



# Woree State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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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 an average 2017 enrolment of 720 students. An enrolment management plan is implemented at Woree State School. The school experiences a high level of transient student enrolment with 24.9% mobility experienced throughout 2017.

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. An eLearn centre is located at Woree SS providing a high quality fee for service learning venue to 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. A broad range of quality academic, student engagement and pastoral care programs are implemented with a focus on students being successful lifelong learners. The school places strong emphasis on embedding 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 and is well understood within the parent and wider school community. 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. Linked to additional information are provided with this report

## School Progress towards its goals in 2017

The Woree State School Annual Improvement Plan (AIP) for 2017 targeted the following key strategies for improvement centred on the priorities of:

- Quality Teaching;
- Attendance, participation and engagement;
- Safe and positive school culture;
- Quality Teachers;
- Evidence based decision making;

### Overview of 2017 AIP priorities and improvement strategies



## Overview of School Improvement targets and performance measuring

Priorities	Performance Measures and Targets
Attendance, Participation & Engagement	<ul style="list-style-type: none"> <li>Continue to focus on increasing the attendance of students attending 70-90% to achieve greater than 90% attendance.</li> <li>Continue to reduce the gap in student absence (Indigenous and Non-Indigenous student attendance) from 8% to 5%</li> <li>Continue to focus on improving P-3 attendance from 88.5% to &gt;90%.</li> </ul>
NAPLAN	Increase the percentage of students achieving NAPLAN NMS or above (Reading, Writing & Numeracy) to 90% or greater Increase the percentage of students achieving in the upper two bands (NAPLAN): <ul style="list-style-type: none"> <li>Year 3 Reading to 25%;</li> <li>Year 3 Numeracy to 25%;</li> <li>Year 5 Reading from 31.6% to 40%;</li> <li>Year 5 Numeracy from 16.7% to 25%.</li> </ul>
Academic Achievement Standards	<ul style="list-style-type: none"> <li>Continue to improve and sustain the % of students achieving a 'C' or above year level standard in English, Mathematics and Science P-6 to &gt; 80%.</li> <li>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, above NMS NAPLAN and upper two bands)</li> <li>Develop and implement a strategic plan for the teaching of Digital Technologies and Design Technology.</li> </ul>
Behaviour Standards	Average number of suspensions, exclusion incidents per 1000 students per term <25 <=0 exclusions
Satisfaction (Confidence)	Proportion of positive responses to School Opinion Survey general items staff, students, parents > 90%

An Annual Internal School Review was conducted in Term four to evaluate the impact of school improvement strategies and priorities and evidence of progress towards school improvement targets within our Annual School Improvement and Investing for Success Plans.

Improvement findings included:

- 7.9% improvement in student attendance >85%;
- Increase in targeted student attendance as a result of continued implementation of Individual Attendance Plans and case management strategies;
- 3.5% reduction in the gap between Indigenous and non-Indigenous student attendance;
- 75% of school improvement NAPLAN targets exceeded in upper two bands achievement;
- Continuity of year level academic achievement A-C standards;
- Increase in students achieving a 'C' grade or higher across year levels in English, Maths and Science;
- 15% reduction in the number of Student Disciplinary Absences;
- Increase in satisfaction across a range of satisfaction items in school opinion survey responses.

### Future Outlook

Annual school improvement strategic planning and priorities for 2018 are informed by an Annual Internal School Review comprising evaluation of available data and evidence of achievement. A copy of our Annual improvement Plan available on the Woree State School website [www.woreess.eq.edu.au](http://www.woreess.eq.edu.au)

2018 School improvement priorities focus on:

**People** – Effective Partnerships and strategic Management of Resources including:

- School and Community Partnerships;
- A Culture that promotes Learning;
- An Expert Teaching Team;
- Targeted Use of Resources

**Practice** – Effective Teaching and Learning including:

- Systematic Curriculum delivery;
- Differentiated Teaching and Learning;
- Effective Pedagogical Practices.

**Performance** – An evaluation culture including:

- An Explicit Improvement Agenda;
- Analysis and Discussion of Data.

Aligned with our Annual Improvement Plan (AIP) is our 2018 *Investing for Success* plan which contains 2018 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)

## 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 2017:</b>	Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	778	387	391	330	90%
<b>2016</b>	710	355	355	330	86%
<b>2017</b>	697	346	351	316	88%

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

In 2017, 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 (<https://ged.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

Woree State School is a culturally diverse co-education state primary school located in the southern suburbs of Cairns with annual student enrolments averaging 720 students. Woree State School prides itself in catering for students from diverse cultural backgrounds.

An Enrolment Management Plan (EMP) with catchment boundaries is applied to the enrolment of students in all year levels other than Prep.

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.

Indigenous enrolment have grown from 39% (2014) to 45.9% (2017). In 2017, 5% of students enrolled have verified disabilities. 2.6% of students enrolled at Woree SS reside in Out of Home Care. A high level of student mobility was experienced in 2017, being 29.4%. Student attendance has improved from an average of 87.7% (2014) to 90.6% (semester 1, 2018).

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 goals of all students.

Embedding a culture of and for learning has been a priority throughout 2017 and is a continuing priority for further development.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	21	21
Year 4 – Year 6	25	23	24
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- At WSS we teach the Australian Curriculum Content descriptions and assesses the Australian Curriculum Achievement Standards.
- C2C units are used as a resource to support the implementation of the Australian Curriculum.
- Each year level has a year level overview outlining the teaching, assessment and reportable components for the year and a termly overview providing more detail for teachers.
- 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.

### Salient Features of Curriculum and Assessment

- English, Mathematics and Science are the mandated Key Learning Areas (KLA) for students to receive core instruction during prime learning time.
- Components of these KLAs form the basis of daily consolidation sessions.
- Moderation of student work in these KLAs ensure accuracy of grades.
- Elements of these KLAs are included in intervention for students not reaching milestones and benchmarks at designated times.

### 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)

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

Stage one of implementation of the Australian Curriculum Technologies KLA, is implemented in Prep to year 2 and also in year 6, with the teaching of Digital Technologies, with a plan for the introduction into the remaining year levels in 2018. 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.

Further development was undertaken throughout 2017 of a Digital Technologies Learning Space. A classroom designated to digital technology teaching provides the environment to conduct learning in, 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.

The use of ICT devices has been closely aligned to research, with classes using devices when students reach levels where it is evidenced reading and writing on devices are a preferred pedagogy for optimal learning. Where research indicates books and pen and paper is better for students in particular stages of learning, this occurs. The speech to text program is used for students who best demonstrate their knowledge orally when writing is not assessed, as a support provision.

## 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 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, 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 – reviewed and ongoing
- 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 – implemented and ongoing
- Development of staff handbook – completed
- Professional learning and development training modules – completed
- Thinking Functionally & Active Supervision Professional Learning – completed
- Reinforcing expected school behaviour - ongoing
- Refinement of whole school positive acknowledgement system - implemented

#### Responding to unacceptable behaviour

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

A systematic approach to **Individual Student Support is embedded in practice** ensuring tertiary strategies, support provisions and educational adjustments 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 personal capabilities development of students within mainstream classrooms and through alternative education programs within special education classes. Teacher and teacher aide time and resources are carefully considered and allocated to maximise learning opportunities. Reasonable adjustments and initiatives to ensure equitable access and inclusion in school wide learning programs for all students is embedded in practice at Woree Sate School.

Staff are supported by Advisory Teachers across all disability areas, who visit the school on a regular and prioritised basis. Collaboration with parents is seen as an essential element in supporting children with special and diverse needs to succeed.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	97%	100%
this is a good school (S2035)	94%	95%	97%
their child likes being at this school* (S2001)	94%	97%	92%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child feels safe at this school* (S2002)	93%	96%	95%
their child's learning needs are being met at this school* (S2003)	94%	97%	95%
their child is making good progress at this school* (S2004)	95%	99%	100%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	97%	94%
teachers at this school motivate their child to learn* (S2007)	98%	96%	95%
teachers at this school treat students fairly* (S2008)	88%	96%	97%
they can talk to their child's teachers about their concerns* (S2009)	96%	99%	97%
this school works with them to support their child's learning* (S2010)	94%	99%	97%
this school takes parents' opinions seriously* (S2011)	90%	92%	92%
student behaviour is well managed at this school* (S2012)	79%	89%	84%
this school looks for ways to improve* (S2013)	91%	95%	95%
this school is well maintained* (S2014)	95%	93%	84%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	93%	97%
they like being at their school* (S2036)	92%	89%	88%
they feel safe at their school* (S2037)	88%	83%	88%
their teachers motivate them to learn* (S2038)	92%	93%	98%
their teachers expect them to do their best* (S2039)	98%	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	92%	94%
teachers treat students fairly at their school* (S2041)	83%	83%	83%
they can talk to their teachers about their concerns* (S2042)	84%	90%	88%
their school takes students' opinions seriously* (S2043)	91%	77%	86%
student behaviour is well managed at their school* (S2044)	67%	61%	73%
their school looks for ways to improve* (S2045)	89%	91%	92%
their school is well maintained* (S2046)	87%	73%	80%
their school gives them opportunities to do interesting things* (S2047)	91%	82%	88%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	94%	88%
they feel that their school is a safe place in which to work (S2070)	91%	92%	92%
they receive useful feedback about their work at their school (S2071)	92%	92%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	88%	100%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
students are encouraged to do their best at their school (S2072)	96%	96%	96%
students are treated fairly at their school (S2073)	92%	96%	88%
student behaviour is well managed at their school (S2074)	87%	92%	84%
staff are well supported at their school (S2075)	87%	82%	86%
their school takes staff opinions seriously (S2076)	94%	86%	88%
their school looks for ways to improve (S2077)	96%	96%	92%
their school is well maintained (S2078)	83%	80%	82%
their school gives them opportunities to do interesting things (S2079)	88%	84%	81%

\* 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

In addition to developing positive partnerships with parents and carer, Woree State School has continued to develop and engage in mutually beneficial partnerships with local businesses and community organisations to improve learning opportunities and outcomes for students. Links to Good Start, early learning programs and the Smith Family community support organisations aligned with the school's improvement actions provide opportunities for families and students to remain connected to learning continued in 2017. A number of families access Smith Family scholarships to support and assist with educational requirements and access, with the support and assistance of the schools Community Liaison Officer and Student Services Team.

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 connect parents in school activities. The school website communicates general information. A Woree State School Face Book page, Skoolbag app and Schoolzine online newsletter and emails provide ready access to school community and parent/ carer communication throughout the year.

ID attend was embedded in practice in 2017 enabling same day absence reporting to parents and carers after earlier introduction in second semester 2016. School expectations, goals and achievements are reported to parents through information evenings, the online newsletter, online communication apps, and school calendar events and at P&C meetings.

Annual year level information sessions 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. Feedback received from parents and carers is valued and assists in informing and strengthening school practices.

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;
- Facebook 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' community walking bus initiative takes place twice per week promoting school attendance and engagement of students and families. This is conducted by the School Community Liaison Officer and volunteer staff.

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 expected behaviours, attendance, participation, engagement and student wellbeing.

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 2017 the P&C was successful in receiving a funding grant which enabled an update of the school tuckshop. 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.

Zones of Regulation lessons are provided, as appropriate, to meet student needs, develop emotional resilience and appropriate social skilling for students identified as those who benefit from participation in this program.



A whole school daily activating wellbeing initiative was embedded in practice as a whole school expectation in 2017.

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 range of student engagement programs are implemented that enhance the development of capabilities for appropriate social interactions, emotional regulation, resilience and appropriate behaviours. These include indoor and outdoor engagement programs, check in check out initiatives, daily student self-reflection and feedback strategies, alternative timetable considerations, individual support provisions and student management plans

(behaviour, social emotional wellbeing, attendance and participation) developed in collaboration with relevant stakeholders.

Woree State School implements anti-bullying initiatives with a focus on expected replacement behaviours. An Annual 'Pink Day' is hosted to promote anti-bullying messages, highlighting replacement behaviours such as kindness. In 2017 the whole school pledge focused on a message to 'Make Nice'. Pink Day is dedicated to developing students' skills, knowledge and understandings, related anti-bullying messages and expectations.

Our 'Pink it Forward' initiative was further developed in 2017 inviting community organisations, local businesses and broader community to support Pink Day through the promotion of anti-bullying messages in the broader community. These messages are acknowledged and shared through the school Facebook page.

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

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. A part-time Chaplain provides a range of support programs for students and families.

A full time Head of Special Education Programs line manages the implementation of Special Education Programs. A range of targeted inclusive practices are implemented to ensure success for all students. Programs and initiatives are tailored to meet the needs of students including mainstream and Special Education Program inclusion classes, access to advisory support personnel, therapeutic services and department services.

Annually, students are taught and learn about protective behaviours through the implementation of the Daniel Morcombe Child Safety Curriculum lessons.

Student leaders plan for and lead a range of whole school initiatives to promote and raise funds to support the broader community, promote National networks and charities.

Workplace health, safety and wellbeing initiatives are school priorities. Respectful behaviours are promoted through the schoolwide PBL initiatives, weekly expectations lessons, posters, parade messages and classroom initiatives.

Information about school wide and Departmental expectations with regard to Respectful behaviours are promoted through newsletters, online communication and posters displayed throughout the school.

The school has developed and implemented a range of programs that focus on appropriate, respectful, equitable and healthy relationships.

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	100	54	46
Long Suspensions – 11 to 20 days	0	1	1
Exclusions	0	1	1
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

All classrooms air conditioners are set at 25 degrees in accordance with Department of Education policy. Classrooms doors and windows are requested to be closed at all times when air conditioners are in use. Air conditioners in



classrooms that were replaced in 2017 are set with a 2 hours timer to reduce unnecessary use of energy when the rooms are unattended. Woree State School has an air conditioner replacement program in place to replace uneconomical units as and when required.

The school has three water tanks to collect rain water. Two of the water tanks service the Senior Amenities Block, preventing the use of main water for flushing cisterns on a daily basis. Staff have been requested to report leaking taps around the grounds, report leaking toilet cisterns in both the staff and student amenities blocks and leaking taps in staffrooms to prevent unnecessary water wastage.

Composting initiatives were implemented through the science program along with reef guardian initiatives focused on environmental safety and paper waste recycling initiatives have commenced with expansion of these planned for 2018.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	442,662	2,629
2015-2016	373,465	1,484
2016-2017	443,407	4,413

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	55	37	5
Full-time Equivalents	52	26	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	7
Bachelor degree	40
Diploma	6
Certificate	

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure

The total funds expended on teacher professional development in 2017 were \$7,742.

#### Teacher Participation in Professional Development

The major professional development initiatives are as follows:

- Weekly year level collaboration sessions including curriculum and assessment planning, regular data review and analysis and moderation of student achievement standards;
- School wide reading program;
- Beginning teacher mentoring program;
- Positive Behaviour for Learning Capability Development & Renewal modules;
- School based mentor program;
- Differentiated professional learning and development support;
- Learning improvement SPRINTS (Agile schools, Simon Breakspear)
- Staff wellbeing initiatives including access to external expertise;
- Annual Performance Development Plans and reviews;
- Supporting students with a range of verified disabilities.

The proportion of the teaching staff involved in professional development activities during 2017 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	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	87%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	81%	85%

\*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 2017 for all Queensland Primary schools was 93%.

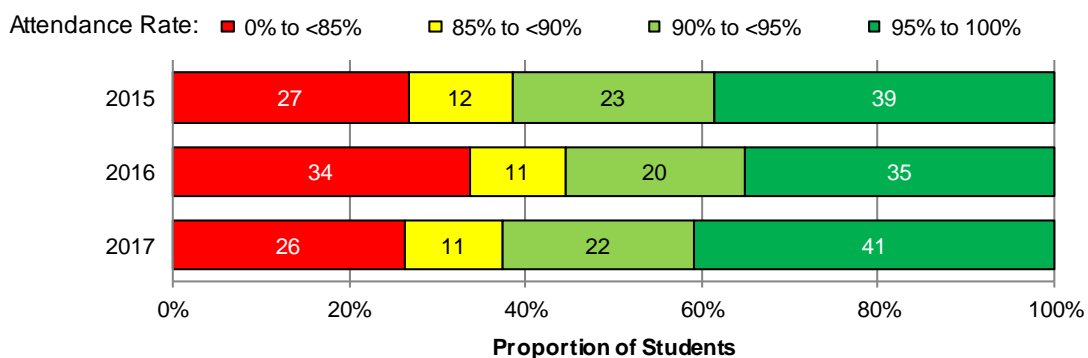
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	85%	87%	88%	89%	89%	91%	90%	DW					
2016	88%	84%	85%	90%	85%	87%	90%	DW					
2017	89%	90%	87%	89%	92%	90%	92%	DW					

\*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.

A Woree State School Attendance Policy and Procedures document outlines the school wide systematic approach to managing student absences including expectations, data monitoring procedures, parent partnership initiatives, case management and reporting procedures.

In 2017 same day absence reporting via, ID Attend (SMS notification) was embedded throughout the school. . At Woree State School we promote 'Every Day Counts' 100% attendance by implementing our whole school attendance system and had a target in 2017 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;
- Positive communication expectations;
- Positive relationships and wellbeing initiatives;
- Organisational considerations to maximise academic success.

#### 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.
- **Teacher developed class based initiatives** – bucket fillers, attendance acknowledgement and awards, positive relationships initiatives, intrinsic and extrinsic rewards.

#### 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.
- **Weekly attendance data** – collated, analysed and shared throughout the school and in newsletters via weekly posters.

**Recognition and acknowledgement** through weekly awards – Star Attenders, Term Based awards – certificates and class awards, Golden tickets and awards for greater than 90% class weekly attendance, 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, Early learning initiatives, 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. (Recorded in OneSchool)

#### 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.
- Issuing of parent letters for non-attendance in accordance with Departmental policy. (Recorded in OneSchool)

#### 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 and case management initiatives;
- Home visits, phone calls, formal and informal meetings;
- Principal, Head of student engagement and parent carer meetings;
- Student Engagement Programs which are reviewed annually and subject to change from year to year to address needs;
- Home to school community walking bus;
- Guidance Officer Support;
- Chaplain support;
- Connection to Outside Support 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

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.