



Worongary State School

ANNUAL REPORT

2016

Queensland State School Reporting

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

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Department of Education and Training



Contact Information

Postal address:	Delta Cove Drive Worongary 4213
Phone:	(07) 5502 4444
Fax:	(07) 5502 4400
Email:	principal@worongaryss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Marilyn Moballe, Principal

School Overview

Worongary State School opened in 1993 and is situated south of Nerang in the Gold Coast hinterland. It services the communities of Nerang, Worongary, Carrara and Boonaroo. Worongary State School offers a primary school co-educational curriculum program. Programs range from Prep to Year 7 with a Special Education program to cater for students with disabilities. Our school's statement of purpose is to ensure that positive educational outcomes for every learner in an equitable, challenging and supportive environment are achieved on a daily basis. We have comprehensive support programs designed to enhance learning at all levels. Our junior school offers a range of oral language programs to ensure our students have a solid basis for further academic success. Our school promotes sporting excellence through a wide range of sporting opportunities. Many of our students have reached both regional and state level for their chosen sports. The school's cultural program offers a variety of choirs, bands and performing arts programs for all students. Our school has a strong commitment to the integration of technology with interactive white boards in all classrooms, along with a number of devices that enhance student engagement.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Worongary SS Improvement Agenda

Expert Educators and Support Team

All teaching staff receive written feedback on their teaching, this will continue and be further developed in 2017. New teaching staff, including teachers new to the profession or new to Worongary State School have received a well-developed and well-received induction programme and beginning teachers are mentored by trained experienced teachers. Through a Professional Learning Community focussing on improved learning outcomes for students through collegial exchange of best practice has been established and will be further developed in 2017

Personalised Learning for All

Students in all year levels and students with individual leaning needs are setting learning goals in Literacy, Numeracy and a personal goal. Students are able to articulate these goals and achievement is acknowledged and celebrated. The importance of goal setting is recognised by staff and will be further enhanced in 2017.

Positive Community Relationships

Close monitoring of student attendance is a priority. Weekly analysis of student attendance is shared with staff, students and parents. Student are rewarded for high levels of attendance. Relationships with local Early Centres is being actively developed, this will be enhanced in 2017 through the Nerang Alliance Early Childhood project which will employ a teacher to liaise with local primary schools and early learning centres.

Strong relationships with the P&C have been further developed with a major focus on raising funds to provide a junior and senior playground in 2017.



Excellence Programs

Students are encouraged, supported and recognised for their academic efforts through the introduction of a Semester 1 Academic Awards Ceremony. This will be continued in 2017.

The arts are a major focus of Worongary State School with students encouraged to join one of the choirs and bands. In 2016 the school managed to receive high acclaim in many local music competitions.

Sport continues to be a priority with many teams in years 4-6 winning their 2016 competitions, we look forward to another successful year in 2017 and a further development of school based sporting activities.

Future Outlook

In 2017 Worongary State School will undergo its quadrennial review. In preparation for setting the future direction of the school the focus for 2017 is sharp and narrow. The three areas we will focus on are:

1. Personalised learning for all with a focus on Literacy and Numeracy, differentiation for all including learning support and U2B

Focus on develop school wide teaching and learning programmes, further development of the setting of student goals and the extending of the school based and cluster based moderation of student work to ensure consistency of standards in accordance with the Australian Curriculum.

2. Positive Behaviour for Learning

In 2017 we will maintain our focus on student attendance, 'in class, on task and learning'. Under the guidance and leadership of the Positive Behaviour for Learning team the goal is to ensure consistency of understanding and implementation of the school Responsible Behaviour Plan. The Dojo school wide positive behaviour acknowledge program will continue with parents being informed through an 'ap' of their child's progress as children work towards the much valued Dojo Badges.

3. Expert Educators and Support Team

In 2017 we will further develop the formal observation and feedback of teacher and support personnel feedback. The Annual Performance Development Plan for teachers and non-teaching staff will inform the professional development needs and direction for the school.

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	834	401	433	39	94%
2015*	814	380	434	37	94%
2016	771	356	415	36	92%

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

Worongary State School caters for families characterised by a broad range of socio-economic backgrounds. Our indigenous population while small, accounting for only 6% of the overall student population has a strong cultural identity and is very supportive of the school's Indigenous programs. Our school's ICSIA rating which reflects the school's socio-economic status is 1009 which is 9 points above the average. Currently there are 3% of our students with a recognised disability and they are supported through our school's special education program. Our school offers an inclusive support program in which support is delivered in the classroom with students accessing the curriculum with their class peers. With an increase in enrolments we have seen a small increase in the number of students who have English as an Alternative Language/Dialect, now reaching 5% of student enrolment, and these students are supported through our school's EAL/D program.

Most of our students live locally in an urban setting and we have a generally stable school population with enrolment continuity at of over 90%. We have a higher number of male students enrolled at the school with 415 male students and 356 female students making up the schools population. We are experiencing positive enrolment growth in our junior school.

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	21	23	23
Year 4 – Year 7	23	27	25
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

- Worongary State School is proud of our curriculum framework and our teaching and learning focus which is inclusive explicit and provides a comprehensive and broad education for all students.

We are committed to:

- Differentiation:** Every class has differentiation to ensure the delivery of a differentiated pedagogy based curriculum that delivers an explicit and effective learning for all students' needs. Explicit teaching strategies: Our school focuses upon an explicit teaching model as a vehicle to communicate the Australian curriculum.
- Literacy Teaching:** At Worongary we are committed to the systematic teaching of literacy in our classrooms. Literacy blocks are timetabled into every day. We focus upon guided reading, reciprocal teaching, explicit teaching of writing and deliver the developmental word study program Words their Way to support the teaching of spelling.
- Numeracy Teaching:** Worongary is committed to the teaching of numeracy through the use of C2C and the Australian Curriculum. The Worongary State School math mental program supports student number knowledge and the development of mental strategies.
- Worongary State School provides a teaching focus upon problem solving strategies through the C2C program. We also have a range of other programs within our school that support our students to better access the curriculum. These include:
- Speech/Language-** the allocation of an additional 20 specialist (speech language) teacher aide hours to support the implementation of oral language programs.
- Specialist teachers:** All year levels are taught music and PE by specialist teachers, Years prep – 4 are taught by specialist History teachers and Years prep-3 are taught by specialist Geography teachers. Years 5 and 6 are taught Japanese by a specialist language teacher.

Co-curricular Activities

Worongary State School provides a wide variety of extra curriculum activities to enrich our student's lives further.



Kids Matter: Program designed to support student's emotional, social and mental wellbeing.

Games Club: Social skills program.

Lunch Time Clubs: Variety of clubs designed for student engagement

Chess: Worongary is proud to be involved in our regions chess program and competitions every term.

Nerang High Enrichment days: Students in year 6 are given an opportunity to participate in a monthly extension program with a focus on the subjects offered by the Nerang High School.

Interschool Sporting teams: This is available for all students in year 5/6/7 to participate in a variety of team sports and compete against other local schools. Interschool sport is offered in term 2 and term 4 of the school year.

Playground Leaders: This is a program for year 6 students to develop their leadership skills by working with students in the junior school.

Buddy Program: All year 6 classes have a prep buddy to mentor and support during the school year.

Instrumental Music and Band ensembles: These programs are available for all students in year 3 to year 6 and give them the opportunity to learn a musical instrument and perform in a school band.

Choirs: We have 2 school choirs

Celebration days and celebration weeks including book week, grandparent's day, NAIDOC week and combined book reading.

The school is also a member of the Titan's Learning Centre. This centre established by the NRL Titan's football team supports students in the middle years of primary school with positive social skills and school engagement strategies.

Aus. kick program is conducted annually within the school.

Get Set for Prep - Pre-Prep Transition Program

How Information and Communication Technologies are used to Assist Learning

Our school has a strong commitment to the use of ICT to enhance the teaching and learning environment of our classrooms. All of our classrooms have an interactive whiteboard connected to our school's network. We also have two fully operational computer labs and each classroom has up to 5 computers for dedicated student use and many classrooms having up to 5 ipad's for student use during literacy and numeracy blocks.

All of our students in year Prep to year 5 receive a 1 hour lesson each week as part of their regular timetable. Our students also have access to a green screen room and 3D printer.

All of our classes have access to online materials such as Mathletics, Reading Eggs. These programs are offered to the students both at school and through their home personal computer.

Social Climate

Overview

Our school has developed a very positive school climate and a proud school community. At Worongary we pride ourselves on offering a strong focus on academic achievement, participation in an active sporting program, opportunity to excel in a performing arts program and at all times a safe and supportive school environment. This claim is strongly evidenced by our results in the annual school opinion survey.

At the centre of these positive results is our school's positive behaviour program. This research based program teaches and rewards positive behaviour in an environment in which the rules are well known and consequences fairly applied.

Our school continues to attract enrolments from outside our local boundary indicating that Worongary is a school of choice for many families in our local community. We also offer a range of support services and programs to help maintain our positive environment. These include our school guidance officer, our prep buddy program, our student leadership program and our Dojo awards system.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	81%	96%
this is a good school (S2035)	98%	76%	94%
their child likes being at this school* (S2001)	98%	84%	96%
their child feels safe at this school* (S2002)	95%	92%	95%
their child's learning needs are being met at this school* (S2003)	93%	76%	91%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	91%	78%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	81%	88%
teachers at this school motivate their child to learn* (S2007)	95%	86%	90%
teachers at this school treat students fairly* (S2008)	98%	81%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	89%	96%
this school works with them to support their child's learning* (S2010)	98%	73%	90%
this school takes parents' opinions seriously* (S2011)	95%	71%	83%
student behaviour is well managed at this school* (S2012)	90%	81%	84%
this school looks for ways to improve* (S2013)	98%	69%	89%
this school is well maintained* (S2014)	98%	95%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	94%	93%
they like being at their school* (S2036)	97%	91%	95%
they feel safe at their school* (S2037)	97%	95%	90%
their teachers motivate them to learn* (S2038)	94%	97%	97%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	95%
teachers treat students fairly at their school* (S2041)	92%	90%	82%
they can talk to their teachers about their concerns* (S2042)	88%	87%	88%
their school takes students' opinions seriously* (S2043)	91%	87%	80%
student behaviour is well managed at their school* (S2044)	89%	87%	80%
their school looks for ways to improve* (S2045)	98%	96%	95%
their school is well maintained* (S2046)	97%	91%	91%
their school gives them opportunities to do interesting things* (S2047)	93%	92%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	85%	86%
they feel that their school is a safe place in which to work (S2070)	96%	88%	91%
they receive useful feedback about their work at their school (S2071)	92%	68%	67%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	84%	92%
students are encouraged to do their best at their school (S2072)	96%	96%	95%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are treated fairly at their school (S2073)	100%	88%	95%
student behaviour is well managed at their school (S2074)	92%	62%	74%
staff are well supported at their school (S2075)	96%	76%	59%
their school takes staff opinions seriously (S2076)	96%	67%	68%
their school looks for ways to improve (S2077)	96%	84%	81%
their school is well maintained (S2078)	96%	84%	79%
their school gives them opportunities to do interesting things (S2079)	92%	76%	74%

* 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 and members of our local community are encouraged and invited to become involved in a wide range of school activities offered here at Worongary. We firmly believe that education is a 3 way partnership between parents, the school and the student. As well as the face to face programs documented below our school offers a range of online access to our student's educational activities. These include our school's face book page, our website, our fortnightly newsletter "The Pipeline" and the QParents Ap. We have a range of regular ongoing activities within our school to ensure parents are able to access and interact with our staff and school administration. These activities include the following: weekly school assemblies, prep orientation days, prep home reading program, school leader induction ceremony, ANZAC day ceremony, graduation ceremony, class parent liaison meetings and parents and citizens meetings.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Students are taught how to report to adults if they feel unsafe inside or outside school. The Daniel Morcombe programme is embedded into the Health programme and students are reminded of safe behaviours. Parents and the community are encouraged to follow respectful behaviours towards staff.

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	36	76	39
Long Suspensions – 6 to 20 days	0	2	2
Exclusions	0	2	4
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

It continues to be a challenge to reduce the school's environmental footprint, electricity usage continues to rise as the number of electronic devices and computers in the school continues to grow. Students study environmental factors as part of their curriculum and there will need to be a greater focus on applying this knowledge in a more practical footing.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	161,472	1,656
2014-2015	165,868	1,991
2015-2016	166,438	

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	58	32	0
Full-time Equivalents	47	19	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	52
Diploma	3
Certificate	1

*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 \$51,399.00

The major professional development initiatives are as follows:

- Reading (Cars & Stars/ SER Reading)
- Yumi Deadly Maths
- SWPBS/PBL
- The Art and Science of Teaching
- Mandatory PD
- Coaching
- Mentoring
- U2B

The proportion of the teaching staff involved in professional development activities during 2015 was 100%. The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 89% 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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	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 2016 for all Queensland Primary schools was 93%.

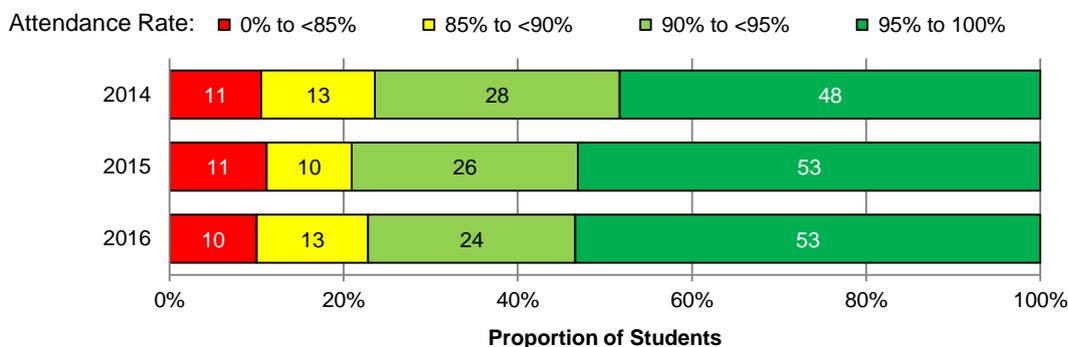
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	93%	93%	94%	92%	91%	92%					
2015	94%	94%	94%	93%	93%	93%	93%						
2016	95%	94%	94%	93%	92%	93%	93%						

*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.

- Attendance is marked twice a day on OneSchool electronic roll marking.
- Students late to school or leaving early managed through front office, this is recorded on OneSchool.
- Attendance is monitored daily, an SMS message is sent to all families when a student is absent without notification to the school.
- Teachers follow up with parents through email, Dojo, phone, face to face to determine reasons for student absence and to address any issues of concern.
- Weekly acknowledgement of students with full attendance for the week.
- Regularly on school assemblies attendance and the importance of being in school is presented to students, often using the EQ produced video clips.
- Every term certificate issued to all students with a 95% or better attendance for the term.
- Fortnightly recording of attendance data in school newsletter, 'Pipeline'.
- Articles about the importance of attendance in Pipelin, on Facebook and on the school website.
- Students with high level absences monitored and followed up by administration and/or GO and recorded on the attendance management plan.

NAPLAN

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

Worongary State School has been achieving improved academic and attendance data consistently over the past few years. The school has a strong community commitment and is an integral part of the local community. Parents and caregivers are an integral component of the success of each of our student's success. Individual student needs, whether they be extension or intervention, are addressed and all staff endeavor to provide an environment where every child has *'Pathways to Individual Excellence'*.