



Worongary State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Worongary State School was opened on the 21st October, 1993 by the Honourable Tom Burns (M.L.A). The school is located in a green belt north of Mudgerabah and south of Nerang. Worongary State School supports families in the suburbs of Worongary, Highland Park, Carrara, Nerang and Boonaroo. Our school offers a primary school co-educational curriculum program that aims to cater for the individual needs of students in Prep to Year 6. The school's Positive Behaviour for Learning (PBL) approach recognises and reinforces the many wonderful behavioural choices the students make each day. This approach also provides support for those students (and their families) who may require additional assistance. The PBL initiative helps to maintain the school's high expectations for learning and interacting with others through explicitly teaching social and emotional skills.

Through the implementation of an inclusive learning environment each student is supported to achieve their personal learning goals. The school implements a number of tailored intervention and extension programs to enhancing each individual student's learning. The Worongary State School's Junior School offers a range of oral language programs. These programs provide a solid foundation for further academic success. Students in the school's Senior School focus on achieving their literacy and numeracy goals while interacting in highly engaging STEM initiatives. Learning coding and robotics prepares all students for the jobs of the future. The school's STEM program promotes skills of critical thinking, creativity, collaboration and innovation. In addition to supporting our students to achieve academic excellence, Worongary State School promotes sporting and musical excellence through a wide range of opportunities. Many of our students have reached both regional and state levels for their chosen sports. The school's cultural program offers a variety of choirs, bands and performing arts programs for all students.

School progress towards its goals in 2018

Worongary State School reinforces the high standard that our community expects. Our school has a proud tradition of supporting every student to achieve their full potential. By building upon the foundations that our students' parents have laid, our school supports and challenges students to achieve excellence in all that they do. It is with considerable pride that we are positioned to present this report that outlines our school's outstanding achievements in 2018.

Core Priority 1 <i>Personalised Learning for all students</i>	Consolidated in 2018	Ongoing in 2019
Implement Australian Curriculum English, Maths and Science <ul style="list-style-type: none"> Knowing Our Learners -Analyse Student Data Regularly Triangulation of Data to Monitor Performance 	✓ ✓	✓ ✓
Individual Goals & Feedback <ul style="list-style-type: none"> Every student has an academic goal for Reading, Mathematics and a Personal Learning Goal Implement effective feedback processes throughout the school 	✓ ✓	✓ ✓
Focused ICP's and Intervention Plan <ul style="list-style-type: none"> Identify students and develop Individual Curriculum Plans 	✓	✓
Catering for Worongary State School Learners' Needs <ul style="list-style-type: none"> Targeted use of support staff to work with identified students Monitor implementation of WSS Reading Framework To continue excellence programs within the school to 	✓ ✓	✓ ✓

highlight effective differentiation practices.	✓	✓
Closing the Gap for Indigenous Students <ul style="list-style-type: none"> • Target School Resources to improve student reading Year 3 and Year 5 • Support staff to work intensively with Indigenous students 	✓ ✓	✓ ✓
Core Priority 2 <i>Positive Behaviour for Learning</i>	Consolidated in 2018	Ongoing in 2019
Improving consistency of practice for Positive Behaviour for Learning <ul style="list-style-type: none"> • The Behaviour and Engagement Teacher supports the explicit teaching of appropriate behaviour • Professional development supports consistent expectations for behaviour and consistent application of consequences for inappropriate behaviour • Regular communication with the community through P&C Principal Report, Pipeline and class teacher communication • Implementation of Tier II PBL by creating a Problem Solving Team and reinforcing referral processes • Implementation of Second Steps Program to support PBL and benefit the social and emotional wellbeing of students. 	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓
Improving student attendance and participation <ul style="list-style-type: none"> • Engagement officers work with disengaged students to provide structured play experiences, support in classrooms and reduce incidents of inappropriate behaviours • Implementation of attendance policy and supporting strategies including communication with parents, follow up and notification of unexplained absences, and attendance incentive programs 	✓ ✓	✓ ✓
Core Priority 3 <i>Expert Educators and Support Team</i>	Consolidated in 2018	Ongoing in 2019
Teacher Performance <ul style="list-style-type: none"> • Implement effective feedback processes throughout the school to ensure staff development. • Worongary State School Coaching, Observation and Feedback Plan & Policy • Continued development and roll out of Worongary State School Pedagogical Framework • Implementation of the Teacher Performance Review Process, a structured (three phase cycle) review that assists all teachers and school leaders to perform at their best. 	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Mentoring of teachers <ul style="list-style-type: none"> • Implementation of a rigorous and quality mentoring program for beginning teachers • Implementation of a rigorous and quality induction program for all staff new, or returning to Worongary State School 	✓ ✓	✓ ✓
Collegial exchange of best practice		

<ul style="list-style-type: none"> • Provide opportunities to staff to share professional knowledge • Develop & build leadership capacity within staff members • Reinstate Leadership Development Program 	✓	✓
Develop Professional Engagement <ul style="list-style-type: none"> • Implementation of the Teacher Performance Review Processes 	✓	✓
Development of Professional Knowledge <ul style="list-style-type: none"> • Implement Worongary State School Pedagogical Framework with explicit reflection of the four pillars of Explicit Teaching (Habits of Mind), PBL, Coaching and Data Analysis • Ensure Professional Development is focussed upon the Improvement agenda items of reading, writing and number 	✓	✓

Future outlook

During 2017, Worongary State School was fortunate to participate in a Full School Review. Full School Reviews are undertaken by the department's School Improvement Unit (SIU) and are a great way for schools to get quality, independent feedback on what they are doing well and areas where they can improve. The School Improvement Unit reviews all State Schools in Queensland over the course of a three-year period. Feedback from the Worongary State School review provided a renewed and shared ownership of our school's vision and strategic direction, our implementation priorities and performance measures / targets. The school's strategic roadmap for the 2019 school year was founded upon the success of the school's 2018 Priority School Review.

The future for the students attending Worongary State School is very prosperous. The school's new collaborative leadership philosophy has resulted in the school being acknowledged as one of the highest improving schools in Queensland. Worongary State School's two key performance measures include:

1. Increase the percentage of students achieving a 'B' or above on their end of Semester English and Maths Report

Sem	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	From	To										
1	47%	50%	31%	35%	49%	55%	31%	35%	34%	40%	38%	45%
2	43%	55%	32%	40%	47%	60%	39%	45%	37%	45%	39%	50%

These cohort specific targets are relative to 2018 Semester Maths Reporting data

Sem	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	From	To										
1	61%	65%	53%	55%	51%	55%	30%	40%	42%	45%	45%	50%
2	60%	67%	61%	65%	61%	65%	42%	50%	46%	50%	43%	55%

These targets will be achieved by embedding a culture of growth mindset into our school's assessment and reporting culture. Teaching teams will be supported to gain a deep knowledge of the Australian Curriculum, how it will be implemented and consistently assessed across the year level. This initiative will ensure all students know what is expected of them to achieve excellence.

Worongary State School will achieve this by:

- I. Employing a Pedagogical Coach to support teachers in aligning their pedagogy to the identified needs of the students.

- II. Employing a Head of Curriculum to support the development of a whole school culture to curriculum planning, assessment and reporting
 - III. Implementing targeted intervention and extension support using highly specialised Student Support Officers
2. Increase the percentage of students transitioning throughout the Early Years on track. Particular reference to the AEDC Language and Cognition Domain. Targets include:
 - o Percentage of students transitioning into Prep 'on track' in the AEDC Language and Cognition Domain (from 81.6% in 2018 to 90% in 2021)
 - o Percentage of Prep students achieving within the normal range using the Sutherland Phonological Awareness Test – Revised (SPAT-R) (from 74% to 95%)
 - o Percentage of students transitioning into Year 2 achieving at or above a “C” level in English and Maths (from 79% in 2018 to 90% in 2020).

These targets will be achieved by the school’s Early Year’s teaching team through developing an Age Appropriate Pedagogies Cycle of Inquiry to ensure our pedagogy in the Early Years is aligned to the individual developmental needs of our students. Worongary State School will achieve this by:

- I. Leading the Nerang Alliance of State School’s Early Years Project and funding the employment of a Nerang Alliance Early Years Coach
- II. Investing in additional Speech Language Pathology to build the capacity of our teaching staff and specialised Student Support Officers to implement an age appropriate oral language program.
- III. Implementing targeted intervention and extension support using highly specialised Student Support Officers

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	771	715	699
Girls	356	322	329
Boys	415	393	370
Indigenous	36	43	31
Enrolment continuity (Feb. – Nov.)	92%	94%	95%

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

Worongary State School caters for families characterised by a broad range of socio-economic backgrounds. Our indigenous population while small (accounting for 5% 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 1008 which is 8 points above the average.

Currently there are 3% of our students with a recognised disability. These students and their class teachers are supported through our school's Differentiation Mentor initiative. These Differentiation Mentor teachers support staff to ensure they have the resources and skills to modify their pedagogy to support each individual learner. These mentors also play a critical role in supporting our students to achieve their individual learning goals. Our school offers an inclusive support program in which support is delivered in the classroom with students accessing the curriculum with their class peers.

Most of our students live locally in an urban setting and we have a stable school population. With enrolments less than 80%, the school has the capacity to accept enrolments outside its current enrolment boundary. The school currently has a higher number of male students enrolled at the school with 375 male students and 324 female students making up the schools population. The school's revamped Get Set for Prep Program is supporting our students to transition successfully into school. This program is helping our school to be proactive and responsive to the needs of our students and families from their very first day.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	25	27	26

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

Worongary State School is proud of our curriculum framework. This framework promotes inclusivity through a comprehensive and broad educational approach for all students.

Our school is committed to:

- **Differentiating our teaching for every student:** 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. In 2018, four Differentiation Mentors supported students in Prep, Year 1/2, Year 3/4 and Year 5/6. These teachers provide valuable support to our teachers, families and most importantly our students.
- **Implementing high quality literacy pedagogy:** 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.
- **Supporting the implementation of early year's oral language programs:** We recognise and value that oral language is the building block of a literate future. Through the purchasing of additional Speech Language Pathologist allocation and employing a highly skilled teacher aide, our students are provided with multiple opportunities to develop these foundation skills.
- **Implementing high quality numeracy pedagogy:** Worongary is committed to the teaching of numeracy that is aligned to the Australian Curriculum. The Worongary State School's maths mental program supports student number knowledge and the development of mental strategies.

Worongary State School provides all students with opportunities to engage in specialised programs. Other programs include:

- **The Arts** - The school's Music teacher works tirelessly to ensure the school's instrumental music program, choirs and classroom music program is outstanding. Her positive enthusiasm and energy ensures the program continues to grow and develop.
- **Physical Education** – Worongary State School has a proud history of achieving excellence on the sporting field. The school's experienced and passionate Physical Education teacher implements a diverse program that provides a firm foundation for the interschool sport coaches to build upon.
- **Languages Other Than English** – Year 5 and Year 6 students enjoy weekly Japanese lessons. A visiting specialist language teacher delivers these lessons. Students are engaged in a variety of learning experiences that support them to communicate and understand this wonderful culture.
- **Science Technology, Engineering and Maths** - A full-time STEM teacher engages and excites students both within the established timetable and during specialised lunch-time STEM clubs. This dedicated and committed teacher leads the opportunities for students to compete in a variety of coding and Lego Robotics Competitions.

Co-curricular activities

Worongary State School is pleased to provide a wide variety of extra curriculum activities that enrich our student's lives and further enhances their educational opportunities. Some of these programs include:

- Kids Matter: Program designed to support students' emotional, social and mental wellbeing.
- Games Club: Social skills program.
- Lunch Time Clubs: Variety of clubs designed for student engagement

- Nerang State High School's 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 State High School.
- Interschool Sport: This program is available for all students in year 4/5/6. Students participate in a variety of team sports and compete against other local schools. Worongary State School boasts a proud tradition of sporting excellence and often features in the Interschool sport finals. 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 gives them the opportunity to learn a musical instrument and perform in a school band.
- Choirs: The school encourages students to broaden their skills by participating in a number of choir competitions and events. This group of committed and dedicated students perform for the school during various events and ceremonies.
- Celebration days and celebration weeks, including Book Week, Grandparent's Day, NAIDOC Week and combined book reading, are extremely important and valued by our school community.
- The school's Environmental Club members work tirelessly to ensure the school reduces its environmental footprint. Through educating our school community on the simple initiatives to recycle paper and plastic the school has significantly reduced its contributions to landfill.
- 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

Worongary State School has a strong commitment to the effective integration of ICT into all areas of our pedagogy. The school uses ICT to enhance the teaching and learning environment of our classrooms and our students. All of our classrooms have an interactive whiteboard connected to our school's network. We also have two operational computer labs and each classroom has up to five computers for dedicated student use. Many classrooms have up to five I-Pad's for student use during literacy and numeracy blocks.

All of our students in Year Prep to Year 5 receive a 1-hour STEM 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 and Reading Eggs. These programs are offered to the students both at school and through their home personal computer.

In 2019, the school has continued to strengthen our connection with Merrimac State High School (MSHS). Strong partnerships continue to develop between the Worongary State School STEM team and the MSHS's Innovation team. These partnerships are enhancing the STEM learning experiences for all of our students. Our students recently competed in the MSHS Sumo Robotics Competition. At the conclusion of this competition, one of our Year 6 teams were awarded the Phoenix Award for their perseverance, problem solving and collaboration. The judges acknowledged this team for how well our students worked together, responded to challenges and followed the technology process to improve on their robot throughout the event. We continue to actively seek out opportunities for our students to showcase their skills by participating in external competitions.

Social climate

During 2018 Worongary State School invested heavily in the development a very positive school climate. At Worongary we pride ourselves on offering a strong focus on academic excellence, participation in an active sporting program, opportunity to excel in a performing arts program and at all times a safe and supportive school environment. The success of our investment during 2018 is strongly evidenced by the results the school achieved in the 2018 annual school opinion survey.

Worongary State School implemented a number of initiatives that promoted collaboration and compassion. Worongary State School is a very welcoming and inclusive school culture. The leaders and teachers value the contributions of others and seek to work in partnership with all families to implement respectful and proactive measures. School leaders seek to understand the barriers that sometimes prevent students achieving excellence and sensitively implement initiatives that address these difficulties.

An example of this collaboration in action was the school's Positive Behaviour for Learning (PBL) program. This research-based program teaches and rewards positive behaviour in an environment in which the rules are well known and consequences fairly applied. Worongary State School's processes for managing and supporting student behaviour is reviewed regularly to ensure it is aligned to our school community's expectations. All of our school staff members consistently implement our comprehensive school Responsible Behaviour Plan. At Worongary State School, we believe that children are responsible for their learning and behaviour. We also believe that children have the right to be safe and have the right to learn in an environment free from distractions. Children are encouraged to make appropriate choices to behave in a way that will allow other children to learn, teachers to teach and everyone in the school community to be safe.

All of our staff members are personally responsible for supporting students to achieve excellence. Through employing high quality teaching practices and being positive with children at all times, students are encouraged to make the 'right choice'. We also offer a range of support services and programs to help maintain our positive environment. These include the many lunchtime clubs, access to the school's Guidance Officer, our Prep Buddy Program, Girls Club, Student Leadership Programs and our Dojo awards system.

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)	96%	87%	100%
• this is a good school (S2035)	94%	89%	98%
• their child likes being at this school* (S2001)	96%	96%	100%
• their child feels safe at this school* (S2002)	95%	93%	100%
• their child's learning needs are being met at this school* (S2003)	91%	89%	98%
• their child is making good progress at this school* (S2004)	93%	84%	98%
• teachers at this school expect their child to do his or her best* (S2005)	99%	93%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	86%	91%

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	90%	87%	98%
• teachers at this school treat students fairly* (S2008)	88%	89%	91%
• they can talk to their child's teachers about their concerns* (S2009)	96%	98%	95%
• this school works with them to support their child's learning* (S2010)	90%	93%	98%
• this school takes parents' opinions seriously* (S2011)	83%	86%	88%
• student behaviour is well managed at this school* (S2012)	84%	82%	93%
• this school looks for ways to improve* (S2013)	89%	87%	98%
• this school is well maintained* (S2014)	97%	87%	98%

* 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)	93%	94%	100%
• they like being at their school* (S2036)	95%	90%	100%
• they feel safe at their school* (S2037)	90%	95%	100%
• their teachers motivate them to learn* (S2038)	97%	94%	100%
• their teachers expect them to do their best* (S2039)	99%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	91%	98%
• teachers treat students fairly at their school* (S2041)	82%	83%	95%
• they can talk to their teachers about their concerns* (S2042)	88%	83%	95%
• their school takes students' opinions seriously* (S2043)	80%	82%	100%
• student behaviour is well managed at their school* (S2044)	80%	74%	97%
• their school looks for ways to improve* (S2045)	95%	95%	100%
• their school is well maintained* (S2046)	91%	88%	100%
• their school gives them opportunities to do interesting things* (S2047)	89%	93%	100%

* 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)	86%	84%	96%
• they feel that their school is a safe place in which to work (S2070)	91%	89%	98%
• they receive useful feedback about their work at their school (S2071)	67%	63%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	87%	85%
• students are encouraged to do their best at their school (S2072)	95%	94%	100%
• students are treated fairly at their school (S2073)	95%	92%	98%

Percentage of school staff who agree [#] that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	74%	71%	98%
• staff are well supported at their school (S2075)	59%	52%	86%
• their school takes staff opinions seriously (S2076)	68%	45%	96%
• their school looks for ways to improve (S2077)	81%	74%	98%
• their school is well maintained (S2078)	79%	67%	100%
• their school gives them opportunities to do interesting things (S2079)	74%	66%	92%

* 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

Our teachers appreciate parents contacting them directly to address concerns or perceptions. Building and maintaining positive partnerships is a corner-stone of our school's Strategic Plan. To commence this process each year the school conducts an open night for parents. The purpose of this evening is to provide parents the opportunity to meet new teachers and familiarise themselves with classroom expectations and routines.

Formal written reports were distributed to parents at the end of each semester. All parents were provided with an extensive written report that outlined each individual student's achievements and possible areas that they could continue to improve. To further assist parents to understand how their child was progressing against other students in the year level, achievement graphs were placed within each report. These graphs helped parents to conceptualise their child's performance against other students within the cohort. In 2018, our school continued to be mindful of reducing our environmental footprint by issuing these reports as an electronic copy.

In addition to these formal written reports, parents were invited to participate in a formal parent / teacher interview process. This process occurred at the end of Term 1 and the end of Term 3. It was our pleasure to also meet with parents at any time throughout the year to recognise and celebrate student achievement and performance.

The online Dojo system provides a wonderful platform for updating parents on the achievements of their children. Teachers regularly "post" Class Stories to each parent outlining daily achievements or reminding them of up and coming event. The Dojo system also provides other school leaders the opportunity to recognise the achievements of the students. It has been a pleasure to update parents on the achievements of their child through this online app.

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 partnership between parents, the school and the individual student. To ensure our parents are kept well informed, our school offers a range of online information about our students' 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: weekly school assemblies, prep orientation days, Pre-prep Read and Grow program, Under 8's Day, school leader induction ceremony, ANZAC day ceremony, graduation ceremony and parents and citizens meetings.

Parents and community members are welcome to attend our weekly school assembly every Monday and Tuesday afternoon. News, award presentations and entertainment items are regular features during this parade. Our weekly assembly is a wonderful way to showcase individual members of our school community. On a number of occasions, our school has been recognised for the outstanding way in which our students conduct themselves during this weekly celebration.

Our school strongly encourages and supports parents who express an interest in volunteering in classrooms or the school in general. Many parents assist with class reading, maths, computers or art sessions to name but a few. Parents and community members often assist with special talks to students regarding their occupation or particular interests or skills. We take this opportunity to thank the many parents who dedicate time assisting us to achieve our school’s vision.

Through the efforts of our dedicated and committed Parents’ and Citizens’ Association our school has established very positive partnerships with wider Worongary community. This supportive association convenes its monthly meetings on the second Wednesday of each month at 4:30pm in our staff room. The meetings provide a forum for discussion of educational initiatives as well as a vehicle for collaboratively addressing matters affecting our school. This association plays a significant role in the decision-making processes within our school. This supportive association performs many roles within our school to enhance the quality education for all of our students. All parents are welcome and are encouraged to attend the meetings.

Respectful relationships education programs

The Worongary State School community places a high value on explicit teaching and modelling of 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.

The school community acknowledges the work that the school’s PBL committee contributes to establishing and maintaining respectful relationships. This committee reviews data each fortnight to gain a better understanding of how we can best support our students to maintain positive and connecting relationships with their peers and staff.

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	39	27	19
Long suspensions – 11 to 20 days	2	2	0
Exclusions	4	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

The data below is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Staff members and students at Worongary State School recognise our global responsibility to reduce our environmental footprint. Our students and staff have invested a considerable amount of energy into reducing our impact on the environment. Through the effective management of all of our resources we aim to continue to reduce any negative impact on our environment.

We are pleased that our Environmental Footprint Indicators (electricity) depict a continued decrease from the 2015 – 2016 school year, however more needs to be done in this area of our school's operations. The school welcomes the opportunity to be included in the rollout of the School's Solar Power Initiative.

As previously mentioned in this report, a team of Environmental Warriors, teachers and parents lead initiatives across the school to collect, measure and recycle paper and soft plastics. Waste paper was collected and sent to be recycled. The school's soft plastics were collected and sent to an Australian business. This material was recycled and manufactured into a school Buddy Bench. During 2018 this Buddy Bench was installed beside the Senior Playground. Very passionate and experienced teachers have led these initiatives. Their passion for looking after our environment has established a shared commitment to doing whatever it takes to look after our environment.

Worongary State School is looking forward to implementing additional initiatives (including the Container Recycling Program) in 2019 to help raise our community's commitment to reducing our school's impact on our environment.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	166,438	158,148	157,547
Water (kL)		1,345	1,579

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](#) 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

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	51	29	0
Full-time equivalents	44	19	0

*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
Masters	6
Graduate Diploma etc.*	0
Bachelor degree	40
Diploma	4
Certificate	1

*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 2018 were \$21 923.38

The major professional development initiatives are as follows:

- Reading – A Whole School Approach
- Staff Wellbeing
- Science Technology Engineering and Maths
- SWPBS/PBL.
- The Art and Science of Teaching
- Mandatory Professional Development
- Coaching
- Mentoring
- Extending gifted and talented students

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, 98% 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	93%	93%	93%
Attendance rate for Indigenous** students at this school	90%	88%	91%

* 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

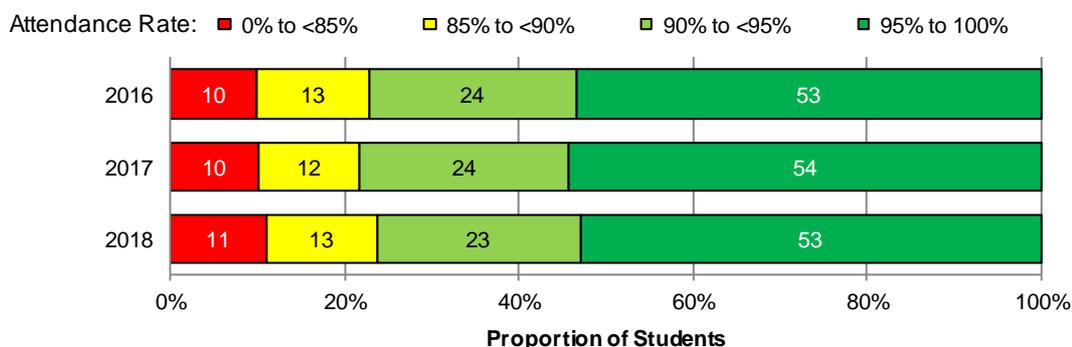
Year level	2016	2017	2018
Prep	95%	95%	95%
Year 1	94%	93%	93%
Year 2	94%	93%	93%
Year 3	93%	94%	93%
Year 4	92%	92%	93%
Year 5	93%	91%	92%
Year 6	93%	93%	90%

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 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.

During 2018, the staff members of Worongary State School undertook a number of very proactive measures to improve student attendance levels. Some of these proactive measures included:

- 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.
- Regularly on school assemblies attendance and the importance of attending school on time is presented to students.
- Fortnightly recording of attendance data in school newsletter, 'Pipeline'.
- Articles about the importance of attendance in Pipeline, 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 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.

3. Click on 'View School Profile' of the appropriate school to access the school's 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.