



Worongary State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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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 Mudgeeraba 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 appropriate behavioural choices the students make each day. This approach also provides support for those students (and their families) who may require additional help. The PBL initiative helps to maintain the school's high expectations for learning and interacting with others through explicitly teaching social and emotional skills.

Staff members at Worongary State School strive to ensure each student achieve their personal learning goals through a supportive environment. 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. In addition to supporting our students to achieve academic excellence, Worongary State School promotes sporting and musical excellence through a wide range of opportunities. Worongary State School provides opportunities for students to compete in athletics, cross country, and field events. Many of our students have reached both regional and state levels for their chosen sports. Students in years 4 – 6 also have the option to participate in the winter and summer Interschool Sport competitions. The school's cultural program offers a variety of choirs, bands and performing arts programs for all students.

Principal's Foreword

Introduction

Worongary State School reinforces the high standard that our community expects. Our school has a proud tradition of supporting each and 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 provides us considerable pleasure to present this report that outlines our school's achievements in 2017.

School Progress towards its goals in 2017

<u>Core Priority 1</u> <i>Personalised Learning for all students</i>	Consolidated in 2017	Ongoing in 2018
<u><i>Implement Australian Curriculum English and Maths</i></u>		
• Knowing Our Learners -Analyse Student Data Regularly	✓	✓
• Triangulation of Data to Monitor Performance	✓	✓
<u><i>Individual Goals & Feedback</i></u>		
• Every student has an academic goal for Reading, Writing, Mathematics and a Personal Goal	✓	✓
• Implement effective feedback processes throughout the school	✓	✓
<u><i>Focused ICP's and Intervention Plan</i></u>		
• Identify students and develop Individual Curriculum Plans	✓	✓
<u><i>Catering for Worongary State School Learners</i></u>		
• 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.	✓	✓
<u><i>Closing the Gap for Indigenous Students</i></u>		
• Target School Resources to improve student reading Year 3 and Year 5	✓	✓
• Support staff to work intensively with Indigenous students	✓	✓
<u>Core Priority 2</u> <i>Positive Behaviour for Learning</i>	Consolidated in 2017	Ongoing in 2018
<u><i>Improving consistency of practice for Positive Behaviour for Learning</i></u>		
• 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	✓	✓

<ul style="list-style-type: none"> Implementation of Second Steps Program to support PBL and benefit the social and emotional wellbeing of students. 	✓	✓
<u>Improving student attendance and participation</u>		
<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 	✓	✓
<ul style="list-style-type: none"> 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 Expert Educators and Support Team		
<u>Enhancing Teacher Performance</u>		
<ul style="list-style-type: none"> Implement effective feedback processes throughout the school to ensure staff development. 	✓	✓
<ul style="list-style-type: none"> Worongary State School Coaching, Observation and Feedback Plan & Policy 	✓	✓
<ul style="list-style-type: none"> Continued development and roll out of Worongary State School Pedagogical Framework 	✓	✓
<ul style="list-style-type: none"> 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. 	✓	✓
<u>Teacher Mentoring Initiative</u>		
<ul style="list-style-type: none"> Implementation of a rigorous and quality mentoring program for beginning teachers 	✓	✓
<ul style="list-style-type: none"> Implementation of a rigorous and quality induction program for all staff new, or returning to Worongary State School 	✓	✓
<u>Sharing of Best Practice</u>		
<ul style="list-style-type: none"> Provide opportunities for staff to share professional knowledge through watching others work (WOW) 	✓	✓
<ul style="list-style-type: none"> Develop & build leadership capacity within staff members 	✓	✓
<ul style="list-style-type: none"> Reinstate Leadership Development Program 	✓	✓
<u>Professional Engagement</u>		
<ul style="list-style-type: none"> Implementation of the Teacher Performance Review Processes 	✓	✓
<u>Development of Professional Knowledge</u>		
<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 	✓	✓
<ul style="list-style-type: none"> 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're doing well and where they can improve. All State Schools in Queensland are reviewed by the School Improvement Unit.



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 2018 school year was founded upon two key pieces of work. Details below provide an outline of the school's 2018 Improvement Agenda and information on how we will measure our success.

School Priority	Measure of Success
<p>Collaboratively develop and clearly communicate an EIA with a sharp, narrow and deep focus on improvements in reading.</p>	<p>By the end of 2018, teachers will implement an agreed and consistent pedagogical approach to the teaching of reading. Teachers will utilise the literacy continuum to negotiate and set individual reading goals for their students. Through the implementation of a peer-coaching gradual release of responsibility model, Literacy Leaders will sensitively build the capability of teachers to implement a consistent pedagogical approach to the teaching of reading. Student will maintain a Personal Learning Journal, which reflects their individual goals and reading progress. School leaders will be accountable for tracking student performance to ensure each student achieves a minimum of one year's worth of reading progress for one year's worth of schooling.</p>
<p>Collaboratively build a strong collegial culture of mutual trust and support amongst all staff members and implement a range of strategies to ensure high levels of staff morale are achieved.</p>	<p>By the end of 2018, Worongary State School will have achieved the Healthier. Happier. Workplaces' Silver Recognition Award. It is our intention that the school staff will achieve the Healthier. Happier. Workplaces' Bronze Recognition Award by the end of Term 1, 2018. Staff will demonstrate positive connections within and beyond the school's physical boundary. The school's Staff Wellbeing Framework will support staff members to demonstrate a positive team spirit, and willingness to meet the individual needs of our students. A systemic approach to staff wellbeing, using evidence-based processes and tools, will increase the effectiveness of wellbeing initiatives and maximise the sustainability. A variety of reflection tools will be utilised to track the progress of the staff wellbeing framework. These tools include online surveys and the 2018 School Opinion Survey.</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	814	380	434	37	94%
2016	771	356	415	36	92%
2017	715	322	393	43	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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, accounts for 6% 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 1009 which is 9 points above the average.

Currently there are 3% of our students with a recognised disability and they are supported through our school's Differentiation Mentor initiative. These 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.

With an increase in enrolments we have seen a small increase in the number of students who have English as an Alternative Language/Dialect. 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 80%. We have a higher number of male students enrolled at the school with 367 male students and 325 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	23
Year 4 – Year 6	27	25	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

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

Our school is 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 and explicit teaching of writing. We focus on a gradual release of responsibility model for the teaching of reading and writing. Strategies include 7 steps of writing, shared, modelled and guided reading.
- Numeracy Teaching: Worongary is committed to the teaching of numeracy through the use of C2C and 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 a teaching focus on 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 speech language specialist and a highly skilled teacher aide supports the implementation of early year's oral language programs.
 - Specialist teachers: All year levels are taught music and PE by specialist teachers, while the Years 5 and 6 students are taught Japanese by a specialist language teacher.
 - Four Differentiation Mentors support 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.

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 program include:

- Kids Matter: This program is 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 the regional chess program. This competition occurs every term.
- 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 feature 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 give 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 and NAIDOC Week are extremely important and valued by our school community.
- During 2017 the school was fortunate to have two Titan players employed as teacher aides. These players offer an amazing support service for all students, staff and parents.
- 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 use of ICT. The school uses ICT to enhance the teaching and learning environment of our classrooms and our students. All of our classrooms have interactive whiteboard connected or data projectors connected to our school's network. We also have two fully operational computer labs, 2 laptop labs and each classroom has up to 5 computers for dedicated student use and all classrooms have access to 5 ipad's for student use during literacy and numeracy blocks.

All of our students in Prep to year 6 are taught the Australian Curriculum digital technologies. 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, Reading Eggs. These programs are offered to the students both at school and through their home personal computer.

In 2018 the school has strengthened our connection with Merrimac State High School by partnering with their Innovation team to conduct a series of learning experiences. These learning experiences will help our students to design, make and appraise Lego Robotics. Students are responsible for the construction and coding of these robots. A measure of our students' success,

will be tested when they join other local primary schools for a Lego Robotics competition. This competition is scheduled to occur in Term 3 of 2018.

Social Climate

Overview

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. Worongary State School's processes for managing and supporting student behaviour is constantly reviewed to ensure it is aligned to our school community's expectations. Our comprehensive Responsible Behaviour Plan for Students is well implemented by all of our school staff. 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 make appropriate behaviour choices. Through employing best practice teaching approaches 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 our school Guidance Officer, our prep buddy program, student leadership programs and our Dojo awards system.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	81%	96%	87%
this is a good school (S2035)	76%	94%	89%
their child likes being at this school* (S2001)	84%	96%	96%
their child feels safe at this school* (S2002)	92%	95%	93%
their child's learning needs are being met at this school* (S2003)	76%	91%	89%
their child is making good progress at this school* (S2004)	78%	93%	84%
teachers at this school expect their child to do his or her best* (S2005)	97%	99%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	88%	86%
teachers at this school motivate their child to learn* (S2007)	86%	90%	87%
teachers at this school treat students fairly* (S2008)	81%	88%	89%
they can talk to their child's teachers about their concerns* (S2009)	89%	96%	98%
this school works with them to support their child's learning* (S2010)	73%	90%	93%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	71%	83%	86%
student behaviour is well managed at this school* (S2012)	81%	84%	82%
this school looks for ways to improve* (S2013)	69%	89%	87%
this school is well maintained* (S2014)	95%	97%	87%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	93%	94%
they like being at their school* (S2036)	91%	95%	90%
they feel safe at their school* (S2037)	95%	90%	95%
their teachers motivate them to learn* (S2038)	97%	97%	94%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	91%
teachers treat students fairly at their school* (S2041)	90%	82%	83%
they can talk to their teachers about their concerns* (S2042)	87%	88%	83%
their school takes students' opinions seriously* (S2043)	87%	80%	82%
student behaviour is well managed at their school* (S2044)	87%	80%	74%
their school looks for ways to improve* (S2045)	96%	95%	95%
their school is well maintained* (S2046)	91%	91%	88%
their school gives them opportunities to do interesting things* (S2047)	92%	89%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	85%	86%	84%
they feel that their school is a safe place in which to work (S2070)	88%	91%	89%
they receive useful feedback about their work at their school (S2071)	68%	67%	63%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	92%	87%
students are encouraged to do their best at their school (S2072)	96%	95%	94%
students are treated fairly at their school (S2073)	88%	95%	92%
student behaviour is well managed at their school (S2074)	62%	74%	71%
staff are well supported at their school (S2075)	76%	59%	52%
their school takes staff opinions seriously (S2076)	67%	68%	45%
their school looks for ways to improve (S2077)	84%	81%	74%
their school is well maintained (S2078)	84%	79%	67%
their school gives them opportunities to do interesting things (S2079)	76%	74%	66%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
# '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 their child's teacher's expectations and class routines.

Formal written reports are provided to parents at the end of each semester. All parents are 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, distribution graphs were placed within each report. These graphs help parents to conceptualise their child's performance against other students within the cohort. In 2017 our school continued to be mindful of reducing our environmental footprint and issued these reports as an electronic copy.

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

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. As well as the face to face programs our school offers a range of online access to our student's educational activities. These include our school's Face Book page, our website, our fortnightly newsletter "The Pipeline" and the QParents App.

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, class parent liaison meetings and parents and citizens meetings.

Parents and community members are welcome to attend our weekly school assembly every Monday 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 very 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 activities 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 very 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 programs

The school has developed and implemented a program or programs that focus on appropriate, 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.

Each year our students have the opportunity to participate in the Life Education Program. This program provides our students the opportunity to explore how to make safe choices in a variety of age appropriate scenarios.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	76	39	27
Long Suspensions – 11 to 20 days	2	2	2
Exclusions	2	4	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The data below is sourced from the 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 our 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 decrease from the 2016 – 2017 school year, however more needs to be done in this area of our school's operations.

A team of teachers and parents lead initiatives across the school to collect, measure and reduce rubbish. Waste paper was collected and also sent to be recycled. These initiatives were led by very passionate and experienced teachers and community members have contributed to our students committing to a shared responsibility to look after our environment.

Worongary State School is looking forward to implementing additional initiatives in 2018 to help raise our community's commitment to reducing our school's impact on our environment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	165,868	1,991
2015-2016	166,438	
2016-2017	158,148	1,345

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.

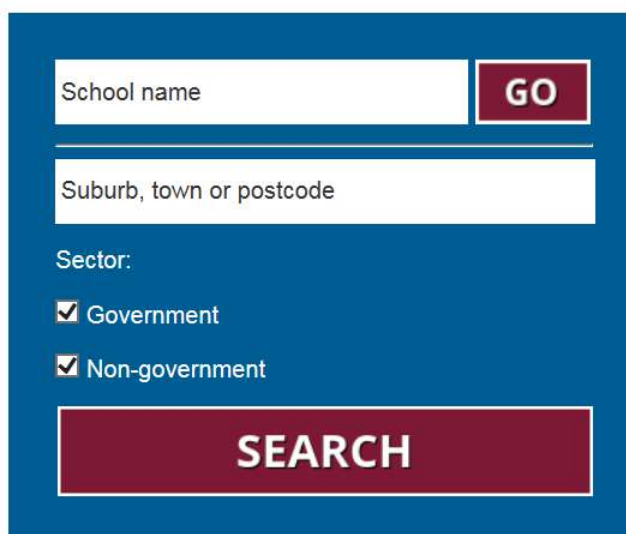
School Funding

School income broken down by funding source

School income, reported by the financial year accounting cycle using standardized national methodologies and 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



Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	52	32	0
Full-time Equivalents	44	20	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	0
Bachelor degree	43
Diploma	6
Certificate	1

*Teaching staff includes School Leaders

**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 2017 were \$51,404.69

The major professional development initiatives are as follows:

- Writing – 7 Steps
- Queensland Education Leadership Institute Programs
- School wide Positive Behaviour for Learning
- 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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%



Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	88%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

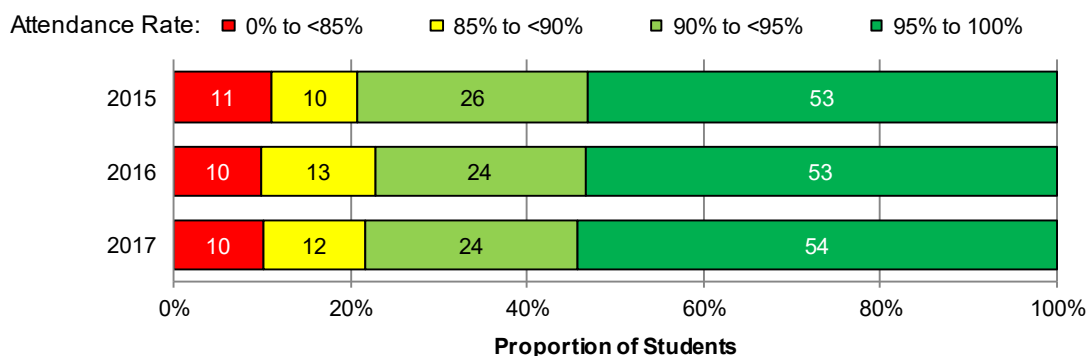
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	94%	93%	93%	93%	93%						
2016	95%	94%	94%	93%	92%	93%	93%						
2017	95%	93%	93%	94%	92%	91%	93%						

*Attendance rates effectively count 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 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 2017 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.
- Weekly acknowledgement of students with full attendance for the week.
- Regularly on school assemblies attendance and the importance of being in school is presented to students.
- Every term certificate issued to all students with a 95% or better attendance for the term.
- 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 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

School name

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

Where it states '**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.

Conclusion

Worongary State School has been achieving improved academic and attendance data consistently over a number of years. The school has a strong community commitment and is an integral part of the local community. The school acknowledges the partnership they share with all parents and caregivers and strive to ensure each and every student achieves their learning goals and success. Individual student needs, whether they be extension or intervention, are addressed and all staff endeavor to provide an environment where every child has 'Pathways to Individual Excellence'.