

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

This school annual report provides a concise picture of Woree State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN results, and an overview of school community satisfaction using data from the school opinion surveys.

School progress towards its goals in 2013

In 2013 Woree State School demonstrated continued improvements including NAPLAN performance. Improvements were made across years 3, 5 and 7 in 11 of the 15 aspects of Literacy and Numeracy assessed. Assessment results comparative to the Nation improved from one in 2012 to eight in 2013.

Through school opinion surveys our students, parents and staff, revealed that they are very satisfied with many aspects of School life, particularly in the areas of student outcomes, curriculum, school climate and learning climate.

In 2013 at Woree State School the following key initiatives were successfully implemented:

- Australian Curriculum History units implemented in each year level
- Continuation and expansion of the Spelling Mastery program
- Science units delivered by a specialist primary science teacher
- Teacher participation in Differentiation professional learning targeting curriculum, classroom organisation and pedagogy in partnership with Griffith University
- Reconceptualization of the Learning Support program (level 2 Intervention)
- Canine Capers Literacy and Numeracy program in partnership with JCU

Future outlook

In 2014 our school priorities focus on the continuous improvement of student outcomes including:

Improving teaching

- Explicit teaching practices in all classrooms
- The teaching of literacy and numeracy
- Embedding of a comprehensive, systematically implemented reading program
- Investing in collaborative learning and professional development of teachers
- Refining and embedding the Australian curriculum and foundation learning programs
- Primary to Junior secondary transition

Refining and embedding data based decision making

- Effective use of data to set and monitor benchmarks, targets and individual student goals
- Designing and implementing data driven whole school response to intervention
- Systematic interrogation of data to plan for, assess, and respond to student learning

Implementation of systems leadership models and tools at all leadership levels

- All executive team members have comprehensive Specific Role Descriptions and Annual Action Plans
- Developing executive team's System Leadership capabilities

Connecting parents and caregivers to their children's learning

- Completion of the parent reading café
- Refine and improve school communication and marketing practices with a focus on student learning
- Active engagement opportunities for connecting parents and caregivers with their children's learning
- Engaging with Dr. George Otero to collectively develop relational learning capabilities as a school community

Positive behaviour for learning

- Implementing positive behaviour for learning coaching and feedback
- Adoption of a broad range of strategies to support and develop students' social, emotional and behaviour capabilities
- Collaborative proactive strategies in partnership with parents and other stakeholder through wrap around service provision

Our school at a glance

School Profile

Woree State School is located in the southern suburbs of Cairns It caters for approximately 900 students from Prep to year 7 with student mobility an impact on continuity of student enrolment. In 2013, 290 students transferred into the school throughout the year whilst 173 students transferred from the school. 39% of students transferring in and 62% of students transferring out of Woree State School were of Aboriginal and or Torres Strait Island descent. Woree State School prides itself in catering for students from diverse backgrounds and generational enrolments with children of past students enrolling at Woree State School. In addition, Woree State school experienced significant staff changes with 19 new staff transferring into the school at the commencement of the 2013 school year. Additionally, a change in Principal during the second semester of the year was experienced.

The words 'Discover, Strive, Shine' encapsulate the collective aspirations of the Woree School community. Students realize our vision by becoming self-directed learners, complex thinkers, collaborative workers, community contributors and quality producers.

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.

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	869	418	451	91%
2012	889	437	452	89%
2013	914	433	481	90%

Student counts are based on the Census (August) enrolment collection.

Woree State School is a co-educational school facility catering for students from prep to year 7. Woree State School has students from predominantly working class backgrounds. In 2013 there were 95 students enrolled who identified as English as Second Language or Dialect Learners

Woree State School values working in partnership through the connection of parents and care givers with their children's learning and has a long history of meeting the needs of students inclusive of actively involving the community. Woree State School prides itself on welcoming students from diverse cultural backgrounds and has a history of increasingly becoming a 'school of choice' for students residing outside of the local community. Woree State School has a significant Pacific Island student enrolment in addition to 36.3% of the student population being of Aboriginal and/or Torres Strait Island descent.

Annual attendance in 2013 was 88%. Indigenous attendance was 11.6% lower than the average attendance of Non-Indigenous students.

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	27	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions – 1 to 5 days	45	57	98
Long Suspensions – 6 to 20 days	6	8	15
Exclusions	2	2	1
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Woree State School implements the Australian Curriculum by adapting and adopting the Queensland Curriculum to Classroom (C2C) units in addition to foundation learning programs such as Spelling Mastery.

Curriculum is planned by year level teams involving a process of backward mapping from assessment to identify core content to be explicitly taught. Exemplars accompany each unit of work with criteria identified and moderated informing standards of achievement. All criteria sheets have a five level grading scale to establish standards within the school. Australian Curriculum History units were introduced across all year levels in 2013.

Specialist teachers implement the Science, Music and Health and Physical Education curriculum with students in grades 2 to 7. Students in prep and year one participate in weekly music and movement lessons.

Special Education teachers support the inclusion of students with disabilities in mainstream classes and provide alternative programs for students requiring highest levels of program adjustments.

Students in year 7 participate in weekly Technology and Arts lessons at Woree State High School.

It is an expectation that all teachers implement designated uninterrupted time for explicitly teaching literacy skills. Technology is incorporated into units of work increasing in complexity as each student progresses.

In 2013 teachers were actively engaged in research based professional learning and development including intensive coaching in explicit teaching pedagogy and a research based differentiation project in collaboration with Griffith University.

Extra curricula activities

- Choir - a number of ensemble groups perform at school ceremonies, public events and competitions
- Instrumental music – students elect to participate in woodwind, strings or percussion classes and comprise membership of the School Band
- Australian Competitions (Computers, Science, Math and English) - a number of students elected to participate in these national competitions with some excellent 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.
- School garden – students have taken ownership of a small gardening project
- Science Club – a group of students explore Science concepts weekly.
- Discovery group programs – students are referred for participation in a range of programs including cadets, shed, Indigenous Arts etc.
- Indigenous Leaders of the Future

How Information and Communication Technologies are used to assist learning

At Woree State School, staff plan and implement strategies to effectively integrate ICT's into the curriculum. Using the C2C (curriculum framework, teachers ensure a balance of approaches including inquiring, operating, communicating, creating and using ethical, safe practice when working with ICT).

All classrooms are equipped with data projectors and laptop computers which are utilised throughout the day to enhance curriculum teaching and learning approaches.

A range of options were created for using computers with students including a second full lab, half lab and computer pod scenarios. In 2013 the school continued to invest in the purchasing of additional peripherals (including video cameras and USB microphones) and iPads to supplement and enhance eLearning activities.

Our school at a glance

Social Climate

Woree State School strives to provide a safe, happy and productive learning environment for all of our students. At times students require additional support to manage and cope with what is happening in their lives. The school Guidance Officer supports students experiencing a range of challenges and works closely with the family to provide wrap around service provision through care teams and case management in collaboration with community support agencies. Woree State School has access to a Police Liaison Officer, School chaplain, and Community Liaison officer who also provide assistance and student service support.

Whole school positive proactive expectations are clearly articulated, monitored and supported through classroom profiling, coaching, feedback and mentoring. Classroom skills coaching are regularly conducted by trained staff and are strongly supported by staff members. A School Wide Positive Behaviour Support Services team meets regularly to review school data and lead proactive and responsive strategies for students and review implementation of the school's Responsible Behaviour Plan for students. Woree State School has established a range of 'Discovery programs' (Mentoring, Check in Check Out, Cadets, Young Guns, Mini Guns, Boys Shed, Indigenous arts etc.) conducted by specialist staff who support our most vulnerable learners.

Our trained First Aide staff care for students who have accidents or experience illness whilst at school. Our Special Education Programs are inclusive and provide for differentiated programs for meet the learning and development needs of students within mainstream classrooms and through alternative education programs within the Special Education Unit.

School Staff have actively engaged in Differentiation research in collaboration with Griffith University and Explicit instruction through intensive regional coaching and development programs. The student services team meets regularly to consider students who have identified needs in a range of areas including academic, behaviour, social emotional development, speech and language, intellectual or physical impairment and students at risk of harm. This team comprises Executive leaders, special education staff, speech therapist, learning support teachers internal behaviour coach and guidance officer. Religious education and values education lessons are included in the school timetable as part of the school curriculum offerings. The school implements a range of positive communication and reward strategies for students displaying positive behaviour and learning.

Each week, all students are explicitly taught a 'Focus 40' lesson which clearly teach expected behaviours and required personal and relational skills for learning and engaging successfully in school and beyond. All staff at Woree State School are omitted to a positive fair and consistent approach in guiding students to make good choices.

A 'Pink Anti-Bullying Day' is held every year at Woree State school as a day of acknowledgement of all of the positive and successful initiatives occurring throughout the school and as a day of awareness of bullying as our school wide expectations, known as the 'Woree Way' comprising being safe, respectful, cooperating and learning.

Woree State School has been implementing School Wide Positive Behaviour Support (SWPBS) for approximately six years. A strength of the school is the manner in which staff work collaboratively with a focus on student learning outcomes and continuous improvement of quality teaching practices and achievements where everyone is able to 'Discover, strive and Shine'. This is an example of how the Woree State school staff, students and community members work collaboratively to build a positive, safe and supportive learning environment based around our school vision, the 'Woree Way'.

Parent, student and staff satisfaction with the school

100% of Parents/caregivers expressed satisfaction that Woree State School are being a 'good school' with equivalent confidence that teachers expect students to do their best at school. In addition, 100% of Parents and caregivers surveyed expressed confidence in their child being treated fairly at school and that they were able to talk with teachers about their children's learning or any concerns.

Students expressed a high level of confidence that they are getting a 'good education' at Woree State School with their teachers expecting them to do well and providing them with useful feedback about their learning. They also expressed a high level of satisfaction that the school looks for ways to improve and gives them opportunities to engage in interesting things.

Staff expressed a very high level of satisfaction in students being encouraged to do their best at school, the opportunities provided for students to engage in interesting learning and that the school continuously looks for ways to improve. Staff are satisfied that Woree State School is a safe and enjoyable place to work.

Our school at a glance

Performance measure *(Nationally agreed items shown*)*

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	92%
this is a good school (S2035)	94%	100%
their child likes being at this school* (S2001)	100%	96%
their child feels safe at this school* (S2002)	94%	85%
their child's learning needs are being met at this school* (S2003)	83%	88%
their child is making good progress at this school* (S2004)	88%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	81%
teachers at this school motivate their child to learn* (S2007)	89%	92%
teachers at this school treat students fairly* (S2008)	94%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	88%	96%
this school takes parents' opinions seriously* (S2011)	94%	91%
student behaviour is well managed at this school* (S2012)	88%	85%
this school looks for ways to improve* (S2013)	100%	92%
this school is well maintained* (S2014)	100%	96%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	97%
they like being at their school* (S2036)	88%	92%
they feel safe at their school* (S2037)	87%	92%
their teachers motivate them to learn* (S2038)	93%	94%
their teachers expect them to do their best* (S2039)	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	91%	98%
teachers treat students fairly at their school* (S2041)	85%	88%
they can talk to their teachers about their concerns* (S2042)	85%	87%
their school takes students' opinions seriously* (S2043)	74%	84%
student behaviour is well managed at their school* (S2044)	65%	75%
their school looks for ways to improve* (S2045)	93%	97%
their school is well maintained* (S2046)	78%	91%
their school gives them opportunities to do interesting things* (S2047)	88%	97%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	93%
they feel that their school is a safe place in which to work (S2070)	93%
they receive useful feedback about their work at their school (S2071)	84%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	88%
student behaviour is well managed at their school (S2074)	81%
staff are well supported at their school (S2075)	88%
their school takes staff opinions seriously (S2076)	90%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	88%
their school gives them opportunities to do interesting things (S2079)	93%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Woree State School values Connecting Parents and Caregivers with their children's learning and actively works to promote and embed strategies that align with the following principles:

- Practices reflect parents and caregivers are central to their children's learning
- Two-way communication strategies to seek and share information
- Practices that are inclusive and acknowledge diverse cultural contexts and identities
- Shared expectations for maximising student learning and wellbeing

Throughout the year a number of parent orientated events and opportunities for parents, carers and community to actively connect with the school and student learning are conducted. These include:

- Two parent teacher interviews annually
- Semester reporting on student achievement, effort and progress to parents / carers
- Fortnightly newsletters
- An updated school website with opportunity for two way communication
- Strong parent participation in school special events such as Student Leader Inductions including School Council and Indigenous Leaders of the Future, ANZAC Day Ceremony, Pink Day Anti Bullying Celebrations, Instrumental Musical Performances, Night Under The Stars, Athletics and Sporting events, NAIDOC
- Prep Orientation, expo and parent information events
- Under 8's Day
- Walking Bus supporting school attendance
- Employment of a Community Liaison Officer
- Employment of an Enrolment Officer
- Forging of links and partnerships with local community organisations, ethnic groups and agencies
- Special Education Program parent information and engagement opportunities
- Student services support staff including a full time Guidance Officer, School Chaplain and Social, Emotional and Behaviour support personnel
- Five weekly Positive contact with parents and carers expectations
- Parent/ carer invitation to attend school parades
- Active engagement as key persons in Care team and case management support strategies for identified students
- Discovery programs providing social, emotional and behavioural strategies for students are supported by parents and carers
- Woree State School has an active P&C which manages the provision of the School tuckshop, Out of School Hours Care and Uniform Shop services

Reducing the school's environmental footprint

Woree State School has installed new air conditioners during May/June 2013, replacing energy inefficient units in the following classrooms- Block 3 (Room 1 and 2), Block 10 (Room 2), Block 16, Block 17 and Block 18. Water has been sourced from an underground bore to maintain our oval and gardens. The school has installed 2 water tanks to operate the toilets in one of the amenities blocks to reduce the consumption of water and all the old toilet cisterns have been replaced with dual flush cisterns. Woree State School also operates a small solar system which feeds back into the electricity grid.

Environmental footprint indicators		
	Electricity kWh	Water kL
2010 – 2011	454,814	3,468
2011 – 2012	437,322	4,175
2012 – 2013	459,534	9,887

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

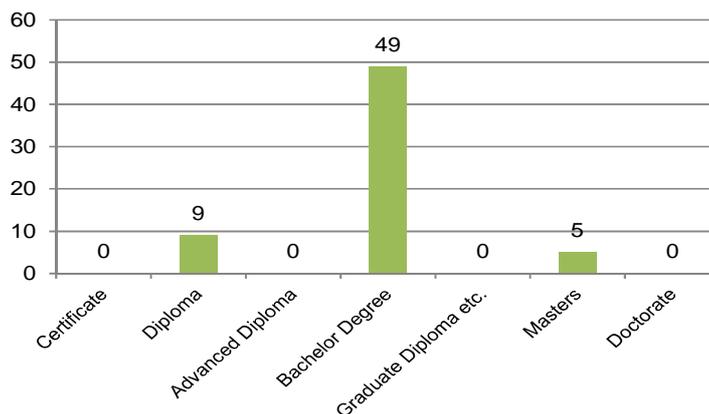
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	63	43	<5
Full-time equivalents	59	29	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	49
Graduate Diploma etc.	0
Masters	5
Doctorate	0
Total	63



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on Teacher Professional Development in 2013 was \$ 60,000.

The major professional development initiatives are as follows:

- Australian Curriculum Implementation (C2C)
- Coaching (Literacy & Numeracy)
- Explicit Teaching Pedagogy
- Mathematics
- Individual Professional Development as negotiated
- Classroom Profiling

Essential Skills For Classroom Management (ESCM)

- John Fleming - Improving Teaching
- Bridging the Language Gap (ESL/D)
- Next Steps Initiative
- Differentiation – Environment, Curriculum, Pedagogy

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

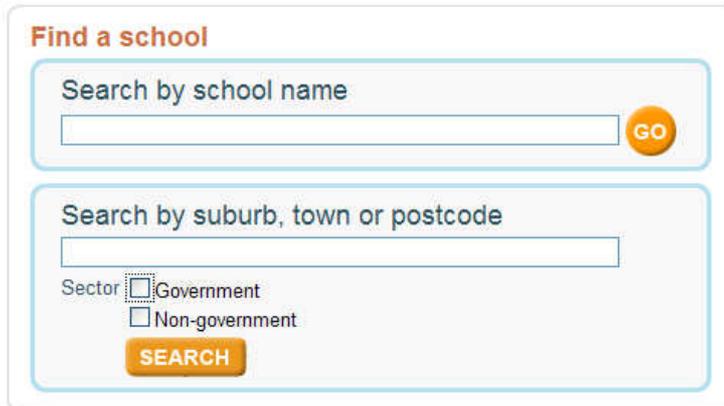
Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

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



Find a school

Search by school name **GO**

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance

	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	88%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

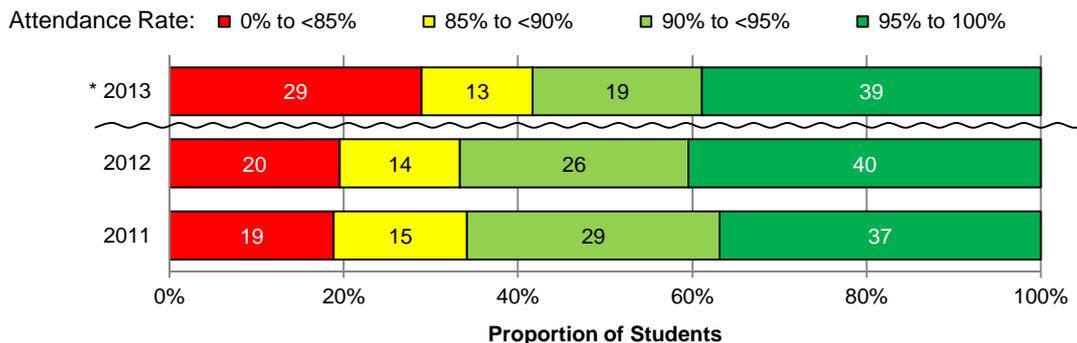
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	89%	89%	91%	91%	92%	92%					
2012	88%	91%	90%	91%	88%	91%	91%					
2013	85%	88%	87%	89%	89%	88%	88%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Rolls are marked twice daily at the commencement of the school day and after the second recess. All students who are absent from school are expected to bring a note to explain absences. Parents are also contacted by the school office by phone to explain non-attendance. The parents / carers of students who do not meet attendance requirements are notified by letter or directly phoned if absence is three days or greater. If students are chronic truants they are referred to the school's Student services team for case management. Late students are required to report to the school office and are issued a late slip and are recording in OneSchool. The school employs a Community Liaison Officer whose responsibilities include working with school administration and teachers to follow up on recurring student absence. The community Liaison Officer operates and promotes 'Every Day Counts' strategies to ensure all parents and students are aware of their attendance responsibilities

Attendance data is monitored frequently and reported weekly at school parades and fortnightly in the school newsletter. The school also has a system for acknowledging those students who achieve 100% attendance.

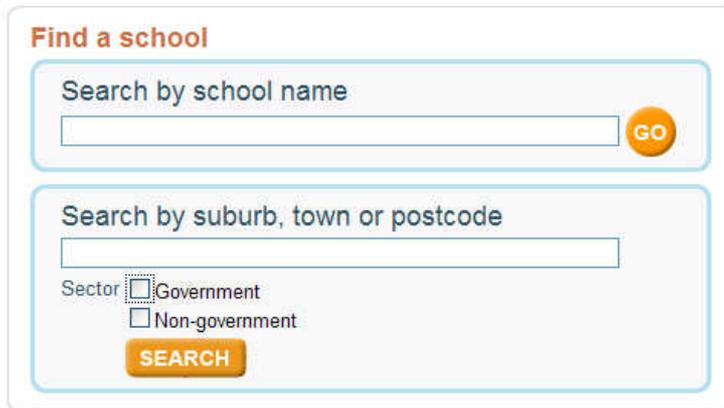
Each week a walking bus led by the Community Liaison Officer supported by staff and volunteers assists students and families to promote every day attendance of students.

Performance of our students

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 and 7 are 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.



The image shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school 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

The gap in the 'National Assessment Program in Literacy and Numeracy' (NAPLAN) performance between Indigenous and Non-indigenous students at Woree State School is significantly less than that experienced at a regional and state level. Our Indigenous students outperform their counterparts at a regional and state level in every domain of the year 3, 5 and 7 NAPLAN tests.

The attendance rate of non-indigenous students has remained relatively unchanged in 2013 there has been an increase in the difference in overall attendance between Indigenous and Non-indigenous to 11.6%. This is most evident in student attendance in the 90- < 100% attendance range. Indigenous enrolments comprised 36.3% of total student enrolment in 2013.