



Wooroolin State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Wooroolin State School was established in 1901 and seeks to provide a safe, supportive environment for students where every student is developed to reach their learning potential. Students are encouraged to embrace *The Wooroolin Way*, a culture embedded in *Positive Behaviour for Learning (PBL)* and our school value system of *Making Wooroolin PROUD*. Every student is important at Wooroolin and individual and differentiated academic and social-emotional programs encourage success for all. Our school aims to grow capable, confident and self-motivated life-long learners. Wooroolin State School offers personal growth opportunities through our student leadership program and students are encouraged to be active citizens in our local community.

Principal's Foreword

Introduction

This report details the growth, development and performance of Wooroolin State School in 2017. It provides parents and members of the school community with valuable information on our teaching and learning, partnerships and standards achieved by our student body.

The Wooroolin State School vision is to *Make Wooroolin PROUD*. This vision encompasses five core values which our school community strives to develop in every student – *Productive, Responsible, Organised* and *Disciplined*. We expect every student to succeed and place high standards on student achievement and behaviour.

Wooroolin State School is a member of the Kingaroy Education Group, a collaboration of small and larger primary and secondary schools in the Kingaroy district. We have particularly strong ties with small schools in our district thus providing our students with academic and social opportunities beyond the Wooroolin school experience.

The development of our School Pedagogical Framework sets a consistent standard for teaching and learning. Our emphasis on developing the whole child is evidenced in our extra-curricular music and fitness programmes. We further develop strong values within each child through our dedication to the Positive Behaviour for Learning (PBL) programme and our focus on values education. Together, this creates *The Wooroolin Way* where every child is accepted, valued and developed to his or her potential.

It is the purpose of this report to outline both the progress and educational activity and growth which occurred during the 2017 school year.

School Progress towards its goals in 2017

In 2017, our core priorities were *Reading, Positive Behaviour for Learning (PBL) and Transitions*.

Our school highly values reading: *Reading is our Thing!* Throughout 2017 our staff used an Inquiry Cycle to scan and assess current reading practices, create a Reading Framework and investigate and trial best practice and high yield strategies in reading. We continued to implement research-based practice in order to develop competent readers and used data to inform individual learning goals for students based on regional and school benchmarks and targets. The school and community committed resources to the establishment of a daily Reading Room where every student has access to adult support and intervention to rehearse and improve reading behaviours, build word and vocabulary knowledge and improve reading comprehension. Wooroolin's progress towards the creation of confident and competent readers will continue into 2018.

Transitions to Junior Secondary continued through our close collaborations with Kingaroy State High School and small schools in our cluster. Students were able to engage in a large variety of experiences to enhance their knowledge of and build confidence in their transition from primary to secondary schooling. This included involvement in a well-established transition programme and sharing of practice.

We continued to extend our efforts to improve early literacy beyond our school enrolment through the Wooroolin Community Playgroup. The school continued its collaboration with the Playgroup Association of Queensland and highly successful weekly playgroup sessions continued under the direction of a specialist teacher.

Our third core priority was *Positive Behaviour for Learning (PBL)*. Our school continued to grow its knowledge around PBL and embed successful practices. We were supported by regional staff and worked closely with other schools to enhance our understanding and introduce positive behaviour for learning practices. We have a strong focus on positive rewards for Making Wooroolin PROUD. Every student is acknowledged for their positive contributions to self-monitoring, their relationships with others and the social and emotional health of the school.

Future Outlook

Our primary sharp and narrow focus for 2018 is *Reading*. We aim to improve data literacy across the school and community, consolidate our data collection and analysis methodology and work towards the creation of whole school, group and individual reading goals and targets through case management. We aim to review our Inquiry Model to broaden our scope of work on differentiation for every student and continue our work with the Leading Learning Initiative, case management and the work of Lyn Sharratt.

Our second focus is the continuation as a *PBL school*. We plan to continue using the PBL Action Team to drive positive change through the delivery of our 2018 PBL Action Plan. The school will complete its review of the Responsible Behaviour Plan for Students in consultation with staff, students, our P&C and the wider parent body.

The third focus will be on the development of a *coaching and feedback* model.

The Wooroolin School Improvement Agenda for 2018 is tabled below.

Wooroolin State School

School Improvement Agenda 2018

**Expectation for Student Learning –
At least one year's growth for one year's schooling for every student**

The School Improvement Agenda will be driven by a focus on Reading, Positive Behaviour for Learning and Coaching & Feedback in all priority areas.

READING

STRATEGY	TARGET	EVIDENCE	TIME	WHO
<ul style="list-style-type: none"> ❖ Use DET School Improvement Tools to provide strategic direction so that every student is succeeding ❖ Embed the school reading mantra (2018) – Monitor Progress; Provide Feedback; Build a Whole School Approach to the Teaching of Reading (Literacy) ❖ Use a case-management approach using short-cycle data to create individual learning goals; communicate to all parties ❖ Continue to use and develop accurate and effective data collection tools for the individual tracking of reading progress; monitor and review ❖ Support the teaching of reading through coaching and feedback; professional development; and support to parents in the art of teaching reading ❖ Ensure vocabulary development and reading literacies are explicitly taught across all curriculum areas ❖ Use age-appropriate strategies in the teaching of reading for students in the early years ❖ Embed use of Wooroolin State School Reading Framework and Whole School Reading Plan 	<p>100% of students operating at regional benchmarks in reading, or on an evidence-based plan</p>	<p>School Improvement Tools Mantra displayed in prominent places and in documents Individual Learnings goals (reading) in student data folder and displayed in Reading Room Data collection tools Coaching and feedback documents Minutes of TA and curriculum meetings Age-appropriate strategies in place in the classroom</p>	<p>All year</p>	<p>All staff All staff Principal/Teachers/STLaN Principal All staff Principal/Teachers Principal/STLaN/ P-2 Teacher All staff</p>

POSITIVE BEHAVIOUR for LEARNING

STRATEGY	TARGET	EVIDENCE	TIME	WHO
❖ Review, update and endorse the Responsible Behaviour Plan with an emphasis on Positive Behaviour for Learning strategies	100% of staff connecting purposefully with the 2018 PBL Action Plan	Updated Responsible Behaviour Plan PBL Action Plan PBL Handbook PBL Minutes	All year All year	Principal/Staff/Parents Principal/PBL Team Principal/PBL Team
❖ Ensure the delivery and success of the 2018 PBL Action Plan	100% of staff, students and parents aware of the contents of the Responsible Behaviour Plan	Attendance at PBL Conference Newsletter/website	All year T 1&3 All year	Principal/PBL Team
❖ Attend a appropriate professional development and connect with others who can support the PBL programme at Wooroolin State School			All year	
❖ Ensure students, staff and the community are aware and engaged with current PBL practices			All year	

COACHING & FEEDBACK

STRATEGY	TARGET	EVIDENCE	TIME	WHO
❖ Principal to successfully complete the QELI Leadership Coaching course	100% of staff engage in and receive quality coaching and feedback on a regular basis	Principal completes QELI Coaching course DPPs completed and coaching and feedback linked to needs Coaching & Feedback log completed for every staff member	Sem 1 All year All year	Principal All staff Principal
❖ Ensure that all staff receive quality coaching and feedback linked to state, regional, local and personal needs				
❖ Principal to maintain a Coaching & Feedback log for all staff				

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	35	15	20	3	100%
2016	42	23	19	2	81%
2017	44	22	22	5	93%

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

Wooroolin State School has two classes: a junior (Prep – Year 2) and a senior (Years 3-6) class. Students are drawn from the rural areas of Wooroolin district. Wooroolin is in a low socio-economic area with an ICSEA rating of 950. Approximately 75% of our student body live on rural properties in the Wooroolin district and travel by bus to school. Four families choose to bring their children to Wooroolin State School from out of the school catchment area. We have a small indigenous population (11.9%). 7.1% of our students have a verified disability.

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	17	22	22
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Curriculum is delivered using pedagogical practices as stated in the 2017 Wooroolin State School Pedagogical Framework and our Whole School Curriculum Plan.

- 2017 Pedagogical Framework with signature practices of *Explicit Instruction*, *Faces on the Data* and *Age-Appropriate Pedagogies*;
- Whole School Curriculum Plan incorporating English; Maths; Science; History; Geography; The Arts; LOTE (Japanese); Health and Physical Education; and Design and Digital Technologies;
- Curriculum is delivered over a 4-year cycle with flexibility for differentiation according to student needs;
- An individual approach to learning based on strengths, skills and current ability, not year level;
- Our Reading Framework helps guide and embed high yield reading strategies.

Co-curricular Activities

Student Leadership

- Student Council – committee motions and actions at monthly Student Council meetings
- Leadership mentoring with staff mentors
- Youth GRIP Leadership Day
- Cluster Small Schools' Leadership Camp

Sport

- Participation in carnival practice days with Kingaroy District Small Schools
- Senior Winter and Summer carnivals
- Junior Winter and Summer carnivals (in conjunction with Crawford and Tingoorra State Schools)
- Kingaroy District Small Schools Athletics Carnival
- Kingaroy District Small Schools Swimming Carnival
- Daily sport and fitness activities
- Small Schools League Tag Carnival
- Small Schools and Zones Cross Country events
- Daily resilience group activities focusing on sportsmanship
- Daily morning fitness (SMART Moves)

Cultural Programs

- Bugle Band
- Guitar Club

Excursions and Camps

- Local excursions to enhance curriculum learnings (juniors and seniors)
- Combined school camps with neighbouring schools (seniors)

Cluster Extension Activities

- STEM participation days
- Readers' Cup

Community Participation

- Wondai and Wooroolin ANZAC marches and services
- Student Council fundraising for external organisations, e.g. Cancer Council
- Student Council and Fundraising Days – including Australia's Biggest Morning Tea, Melbourne Cup Day, P&C welcome days, and tuckshop

How Information and Communication Technologies are used to Assist Learning

Wooroolin State School values the digital aspects of the curriculum including Digital Technologies. The school views ICTs as an integral tool for teaching and learning. Students are provided with daily opportunities to access and engage with digital technologies and the school maintains a wide range of devices to support learning. These include:

Student laptops
Student desktops
Interactive whiteboards (in every learning area)
Digital cameras
Flip video cameras
Digital microscopes
Nintendo Wii
iPads

Students use a variety of software to support learning including Word, Publisher, Moviemaker, Excel, Scratch and the Learning Place. The school website lists a range of e-curriculum applications and students are encouraged to use these in and beyond the classroom.

All students have daily access to Reading Eggs or Reading Eggs Express within the daily reading program. This web-based application is an integral part of our reading skills and reading comprehension programs. Senior students also have daily access to Typing Tournament, a software program which develops a child's keyboarding skills. Some individual programs for students with disability are delivered using laptops (e.g. The Brave Project).

Social Climate

Overview

Wooroolin State School uses PBL strategies to create and maintain a supportive and disciplined learning environment. Our school rules have been developed from our school motto – *Make Wooroolin PROUD*. These are - *Be Productive, Be Responsible, Be Organised, Be United, Be Disciplined*. Rules are introduced at the weekly parade, shared on our facebook page and taught across the school in weekly PBL lessons. The weekly rule is displayed on posters in every classroom. Lessons follow a yearly plan taken from the Wooroolin State School Behaviour Matrix.

Students receive free and frequent rewards throughout the day for displaying the PROUD behaviours. These are given as stamps on a student's Passport. Students have the opportunity to trade stamps for rewards from the class prize box and can also trade for classroom Bronze Silver and Gold rewards. These rewards are changed each term after student consultation. Students also receive end-of-term Bronze Silver and Gold rewards. Students achieve these awards when measured against nine aspects of the Wooroolin State School End-of-Term Rewards Matrix.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
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)	88%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	93%
they feel safe at their school* (S2037)	100%	94%	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%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	94%	88%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	70%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
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

Wooroolin State School highly values personal relationships. We believe that open and honest communication between parents, students and the school are vital in maintaining healthy and respectful relationships. The school welcomes parent input and feedback and encourages parents to take an active role in their child's education either through personal interaction with the school or through our P&C Association. The school has a co-constructed Parent and Community Engagement Framework (PACE).

The school provides a range of communications to parents and the wider community through its website and facebook pages. Fortnightly newsletters inform parents of pedagogy, curriculum, and operational aspects as well as inform the community of the school's strategic direction.

In Term 3, the school offers three-way conferences. A three-way conference provides parents, teacher and student to connect in a more formal manner. Student progress and reports are discussed. Students display, explain and discuss their class work and behaviour with their parents and teacher and then set agreed goals for the following semester. Individual Curriculum Plans and Personalised Learning Plans are negotiated and constructed with parent input for students with differentiated needs.

In 2017 the school hosted Grandparents' Day; Melbourne Cup Day; an end-of-year celebration; and a cluster Under 8s Day. Our bugle band and school choir assisted at the Wondai and Wooroolin ANZAC Day services. The school has partnerships with the Wooroolin Lions, The Grand Hotel, NRL coaching. Parent volunteers are welcomed in the Reading Room. Our P&C meets monthly and plays an active role in steering and strengthening the strategic direction of the school.

Respectful relationships programs

The school has developed and implements a program to teach appropriate, respectful and healthy relationships through its Health curriculum and PBL lesson plans. The school is developing a Student Health and Wellbeing Framework to increase awareness of personal safety, identifying and responding to abuse and violence (including domestic and family violence and abuse; and gender-based violence); to increase knowledge of gender equality; and develop knowledge and skills to be able to resolve conflict without violence; and to recognize, react and report when they are feeling unsafe.

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	3	6	4
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The environment in general is valued and this is evident through the importance placed on using alternative energies and collecting rainwater.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	11,600	
2015-2016	15,715	
2016-2017	14,711	13,013

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	7	0
Full-time Equivalents	2	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	4
Diploma	0
Certificate	0

*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 \$4,748.50. This excludes teacher replacement costs.

The major professional development initiatives are as follows:

- Leading Learning Cooperative Project (Lyn Sharratt);
- Age-Appropriate Pedagogies Cluster Project;
- QASSP Leadership Conference;
- Business Managers Conference;
- STEM;
- AUSLAN training;
- First Aid;
- Corporate Services Training;
- Positive Behaviour for Learning.

In-house and cluster professional development also included –

- Student moderation;
- Reading practices and strategies (including an introduction to Konza's Big 6);
- How to mark and guide feedback in writing;
- One School training.

The proportion of 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.	97%	97%	97%

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 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%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	91%	89%

*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%.

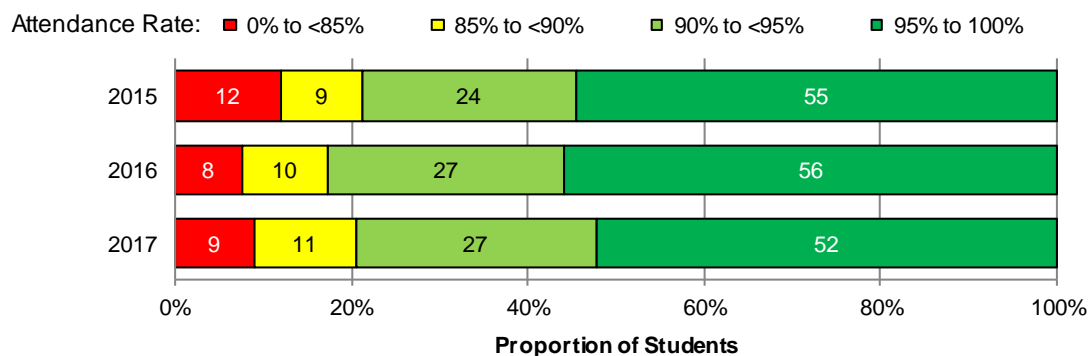
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	95%	89%	92%	96%	97%	90%						
2016	93%	92%	94%	94%	96%	95%	97%						
2017	93%	93%	92%	97%	92%	96%	98%						

*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.

At Wooroolin State School we believe that every day counts and we encourage students to ensure that they are in attendance every day as this is vital for their learning. The school follows the Wooroolin State School Attendance Policy for absences. The roll is marked twice daily. When a student is absent from school an SMS message is immediately sent to the parents asking for the reason for absence. If no contact is immediately received, a follow up call is made to the parent. Difficulties in contact are recorded on One School.

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.