

Woongoolba State School

Queensland State School Reporting

2015 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

The Annual School Report is required for the school and community for systemic accountability and improvement purposes. The report provides information to the community on the achievement of its declared priorities for that year and to outline the strategic direction for the future. This report is a public document that gives output and outcome information on the achievement of the goals in the school's Operational Plans. It highlights the school's strengths and also sets out targets for improvement during the following years. To gain maximum benefit from this Annual School Report it should be read alongside other information such as school reports for your child, school newsletters and the school enrolment package.

School progress towards its goals in 2015

- Develop a targeted, personalised and engaging teaching and learning program for every child:
The proficiency studies program was implemented across all year levels.
- Seek improvement in reading and number outcomes for every child through Proficiency Studies
Teachers continue to monitor student achievement data in reading in particular to advise teaching.
- Ensure student engagement and identification of the learner are key factors in planning & delivering quality programs
A school wide focus on using available evidence to distinguish appropriate learning levels is in operation.
- Maintain a supportive and harmonious learning culture underpinned by Kids Matters and PBL
The PBL initiative has continued to be fully implemented across the school.

Future outlook

In 2016, Woongoolba's main objective is to provide a targeted, personalised and engaging teaching and learning program for every child. The school will continue its focus on reading and aim to have all students meet National Minimum Standards. The key focus strategies for 2016 are:

- *The Teaching & Learning Framework*
- *Targeted teaching & Collaborative Inquiry Model*
- *Whole school reading program*
- *The Proficiency Studies Program*
- *Building capacity of teaching staff*
- *Positive Behaviour for Learning*

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	187	81	106	8	92%
2014	187	83	104	5	85%
2015	170	86	84	6	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Woongoolba State School is a co-educational state school set in a rural location, situated amidst cane fields approximately 16 kilometres South East of Beenleigh. Students enrolled at the school live in a range of rural and semi urban dwellings from a wide geographical area including Yatala, Ormeau, Alberton, Jacobs Well and Cabbage Tree Point.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	17	14
Year 4 – Year 7 Primary	21	17	15
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	14	18	18
Long Suspensions - 6 to 20 days	3	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

This school has a strong emphasis on programs that are embedded in the school curriculum plan and is based on the Australian Curriculum. The targeted teaching of reading has been a key focus in improving each student's learning through a personalized learning program known as 'Proficiency Studies'. The school values the personalized learning philosophy and promotes behavioural, emotional and cognitive engagement practices which forms the basis of its teaching and learning programs.

At Woongoolba, the emphasis on leadership is important and it can be seen in the multi-award winning 'We are Leaders' initiative. The school participates in community programs and competitions. The school has participated in the Positive Behaviour for Learning program and all students are aware of the school rules of: Be Safe, Be Respectful and Be a Learner. Woongoolba has been nationally recognized by Kids Matter for the school's work in the field of student support. These programs all complement the key curriculum offerings. Students can participate in leadership, performing arts and sporting programs. A Before and After School Care Program is offered at the school.

Extra curricula activities

- Leadership Program
- Lunch time clubs
- Under 8's day
- Incursions and excursions
- Life Education
- Science
- Sports Days
- Swimming – whole of school program in Term 4 and carnival
- Choir
- Woodwind, brass, percussion and strings
- Environmental camp for Year 6
- Camps for year 5 and 6
- Get Real Program
- High school partnerships
- German -Kinder Karneval

How Information and Communication Technologies are used to improve learning

Each classroom at Woongoolba State has an interactive whiteboard, as does the Resource Centre and the Science/computer Lab. The school has purchased a number of i-pads to improve the student ratio to significantly impact student access to global learning. In 2015, the school has commenced the development of a lap top program to provide extra devices for students. In 2016, the school will commence a robotics and coding program.

Social Climate

Woongoolba State School offers a warm and welcoming climate for students and their families. Visitors to the school comment on the relaxed and friendly environment. Students enjoy being at the school and feel safe while here. The school commenced a proactive arm to support the Responsible School Behaviour Plan called 'Positive Behaviour for Learning' (PBL). This program saw the formation of a proactive and positively focused committee, which ensured the training of all staff, the set-up of the school-wide program with the students, and communication regularly to all of the community through the newsletter, P&C and on parade. The regular celebration of success with the three school rules of 'being safe', 'being respectful' and 'being a learner' is the cornerstone of the positive influence the program has across the entire school and its powerful influence on student learning. There are high expectations on developing the leadership skills of the students and therefore the school manages conflicts in a measured and reasonable way. Using the 'We are Leader's' initiative, underpinned by the 7 Habits, Woongoolba teaches all students to 'lead' by taking responsibility for themselves, planning and setting goals and targets for their personal and educational lives, working together to generate positive outcomes in a teams, listening to others communicate ideas and beliefs confidently with tolerance and understanding whilst caring for themselves both mentally and physically.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	93%	86%
this is a good school (S2035)	88%	87%	86%
their child likes being at this school (S2001)	93%	87%	86%
their child feels safe at this school (S2002)	100%	93%	100%
their child's learning needs are being met at this school (S2003)	96%	87%	100%
their child is making good progress at this school (S2004)	93%	87%	86%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	85%	87%	100%
teachers at this school motivate their child to learn (S2007)	85%	87%	100%
teachers at this school treat students fairly (S2008)	88%	93%	100%
they can talk to their child's teachers about their concerns (S2009)	93%	100%	100%
this school works with them to support their child's learning (S2010)	93%	100%	100%
this school takes parents' opinions seriously (S2011)	81%	100%	71%
student behaviour is well managed at this school (S2012)	77%	73%	71%
this school looks for ways to improve (S2013)	92%	100%	67%
this school is well maintained (S2014)	92%	93%	86%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	89%	87%	91%
they like being at their school (S2036)	91%	92%	89%
they feel safe at their school (S2037)	89%	90%	91%
their teachers motivate them to learn (S2038)	91%	100%	98%
their teachers expect them to do their best (S2039)	95%	98%	94%
their teachers provide them with useful feedback about their school work (S2040)	87%	81%	93%
teachers treat students fairly at their school (S2041)	72%	77%	91%
they can talk to their teachers about their concerns (S2042)	86%	79%	87%
their school takes students' opinions seriously (S2043)	78%	77%	91%
student behaviour is well managed at their school (S2044)	65%	75%	90%
their school looks for ways to improve (S2045)	94%	90%	90%
their school is well maintained (S2046)	87%	78%	87%
their school gives them opportunities to do interesting things (S2047)	85%	75%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	95%	100%
they feel that their school is a safe place in which to work (S2070)	86%	100%	94%
they receive useful feedback about their work at their school (S2071)	95%	95%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	82%	88%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	88%
student behaviour is well managed at their school (S2074)	95%	95%	75%
staff are well supported at their school (S2075)	95%	95%	63%
their school takes staff opinions seriously (S2076)	95%	95%	75%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	90%	95%	94%
their school gives them opportunities to do interesting things (S2079)	100%	89%	94%

'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

Full parental involvement is encouraged. The school has parents volunteering their time to assist with classroom reading and art. The P&C provides the school supplementary funds to assist teachers, by having effective resources and facilities to directly impact in a positive manner on all student learning outcomes. They work proactively in providing a service based on the 'Healthy Choices' program through the Tuckshop. The wider school community actively participate by assisting to run school events or through community and corporate sponsorships. The P&C support the Life Education program.

Reducing the school's environmental footprint

Woongoolba State School operates under a 'Sustainability Management Environment Plan' (SEMP). The school implements programs to minimize waste, save water and energy and to develop bio-diversity. These programs are evidenced by: Do the Right Thing, Use the Right Bin campaign, Solar Power, Gardening Club and composting.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	70,772	0
2013-2014	74,268	0
2014-2015	56,896	

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	11	<5

Full-time equivalents

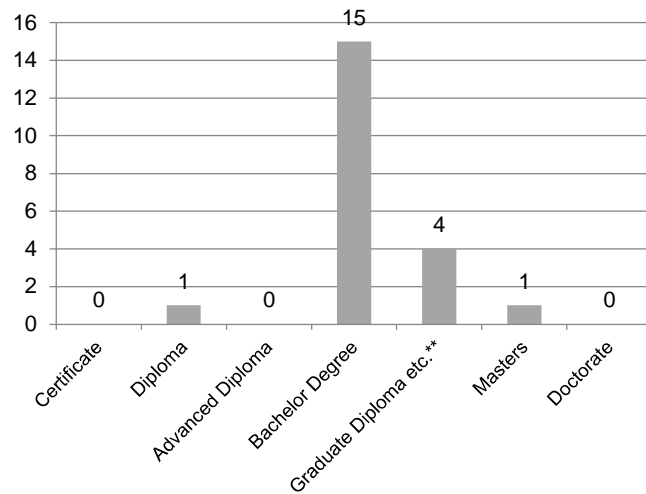
12

7

<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	4
Masters	1
Doctorate	0
Total	21



*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 2015 were \$8850

The major professional development initiatives are as follows:

- Code of Conduct and Student Protection
- Asbestos training
- Reading Intervention
- Personalised Learning
- Australian Curriculum
- Behaviour – Essential Skills
- PBL induction and training
- Students With Disabilities
- DATA analysis
- Student Learning Styles - Aus Identities
- English Curriculum
- Writing: 7 Steps
- Higher- Order Thinking in reading

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	89%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

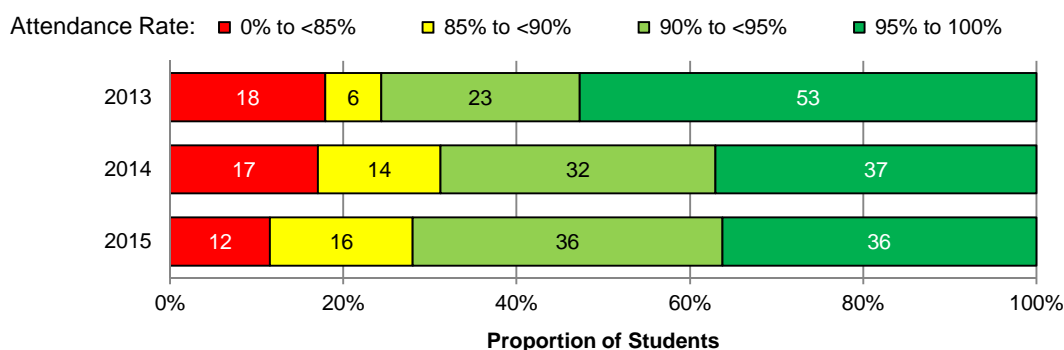
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	94%	94%	91%	90%	93%	89%	92%					
2014	90%	90%	93%	92%	93%	91%	91%	92%					
2015	94%	92%	91%	92%	92%	96%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

Classroom teachers mark the class rolls on One School twice a day at 9am and 1.45pm. For students who are absent the class teacher makes contact with the parents when an explanation has not been provided. The Office staff enter the Late Arrivals and Early Departures. For students who have long periods of time with unexplained absents the Principal will contact the family by phone and if not successful by a formal 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.

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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.