Principal’s foreword

Introduction

I am pleased to present the 2010 Annual School Report for the Worongary State School community. This report is a public document that records our school’s achievement and progress against systemic goals and school priorities. This report provides our school community with the academic results, the school opinion survey data and our school’s disciplinary absences information for 2010.

Our school’s statement of purpose of ensuring that, positive educational outcomes for every learner in an equitable, challenging and supportive environment was again the driver of all of our school’s activities.

The school’s academic highlight for 2010 was the success in the NAPLAN program for Yrs. 3 and 7. Our results in the year 3 area of the test saw our school above the national average in 1 of the 5 testing areas. The year 7 cohort had all of their testing areas above the national mean. Over 40% of our year 7 students were placed in the top bands for numeracy. This has built on and improved from previous years.

Our school continued to develop its inter-school sporting program. We also expanded our perceptual motor program in our junior school to ensure our students have the necessary gross and fine motor skills needed for effective participation in our sporting program.

Our school’s performing arts program continued to grow with ever increasing numbers in our school choir and instrumental groups. Our performing arts students participated in the inaugural Creative Generations concert and opened the National Principal’s Conference. This year saw the commencement of our school’s performing arts complex delivered through the Building the Education revolution.
School progress towards its goals in 2010

During 2010 our school has worked progressively towards achieving its goals under the five areas of Learning and Attainment, Engagement, Well Being, Pathways and Sustainability

Learning and Attainment
- Introduced Head Of Curriculum position
- Developed a Whole School Curriculum Plan
- Reviewed Assessment and Monitoring Framework
- Implemented a P-3 Oral language program

Engagement
- Continued implementation of Positive School Wide Behaviour Support Program
- Implemented the Closing the Gap Indigenous strategy
- Continued Gifted and Talented strategy
- Redefined the Role of the Student Support Services Committee

Well Being
- Implemented the Ways of Working Together at Worongary document
- Implemented the Recommendations from Review by Exception Action Plan
- Introduced a Student leadership program
- Continued the Playground leaders program

Pathways
- Commenced the school’s Coaching framework
- Developed a new Induction Program
- Targeted Professional Development for the Developing Performance Framework

Sustainability
- Completed the school’s environment management plan
- Continued the roll out of Solar panels, rain water tanks and school environmental eco warriors programs
Future outlook

As part of our school's improvement agenda for the future we have identified certain key areas as a priority in our school's 2011 operation plan.

In the area of curriculum development we will be implementing the recommendations of the School Curriculum Audit which highlighted the need for greater consistency with the following the school program and implementation of effective teaching strategies.

Our school will also aim to ensure all of our teachers are trained peer coaches, our staff have identified peer coaching as a means of increasing our teachers' professional knowledge and to improve their understanding of explicit teaching techniques. This year another six ten of our teaching staff will be trained as peer coaches as a means of improving our pedagogical practices.

A key development is also the continued focus on the teaching of reading and in particular the development of inferential comprehension as part of the overall improvement of our student's results. We will also implement a whole of school intervention plan to ensure the best use of resources to cater for a diverse range of student need. Our school will continue to move towards a seamless transition of the new national curriculum with a focus on English, Maths, Science and History programs.

We will also continue work on our Closing the Gap Strategy with the use of monitoring indigenous attendance, academic performance and engagement in cultural activities as a priority.

We have also identified the ongoing focus of improving staff morale and increasing the school's ability to offer professional development that meets the needs of the system and the performance agenda of all staff.

Our sustainability program will aim to reduce our ecological footprint through the following programs, reducing our printing costs, recycling program, implementation of our environment management plan and development of the class based eco warriors program.
Worongary State School opened in 1993 and is situated south of Nerang in the Gold Coast Hinterland. It services the communities of Nerang, Worongary, Carrara and Boonoroo. The school lies within the Department of Education’s South East Region.

The school is a PS88 design with 2 double storey classroom buildings, including a Special Education Program area, 3 single storey classroom blocks, 8 modular buildings, a Central Games Area incorporating the Canteen and Storeroom, Junior and Senior Games Areas, Resource Centre with an ICT Room, Administration block and Music block. The areas surrounding the buildings are fully landscaped with a Native Forest area, two ovals, two multi-purpose courts, a sandpit, Prep and Junior School Adventure Playgrounds.

Worongary is a Band 10 school with an Executive Team of Principal, 2 Deputy Principals and a Registrar A04. The staff continues to include a wide mix of experienced and beginning teachers in permanent and some contract positions.

Worongary State School offers a primary school co-educational curriculum program. Programs range from Prep to Year 7 with a Special Education Program to cater for students with disabilities.

Our school continues to offer a general primary education program from Prep to Year seven. We are a co-educational school that organizes the class structure based on standard year level classes.

Our total school enrolments for 2010 were 768 students. By comparison our 2009 enrolments were 807 students. This ongoing gradual reduction in our school numbers has come as a result of the enrolment management plan and the slowing of growth in the local area.

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>768</td>
<td>353</td>
<td>415</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our school enrolments indicate 46% of our students are female and 54% are males. Our school population is generally stable with over 90% of our student body continuing at our school for the next school year. We have a small indigenous population of 4% and students with an ESL background of 2%. Our school’s Index of Community Socio-Education Advantage (ICSEA) is 979 with the average being 1000. We have 41% of our students in the lowest quartile compared to 25% nationally and 14% in the top quartile. All of our students live in an urban setting with most of our families 60% employed in the trade and or services industries.
## Our school at a glance

### Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27</td>
<td>100%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>10</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- A comprehensive oral language programs that commence in Prep and continues into Yr. 3
- A perceptual motor program for all of the Prep to Yr. 2 classes
- An extension program for more able students in the areas of Literacy and Numeracy including year level acceleration
- A support program for students experiencing difficulty in key areas
- Virtual classroom activities for Yr. 4-7 students and all students with an identified individual education plan
- Government Education program that includes visits to Local, State and Federal Parliament Houses

Extra curricula activities

- School Chess program including coaching and tournament entry
- Nerang Alliance Gifted and Talented Days
- School based Games club
- Interschool Sporting program for Yr. 5-7
- Celebration Days including Book week, Education week, NAIDOC week
- Chaplaincy Program

How Information and Communication Technologies are used to assist learning

We have a comprehensive range of technology available for all students to access, including. Computers, scanners, digital cameras and printers. The school network has recently been upgraded with a Managed Operating Environment for all computers. Our school is a Mathletics school with all of our students having access to the Mathletics program

All classrooms are networked and have access to many educational and instructional computer programs. All school classrooms have interactive whiteboards and all of our staff have had comprehensive training in their use.

All classes from year 3 to year 7 have access to the Computer Lab with 25 desktop computers, for one hour every week, with their class teacher, while the lower school can access the Junior Lab (12 computers) for class sessions.

Each class has access to up to four computers in their classrooms, which can be used for group work, individual activities, or general research.
We also utilize other devices such as D.S machines, Wii consoles, electronic microscopes and electronic readers to enhance the learning outcomes of our students.

Our aim is that the use of Learning Technology by the school community will support and enhance the achievement of educational goals across the curriculum, and that this will take place in a flexible, responsive and challenging learning environment.

Our Learning goals are that students will

- develop skills in operating learning technology
- develop an understanding of the role of computers and associated technology in our society
- critically interpret and evaluate computer mediated information
- develop skills in information management
- develop appropriate attitudes to the use of computers and technology.

Social climate

Worongary State School prides itself on a positive school climate. We have a wide range of positive school programs and activities to cater for the great diversity within our school community.

Our school has a very active P&C with a strong group of Parent representatives for each class. Our school's staff have a very high percentage (100%) of staff engaged in professional development and a low rate of staff turnover supporting our positive school climate.

Many of our school's prep enrolments have come from outside our enrolment boundary with parents identifying our school's positive behaviour management program and positive school climate as the reason for application to Worongary. We have many different programs and awards to support our positive climate these include:

- Playground Leaders
- Principal’s Sunshine Awards
- Student of the week
- Recycling Awards
- Gotcha Awards
- School Chaplain
- School Guidance officer

Our school students rate the school very highly (95%) on Are you happy to come to school? and Are you treated fairly at this school?
Parent, student and teacher satisfaction with the school

Our 2010 results showed marked improvement in some areas and a decline in other areas. Our staff morale has improved from last year’s 78% to this year being 93%. This has been a focus area within our school for the last 2 years and it is pleasing to see a positive trend. The staff satisfaction of access to Professional development has improved to 70% up from 65% last year and this has also been an area of targeted improvement.

Our students have also given us a strong rating with 97% of our students satisfied with their education here at Worongary this is also an improved result from the previous year and shows a positive strong trend.

Our parents are still very satisfied with our school with an approval rating of 88% another improvement from previous years and demonstrates the high regard in which our parent community value our school. Our parents have given us a rating of 64% satisfaction in regards to their children’s education. This is an area of decline from previous years and will be an area of investigation in 2011.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>64%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>93%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education.

Our school is very fortunate to have strong community support in many facets of school life. We conduct three main information sessions at our school each year. These sessions are based on Prep- Getting ready for school, entering middle school- what to expect in the senior school and High School, The next step forward. Our school also has twice yearly parent teacher interviews with an informal parent teacher session at the commencement of each year.

Our school also conducts a very strong parent volunteer program in the Junior school with all classes working with parents to provide support for students in the areas of English and Maths.

We also have a very strong Community Parent representative for each class. This group provide regular contact between parents, the school P&C and the school administration.

Other areas for parental involvement in our school are in the following areas

- Sporting team coaches
- Chess Volunteers
- P&C Fundraising
- PMP Volunteers
- Support a reader Volunteers
Our school has made a major commitment to reducing our environmental footprint. We have continued our very successful recycling program involving all of our school students. This year we have again reduced the school's printing allocation. All of our school's newsletters and communications are sent out electronically further reducing printing and paper costs. We have also implemented a reduction in all of our school interior lights by taking out one fluorescent tube in each light.

Our school has also installed water tanks for all of our toilets, installed solar panels and have permanently switched off all school irrigation systems. We have created a school environmental garden which uses worm tailings and compost to improve the school’s gardens. We have also improved our use of mulch and changed our gardens over to more drought tolerant plants.

In order to improve our energy consumption we have phased out all CRT computer monitors and replaced them with efficient flat screen monitors. We have also replaced all of the older televisions within the school.

This year we have also participated in several local campaigns to promote walking to school. These school initiatives have been very successful in reducing the school’s energy costs and therefore reducing our school's environmental footprint.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity</th>
<th>Water</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$35,714</td>
<td>$22,697</td>
<td>$0</td>
<td>$6,858</td>
<td>$6,159</td>
<td>$0</td>
<td>$0</td>
<td>106,559</td>
<td>2,439</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$51,89</td>
<td>$32,61</td>
<td>$0</td>
<td>$0</td>
<td>$7,38</td>
<td>$0</td>
<td>$11,89</td>
<td>212,065</td>
<td>2,809</td>
<td>0</td>
</tr>
</tbody>
</table>
## Our school at a glance

<table>
<thead>
<tr>
<th>% change 2009 - 2010</th>
<th>4</th>
<th>9</th>
<th>0</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>-31%</td>
<td>-30%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>-17%</td>
<td>N/A</td>
<td>-100%</td>
<td>-50%</td>
<td>-13%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>52</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>43</td>
<td>15</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>37</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

2010 School Annual Report
Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $21,356.89
The major professional development initiatives are as follows:
- Positive School Behaviour Training
- One School Curriculum training
- QCAT and school based moderation implementation
- Guided reading development
- Peer Coaching
- Maths Investigations
- Reciprocal Teaching

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 88% of staff were retained by the school for the entire 2010 school year.
Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 93%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Our school has a policy of marking the class roles twice each day. Roles are marked in the morning session at 9.15am and again in the afternoon following the lunch break. Parents are required to notify the school if their child is absent. For absences greater than 2 days the school will follow up and seek a response from the student’s family. Ongoing unexplained absences are followed through with a compulsory attendance letter if required.
Achievement – 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 MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

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

Attendance
The overall attendance of our indigenous students has been gradually improving. This year we have achieved a rate of 90.2% up from a low in 2008 of 89.9. Our non-indigenous students have an attendance rate of 92.8% while the gap is small we are continuing to put in place strategies to improve the attendance and close the gap.

Attainment
The academic attainment of our indigenous students has also had a positive growth in most areas. Our indigenous students have improved their results in the Yr. 2 net areas of reading, writing and number. Our Yr. 3 NAPLAN results have shown a marked improvement over the three year period for Numeracy results. The writing and reading have shown a decline over the 3 year period. While we have had small cohorts the gap is unsatisfactory and our school has taken significant steps to ensure there is no gap by 2012 between the indigenous and non-indigenous students in reading in the NAPLAN test.