



# Widgee State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

Postal address:	2156 Gympie-Woolooga Road Widgee 4570
Phone:	(07) 5484 0888
Fax:	(07) 5484 0800
Email:	principal@widgeess.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Matt Elson - Principal

## School Overview

Welcome to Widgee State School. This Annual Report will provide a summary of our school year during 2017.

Widgee is located within the Gympie Regional Shire, approximately 25km west of Gympie. The school services the needs of students within an approximate 15 km radius of the school. The community is predominantly rural based. Many homes are on acreage and families enjoy horse sports. Industries such as pastoral, timber and small cropping are present. In recent times a number of specialised small businesses have established themselves in the industrial area.

Widgee is a small school with a progressive, child-centred philosophy, where staff are committed to providing the best learning and support for every child. This report will highlight our achievements to help students to grow, develop and perform to the best of their abilities. Having no room for complacency, our staff have engaged in professional learning to review and update knowledge, skills and delivery of teaching and learning practices to optimise student learning.

At Widgee, we firmly believe in establishing solid foundations in literacy and numeracy skills which promotes successful life-long learning. Our practices reflect our motto: 'We take pride in doing what is right'. Our school focusses on the School Rules of Be Respectful, Be Responsible, Be a Learner and Be Safe. As well, this report will reaffirm Widgee State School's commitment to its long and cherished history since 1892, as an integral part of a very supportive school and local community. We regard education as multi-faceted, involving parents, staff, community and children.

We foster and celebrate strong partnerships between all to promote a safe, challenging learning environment – a setting that not only strives for improved academic results, but prepares our students for their future. In 2017, our school embraced some new challenges and worked successfully towards achieving a number of its school improvement priorities.



# Principal's Foreword

## Introduction

Welcome to Widgee State School. I take great pride in that I have been entrusted to lead Widgee State School since my permanent placement in September of 2016. Within this document, you will find an overview of our school, our programs, our goals and a look back at 2017.

Widgee State School consists of hard working teaching staff, friendly and thoughtful students and an active parent group who work tirelessly to support our students and staff through our Parents & Citizens Association. Our parents run our tuckshop, volunteer their time to help in the classroom and are active members in their child's education.

We are focussed on providing a safe and supportive learning environment. We live by our school rules of Be Respectful, Be Responsible, Be a Learner and Be Safe. These four principles underpin all that we do and students respond well to these guidelines. Students take great pride in supporting each other by being positive in their interactions with each other.

Each day I am amazed by the dedication and professionalism that our staff exhibit. We are privileged to have staff who are local to the area and care about the student's academic and emotional well-being.

Matt Elson  
Principal

### School Progress towards its goals in 2017

Strategy	Goal	Progress
Implement focussed conversations with staff on implementing a Balanced Reading Program (includes Gradual Release Model)	Improve Reading Results	✓
Use I4S funding to support Reading e.g. DRR; Reading Link; Teacher aide support; Teacher planning; Resource purchase	Students to reach individual reading targets	Ongoing
Analyse and share collated school data-sets (reading data , NAPLAN, Diagnostic assessment, Maths Show-Me Papers)	Gain a greater understanding of target areas	✓
Work with the Region to lead an explicit improvement agenda in maths utilising Gympie Alliance mathematics resources	Improve A-C achievement	Ongoing
Provide challenging learning opportunities for students to demonstrate their potential through quality opportunities in reading	Improve A-C achievement	Ongoing
Collaborate with local school clusters to share practice and promote learning	Share practices with local schools	Ongoing

## Future Outlook

Looking forward to 2018, our school has identified a series of goals and the ways in which we can achieve them.

### Literacy

- Deliver oral language activities that target phonological and phonemic awareness
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/sound relationships (phonics) and deliver programs to address these – Reading Link, Daily Rapid Reading
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
  - 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading
- Align reading framework to Pearson’s Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading)
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference e.g.: CarQAR, Sheena Cameron Comprehension Strategies, Daily Rapid Reading, Reading Link
- Complete a thorough interrogation of NAPLAN data - 2016/2017 in preparation for 2018 NAPLAN
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Daily Rapid Reading, Reading Link, Mini-Lit and Pre-Lit Reading, Guided Reading, PROBE and PM analysis)
- Provide challenging learning experiences that further develop reading expertise

### Numeracy

- Embed ***Numeracy Rich Routines*** that address key aspects of number as identified through NAPLAN and internal data sources e.g.
- With Regional Head of Department support and cluster opportunities (***Best Practice Networks***), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Build teacher capacity to recognise and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation
- Practice and deepen number facts
- Complete a thorough interrogation of NAPLAN data - 2016/2017 in preparation for 2018 NAPLAN
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, NCR diagnostic, YUMI Deadly, warmups, problem-a-day)
- Provide challenging learning experiences that further develop numeracy expertise

### Student Engagement

- Actively engaging with the ***Positive Behaviour for Learning*** team to upskill staff and evaluate our school behaviour Employing “**gotchas**” to acknowledge positive behaviour to reduce problem behaviour and reinforce academic performance in line with our rules of Be Respectful, Be Responsible, Be Safe and Be a Learner
- Through Students of the Week, Rewards days, Student Council, technology, excursions, sport, and much more, we engage our students to love coming to school
- Alignment of Rewards Days with attendance, homework completion and behaviour has given our students an enormous boost in self-efficacy
- Communicate and promote student attendance rates in the wider community

# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	46	23	23	2	91%
<b>2016</b>	59	34	25	6	87%
<b>2017</b>	52	28	24	4	93%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

#### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	21	16
Year 4 – Year 6		17	21
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Teaching the Australian Curriculum in a highly engaging manner
- Utilizing our high student to computer ratio to engage with ICTs to deliver our programs
- Differentiating for each and every student and treating them as an individual
- Using hands on activities to engage and assist students

### Co-curricular Activities

- Going on school excursions that line up with our curriculum to ensure relevancy of the activity
- Visiting other schools for days such as NAIDOC, Under 8's and Athletics carnivals

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

Each classroom has been resourced with a combination of desktop computers, laptops, interactive whiteboards and ipads which are embedded into daily lessons. Design and Technology as well as Digital Technologies are taught as a subject and students are taught how to use programs such as Microsoft Word, Powerpoint, Publisher, as well as many other learning objects and computer programs.

## Social Climate

### Overview

At Widgee State School, we are constantly reflecting on our practices to ensure our school maintains a safe, supportive and disciplined learning environment. We take pride in instilling old school values into our students.

We have just updated our Responsible Behaviour Plan in conjunction with staff, parents and students. We have very low instances of bullying as can be seen through our opinion surveys. Our approach to dealing with bullying is a proactive approach of education and explicit teaching of how to behave at Widgee State School. When incidences occur, both sets of parents are immediately informed and a clear process is followed to deal with the behaviour, set a consequence and continue to monitor the students. Due to our size, our staff can communicate easily with each other. 100% of our students said that they feel safe at this school and it is through a collective approach by staff, student, parents and the community that this is achieved.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	92%	100%
their child is making good progress at this school* (S2004)	DW	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	85%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	77%	100%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	91%	93%
they like being at their school* (S2036)	100%	77%	97%
they feel safe at their school* (S2037)	89%	100%	100%
their teachers motivate them to learn* (S2038)	100%	96%	97%
their teachers expect them to do their best* (S2039)	100%	96%	97%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	100%	87%	100%
teachers treat students fairly at their school* (S2041)	89%	95%	93%
they can talk to their teachers about their concerns* (S2042)	100%	76%	93%
their school takes students' opinions seriously* (S2043)	100%	71%	100%
student behaviour is well managed at their school* (S2044)	100%	90%	93%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	95%	93%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
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)	100%	86%	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%	91%	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

We encourage parents to be an active contributor to their student's school life. Through asking for volunteers in classroom reading sessions, tuckshop, mother's and father's day stalls, assembly, playgroup, sporting days, we try to welcome our parents into the school so that they always feel welcome.

Our P&C is extremely active not only at our school, but in the community. The association meet once a month and also socialise and spend time together at school due to the closeness of the community.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We use opportunities such as Daniel Morcombe Day and the Health curriculum to explicitly teach students to React and Report when they, or others, feel unsafe. We also teach the High 5 Strategy of 1. Ignore 2. Talk Friendly 3. Walk away 4. Talk firmly 5. Report for students to use when students are being bothered by another student. If the situation is serious, they are taught to immediately report.

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	1	2	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

In 2017 Widgee State School continued daily practices and routines that reduce its environmental footprint. Its solar panels on the library roof generate electricity which feeds back into the State grid and reduces our electricity costs. Lights, fans and air conditioners are used wisely and are turned off when not in use. Staff and students adopt a range of initiatives which include improving everyday practices in an effort to reduce energy use and recycle products, including for art and craft. Teaching and learning will continue to include sustainable practices: growing fruit and vegetables in the outdoor learning area, composting lunch scraps, recycling paper and mulching garden beds to conserve water.

Our School relies solely on rain water and creek water pumped up. Rain water is connected to all buildings for drinking, cooking and everyday purposes and the school has plenty of stored rain water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	27,469	
2015-2016	6,527	
2016-2017	17,438	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	6	<5
Full-time Equivalent	3	3	<5

#### 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.**	
Bachelor degree	4
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 2017 were \$5966.72

The major professional development initiatives are as follows:

- Mini-Lit, Daily Rapid Reading and Reading Links Reading Programs
- Sheena Cameron Comprehension Strategies
- First Aid and CPR training
- Principal and teacher planning days

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	93%	98%	98%

### 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 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	89%	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 2017 for all Queensland Primary schools was 93%.

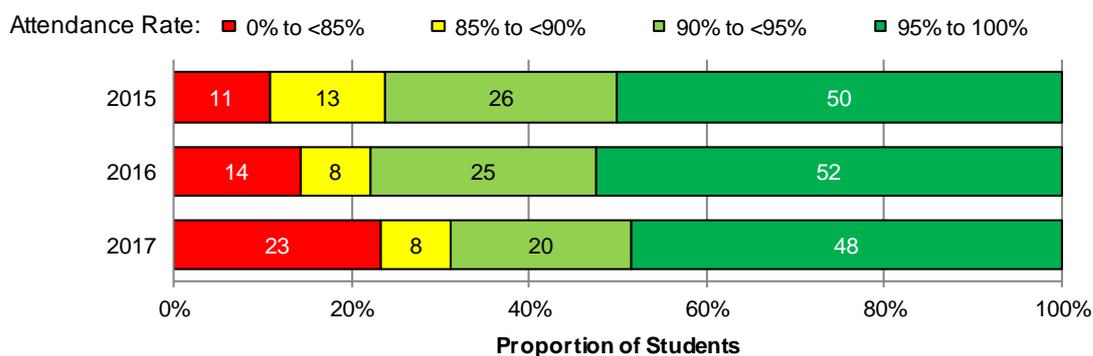
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	91%	93%	93%	94%	86%	94%						
2016	87%	91%	92%	95%	93%	91%	92%						
2017	91%	90%	94%	92%	95%	95%	92%						

\*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.

### 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 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.

When a student is absent from school, parents are encouraged to call and speak to a staff member before 9am or leave a message. If this does not occur then a staff member will personally phone parents of absent students to verify the absence.

## 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

---

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.