%
teachers treat students fairly at their school* (S2041)	93%	87%	91%
they can talk to their teachers about their concerns* (S2042)	97%	84%	95%
their school takes students' opinions seriously* (S2043)	97%	87%	76%
student behaviour is well managed at their school* (S2044)	93%	84%	91%
their school looks for ways to improve* (S2045)	97%	96%	81%
their school is well maintained* (S2046)	93%	96%	76%
their school gives them opportunities to do interesting things* (S2047)	97%	91%	90%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	90%	91%	95%
they feel that their school is a safe place in which to work (S2070)	95%	82%	95%
they receive useful feedback about their work at their school (S2071)	90%	82%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	100%	89%
students are encouraged to do their best at their school (S2072)	90%	100%	100%
students are treated fairly at their school (S2073)	80%	64%	78%
student behaviour is well managed at their school (S2074)	76%	64%	57%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
staff are well supported at their school (S2075)	71%	70%	73%
their school takes staff opinions seriously (S2076)	80%	73%	85%
their school looks for ways to improve (S2077)	100%	100%	92%
their school is well maintained (S2078)	86%	91%	89%
their school gives them opportunities to do interesting things (S2079)	90%	82%	86%

\* 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 played a pivotal role in the school's ability to develop individual student learning and behaviour plans. Parents and community members were also involved in:

- Sports day,
- Culture day,
- NAIDOC ball
- Awards day
- Night school,
- Domestic Violence march
- "Bullying No Way!" march
- Cathy Freeman Foundation (CFF) return to school march (beginning each term).

The P&C President was an elder from the community and the assistant secretary was a local employee. Parent and community representation at P&C meetings was limited to Local employees and the CFF organizer.

### Respectful relationships programs

The school has developed and implemented a Positive Learning for Behaviour across the school in 2017 to emphasise appropriate, respectful, equitable and healthy relationships. This involved specific PBL social skills lessons, the Student Wellbeing Program (SWP), 'bucket-filling' and Indigenous language activities to explicitly teach students acceptable social behaviours and how to respond in undesirable social situations. The school also participated in Domestic Violence and anti-bullying marches. Students were frequently taught and supported to recognize, react and report violence and conflict when they or others were unsafe. Gender based violence was swiftly addressed by classroom teacher, teacher aides, school leaders and ancillary staff. Family members were informed and meetings involving families and students were convened as necessary. Building respectful relationships underpinned Woorabinda State School's culture at all times.

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	26	37	10
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

In 2017 we aimed to reduce our environmental footprint by teaching our staff and students to use electricity wisely. We often spoke at staff meetings and assemblies on the issue of excessive electricity usage and detailed ways to reduce our use. We put posters up in every classroom to remind teachers to turn the lights, air conditioning and fans off when they were leaving the room.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	141,028	
2015-2016	100,848	
2016-2017	165,896	

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.

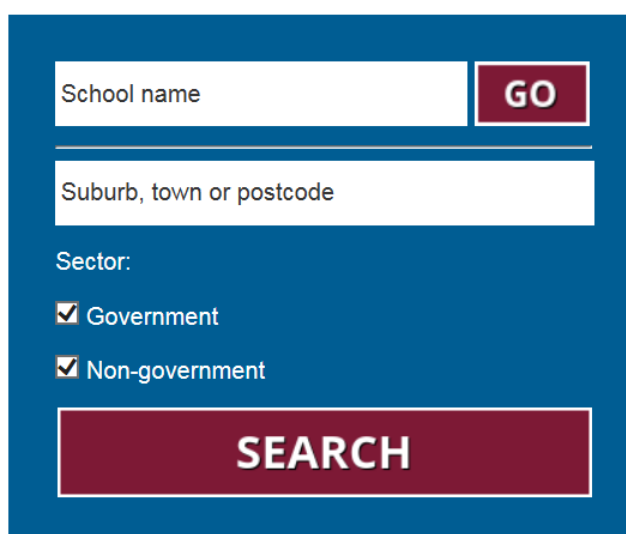
## School Funding

### 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



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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	17	17	6
Full-time Equivalents	17	12	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate of Philosophy (PhD)	1
Masters	1
Graduate Diploma etc.**	2
Bachelor degree	13
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 2017 were \$41'266.61

The major professional development initiatives are as follows:

- Yumi Deadly Maths
- John Fleming
- QELI
- IMPACT
- OneSchool Training
- Teacher Leaders Program
- First Aid and CPR
- RSAS Train the Trainer
- Indigenous Conference
- Workplace Health and Safety Advisor Training
- Friends for Life

The proportion of the teaching staff involved in professional development activities during 2017 was 100%. In school is counted as PD – 100% staff has gone through PD

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 41% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	87%	85%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	90%

\*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 2017 for all Queensland Primary schools was 93%.

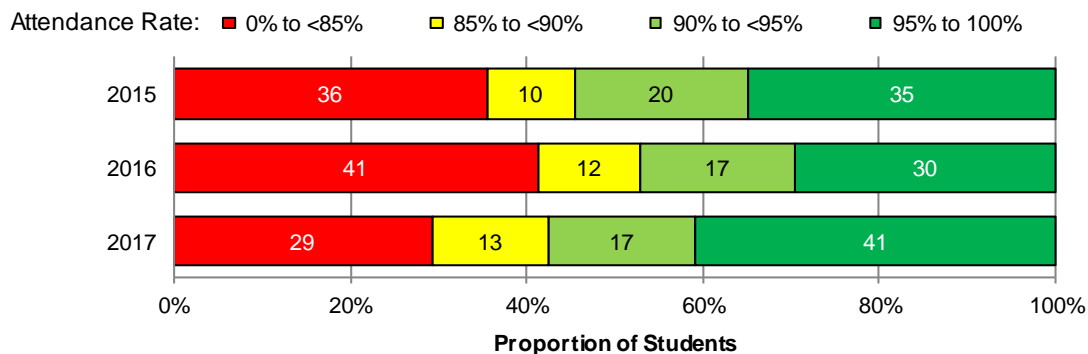
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	84%	91%	89%	88%	86%	86%	84%						
2016	85%	88%	88%	88%	82%	80%	81%						
2017	91%	91%	90%	95%	89%	83%	88%						

\*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 Department of Education 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.

To increase student attendance, Woorabinda State School:

- Follow up student absences daily.
- Submit formal letters to parents whose students have missed 3 and 5 consecutive days
- Support at-risk students' families
- Students who attain 100% attendance for the term.
  - \$50 to each child who achieves 100% and \$50 to the parent of the child
- Students who attain 95% - 99.9% (for the term) receive a certificate
- Cathy Freeman Foundation support student attendance:
  - **95% -100% attendance:** Attendance Award, a bag with prizes and a book
  - **Give me 5:** students who have low attendance and have committed to giving another 5 days attendance. When they achieve their 5 extra days they receive a CFF bag with prizes and a book
  - **Gold Medal award:** one student for each class who has demonstrated an outstanding behaviour or commitment to their education. Small backpack, a gold cap and a book

Student attendance continues to be carefully monitored by the Remote Schools Attendance Strategy Officers. The School Attendance Officers provide a morning bus service to support student attendance and visited families to identify reasons for student absences and devise strategies to improve student attendance. School rolls are marked by class teachers at 9:30am and 1:40pm. After the roll is marked at 9:30am, School Attendance Officers collect attendance data and conduct home visits to either bring students to school or identify the reason for student absence. Families are supported by School Leadership, classroom teachers, para-professionals and other agencies as identified by the Social Justice Committee.

## NAPLAN

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results are attached.

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

Sector:  
☒ Government  
☒ Non-government

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

2017 was a successful year for Woorabinda State Schools. Our teachers adopted the improvement agenda and worked tirelessly to improve student academic achievement and support positive behaviours across the school.