



Widgee State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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 information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mr Matt Elson – Principal

From the Principal

School overview

Welcome to Widgee State School. This Annual Report will provide a summary of our school year during 2018.

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 2018, our school continues to embrace new challenges and worked successfully towards achieving a number of its school improvement priorities.

School progress towards its goals in 2018

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	✓
Engage students in all facets to improve school attendance	Reach 94% attendance	✓
Provide challenging learning opportunities with greater individual feedback for students to achieve goals	Improve A-C achievement	✓

Collaborate with local school clusters to share practice and promote learning	Share practices with local schools	Continuing
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Future outlook

Looking forward to 2019, our school has identified a series of goals and the ways in which we can achieve them.

- Professional Development for Staff in the areas of Coaching, Modelling and Observation.
 - Teachers and teacher aides taking part in Instructional Rounds each term.
 - All staff having a Professional Development Plan and focussing on their own development.
 - Being focussed on pedagogy and how to improve our practice.
- Reading
 - Introduction of Reading and Writing goals based on the Literacy Continuum.
 - Continued work on intervention with Reading Links and Daily Rapid Reading.
 - Focussed on the balanced Reading Program for all students.
- Attendance
 - Maintaining our excellent student attendance of 94% through positive engagement with students, families and staff.
- Upper Two Band
 - To focus on extending our A/B students to challenge and support their progress and development.

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	59	52	47
Girls	34	28	25
Boys	25	24	22
Indigenous	6	4	3
Enrolment continuity (Feb. – Nov.)	87%	93%	87%

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

Our students come from a broad range of cultural, social and religious backgrounds. We accept all students and celebrate the unique perspective that they bring to our school. Our students largely come from homes in and around Widgee of which many have farming backgrounds. We foster old fashioned values and an onus on caring for the environment and working hard to achieve your goals.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	16	14
Year 4 – Year 6	17	21	19
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 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

We also have pre-prep orientation days and a playgroup for children aged 0 – 5 years and their parents.

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
- Involvement in Gympie District Sporting Trials

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 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. In our 2018 School Opinion Survey:

- 100% of Parents said their child feels safe at school, that this is a good school and that they would recommend it.
- 100% of Staff said that this is a good school, they enjoy working here and that this school encourages them to do their best at school.
- 100% of Students said they like being at this school, feel safe at this school and my teachers encourage me to do my best.

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%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	92%	100%	100%
• their child is making good progress at this school* (S2004)	92%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	85%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	77%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	93%	96%
• they like being at their school* (S2036)	77%	97%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	96%	97%	100%
• their teachers expect them to do their best* (S2039)	96%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	100%	100%
• teachers treat students fairly at their school* (S2041)	95%	93%	96%
• they can talk to their teachers about their concerns* (S2042)	76%	93%	80%
• their school takes students' opinions seriously* (S2043)	71%	100%	96%
• student behaviour is well managed at their school* (S2044)	90%	93%	88%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	95%	93%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	86%	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)	91%	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

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 education 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

This is 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

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	2	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

In 2018, 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	6,527	17,438	31,018
Water (kL)			

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.

Find a school
Search website

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

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

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	4	6	<5
Full-time equivalents	3	4	<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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	4
Diploma	
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 \$6691.22

The major professional development initiatives are as follows:

- Pre and Post-Moderation of English and Maths with Gympie Small School Network
- Coaching, Observation and Feedback of School Staff
- Data analysis and planning days for classroom teachers

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.	98%	98%	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	92%	93%	95%
Attendance rate for Indigenous** students at this school	89%	93%	95%

* 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

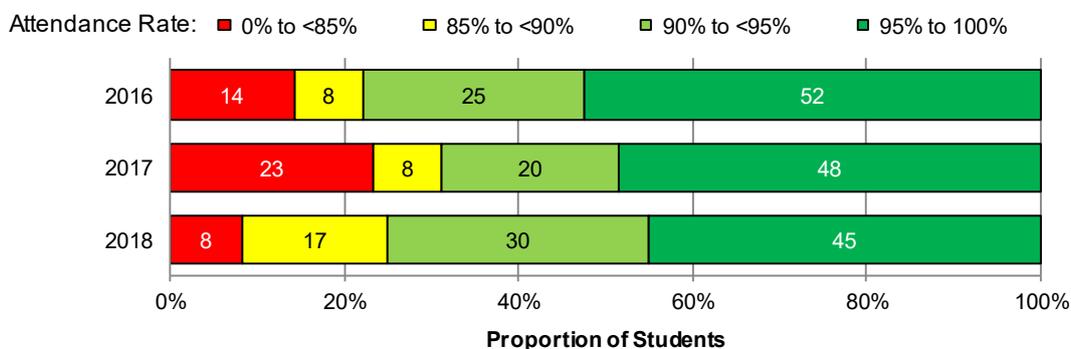
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	87%	91%	95%	Year 7			
Year 1	91%	90%	94%	Year 8			
Year 2	92%	94%	96%	Year 9			
Year 3	95%	92%	96%	Year 10			
Year 4	93%	95%	94%	Year 11			
Year 5	91%	95%	94%	Year 12			
Year 6	92%	92%	93%				

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.

At Widgee State School, we ask parents to call the school to inform us of the absence and the reason. Parents can also send a note with the child, when they return to school. If a reason is not given, then parents are contacted. Rolls are marked at 9:15am and 2pm everyday. If parents are signing students out early, they need to sign their student out at the Office and are given an 'early departure' card which they give to the class teacher to show that they have signed them out at the Office. If a student is dropped off late, then parents need to sign students in at the Office and they are given a 'late arrival' card to show that they have signed in at the Office.

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
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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.