Windaroo State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Windaroo is a caring school community committed to quality education for all. This Statement of Purpose is reflected in our school motto: "Caring and Learning Together". The school family is seen as an extension of the home family, working together to improve the holistic development of all students. All staff are committed to this ethos and we strive to achieve the best outcomes for everyone. The school achieves its mission by constantly implementing and reviewing our Curriculum and Assessment and communicating between ourselves and our school community about these programs and results. Our Core Values: Care, Co-Operation, Respect, Responsibility, Self-Esteem and Self-Reliance play a vital role and are demonstrated by our staff and students who are involved in a variety of Leadership roles within the school, Student Council, Big Buddy and Imaginary Play Programs, Clubs and also in community days and projects. The school caters for multi and single age classes where teachers prepare, plan and moderate student work. Classroom programs are well-balanced, following EQ guidelines and the essential learnings are emphasised through explicit teaching and rigor building on the foundations of English and Maths. We use our guiding principles to maintain a level of excellence. These include responding to individual needs in a socially just manner, management and moderation through consultation and collaboration, partnership with, and accountability to, the community, and valuing people and their contributions. We strive to provide high standards of behavior, strong values, excellence in academic programs, support for each child's learning needs and a pride in oneself and it is for these reasons that we commend our school to you. We welcome you and invite you to seek out more information about our wonderful community.

This statement has been populated from your school's My School Profile statement. If you do not have a statement please include one here. If your statement needs updating please update here and via the My School Principal Portal. Portal address: https://schools.myschool.edu.au. Using the Portal: https://schools.myschool.edu.au/ContactUs/UsingThePortal.

You may choose to include additional information on school history, school vision or school values.

Principal's Forward

Introduction

Outline the scope of what is contained in the report.

School Progress towards its goals in 2016

Outline your school improvement agenda priorities from 2016 and describe / indicate the progress made on these priorities. Progress toward completion could be described and/or displayed in a table. For example, a priority may have been partially completed / implemented in 2016 and is expected to be completed in 2017.

Future Outlook

Define your school's explicit improvement agenda for 2017 ensuring that you have articulated a sharp and narrow focus. Please indicate how you have been successful including targets and timelines. As above, this information could also be presented in a table format.

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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	933	476	457	44	94%
2015*	875	425	450	50	94%
2016	923	449	474	52	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).

Schools may choose to describe their pre-Prep programs under the 'Curriculum Delivery' section below.

Characteristics of the Student Body

Overview
Briefly introduce the 'Characteristics of the student body' by providing a broad statement that outlines the demographic/ socio-economic characteristics of your student body. This could include ethnicity, cultural background, religious backgrounds, remote/rural/urban, indigenous/non-indigenous, diversity, disability, student/community representation, family occupation/background, enrolment continuity, family composition, percentage of English as an Additional Language or Dialect, etc.

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	22	24	23
Year 4 – Year 7	25	25	25
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
Outline in dot point form salient features of the school's curriculum and assessment program/s.

Co-curricular Activities

How Information and Communication Technologies are used to Assist Learning

Social Climate

Overview

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)	93%	94%	98%
this is a good school (S2035)	96%	97%	99%
their child likes being at this school* (S2001)	99%	96%	98%
their child feels safe at this school* (S2002)	99%	96%	98%
their child's learning needs are being met at this school* (S2003)	94%	90%	95%
their child is making good progress at this school* (S2004)	93%	90%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	86%	94%
teachers at this school motivate their child to learn* (S2007)	91%	92%	94%
teachers at this school treat students fairly* (S2008)	91%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	95%
this school works with them to support their child's learning* (S2010)	85%	90%	94%
this school takes parents' opinions seriously* (S2011)	88%	86%	94%
student behaviour is well managed at this school* (S2012)	96%	90%	96%
this school looks for ways to improve* (S2013)	94%	94%	98%
this school is well maintained* (S2014)	99%	98%	99%

Student opinion survey

Performance measure			
Percentage of students who agree[#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school* (S2036)	99%	98%	98%
they feel safe at their school* (S2037)	100%	98%	99%
their teachers motivate them to learn* (S2038)	100%	99%	99%
their teachers expect them to do their best* (S2039)	100%	100%	100%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	97%
teachers treat students fairly at their school* (S2041)	97%	95%	97%
they can talk to their teachers about their concerns* (S2042)	96%	97%	97%
their school takes students' opinions seriously* (S2043)	99%	100%	98%
student behaviour is well managed at their school* (S2044)	100%	99%	99%
their school looks for ways to improve* (S2045)	100%	100%	98%
their school is well maintained* (S2046)	100%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	99%	99%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	99%
they receive useful feedback about their work at their school (S2071)	94%	92%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	88%	88%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	99%	100%	100%
student behaviour is well managed at their school (S2074)	99%	95%	98%
staff are well supported at their school (S2075)	96%	92%	98%
their school takes staff opinions seriously (S2076)	97%	91%	98%
their school looks for ways to improve (S2077)	99%	95%	100%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	96%	95%	94%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

Write a short paragraph on the strategies used for involving parents in their child's education and how the school engages with the local community.

Consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school should also be included.

Respectful relationships programs

The following statement is required and must not be removed. Principals should briefly describe how their programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

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SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	30	18	12
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

Write a brief paragraph on the efforts made by the school during 2016 to reduce its environmental footprint (as based on electricity and water usage rate provided in the table below).

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	246,033	3,637
2014-2015	243,221	19,820
2015-2016	249,501	5,160

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/.

(Due to standardized methodologies used, please do not modify this section. The school information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School website).

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.**

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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	69	33	0
Full-time Equivalents	58	23	0

Qualification of all teachers
Schools will report on the qualification of classroom teachers and school leaders employed at the school, based on those staff employed at the school at the end of Term 4 each year. Qualification should be reported at the highest level of attainment. The table below could be used to describe the distribution of qualifications.

Based on your records, record the numbers of teachers with the corresponding highest level of qualification and check that the total matches the total teaching staff above. (NB: The Department of Education and Training does not collect a teacher qualifications record on an annual basis).

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

*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 $[INSERT VALUE].

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

Details regarding in-kind professional development activities undertaken (e.g. mentoring or peer learning circles) can also be included. Outline in dot point form.

The proportion of the teaching staff involved in professional development activities during 2016 was [INSERT VALUE]%.

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Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	92%	93%

*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	93%	92%	92%	93%	93%	93%	92%	93%					
2015	92%	92%	93%	92%	93%	93%	93%						
2016	93%	91%	93%	93%	92%	93%	92%						

*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.

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Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85%　■ 85% to <90%　■ 90% to <95%　■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	14	12	34	40
2015	13	12	34	41
2016	13	12	30	46

Proportion of Students
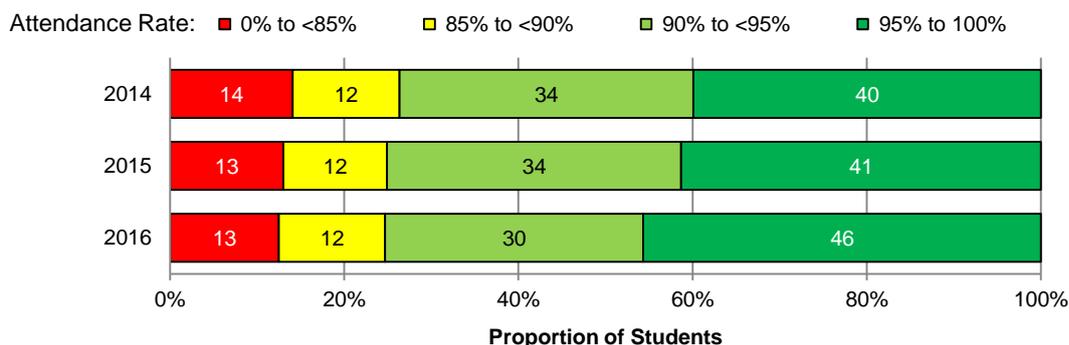
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

In this section, describe the procedures your school takes when the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for a part of a day or for longer periods. Include a description of how your school implements roll marking processes, including when rolls are marked and how your school follows-up absences with parents.

In addition, list key strategies that are being used to increase attendance.

NAPLAN

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

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 | GO |
| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

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.

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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.

The following sections relate only to schools with senior secondary students. Please delete if not applicable.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement			
Number of students awarded a Queensland Certificate of Individual Achievement.			
Number of students receiving an Overall Position (OP)			
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			
Number of students awarded an Australian Qualification Framework Certificate II or above.			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).			
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.			
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014					
2015					
2016					

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2014			
2015			
2016			

As at 3rd February 2017. The above values exclude VISA students.

Please write a brief description of the types of VET qualifications completed by your students. Leave this blank if there were no VET qualifications completed by students in your school in 2016.

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Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
Please paste in or edit the link to the folder where your Next Step summary report will be found by your school community.

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Please write a brief description / statement about early leavers. Include mention of the school's approach to managing early leavers and a general indication of where the early leavers move to (i.e., work, study, overseas, interstate, etc.).

Conclusion

OPTIONAL - Include a brief conclusion

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