

# Worongary State School Queensland State School Reporting 2014 School Annual Report



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## Principal's foreword

### Introduction

The 2014 Worongary State School Annual Report is outlined in the following pages. This report provides information on the progress of the school's achievements in 2014 and the future outlook for 2015. This report also provides a comprehensive analysis of our achievements during 2014 as well as identifying areas for ongoing improvement.

The annual report allows us to share with our school community our achievements in key learning academic areas, parent and student satisfaction, school climate, extra curricula activities and our staff's professional profiles and development. The report also highlights our ongoing commitment to continually strive for excellence and maintain our high standards.

Worongary State School has once again enjoyed another successful school year. This success has been underpinned by the positive school community and the safe and supportive learning environment offered here at our school. We have seen continued enrolment growth in our junior school with the 2014 prep cohort the largest group of students to move through our school in recent years. As a school community we are very proud of our school and the manner in which we continue to provide individual pathways and opportunities for all of our students to reach their potential and contribute to the wider community.

### School progress towards its goals in 2014

The 2014 school annual implementation plan identified five key priorities for the school's ongoing improvement. A review of these areas indicates the following:

- **Development Area 1: To develop an effective whole school reading program based on the SER Reading Program, with explicit teaching links connected to the 6 Building Blocks of Reading.**

Professional Development was provided to both teaching and support staff by Regional Facilitators in the areas of developing successful Reading Programs, Guided and Reciprocal Reading, and Diagnostic Assessment of Reading. Across the school students were engaged in Reading every day. Our Year 3 cohort results improved for students in the upper 2 bands. Their reading results indicate 41.3% in 2014. Our Year 5 cohort has demonstrated an improvement in the Reading strand, from the previous year. The reading improved from 28% in 2013 to 29.5% in 2014. This goal was implemented with full embedment expected in 2015.

**Development Area 2: Implementation of Signature Programs to promote consistence of delivery across P - 7. To continue to improve the percentage of students achieving in the top two bands in NAPLAN testing.**

A partial school introduction to our Signature Programs Cars& Stars and YuMi Deadly Maths Occurred in 2014 (with full embedment expected in 2015). As mentioned above, our Year 3 cohort results increased in NAPLAN Reading with 41.3% students in the upper 2 bands in 2014. Our Year 5 cohort results increased in NAPLAN Reading with 29.5% students in the upper 2 bands in 2014. Our Year 3 cohort results in NAPLAN Numeracy showed that 46.5% students achieved results in the upper 2 bands in 2014. Our Year 5 cohort results in NAPLAN Numeracy showed that 20% students achieved results in the upper 2 bands in 2014.

**Development Area 3: To improve the quality and quantity of student writing across the whole school, through the explicit teaching of writing strategies and the 7 Steps of Writing program. To increase the percentage of students achieving in the top two bands in NAPLAN.**

A school focus on writing strategies and skills, with explicit reference to the persuasive genre. 30% of teaching staff participated in the ACER on-line NAPLAN Writing Program. Our Year 3 cohort results indicate a fantastic outcome with 47.3% of students achieving in the upper 2 bands in the NAPLAN Writing strand. Our Year 5 cohort has demonstrated a decline in the Writing strand, from the previous year. The Writing results decreased from 20.5% in 2013 to 10.1%. The 7 Steps of Writing program will be implemented in Semester Two, 2015.

**Development Area 4: To continue to improve the achievement of our Indigenous students in order to close the gap of achievement between our Indigenous and Non-Indigenous students.**

Indigenous students in the Junior School demonstrated a large improvement across all Literacy and Numeracy areas, outperforming non indigenous students in some key areas such as spelling. Indigenous students in the middle phase of the school demonstrated gains in most key learning areas. Indigenous Students in the Senior school have demonstrated a decrease in achievement levels across all key academic areas.

**Development area 5: To improve attendance to 94%, inclusive of Indigenous students**

Worongary State School operates under a School based attendance policy and all of our Indigenous students are under attendance and engagement plans. We have continued to lessen the gap in Attendance with our Indigenous students maintaining a 93.3% attendance rate in 2014.

**Future outlook**

**In 2015 our school has committed to implement proven curriculum strategies and to address areas of concern relating to our school attendance rates and the academic achievement of our indigenous students. The following areas will be addressed in 2015;**

- To further develop numeracy skills with a specific focus on the number strand, through explicitly mathematical strategies. This will include embedding First Step Maths and YuMi Mathematics strategies.
- Embedment of the Worongary State School Signature Reading Program (based on the SE Region Reading Strategy) with consistent delivery across P – 6.
- Collegial review of 5 week cyclical assessment sets in Reading and Numeracy, culminating in shared analysis professional feedback and differentiation for students.
- To improve the quality and quantity of student writing across the whole school, through the explicit teaching of writing strategies and the 7 Steps of Writing program.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	803	365	438	93%
2013	814	382	432	95%
2014	834	401	433	94%

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

### Characteristics of the student body:

Worongary State School caters for families characterised by a broad range of socio-economic backgrounds. Our indigenous population while small, accounting for only 4% 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 1006 which is 6 points above the average. We have 24% of our families in the lowest quartile compared to 25% nationally and 13% in the top quartile.

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 9% 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 433 male students and 401 female students making up the schools population. We are experiencing positive enrolment growth in our junior school.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	21
Year 4 – Year 7 Primary	24	23	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	23	23	36
Long Suspensions - 6 to 20 days	3	1	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings;

**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 our students.**

We are committed to:

**Differentiation:** Every class has a differentiation sheet 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:

**Perceptual Motor Program-** ensures all students from prep to year 2 develop hand-eye coordination, body language coordination, auditory language skills, postural development and visual-auditory skills.

**Speech/Language-** the allocation of an additional 20 specialist (speech language) teacher aide hours to support the implementation of oral language programs.

In 2014 Year 7 Classes – Single sex classes; specifically designed in consultation with community and in response to school data and extensive research. Research outlines that single-gendered classes which target specific teaching and learning styles for the key learning areas, whilst allowing students to socialise in a co-educational setting in the middle years, have a positive impact on student learning and behaviour. In 2015 these will cease due to student numbers and school structures.

In 2014 Year 6/7 Class - Academic Enrichment class; a class purposefully created combining a group of high achieving students, who work through the set curriculum in addition to higher order thinking skills; acceleration in maths and science completing Year 8 units with a teacher from the local high school; enrichment opportunities through excursions to the local high schools and environmental centres; and additional leadership opportunities. In 2015 this academic offering will realign with a Year 5/6 Academic Class.

### **Extra curricula activities**

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

The Learning Vine: A group for students enthused in the use of Digital tools to communicate their findings and communicate the great things that happen at Worongary.

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.

Tournament of the Minds: An open ended problem solving challenge based program for students.

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 6/7 students to develop their leadership skills by working with students in the junior school.

Buddy Program: All year 6/7 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 7 and give them the opportunity to learn a musical instrument and perform in a school band.

Choirs: We have a range of school choirs for early years, senior and advanced as well as an all boys' choir.

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.

Eco Warriors and Recycling clubs are conducted for students during lunch time and after school.

Aus. kick program is conducted annually within the school.

Project 600 /IMPACT online learning program

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.

All of our students in year Prep to year 5 receive a 1 hour lesson each week from a trained technology teacher. These lessons have a focus on design and technology along with teaching students the necessary skills to use modern technical devices. Our students also have access to a green screen room in which they can develop their video editing and presentation skills.

All of our classes have access to online materials such as Mathletics, Reading Eggs/ Reading Express and intro into science. These programs are offered to the students both at school and through their home personal computer. Most of our classes had an Ed Studio or a virtual classroom for students to access their homework and current units of work.

Our classroom teachers have obtained their ICT certificate and 7 of our staff have also gained their advanced digital pedagogical license. This has greatly increased the staff's ability to ensure our students remained engaged and focused in our modern classroom climate.

## Social Climate

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 gotcha morning teas, our travel smart awards, our prep buddy program and our student leadership program.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	93%	100%	95%
this is a good school (S2035)	93%	100%	98%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	93%	100%	95%
their child's learning needs are being met at this school* (S2003)	86%	100%	93%
their child is making good progress at this school* (S2004)	93%	100%	91%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
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)	93%	92%	98%
teachers at this school motivate their child to learn* (S2007)	92%	96%	95%
teachers at this school treat students fairly* (S2008)	92%	96%	98%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	100%
this school works with them to support their child's learning* (S2010)	92%	92%	98%
this school takes parents' opinions seriously* (S2011)	100%	100%	95%
student behaviour is well managed at this school* (S2012)	93%	96%	90%
this school looks for ways to improve* (S2013)	100%	100%	98%
this school is well maintained* (S2014)	100%	100%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	99%	100%	97%
they like being at their school* (S2036)	98%	100%	97%
they feel safe at their school* (S2037)	98%	99%	97%
their teachers motivate them to learn* (S2038)	100%	100%	94%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	96%
teachers treat students fairly at their school* (S2041)	97%	98%	92%
they can talk to their teachers about their concerns* (S2042)	92%	97%	88%
their school takes students' opinions seriously* (S2043)	97%	96%	91%
student behaviour is well managed at their school* (S2044)	94%	97%	89%
their school looks for ways to improve* (S2045)	99%	100%	98%
their school is well maintained* (S2046)	99%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	98%	100%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	96%
they receive useful feedback about their work at their school (S2071)		88%	92%
students are encouraged to do their best at their school (S2072)		100%	96%
students are treated fairly at their school (S2073)		98%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
student behaviour is well managed at their school (S2074)		96%	92%
staff are well supported at their school (S2075)		92%	96%
their school takes staff opinions seriously (S2076)		92%	96%
their school looks for ways to improve (S2077)		100%	96%
their school is well maintained (S2078)		94%	96%
their school gives them opportunities to do interesting things (S2079)		90%	92%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

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 interactive website, and our fortnightly newsletter "The Pipeline".

Our school's Ready- Reader Program- guarantees parents and community members have the knowledge and understanding of how young children learn and ensures they are aware of the developmental milestones and needs (physical, emotional, educational and social) of young children.

We also 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.

### Reducing the school's environmental footprint

Our School has continued to work hard to reduce our environmental footprint. We have had increased enrolment growth over the previous years. Due to this growth we have added extra buildings and also increased our school outside hours care program. This has also increased our electricity and water costs. Our school programs such as recycling and the eco warriors have continued to ensure our students are very aware of their impact upon our environment. Water usage has been a concern and we are reviewing our water consumption in Semester Two. We have moved to ensuring all of our toilets are feed by water tanks and we have closed off our irrigation system within our school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	144,644	2,625
2012-2013	161,244	3,330

2013-2014

161,472

1,656

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.

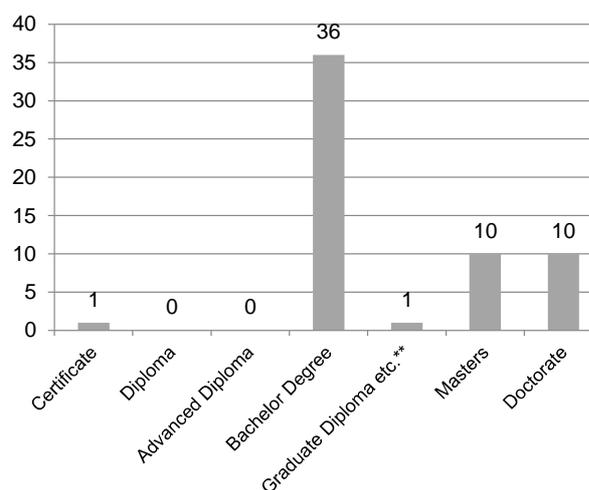
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	58	28	0
Full-time equivalents	47	19	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	36
Graduate Diploma etc.**	1
Masters	10
Doctorate	10
<b>Total</b>	<b>58</b>



\*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 2014 were \$19806

The major professional development initiatives are as follows:

Reading (Cars & Stars/ SER Reading)

Yumi Deadly Maths

SWPBS/PBL.

Plan 4 Me

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	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 2014 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	93%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

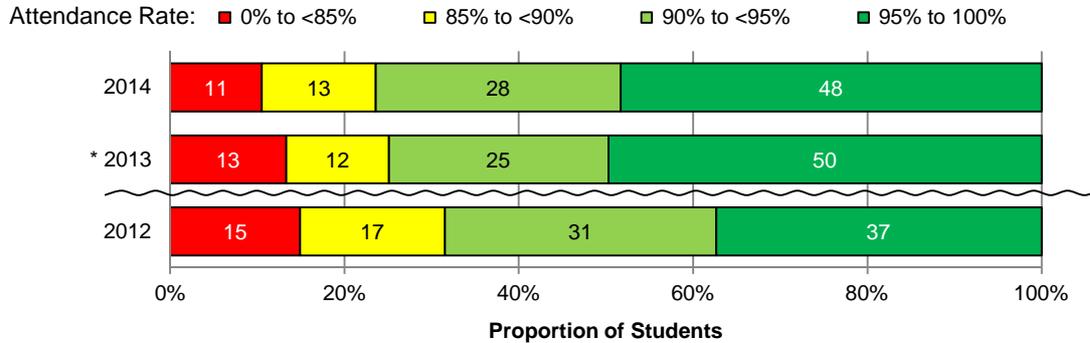
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	92%	92%	91%	90%	91%	90%					
2013	92%	93%	94%	93%	93%	93%	92%					
2014	94%	93%	93%	94%	92%	91%	92%					

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. In addition Worongary State School has an attendance management plan, with plans to employ an attendance officer (2014). Students with high absenteeism are placed on an attendance management plan.

## 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/>.

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## Achievement – Closing the Gap

Worongary State School takes pride in ensuring our Indigenous students reach their potential and continue to improve in all year groups and curriculum areas. Worongary State school currently has 4% students who Identify as aboriginal or Torres Strait Islander in descent.

We have continued to lessen the gap in Attendance with our Indigenous students maintaining a 93.3% attendance rate. The school target for 2014 was 94% attendance.

We have closed the gap for our Year 3 students in Reading in 2014 with 100% being above NMS (45 NMS 2012 to -92 NMS 2013)

We have closed the gap for our Year 3 students in Writing in 2014 with 100% being above NMS