



Woongoolba State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Principal

## From the Principal

### 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, numeracy and science 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 7. 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.

### School progress towards its goals in 2018

Provide a targeted, personalised and engaging teaching and learning program for every child	Complete
Implement the Teaching and Learning Framework as a school's pedagogical Framework	Complete
Improve outcomes in reading in Upper 2 Bands	Complete
Maintain a supportive and harmonious learning culture	Complete
Create a collaborative learning and improvement framework	Complete

### Future outlook

Looking forward to 2019, Woongoolba State School will continue to work towards improvements in Reading as we have found that this area of teaching and learning improves others areas, including numeracy.

In English, we aim for 40% A-B in Prep to Year 6 with 80% of our students achieving a C or better in English in Semester 1 and 85% in Semester 2.

## 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>	Prep Year - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	178	181	224
Girls	89	89	102
Boys	89	92	122
Indigenous	8	9	6
Enrolment continuity (Feb. – Nov.)	95%	93%	93%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	21	23
Year 4 – Year 6	22	23	25
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

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 (PBL) 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 as well as by ACARA for demonstrating significant student improvement. 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

#### Co-curricular activities

- Leadership Program
  - Speech & Leadership
- Leadership Shirt program
- Playground Leaders
- School Council
- Lunch time clubs
- Incursions and excursions
- International Competitions and Assessments for Schools
- Life Education
- Sports Days
- STEM challenges
- 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
- Bravehearts- Keep Safe
- Day for Daniel
- 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. An interactive digital screen has been installed. The school has purchased a number of iPads 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 Leaders' 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

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)	87%	100%	100%
• this is a good school (S2035)	93%	100%	100%
• their child likes being at this school* (S2001)	93%	100%	100%
• their child feels safe at this school* (S2002)	73%	100%	100%
• their child's learning needs are being met at this school* (S2003)	73%	100%	100%
• their child is making good progress at this school* (S2004)	80%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	93%	100%	100%
• teachers at this school treat students fairly* (S2008)	93%	100%	96%
• 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)	80%	94%	91%
• student behaviour is well managed at this school* (S2012)	71%	94%	82%
• this school looks for ways to improve* (S2013)	86%	100%	96%
• this school is well maintained* (S2014)	93%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* 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
• they are getting a good education at school (S2048)	91%	92%	88%
• they like being at their school* (S2036)	94%	92%	86%
• they feel safe at their school* (S2037)	94%	95%	84%
• their teachers motivate them to learn* (S2038)	97%	96%	95%
• their teachers expect them to do their best* (S2039)	94%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	89%
• teachers treat students fairly at their school* (S2041)	90%	91%	84%
• they can talk to their teachers about their concerns* (S2042)	81%	86%	83%
• their school takes students' opinions seriously* (S2043)	86%	84%	77%
• student behaviour is well managed at their school* (S2044)	75%	70%	67%
• their school looks for ways to improve* (S2045)	89%	97%	91%
• their school is well maintained* (S2046)	84%	93%	89%
• their school gives them opportunities to do interesting things* (S2047)	88%	96%	95%

\* 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)	100%	94%	89%
• they feel that their school is a safe place in which to work (S2070)	100%	89%	72%
• they receive useful feedback about their work at their school (S2071)	100%	72%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	80%	70%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	94%	94%	83%
• student behaviour is well managed at their school (S2074)	94%	72%	61%
• staff are well supported at their school (S2075)	100%	83%	78%
• their school takes staff opinions seriously (S2076)	94%	78%	78%
• their school looks for ways to improve (S2077)	100%	94%	94%
• their school is well maintained (S2078)	76%	100%	94%
• their school gives them opportunities to do interesting things (S2079)	88%	94%	94%

Percentage of school staff who agree# that:	2016	2017	2018
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\* 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 education 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

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	2	5	5
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	77,236	76,279	75,176
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.

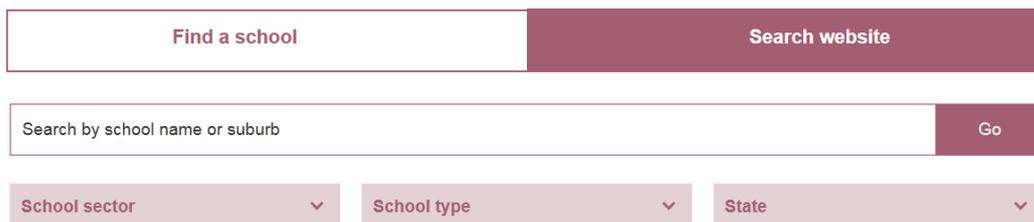
## School funding

### 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](http://www.myschool.edu.au/) 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.



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



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### 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	20	11	<5
Full-time equivalents	13	8	<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	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	0	
Graduate Diploma etc.*	5	
Bachelor degree	10	
Diploma		
Certificate		

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 14800

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 2018 was 100%

## 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.	96%	95%	95%

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

From the end of the previous school year, 99% 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	95%	93%	93%
Attendance rate for Indigenous** students at this school	95%	93%	95%

\* 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	95%	93%	95%
Year 1	95%	93%	94%
Year 2	95%	95%	94%
Year 3	93%	93%	94%
Year 4	94%	93%	89%
Year 5	96%	90%	92%
Year 6	94%	95%	92%

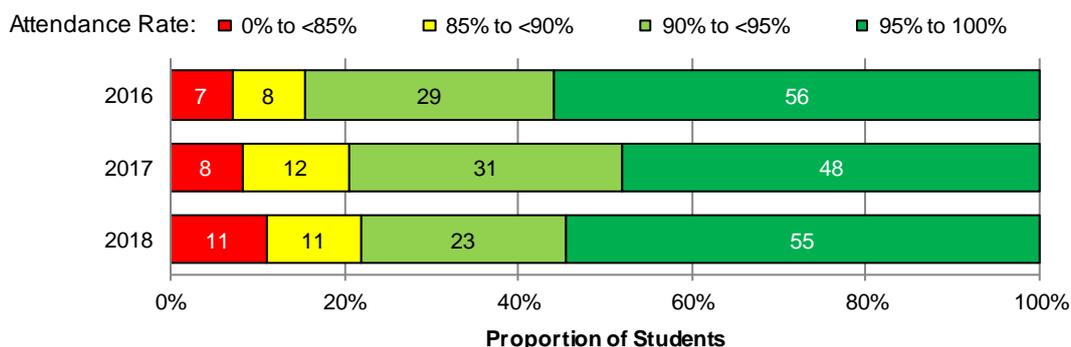
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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, 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.

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.