



# Woree State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

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Department of Education and Training



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## School Overview

Woree State School is a culturally diverse, co-educational primary school which opened in 1980 and is situated in the southern suburbs of Cairns. Woree State School is a prep to year six campus with a current enrolment of approximately 730 students. An enrolment management plan is implemented at Woree State School. The school experiences a high level of transient student enrolment.

Woree State School is situated on 65 960 square metres of land and boast large grounds consisting of two ovals, two basketball courts, adventure playgrounds and two undercover play areas. The eLearn centre is located at Woree SS providing a high quality learning environment and associated services to schools and other organisations within the Far North Queensland Region.

Woree State School adopts a systematic approach to the implementation of the Australian Curriculum with a focus on the successful achievement of high educational standards of students. A broad range of quality academic, student engagement and pastoral care programs are implemented with a focus on students being successful life long learners. The school places strong emphasis on ensuring a culture of learning, staff collaboration and accountability.

Woree State School is committed to providing a safe, respectful and disciplined learning environment for all students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of lifelong learning.

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 Positive Behaviour for Learning (PBL) and are reflected in our whole school daily practices. The 'Woree Way' embeds our school wide values and expectations, to come to school to learn, to respect and be respected, to co-operate and to act in a manner that ensures the safety of self and others.

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

- 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-directed learners who can plan and manage their learning to achieve goals;
- Self-respecting persons who have a strong sense of self worth and works to become everything of which they are capable;
- Complex thinkers who deal with challenges using a range of strategies and skills.

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.

# Principal's Foreword

## Introduction

Woree State School acknowledged the traditional custodians of the land on which this school is located, the Gimuy Walabura Yidinji people and pays respect to their elders past, present and emerging, for they hold the memories, the traditions, the culture, hopes and aspirations of Aboriginal and Torres Strait Islander peoples.

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.

### School Progress towards its goals in 2016

The Woree State School Annual Improvement Plan (AIP) for 2016 targeted the following key priorities and strategies for improvement.



A school improvement review was completed at Woree State School by the Queensland School Improvement Unit from the 16<sup>th</sup> to 18<sup>th</sup> of March 2016. This review provided an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. It also provided recommendations for improvement for the school to consider in consultation with Regional Office and school community.

These findings and recommendations along with the 2016 *Investing for Success* school improvement plan which outlines priorities that were aligned with our Annual Implementation Plan can be found on the school website [www.woreess.eq.edu.au](http://www.woreess.eq.edu.au)

In addition to our School Improvement Review findings, improvements were evidenced across a range of areas, such as:

- Reduction in the number of negative incidents referrals for inappropriate student behaviour;
- Reduction in the number of student disciplinary absences;
- Increased satisfaction – particularly parent and staff in school opinion survey results;

- Increased achievement in Year 3 Reading, Upper Two Bands;
- Increase in the % of students achieving National Minimum Standard, year 3 Writing;
- Increase in the % of students achieving in the Upper Two Bands, year 3 Spelling;
- increase in the % of students achieving National Minimum Standard, year 5 Grammar and Punctuation;
- Reduction in the gap in year 3 reading (Indigenous and non-Indigenous students);
- Increase in students achieving a 'C' grade or higher across the grades in English, Maths and Science;
- Increases in targeted student attendance as a result of Individual Attendance Plans being implemented;
- Inclusive Special Education Programs (SWD) - Co-Teaching models implemented;
- Systematic approaches to student case management, acknowledging differentiated learning needs of students;
- Introduction of same day absence notification system, reducing the number of unexplained absences.

## Future Outlook

Annual Improvement priorities for 2017 were informed by the findings and recommendations of the School Improvement Review undertaken in March 2016, along with performance outcomes identified through Annual Internal School Review processes. An overview of priorities is provided below with a copy of the Annual improvement plan available on the school website [www.woreess.eq.edu.au](http://www.woreess.eq.edu.au)



Aligned with our Annual Improvement Plan (AIP) is our 2017 *Investing for Success* plan which contains 2017 targets for improvement and strategies. A copy of this plan can be found on the Woree State School website at [www.woreess.eq.edu.au](http://www.woreess.eq.edu.au)

Targeted improvement priorities for 2017 include:

1. **ATTENDANCE, PARTICIPATION & ENGAGEMENT**
  - Focus on increasing the attendance of students attending 70-90% to achieve greater than 90% attendance.
  - Reduce the gap in student absence (Indigenous and Non-Indigenous student attendance) from 12.8% to < 10%
  - Focus on improving P-3 attendance from 85% to >90%.

## 2. ACADEMIC STANDARDS

- Continue to improve and sustain the % of students achieving a 'C' or above year level standard in English, Mathematics and Science P-6 to > 80%.
- Design and implement a systematic approach to the teaching of writing and mathematics throughout the school to improve standards of student achievement (A-C English and Mathematics and above NMS NAPLAN)
- Develop a strategic plan for the teaching of STEM curriculum priorities.
- Increase the percentage of students achieving NAPLAN NMS or above (Reading, Writing & Numeracy)
- Increase the percentage of students achieving in the upper two bands (NAPLAN):

## 3. QUALITY TEACHING

- Continue to further develop, align and implement the school wide collaborative learning and feedback culture - teacher capability, development and renewal to affect positive student achievement and continuous improvement targets.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	892	436	456	352	91%
<b>2015*</b>	778	387	391	330	90%
<b>2016</b>	710	355	355	330	86%

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 2016, 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

### Overview

Woree State School prides itself in catering for students from diverse cultural backgrounds. February enrolment numbers totalled 755 students. Of the students enrolled 376 were girls and 379 boys. In 2016 46% of students enrolled identified as being from Aboriginal and/or Torres Strait Island descent.

In 2016, 30% of students identified as having a Language Background Other Than English (LBOTE). 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 2016. Students verified and awaiting verification equated to 7.4% of students enrolled at Woree State School.

Woree State School has an Index of Community Socio-Economic Advantage (ICSEA) of 868. The average Australian ICSEA value is 1000. The distribution of students sees the majority of students (52%) in the lowest socio economic quartile with 43% in the middle quartiles and 4% in the highest quartile.

An Enrolment Management Plan (EMP) catchment is applied to the enrolment of students. A high level of student mobility (30%) was experienced throughout the year.

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

Of the 107 year 6 students who transitioned to secondary school, 78.5% transitioned to Woree State High 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, 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	22	21
Year 4 – Year 7	28	25	23
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- WSS teaches the Australian Curriculum Content descriptions and assesses the Australian Curriculum Achievement Standards
- C2C units are used as a resource to support the Australian Curriculum
- Each year level has a year level overview outlining the teaching, assessment and reportable components for the year
- Explicit Teaching is the Woree State School pedagogy for teaching focussed lesson.
- Lesson Intent and Success Criteria posters are displayed and used for all lessons to ensure students know what is required of them for the lesson and what is expected of them by the conclusion of the lesson.
- At Woree State School, consolidations are the pedagogical practice used to transfer critical information from short term to long term memory. Teachers ensure consolidations occur daily for English and Mathematics.

### Co-curricular Activities

- Robotics Club
- Small Machines Club
- Chess Club
- LEGO Club
- Science Club
- Robocup
- Spelling Bee
- Readers Cup
- Young Language Ambassadors Program
- Japanese Speaking Competition
- Eco Fest
- Artist in Residence Program
- ICAS Competitions (Spelling, Maths, Writing)
- Art Show

### How Information and Communication Technologies are used to Assist Learning

ICT components are incorporated into the KLA units for all year levels. Students in the early years use iPad apps to reinforce the classroom learning in components of reading.

The Australian Curriculum Digital Technologies Curriculum is implemented in years Prep to 2 and year 6, with a plan for the introduction into the remaining year levels. Hardware such as Bee-bots and Pro-bots are provided, in the early years, for



students to develop their coding skills in a fun environment. Students are taught and assessed the Content Descriptions and Achievements standards for their year level. Formal reporting to parents occurs each semester (report cards) with progress review meeting scheduled during alternate terms to formal reporting.

The development of a Digital Technologies Learning Space and a classroom designated to digital technology teaching provides the environment to conduct learning in addition to classroom based learning... Robotics Club allows students to build EV3 robots and learn coding to program their use. Small Machines Club equips students to progress their building skills from simple LEGO to moveable machines. LEGO club allows students to develop their building skills to work toward the Small Machines and Robotics Clubs in a fun and supportive environment.

Two computer labs and two mobile class sets of laptops provide the hardware for teachers to use when implementing the curriculum or the opportunity for students to self-learn in break times.

## Social Climate

### Overview

Woree State School has continued to strengthen and embed **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: Insert Woree Way poster

- 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.

### 2016 PBL Priorities and achievements

- Review and implementation of PBL system
  - Review of the responsible behaviour plan for Students – completed
  - Review of focus lesson plan / format – completed
  - Non- classroom setting expectations – finalised
  - Maintain positive acknowledgement system – ongoing
  - Communication strategies – ongoing
- Staff PBL capability, development and renewal model
  - Development of staff handbook – completed
  - Professional learning and development training modules – completed
  - Thinking Functionally & Active Supervision Professional Learning – completed
- Reinforcing expected school behaviour
  - Refinement of whole school positive acknowledgement system - implemented

Responding to unacceptable behaviour

- Targeted behaviour support (secondary) - implemented
- Intensive Behaviour Support (tertiary) – implemented

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 and through alternative education programs within the special education class. Teacher and teacher aide time was maximised through co-teaching initiatives which continued in 2016.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	95%	97%
this is a good school (S2035)	81%	94%	95%
their child likes being at this school* (S2001)	100%	94%	97%
their child feels safe at this school* (S2002)	89%	93%	96%
their child's learning needs are being met at this school* (S2003)	86%	94%	97%
their child is making good progress at this school* (S2004)	89%	95%	99%
teachers at this school expect their child to do his or her best* (S2005)	96%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	91%	97%
teachers at this school motivate their child to learn* (S2007)	93%	98%	96%
teachers at this school treat students fairly* (S2008)	78%	88%	96%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	99%
this school works with them to support their child's learning* (S2010)	86%	94%	99%
this school takes parents' opinions seriously* (S2011)	85%	90%	92%
student behaviour is well managed at this school* (S2012)	68%	79%	89%
this school looks for ways to improve* (S2013)	92%	91%	95%
this school is well maintained* (S2014)	82%	95%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	90%	93%	93%
they like being at their school* (S2036)	89%	92%	89%
they feel safe at their school* (S2037)	91%	88%	83%
their teachers motivate them to learn* (S2038)	95%	92%	93%
their teachers expect them to do their best* (S2039)	96%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	91%	90%	92%
teachers treat students fairly at their school* (S2041)	89%	83%	83%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	89%	84%	90%
their school takes students' opinions seriously* (S2043)	82%	91%	77%
student behaviour is well managed at their school* (S2044)	72%	67%	61%
their school looks for ways to improve* (S2045)	97%	89%	91%
their school is well maintained* (S2046)	88%	87%	73%
their school gives them opportunities to do interesting things* (S2047)	93%	91%	82%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	78%	94%	94%
they feel that their school is a safe place in which to work (S2070)	78%	91%	92%
they receive useful feedback about their work at their school (S2071)	78%	92%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	97%	88%
students are encouraged to do their best at their school (S2072)	93%	96%	96%
students are treated fairly at their school (S2073)	80%	92%	96%
student behaviour is well managed at their school (S2074)	64%	87%	92%
staff are well supported at their school (S2075)	67%	87%	82%
their school takes staff opinions seriously (S2076)	79%	94%	86%
their school looks for ways to improve (S2077)	96%	96%	96%
their school is well maintained (S2078)	78%	83%	80%
their school gives them opportunities to do interesting things (S2079)	78%	88%	84%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

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 continued in 2016.

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. A Woree State School Face Book page, Skoolbag app and Schoolzine online newsletter access were initiatives introduced to enhance parent and carer communication in 2016. The introduction of ID attend which enables same day absence reporting to parents and carers was also introduced in second semester 2016. School expectations, goals and achievements are reported to parents through information evenings, the online newsletter, online communication apps and at P&C meetings.

Annual year level information afternoons are scheduled to encourage parents to meet staff members who 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 online newsletters and hard copies as requested
- School website with opportunity for two way communication
- Face Book page

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);

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 2016 the P&C was successful in receiving a gaming grant which enabled the donation of six outdoor marquees in house sports and school colours and an update of the school tuckshop. The P&C also donated funds to enable the purchase of newly designed music shirts and school rugby jerseys.

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.

## Respectful relationships programs

Woree State School has developed and implements programs that focus on appropriate, respectful and healthy relationships including the implementation of weekly focus skill lessons that cover a range of expected social skills and values. The weekly focus skills are introduced on parade each week; taught by the class teachers and reinforced throughout the week by all members of staff via positive acknowledgement systems and posters displayed in each classroom.

A whole school daily activating wellbeing initiative was developed in 2016 for implementation in 2017.

A range of student engagement programs are implemented that enhance the development of capabilities for appropriate social interactions, emotional regulation and resilience and appropriate behaviours.

Woree State School implements anti-bullying initiatives with a focus on expected replacement behaviours. In 2016 the whole school pledge focused on 'Kindness - One Size Fits All' with an annual Pink Day hosted, which is dedicated to developing students skills, knowledge and understandings related anti-bullying messages and expectations. A Pink it Forward initiative was introduced in 2016 inviting community organisations, local businesses and broader community to support Pink Day through the promotion of anti-bullying messages in the broader community.

Our school community has identified expectations and values, called 'The Woree Way' to teach and promote high standards of responsible behavior. These focus on the values of Learning; Respect, Cooperation and Safety.



To assist students to resolve conflict, the Woree State School *High Five* is explicitly taught and promoted with students. Posters are displayed within classroom and non-classroom settings to reinforce strategies for conflict resolution.

A full time Guidance Officer provides support and assistance with students and families, including connections with outside community agencies and support networks. The school also employs a full time Community Liaison Officer who assists school and family connections and interagency support opportunities.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	168	100	54
Long Suspensions – 6 to 20 days	1	0	1
Exclusions	1	0	1
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.

## Environmental Footprint

### Reducing the school's environmental footprint

Woree State School replaced eighteen aging air-conditioners in classrooms, with energy efficient units throughout the year in order to reduce energy costs. Excessive heat experienced in 2016 in FNQ saw the need to use air-conditioners for greater than usual periods of time. Procedures are in place to assist in reducing costs, including two hour timers and documented staff expectations with regard to air-conditioner usage. The school has two large water tanks to store water and reduce water consumption. Managed print services were introduced in 2016 for effective resource management and improved efficiencies.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	440,893	2,452
2014-2015	442,662	2,629
2015-2016	373,465	1,484

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

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Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	58	41	7
Full-time Equivalents	55	28	6

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	2
Graduate Diploma etc.**	8
Bachelor degree	44
Diploma	4
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$17,787.

The major professional development initiatives are as follows:

- Weekly year level collaboration sessions including moderation of student achievement;
- Positive behaviour for learning;
- Mentoring program;
- Staff wellbeing;
- Supporting students with disabilities.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

The Deputy Principal (Education Services) monitors staff completion of Department mandated courses and facilitates the school based induction program with teaching staff new to the school.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### 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 2016.

## Performance of Our Students

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	88%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	83%	81%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

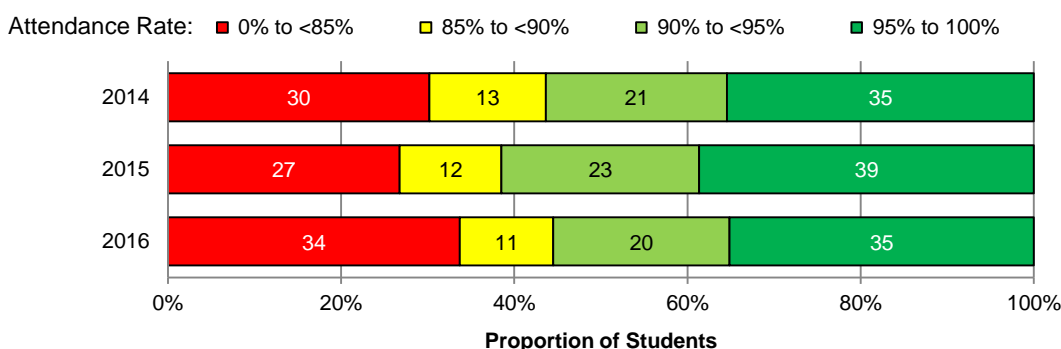
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	89%	87%	87%	90%	89%	90%	88%					
2015	85%	87%	88%	89%	89%	91%	90%	DW					
2016	88%	84%	85%	90%	85%	87%	90%	DW					

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



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

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. In 2016 same day absence reporting via SMS, ID Attend was introduced.

At Woree State School we promote 100% attendance by implementing our whole school attendance system and had a target in 2016 of 95% attendance. Strategies used to promote high levels of attendance include:

- Implementing a range of **Positive Reinforcement Strategies** at a classroom and whole school level

#### Classroom Based

- 9.00-9.15 am **Activate Wellbeing** each morning and end of day– building the positive relationships. (Greeting and Farewelling)
- **Promote attendance focus** – everyday counts, attendance matters.
- **Implement attendance strategies** – attendance walls, star attenders.

#### Whole School

- **Promotion of attendance** – the importance of attending regularly and school data on parades, whole school posters and newsletters and other parent communication. Such promotion includes individual, class, year level and whole school promotions.

- **Recognition and acknowledgement** through weekly awards – Star Attenders, Term Based awards – certificates and class awards and semester and whole year medallions for 100% attenders.
  - **Student Engagement Programs and strategies** targeting attendance and/or community relationships e.g. Walking Bus, Hungary Lunches, FAFT, Smith Family Scholarships, Smith Family Programs including PASS Program and Homework Club (Reading Café)
- Implementing a range of **support and intervention Strategies**
    - Use of data to regularly identify students with unacceptable patterns of attendance.
- Tier 1 Level**
- Class teachers can use weekly ID Attend Data to follow up on unexplained absences.
  - Class teachers use class based data walls to promote attendance and set individual goals
  - Class teachers can regularly communicate attendance goals and strategies with parents/carers
- Tier 2 Level**
- Community Liaison Officer (CLO) and Head of Student Engagement (HoSE) use weekly data sets to connect with families through phone calls and home visits, establishing and monitoring attendance goals.
- Tier 3 Level**
- Community Liaison Officer (CLO) and Head of Student engagement (HoSE) use 5 week data sets to identify students requiring significant support with attendance referring students to the schools Individual Student Support Committee. Through this committee students may be connected to a range of strategies including;
    - Individual Attendance Plans
    - Home visits
    - Student Engagement Programs, e.g. Walking Bus, Reading Café, Drum Beat, Shooting Stars. Such programs offered change from year to year.
    - Guidance Officer Support
    - Connection to Outside Agencies

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.