


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Woree State School (1902)

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### Principal's foreword

#### Introduction

Woree State School has a long history of meeting the needs of students and actively involving the community. The school serves as a partner in the education process. Woree prides itself on welcoming students from a diverse range of cultural backgrounds. The prominent ethnic groups are Aboriginal, Torres Strait Islander, Cook / South Sea Islander, Hmong and African Students. Though a significant percentage of the school population is transient, we are now seeing new generations of students (the children of past pupils) attending Woree. This is due to their parents past positive experiences when attending our school.

The school's code "*The Woree Way*" (be ready to learn, be respectful, act safely and cooperate) provides a well-known structure for students to follow throughout their educational life. This code focuses on the importance of learning, respect, safety and cooperation within our lives. Our school vision is 'Discover, Strive, Shine.

#### School progress towards its goals in 2010

During 2010 the school community completed significant work around the embedding of our school vision. This involved extensive work with students, staff and the wider community. This words *Discover, Strive, Shine* define the way we think and act within our school community. Curriculum renewal also continued to dominate the focus of teaching and learning. A primary plus model allowed older students to participate in a range of secondary school subjects including Visual Arts, Drama, Graphics, Manual Arts and Home Economics. The creation of the Teaching and Learning Manager as a staffing position in 2010 ensured consistency and continuity across and between grades. The integration of ICT's within the curriculum was mapped for all year levels. The school continued to address the needs of literacy and numeracy as identified in the Year 3, 5 & 7 standardised test results. In 2010, a series of recommendations including basic rules and expectations were communicated to all school community stakeholders. Extensive professional development was provided to help year levels develop high performing teacher teams. Selected year levels began preparation of Individual Learning Plans.

### Future outlook

In 2011 Woree State School will be working towards the:

Consolidation of our school wide literacy strategy through:

- Implementation of 'Spelling Mastery' Program for all students in Year 3 to 7
- Implementation of an Action Learning Cycle with Literacy Coaches – Balanced Literacy Programs,, Reading
- Evolution of a Prep to year 3 Intervention Model (Academic Support Program)
- Review of internal monitoring and systemic data interpretation processes
- Implementation of the 'I do, We do, You do' pedagogical model
- PD for teachers in Assessment

Development and implementation of a whole of school numeracy strategy:

- Implementation of Closing the Gap Numeracy Program (Year 1 and 2)
- Continuation of the embedding of iMaths from Year 1 to Year 7
- Development a Numeracy Strategy

## Our school at a glance

### School Profile

Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
855	415	440	82%

Characteristics of the student body:

The prominent ethnic groups are Aboriginal, Torres Strait Islander, Cook / South Sea Islander, Hmong and African Students. Though a significant percentage of the school population is transient, we are now seeing new generations of students (the children of past pupils) attending Woree. Our school has a 'Special Education Program' that caters for approximately 35 students.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	21	100%	100%	0%	0%
Year 4 – Year 10	27	100%	71%	29%	0%
Year 11 – Year 12	N/A	N/A	N/A	N/A	N/A
All Classes	24	100%	86%	14%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	60
Long Suspensions - 6 to 20 days	3
Exclusions	1
Cancellations of Enrolment	0

## Our school at a glance

### Curriculum offerings

Woree State School uses the Essential Learnings as our Curriculum framework. The eight Key Learning Areas that contribute to this framework are:

- English
- Mathematics
- Science
- Health and Physical Education
- Languages Other Than English – Inter cultural Investigations
- The Arts
- Technology

Curriculum is planned by year level teams involving a process of backward mapping from assessment. Exemplars accompany each unit of work. A spelling overview for the whole school was implemented in 2009 to improve spelling. Literacy Block is designated uninterrupted time for specifically targeting literacy strategies and small group instruction. The model of whole / part / whole class emphasis on guided reading using the 4 resources model, comprehension and associated language activities to accompany the genre in focus. Technology is incorporated into units of work across the school increasing in complexity as each student progresses. All criteria sheets have a 5 level grading scale to establish standards within the school. Student results from Yr. 3, 5, 7 tests are analysed to identify the strengths and weaknesses of individual and cohort performance. Strategies are implemented to address specific needs. Moderation occurs in each year level to ensure the validity and reliability of achievement.

### Extra curricula activities

- Dance - a dance group of middle school students was formed and operated in lunch times. This group was for enjoyment and fitness purposes.
- Robotics - a group of interested students who met weekly develop skills.
- Eisteddfod - a number of ensemble groups successfully took part in the annual Cairns Junior Eisteddfod
- Australian Competitions (Computers, Science, Math and English) - a number of students elected to participate in these national competitions with some pleasing results.
- Reef Guardian School - every year level participated in at least one environmental unit of work to raise awareness of the impact that man has on the environment.
- Science Club – a group of students explore Science concepts weekly.

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

At Woree Primary, staff plan and implement strategies to effectively integrate ICT's into the curriculum. Using the Essential Learnings (Smart Classrooms Student expectations for ICT), teachers ensure a balance of approaches including inquiring, operating, communicating, creating and using ethical, safe practice when working with ICT. During 2010 a 'Virtual Classroom Pilot' took place with a number of teachers creating these environments for use with their classes. A range of options were created for using computers with students including full lab, half lab and computer pod scenarios. The school purchased additional peripherals (including video cameras and USB microphones) to supplement and enhance eLearning activities. In 2010 an eLearning Teacher was employed part time to assist staff further in the effective integration of digital pedagogies and to assist them attain certification for using ICT.

## Our school at a glance

### Social climate

Woree strives to provide a safe, happy and productive learning environment for all our students. At times students require additional support to cope with changes and happenings in their lives. The school guidance officer supports students experiencing problems and works closely with the family and other community organisations to assist. The school is supported by the Flexible Learning Centre in the provision of a social worker to assist students and families. Woree SS has access to a school based Police Liaison Officer when needed. Our trained First Aid staff care for students who have accidents while at school. The Special Needs Unit includes their students into the mainstream as much as possible. Each child in the unit has an Individual Education Program (IEP). The Special Needs Committee meets regularly to consider students who have needs in a range of areas including behaviour/social, speech and language, intellectual or physical impairment, learning difficulties and students at risk of harm. This group is made up of school administration; special needs staff, Speech Therapist and Learning Support teachers and the Guidance Officer. Religious education lessons and ethics lessons are part of the school curriculum. The school operates a Boys / Girls Group to provide alternate programs for at risk students when needed. There is a well-developed house reward system for students displaying positive behaviour.

### Parent, student and teacher satisfaction with the school

The satisfaction levels of parents, students and staff at Woree State School remains at or above like schools data. Despite the enormous change agenda staff morale remains significantly above like school data. Over 90% of parents are satisfied with their child's school.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	83%
Percentage of students satisfied that they are getting a good education at school	82%
Percentage of parents/caregivers satisfied with their child's school	93%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	65%
Percentage of staff members satisfied with morale in the school	94%

## Our school at a glance

### Involving parents in their child's education.

Parents continue to take an active interest in all major school events including sports days, musical evenings, after school evenings such as parent teacher nights, school speaking competitions and school discos. The Parents and Citizens Association oversees the strategic operations of the school by approving School Planning and curriculum documents. Woree State School strongly believes in developing a learning community committed to providing support for each other and improving student outcomes. Links to the community include visits by Defence personal for ANZAC commemorations, local historians with museum pieces and interviews with relatives for cultural and historical research. The Curriculum Committee accesses the LDC and Literacy personnel to gain information and advice on the Literacy planning process. Community links have been forged with other schools and local community ethnic groups and organisations through our Music program, the employment of tutors through DEST and the ESL Teachers.

### Reducing the school's environmental footprint

Woree State School is committed to reducing its environmental foot print. The introduction of recycling programs (batteries, plastic and paper), our 'Waterwise Program' and 'Clean Classroom Award' has done much to improve our environmental footprint. The addition of a new library and sports complex has increased electricity consumption. Our inability to access bore water for toilet flushing and watering for the duration of the building program increased water consumption temporarily during the 2010 school year.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Water KL	Gas MJ
2010	\$134,571	\$87,821	\$32,246	\$8,609	\$5,895	\$0	\$0	412,305	5,723	0
2009	\$126,162	\$84,710	\$0	\$0	\$4,980	\$0	\$36,472	509,065	5,034	0
% change 2009 - 2010	7%	4%	N/A	N/A	18%	N/A	-100%	-19%	14%	N/A

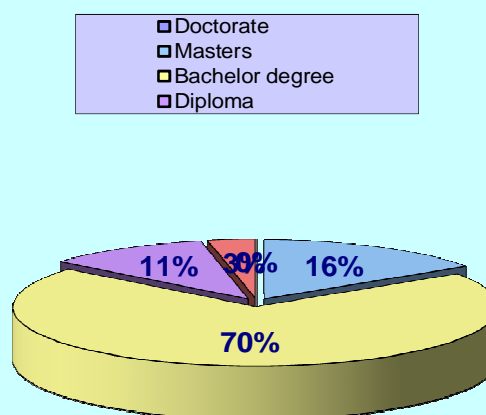
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	64	39	7
Full-time equivalents	59	23	6

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Bachelor degree	45
Diploma	7
Certificate	2



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total fund expended on teacher professional development in 2010 was \$33,925.87. The major professional development initiatives are as follows: literacy and numeracy up-skilling; Information Communication Technology and teacher profiling. The involvement of the teaching staff in professional development activities during 2010 was 100 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

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

From the end of the previous school year, 90% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90%	90%	92%	90%	93%	93%	92%	N/A	N/A	N/A	N/A	N/A

##### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student rolls are marked at the beginning of each school day and again in the middle and afternoon sessions. All students who do not attend school are required to bring a note to explain absences. Parents can also contact the school office by phone to explain non-attendance. The parents of students who do not meet attendance requirements are notified by letter or directly phoned if absence is 3 days or greater. If students are chronic truants they are referred to the Woree SS Care Team for individual case management.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

As a consequence of the dedication of indigenous students, their families and school staff Woree State School has managed to improve indigenous student performance in Yr. 3 reading, writing and numeracy NAPLAN scores. In each of these areas Woree State School has out-performed the regional mean scores by an average of 11 points in each domain.