



Woombye State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	95 Pine Grove Road Woombye 4559
Phone	(07) 5451 3222
Fax	(07) 5451 3200
Email	principal@woombyess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Paul Lowik, Principal

SCHOOL VISION:- “At Woombye State School diversity is accepted and respected. We aim to engage all students in our care in a supportive and inclusive learning community that recognises individual needs and potential, empowering them to become lifelong learners”.

Principal's Foreword

The Woombye State School Annual Report for 2018 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 2018 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 2018 and look forward to continuing to provide this excellent level of service to the Woombye community during 2019 and beyond.

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 Education 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 through the use of various support staff and resources. 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. Woombye State School is a wonderful school that is very proud of the excellent reputation it has throughout the wider community.

School progress towards its goals in 2018

During 2018, 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% - 92.2%
- 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 2019, it does not indicate that they are forgotten but have been embedded in daily practice in the operations of our school.

Future outlook

For 2019, 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: - Reflect upon and consolidate the quality and effectiveness of 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 2019 - 95 %.
- Student Achievement- 80% of students achieving C rating or higher on Semester Two Report Cards in 2019.
- NAPLAN Achievements for 2019 -

Percentage of students achieving U2B

U2B	Yr 3	Yr 5
Reading	60%	40%
Spelling	60%	25%
Writing	60%	25%
Numeracy	65%	25%

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	504	506	488
Girls	236	233	226
Boys	268	273	262
Indigenous	17	18	15
Enrolment continuity (Feb. – Nov.)	96%	96%	94%

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

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 – 1024) with 84% 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 a number of white collar workers in the parent body as well but not a large group. 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	21	22
Year 4 – Year 6	26	26	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

During 2018, Woombye State School continued its focus on redeveloping and refining 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 requiring significant support 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. An auditing process is in progress with all units of curriculum planning starting with the “Guides to Making Judgement” and working backwards.

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 and comprehension abilities. This has a significant positive impact at Woombye State School with improved reading and comprehension abilities noted from all students supported by this program.

In 2018, the BYOD program to continued in Year 4 through to Year 6 student cohorts. 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 3 upwards are invited to join our instrumental stings program.

During 2018, extension classes (Pinnacle Program) were provided for high achieving students in Years 5 and 6. Students were identified through an application process organised by local secondary colleges. The identified students selected by the High Schools attend shot programmes that promote lateral thinking and problem-solving awareness.

The addition of a STEM Specialist Teacher (0.6 – three days per week) in 2018 has enhanced our school’s focus on ‘Science, Technology, Engineering and Maths’. This role provides support for teacher planning, classroom lessons as well as lunchtime activities for students.

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, 'Maker Space' activities, sports development squads, Instrumental music programs for both strings, brass and woodwind, Singfest coral festival, FanFare, 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 Choirs;
- STEM Activities;
- Lunchtime Games in Library;
- Chess Club;
- 'MakerSpace' Lunch time club;
- Instrumental Music Program for Strings, Brass, Woodwind, and Percussion;
- Interschool 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 Year 5 students begin a new journey to provide a rich multi-literate learning environment that will successfully meet the evolving digital literacy demands of our students. In 2017, this was extended to include Year Four and Year Six 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 for other teachers 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 ('Bring Your Own Devices') 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.

Throughout the rest of the school, Information and Communication Technologies (ICT's) has continued to be a major focus for many teachers during 2017 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 now being replaced in most classrooms with 65" screens that are wifi enabled to assist the teachers with their delivery of their integrated units of work.

The use of interactive devices in the classrooms has 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, Inclusion Teachers, Guidance Officer and Behaviour Management Specialist. This is well complimented by each teacher 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. The ‘Zones of Regulation’ Program is also used extensively throughout the lower school. In this program, the students are taught strategies to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. 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 Chaplains who are at Woombye State School four days per week. Support groups are organised and coordinated by our Chaplains who provides outreach to any community member seeking support.

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)	96%	94%	96%
• this is a good school (S2035)	94%	94%	96%
• their child likes being at this school* (S2001)	96%	98%	93%
• their child feels safe at this school* (S2002)	100%	96%	93%
• their child's learning needs are being met at this school* (S2003)	96%	88%	87%
• their child is making good progress at this school* (S2004)	94%	90%	89%
• teachers at this school expect their child to do his or her best* (S2005)	94%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	88%	84%
• teachers at this school motivate their child to learn* (S2007)	96%	88%	89%
• teachers at this school treat students fairly* (S2008)	91%	94%	89%
• they can talk to their child's teachers about their concerns* (S2009)	96%	88%	89%
• this school works with them to support their child's learning* (S2010)	89%	88%	76%
• this school takes parents' opinions seriously* (S2011)	89%	81%	82%
• student behaviour is well managed at this school* (S2012)	91%	83%	84%
• this school looks for ways to improve* (S2013)	96%	90%	90%
• this school is well maintained* (S2014)	88%	90%	80%

* 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)	96%	94%	93%
• they like being at their school* (S2036)	96%	86%	91%
• they feel safe at their school* (S2037)	92%	93%	95%
• their teachers motivate them to learn* (S2038)	97%	97%	94%
• their teachers expect them to do their best* (S2039)	98%	99%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	95%
• teachers treat students fairly at their school* (S2041)	84%	82%	87%
• they can talk to their teachers about their concerns* (S2042)	80%	87%	88%
• their school takes students' opinions seriously* (S2043)	88%	76%	87%
• student behaviour is well managed at their school* (S2044)	85%	62%	74%
• their school looks for ways to improve* (S2045)	95%	85%	95%
• their school is well maintained* (S2046)	88%	83%	92%
• their school gives them opportunities to do interesting things* (S2047)	91%	87%	91%

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	95%
• they receive useful feedback about their work at their school (S2071)	92%	85%	81%
• 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%	97%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	97%	85%	86%
• staff are well supported at their school (S2075)	100%	82%	81%
• their school takes staff opinions seriously (S2076)	100%	81%	81%
• their school looks for ways to improve (S2077)	100%	91%	86%
• their school is well maintained (S2078)	95%	88%	95%
• their school gives them opportunities to do interesting things (S2079)	95%	90%	90%

* 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.

The wider Woombye Community is also very involved with Woombye State School, particularly the ‘Sunshine Valley Men’s Shed’ Group in Woombye. Their team of passionate gardeners have successfully set up an organic garden that supplies the tuckshop with fresh salad items. Volunteers also assist with the ‘Tool Shed Group’ that meets regularly to provide small groups of students with the opportunity to make timber projects using a variety of tools and skills.

Members of the School Choir, Strings Ensemble and the Brass, Woodwind and Percussion Band participate in an annual tour of Retirement Villages/Nursing Homes usually at the end of the year where they entertain the elderly with Christmas Carols and other songs of choice. This also compliments the Arts Gala Evening that is open to the wider community to display the talents of the Woombye Students.

Woombye State School is also active in its support of other community causes and organisations including the Palmwoods/Woombye Lions Association, participants in annual “Walk for Daniel”, quality business partnerships with many Woombye township businesses including School Student Banking with the Woombye and Districts Bendigo Community Bank, and supporter of the Palmwoods/Woombye Country Women’s Association.

Respectful relationships education 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. The ‘Zones of Regulation’ Program is also used extensively throughout the school. In this program, the students are taught strategies to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. This is a very precise and successful process to teach children appropriate behaviour and for managing unacceptable behaviours occasionally exhibited by students.

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	4	7	3
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
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

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 usage was audited to identify ways to save on electricity usage. Cardboard recycling bins introduced late 2010 have been very successful with much cardboard now being recycled. 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.

In 2016, Woombye State School also introduced a 'Litter Free' Policy where families are actively encouraged to reduce packaging around all food items sent to school. Any rubbish (excluding food scraps) that students have resulting from their lunches is placed in their lunch boxes and returned home. This policy raises awareness of rubbish with students and their families with the hope of wiser choices in the future. Food scraps remain at school and composted for the school gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	150,849	148,546	154,418
Water (kL)	526		

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

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	37	22	<5
Full-time equivalents	32	14	<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	2
Graduate Diploma etc.*	2
Bachelor degree	30
Diploma	3
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 \$20000.

The major professional development initiatives are as follows:

Many of the teaching staff were released at different times to attend Regional Curriculum Training Days to improve curriculum planning, assessment and delivery.

The provision of a Master Teacher throughout 2018 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 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%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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	94%	94%	92%
Attendance rate for Indigenous** students at this school	94%	93%	92%

* 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	94%	94%	90%
Year 1	94%	94%	91%
Year 2	93%	92%	92%
Year 3	93%	95%	91%
Year 4	93%	93%	94%
Year 5	95%	93%	93%
Year 6	93%	94%	93%

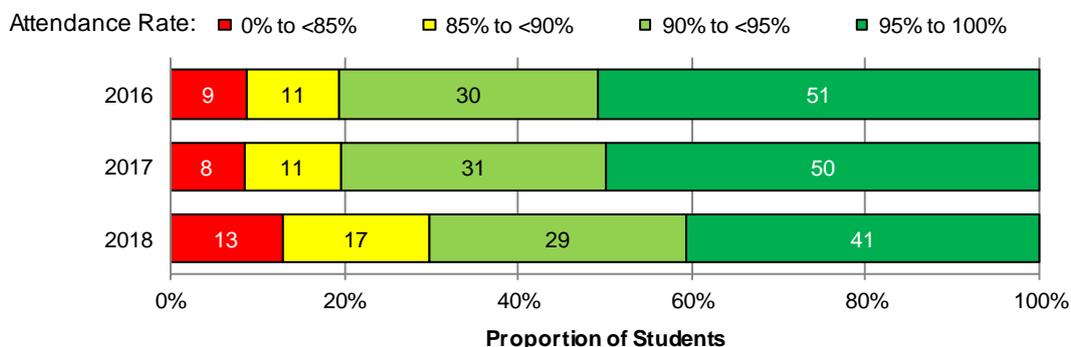
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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. A formal communication process with consequences is used when parents persist with student absenteeism.

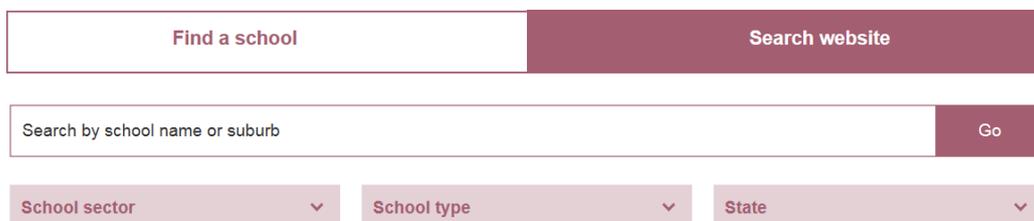
In 2018, a SMS Text messaging system was introduced to notify all families about 'Unexplained Absences' of their children by 11:00am each day.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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.



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



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



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.