Woolooga State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Woolooga State School 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.

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 also 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 2018 included a focused Reading Improvement Agenda. The focused Reading Improvement Agenda included the establishment of a 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.

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.

This report is designed to provide an up to data snapshot of our vibrant learning community. If you have any further questions, please do not hesitate to contact me.

School progress towards its goals in 2018

Teaching Quality:
- Align Staff DPPs to the improvement priority of Reading
- To develop a shared understanding and commitment to developing Reading within the Australian Curriculum, across all Key Learning Areas.
- All teachers engaging in the pre-post moderation process
- Provide time for teaching staff to plan effectively for Reading using data to inform the teaching and learning program aligned to the Australian Curriculum
- Use peer observation, feedback and differentiated coaching to share best practice and improve teaching practice
- Deepen staff knowledge, understanding and pedagogical practice of the Gradual Release of Responsibility Model
-

Successful Learners:
- Differentiated Assessment is planned to occur in multiple ways to enable choice for students with diverse learning needs to demonstrate their abilities
- Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting whole school approach to support student learning aligned with the school improvement agenda.

- Analysis of student data to monitor progress, guide professional practice and transitions, and prompt early intervention
- Use Early Start and the P-10 Literacy Continuum to monitor students' progress in Reading and identify Reading behaviour goals for students.
- Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD and at-risk students.
- Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement in Reading
- Create an inclusive culture of engaging learning through the learning and Wellbeing Framework and the Disability Standards for Education, 2005 to enable student success in Reading.
- Provide challenging learning experiences that further develop Reading through critical and creative thinking capabilities across the curriculum.

Principal Leadership and Performance:
- Align I4S funding to support Reading
- routinely review inclusive practices across the school to ensure alignment with evidence-based inclusive practices
- Establish a teaching and learning calendar each term to identify expectations of school staff to enact the strategies within the AIP and Assessment and Target plan.

School Perfomance:
- Work collaboratively within and across WTGG to improve student achievement in Reading using data evidenced inquiry cycles.
- Collect and triangulate Reading data (identified within School Target and Assessment Plan) to monitor performance, review practice and strategy outcomes through data analysis inquiry.
- Analyse Reading data at an individual, cohort and whole school level to monitor performance and inform practice through teacher planning meetings.

Regional Support:
- Engage with NCR offer of PA-AC support for pre moderation opportunities
- Engage with NCR offer of Early Years Coach support for pre moderation opportunities
- Engage with NCR offer of Inclusive Resourcing Tier 1 support

Local Decision Making:
- actively seek to engage with the local community and supports initiatives that celebrate diversity and inclusion.
- Promote awareness and understanding of the Reading strategy to all stakeholders through communication channels – school newsletters, website, EIA, parades.
- Provide opportunities to share Reading pedagogy with parents through scheduled learning opportunities.

Future outlook

In 2018, the School Improvement Unit completed a Quadranieal school review at Woolooga State School. The Key findings and future outlook were as follows:

- Develop and implement a whole-school multi-age curriculum plan aligned to the AC.
- Develop and implement a whole-school assessment and data collection schedule incorporating targets, timelines and benchmarks.
- Collaboratively review and further develop the school's pedagogical framework to reflect the school's expected pedagogical practices.
- Develop and implement a coaching and feedback process aligned to the school's improvement agenda.
- Establish systematic processes to rigorously monitor the effectiveness of targeted resources and programs to ensure the delivery of intended school-wide outcomes**.**

Woolooga State School - Strategic Plan 2019 - 2022

Four Year Focus / Key Improvement Strategies

- Develop and implement a whole-school multi-age curriculum plan aligned to the AC.
- Develop and implement a whole-school assessment and data collection schedule incorporating targets, timelines and benchmarks.
- Collaboratively review and further develop the school's pedagogical framework to reflect the school's expected pedagogical practices.
- Develop and implement a coaching and feedback process aligned to the school's improvement agenda.
- Establish systematic processes to rigorously monitor the effectiveness of targeted resources and programs to ensure the delivery of intended school-wide outcomes.

Domains NSIT	Improvement Strategies for planning period 2019 – 2022 Strategies, Targets and Resources, listed within the AIP, identify how improvement strategies within the School Strategic Plan are implemented, monitored and evaluated.	2019	2020	2021	2022
An Explicit Improvement Agenda	• Review and refine the current EIA to ensure a narrow and sharp focus including clear targets and timelines to ensure progress and achievement for all aspects of the improvement agenda can be monitored, measured and celebrated. • Define the roles, responsibilities and key deliverables for all staff members in delivering the EIA.				
Analysis and Discussion of Data	• Develop and implement a whole-school assessment and data collection schedule incorporating targets, timelines and benchmarks. • Build staff data literacy skills to enable a deep understanding of data and the implications for teaching.				
A culture that promotes learning	• Build staff understanding of the school's RBPS to ensure whole-school behaviour management processes are consistently implemented across the school.				
Targeted use of School Resources	• Establish systematic processes to rigorously monitor the effectiveness of targeted resources and programs to ensure the delivery of intended school-wide outcomes.				
An expert teacher team	• Develop and implement a coaching and feedback process aligned to the school's improvement agenda. • Develop and implement a whole-school professional learning plan aligned to the school's EIA and staff members' APDPs.				
Systemic Curriculum delivery	• Develop and implement a whole-school multi-age curriculum plan aligned to the AC. • Support staff members to develop a deep understanding of the AC and the best way to maximise the learning and wellbeing for the full range of students.				
Differentiated teaching and learning	• Embed the development of SAG profiles to support differentiated teaching and learning practices. • Embed collaborative school-wide processes and practices aligned to systemic requirements, to ensure the provision of ICPs for identified students.				
Effective Pedagogical practices	• Collaboratively review and further develop the school's pedagogical framework to reflect the school's expected pedagogical practices. • Provide regular and timely feedback to members of the teaching team regarding pedagogical practices in priority areas.				
School Community Partnerships	• Identify and implement opportunities to enhance the level of parental and community engagement. • Explore wider networking opportunities for staff members with similar schools to enhance professional dialogue and development.				

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	15	13	14
Girls	5	6	6
Boys	10	7	8
Indigenous	2	1	
Enrolment continuity (Feb. – Nov.)	88%	69%	85%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	12	14
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The school has a broad curriculum that caters for the range of individual needs. We have fully adapted and adopted the Australian Curriculum Version 8, to accommodate the needs of each learner. 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 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. The school aims to immerse students in 'real-life' learning activities twice per term.

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 word knowledge and skills of our students on a daily basis.

Social climate

Overview

Woolooga SS adapted their Responsible Behaviour Plan for Students in 2018. This lead 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 Respectful, Be Responsible and Be a Proud Learner). This has seen a dramatic increase in the instances of positive behaviour noticed by staff.

Students and Staff also engage in weekly 'Zones of Regulation' lessons which develop social and emotional wellbeing. On a daily basis, students identify and discuss their emotions and feelings that ensure that they are displaying positive and effective learning behaviours.

Parents are invited into the classroom several times throughout the term to engage in student success. At the end of each term, a 'Day of Success' is held. Students perform and display their work to their parents in order to promote a positive learning culture.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	92%	100%
• they like being at their school* (S2036)	100%	100%	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)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	92%	100%

Percentage of students who agree# that:	2016	2017	2018
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	83%
• student behaviour is well managed at their school* (S2044)	100%	85%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	92%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	100%	100%	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%
• 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

Parents and the broader community play a vital role in supporting successful learning outcomes for our children. This framework is about schools engaging with parents and communities to work together to maximise student learning outcomes.

The research tells us that the most meaningful partnerships are those where schools, parents, students and the community work together to focus on student learning. Parent and community engagement that is effectively focused on student learning can deliver powerful outcomes.

This Parent and Community Engagement Framework identifies what schools can do to strengthen learning outcomes for students – through effective partnerships between principals, teachers, students, parents and the community. It sends a call to action to our schools to focus on parent and community engagement as a key part of supporting student learning.

The quality of these relationships will determine the quality of the learning. This framework outlines five key elements of parent and community engagement to make a positive difference in our students' education.

Parents engage within the school community through fundraising events such as Bunnings Barbeques, BINGO nights, Catering and the Gympie Show. Communication through P&C Meetings, Newsletters, Social Media and regular texts to ensure that all families are updated.

Respectful relationships education programs

At Woolooga State School, we implement an inclusive curriculum that caters to all learning needs, including providing reasonable adjustments to ensure success for each student.

Being Respectful, Responsible and a Proud Learner is embedded across all learning areas including specialised programs such as;

- Daniel Morecombe Child Safety Curriculum
- Zones of Regulation (Social and Emotional Wellbeing)
- Health and Physical Education Curriculum
- Anti-Bullying Day
- R U OK DAY?
- Cyber Safety Curriculum

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	14,799	14,170	7,671
Water (kL)			

Note:

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

*One School is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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/.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	1	0
Full-time equivalents	2	0	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	2
Diploma	2
Certificate	

*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 2018 were $5427.93

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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	95%	88%
Attendance rate for Indigenous** students at this school	87%	DW	

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

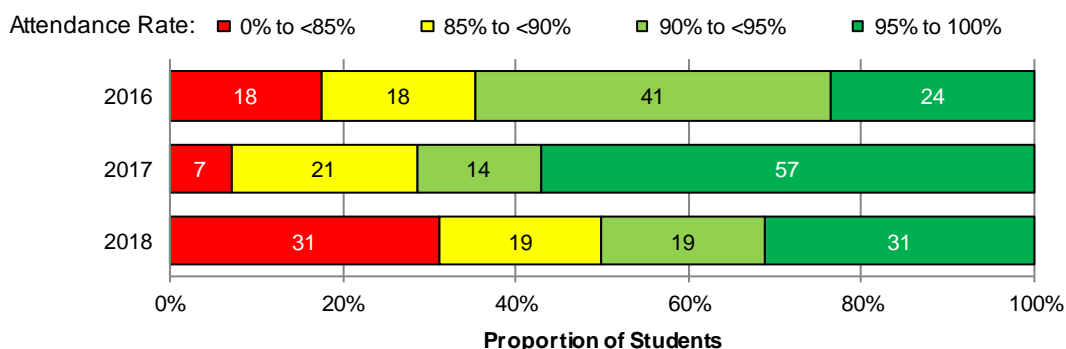Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	86%	DW	88%	Year 7			
Year 1	DW	100%	80%	Year 8			
Year 2	88%	99%		Year 9			
Year 3	88%	93%	92%	Year 10			
Year 4	DW	93%	93%	Year 11			
Year 5	93%		84%	Year 12			
Year 6	91%	94%					

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	18	18	41	24
2017	7	21	14	57
2018	31	19	19	31

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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.

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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.