

Worongary State School

Queensland State School Reporting

2013 School Annual Report



Postal address	Delta Cove Drive Worongary 4213
Phone	(07) 5502 4444
Fax	(07) 5502 4400
Email	the.principal@worongarss.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	Mrs Kelly Ready (Acting Principal).

Principal's foreword

Introduction

The 2013 Worongary State School Annual Report is outlined in the following pages. This report provides information on the progress of the school's achievements in 2013 and the future outlook for 2014. This report also provides a comprehensive analysis of our achievements during 2013 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 2013 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 2013

The 2013 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 effective reading comprehension skills through explicitly teaching reading and comprehension strategies through guided reading and reciprocal reading strategies. To continue to improve the percentage of students achieving in the top two bands in NAPLAN testing.

Professional Development was provided to staff in the areas of Guided and Reciprocal Reading. Across the school students were engaged in Reading every day. Our Year 3 cohort results declined for students in the upper 2 bands. Their reading results indicate 34.1% in 2013 of students achieving in the upper 2 bands up from 50% in 2012. Our Year 5 cohort has demonstrated an improvement in the Reading strand, from the previous year. The reading improved from 20% in 2012 to 28.4% in 2013. Our Year 7 cohort was

Queensland State School Reporting

2013 School Annual Report



able to show improvement with an increase from 15.8% in 2012 to 17.7% in 2013.

Development Area 2: 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.

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 50% of students achieving in the upper 2 bands in the NAPLAN Writing strand. Our year 5 cohort has demonstrated an improvement in the Writing strand, from the previous year. The Writing improved from 11.7% in 2012 to 20.5% in 2013. Our year 7 cohort retained similar outcomes to the previous Year with an increase from 21.7% in 2012 to 23.7% in 2013. 7 Steps of Writing program will be implemented in Semester Two, 2014.

Development Area 3: To improve student achievement in number by implementing a whole school number facts program in order to develop a common metalanguage and to ensure consistency and continuity from Prep to Year 7. To increase the number of students achieving in the top two bands in NAPLAN to 35%.

A whole school number facts program was implemented across Prep to Year 7, with all classes participating. Students' progress is monitored by assessment implemented by teachers each term. Our Year 3 cohort results declined for students in the upper 2 bands with results indicating 35.2% in 2013 of students achieving in the upper 2 bands up from 44.2% in 2012. Our year 5 cohort has retained similar outcomes to the previous Year with an increase from 18% in 2012 to 19.3% in 2013. Our year 7 cohort retained similar outcomes to the previous Year with a slight decrease from 23.7% in 2012 to 22.9% in 2013.

Development Area 4: To improve consistency of results in Science across year levels through moderation processes. To increase the number of students achieving an A or B standard in Years 5, 6 and 7.

Year level cohorts participated in a moderation process of C2C Science assessment pieces within the school and across the cluster. OneSchool achievement spread data indicates an increase of students achieving A and B standards across Prep-7.

Development area 5: 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.

Future outlook

In 2014 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 2014

- To develop effective reading comprehension skills through explicitly teaching reading and comprehension strategies. This will include guided reading, reciprocal teaching, and QAR
- Implementation of Signature Program Cars and Stars, to promote consistence of delivery across P - 7. To continue to improve the percentage of students achieving in the top two bands in NAPLAN

Queensland State School Reporting

2013 School Annual Report



testing.

- 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.
- 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.
- To improve attendance to 94%, inclusive of Indigenous students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	794	360	434	93%
2012	803	365	438	93%
2013	814	382	432	95%

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 999 which is 1 point below the average. We have 27% of our families in the lowest quartile compared to 25% nationally and 12% 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 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 403 female students making up the schools population. We are experiencing positive enrolment growth in our junior school with our prep numbers continuing to rise. This will have significant implications for school management particularly when the Year 7 cohort transitions to high school in 2015

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	22	23
Year 4 – Year 7 Primary	25	24	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	20	23	23
Long Suspensions - 6 to 20 days	1	3	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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.

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.

Year 6/7 Class - Academic Enrichment class; a class purposefully created combining a group of high

Our school at a glance

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.

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

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

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.

Kokoda Challenge: A physical and team challenge based on the values and spirit of Kokoda for our students leaders in year 7

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

Buddy Program: All year 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.

LEO on line learning program

Project 600 Maths online learning program

Get Set for Prep – Pre-Prep Transition Program

How Information and Communication Technologies are used to assist learning

Our school at a glance

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 2 fully operational computer labs and each classroom has up to 5 computers for dedicated student use.

All of our students in year 3 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.

In 2013 all of our classroom teachers were successful in gaining their ICT certificate and 7 of our staff 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

Overall parents, students and staff report high levels of satisfaction with all areas of our school. Parents are very satisfied that their children are receiving a good education here at Worongary. Students feel safe and supported while at the same time expected to do their very best. Teachers are reporting high levels of staff morale and excellent access to professional development opportunities.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	93%	100%
this is a good school (S2035)	93%	100%
their child likes being at this school* (S2001)	100%	100%

Our school at a glance

their child feels safe at this school* (S2002)	93%	100%
their child's learning needs are being met at this school* (S2003)	86%	100%
their child is making good progress at this school* (S2004)	93%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%
teachers at this school motivate their child to learn* (S2007)	92%	96%
teachers at this school treat students fairly* (S2008)	92%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%
this school works with them to support their child's learning* (S2010)	92%	92%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	93%	96%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure *(Nationally agreed items shown*)*

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

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	88%

Our school at a glance

students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	96%
staff are well supported at their school (S2075)	92%
their school takes staff opinions seriously (S2076)	92%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	90%

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

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.

Our school at a glance

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.

Worongary School Community Instructional Coaching Model- is implemented in all childcare centres and kindergartens in the Worongary School Community. The model provides all early years educators and parents with the knowledge of when and how to intervene to ensure all children's needs are supported in their early stages of development

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, year 7 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	155,836	1,674
2011-2012	144,644	2,625
2012-2013	161,244	3,330

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

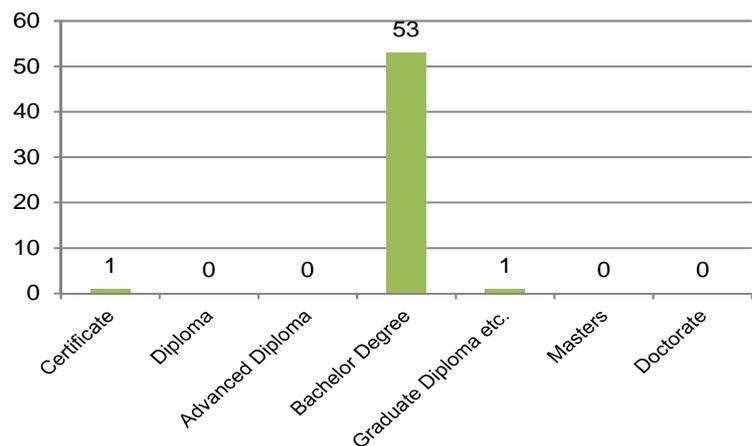
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	55	25	0
Full-time equivalents	45	17	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.	1
Masters	0
Doctorate	0
Total	55



* 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 2013 were \$ 17 233.79

The major professional development initiatives are as follows:

Reading

Our staff profile

Writing
SWPS

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2013 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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

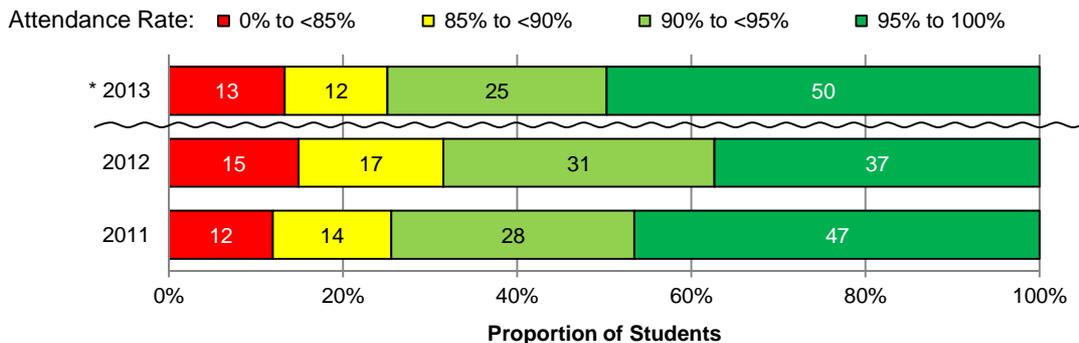
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	93%	93%	93%	92%	92%	92%					
2012	92%	92%	92%	91%	90%	91%	90%					
2013	92%	93%	94%	93%	93%	93%	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 from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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/>.

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

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 whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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 for our Year 3 students in Reading (45 NMS 2012 to -92 NMS 2013)

We have continued to lessen the gap for our Year 3 students in Writing (-3 NMS 2012 to -80 NMS 2013)

Performance of our students

We have continued to lessen the gap for our Year 3 students in Numeracy(44NMS 2012 to -7 NMS 2013)
Results for Year 3 place our students at and just below Indigenous mean scores.

We have continued to lessen the gap for our Year 5 Students in Reading (78NMS 2012 to 39 NMS 2013)

We have continued to lessen the gap for our Year 5 Students in Writing (64 NMS 2012 to 35NMS 2013)

The gap for our Year 5 students in Numeracy has grown (32NMS 2012 to 52NMS 2013)

Worongary State school continues to strategize our Year 4 and 5 approaches to success in NAPLAN and explicit teaching in Literacy.

The gap for our Year 7 students in Reading has grown Year 7 students in reading (-9 NMS 2012 to 45 NMS 2013)

The gap for our Year 7 students in Writing has grown (3 NMS 2012 to 54 NMS 2013)

The gap for our Year 7 students in Numeracy has grown (47 NMS 2012 to 98 NMS 2013)

Student attendance for Indigenous students for 2012 was 88%. In 2013 attendance in Semester One was 89.7% and after the introduction of the WSS Attendance Policy in Semester Two, the Indigenous Attendance rose to 93%.