



Warra State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the 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 an itinerant specialist teacher (LOTE) to provide quality educational programs to our Prep to 7 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.

School progress towards its goals in 2018

Warra State School's future is positive with strong and supportive parent, community and staff relationships. The main focus for 2018 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 2018 and beyond:

- Capability Development
- Consistency of Practice
- School Community Engagement

Some targets of these are:

1. Improvement in student results regarding reading and writing. (School testing and NAPLAN results)
2. Develop and implement a coaching and feedback program
3. Consult with parents regarding IMPACT and STEM programs for students, and gain permission for student to participate.
4. Focussed and rigorous curriculum for multi age classroom
5. Increase student interaction with other small, like schools in differing areas of the curriculum.

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	10	11	11
Girls	6	6	6
Boys	4	5	5
Indigenous			2
Enrolment continuity (Feb. – Nov.)	91%	69%	60%

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

The students at Warra State School are well behaved. The school size ranges from 5-14 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 a number of indigenous students enrolled at Warra 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	13	11	14
Year 4 – Year 6			
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

Our distinctive curriculum offerings such as utilising the different areas of Technology to include skills with robotics

- Multi-age teaching catering for all year levels across all ability levels
- Innovative and extensive use of ICTs across all learning areas
- Daily physical activity – either integrated into classroom activities or as outside lessons
- Celebration of special days: NAIDOC, ANZAC day, under 8's day, Education week activities
- Science Day each year with the small schools cluster.

Co-curricular activities

- Cross country
- Small schools' sports
- Swimming lessons
- Day trips
- Sporting schools activities
- Combined school curriculum activities – once a term

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

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

* 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)	DW	100%	
• they like being at their school* (S2036)	DW	100%	

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	DW	100%	
• their teachers motivate them to learn* (S2038)	DW	100%	
• their teachers expect them to do their best* (S2039)	DW	100%	
• their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	
• teachers treat students fairly at their school* (S2041)	DW	100%	
• they can talk to their teachers about their concerns* (S2042)	DW	100%	
• their school takes students' opinions seriously* (S2043)	DW	100%	
• student behaviour is well managed at their school* (S2044)	DW	100%	
• their school looks for ways to improve* (S2045)	DW	100%	
• their school is well maintained* (S2046)	DW	100%	
• their school gives them opportunities to do interesting things* (S2047)	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.

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%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	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-aide 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 education 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.

We use Daniel Morcombe, C2C units and MindMatters units throughout the course of the year.

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	0	0	0
Long suspensions – 11 to 20 days	0	0	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

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

Electricity usage decreased from 2015 to 2018 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 2016-2017, the school underwent maintenance, which is indicated by the increase in electricity kWh.

From 2015 – 2017, water usage has decreased due to good rainfall. In 2017 – 2018, we had an increase in water usage due to growing our sustainable gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	8,846	10,383	6,793
Water (kL)	38	11	48

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.

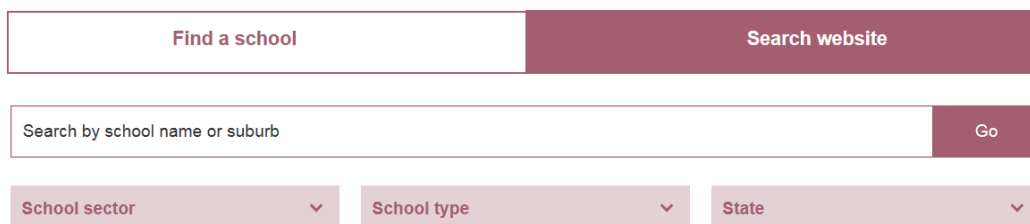
School funding

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.



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



4. Click on 'Finances' and select the appropriate year to view the school financial information.



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	3	3	0
Full-time equivalents	1	1	0

*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	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	1
Diploma	1
Certificate	

*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 \$ 1989.

The major professional development initiatives are as follows:

- Mandatory training
- Cleaner's Training
- ICT training (online)
- Principal's Business Meetings
- Lyn Sharratt
- First Aid
- LOTE workshops
- Reading
- Writing

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.	100%	100%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	93%	95%	95%
Attendance rate for Indigenous** students at this school		91%	79%

* 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

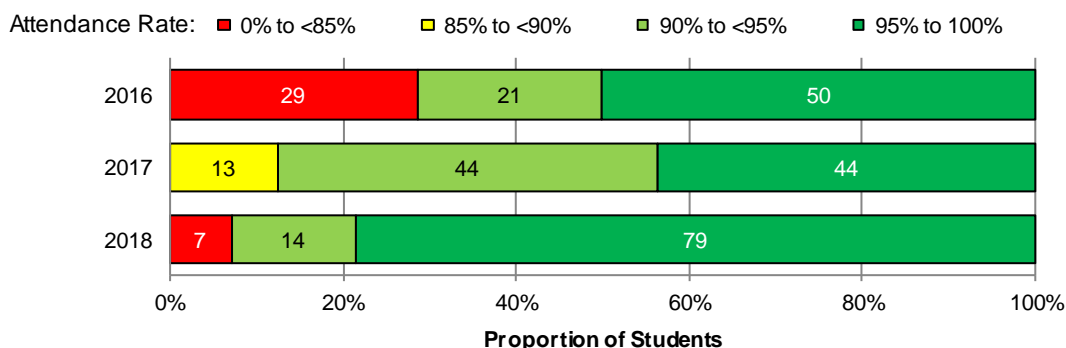
Year level	2016	2017	2018
Prep	93%	96%	DW
Year 1	94%	97%	97%
Year 2	92%	93%	98%
Year 3	DW	97%	DW
Year 4	98%	DW	98%
Year 5	DW	91%	DW
Year 6			DW

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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 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.

Find a school Search website

Search by school name or suburb 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 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.