



Waraburra State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

## Contact information

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# From the Principal

## School overview

Established in 1986, Waraburra School is in Gracemere in the Central Queensland district. The school name Waraburra comes from the Dharumbal people who were the traditional owners in the local area. Gracemere is 7km west of Rockhampton. The community avails itself of all of the cultural and recreational facilities of Rockhampton. Gracemere is a major growth area as new housing construction continues. Waraburra's population is diverse both socially and culturally. Twenty-five percent of the population is of Aboriginal and Torres Strait Islander origin. Families are drawn from a broad range of the social-economic spectrum. The school caters for children with a range of special needs. We currently operate with 20 classes from Prep to Year 6, made up of both multi-age and straight cohort classes. The school follows the National Curriculum in all available learning areas. We have a strong focus on literacy and numeracy throughout our school as we believe these skills underpin all areas of learning. Children are encouraged to participate in community activities and local sporting fixtures. The school has an innovative STEM program to encourage and develop student skills in Science and Technology.

## School progress towards its goals in 2018

2018 was a year of embedding Curriculum and Behaviour into our school culture. The data which the school collects which aligns to our Gauges for Success is showing great improvement especially in our A-C data for English, Maths and Science, as well as our behaviours being recorded on the Department of Education One School system.

Throughout 2018 we worked closely on implementing the School Curriculum Framework. A major focus around implementation was based around the planning process. This has resulted in our curriculum programs closely being aligned to the learning needs of our students.

Positive behaviour learning is slowly changing the culture of our school. During 2018 we implemented the Wara Workings. This document clearly goes through all the expectations in our classrooms and playground. Our school community has taken full ownership and has become part of our school language.

## Future outlook

2019 focus is to continue the implementation of the School Strategic Plan. The three components of the plan are Culture, Learning and Engagement

Overview of School Strategic Plan

2018-2019

| CULTURE  |  | LEARNING  |   | ENGAGEMENT                                    |   |
|--|--|---|---|---|---|
| Curriculum framework                               | Standard: Waraburra School Policy Doc  | Implementation of school                                | Curriculum framework and Pedagogy framework             | School Behaviour process and plans            | Behaviour: quality standards and process      |
| Resources: in the same page                        | Wara and Waraburra School  | School strategy and framework documents (Wara Workings) | School strategy and framework documents (Wara Workings) | Wara Workings                                 | Wara Workings                                 |
| Clear communication and understanding of processes | Association, feedback, and formal email, meetings (group and team and individual) and Community information sessions | Wara Workings   | Wara Workings   | Wara Workings                                 | Wara Workings                                 |
| Provision of support for school and community      | Provision of support for school and community  | Provision of support for school and community           | Provision of support for school and community           | Provision of support for school and community | Provision of support for school and community |
| Highly visible and supportive staff                | Highly visible and supportive staff  | Highly visible and supportive staff                     | Highly visible and supportive staff                     | Highly visible and supportive staff           | Highly visible and supportive staff           |
| Clear systems and processes                        | Clear systems and processes  | Clear systems and processes                             | Clear systems and processes                             | Clear systems and processes                   | Clear systems and processes                   |
| Wara Workings                                      | Wara Workings  | Wara Workings   | Wara Workings   | Wara Workings                                 | Wara Workings                                 |
| Community engagement and participation             | Community engagement and participation   | Community engagement and participation                  | Community engagement and participation                  | Community engagement and participation        | Community engagement and participation        |
| Decision making processes                          | Decision making processes  | Decision making processes                               | Decision making processes                               | Decision making processes                     | Decision making processes                     |

# Our school at a glance

## School profile

|                                    |                    |
|------------------------------------|--------------------|
| <b>Coeducational or single sex</b> | Coeducational      |
| <b>Independent public school</b>   | No                 |
| <b>Year levels offered in 2018</b> | Prep Year - Year 6 |

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 445  | 492  | 442  |
| Girls                              | 218  | 256  | 214  |
| Boys                               | 227  | 236  | 228  |
| Indigenous                         | 97   | 129  | 151  |
| Enrolment continuity (Feb. – Nov.) | 84%  | 88%  | 78%  |

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 school body consists of

418 Students  
221 Male  
197 Female  
126 Indigenous  
5 Out of Home Care  
28 Legal Custody  
4 EAL/D  
199 Support Provisions  
112 Medical Conditions  
37 AIMS  
57 DDA Disability

### Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      | 22   | 24   | 21   |
| Year 4 – Year 6    | 25   | 24   | 23   |
| 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 School has developed and implemented a comprehensive Curriculum and Pedagogy Framework. This framework directly aligns with the Australian Curriculum. This framework is strategically reviewed and stocktakes are regularly performed to ensure there is an alignment between policy and practice.

### Co-curricular activities

The following activities are offered to the students:

- Choir
- Interschool sporting competitions
- Instrumental Music Program
- Leadership program
- Lunch time clubs

### How Information and Communication Technologies are used to Assist Learning

A five year plan was developed in 2014 to address the ever increasing issue of aging ICT's in the school. The second stage of implementation occurred at the end of 2015. Some learning areas were given wireless networking as well as a series of laptops and desktops, which were purchased for the classrooms. iPads were provided for each classroom to enable the classes to access multimedia learning.

A Systems Technician was employed for one day per week to ensure our hardware was in optimal working condition.

A STEM teacher continues to be employed. This teacher works with students and staff, implementing STEM into the curriculum. A purpose built facility was constructed during 2017. This has enable our students, to access high quality learning and resources.

## Social climate

### Overview

Our school continues to strive to offer a safe, supportive and learning environment. We as a school community have worked on developing clear systems and processes to ensure everyone is on the same page. Our school community promoted the development of positive behaviours for all students. During 2018, we worked hard on implementing Positive Behaviour of Learning. Overall, the parent opinion survey continues to reflect the school as a positive learning environment.

### 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)  | 95%  | 92%  | 93%  |
| • this is a good school (S2035)  | 86%  | 88%  | 87%  |
| • their child likes being at this school* (S2001)  | 93%  | 88%  | 84%  |
| • their child feels safe at this school* (S2002)   | 91%  | 87%  | 76%  |
| • their child's learning needs are being met at this school* (S2003)                                     | 93%  | 88%  | 91%  |
| • their child is making good progress at this school* (S2004)  | 91%  | 90%  | 96%  |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 95%  | 100% | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91%  | 94%  | 93%  |
| • teachers at this school motivate their child to learn* (S2007)   | 95%  | 94%  | 93%  |
| • teachers at this school treat students fairly* (S2008)   | 95%  | 88%  | 84%  |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 95%  | 98%  | 98%  |
| • this school works with them to support their child's learning* (S2010)                                 | 95%  | 96%  | 91%  |

| Percentage of parents/caregivers who agree <sup>#</sup> that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • this school takes parents' opinions seriously* (S2011)      | 91%  | 88%  | 84%  |
| • student behaviour is well managed at this school* (S2012)   | 68%  | 69%  | 67%  |
| • this school looks for ways to improve* (S2013)              | 91%  | 92%  | 93%  |
| • this school is well maintained* (S2014)                     | 100% | 96%  | 93%  |

\* 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 <sup>#</sup> that:                                 | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048)                               | 94%  | 80%  | 95%  |
| • they like being at their school* (S2036)  | 89%  | 73%  | 82%  |
| • they feel safe at their school* (S2037)   | 81%  | 54%  | 81%  |
| • their teachers motivate them to learn* (S2038)                                    | 98%  | 84%  | 97%  |
| • their teachers expect them to do their best* (S2039)                              | 100% | 94%  | 98%  |
| • their teachers provide them with useful feedback about their school work* (S2040) | 92%  | 84%  | 95%  |
| • teachers treat students fairly at their school* (S2041)                           | 84%  | 56%  | 88%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 78%  | 58%  | 84%  |
| • their school takes students' opinions seriously* (S2043)                          | 82%  | 58%  | 86%  |
| • student behaviour is well managed at their school* (S2044)                        | 56%  | 33%  | 70%  |
| • their school looks for ways to improve* (S2045)                                   | 95%  | 76%  | 93%  |
| • their school is well maintained* (S2046)  | 84%  | 59%  | 81%  |
| • their school gives them opportunities to do interesting things* (S2047)           | 80%  | 76%  | 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree <sup>#</sup> that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069)   | 91%  | 84%  | 93%  |
| • they feel that their school is a safe place in which to work (S2070)   | 91%  | 62%  | 93%  |
| • they receive useful feedback about their work at their school (S2071)  | 84%  | 81%  | 97%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 85%  | 89%  | 91%  |
| • students are encouraged to do their best at their school (S2072)   | 97%  | 96%  | 100% |
| • students are treated fairly at their school (S2073)  | 91%  | 88%  | 93%  |
| • student behaviour is well managed at their school (S2074)  | 75%  | 54%  | 77%  |
| • staff are well supported at their school (S2075)   | 75%  | 73%  | 90%  |
| • their school takes staff opinions seriously (S2076)  | 81%  | 72%  | 83%  |
| • their school looks for ways to improve (S2077)   | 94%  | 100% | 100% |

| Percentage of school staff who agree# that:                              | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their school is well maintained (S2078)                                | 91%  | 92%  | 93%  |
| • their school gives them opportunities to do interesting things (S2079) | 91%  | 85%  | 87%  |

\* 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 invited to participate on a voluntary basis in all classrooms. Parents can support classes with regular voluntary work in the areas of reading, writing, art, sport, swimming and mathematics.

The P&C and the tuckshop rely on the support of parent/carer volunteers and canvas parents regularly for assistance. Through the school newsletter, fliers and school signs, parents and carers are encouraged to support the school in classrooms and extra curricula activities.

Teachers write letters home to parents to update them on events specific to their classrooms each term.

Newsletters are emailed to families every fortnight to provide them with information about the school.

A school facebook site has been developed and used to assist in communication.

## Respectful relationships education programs

We have continued to implement the Kids Matter Framework. This Framework unpacked how we create positive relationships with students, community and staff. This Framework is constantly evolving. We have started developing a Well Being Framework to support our staff, students and community.

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

Implementing the Wara Workings have enabled a clear process to outline expected behaviours within the school.

## 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    | 61   | 145  | 89   |
| Long suspensions – 11 to 20 days    | 1    | 5    | 0    |
| Exclusions                          | 1    | 0    | 3    |
| 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

The growth of our school reflects our energy consumption. Strategies are in place to improve consumption through education programs.

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 194,512   | 303,333   | 291,909   |
| Water (kL)        | 7,529     | 12,373    | 19,771    |

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](http://www.myschool.edu.au/) 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            | 35              | 25                 | <5                 |
| Full-time equivalents | 34              | 16                 | <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                      | 1                        |
| Masters                        | 1                        |
| Graduate Diploma etc.*         | 1                        |
| Bachelor degree                | 30                       |
| Diploma                        | 2                        |
| 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 \$21756

The major professional development initiatives are as follows:

- PBL
- Trauma education
- Reading
- Zones of Regulation
- Rock and Water
- Writing Professional Development

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%  | 96%  |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 82% 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     | 91%  | 89%  | 89%  |
| Attendance rate for Indigenous** students at this school | 88%  | 85%  | 86%  |

\* 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       | 92%  | 89%  | 92%  |
| Year 1     | 92%  | 89%  | 89%  |
| Year 2     | 92%  | 90%  | 89%  |
| Year 3     | 91%  | 89%  | 90%  |
| Year 4     | 92%  | 89%  | 88%  |
| Year 5     | 91%  | 88%  | 86%  |
| Year 6     | 89%  | 86%  | 89%  |

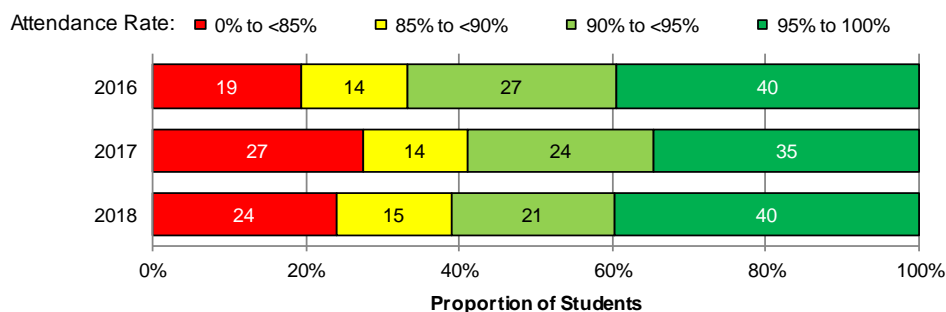
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7     |      |      |      |
| Year 8     |      |      |      |
| Year 9     |      |      |      |
| Year 10    |      |      |      |
| Year 11    |      |      |      |
| Year 12    |      |      |      |

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.

Non-attendance is managed in state schools in line with the 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.

School rolls are marked twice daily, in the morning at 9:00am and again at 2:00pm immediately after second recess. Parents/Carers are requested to notify the school of their child's absence via a phone call to the school, sending a note to school with the child when they return, or in advance for a known absence by speaking directly with the teacher at the classroom. The Administration sends Unexplained Absences Notes home to the parents/ carers for further details of absences. Daily text messages are sent home to families for unexplained absences. These are kept in the class rolls along with other explanations. If there are longer term unexplained absences of up to a week, teachers make a courtesy call to the home. Longer absences are dealt with by the administration via the phone or letter. If attendance requirements are not being met and parents are not responding to calls or letters, then the school involves external agencies to support the families to re-engage the student or follows DET policies as outlined above.

## 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