



Woongoolba State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Woongoolba State School was established in 1876 and is situated in a rural location amidst cane fields between Brisbane and Gold Coast City. The school demonstrates a high level of student and community involvement with a very high standard of student behaviour. At Woongoolba, the focus is literacy and numeracy in a sustainable and technological world. Our goal is 'Moving Forward: Every Child, Every Day'. Woongoolba believes in innovative teaching through traditional values. Creative teaching strategies combined with modern resources in a quiet rural outlook ensure a distinctive learning focus. The school offers quality curriculum programs in the eight key learning areas from Prep to Year 6. Students are grouped in single and multi-age groupings. German is the language offered through our LOTE program and extensive social and cultural programs are offered. The school offers programs in sport (class physical education, swimming and interschool sport) and Music (class music, woodwind, brass, percussion, strings, band, orchestra and choir) and student leadership. The community is extremely proud and supportive of the school. Woongoolba has participated and won several community awards.

Principal's Forward

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 2016

- 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 2017, 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 and to improve student performance on the upper 2 bands. The key focus strategies for 2017 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 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	187	83	104	5	85%
2015*	170	86	84	6	94%
2016	178	89	89	8	95%

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 2016, 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

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	22	22
Year 4 – Year 7	17	24	22
Year 8 – 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.

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.

Co-curricular 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 Assist Learning

Each classroom at Woongoolba State School 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. The school continues the development of a lap top program to provide extra devices for students. The school has commenced a robotics and coding program and the school offers free Wi-Fi to students and staff across the entire academic campus.

Social Climate

Overview

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 team, 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

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	86%	87%
this is a good school (S2035)	87%	86%	93%
their child likes being at this school* (S2001)	87%	86%	93%
their child feels safe at this school* (S2002)	93%	100%	73%
their child's learning needs are being met at this school* (S2003)	87%	100%	73%
their child is making good progress at this school* (S2004)	87%	86%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	100%	87%
teachers at this school motivate their child to learn* (S2007)	87%	100%	93%
teachers at this school treat students fairly* (S2008)	93%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	93%
this school works with them to support their child's learning* (S2010)	100%	100%	93%
this school takes parents' opinions seriously* (S2011)	100%	71%	80%
student behaviour is well managed at this school* (S2012)	73%	71%	71%
this school looks for ways to improve* (S2013)	100%	67%	86%
this school is well maintained* (S2014)	93%	86%	93%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	87%	91%	91%
they like being at their school* (S2036)	92%	89%	94%
they feel safe at their school* (S2037)	90%	91%	94%
their teachers motivate them to learn* (S2038)	100%	98%	97%
their teachers expect them to do their best* (S2039)	98%	94%	94%
their teachers provide them with useful feedback about their school work* (S2040)	81%	93%	92%
teachers treat students fairly at their school* (S2041)	77%	91%	90%
they can talk to their teachers about their concerns* (S2042)	79%	87%	81%
their school takes students' opinions seriously* (S2043)	77%	91%	86%
student behaviour is well managed at their school* (S2044)	75%	90%	75%
their school looks for ways to improve* (S2045)	90%	90%	89%
their school is well maintained* (S2046)	78%	87%	84%
their school gives them opportunities to do interesting things* (S2047)	75%	96%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	94%	100%
they receive useful feedback about their work at their school (S2071)	95%	88%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	88%	82%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	88%	94%
student behaviour is well managed at their school (S2074)	95%	75%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
staff are well supported at their school (S2075)	95%	63%	100%
their school takes staff opinions seriously (S2076)	95%	75%	94%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	95%	94%	76%
their school gives them opportunities to do interesting things (S2079)	89%	94%	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.

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.

Respectful relationships programs

Respectful relationships are built in the cultural identity of Woongoolba State School. The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Kids matter, Positive Behaviour for Learning and the 7 habits of highly effective people provide the cornerstone for these programs.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	18	18	2
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	74,268	0
2014-2015	56,896	
2015-2016	77,236	

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

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	21	10	<5
Full-time Equivalent	11	7	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	6

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	9
Diploma	0
Certificate	0

*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 2016 were \$12727.13

The major professional development initiatives are as follows:

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
- Oral language for Early Years

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

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	95%

*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 2016 for all Queensland Primary schools was 93%.

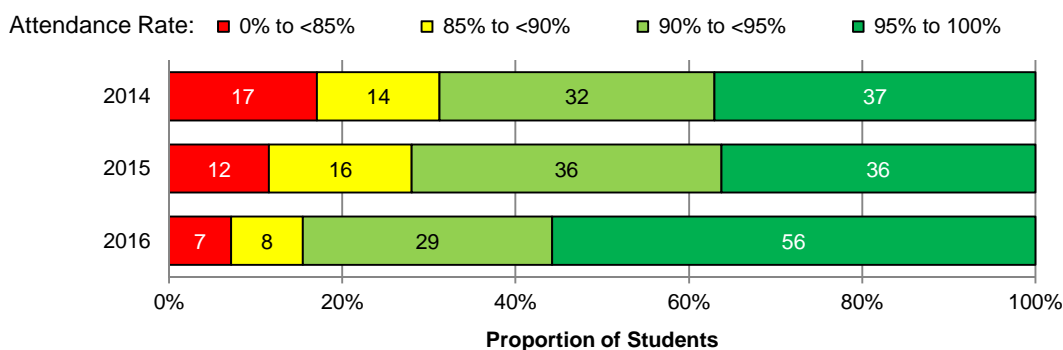
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	90%	93%	92%	93%	91%	91%	92%	n/a	n/a	n/a	n/a	n/a
2015	94%	92%	91%	92%	92%	96%	92%	n/a	n/a	n/a	n/a	n/a	n/a
2016	95%	95%	95%	93%	94%	96%	94%	n/a	n/a	n/a	n/a	n/a	n/a

*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 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. The Office contacts parents of each student who is absent without explanation each morning. 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 absence the Principal will contact the family by phone and if not successful by a formal letter.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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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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.

