



Warra 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



Contact Information

Postal address:	Robinson Street Warra 4411
Phone:	(07) 4668 1144
Fax:	(07) 4668 1297
Email:	principal@warrass.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Judy Angel, Principal.

School Overview

Established in 1881, Warra State School is a multi-age co-educational state school. Warra State School is situated in the township of Warra, about 45 km from Dalby on the Warrego Highway. We have a teaching principal, supported by itinerant specialist teachers to provide quality educational programs to our Prep to 6 class. Our curriculum has a central focus on science, literacy and numeracy, with the remaining syllabuses delivered primarily as integrated units of study. The distinctive features within this design include knowing and understanding each student to develop optimal techniques to challenge and extend each student in a caring supportive classroom. At Warra we understand the importance of constructing individualised learning programs to maximise the talents and future opportunities for our students. We achieve this by mapping, recording and reporting every student's progress against outcome statements relating to what a student should know and be able to do. Parents are encouraged to become involved in their child's education through our school's 'open-door' policy. The school plays an important role in the community by modelling respectful and caring relationships between all school community members.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Warra State School's future is positive with strong and supportive parent, community and staff relationships. The main focus for 2016 is student attainment in Reading and Writing, through which the continued implementation and reviewing the Australian Curriculum, using the C2C units as a resource. English and Mathematics form the foundation for successful outcomes for students in other key learning areas.

Future Outlook

Key priorities for 2016 and beyond:

- Core Priority - Student attainment
- Continuous monitoring of student achievement
- High quality teaching practices
- Instructional leadership development

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	8	4	4		89%
2015*	7	4	3		100%
2016	10	6	4		91%

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

The students at Warra State School are well behaved. The school size ranges from 5-13 and is multi age. Most students come from a rural farming background or reside in the town. Enrolments are generally stable, with attendance at a high level. There are no indigenous or ESL students enrolled at Warra 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	11	7	13
Year 4 – Year 7			
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

- Our distinctive curriculum offerings such as utilising the different areas of Technology to include skills in the kitchen
- Multi-age teaching catering for all year levels across all ability levels
- Innovative and extensive use of ICTs across all key learning areas

- Daily physical activity lessons
- Whole school concerts
- Celebration of special days: i.e. NAIDOC week, Anzac Day, under 8's day, Education week activities
- A strong science focus using C2C in all year levels, plus a Science Day each year with the small schools cluster.
- The involvement of students in their identifying of goals and transferring this to their Individual Improvement Plans.

Extra curricula activities

- Cross Country
- Small schools sports
- Swimming lessons
- School camps and day trips
- Sporting Schools activities – at least 3 per year
- Combined school curriculum activities eg Science Day

How Information and Communication Technologies are used to Assist Learning

ICT is essential to curriculum development and delivery at Warra State School. Staff use computers, ipads and the interactive whiteboard to develop the students' knowledge and skills across the curriculum.

Students use Microsoft Office to create multimedia presentations to support units of work.

Learning objects are used to enhance learning opportunities. Teacher and students use Photo Story and Movie Maker to create their own movies and stories.

Social Climate

Overview

We work to ensure all students are supported, safe, and encouraged to achieve and succeed. Our school's social climate is unique, with students interacting across all grades from Prep to Year 6. Teaching staff and students work closely together to ensure individual needs are taken into account. Students are extremely supportive of their peers' needs and feelings and work together to maximise achievement for everybody.

Direct, frequent and open communication is undertaken to keep families involved in school life.

Parents in our school community are extremely supportive and enthusiastic towards being involved in school events.

We enjoy a positive learning environment and encourage our community members to be part of our school.

All parents and community members are invited to take part in school events and celebrations.

Parent, Student and Staff Satisfaction

The overall satisfaction of parents, students and staff was 100% in all areas (good education at school; satisfaction with child's school; access to professional development and morale in the school).

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)	DW	DW	100%
this is a good school (S2035)	DW	DW	100%
their child likes being at this school* (S2001)	DW	DW	100%
their child feels safe at this school* (S2002)	DW	DW	100%
their child's learning needs are being met at this school* (S2003)	DW	DW	100%
their child is making good progress at this school* (S2004)	DW	DW	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	DW	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	100%
teachers at this school motivate their child to learn* (S2007)	DW	DW	100%
teachers at this school treat students fairly* (S2008)	DW	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	DW	100%
this school works with them to support their child's learning* (S2010)	DW	DW	100%
this school takes parents' opinions seriously* (S2011)	DW	DW	100%
student behaviour is well managed at this school* (S2012)	DW	DW	100%
this school looks for ways to improve* (S2013)	DW	DW	100%
this school is well maintained* (S2014)	DW	DW	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	DW		DW
they like being at their school* (S2036)	DW		DW
they feel safe at their school* (S2037)	DW		DW
their teachers motivate them to learn* (S2038)	DW		DW
their teachers expect them to do their best* (S2039)	DW		DW
their teachers provide them with useful feedback about their school work* (S2040)	DW		DW
teachers treat students fairly at their school* (S2041)	DW		DW
they can talk to their teachers about their concerns* (S2042)	DW		DW
their school takes students' opinions seriously* (S2043)	DW		DW
student behaviour is well managed at their school* (S2044)	DW		DW
their school looks for ways to improve* (S2045)	DW		DW
their school is well maintained* (S2046)	DW		DW
their school gives them opportunities to do interesting things* (S2047)	DW		DW

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	DW	100%
they feel that their school is a safe place in which to work (S2070)	100%	DW	100%
they receive useful feedback about their work at their school (S2071)	100%	DW	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	DW	100%
students are treated fairly at their school (S2073)	100%	DW	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	100%	DW	100%
staff are well supported at their school (S2075)	100%	DW	100%
their school takes staff opinions seriously (S2076)	100%	DW	100%
their school looks for ways to improve (S2077)	100%	DW	100%
their school is well maintained (S2078)	100%	DW	100%
their school gives them opportunities to do interesting things (S2079)	100%	DW	100%

* 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

At Warra State School we endeavour to include parents in students' education. The P&C works closely with teaching staff to consult on implementation and management of school policies. We provide information through newsletters, plus parent-teacher interviews, fostering strong parent-teacher partnerships and communication methods such as regular reports and assemblies.

Our P&C works to support our students in various ways, ranging from financial support for teacher-aid hours to fundraising for other resources.

Parents are aware that they are always welcome in our classroom as we invite family to participate in their children's schooling, whether this is as part of assemblies, sharing expertise or histories, or as parent partners in the classroom.

In a small school parental involvement is vital. Whilst the parents are not directly involved in day to day activities, Warra State School welcomes parents and family members in to our classroom.

Activities that they may participate in include helping students with reading and maths problems, arts and crafts. All parents are encouraged to participate in activities such as arts council, sporting events, and special days.

Parents at Warra SS take an active part in their children/s schooling, through homework and constant communication with staff.

Respectful relationships programs

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

Through our Responsible Behaviour Program and our HPE program, we address bullying, social skills, good manners and resilience.

The school also subscribes to Kidsmatter email newsletters.

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	0	0	0
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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.



Electricity usage decreased from 2012 to 2014 due to using strategies such as turning off unused lights and equipment and the installation of Solar Panels. This has seen a decrease in kWh from 2013 – 2014.

In 2014-2015, the school underwent significant maintenance, which is indicated by the increase in electricity kWh.

In 2015-2016, there was a significant increase due to frequent power outages, which in turn affected the solar panels.

Floods in 2012-2013 negated an increase in water usage. Usage increased in the period from 2013 – 2014 due to a major water leak on the grounds.

From 2014 – 2016, water usage has decreased due to good rainfall.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	5,081	57
2014-2015	5,977	43
2015-2016	8,846	38

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

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 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	3	4	0
Full-time Equivalents	1	1	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	1
Diploma	1
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 \$2525.00.

This expenditure included replacement teachers for admin days and Principal release.

Some of the training which staff elected to complete was online – learningplace.com.au or OneChannel.

The major professional development initiatives are as follows:

- . Mandatory training
- . Cleaner's Training
- . ICT training (online)
- . Principal's Business Meetings
- . First Aid
- . Reading
- . Writing

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.	99%	100%	100%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	97%	97%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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%.

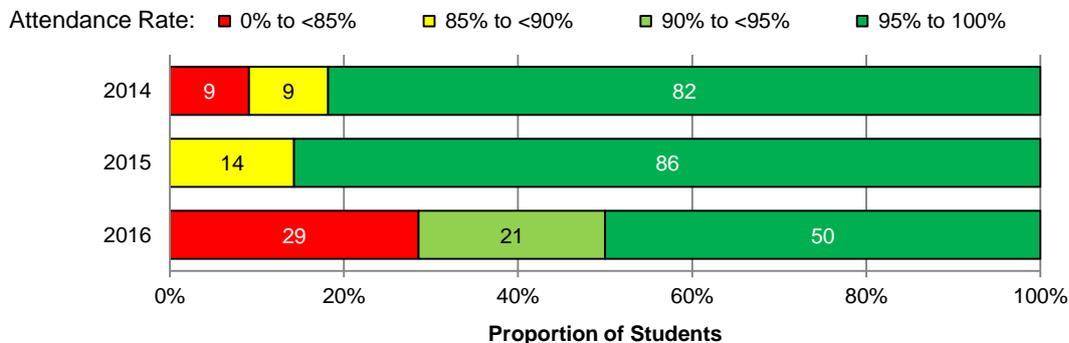
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	97%	DW	98%		DW	DW	98%						
2015	93%	98%		98%									
2016	93%	94%	92%	DW	98%	DW							

*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.

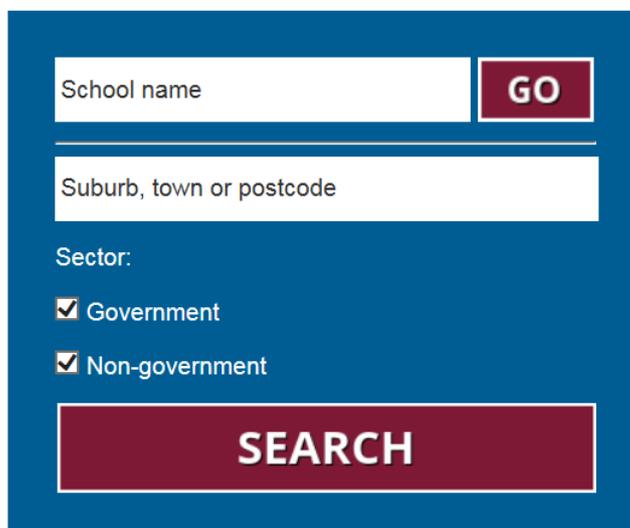
Rolls are marked twice daily. Student non-attendance needs to be explained by parents / carers through face to face notification, notes, emails or phone calls to the school, as soon as practicable (9.00am) on the day in question. The Principal will follow up absences with families if students are away for more than 2 days without an explanation. Unexplained absences are generally non-existent at Warra State School. For long absences, parents are asked to keep the school informed and communicate when the student will return. For anticipated long absences, parents are requested to discuss the matter with the principal prior to the event occurring. During any absence longer than 2 days, parents are requested to keep the school informed of anticipated return and family circumstances.

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.

Conclusion

Warra is a high performing school with a high level of attendance, SOS, NAPLAN and curriculum results. This is due to the attention these students receive every day and the high expectations that are set.

We have a consistent 'above region' or 'above national schools mean' for the school. Warra has a high attendance rate. Students are either at regional benchmarks with reading, spelling, mathematics, science and comprehension or 2 – 3 years above their age group.

NAPLAN results were fantastic, with our Year 3 students achieving in the Upper 2 bands for almost all areas, and well above the national mean score in the others.

Our behaviour data is all positive, with no exclusions or suspensions at Warra over the last 4 years. This is due to very explicit behaviour management and expectations of how students are to behave.

The School Opinion Survey data is always very high, with 100% of parents, staff and students either agreeing or strongly agreeing that this school is a good school. All of this would not be possible though without strong and committed staff, as well as very supportive parents to make this school a great one.

C