



Woombye 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 Vision:- “Our aim is to provide the students in our care with a supportive learning environment that will offer them the opportunity to gain knowledge and skills empowering them to become lifelong learners”.

School Overview

Woombye State School (est. 1885) is a co-educational school which has an 'Enrolment Management Plan' limiting enrolments to 525 students from Prep to Year 6. It is a vibrant school with an absolute focus on students and their learning. Our teachers are committed to planning and preparing thoroughly in order to actively engage all students in all curriculum areas. Staff are supportive of one another, the students and the community and a sense of pride in the school is enhanced by the genuine care and compassion displayed by all staff. Students at Woombye understand it is their responsibility to do their very best and in all of their actions to be considerate of others. In its quest for Educational Excellence and Social Justice our school focuses on our motto "ACHIEVEMENT with FRIENDSHIP". This is underpinned with a foundation of the "You Can Do It" Program that focuses on developing Organisation, Resilience, Confidence, Getting Along and Persistence in each of our students. Essentially this means: Every student is working to the best of their ability while displaying a high level of quality behaviour at all times. Every teacher understands the children they teach and is planning their lessons to best cater for the individual needs of each student. Woombye State School's ability to cater to the needs of the individual student is managed exceptionally well by the Student Needs Committee. These needs range from the students with learning difficulties through to students of exceptional abilities. Woombye State School has also adopted the responsible thinking process to enable all children to understand that they are responsible for their own actions. This is a very precise and successful process to teach children appropriate behaviour and for managing unacceptable behaviours occasionally exhibited by students.

Principal's Foreword

Introduction

The Woombye State School Annual Report for 2016 provides a concise reflection on our performance for the year as a quality educational institution. This report contains information across various aspects of our school's operation during the year from access to NAPLAN Results for our Year 3 and 5 students on 'MySchool' website to our Parent, Student and Teacher Satisfaction ratings of our school.

Other information provided in this report includes the goals set for our school to be achieved during 2016 and how well we progressed towards achieving these goals. This information is supported with other data central to the operation of our school such as school enrolment trends, the characteristics of our student body, class size information and the curriculum that we offer to our clientele. This information is also complimented with students' attendance rates as well as staff qualifications, attendance and retention records from the previous year.

Woombye State School is proud to present this report to the public. As a school, we have achieved a great deal during 2016 and look forward to continuing to provide this excellent level of service to the Woombye community during 2017.

School Progress towards its goals in 2016

During 2016, Woombye State School set a number of specific goals to focus towards. These goals were drawn from Education Queensland's key priorities and strategies as well as identified priorities specific to Woombye State School. These goals are as follows:-

- Continue to use Woombye SS data cycle to initiate regular data discussions to inform improvement, guide teaching and prompt early intervention – *achieved*.
- Implement both proactive and reactive strategies to increase student attendance to 95% - 93.6%
- Create engaging learning opportunities for all students that ensures each student has the opportunity for success – *ongoing*.
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations – *ongoing*.
- Embed English, Mathematics, Science, History & Geography (National Curriculum) using school-designed units aligned with ACARA guidelines ensuring alignment with community expectations - *ongoing*.
- Continue to embed a balanced reading program in all classrooms – *ongoing*.
- Embed Numeracy Rich Routines that address key aspects of number as identified – *ongoing*.
- Continue to integrate ASOT design questions in unit planning and classroom practices - *ongoing*.
- Continue to implement intra-school moderation processes for writing and numeracy assessment tasks ensuring sound assessment practices - *embedded*.
- Develop partnerships within and beyond the school that support student learning - *ongoing*.
- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement – *ongoing*.
- Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, web portal and letter – *ongoing*.
- Provide programs and opportunities for parents to build their capacity to support their child's learning – *ongoing*.
- Actively seek and develop a wide range of community partnerships - *ongoing*.

Each of the goals above was addressed throughout the year with many being achieved. Once achieved, the goals will require 'ongoing' attention to maintain their levels of effectiveness in our school thus if the goals do not reappear in 2017, it does not indicate that they are forgotten but have been embedded in daily practice in the operations of our school.

FUTURE OUTLOOK

For 2017, Woombye State School has an Explicit School Improvement Agenda focusing upon Spelling, Inclusion and Differentiation, Consolidation of Curriculum Documents and Student Attendance.

To achieve significant progress with this agenda, specific goals were developed and are listed below. These goals were developed from the “*Department of Education, Training and Employment Strategic Plan, 2014 – 2018*” as well as the *Woombye State School ‘School Strategic Plan 2017 to 2020’*.

Goal 1: Spelling - Improved Spelling results across the whole school.

Goal 2: - Developing a whole-school approach to inclusion and differentiation.

Goal 3: - Consolidate the Woombye Curriculum Documents throughout the school.

Goal 4: - Encourage and support Student Attendance.

The following targets have been set as our benchmarks for success:-

- Student Attendance during 2017 - 95 %.
- Student Achievement- 80% of students achieving C rating or higher on Semester Two Report Cards in 2017.
- NAPLAN Achievements for 2017 -

Percentage of students achieving U2B

| U2B | Yr 3 | Yr 5 |
|------------|-------------|-------------|
| Reading | 55% | 40% |
| Spelling | 40% | 25% |
| Writing | 50% | 20% |
| Numeracy | 45% | 25% |

Our School at a Glance

School Profile

| | |
|--|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Prep Year - Year 6 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 511 | 243 | 268 | 17 | 95% |
| 2015* | 495 | 231 | 264 | 21 | 97% |
| 2016 | 504 | 236 | 268 | 17 | 96% |

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

Woombye State School has continued to maintain its high level of enrolment since being enrolment managed in 2011. The school has been capped at 525 students with over 50% of the student body currently residing outside the Woombye District. The students generally come from a low to middle socio-economic background (School ICSEA Value – 1018) with 85% in the low and middle quarters. The school has fewer than 3% indigenous students with a similar number in the 'English as a Second Language' category. The occupations of most families range from unemployed to blue collar workers, farmers and business owners. There are few white collar workers in the parent body. The students of our school are characterised by their warm, friendly nature and the way they make visitors feel welcome at our school. Student behaviour is underpinned by the school's focus on building strategies to demonstrate Resilience, Confidence, Getting Along, Organisation and Persistence in all students. The students are proud of our school and work hard to ensure that their academic achievements and social behaviours enhance the great reputation of Woombye State School.

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 | 24 | 24 | 23 |
| Year 4 – Year 7 | 27 | 25 | 26 |
| 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

During 2016, Woombye State School continued its focus on redeveloping units of work to provide an integrated curriculum capable of meeting the requirements of ACARA units in English, Maths and Science while maintaining the integrity of the content. We have been working towards implementing a school curriculum that is engaging, relevant and that leads to academic achievement for each individual student in every classroom, focussing particularly on Differentiation to cater for the individual. Individual Curriculum Programs were also introduced during 2014 for students more than two years behind in either Literacy or Numeracy fields. The unit planning is well supported through the integration of the “Art and Science of Teaching” (ASOT) Design Questions that focus on engaging pedagogy in the classroom.

The ‘*Investing For Success*’ funding provided to Woombye state School was wisely invested in purchasing additional teacher aide hours to support students in the lower school improve their reading abilities. This has a significant positive impact at Woombye State School with improved reading abilities noted from all students supported by this program.

2016 also saw the introduction of BYOD some learning environments. The BYOD program provides an avenue for our teachers to engage in “New Pedagogies for Deep Learning”. This has resulted in students who are re-engaged actively and who are becoming keen contributors to their learning. The BYOD program is ultimately empowering students to become self-directed, life-long learners. The flexibility and versatility provided by the online BYOD learning platform enhances the differentiation opportunities provided for all students, enabling teachers to cater for student learning needs to a great extent. Through the BYOD program, students now have greater access to real-time information and feedback, a wide range of digital learning resources and software, and collaborative workspaces. As a result, students are demonstrating higher levels of motivation and engagement in their learning.

The school also offers a class music program from Prep to Year 6. An instrumental music program involving woodwind, brass and percussion is available to students in Years 3, 4, 5 and 6 while students in Year 2 upwards are invited to join our instrumental stings program.

During 2016, extension classes (IMPACT Program) were provided for high achieving students in Literacy and Numeracy. Students were identified through school-based assessment results and teacher observations and activities designed to promote lateral and high-order thinking skills. These classes occurred regularly during the week with a great balance of students being catered for.

It is our aim to further develop curriculum awareness and competence while continuing to provide other extension and enrichment programs such as: computer and chess clubs, sports development squads, Instrumental music programs for both strings, brass and woodwind, Singfest coral festival, other coral opportunities, ‘Voices on the Coast’, special art classes and Drama Productions. ‘Sporting Schools’ Program is also run at Woombye State School.

A strong link also exists with the University of Central Queensland as we provide host placements for Student Teachers who continue to enrich our school with their vibrant energy and passion for teaching.

Co-curricular Activities

Woombye State School compliments its classroom curriculum with a myriad of other activities for the students to provide something for everyone. The offerings include the following:-

- Weekly lunch time 'Arts Group';
- School Drama Group;
- School Choir;
- Before School Fiestas in Maths, Science and Art.
- Lunchtime Games in Library;
- Chess Club;
- 'MakerSpace' Lunch time club;
- Instrumental Music Program for Strings, Brass and Woodwind;
- Interschool Rugby and Soccer Teams;
- Regular visits by Regional Development Officers for cricket, soccer, rugby league, rugby union, basketball, Austag, and AFL;
- 'Sporting Schools Programs';
- 'Voices on the Coast' Writing Program;
- 'Kids In Action' Environmental Awareness Team;
- Garden Groups;
- Woodworking Group;
- Interschool Sports Gala Fun Days;
- Enrichment Days for Years 5 and 6;
- 'Buddy Groups' with Prep/Year 1's with Years 5 and 6;
- 'OptiMinds';
- Weekly specialist computer classes;
- Lunchtime interhouse sporting events for Middle and Upper School;
- Annual Camps for Years 5 and 6; and
- Regular Teacher Vs Students sporting events.

How Information and Communication Technologies are used to Assist Learning

2016 saw Woombye State School begin a new journey to provide a rich multi-literate learning environment that will successfully meet the evolving digital literacy demands of our students. To accomplish this has required a significant shift in the pedagogical practice used to ensure we successfully engage students in the classroom. By embracing technology as a means to opening the doors for our students, our Year Five staff members are leading the way to empowering students to become self-directed, confident and independent learners. The teachers have reignited our student's passion for learning in the middle school by facilitating meaningful learning experiences that incorporate BYOD as a successful approach within the learning environment. The BYOD program at Woombye State School recognises the demand for seamless learning between school, work, home and play. The incorporation of BYOD into the classroom has allowed students to become responsible digital users. The BYOD program is enabling our teachers to successfully enhance the teaching-learning process within the classroom, thus providing the skills, experiences and knowledge that

students need to help them to prepare for their future studies and careers. Although introduced in Year 5 for 2016, expansion is expected to incorporate Year Three through to Year Six classrooms during the next few years.

Throughout the rest of the school, Information and Communication Technologies (ICT's) has continued to be a major focus for many teachers during 2016 with constant upgrading of our computer resources and the continued use of our Computer Learning Resource Room. This has been supplemented with the dedicated ICT Learning Manager who regularly provides inservice opportunities for all staff as well as students. With the school's adoption of the C2C resources produced by Education Queensland, staff members are required to have an adequate knowledge and ability with technology due to the number of online support and resource materials integrated into the unit work. Interactive White Boards are in every classroom and assist the teachers with their delivery of their integrated units of work.

The use of iPads, iPods and Ipevos into the classrooms have allowed students and teachers a greater range of ways in effectively incorporating technology into regular classroom activities, generating greater excitement in daily learning episodes.

Social Climate

Overview

Woombye State School is known for its friendly children and dedicated, compassionate staff. In its quest for Educational Excellence and Social Justice the school focuses on three words "ACHIEVEMENT with FRIENDSHIP". This is underpinned with a foundation of the "You Can Do It" Program that focuses on developing Organisation, Resilience, Confidence, Getting Along and Persistence in each of our students.

Essentially this means:

- Every student is working to the best of their ability while displaying a high level of quality behaviour at all times.
- Every teacher understands the children they teach and is planning their lessons to best cater for the individual needs of each student.
- Friendly and productive relationships existing between all staff, parents and students.
- We strive to provide a safe and supportive environment for everyone at all times.
- An assertive anti-bullying program is in place and works in conjunction with the "You Can Do It" program.

Woombye State School's ability to cater to the needs of the individual student is managed exceptionally well by the Student Needs Committee. These needs range from the students with learning difficulties through to students of exceptional abilities. The Committee is made up of Classroom Teachers, Learning Support Teacher, Guidance Officer and Behaviour Management Specialist. This is well complimented by each teaching differentiating their curriculum offerings to ensure the needs of each individual student in their class is met. Woombye State School has also adopted the responsible thinking process to enable all children to understand that they are responsible for their own actions. This is a very precise and successful process to teach children appropriate behaviour and for managing unacceptable behaviours occasionally exhibited by students. This usually operates during the lunch breaks to ensure class instruction time is not lost.

Further support is provided to our school community by our School Chaplain who is at Woombye State School three days per week. Support groups are organised and coordinated by our Chaplain who provides outreach to any community member seeking support.

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) | 96% | 97% | 96% |
| this is a good school (S2035) | 96% | 97% | 94% |
| their child likes being at this school* (S2001) | 100% | 100% | 96% |
| their child feels safe at this school* (S2002) | 100% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 91% | 97% | 96% |
| their child is making good progress at this school* (S2004) | 91% | 97% | 94% |
| teachers at this school expect their child to do his or her best* (S2005) | 96% | 97% | 94% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 82% | 95% | 96% |
| teachers at this school motivate their child to learn* (S2007) | 91% | 97% | 96% |
| teachers at this school treat students fairly* (S2008) | 93% | 100% | 91% |
| they can talk to their child's teachers about their concerns* (S2009) | 98% | 100% | 96% |
| this school works with them to support their child's learning* (S2010) | 91% | 92% | 89% |
| this school takes parents' opinions seriously* (S2011) | 84% | 92% | 89% |
| student behaviour is well managed at this school* (S2012) | 84% | 89% | 91% |
| this school looks for ways to improve* (S2013) | 91% | 92% | 96% |
| this school is well maintained* (S2014) | 91% | 95% | 88% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 97% | 97% | 96% |
| they like being at their school* (S2036) | 94% | 92% | 96% |
| they feel safe at their school* (S2037) | 90% | 96% | 92% |
| their teachers motivate them to learn* (S2038) | 98% | 98% | 97% |
| their teachers expect them to do their best* (S2039) | 100% | 99% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 92% | 90% | 93% |
| teachers treat students fairly at their school* (S2041) | 85% | 89% | 84% |
| they can talk to their teachers about their concerns* (S2042) | 81% | 81% | 80% |
| their school takes students' opinions seriously* (S2043) | 84% | 91% | 88% |
| student behaviour is well managed at their school* (S2044) | 82% | 89% | 85% |
| their school looks for ways to improve* (S2045) | 96% | 96% | 95% |
| their school is well maintained* (S2046) | 98% | 93% | 88% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2014 | 2015 | 2016 |
| their school gives them opportunities to do interesting things* (S2047) | 89% | 93% | 91% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 100% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 92% | 96% | 92% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 97% | 96% | 97% |
| staff are well supported at their school (S2075) | 100% | 100% | 100% |
| their school takes staff opinions seriously (S2076) | 100% | 100% | 100% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 100% | 95% |
| their school gives them opportunities to do interesting things (S2079) | 95% | 100% | 95% |

* 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

Parents are an important partner in the provision of a quality education for their children at Woombye State School. Because of this, parents are encouraged to be active participants in the classrooms ranging from reading groups, changing home readers, leading special interest groups, supporting classroom activities from cooking, painting, craft work and drama classes. Parents, although more active in the lower school, are still very supportive in the Middle and Upper School in more specialist roles such as cooking, garden groups, woodworking groups, hobby groups and extension programs such as "Optiminds" and Drama Groups. To support the parents, the school hosted a number of parent information morning teas and afternoon 'focus' sessions focussed on parenting, reading, mathematics and behaviour management issues. As a result of these initiatives and the school's 'Open Door Policy', parents are an important and active partner in their child's education.

Respectful relationships programs

Woombye State School has developed and implemented programs that focus on developing and maintaining appropriate, respectful and healthy relationships. We have embedded the 'You Can Do It' program into our ethos where students from Prep to Year Four participate in weekly formal lessons that teach Resilience, Getting Along, Organisation, Confidence, and Persistence. These five qualities underpin the behaviour expectations of Woombye state

School where everyone is taught that they have a right to feel and be safe. Paralleling this program is the Bullying Program where students are provided with a framework on how to respond to bullying. In particular situations where issues do arise between students, a 'Restorative Justice' process is undertaken by one of our trained staff members to ensure peaceful resolutions to conflict occurs and the students learn effective skills for future use.

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 | 3 | 7 | 4 |
| Long Suspensions – 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

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

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

Environmental Footprint

Reducing the school's environmental footprint

Woombye State School continues to move forward in its quest to reduce its environmental footprint. Solar panels installed during early 2010 and 2012 have made a positive impact upon our electricity costs. During 2015, electricity useage was audited to identify ways to save on electricity usage. Cardboard recycling bins introduced late 2010 have been very successful with much cardboard being recycled during 2011 and 2012. During 2010, Woombye State School also had their plumbing overhauled where all taps have been restricted to 12 litres per minute and the removal of tap handles for external taps thus prevented excessive casual use of water. Unfortunately, due to faulty toilet systems, much water was lost during 2014 - 2015. This has since been attended to as seen in the data below, Woombye State School has significantly reduced its water usage during the 2013 – 2014 period due to well-maintained plumbing and wet seasons reducing the need for sprinklers.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 141,757 | 2,194 |
| 2014-2015 | 145,201 | 5,638 |
| 2015-2016 | 150,849 | 526 |

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.

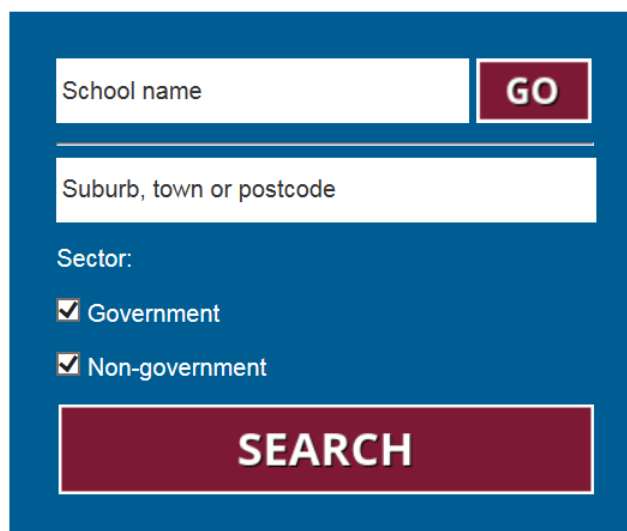
School Funding

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



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 | 36 | 23 | 0 |
| Full-time Equivalent | 30 | 14 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 2 |
| Graduate Diploma etc.** | 2 |
| Bachelor degree | 31 |
| Diploma | 1 |
| Certificate | 0 |

*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 \$20 000.

The major professional development initiatives are as follows:

The provision of a Master Teacher throughout 2016 provided school with opportunity to release teaching staff constantly throughout the year to be coached/supported in curriculum planning, differentiation, assessment, moderation procedures. Much of the expenditure was to support TRS to provide teacher release to participate in this training.

Teachers were still encouraged to attend other professional development activities when provided. The opportunities were to be aligned with school initiatives and key agenda items such as '7 Steps to Writing', 'Magic Words', Numeracy, Differentiation ideas, Spelling programs, BYOD in the Classroom and other individual professional directions.

Individual staff members were also identified for specific training as curriculum leaders in Numeracy, Writing and Information Technology. TRS days were supplied for these staff members to attending training to fulfil the roles.

Teacher Aides were well supported with regular training and inservice opportunities, particularly on Tuesday afternoons.

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

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 95% | 96% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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). | 94% | 93% | 94% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 91% | 92% | 94% |

*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%.

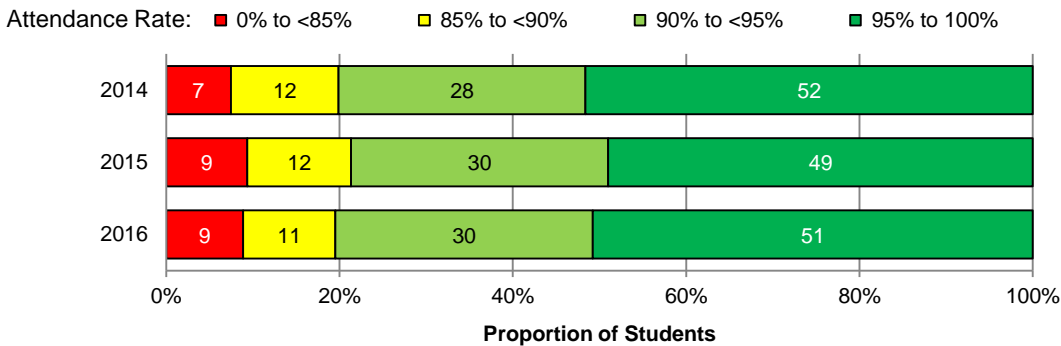
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 95% | 93% | 93% | 94% | 94% | 93% | 94% | 95% | | | | | |
| 2015 | 93% | 94% | 92% | 94% | 93% | 92% | 94% | | | | | | |
| 2016 | 94% | 94% | 93% | 93% | 93% | 95% | 93% | | | | | | |

*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.

Class rolls are marked by 10:00am and 2:00pm daily. Students absent and no contact has been made with the school are marked as 'Unexplained'. If the student is absent for more than two days 'Unexplained' then the classroom teacher attempts to contact the family to ascertain the reason for the absent. If ongoing absences occur without reasonable cause, then the policy dealing with Truancy will then be followed. Principal and Deputy Principal take an active role in contacting parents of students regularly absent. Woombye State School encourages open and honest communication with all families to ensure issues dealing with absenteeism are quickly and easily addressed.

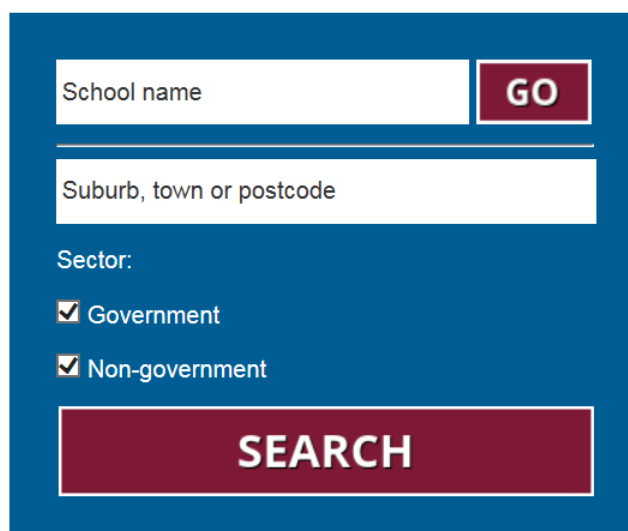
In 2017, a SMS Text messaging system will be introduced to notify all families about 'Unexplained Absences' of their children by 11:00am each day.

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.