School Profile

Woombye 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 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. Our motto ‘Achievement with Friendship’ provides us with a focal point for discussion regarding attitude, goals and achievement.

The Woombye Community is very supportive of Woombye State School. A close knit harmony exists amongst the students and parents of the school reflecting positively in the ethos of the school. The families supporting the school come from wide ranging backgrounds from low to middle socio-economic incomes, various family structures and with some families now in their fourth and fifth generations of attending Woombye State School.

Woombye State School is a coeducational school which has an enrolment of 400 students in years Prep school to Year 7. In 2007 Preparatory classes replaced our Preschool year for the first time. This is a non-compulsory full time educational option that was available to students who turned 5 between January and June 2007. In 2008, our Prep Classes accepted enrolments from students turning 5 from July 2007 to June 2008.

Woombye township has a population of around 1000 people in a community of average age personal income levels, who are predominantly Australian born and predominantly living in their own homes. Compared to both Sunshine Coast and national averages, Woombye has a slightly higher proportion of people aged 15 years and younger.

Woombye State School has a less than 1% of ATSI students and an even smaller percentage of students who have English as a second language.

Woombye State School is known for its friendly children and dedicated, compassionate staff. In its quest for Educational Excellence and Social Justice the school’s operating policy and mission statement can be summed up in three words “ACHIEVEMENT with FRIENDSHIP”

Woombye State School has a supportive school environment founded upon the 6 C’s. Every individual at Woombye State School is expected to demonstrate Care, Courtesy, Consideration, Co-operation, quality Communication and Compliment others when appropriate. A proactive approach to Bullying and any other inappropriate behaviours at Woombye State School provides the opportunity for all students to feel safe and supported. A Reflection Room process is available for students having difficulty maintaining the expected standard at our school.
Woombye State School is proud of the achievements of our students and of the friendly, respectful relationships that exist between students, staff and parents/guardians.

**Learning**

The focus at Woombye State School is always on the student as an individual. Teachers cater for each individual student in their class through careful and reflective planning, ensuring that the needs of each student are considered. The classroom teacher is well supported by a Students’ Needs Committee that meets weekly. The purpose of this Committee Meeting is to establish effective support processes and strategies for identified students. The student needs range from learning difficulties to behaviour management to the gifted and talented individual.

Curriculum planning and delivery at Woombye State School is aligned to the intent of the Queensland Curriculum, Assessment and Reporting Framework and centres upon the ‘Essential Learnings’, incorporated into integrated units that combine elements of the eight key learning areas. The integrated units provide the foundation for quality learning experiences in vibrant, challenging classrooms that are designed to stimulate the individual student to higher levels of achievement. Assessment tasks and practices are high level and are closely linked to the essential learnings and standards. The teaching strategies planned promote active learning and participation of all students. Standardised reports of student achievement generated through the “one School” Program are provided to all parents and caregivers at the end of each semester.

From 2002 until 2006, a positive trend was achieved in reducing the number of students caught in the Year Two Net in Reading, Writing and Number. In 2007, a predicted increase in the number of students caught in Reading and Writing in the Year Two Net occurred. This prediction was founded upon the number of students identified by the teaching staff during 2006 and 2007 requiring Learning Support.

Results from the Years 3, 5 and 7 Tests demonstrate the following trends –

* In general, each cohort of students maintained a good level of achievement when tested in Year 3, 5 and 7.
* Reading/Viewing appears to be weakest in Year 3 with each cohort then demonstrating improvements in Year 5 and Year 7 resulting in no Year 7 cohort being below State Average since 2002.
* Writing consistently remains above State Average in most cases in Year 3, 5 and 7 Test results.
* Spelling consistently remains above State Average in most cases in Years 3, 5 and 7 Test results.
* Most areas of Maths consistently remain at or above State Average in Year 3, 5 and 7 tests. In situations when there appears to be a sudden drop in student performance in any particular area, the results show marked improvement two years later, particularly in Year 7.

Appraisement of students is up to date with all appraised students having an Educational Adjustment Program developed and implemented.

**Schools**

Woombye State School was established in 1885 and currently supports an enrolment of 400 students. The current classroom facilities are a combination of various building styles ranging from the older highset wooden classrooms to the more modern rooms equipped with network cabling, preparation areas and concertina room dividers. The buildings are complimented with four play areas allowing for the segregation of the Prep/one’s, two/threes, four/fives, and
six/sevens during playtime. The play areas are complimented with lots of trees, shade areas, playground equipment, goal posts for various sports and multi-purpose courts.

The learning environment is well supported by a quality behaviour management program that is founded upon the expected behaviours of Consideration, Courtesy, Communication, Co-operation, Care and Compliment. The ‘How To Handle a Bully’ Program is also well established and practised by most members of the Woombye State School Community.

Resources supporting curriculum delivery have just received greater funding during 2008 to begin addressing a much neglected area of the school. Maths, Science and Reading materials have just had an injection of funds with more required over the next few years in other Key Learning Areas. Information and Communication Technologies also requires a huge boost in funding given that many of the computers are nearing their use-by date and unreliable wireless connections requiring upgrading. The school, when converted to the MOE in the very near future will force the upgrade of much of the ICT infrastructure throughout the school.

Community partnerships are very strong given that Woombye State School is the only state school in the area. The local business community is very supportive, allowing fundraising events outside their stalls, supporting various functions at the school as well as sponsoring the purchase of items such as sporting jerseys or interactive whiteboards. Members of our student body also support the local community through musical performances at various venues, visits to the local old people’s home and supporting CWA activities.

Funding for Woombye State School is provided through the government core funds, government targetted funds, fundraising from the P & C Association, donations from local businesses and business groups and well as grants applied for by our P & C Association.

The leadership and management structure of Woombye State School is founded upon an open door, totally transparent structure where all major decisions are discussed openly at various forums where feedback is gladly received and opinions valued.

School Workforce

The Staff at Woombye State School are predominantly mature aged with some younger staff members joining the team as some of the more mature staff members retire. With this mix of maturity and youthfulness, Woombye State School exhibits a great balance in staffing. It is anticipated that a small number of staff turnover will take place as teaching contracts expire and permanent staff are brought in to replace them or staff on leave return to our school.

Professional development has been given a high priority at Woombye State School with a minimum of ten percent of the general grant being dedicated to the provision of professional developmet for all staff. The focus for the next few years will be on QCAR activities ensuring the Essential Learnings are embedded into the new planning proformas currently being developed. Staff will also be encouraged to acquire their ICT Certificates to integrate ICT more effectively into the teaching/learning process.

The health and wellbeing of the staff is also a high priority of our School focus. A proactive Social Club works extremely hard to ensure a number of fun activities and celebrations occur throughout the year as well as ensuring Get Well Cards and other note of significance are sent when necessary. The Friday Afternoon gathering is also encouraged as well as participation in a variety of staff functions from Christmas Parties, Staff bar-b-ques, International Teachers and Support Staff Days, Bowls and Golf afternoons and the annual Rugby League Footy Tipping Competition.
Our Vision

STATEMENT OF PURPOSE

It is our goal to achieve the best educational outcomes for every student at Woombye State School.

OUTCOME STATEMENT

Children exiting Woombye State School will have been provided with the opportunity to:
♦ understand the process of learning and apply their preferred learning style.
♦ develop multi-literacy and numeracy skills.
♦ acquire the skills needed to understand and apply new knowledge and technology through an integrated curriculum framework incorporating the Essential Learnings.
♦ accept responsibility for their own learning and behaviour.

VALUES AND BELIEFS

At Woombye State School we are committed to ensuring that:

• Our actions promote the best interests of students.
• All of our actions are the very best quality we can achieve.
• For all of our actions we are prepared to accept personal accountability.
The Woombye State School community expects all employees to:

1. Be friendly to everyone in the school community.
2. Recognise and celebrate student achievements.
4. Be committed to the school, their job and to excellence in teaching and learning.
5. Communicate in an open manner and always respect confidentiality.
6. Be loyal to the school.

<table>
<thead>
<tr>
<th>Woombye Primary School is committed to:</th>
<th>Behaviours that reflect the school culture:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Achievement with Friendship</td>
<td>✓ Teachers and students are engaging in relevant and challenging curriculum.</td>
</tr>
<tr>
<td>• Curriculum</td>
<td>✓ Students do their very best to achieve improved learning outcomes.</td>
</tr>
<tr>
<td>• Responsible Thinking</td>
<td>✓ Woombye is a happy school, proud to celebrate its successes.</td>
</tr>
<tr>
<td>• Child Needs</td>
<td>✓ Students accept responsibility for their actions.</td>
</tr>
<tr>
<td>• Relationships and</td>
<td>✓ Staff and students are responsive to the needs of others</td>
</tr>
<tr>
<td>• School Pride.</td>
<td>✓ Parents are actively involved in their children’s learning</td>
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</table>
### Learning

#### What Do We Value
- Engagement of students through variety of learning styles.
- Focus on Productive Pedagogies.
- Basic literacy and numeracy skills, including problem solving, to enable students to function in the community.
- Promotion of Higher Thinking Skills.
- Opportunities and funding for extension and support of students.
- Independent Learning.
- Recognising and nurturing individual student strengths.
- Opportunities for Student Negotiated Learning.
- Access to resources by all teachers.
- Using equipment for hands-on learning.
- Meaningful Professional Development.
- Time for cooperative curriculum planning and unit development.
- Active role by School Administration in whole school planning and feedback.
- Maintaining enthusiasm for learning.
- ICT's in Learning, Smart Classrooms initiative.

#### Strengths - What are We Doing Well.
- Making learning purposeful and meaningful across the school.
- Great emphasis in sporting activities and general fitness – lunchtime sport, morning fitness, interschool competitions, Active After School.
- Good relationships between staff and students.
- Continued high standard of student satisfaction with the school.
- Staff to staff mentoring and between each other.
- Wide variety of experience, points of view and teaching styles.
- Active learning environments.
- Giving students a good basic grounding in necessary skills.
- Wide range of opportunities for students – Landcare, Shed Group, Instrumental Music, etc.
- Caring and supportive staff.
- Welcome community to contribute to our school.
- Learning support network.
- Music program – well established – dedicated specialist teaching.
- Quality LOTE and PE Programs.
- Quality Instrumental Music Program.

#### Issues – Areas For Improvement
- Educate parents to make them aware of the importance of their role in student learning.
- Curriculum inservices including maths and english.
- Continue to increase, monitor and improve all resources.
- Moderation meeting at each year level.
- Resources need to be equitably shared among staff.
- Resources need to be sufficient for all classrooms.
- Expose students in all year levels to wide range of problem solving strategies.
- Implementing ‘Smart Classrooms’ Initiative.
- Sequential school-wde approach to science curriculum.
- Documented school-wide approach to all curriculum – development and implementation.
- Smaller class sizes where possible.
- Valuing importance of other KLA's – technology, SOSE, The Arts, etc.
- Need to promote Excellence in Teaching and Learning.
### Schools

#### What Do We Value
- Welcoming environment with features that are attractive such as play areas, fields, flora and fauna.
- Atmosphere generated from the ‘6 C’s’.
- Respective attitude from all – “Achievement with Friendship”.
- Airconditioning.
- Separate play areas for lower, middle and upper school.
- Sunsafe play areas and shade structures.
- Toilet facilities spread throughout school.
- Open school culture welcoming parents, volunteers and visitors to classrooms.
- Well-maintained learning environment including classrooms, furnishings and computers.
- Chaplain support for staff, students and community.
- Friendly, welcoming Office Staff and Administration Team.
- Contribution of auxiliary staff.

#### What are We Doing Well.
- Welcome community to utilise school facilities.
- Lovely ovals, Shady trees.
- Shade areas throughout school.
- Airconditioning.
- Fridges in classrooms.
- Cooking facilities throughout school.
- Covered walkways between buildings.
- General attractiveness of school.
- Undercover parade area.
- After School Care Service.
- Committed, long term stable staff.
- Library as a resource/activities area for students and staff to full time Teacher-Librarian.
- Sports Bins at Lunch times.
- General equipment – buildings, PE facilities eg posts shed storage, shade, etc.
- Staff involvement in outdoor activities.
- Administration support for purchasing of non-traditional consumables/resources for alternative learning experiences.
- Administration role modelling involvement in community events.
- Establishment of maths resource boxes with science to follow.

#### Issues – Areas For Improvement
- Sending of class and school newsletters via email.
- Improve furniture in classrooms and LOTE Room.
- Purpose built furniture for library, shelves, storage units and desks.
- More shelving, display boards and cupboards in various classrooms.
- White boards, OHP screens and ceiling-mounted data projectors for all classrooms.
- Walkways and pathways maintained for safety.
- Computer Labs in 2/3 and 6/7 areas.
- Greater ICT resources to support quality ICT in learning including digital video cameras.
- Continued development of ICT infrastructure (block connectivity and wireless)
- Maintenance of playground equipment.
- Shade cover for Prep/Year 1 sandpit.
- Beautification of Year 2/3 foyer – inviting place for parent volunteers.
- Coordinated activities for wet weather lunch eg table tennis, board games, drama and dance, basketball, etc.
- Better signage around school.
- Art and drama programmes offered during lunch breaks.
- More rubbish bins in tuckshop area.
- Upgrade/beautify school entry.
- Attention to areas of erosion around school.
- Purpose built furniture for computers.
- Concertina Doors in various classrooms.
- Multi-purpose undercover teaching area.
## Workforce

<table>
<thead>
<tr>
<th>What Do We Value</th>
<th>What are We Doing Well.</th>
<th>Issues – Areas For Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good relationships between staff/staff and staff/students.</td>
<td>• Motivated, happy professional staff.</td>
<td>• Succession planning to replace key staff members who are leaving.</td>
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<tr>
<td>• Inservice opportunities for teachers.</td>
<td>• Diverse and experienced staff.</td>
<td>• Return of back-to-back specialist lessons to allow for cooperative planning.</td>
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<td>• High standard of staff.</td>
<td>• Good male/female staff ratio.</td>
<td>• Greater number of Teacher Aides for better coverage in classrooms.</td>
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<tr>
<td>• Inservice opportunities for Teacher Aides.</td>
<td>• Support for individuals and families through network of people available at school.</td>
<td>• More Teacher Aide support in Lower School.</td>
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<tr>
<td>• Inservice opportunities for auxiliary staff.</td>
<td>• Quality Student-Teacher relationships – eg lunchtime sporting activities.</td>
<td>• Effective timetabling of Teacher Aides – one hour blocks and teacher input for class assignments.</td>
</tr>
<tr>
<td>• Quality volunteers, parent helpers and mentors.</td>
<td>• Foster positive relationships with – student teachers, work experience students, volunteers and community supporters.</td>
<td>• Teacher Aide specialty training in ICT and Gifted and Talented.</td>
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<td>• Social Club and general interaction between staff.</td>
<td>• Quality team work between all staff as well as volunteers.</td>
<td>• PD for Teacher Aides covering Smart Moves, multi-skilling, phonemic awareness.</td>
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<tr>
<td>• Mentoring program for students and volunteers.</td>
<td>• Teacher Aides valued and treated with respect.</td>
<td>• Access to PD for regular Supply Teachers.</td>
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<tr>
<td>• Cooperative team effort and support for each other.</td>
<td>• Teacher Aides show initiative and high skill levels allowing teachers for mainstream teaching and learning.</td>
<td>• Class profiles available for Relieving Staff including medical issues.</td>
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<tr>
<td>• A safe learning environment.</td>
<td>• Fostering caring friendly environment.</td>
<td>• Teacher enrichment time for Gifted Education.</td>
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<tr>
<td>• Enthusiastic professional teachers.</td>
<td>• Monitoring, reflecting and updating teaching practices and skills.</td>
<td>• Greater spread of ICT role to parallel and support current practices.</td>
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<tr>
<td>• Being valued.</td>
<td>• Professional development.</td>
<td>• ICT training for all teachers.</td>
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<td>• Acknowledgement for achievements.</td>
<td>• Curriculum planning days.</td>
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<tr>
<td>• Fun working environment.</td>
<td>• High Staff Morale.</td>
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<tr>
<td>• Diversity in staff strengths and skills.</td>
<td>• Flexible and obliging groundsman and cleaners.</td>
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<tr>
<td>• Reflection time.</td>
<td>• Welcoming and friendly Office Staff and Administrators.</td>
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<tr>
<td>• Blocked NCT with teaching partner.</td>
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<td>• Open-door policy and transparency of all policies and decision-making.</td>
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<tr>
<td>• Able to express points of view openly and be listened to respectfully.</td>
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<td>• Size of school.</td>
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<tr>
<td>• Trust in staff.</td>
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<tr>
<td>• Quality support staff in classrooms.</td>
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<tr>
<td>• Quality communication.</td>
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<tr>
<td>• Supportive and approachable Office Staff.</td>
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<tr>
<td>• Support for past and current staff in time of need.</td>
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## Our Progress Towards Destination 2011

### PRIMARY

<table>
<thead>
<tr>
<th>Performance indicator</th>
<th>EQ target 2010</th>
<th>School target 2011</th>
<th>Key strategies</th>
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</table>
| **Learning: Student Achievement**<br>Percentages of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing, and Number | 76% Reading<br>86% Writing<br>82% Number | 80% Reading<br>85% Writing<br>90% Number | - Development and implementation of quality curriculum.  
- Identify and implement proactive intervention strategies in Prep and Year 1 classes. |
| Percentage of students achieving national Year 3 reading, writing and numeracy benchmarks | R – NA<br>W – NA<br>N – NA | R – 95%<br>W – 90%<br>N – 92% | - Introduction of proactive intervention programs including SAR/W/S for Year Two and Year Three students.  
- Early identification of students requiring support and assistance. |
| Percentage of students achieving national Year 5 reading, writing and numeracy benchmarks | R – NA<br>W – NA<br>N – NA | R – 85%<br>W – 93%<br>N – 90% | - Learning support and EAP programs for identified students requiring assistance. |
| Percentage of students achieving national Year 7 reading, writing and numeracy benchmarks | R – NA<br>W – NA<br>N – NA | R – 90%<br>W – 95%<br>N – 85% | - Learning support and EAP programs for identified students requiring assistance. |
| **Schools: Satisfaction**<br>Percentages of students and of parents/caregivers satisfied that they are getting a good education at school | 80% students<br>80% parents | 90% students<br>90% parents | - Enhance communication methods promoting events and achievements at the school.  
- Encourage greater community involvement at the school. |
| Percentage of parent/caregivers satisfied that the school is a good school | 88% | 95% | - Enhance communication methods promoting events and achievements at the school.  
- Encourage greater community involvement at the school.  
- Encourage greater opportunities for community members to witness class performances and productions. |
| **Workforce: Capability**<br>Percentage of workforce engaged in professional development opportunities | 83% | 90% | - Continue with current PD policy providing all staff with various opportunities throughout the year.  
- Investigate methods to allow Supply Teachers to access PD opportunities. |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 75% | 85% | - Ensure advertising and support of all relevant PD opportunities for staff. |
| Percentage of staff members satisfied with morale in the school | 80% | 90% | - Provision of initiatives to ensure all staff are valued and acknowledged for their efforts. |
| Percentage of general component of school grants budget or equivalent expended on professional development for school staff | 10% or equivalent | 10% | - Maintain minimum of 10% of school budget devoted to PD of all staff. |
Principal
Date:

Chairperson, School Council/P&C
Date:

Executive Director Schools
Date: