



Woree State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Woree State School is a diverse, prep to year six co-educational state primary school situated in the southern suburbs of Cairns with annual enrolments averaging 700 students.

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 lifelong learners. The school places strong emphasis on ensuring a culture of learning, professional practice, positive school culture, 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.

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. Woree State School is the recipient of the 2018 Queensland Showcase Awards for Excellence in State Schools - State School of The Year.

School progress towards its goals in 2018

The Woree State School Annual Improvement Plan (AIP) for 2018 targeted the following key strategies for improvement centred on the priorities of:

People:

- Effective Partnerships (School community partnerships; A culture that promotes learning)
- Strategic management of Resources (An expert teaching team; Targeted use of resources)

Practices

- Effective Teaching and Learning (Systematic curriculum delivery; Differentiated teaching and learning; Effective pedagogical practices)

Performance

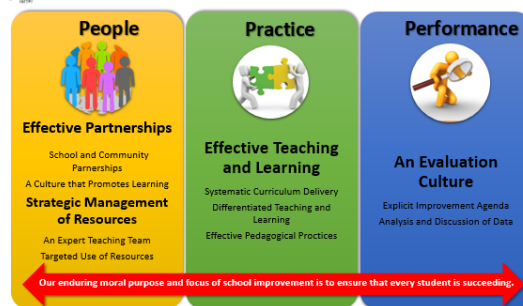
- An Evaluation Culture (Explicit improvement agenda; analysis and discussion of data)

Showcase Excellence in State Schools Award Winners

Woree State School is proud to have been recognised as the recipient of the Showcase Awards for Excellence in State Schools, Queensland State School of the year award in 2018. This award recognises the significant and continuous improvements and achievements of Woree State School.

Woree State School has entered submissions in 2019 to recognise significant initiatives in the categories of Early and Primary Years' Education and Parent and Community Engagement progressed in 2018.

2018 School Improvement Priorities



School Improvement Strategies



An Annual Internal School Review (ISR) 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 and to inform 2019 improvement priorities.

Aligned with our Annual Improvement Plan (AIP) is our 2018 *Investing for Success* plan which contains 2018 targets for improvement and associated improvement strategies. A copy of this plan can be found on the Woree State School website at www.woreess.eq.edu.au

Improvement achievements included:

- A further 6% improvement in student attendance >85%;
- Increase in targeted student attendance as a result of continued implementation of Individual Attendance Plans and case management strategies;
- A further 1.9 % reduction in the gap between Indigenous and non-Indigenous student attendance from 9.3% to 7.4%;
- Increase in students achieving an A-C year level assessment standard in English and Maths;
- Sustained high level of satisfaction across a range of satisfaction items in school opinion survey responses.
- Improvement targets are evaluated annually and inform subsequent targets for improvement.

Future outlook

Annual school improvement strategic planning and priorities for 2019 are informed by our Annual Internal School Review (ISR) comprising evaluation of available data and evidence of achievement throughout 2018. A copy of our Annual improvement Plan (AIP) for 2019 along with our Investing for Success Plan for 2019 are available via the Woree State School website www.woreess.eq.edu.au

2019 School improvement priorities are focussed on:

- Learning Culture
- Positive School Culture
- Professional Practice
- Culture of Accountability

School Improvement Targets

Improvement priorities are articulated in our Annual improvement Plan (AIP) and the *Investing for Success* Plan 2019, both of which are available via the Woree State School website www.woreess.eq.edu.au

Targets include but are not limited to:

- Continue to improve the percentage of students achieving a C and above year level standard in English, Maths and Science.
- 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).
- 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) to < 8%.
- Focus on improving P-3 attendance to >90%.

Woree State School
2019 Annual Improvement Priorities
Our enduring moral purpose and focus of school improvement is to ensure that every child is succeeding.

Learning Culture

- High expectations for success
- Equity and inclusion
- Early years reading, writing & mathematics
- Assessment: literate learners
- Instructional routines

Positive School Culture

- Positive relationships
- Expectations with fidelity
- Positive Behaviour for Learning (PBL)
- Student attendance & engagement
- Health & wellbeing
- Parent community connections

Professional Practice

- Great teachers by design
- Culture of collaboration
- Professional conversations
- Adaptive expertise
- Feedback culture

Culture of Accountability

- Explicit improvement agenda
- Evidence informed decision-making
- Systematic data management
- Evidence of impact

Queensland Government Discover Strive Shine
 State winner 2018
 2018 State School of the Year
 Woree State School
 December 2018

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	710	697	687
Girls	355	346	350
Boys	355	351	337
Indigenous	330	316	305
Enrolment continuity (Feb. – Nov.)	86%	88%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 700 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 858. 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 student enrolment 2017-18 averaged 44.6%. In 2018, 4.9% of students enrolled have a verified disability and 3% of students enrolled reside in Out of Home Care. Woree State School experiences a high level of transient student movement with 2018 student mobility being 29.4%. A range of student information reflecting strengths, complexities and disadvantage informs data driven school priorities and strategic actions.

Senior students have the opportunity to engage in student leadership programs including school captancy, student council, sports house captancy and Indigenous leadership.

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 continuing priority throughout 2018 and is a continuing future priority to ensure expectations are embedded and enacted with consistency.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	21	19
Year 4 – Year 6	23	24	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- At Woree State School we teach the Australian Curriculum Content descriptions and assesses the Australian Curriculum Achievement Standards.
- 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.
- Spelling Mastery is a Direct Instruction program implemented to support the teaching of spelling.
- 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.
- C2C units are used as a resource to support the implementation of the Australian Curriculum.
- A staff Teaching and Learning handbook provides explicit expectations for curriculum teaching, assessment and reporting for all teaching staff.
- Individual Curriculum Plans are implemented for identified students with disabilities, informed by data and student learning needs.

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.
- Teachers participate in weekly year level collaboration sessions to ensure consistency of curriculum implementation, clarity of expectations and school wide systems and processes.

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

Implementation of the Australian Curriculum Technologies KLA was expanded in 2018 to include implemented across all year levels from Prep to year six inclusive of the teaching of Digital Technologies and Design Technologies. 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.

A Digital Technologies Learning Hub has been established with a classroom designated for digital technology teaching providing a purpose built environment to extend learning beyond classroom based learning. Robotics Club continued to be available in 2018 allowing 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. A humanoid robot was accessed on loan during 2018 enabling students to extend their robotics knowledge and experience.

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. Tablet devices were purchased providing increased access to devices for teaching and learning in all classrooms.

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. A Smart Plus grant was received in 2018 enabling the trialing of an alternative pedagogies initiative in three classrooms in 2018 -2019.

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.

It is a school wide expectation that 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



It is recognised that there are individuals within the school who require 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 PBL 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; 2 x student engagement teachers, Community Liaison Officer (CLO), School Chaplain, First Aid Officer and a student engagement teacher aide.

This team implement a range of programs aimed to develop staff capacity as well as programs and processes, including a wide range of student engagement programs, informed by comprehensive data systems, as targeted support for students.

Responding to unacceptable behaviour

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

Positive School culture continued to be a priority school improvement priority within the school's Annual Improvement Plan with progress made across all identified priorities including:

- Maintain and further embed consistent PBL systems and procedures to develop teacher expertise and student capability to positively engage in learning.
- Implement a PBL capability development and renewal model aligned with school wide models for staff capability development.
- Continue to strengthen Intensive Student Support Committee (ISSC) processes (Tier 2 & 3), monitor and evaluate effectiveness.
- Further develop Third Space systems (e.g. 260 system; Rest, Reflect, Reset actions).
- Work with staff / students/ parents around opinions and understandings associated with behaviour systems data.

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.

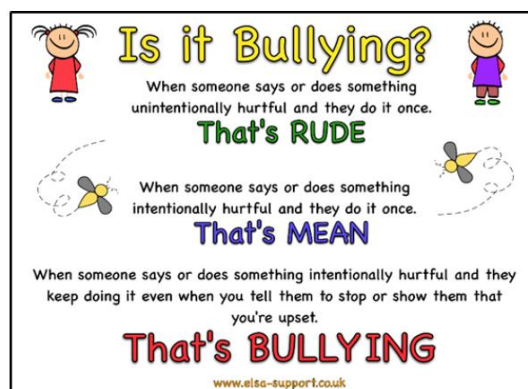
The **Woree State School Responsible Behaviour Plan for Students** outlines;

- 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.

Woree State School implements anti-bullying initiatives with a focus on expected replacement behaviours. An Annual 'Pink Shirt Day' is hosted to promote anti-bullying messages, including cyberbullying, highlighting replacement behaviours such as being kind. The theme of the 2018 Pink Shirt Day was 'Nice needs no filter'. Pink Shirt Day is dedicated to developing students' skills, knowledge and understandings, related anti-bullying messages and expectations.

The broader aspects of this initiative has been developed and implemented over a targeted 12 week period each year. The key aspects of this focus on;

- A systematic teaching program of focus skill lessons promoting a positive school culture. Staff are actively teaching, modelling and prompting an agreed set of positively framed expectations.
- The implementation of positive acknowledge systems, to increase the likelihood these behaviours will be repeated, strengthened and internalised.
- Communication strategy connecting parents and community to these focus skills, expectations and positive acknowledgements.
- Series of key events launching and culminating the initiative with members of the wider community. Building positive relationships and a broader, supportive community response to facilitating positive behaviours in relation to bullying. These events are directly linked to both National and international initiatives including: The National Day of Action against Bullying; Harmony Day and Pink Shirt Day.



Our 'Pink it Forward' initiative invites 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.

Woree state school places particular emphasis on equity and inclusion enabling all students to be successful and have opportunities to Discover, Strive and Shine.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	100%	97%
• this is a good school (S2035)	95%	97%	92%
• their child likes being at this school* (S2001)	97%	92%	95%
• their child feels safe at this school* (S2002)	96%	95%	92%
• their child's learning needs are being met at this school* (S2003)	97%	95%	95%
• their child is making good progress at this school* (S2004)	99%	100%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	97%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%	92%
• teachers at this school motivate their child to learn* (S2007)	96%	95%	95%
• teachers at this school treat students fairly* (S2008)	96%	97%	83%
• they can talk to their child's teachers about their concerns* (S2009)	99%	97%	97%
• this school works with them to support their child's learning* (S2010)	99%	97%	92%
• this school takes parents' opinions seriously* (S2011)	92%	92%	97%
• student behaviour is well managed at this school* (S2012)	89%	84%	74%
• this school looks for ways to improve* (S2013)	95%	95%	100%
• this school is well maintained* (S2014)	93%	84%	87%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	97%	96%
• they like being at their school* (S2036)	89%	88%	91%
• they feel safe at their school* (S2037)	83%	88%	89%
• their teachers motivate them to learn* (S2038)	93%	98%	98%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	95%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	94%	96%
• teachers treat students fairly at their school* (S2041)	83%	83%	88%
• they can talk to their teachers about their concerns* (S2042)	90%	88%	85%
• their school takes students' opinions seriously* (S2043)	77%	86%	89%
• student behaviour is well managed at their school* (S2044)	61%	73%	73%
• their school looks for ways to improve* (S2045)	91%	92%	94%
• their school is well maintained* (S2046)	73%	80%	82%
• their school gives them opportunities to do interesting things* (S2047)	82%	88%	94%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	88%	87%
• they feel that their school is a safe place in which to work (S2070)	92%	92%	74%
• they receive useful feedback about their work at their school (S2071)	92%	82%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	90%
• students are encouraged to do their best at their school (S2072)	96%	96%	91%
• students are treated fairly at their school (S2073)	96%	88%	87%
• student behaviour is well managed at their school (S2074)	92%	84%	57%
• staff are well supported at their school (S2075)	82%	86%	72%
• their school takes staff opinions seriously (S2076)	86%	88%	81%
• their school looks for ways to improve (S2077)	96%	92%	89%
• their school is well maintained (S2078)	80%	82%	81%
• their school gives them opportunities to do interesting things (S2079)	84%	81%	74%

* 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 values the role of parents as partners in their children's education, developing positive partnerships with parents and carer. In addition, Woree State School continues to develop and engage in mutually beneficial partnerships with local businesses and community organisations to improve learning opportunities and outcomes for students. An early learning program takes place on site each week for children aged 0-4 years. 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.

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

ID Attend same day absence reporting to parents and carers is embedded as a daily practice. 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.

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 Shirt Day (Anti-Bullying initiative);
- Year six celebration evening;
- 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, and Parent carer celebrations such as mothers' and fathers' day 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, and engagement and student wellbeing. Case management meeting with parents and key stakeholders take place to support students with complex needs.

Woree State School P&C Association provides School tuckshop, Out of School Hours Care and Uniform shop services and supports school improvement priorities through fundraising and volunteer support.

Respectful relationships education programs

Woree State School implements Positive Behaviour for Learning (PBL) initiatives in collaboration with the PBL committee. The 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 is embedded in practice as a whole school expectation, with all classes undertaking activating wellbeing activities each morning at the commencement of the school day.

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.

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. Care team and case management meetings occur to support student needs.

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



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 Services (HOSES) 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 support services.

Annually, students are taught and learn about protective behaviours through the implementation of the Daniel Morecombe 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. In 2018, drought relief was a priority fundraising focus with students donating funds for hay bales and sponsorship a morning tea for a small Western Queensland school community experiencing the impacts of the drought.

Workplace health, safety and wellbeing initiatives are school priorities. A workplace Health and safety committee meets regularly and a wellbeing committee was initiated in 2018 to further develop and promote wellbeing initiatives.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	54	46	122
Long suspensions – 11 to 20 days	1	1	5
Exclusions	1	1	2
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Woree State School has installed two (2) rainwater tanks, over 10 years ago, to collect rainwater to service the senior student amenities block. The use of "town water" is only used when the rainwater tanks are near empty due to the area experiencing un-seasonally dry conditions (which did occur during the 2017/2018 school year. This is reflected in the higher than normal use of "town water" used during 2017/20-18 school year. The school also has a "bore" which is used during the dry months of the year to water the gardens and the school oval, preventing the use of "town water".

Woree State School had 18 classrooms refurbished in the 2017/2018 school year with new air conditioners installed to replace ageing infrastructure in Year 2, 3, 4, 5 and 6 classrooms along with our senior computer lab. A number of the air conditioners are fitted with two hour timer devices which automatically shuts off the air conditioner units, and saving on energy costs. Energy savings were also made as the area experienced abnormal winter conditions where temperatures were lower than normal, thus alleviating the need to turn on air conditioners in classrooms during school hours. The school is seeking to reduce energy costs by seeking to have the remaining ageing air conditioners replaced to reduce our environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	373,465	496,694	401,618
Water (kL)	1,484		

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	55	35	6
Full-time equivalents	51	25	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	9
Bachelor degree	37
Diploma	5
Certificate	0

*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 2018 were \$35,591.

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;
- Staff wellbeing initiatives including access to external expertise;
- Annual Performance Development Plans and reviews;
- Supporting students with a range of disabilities;
- Anita Archer workshops.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	87%	90%	90%
Attendance rate for Indigenous** students at this school	81%	85%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	88%	89%	89%
Year 1	84%	90%	90%
Year 2	85%	87%	90%
Year 3	90%	89%	89%
Year 4	85%	92%	90%
Year 5	87%	90%	93%
Year 6	90%	92%	90%

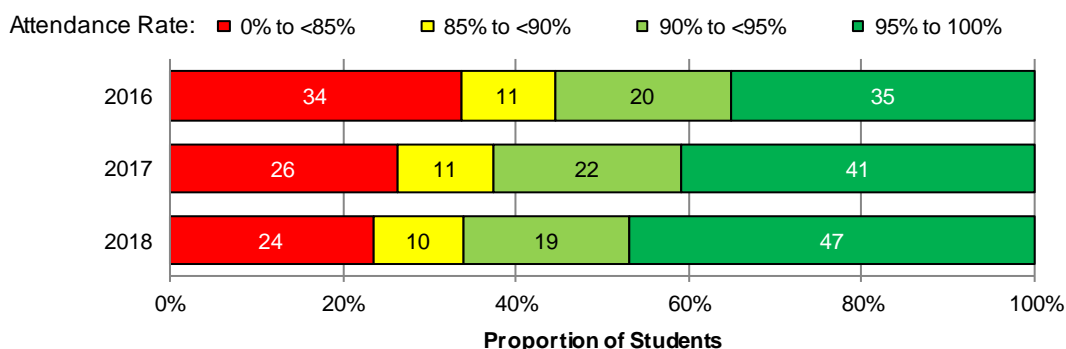
Year level	2016	2017	2018
Year 7	DW	DW	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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.

ID Attend same day absence reporting systems are embedded throughout the school.

At Woree State School we promote 'Every Day Counts' 100% attendance by implementing our whole school attendance system with a target of 95% or greater 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 **Activating 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, positive acknowledgement certificates.
- **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, Woree Wonker Golden tickets and awards for greater than 90% class weekly attendance, semester and whole year medallions for 100% attenders. or 90% or greater weekly class attendance

- **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 including Individual Attendance Plans for students with < 70% attendance which are regularly tracked, monitored and reported.
- 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 twice per week;
- 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 NAPLAN tests are available via the [My School](http://www.myschool.edu.au) website.

How to access our NAPLAN results

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State', each with a downward arrow icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.