



Woolooga State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Woolooga State School was established in 1913 and is a highly-regarded and integral part of the local Woolooga Community. Woolooga State School is a co-educational campus offering a range of learning experiences for students from Prep to Year 6. Together these learning experiences support staff and students in achieving the best educational outcomes for every student. The delivery of a quality curriculum is the driving force at Woolooga State School. This is achieved through the foundation of a developmental approach to literacy and numeracy. Students are provided with quality learning experiences in all facets of the curriculum. Woolooga State School is proud of its productive partnerships between parents/caregivers, teachers and students as well as with the local community. These partnerships reinforce our supportive school environment in which all members of the Woolooga Community work and learn together in the spirit of lifelong learning in a safe, happy, courteous and friendly environment. Together we will continue to strive for excellence in all that we do.

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 friendly, safe, productive and focused learning 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 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. Our improvement plan in 2016 included a focused **Reading Improvement Agenda** and **Numeracy Improvement Plan**.

The focused **Reading Improvement Agenda** included the establishment of a daily rapid reading program as well as initiatives in raising community awareness of the positive impact that daily reading has on student literacy development. The results of these initiatives were positive in both student achievement and in community engagement. These initiatives are imbedded in our school community and continue to gain positive outcomes.

Our focused **Numeracy Improvement Plan** resulted in better practices in identifying needs and building upon, student numeracy knowledge. In focusing our teaching and sharing our identified numeracy focuses with the school community, there have again been positive outcomes in term of student achievement and in community engagement.

These whole school improvement plans continue to be developed and enhanced in 2017.

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 students and staff at Woolooga State School. Our staff are dedicated, caring and provide and promote an excellent learning environment.

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

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 something we at Woolooga State School take great pride in.

Joseph Barbaro
Principal

Woolooga State School progress towards goals (2016)

During the 2016 school year staff, students and parents continued development toward achieving our schools goals as detailed below:

Literacy & Numeracy

- 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.
- Continue to embed a balanced reading program – **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**.
- Embed **Comprehension Strategies-** (Sheena Cameron) into the reading procedures.
- Embed **Numeracy Rich Routines** that address key aspects of number as identified through NAPLAN and internal data sources eg PAT M.
- With PEAAC 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.

Staff

- Develop staff professional development plans that allow staff and school to identify needs.
- Provide staff Professional Development opportunities aligned with student improvement agenda and staff development plans.
- Support and model curriculum delivery via peer visits, shared teaching and classroom based modelling.

School

- Implement “Woolooga Well Done” rewards board. Positive reinforcement of positive student learning and social behaviours.
- Introducing and maintaining a fortnightly newsletter home to parents as a line of direct communication.
- Maintaining attendance data and attendance conversations to key stakeholders.
- Updating community in regards to school events, outcomes and agendas.
- Engaging a sustainable and long term grounds care option to maintain school facility.

Woolooga State School future outlook (2017)

Looking forward to the 2017 school year the school will continue development toward achieving our schools goals as detailed below:

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.
- Promote the explicit improvement agenda to all school stakeholders.

Literacy

- Continue to develop and 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
- Continue and expand an embedded and balanced reading program – Daily Rapid Reading
- Embed comprehension strategies (Sheena Cameron) into the reading procedures with weekly, focused whole school lessons and activities.
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skills: Sheena Cameron Comprehension Strategies, Daily Rapid Reading, Reading Link.
- Engage an additional 0.4 Teacher resource for P-2 curriculum focuses.

Numeracy

- Embed **Numeracy Rich Routines** that address key aspects of number as identified through NAPLAN and internal data sources e.g. NCR / Gympie Alliance Diagnostics.
- With Regional Head of Department 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 recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation.
- Engage an additional 0.4 Teacher resource for P-2 curriculum focuses.

U2B (Upper 2 Bands – NAPLAN)

- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep) – Extension identification and opportunities.
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching via Daily Rapid Reading, Reading Link, Key into & numeracy rotations and student groupings)
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations.
- Engage additional 0.4 Teacher resource for P-2 curriculum focuses.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	17	9	8	3	81%
2015*	12	5	7	2	71%
2016	15	5	10	2	88%

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 2016, 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

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	7	10	17
Year 4 – Year 7			
Year 8 – 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.

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 Specialist Curriculum visits - Music, Japanese, STEM/Technology and PE/Sports.

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.

Co-curricular 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.

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 Assist 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.

Our school uses laptops, desktops, iPads and interactive whiteboards during lessons.

Our use of the internet for research, communication and interactivity with curriculum content expands the real world knowledge and skills of our students on a daily basis.

Social Climate

Overview

Woolooga SS adopted their Responsible Behaviour Plan for Students in 2016. 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 school's 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	67%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	67%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	100%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	67%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	91%	90%	100%
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)	91%	100%	100%
teachers treat students fairly at their school* (S2041)	91%	100%	100%
they can talk to their teachers about their concerns* (S2042)	91%	100%	100%
their school takes students' opinions seriously* (S2043)	91%	100%	100%
student behaviour is well managed at their school* (S2044)	91%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	91%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	91%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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	100%
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%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 2016 some of the strategies we employed included:

- School newsletter
- Parent & Teacher interviews
- Parents and Citizens Association
- Student centred activities at school e.g. Parade, small school cluster events
- Parent invites to join the classroom

Respectful relationships programs

The Respectful relationships education program has been recently developed for Prep to Year 12 students. The Prep to Year 10 programs are aligned to the Australian Curriculum: Health and Physical Education. Instructions have been developed for each year level. Specialised resources for schools and teachers include program guidelines, teaching overviews and resources for each year level. In addition to the Respectful relationships programs students take part in discussions and class activities including Harmony Day, Bullying Awareness and Cyber Safety programs.

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	2014*	2015**	2016
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.

Environmental Footprint

Reducing the school's environmental footprint

Students and staff are increasingly aware of the methods undertaken to reduce our environmental Footprint. The school has solar panels to reduce electricity consumption. All staff and students are aware of water management due to our reliance on tank and creek water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	14,569	0
2014-2015	13,623	
2015-2016	14,799	

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 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

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalent	2	2	0

Qualification of all teachers

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

*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 2016 were \$2902.

The major professional development initiatives are as follows:

- Staff visits to Regional Specific Training events (EAL/D, First Aid)
- Staff intra-school pedagogy visits
- Regional and State pedagogy updates and training events
- Principal Curriculum planning and delivery events

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 74% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	88%	87%

*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 2016 for all Queensland Primary schools was 93%.

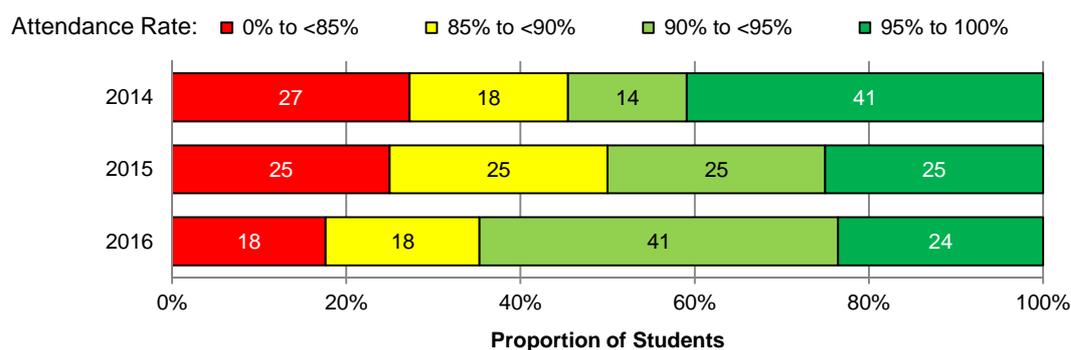
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%		84%	95%	93%	DW	94%	97%					
2015	DW	93%	95%	DW	91%	91%	78%						
2016	86%	DW	88%	88%	DW	93%	91%						

*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 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, text message 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 as well as reminding parents of attendance targets.

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

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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.