

# Woolooga State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

It is a pleasure to welcome you to Woolooga State School. This report is designed to provide an up to date snapshot of our vibrant learning community. If you have any further questions, please do not hesitate to contact me.

Woolooga State School celebrates the integral role parents, staff and the wider community all play in promoting a safe, challenging environment that not only achieves academic results but prepares students for their future.

As a school community we take great pride in the achievements of our students. Our latest academic results are available in this report. It is important to recognise that they are achieved through a school community working together. The school motto *Striving to Improve* is reflected in our practices. Our focus, to accept the challenge of catering for each child, drives our thinking and makes our commitment to providing a range of programs in the academic, sporting, music and social development fields. Our school programs are consistently reviewed to reflect children's changing needs and to recognise developments in education. This makes us a progressive, busy and vibrant school.

As a school community, we recognise and value greatly students' self-awareness and self-esteem. At Woolooga State School our Responsible Behaviour Plan stems from a backbone of strong values which are reflected in our many school events and most importantly in our day to day interaction with each other. We are proud of the programs and the staff that work at Woolooga. Our staff is dedicated and show the ability to provide and promote an excellent learning environment.

Parents are a feature of Woolooga State School. Our parent body is active in all aspects of school life. Parents are welcome to be involved in classrooms, school and P&C committees. This commitment and partnership between parents and school demonstrates to the students the importance of learning.

To our current parents who have placed their child into our care and to parents of our future students, I thank you for your trust. Working with you to educate your children is an honour and is indeed not taken lightly.

*Joseph Barbaro*  
Principal

### School progress towards its goals in 2015

During the 2015 school year staff, students and parents continued development toward achieving our schools goals as detailed below:

#### Literacy & Numeracy

- Focus on lower school literacy including combination of phonetics/phonogram study, writing approach to reading and sensory motor approach to literacy.
- Whole school writing program based on 7 Steps to Writing program.
- Whole school comprehension program linked to NAPLAN expectations.
- Define literacy and numeracy targets and communicate these to staff, students and parents.
- Set aspirational targets for all students as part of their Individual Goal Program which is negotiated between student, parents and teacher.

#### Staff

- Provide Professional Development to build staff skills in analysing, interpreting and recording data and skills in delivering C2C components and understandings.
- Increase staff knowledge of ICT's and computer uses.
- Continued development of all staff through implementing the Developing Performance Framework
- Developing Performance Agreements developed and enacted for all teaching staff
- Skills audit conducted to find gaps in individual and group skill sets to form basis for targeted Professional Development

#### School

- Implement and maintain a proactive behaviour program to encourage positive respective behaviour towards Self, Others, the School and towards learning.
- Keep parents informed about changes to school, curriculum and student needs through newsletters, parade, emails and regular meetings conferences, displays and events.
- Maintain and improve school grounds to be inviting and safe as a learning environment.
- Continue to market and promote school in the local and broader community
- Continual development of strategies to embed Indigenous perspectives and awareness of Indigenous culture across the curriculum especially in relation to the local area.

## Future outlook

### Strategy 1: Reading

- Deliver oral language activities that target **phonological and phonemic awareness**
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Reading Link, Daily Rapid Reading
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. **Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.**
- Align reading framework to **Pearson’s Gradual Release of Responsibility Model** (Refer Framework for the Teaching of Reading)
- Embed **comprehension strategies**- Sheena Cameron, into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback**
- Ensure the 5 aspects of reading are explicitly addressed ie: **Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World**
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of **inference** eg: Sheena Cameron Comprehension Strategies, Daily Rapid Reading

### Strategy 2: Numeracy

- Embed **Numeracy Rich Routines** that address key aspects of number as identified through NAPLAN and internal data sources eg PAT M.
- With PEAC support and cluster opportunities (**Best Practice Networks**), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognise and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation
- Practice and deepen number facts

### Strategy 3: U2Bs

- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Daily Rapid Reading, Reading Link, Sheena Cameron)
- Provide challenging learning experiences that further develop reading and numeracy expertise
- Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations

### Strategies 4: Attendance

- Regularly analyse trends in attendance data at the whole school, class and individual student level. Communicate and promote student attendance rates in the wider community
- Implement both proactive and reactive strategies to increase student attendance

## 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	17	10	7	2	75%
2014	17	9	8	3	81%
2015	12	5	7	2	71%

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:

Woolooga State School is a small, rural, co-educational primary school located within the Gympie Regional Council, approximately 20 kilometres from Kilkivan and 35 kilometres from Gympie. Woolooga State School provides education for students from Prep to year 6. These children come from the Woolooga community and surrounding districts. The majority of our students live on rural properties in the surrounding area.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	7	5
Year 4 – Year 7 Primary		9	7
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*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	0	0	0

Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* 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

### Our approach to curriculum delivery

The school has a broad curriculum that caters for the range of individual needs. We take full advantage of our multi-age classroom to ensure that all students are able to access the school's curriculum in a meaningful manner that will enhance the learning opportunities for them.

All students are involved in our school music and all year 4-6 students are involved in interschool eisteddfod programs.

Leadership is a highly valued skill that is nurtured throughout the school. Our upper school is involved in leadership activities such as community events and leadership workshops throughout the year. The school leadership roles ensures that the students are involved with and instrumental in decision making and implementing projects throughout the school.

### Extra curricula activities

School Cluster Days: These days bring together small schools from the surrounding districts to participate in specific subject activities including; Science, Leadership, Sporting and fun events, the Arts and Technology.

Gympie Music Eisteddfod

School Excursions: Woolooga State School participates in school excursions that are relevant to the curriculum and enhance learning for all students. The school also invites interesting people and events to the school where possible.

### How Information and Communication Technologies are used to improve learning

The use of ICTs is embedded into the daily pedagogical practice of all of our staff.

ICTs are used for whole of class, group and individual activities. For part of the year our LOTE lessons have been conducted using Web Conferencing and through Blackboard with BSDE. As a result, our students and staff are using the tools available to us to engage with not only the content of our lessons but also with peers at various schools around Queensland to develop both our understanding and to gain an insight into the points of view of others outside of our local community.

## Social Climate

Woolooga SS adopted their Responsible Behaviour Plan for Students in 2015, this led to the development of a set of school rules, that staff and students abide by in order to continue to develop and maintain our schools already positive social climate.

Our focus is a positive reinforcement model rather than a punitive model of managing student behaviour. Students are rewarded when they display behaviours that demonstrate our schools three rules (*Be Safe, Be Respectful and Be a Learner*). This has seen a dramatic increase in the instances of positive behaviour noticed by staff.

## 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)	88%	DW	67%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school (S2001)	75%	DW	100%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	75%	DW	100%
their child is making good progress at this school (S2004)	63%	DW	67%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	100%
teachers at this school motivate their child to learn (S2007)	88%	DW	100%
teachers at this school treat students fairly (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	100%
this school works with them to support their child's learning (S2010)	100%	DW	100%
this school takes parents' opinions seriously (S2011)	100%	DW	100%
student behaviour is well managed at this school (S2012)	100%	DW	100%
this school looks for ways to improve (S2013)	100%	DW	100%
this school is well maintained (S2014)	88%	DW	67%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	83%	100%	100%
they like being at their school (S2036)	83%	91%	90%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	91%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	100%	91%	100%
they can talk to their teachers about their concerns (S2042)	83%	91%	100%
their school takes students' opinions seriously (S2043)	83%	91%	100%
student behaviour is well managed at their school (S2044)	83%	91%	100%
their school looks for ways to improve (S2045)	83%	100%	100%
their school is well maintained (S2046)	83%	91%	100%
their school gives them opportunities to do interesting things (S2047)	83%	91%	100%

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

# '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

At Woolooga State School we believe that it is vitally important that the parents be actively involved, not only in their own child's education, but in the school as a whole. In 2015 some of the strategies we employed included:

- School Newsletter
- Parent & Teacher interviews
- Parents and Citizens Association
- Student centred activities at school e.g. Parade, Jr Week
- Parent volunteers in the classroom

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Students and staff are increasingly aware of the methods undertaken to reduce our environmental footprint with the installation of solar panels. All staff and students are aware of water management due to our reliance on tank and creek water.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	13,773	0
2013-2014	14,569	0
2014-2015	13,623	

\*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.

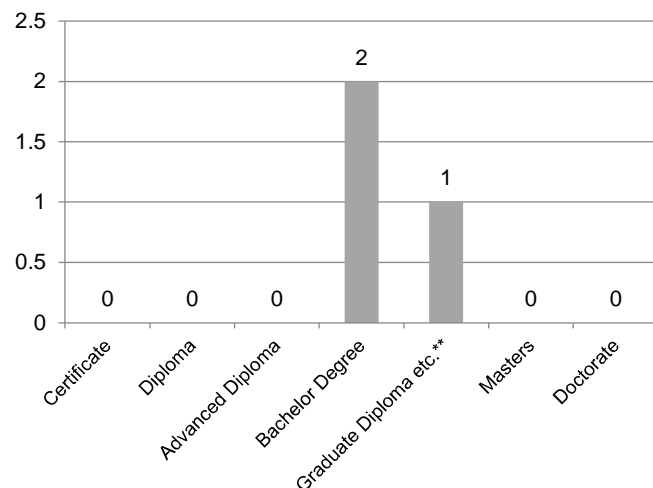
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
<b>Total</b>	<b>3</b>



\*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 \$ 2125.

The major professional development initiatives are as follows:

- Small School teacher initiatives
- Peer observations
- Literacy teaching development
- Numeracy teaching development
- Principal development days
- Student Mental Health Programs & EAL/D Teacher Aide development

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.	94%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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

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).	96%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	87%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

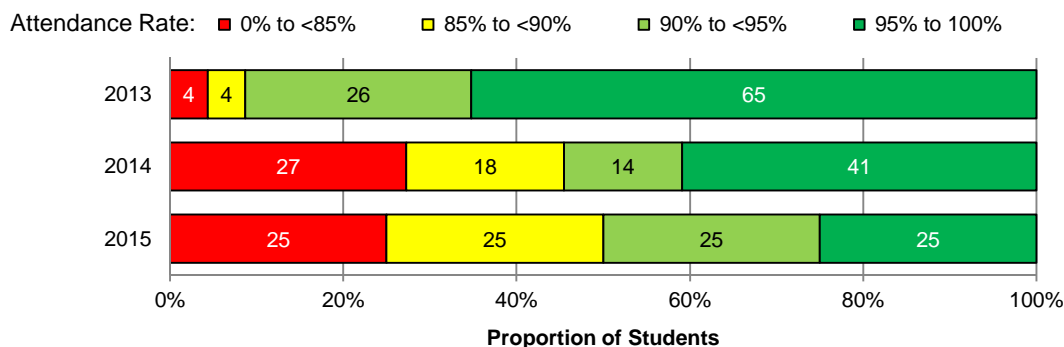
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	DW	94%	95%	97%		99%	92%	97%					
2014	91%		84%	95%	93%	DW	94%	97%					
2015	DW	93%	95%	DW	91%	91%	78%						

\*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.

Woolooga state School has implemented an electronic roll marking process via One School. This process takes place twice a day (am) & (pm). Absences are followed up via telephone or in writing and where continued absenteeism is an issue a meeting with school administration is requested.

Key additional attendance strategies include follow ups with parents and posting attendance data fortnightly in the school newsletter aswell as reminding parents of attendance targets.

### 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.

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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.