

Woree State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Woree State School acknowledges the traditional custodians of the land on which this school is located and pays respect to their elders past and present.

Woree State School opened in 1980 and is located in the southern suburbs of Cairns. In 2014 the school catered for approximately 900 students, providing quality learning programs for students from prep to year seven. Woree State School prides itself in its inclusive school practices, providing high quality educational access and programs for all students with a focus on academic performance, preparing students for a successful transition to secondary schooling.

Our vision statement drives our commitment to provide a broad range of high quality programs and opportunities that encourage students to Discover, Strive and Shine. Students are encouraged and assisted through our curriculum teaching and learning programs, together with our school wide pedagogical practices, consistently high expectations, data informed practices, goal setting and staff commitment to all students' success to emerge as:

- Self-directed learners
- Collaborative workers
- Community contributors
- Complex thinkers
- Quality producers
- Self-respecting persons.

The 'Woree Way' is underpinned by the principles of learning, respect, cooperation and safety which are reflected in our whole school daily practices.



The school annual report provides a concise picture of Woree State School in terms of the school and staff profile, curriculum offerings and school 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.

In 2014, key school improvement priorities focussed on:
Improving Teaching:

- Explicit teaching practices in all classrooms;
- Teacher development and renewal through coaching and feedback, collaborative planning, professional development and self-reflective review;

- Embedding with consistency a whole school teaching of reading improvement plan;
 - Refining and embedding the Australian curriculum and foundation learning programs;
 - Implementing a range of inclusive Special Education Programs for students with disabilities;
- Refining and embedding data based decision making:
- Effectively using student performance data to set and monitor whole school targets and goals that drive improvement;
 - Embedding the effective use of whole school and class data walls to track, monitor and respond to individual student progress;
- Refining and embedding planning and accountability systems:
- Developing a comprehensive attendance system to reduce student absences;
 - Formalizing the school's organizational structure;
- Connecting parents and caregivers with their children's learning
- Improving school communication and marketing practices;
 - Completion of the parent reading café.
- Positive behavior for learning:
- Implementing the positive behaviour for learning system aligned with the School's Responsible Behaviour Plan;
 - Implementing a broad range of strategies to support and develop students' social, emotional and behaviour capabilities;
 - Implementing strategies in partnership with parents and other stakeholders to improve student learning.

School progress towards its goals in 2014

During 2014, we implemented the Great Results Guarantee (GRG) which focussed on improving the reading achievement of all students across all year levels with a priority focus on the foundation years - P-3.

Strategies implemented included:

- Systematic implementation of closely monitored whole school reading instruction in classrooms;
- Development of whole school reading resources to assist teachers to teach reading with consistency and continuity across all year levels;
- Employment of an explicit teaching coach;
- Investment in teacher development to ensure all teachers possess the technical knowledge and instructional skills to provide differentiated instruction;
- High expectation benchmarks, targets and priorities for improvement;
- Whole school five weekly data collection, collation and analysis to celebrate successes, inform improvement and provide targeted intervention and improvement strategies;
- Whole school individualised data monitoring;
- Collaborative teacher planning.

Substantial progress towards our targeted student reading outcomes was made, with reading benchmarks exceeded in years prep to year 3. Improvements have also been evidenced in Progressive Achievement Tests-Reading (PAT-R) data. Reading improvement continues to be priority for 2015.

In addition to our Great Results Guarantee priorities, the following key initiatives were successfully implemented in 2014:

- Measurable improvement in student learning outcomes;
- Spelling Mastery classes was expanded to include all students from year 2 to 7;
- Successful primary to secondary transition strategy for year six and seven students;
- Teacher participation in explicit teaching, coaching and feedback, collaboration meetings and professional learning and development opportunities;
- Early Start and Mt Isa program screening was undertaken with all prep and year 1 students with teacher training in program implementation for all prep and year one teachers;
- Australian Curriculum Geography units trialled;
- Increased effective use of data to inform learning and improvement including the introduction of a whole school reading data wall;
- Improved school marketing and communication strategies were introduced;
- Science, physical education and music (including instrumental music) programs delivered by specialist teachers
- Completion of the parent reading café;

- Continued implementation of a comprehensive range of positive strategies to improve student attendance, engagement, behaviour and wellbeing;
- Trialling of inclusive Special Education Program (SEP) co-teaching strategies;
- Improved attendance data. This is a continuing priority for improvement in 2015.

The state wide school opinion survey was implemented online for the first time in 2014. Between 2013 -2014 Parents / caregivers opinion revealed an improvement in satisfaction for 37% of the aspects of school life surveyed. Staff and student satisfaction improved across 12% of the items surveyed.

Future outlook

In 2015 our Annual Improvement Plan (AIP) priorities focus on:

Curriculum, teaching and learning

- Explicit teaching embedded in all classrooms
- Systematic implementation of reading, writing and mathematics
- Differentiation tailored to student needs
- Adaptation and implementation of English and Mathematics C2C units

Attendance participation and engagement

- Systematic implementation of a whole school attendance system
- Individual plans for identified students in partnership with parents / caregivers
- Targeted action to reduce the number of students attending less than 85% of the time

Safe and positive school culture

- Review and implement with consistency - Positive behaviour for learning
- Develop a whole school social emotional wellbeing framework
- Develop relational leadership capabilities - connecting parents and caregivers with children's learning
- Develop facilities improvement master plan

Staff development and renewal

- Trial and further develop SEP co-teaching models
- All teachers to complete developing performance plans
- Embed and develop a school wide coaching and feedback culture
- Improve organizational effectiveness

Evidence based decision making

- Implement a systematic data management system
- Implement and monitor the whole school assessment schedule
- Embed moderation processes across all year levels
- Effective use of OneSchool

Our school at a glance

School Profile

Woree State School is a co-educational school, located in the southern suburbs of Cairns. In 2014 the school provided a range of quality learning programs catering for the diverse learning needs of approximately 900 students from Prep to year seven.

2014 was a historical year in Queensland schools, with the final cohort of year seven students enrolled in primary school transitioned to secondary schooling.

A high level of student mobility impacts on continuity of student enrolment at Woree State School.

Woree State School prides itself in its inclusive school practices, providing high quality educational access and programs for all students with a focus on academic performance, preparing students for a successful transition to secondary schooling.

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.

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 parents / caregivers and the school community.

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	889	437	452	89%
2013	914	433	481	90%
2014	892	436	456	91%

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

Characteristics of the student body:

Woree State School prides itself in catering for students from diverse cultural backgrounds. In 2014, 39% of students identified as being from Aboriginal and or Torres Strait Island descent. Students enrolled at Woree State School are predominantly from working class backgrounds. In 2014, 13% of students enrolled identified as having a language background other than English.

In 2014 enrolment management procedures were applied to the enrolment of students limiting enrolments, other than in the prep year, to students within the local catchment area.

In 2014, 53 students with verified disabilities, equating to 6% of students enrolled, engaged in a range of high quality, inclusive Special Education Programs (SEP).

Average annual attendance in 2014 was 89%. Indigenous attendance averaged 84% while attendance of Non-Indigenous students averaged 92%.

In 2014 students from year five to seven were provided opportunities to engage in School leadership programs undertaking school captaincy, student council and indigenous leaders of the future roles within the school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	22	21
Year 4 – Year 7 Primary	26	26	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	57	98	168
Long Suspensions - 6 to 20 days	8	15	1
Exclusions [#]	2	1	1
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Woree State School implements the Australian Curriculum for English, Maths, Science, History and Geography which is in trial, by adapting the Queensland Curriculum to Classroom (C2C units). All other key learning areas are aligned to Queensland Curriculum Assessment and Reporting Essential Learnings.

The direct instruction program, Spelling Mastery is taught from year two to six, providing a whole school sequential approach to teaching spelling. Elementary Maths Mastery and Junior Elementary Maths Mastery programs are also taught in year three to six.

The process of collaboration, allowing the fortnightly release of year levels of teachers, allows teams of teachers to unpack units of work in English and Mathematics to identify the essential components of planning, teaching and assessment. Moderation of student assessments ensures an accurate standards of achievement.

Specialist teachers implement the Science, Music, Dance and Health and Physical Education curriculums with students in grades one to six. Students in prep 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 high levels of program adjustments. Speech and language programs are delivered to students requiring support, after assessment from the school speech language therapist.

The whole school focus on reading ensures all teachers timetable, plan, teach and assess daily reading lessons. Technology is incorporated into units of work, increasing in complexity as each student progresses through the year levels.

Students demonstrating high levels of academic achievement are entered into International Competitions and Assessments for School testing.

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 to develop social, emotional and physical wellbeing
- 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.

In 2014 Interactive touch panel screens were introduced into all year 5 classrooms providing greater interactivity and access to quality information communication technologies for learning activities. Additional interactive panels will be purchased annually providing all students access to this technology, replacing existing data projectors.

A range of options including two computer labs, classroom and resource centre access to computers, and access to iPads provide students with opportunities to engage with Information and Communication Technologies ICT for learning.

Social Climate

Woree SS is a Positive Behaviour for Learning school (formerly School Wide Positive Behaviour Support - SWPBS). Our behaviour support processes follow the Three Tier *Primary, Secondary and Tertiary* Operating Model.

The Woree State School Responsible Behaviour Plan for students outlines systems for facilitating positive behaviours, preventing problem behaviour and responding to inappropriate and unacceptable behaviours. Each week, all students are explicitly taught a 'Focus 40' lesson which clearly teach expected behaviours, required personal and relational skills for learning and engaging successfully in school and beyond. All staff at Woree State School are committed 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 and raising awareness of the positive and successful initiatives occurring throughout the school.

Our school community identified the following school expectations, called 'The Woree Way' to teach and promote our high standards of responsible behaviour. Principles of respect, cooperation, learning and safety underpin 'The Woree Way'.

Whole school positive proactive expectations are clearly articulated, monitored and supported through classroom profiling, coaching, feedback and mentoring. Classroom skills coaching is regularly conducted and is strongly supported by staff members.

Woree SS has a Positive Behaviour for Learning Committee and Student Services team comprising of Deputy Principal Student Services, Head of Student Engagement, Guidance Officer, 2 Student Engagement Teachers, Community Liaison Officer, School Chaplain, Adopt-a-cop, First Aide Officer and 3 Teacher Aides. These staff members lead the development of student services program and support across the three tier model.

Our Head of Student Engagement facilitates whole school profiling and coaching of staff around Essential Skills of Classroom Management and universal strategies within the classroom. The school also offer over 10 different student engagement programs as secondary support for students.

A Student Services committee regularly meet to develop tertiary strategies for complex case students. Student data is regularly collected, monitored and analysed to inform student services, engagement and learning priorities of students.

Our qualified First Aide Officer cares for students who have accidents or experience illness whilst at school.

Our Special Education Programs are inclusive and provide for differentiated programs to meet the learning and development needs of students within mainstream classrooms and through alternative education programs within the Special Education class.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	92%	89%
this is a good school (S2035)	94%	100%	81%
their child likes being at this school* (S2001)	100%	96%	100%
their child feels safe at this school* (S2002)	94%	85%	89%
their child's learning needs are being met at this school* (S2003)	83%	88%	86%
their child is making good progress at this school* (S2004)	88%	85%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	81%	93%
teachers at this school motivate their child to learn* (S2007)	89%	92%	93%
teachers at this school treat students fairly* (S2008)	94%	100%	78%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	88%	96%	86%
this school takes parents' opinions seriously* (S2011)	94%	91%	85%
student behaviour is well managed at this school* (S2012)	88%	85%	68%
this school looks for ways to improve* (S2013)	100%	92%	92%
this school is well maintained* (S2014)	100%	96%	82%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	95%	97%	90%
they like being at their school* (S2036)	88%	92%	89%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they feel safe at their school* (S2037)	87%	92%	91%
their teachers motivate them to learn* (S2038)	93%	94%	95%
their teachers expect them to do their best* (S2039)	99%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	91%	98%	91%
teachers treat students fairly at their school* (S2041)	85%	88%	89%
they can talk to their teachers about their concerns* (S2042)	85%	87%	89%
their school takes students' opinions seriously* (S2043)	74%	84%	82%
student behaviour is well managed at their school* (S2044)	65%	75%	72%
their school looks for ways to improve* (S2045)	93%	97%	97%
their school is well maintained* (S2046)	78%	91%	88%
their school gives them opportunities to do interesting things* (S2047)	88%	97%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	78%
they feel that their school is a safe place in which to work (S2070)		93%	78%
they receive useful feedback about their work at their school (S2071)		84%	78%
students are encouraged to do their best at their school (S2072)		98%	93%
students are treated fairly at their school (S2073)		88%	80%
student behaviour is well managed at their school (S2074)		81%	64%
staff are well supported at their school (S2075)		88%	67%
their school takes staff opinions seriously (S2076)		90%	79%
their school looks for ways to improve (S2077)		100%	96%
their school is well maintained (S2078)		88%	78%
their school gives them opportunities to do interesting things (S2079)		93%	78%

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

'Agree' represents the 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.

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 but are not limited to:

- Two parent teacher interviews annually

- Two open classroom parent evenings
- Semester reporting on student achievement, effort and progress to parents / carers
- Fortnightly newsletters
- An updated school website with opportunity for two way communication
- Parent / caregiver meetings

Strong parent participation in school special events such as:

- Student leader inductions;
- Student council;
- Indigenous leaders of the future;
- ANZAC and Remembrance Day ceremonies;
- Pink Day;
- Year six and seven graduation celebrations;
- Instrumental Musical Performances;
- Athletics and Sporting events;
- NAIDOC;
- Prep Orientation / expo day, 100 Days of Prep, Prep reading information night, parent information events;
- Under 8's Day.

A walking bus twice per week promotes school attendance and engagement of students and families through this '*Every Day Counts*' initiative.

Woree State School employs a Community Liaison Officer, Enrolment Officer, Guidance Officer and Chaplain and offers a range of support programs promoting participation and engagement.

Student services support staff provide a range of positive, proactive Social, Emotional and Behaviour support programs including:

- Special Education Program parent information and engagement opportunities
- 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
- Engagement (Discovery) programs providing social, emotional and behavioural strategies for students are supported by parents and carers
- Woree State School P&C association manages the provision of the School tuckshop, Out of School Hours Care and Uniform Shop services and supports school improvement priorities through fundraising and volunteer support.

Reducing the school's environmental footprint

Woree State School has received funding during 2014 to replace ageing air conditioning units in the following teaching blocks, Block 8 (Special Education Unit), Block 13 and Block 15. The new air conditioning units have reduced the consumption of electricity (from 2012/2013) by 18,641 kWh, thus reducing the school's environmental footprint. In 2015, the school anticipates receiving funding to replace more of the ageing air conditioning units in classrooms.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	437,322	4,175
2012-2013	459,534	9,887
2013-2014	440,893	2,452

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.

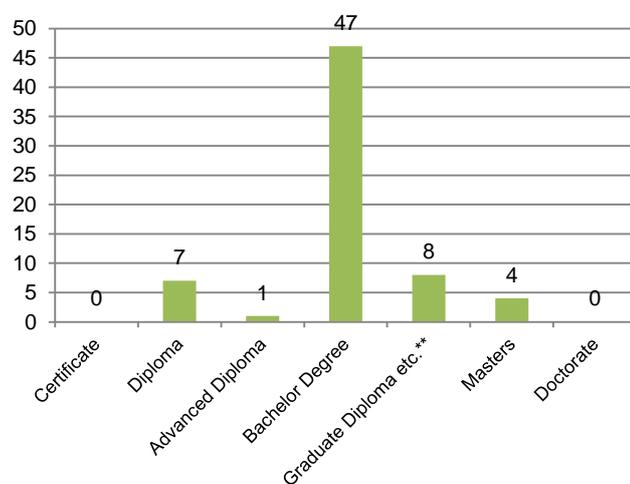
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	68	44	6
Full-time equivalents	65	30	5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	1
Bachelor Degree	47
Graduate Diploma etc.**	8
Masters	4
Doctorate	0
Total	67



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 19,582.

Professional development priorities focussed on, however were not limited to:

- Explicit teaching coaching for all teachers in all classrooms;
- Essential Skills for Classroom Management coaching
- Classroom profiling;
- Completion of all mandatory Education Queensland training courses;
- QAR (Question-Answer Relationship);
- Teaching of reading;
- Fortnightly year level collaboration session.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

All teaching staff engaged in collaborative year level professional learning and development sessions with the leadership of the Deputy Principal of Teaching and Learning each fortnight during semester two.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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

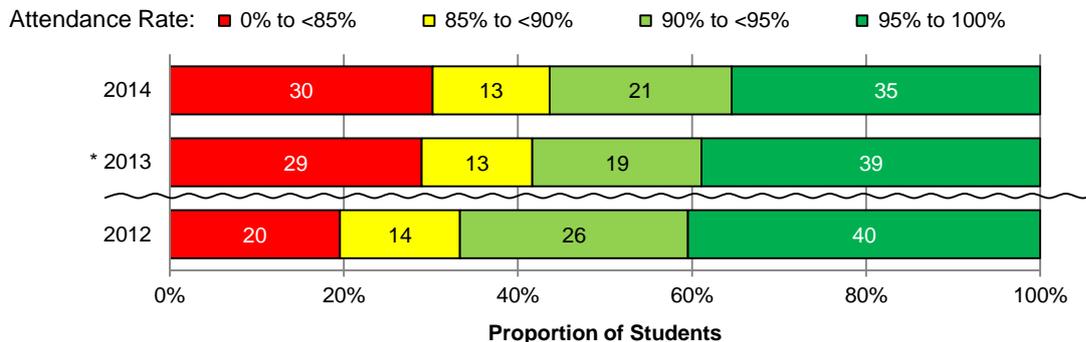
Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	88%	89%

The overall attendance rate in 2014 for all Queensland 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
2012	88%	91%	90%	91%	88%	91%	91%					
2013	85%	88%	87%	89%	89%	88%	88%					
2014	89%	87%	87%	90%	89%	90%	88%					

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 after 2012 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 DETE 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.

Woree State School has a systematically implemented whole school attendance policy. This policy clearly outlines student absence procedures. Rolls are marked on the One School System twice daily at 9.30am and 12.15 pm. 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.

The policy outlines a range of positive reinforcement strategies to encourage students to attend every day. These strategies include daily, weekly, term and semester focuses on attendance at individual, class and whole school levels.

These strategies include, building positive relationships with students and families, data walls, class and whole school awards, regular promotion, letters home and walking bus. The Woree State School attendance system has a strong emphasis on data to monitor, support and celebrate attendance achievements. 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.

Our Student services team lead the systems that respond to negative attendance patterns and non-compliance of compulsory attendance. These systems include regular contact with parents and carers through phone calls, letters and home visits.

The school employs a Community Liaison Officer whose responsibilities include working with school administration and teachers to follow up on recurring student absence. Our Community Liaison Officer operates and promotes 'Every Day Counts' strategies to ensure all parents and students are aware of their attendance responsibilities

Individual Attendance Plans have been developed to respond to students with negative attendance patterns with goals identified and monitored for improvement.

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 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.

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Achievement – Closing the Gap

The difference in the 'National Assessment Program in Literacy and Numeracy' (NAPLAN) performance between indigenous and non-indigenous students at Woree State School remains less than that experienced at a regional and state level.

In 2014 indigenous students at Woree State School continued to achieve at levels similar to the National cohort achieving at or above national minimum standards in all literacy and numeracy domains except writing in year 3.

In year 5 indigenous students at Woree achieved at levels similar to the nation in all literacy and numeracy domains and scored significantly higher than the nation in Year 5 spelling with 25.6% of students in the upper two bands. Similarly, year 7 students achieved similar to the nation in all literacy and numeracy domains.

The difference in average attendance rates between indigenous and non-indigenous students reduced by 3.6% between 2013 and 2014. The difference in attendance rates between indigenous and non-indigenous students in 2014 was 7% compared with 11.6% in 2013.