



Woorabinda State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education



Queensland  
Government

## Contact information

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<b>Webpages</b>	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Virginia Chatterton, Acting Principal

## From the Principal

### School overview

We acknowledge the traditional owners of the land, the Wadja and Darumbal People. We pay our respects to Elders past, present and emerging. We recognise their connection to Country and their roles in caring for and maintaining Country. We acknowledge that the education of children has occurred on this land for tens of thousands of years. May their continuing strength and wisdom be with us.

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 re-adopted the motto, 'Proud and Deadly' in 2008 to help drive a climate change with students in regard to attitude, attendance and behaviour. In 2009 the school introduced the 'Pathways to Peace' program into the school and community in an effort to reduce teasing and violence. In 2009 the school has ten classes from Prep to year 7, a Learning Support teacher, a relieving teacher, three special- needs teachers and a Physical Education teacher. The school also has a very successful transition program which has a teacher in the role of Transition Officer. The school in partnership with CQID has run a nutrition program for the past two years which provides students with breakfast, morning tea and lunch. This has had a major impact on school attendance.

### School progress towards its goals in 2018

In 2018, the school priorities are:

- Student Attendance
- Student Reading
- School & Community Engagement

### Future outlook

In 2019, we will focus on the following priority areas:

- Students Attendance
- A Culture that Promotes Learning
- Improving Student Literacies
- Student Wellbeing

Within these areas we will continue to prioritise student attendance through the Remote Schools Attendance Strategy. Contextualising and implimenting quality teaching to promote reading and literacies across the school. The Wellbeing Team in conjunction with the Positive Behaviour for Learning team will develop a school wide appraoch that focuses on developing students social and emotional strategies through targetted lessons.

## 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 2018</b>	Early Childhood - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	134	144	145
Girls	62	74	74
Boys	72	70	71
Indigenous	134	144	145
Enrolment continuity (Feb. – Nov.)	84%	85%	78%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Our students live in remote area in Central Queensland. All students are EAL/D learners. 80 – 85% of students have mild to acute conductive hearing loss, 42.5% of students have a disability.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	20	18
Year 4 – Year 6	23	26	17
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

In 2018, we continued to use the five principles guide the processes:

- Implemented the Australian Curriculum
- Planned, sequenced and aligned curriculum
- Used data to inform teaching practices
- Continue to develop and refine three- way strong in our programs
- Continue to use hook pedagogies

Our Kindergarten delivers Early Years Learning Framework and Foundation for Success.

### Co-curricular activities

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

Classroom Teacher	English, Science, HASS and Design Technology & Digital Technology
LOTE & Culture	Cultural experiences across The Arts, Technology, History & Geography
Specialist Lessons:	Health & Physical Education

Health & Physical Education Teacher	
Visiting Visual Arts Teacher	Visual Arts (Term 1)
Music Specialist	Music (Term 4)

Adjustments are made to support students via individualised learning plans.

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

Partner	Program
DPM&C	Return to School Pool Party
DPM&C	Girls to Women
Qld Reds	Student Leadership
Cathy Freeman Foundation	Horizons Camp: Student Leadership
Queensland Cricket	Cricket
Baralaba P-10	Year 6 transition program

## How information and communication technologies are used to assist learning

### Computer labs

- Sound amplification systems are installed in all classrooms
- The whole school accessed wireless internet
- The computer lab is fitted with 30 desktop computers and additional 10 computers in the library
- Microsoft programs used to design and publish students' work and assessment tasks
- Educational Maths & Literacy programs were used to support students to reinforce literacy and numeracy
- Each class has an interactive team boards to engage students in learning across the curriculum
- I pads used to enhance spelling, mathematics & used for researching topics for assessments
- Bee bots and other robotics were used to engage students in beginner coding
- All teachers are provided with a laptop to assist them with their teaching practices

## 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 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.

The school also has a wellbeing team that helps support with behavioural issues.

The health and wellbeing of Woorabinda students and their families continued to be a high priority for our school. In 2018, 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)		75%	83%
• this is a good school (S2035)		84%	92%
• their child likes being at this school* (S2001)		78%	80%
• their child feels safe at this school* (S2002)		81%	78%
• their child's learning needs are being met at this school* (S2003)		70%	84%
• their child is making good progress at this school* (S2004)		78%	78%
• teachers at this school expect their child to do his or her best* (S2005)		81%	83%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)		76%	76%
• teachers at this school motivate their child to learn* (S2007)		73%	88%
• teachers at this school treat students fairly* (S2008)		72%	83%
• they can talk to their child's teachers about their concerns* (S2009)		81%	88%
• this school works with them to support their child's learning* (S2010)		73%	88%
• this school takes parents' opinions seriously* (S2011)		81%	79%
• student behaviour is well managed at this school* (S2012)		69%	74%
• this school looks for ways to improve* (S2013)		76%	84%
• this school is well maintained* (S2014)		78%	84%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
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Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	90%	94%
• they like being at their school* (S2036)	96%	91%	94%
• they feel safe at their school* (S2037)	100%	86%	91%
• their teachers motivate them to learn* (S2038)	96%	91%	97%
• their teachers expect them to do their best* (S2039)	96%	95%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	90%	79%
• teachers treat students fairly at their school* (S2041)	87%	91%	88%
• they can talk to their teachers about their concerns* (S2042)	84%	95%	88%
• their school takes students' opinions seriously* (S2043)	87%	76%	90%
• student behaviour is well managed at their school* (S2044)	84%	91%	91%
• their school looks for ways to improve* (S2045)	96%	81%	91%
• their school is well maintained* (S2046)	96%	76%	85%
• their school gives them opportunities to do interesting things* (S2047)	91%	90%	88%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	95%	78%
• they feel that their school is a safe place in which to work (S2070)	82%	95%	74%
• they receive useful feedback about their work at their school (S2071)	82%	83%	70%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	89%	93%
• students are encouraged to do their best at their school (S2072)	100%	100%	77%
• students are treated fairly at their school (S2073)	64%	78%	68%
• student behaviour is well managed at their school (S2074)	64%	57%	55%
• staff are well supported at their school (S2075)	70%	73%	64%
• their school takes staff opinions seriously (S2076)	73%	85%	71%
• their school looks for ways to improve (S2077)	100%	92%	77%
• their school is well maintained (S2078)	91%	89%	77%
• their school gives them opportunities to do interesting things (S2079)	82%	86%	68%

\* 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 at the end of each term
- 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 education programs

Students have been involved in programs to support their learning about respectful relationships with the school's chaplain. These include Friends for Life, Rock and Water & Boys Club.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	37	10	63
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

In 2018 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	100,848	165,896	112,408
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

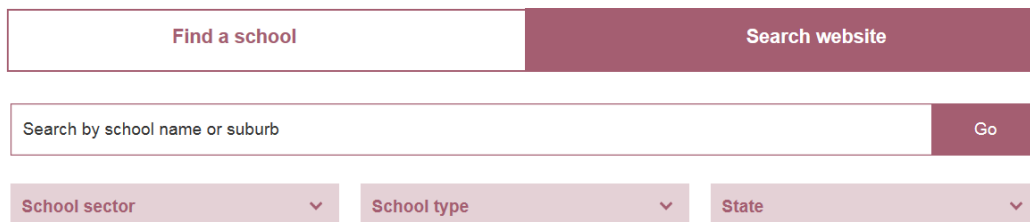
### School income broken down by funding source

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.



### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the 'My School' search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Under the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with the text 'View School Profile'.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The screenshot shows a horizontal navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a dark background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	18	18	7
Full-time equivalents	18	12	5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	0
Graduate Diploma etc.*	2
Bachelor degree	9
Diploma	0
Certificate	0

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$59, 084.69.

The major professional development initiatives are as follows:

- Michael Heggerty – Phonological Awareness
- Michael Heggerty – Phonics & Phonemic Awareness putting the curriculum into practice
- Phonics – Letters & Sounds
- Sue Larky – Autism
- NCCD Moderation
- Positive Behaviour for Learning
- Smart Spelling
- LOTE conference
- Bandscales for EALD

The proportion of the teaching staff involved in professional development activities during 2018 was 12/14 staff.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 72% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	85%	90%	81%
Attendance rate for Indigenous** students at this school	85%	90%	81%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	85%	91%	79%
Year 1	88%	91%	81%
Year 2	88%	90%	84%
Year 3	88%	95%	84%
Year 4	82%	89%	83%
Year 5	80%	83%	82%
Year 6	81%	88%	74%

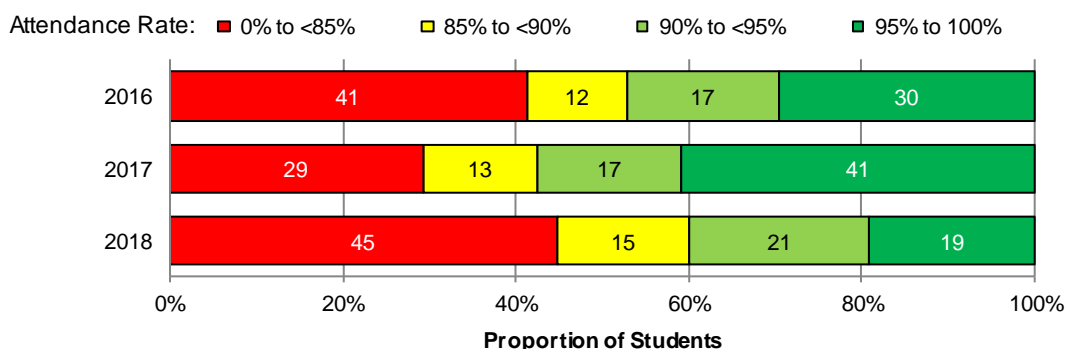
Year level	2016	2017	2018
Year 7			DW
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

Woorabinda State School employs School Attendance Officers SAOs who are funded through Prime Minister and Cabinet. They also follow up through home visits and record contact on OneSchool. The school works with The Cathy Freeman Foundation who facilitate the 'Gimme 5' day's program.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.