Worongary State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

The 2015 Worongary State School Annual Report is outlined in the following pages. This report provides information on the progress of the school's achievements in 2015 and the future outlook for 2016. This report also provides a comprehensive analysis of our achievements during 2015 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 2015 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 2015

The 2015 school annual implementation plan identified six key priorities for the school's ongoing improvement. A review of these areas indicates the following:

1   To initiate Stage 1 (of 5 stage plan) of the Worongary State School new pedagogical framework, based on Robert Marzano's Dimensions of Learning, The Art and Science of Teaching.
   a.   Administration and key personnel have undertaken preliminary professional development in The Art and Science of Teaching

2   To continue to embed the PBL (Positive Behaviour for Learning) system.
   a.   PBL is an integral part of the school Behaviour Management of students
   b.   Staff receive regular Professional Development in PBL
   c.   Staff receive regular data information about student behaviour, this then determines focus behaviour for the following fortnight
   d.   PBL committee meet every fortnight to analyse data and plan

3   To continue prioritising collegial coaching as a model for professional development and improvement of teaching practice3 in the school.
   a.   Professional Learning Teams trialled for the first 3 terms

b. Professional Learning Teams initiated for all year levels and specialist teachers in Term 4.

4   To continue to improve the percentage of students achieving in the upper two bands in NAPLAN testing –

reading and number.

a. Identified and provided support for students performing just below upper 2 band level

b. Triangulated A-E data and NAPLAN results

c. Year 3 results were slightly lower than 2014, Year 5 results improved by at least 3% in both Reading and Numeracy

5   To continue to improve the achievement of indigenous student to close the gap between the achievement of indigenous students and non-indigenous students.

a. Year 3 indigenous students (4 students) performed marginally below the rest of the school

b. Year 5 indigenous students (5 students) performed at the same level as the rest of the school

6   To improve attendance to 95%, inclusive of indigenous students.

a. Indigenous attendance was 90.3%, non-indigenous student attendance was 93.6%

Future outlook

1   Expert Educators and Support Team

a. Mentoring of 100% of beginning teachers

b. Further development of Professional Learning Teams,

2   Personalised Learning for All

a. Guaranteed and viable curriculum delivered across the whole school in mathematics

b. 5 week data cycles to analyse student learning in Maths and English and provide differentiation or individual curriculum plans for students requiring extension or extra support

3   Excellence Programs

a. Develop STEM (Science, Technology, Engineering and Maths) in Years 5 and 6

b. Promote sport and music to increase student participation and success.

4   Positive Community Relationships

a. Improve student attendance

b. Develop Dojo as whole school recognition of student behaviour

c. Further develop strong P&C relationships in the school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	814	382	432	34	95%
2014	834	401	433	37	94%
2015	804	3893	421	37	93.4%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

Worongary State School caters for families characterised by a broad range of socio-economic backgrounds. Our indigenous population while small, accounting for only 4% of the overall student population has a strong cultural identity and is very supportive of the school's Indigenous programs. Our school's ICSIA rating which reflects the school's socio-economic status is 1006 which is 6 points above the average. We have 24% of our families in the lowest quartile compared to 25% nationally and 13% in the top quartile.

Currently there are 3% of our students with a recognised disability and they are supported through our school's special education program. Our school offers an inclusive support program in which support is delivered in the classroom with students accessing the curriculum with their class peers. With an increase in enrolments we have seen a small increase in the number of students who have English as an Alternative Language/Dialect, now reaching 9% of student enrolment, and these students are supported through our school's EAL/D program.

Most of our students live locally in an urban setting and we have a generally stable school population with enrolment continuity at of over 90%. We have a higher number of male students enrolled at the school with 433 male students and 401 female students making up the schools population. We are experiencing positive enrolment growth in our junior school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	21	21
Year 4 – Year 7 Primary	23	23	22.1

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	23	36	76
Long Suspensions - 6 to 20 days	1	0	2
Exclusions	0	0-	2

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Worongary State School i s proud of our curriculum framework and our teaching and learning focus which is inclusive explicit and provides a comprehensive and broad education for all students.
We are committed to:
Differentiation: Every class has differentiation to ensure the delivery of a differentiated pedagogy based curriculum that delivers an explicit and effective learning for all students' needs. Explicit

teaching strategies: Our school focuses upon an explicit teaching model as a vehicle to communicate the Australian curriculum.

Literacy Teaching: At Worongary we are committed to the systematic teaching of literacy in our classrooms. Literacy blocks are timetabled into every day. We focus upon guided reading, reciprocal teaching, explicit teaching of writing and deliver the developmental word study program Words their Way to support the teaching of spelling.

Numeracy Teaching: Worongary is committed to the teaching of numeracy through the use of C2C and the Australian Curriculum. The Worongary State School math mental program supports student number knowledge and the development of mental strategies.

Worongary State School provides a teaching focus upon problem solving strategies through the C2C program. We also have a range of other programs within our school that support our students to better access the curriculum. These include:

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

Extra curricula activities

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

Kids Matter: Program designed to support student's emotional, social and mental wellbeing.
Games Club: Social skills program.
Lunch Time Clubs: Variety of clubs designed for student engagement
Chess: Worongary is proud to be involved in our regions chess program and competitions every term.
Nerang High Enrichment days: Students in year 6 are given an opportunity to participate in a monthly extension program with a focus on the subjects offered by the Nerang High School.
Interschool Sporting teams: This is available for all students in year 5/6/7 to participate in a variety of team sports and compete against other local schools. Interschool sport is offered in term 2 and term 4 of the school year.
Playground Leaders: This is a program for year 6 students to develop their leadership skills by working with students in the junior school.
Buddy Program: All year 6 classes have a prep buddy to mentor and support during the school year.
Instrumental Music and Band ensembles: These programs are available for all students in year 3 to year 6 and give them the opportunity to learn a musical instrument and perform in a school band.
Choirs: We have 2 school choirs
Celebration days and celebration weeks including book week, grandparent's day, NAIDOC week and combined book reading.
The school is also a member of the Titan's Learning Centre. This centre established by the NRL Titan's football team supports students in the middle years of primary school with positive social skills and school engagement strategies.
Aus. kick program is conducted annually within the school.
Get Set for Prep - Pre-Prep Transition Program

How Information and Communication Technologies are used to improve learning

Our school has a strong commitment to the use of ICT to enhance the teaching and learning environment of our classrooms. All of our classrooms have an interactive whiteboard connected to our school's network. We also have two fully operational computer labs and each classroom has up to 5 computers for dedicated student use.
All of our students in year Prep to year 5 receive a 1 hour lesson each week from a trained technology teacher. These lessons have a focus on design and technology along with teaching students the necessary skills to use modern technical devices. Our students also have access to a green screen room in which they

can develop their video editing and presentation skills.

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

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 prep buddy program and our student leadership program.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	95%	81.1%
this is a good school (S2035)	100%	98%	75%
their child likes being at this school (S2001)	100%	98%	83.8%
their child feels safe at this school (S2002)	100%	95%	91.9%
their child's learning needs are being met at this school (S2003)	100%	93%	75.7%
their child is making good progress at this school (S2004)	100%	91%	78.4%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	97.3%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	98%	81.1%
teachers at this school motivate their child to learn (S2007)	96%	95%	86.5%
teachers at this school treat students fairly (S2008)	96%	98%	81.1%
they can talk to their child's teachers about their concerns (S2009)	96%	100%	89.2%
this school works with them to support their child's learning (S2010)	92%	98%	73%
this school takes parents' opinions seriously (S2011)	100%	95%	71.4%
student behaviour is well managed at this school (S2012)	96%	90%	81.1%
this school looks for ways to improve (S2013)	100%	98%	69.4%
this school is well maintained (S2014)	100%	98%	94.6%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	97%	94.1%
they like being at their school (S2036)	100%	97%	90.8%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they feel safe at their school (S2037)	99%	97%	95%
their teachers motivate them to learn (S2038)	100%	94%	96.6%
their teachers expect them to do their best (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	97%	96%	95.8%
teachers treat students fairly at their school (S2041)	98%	92%	89.8%
they can talk to their teachers about their concerns (S2042)	97%	88%	87.3%
their school takes students' opinions seriously (S2043)	97%	89%	87.1%
student behaviour is well managed at their school (S2044)	97%	89%	86.6%
their school looks for ways to improve (S2045)	100%	98%	95.8%
their school is well maintained (S2046)	100%	97%	90.8%
their school gives them opportunities to do interesting things (S2047)	100%	93%	90.8%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	84.6%
they feel that their school is a safe place in which to work (S2070)	100%	96%	88.55
they receive useful feedback about their work at their school (S2071)	88%	92%	68%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94.6%	94.1	84.2%
students are encouraged to do their best at their school (S2072)	100%	96%	96.2%
students are treated fairly at their school (S2073)	98%	100%	88.5%
student behaviour is well managed at their school (S2074)	96%	92%	61.5%
staff are well supported at their school (S2075)	92%	96%	76%
their school takes staff opinions seriously (S2076)	92%	96%	66.7%
their school looks for ways to improve (S2077)	100%	96%	84%
their school is well maintained (S2078)	94%	96%	84%
their school gives them opportunities to do interesting things (S2079)	90%	92%	76%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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

Reducing the school's environmental footprint

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	161,244	3,330
2013-2014	161,472	1,656
2014-2015	165,868	1,991

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	59	30	<5
Full-time equivalents	48.3	19.4	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	3
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.**	1
Masters	1
Doctorate	
Total	**59**
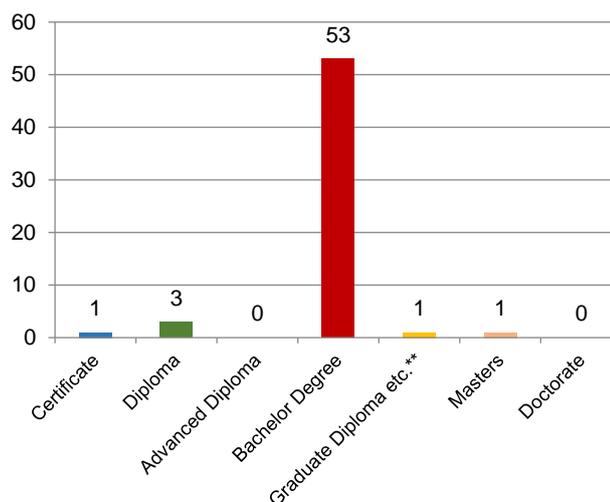
*Teaching staff includes School Leaders

**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 2015 were $$20 452.14

The major professional development initiatives are as follows:
Reading (Cars & Stars/ SER Reading)
Yumi Deadly Maths
SWPBS/PBL.
The Art and Science of Teaching
Mandatory PD

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	96.1%	95.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.4% of staff was retained by the school for the entire 2015 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

| School name | GO |
| Suburb, town or postcode | |

Sector:
☑ Government
☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93.4%
The attendance rate for Indigenous students at this school (shown as a percentage).	89.7%	88.3%	93.6%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013		92%	93%	94%	93%	93%	93%	92%
2014	93%	94%	93%	93%	94%	93%	91%	92%
2015	93.6%	94.2%	94.2%	92.7%	92.7%	92.9%	93.3%	

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
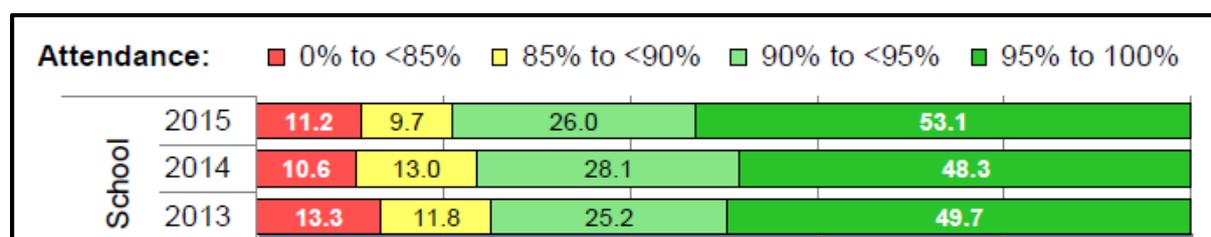
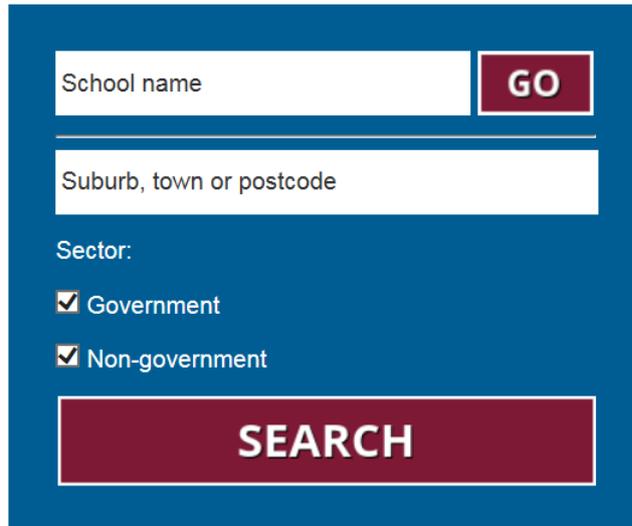## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.