

Woree State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

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

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 results and an overview of school community satisfaction using data from school opinion surveys.

Woree State School opened in 1980 and is located in the southern suburbs of Cairns. In 2015 the school catered for approximately 780 students, providing quality learning programs for students from prep to year six. Woree State School prides itself in its innovation, 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 and pathways beyond schooling.

Our vision statement encapsulate the collective aspirations of the Woree School community and drives our commitment to provide a broad range of high quality programs and opportunities that encourage students to Discover, Strive and Shine.

Woree State School sets consistently high standards and a commitment to the lifelong learning success of all students, assisting students to develop as:

- Self-directed learners who can plan and manage their learning to achieve goals;
- Complex thinkers who deal with challenges using a range of strategies and skills and skills;
- Collaborative workers who use both individual and group skills to achieve shared goals;
- Community contributors who respect, understand and add value to their community;
- Quality producers who produce work of a high personal standard and meet agreed standards;
- Self-respecting persons who have a strong sense of self works and works to become everything of which they are capable.

The school's code, "The Woree Way" provides a well-known structure for students to follow throughout their educational life. High expectations are underpinned by the principles of learning, respect, cooperation and safety which are reflected in our whole school daily practices.



School progress towards its goals in 2015

Annual Improvement Plan (AIP) improvement priorities for 2015 targeted:

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 Special Education Program (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

During 2015, Woree State School focused on maximising the benefits of additional Great Results Guarantee funding for our students. After reviewing our *Great Results Guarantee* agreement, it was clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our strategies to ensure that every student succeeds.

Great Results Guarantee improvement targets and 2015 results

| Improvement priorities | 2015 Achievement Result |
|--|-------------------------|
| Increase the % of students achieving at or above National Minimum Standard, year 3 Reading from 83.3% to 85% in 2015 | 91.3% |
| Increase the % of students achieving at or above National Minimum Standard, year 5 Reading from 80.4% to 85% in 2015 | 87.6% |
| Increase the % of students achieving in the Upper 2 Bands in year 3 Reading from 9.3% to 15% | 27.2% |
| Increase the % of students achieving in the Upper 2 Bands in year 5 Reading from 6.5% to 15% | 19.6% |

| | |
|---|-------|
| Increase the % of children achieving at or above National Minimum Standard, year 3 Writing from 75 % to 80% | 96.8% |
| Increase the % of children achieving at or above National Minimum Standard, year 5 Writing from 65% to 70% | 86.5% |
| Decrease in the number of students attending less than 85% (focus on 60-85% attenders) from 30% to 20% | 26.8% |
| Increase in the number of students attending 95-100% from 35.4% | 38.6% |

Woree State School's *Road to Reading Success* whole school reading improvement initiative received a high commendation in the Showcase Awards for Excellence in 2015.

The 2015 Great Results Guarantee action plan can be found at www.woreess.eq.edu.au

Future outlook

In March 2016 a whole school improvement review was undertaken at Woree State School. The findings of the review are informing the development of the Woree State School four year strategic plan for 2017-2020.

The School Improvement Unit Executive Summary review findings included:

School leaders are united and committed to improving the learning outcomes for all students.

The school leadership team has developed and is driving a detailed local school improvement agenda based on quality teaching, attendance, participation and engagement, safe and positive school culture, quality teachers and evidence-based decision making. Teaching staff and parents speak of the agenda in terms of improvements in reading, behaviour and attendance.

Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact.

The school effectively implements Positive Behaviour for Learning (PB4L) procedures. The school has clear expectations for how students should behave and interact with one another. These expectations are strategically displayed across the school. Relationships are caring and respectful. The work of the student engagement team has impacted positively on the learning behaviours of most students.

Parents and families are valued as partners in their child's education.

Many opportunities are planned annually to invite and engage parents in school activities. School expectations, goals and achievements are reported to parents through a range of media. The school community liaison officer has a crucial role in maximising student engagement and parent engagement in learning.

The principal and other school leaders clearly articulate their belief that reliable data on student outcomes is crucial to the school's improvement actions

The school has established and is implementing a systematic plan for the collection, interpretation, analysis and use of student achievement and wellbeing data. This includes targets, timelines and analysis of diagnostic tests, classroom assessment, reading benchmarks, School Opinion Survey (SOS), attendance and behaviour referrals.

Expectations that students can achieve at higher levels are present in many classes.

Goal setting is emerging as a whole-school practice to encourage students to take responsibility for their learning. Students and staff members report that higher levels of student aspiration would improve student engagement in daily class work.

The school has a well-documented process for developing teacher capability.

There are structures in place for coaching, performance conversations, mentoring and profiling. These processes are evidence-based and respect the stage of development of teaching staff and are focused on the specific targeted teaching practices supporting the improvement priorities. At this early stage of implementation clear evidence exists of strong teacher support and initial engagement.

In 2016, Investing for Success funding (formerly Great Results Guarantee) is being used to target the following school improvement priorities.

| |
|--|
| Reduce the percentage of students attending less than 85% with a priority focus on years P-3 (60-85% attenders) from 26.8% to 23%. |
| Increase the year 1 -3 average attendance from 88% to 90%. |
| Increase the % of students achieving a 'C' or above year level standard in English and Mathematics P-6 to > 80%. |
| Increase the percentage of students achieving NAPLAN NMS or above (Reading & Numeracy); Year 3 Reading from 91.3% to 93%; Year 3 Numeracy from 93.5% to 95%; Year 5 Reading from 83.3% to 85%; Year 5 Numeracy from 77.4% to 85%. |
| Increase the percentage of students achieving in the upper two bands (NAPLAN) Reading and Numeracy: Year 3 Reading from 27.2% to 30%; Year 3 Numeracy from 19.1% to 20%; Year 5 Reading from 19.6% to 20%; Year 5 Numeracy from 7.3% to 15%. |
| Ensure 100% of teachers have Specific Role Descriptions and Performance Development Plans. |
| Enable student accessing a different year level curriculum (that is, with an Individual Curriculum Plan) to achieve a 'C' standard or better against the relevant year-level achievement standard. |

A School Improvement Unit Executive Summary and details of actions being implemented to meet Investing for Success targets can be found at www.woreess.eq.edu.au

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|-------------------------------------|
| 2013 | 914 | 433 | 481 | 332 | 90% |
| 2014 | 892 | 436 | 456 | 352 | 91% |
| 2015 | 778 | 387 | 391 | 330 | 90% |

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Woree State School prides itself in catering for students from diverse cultural backgrounds.

Total enrolments in 2015 averaged 778 students. Of these students 387 were girls and 391 boys with 332 students enrolled at Woree SS identified as being from Aboriginal and/or Torres Strait Island descent, equating to 42% of students.

In 2015, 27% of students identified as having a Language Background Other Than English (LBOTE).

In 2015, 37 students with verified disabilities attended Woree SS and engaged in a range of high quality, inclusive Special Education Programs (SEP). An additional 19 students were awaiting verification in 2015. Students verified and awaiting verification equated to 7% of students enrolled at Woree State School. A co-teaching model was trialed in 2015 and has been extended in 2016.

In 2015 the Woree SS ICSEA was 881. Students enrolled at Woree State School come from a range of socio economic backgrounds however are predominantly from working class backgrounds.

In 2015, an enrolment management catchment applied to the enrolment of students from grades one to six. Prep student enrolments were inclusive of out of catchment enrolments. A high level of student mobility (27%) was experienced throughout the year.

In 2015, 50 students who completed year 6 at Woree SS had commenced Prep (2009) at Woree SS, equating to 41% student retention to year 6. Of the 120 students completing year 6 and transitioning to secondary school, 79% transitioned to Woree State High School.

Senior students have the opportunity to engage in student leadership programs including school captaincy, student council, sports house captaincy and Indigenous Leaders of the Future (ILF).

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, participation and engagement in preparation for transition to Secondary schooling and future pathways. A range of inclusive programs are provided to meet the social, emotional, behavioural and academic learning of all students.

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | 22 | 21 | 21 |
| Year 4 – Year 7 Primary | 26 | 28 | 25 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 98 | 168 | 100 |
| Long Suspensions - 6 to 20 days | 15 | 1 | 0 |
| Exclusions | 1 | 1 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Woree State School staff teach the key learning areas of the Australian Curriculum through the use or adaptation of the Curriculum to Classroom units for English, mathematics, geography, history, science and digital technologies (in early years classrooms). Other learning areas of the arts, and health and physical education are also taught. Japanese is delivered to year 5 and 6 students through the Cairns School of Distance Education via online learning. Woree State School has well documented curriculum overview for every year level, documenting the teaching areas required each term, the assessment tasks required and the sequencing of knowledge, skills and processes that children are taught. These are working documents that are constantly reviewed and updated.

A sequential approach to spelling, catering to each child's specific level is ensured with the use of the direct instruction program, Spelling Mastery, which is taught from year two to six. Consolidation sessions, a daily recap of taught content, are scheduled and taught to ensure the transfer of core curriculum content to long term memory.

The process of collaboration, enables teachers to meet weekly in year level teams to discuss curriculum, identify the essential components of planning, teaching and assessment and be updated in professional learning areas. Moderation of student assessments ensures an accurate and consistent standard of achievement for every student across the school.

Specialist teachers implement science, music and physical education curriculums with students in grades one to six. Prep students receive weekly music and movement lessons to develop musical skills, in addition to dance and gross motor skills.

Differentiated coaching for every teacher is provided by the school's pedagogy coach, ensuring teachers have the opportunity to develop skills and knowledge of explicit teaching and effective pedagogies throughout the year.

Data is collected and used regularly to monitor student achievement and inform teaching and learning and structured differentiation practices. Support provisions are implemented, after analysis of the data, to support the learning needs of identified students and intervention occurs where required. Support provisions include Individual Curriculum Plans (ICPs), Individual Learning Support Plans (ILSPs) and access to intervention support programs.

The recording, tracking and monitoring of students with disabilities assists in identifying individual student learning needs, differentiated support provisions, case management and review procedures and the introduction of ICPs as appropriate for verified students. Co-teaching is a newly introduced whole-school practice focusing on the full inclusion of students with disabilities in classrooms.

Speech and language programs are delivered weekly to individual students requiring support, after assessment from the speech language therapist.

The whole school focus on reading ensures all teachers timetable, plan, teach and assess daily reading lessons. Regular reading data cycles enables teachers to incorporate current data into their planning and teaching.

Technology is incorporated into units of work, increasing in complexity as each student progresses through the year levels and providing a variety of experience in a range of programs.

Students demonstrating high levels of academic achievement are entered into local and international assessment competitions, speaking competitions, art and science competitions.

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)
- Sports clinics
- Martial Arts
- Reef Guardian Science initiatives
- School garden club
- Chess club
- Science Clubs
- Engagement programs to develop social, emotional and physical wellbeing
- Indigenous Leaders of the Future

How Information and Communication Technologies are used to improve 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.

In 2015 all classrooms were equipped with large TV screens or interactive panels providing greater interactivity and access to quality information communication technologies for learning activities.

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 for learning.

Swivel technology was purchased in 2015 to support the implementation of differentiated coaching models to support teacher capability development and renewal.

Social Climate

Woree State School has adopted **school wide Positive Behaviour for Learning (PBL)**, an evidence based framework, as a common purpose and approach to discipline. With the goal of developing socially skilled students in a culture that promotes learning, it is a framework designing teaching and learning environments, with;

- A focus on explicitly teaching and reinforcing an agreed set of positively-framed expectations.
- A focus on modifying contexts so that students are more likely to be successful in learning these expectations.
- A focus on framing behavioural success as the acquisition of skills, akin to learning and successfully demonstrating academic skills.

Staff are actively modelling, teaching and prompting for these skills. When students use these skills, staff are then expected to provide instructional feedback (positive reinforcement) to increase the likelihood this behaviour will be repeated, strengthened and therefore part of the student's internalised skill repertoire.

Our school community has identified the following school expectations, called '**The Woree Way**' to teach and promote our high standards of responsible behaviour:

- Learn
- Respect
- Cooperate
- Be Safe

However, individuals within the school need systems-level supports to promote these behaviours. This system-level support is provided by the Positive Behaviour for Learning Committee and Student Services Team.

The **Positive Behaviour for Learning Committee** focuses on the development and implementation Tier 1 universal strategies across the school. The **Student Services Team** assists with these universal strategies and also Tier 2 and 3, targeted and intensive supports. This team comprises of Deputy Principal of Student Services; Head of Student Engagement; Guidance Officer; 2x Student Engagement teachers, Community Liaison Officer, School Chaplain, Adopt-a-cop, First Aide Officer and 3x Student Engagement teacher Aides.

This team implement a range of programs aimed to build staff capacity as well as programs and processes, including a wide range of student engagement programs, as targeted support for students.

The **Individual Student Support Committee** regularly meet to develop tertiary strategies for complex case students. Student data is regularly collected, monitored and analysed to inform the different teams working with students.

The **Woree State School Responsible Behaviour Plan for Students** outlines;

- Processes for facilitating standards of positive behaviour in the school including; universal behaviour support and processes for reinforcing expected behaviours.
- Processes to respond to unacceptable behaviours including; consequences for unacceptable behaviour and targeted and intensive support strategies.

Our **Special Education programs** are inclusive and provide for differentiated programs to meet the learning and development needs of students within mainstream classrooms through alternative education programs within the special education class. Teacher and teacher aide time is maximised through co-teaching initiatives which were trialled in 2015 and will continue in 2016.

Parent, student and staff satisfaction with the school

| Performance measure | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | 92% | 89% | 95% |
| this is a good school (S2035) | 100% | 81% | 94% |
| their child likes being at this school (S2001) | 96% | 100% | 94% |
| their child feels safe at this school (S2002) | 85% | 89% | 93% |
| their child's learning needs are being met at this school (S2003) | 88% | 86% | 94% |
| their child is making good progress at this school (S2004) | 85% | 89% | 95% |
| teachers at this school expect their child to do his or her best (S2005) | 100% | 96% | 98% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 81% | 93% | 91% |
| teachers at this school motivate their child to learn (S2007) | 92% | 93% | 98% |
| teachers at this school treat students fairly (S2008) | 100% | 78% | 88% |
| they can talk to their child's teachers about their concerns (S2009) | 100% | 96% | 96% |
| this school works with them to support their child's learning (S2010) | 96% | 86% | 94% |
| this school takes parents' opinions seriously (S2011) | 91% | 85% | 90% |
| student behaviour is well managed at this school (S2012) | 85% | 68% | 79% |
| this school looks for ways to improve (S2013) | 92% | 92% | 91% |
| this school is well maintained (S2014) | 96% | 82% | 95% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 97% | 90% | 93% |
| they like being at their school (S2036) | 92% | 89% | 92% |
| they feel safe at their school (S2037) | 92% | 91% | 88% |
| their teachers motivate them to learn (S2038) | 94% | 95% | 92% |
| their teachers expect them to do their best (S2039) | 98% | 96% | 98% |
| their teachers provide them with useful feedback about their school work (S2040) | 98% | 91% | 90% |
| teachers treat students fairly at their school (S2041) | 88% | 89% | 83% |
| they can talk to their teachers about their concerns (S2042) | 87% | 89% | 84% |
| their school takes students' opinions seriously (S2043) | 84% | 82% | 91% |
| student behaviour is well managed at their school (S2044) | 75% | 72% | 67% |
| their school looks for ways to improve (S2045) | 97% | 97% | 89% |
| their school is well maintained (S2046) | 91% | 88% | 87% |
| their school gives them opportunities to do interesting things (S2047) | 97% | 93% | 91% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 93% | 78% | 94% |
| they feel that their school is a safe place in which to work (S2070) | 93% | 78% | 91% |
| they receive useful feedback about their work at their school (S2071) | 84% | 78% | 92% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 88% | 84% | 97% |
| students are encouraged to do their best at their school (S2072) | 98% | 93% | 96% |
| students are treated fairly at their school (S2073) | 88% | 80% | 92% |
| student behaviour is well managed at their school (S2074) | 81% | 64% | 87% |
| staff are well supported at their school (S2075) | 88% | 67% | 87% |
| their school takes staff opinions seriously (S2076) | 90% | 79% | 94% |
| their school looks for ways to improve (S2077) | 100% | 96% | 96% |
| their school is well maintained (S2078) | 88% | 78% | 83% |
| their school gives them opportunities to do interesting things (S2079) | 93% | 78% | 88% |

'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

Woree State School has developed mutually beneficial partnerships with local businesses and community organisations to improve learning opportunities and outcomes for students. Links to Good Start, Families as First Teachers and the Smith Family community support organisations aligned with the school's improvement actions and provide opportunities for families and students to remain connected to learning.

Parents and families are valued as partners in their child's education and the school makes many attempts during the school year to invite and engage parents in school activities. The school website communicates general information. School expectations, goals and achievements are reported to parents through the newsletter and at P&C meetings.

Relational leadership is seen as an important aspect of school improvement. 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.

Annual year level information afternoons are scheduled to encourage parents to meet staff members and to provide a range of information regarding learning and classroom organisation. These events are conducted to build positive two-way partnerships between school and families.

Parents value the significant school events that celebrate student achievement and participation 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:

- Parent teacher interviews each semester
- Semester reporting on student achievement, effort and progress to parents / carers
- Fortnightly newsletters online and available in hard copy as requested
- School website with opportunity for two way communication
- Strong parent participation in school events such as:
 - Student leader inductions;
 - Curriculum related events;
 - ANZAC and Remembrance Day commemoration ceremonies;
 - Annual Pink Day (Anti-Bullying initiative);
 - Year six celebration;
 - Instrumental Music, choir and music night performances;
 - Sporting and athletic events;
 - NAIDOC;
 - Prep engagement initiative (Orientation & information expo, 100 Days of Prep celebration, Prep reading information night, parent information events);
 - Under 8's Day.

An 'Every Day Counts' walking bus initiative takes place twice per week promoting school attendance and engagement of students and families.

Woree State School employs a Head of Student Engagement, Community Liaison Officer, Enrolment Officer, Guidance Officer, Student Engagement teachers, Teacher Aides and Chaplain offering a range of support programs promoting participation and engagement.

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.

In 2015 'First Impressions' communication and marketing improvement initiatives were implemented including rebranding of communication and correspondence; school foyer refurbishment, visual displays and research into communication options. Improvement strategies contribute to our positive school culture, raise awareness and continue to build community confidence in Woree State School as a high quality school.

Reducing the school's environmental footprint

Woree State School's Environment footprint has shown a slight increase from 2013/2014 to 2014/2015, with an additional 1,769 kWh in electricity usage and an additional 177 kl in water usage, due to the school experiencing unseasonal warmer weather.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 459,534 | 9,887 |
| 2013-2014 | 440,893 | 2,452 |
| 2014-2015 | 442,662 | 2,629 |

*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.

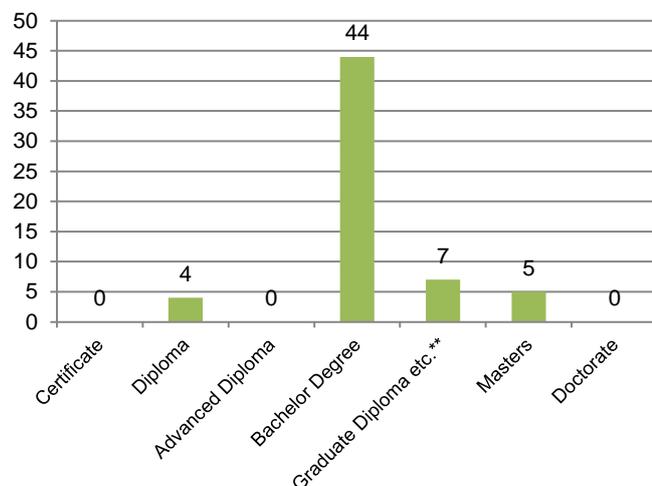
Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 60 | 41 | 7 |
| Full-time equivalents | 58 | 29 | 6 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 4 |
| Advanced Diploma | 0 |
| Bachelor Degree | 44 |
| Graduate Diploma etc.** | 7 |
| Masters | 5 |
| Doctorate | 0 |
| Total | 60 |



*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 2015 were \$16,906.

The major professional development initiatives in 2015 were as follows:

- Weekly year level collaboration sessions including moderation of student achievement
- Systematic 'Road to Reading Success' reading program implementation
- Positive Behaviour for Learning
- Inclusive Education
- Wellbeing

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

The Deputy Principal Education Services monitored staff completion of Department mandated courses and facilitated school's induction program with teaching staff new to the school.

| Average staff attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 96% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 77% of staff was retained by the school for the entire 2015 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

Where it says **'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.

Performance of our students

Key student outcomes

| Student attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 88% | 89% | 88% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 80% | 84% | 83% |

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

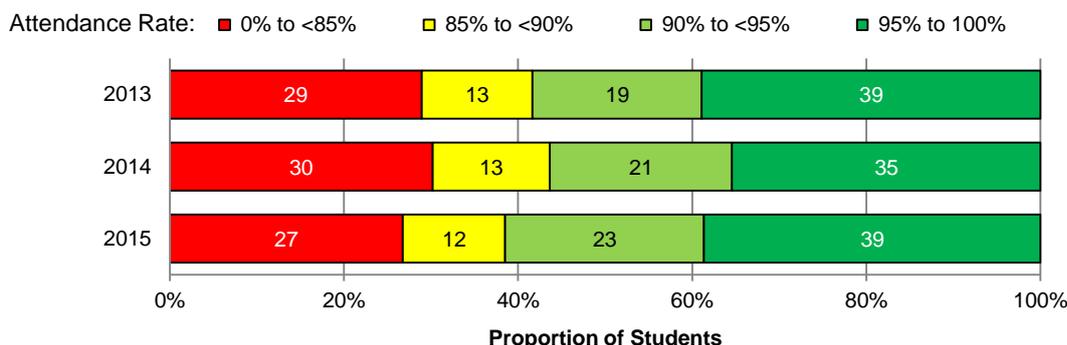
| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | | |
|---|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2013 | 88% | 85% | 88% | 87% | 89% | 89% | 88% | 88% | | | | | |
| 2014 | 88% | 89% | 87% | 87% | 90% | 89% | 90% | 88% | | | | | |
| 2015 | 85% | 87% | 88% | 89% | 89% | 91% | 90% | DW | | | | | |

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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 and 5, 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

Where it says '**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.