

Widgee State School

Queensland State School Reporting

2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Widgee State School is located within Gympie Regional Shire, approximately 25 km west from Gympie and services the needs of students within an approximate 15 km radius of the school. The community is predominantly rural based, with industries such as pastoral, timber and small cropping. In recent times a number of small businesses have established themselves in the area. Widgee has a recently developed industrial area where small, specialized businesses are operating.



This report outlines some of the key achievements of 2012 and where it is proposed that the school travels to in 2013 and beyond.

School progress towards its goals in 2013

Ongoing implementation of the ACARA National Curriculum Framework to support and assist students to achieve academically to the best of their abilities.

Support the professional development of teachers and staff with the ongoing developments of curriculum implementation and evolving expectations.

Continue to embed the seamless use of ICTs within the curriculum.

Ongoing development of the teaching resources and facilities of the school at all levels to support high quality curriculum delivery and ensure a safe, supportive learning environment.



Future outlook

- Getting Ready For Secondary School transition from start of 2015
- Ongoing development of Parent and Community Engagement Strategy
- Ongoing implementation the Australian Curriculum

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- Continue to develop the school's Framework for the Teaching of Reading



Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	62	28	34	86%
2012	46	24	22	80%
2013	41	19	22	92%

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

Characteristics of the student body:

Widgee State School is a co-educational facility with a balance of boys and girls in all classes. We cater to the full range of all student needs.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	18	17	23
Year 4 – Year 7 Primary	24	7	17
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	4	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings include a Talent development program managed by our Physical Education Specialist across the middle to upper years in the school. The program has a strong focus on personal development and introduces the students to experience a wide range of sporting experiences.

We engage students in technology based educational experiences which includes Robotics, Model construction in connection with the Gympie Show, school gardening group.

Widgee State School offers Japanese as its Languages Other Than English. The school has a proud tradition of high standards in the students' language development.



Extra curricula Our distinctive curriculum offerings include a Talent development program managed by our Physical Education Specialist across the middle to upper years in the school. The program has a strong focus on personal development and introduces the students to experience a wide range of sporting experiences.

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How Information and Communication Technologies are used to assist learning

All learning spaces have access to networked computers. Students use them as tools to access information through the internet, for desk-top publishing of work and as part of simulation tasks.

We have interactive "smartboards" to our classrooms and teaching spaces and continue to enhance the related technology.

Our LOTE students interact with their Japanese teacher via interactive computer communication – Elluminate for one of their lessons each week.

Social climate

The students engage in a wide range of social and educational experiences. At Widgee we focus strongly on developing the whole student – academic and social.



Our school at a glance



Parent, student and staff satisfaction with the school

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	83%
this is a good school (S2035)	94%	92%
their child likes being at this school* (S2001)	94%	92%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	85%
their child is making good progress at this school* (S2004)	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%
teachers at this school motivate their child to learn* (S2007)	100%	92%
teachers at this school treat students fairly* (S2008)	94%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%
this school works with them to support their child's learning* (S2010)	94%	85%
this school takes parents' opinions seriously* (S2011)	100%	91%
student behaviour is well managed at this school* (S2012)	94%	92%
this school looks for ways to improve* (S2013)	100%	92%
this school is well maintained* (S2014)	94%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	93%	100%

Our school at a glance

they like being at their school* (S2036)	82%	100%
they feel safe at their school* (S2037)	76%	100%
their teachers motivate them to learn* (S2038)	94%	100%
their teachers expect them to do their best* (S2039)	94%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	100%
teachers treat students fairly at their school* (S2041)	93%	100%
they can talk to their teachers about their concerns* (S2042)	87%	100%
their school takes students' opinions seriously* (S2043)	87%	100%
student behaviour is well managed at their school* (S2044)	86%	100%
their school looks for ways to improve* (S2045)	88%	100%
their school is well maintained* (S2046)	94%	100%
their school gives them opportunities to do interesting things* (S2047)	88%	100%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		100%
they feel that their school is a safe place in which to work (S2070)		100%
they receive useful feedback about their work at their school (S2071)		100%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		100%
student behaviour is well managed at their school (S2074)		100%
staff are well supported at their school (S2075)		100%
their school takes staff opinions seriously (S2076)		100%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		100%
their school gives them opportunities to do interesting things (S2079)		100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents assist the school through voluntary help in supporting intensive reading program, tuckshop and community fundraising activities.

The development of many of our facilities and resources for our students is dependent on the generous support and involvement of our parents and community.

Reducing the school's environmental footprint

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

Widgee State School harvests rainwater for use as potable water. We have created sufficient storage such we are self-sufficient in our requirements. All teaching spaces are air-conditioned and the use/temperature is monitored for economy of operation. Waste water is processed on site and used to irrigate gardens at the front of the school.

The school utilizes a bank of solar photovoltaic cells to supplement the electricity supply.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	22,603	0
2011-2012	27,521	0
2012-2013	27,512	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



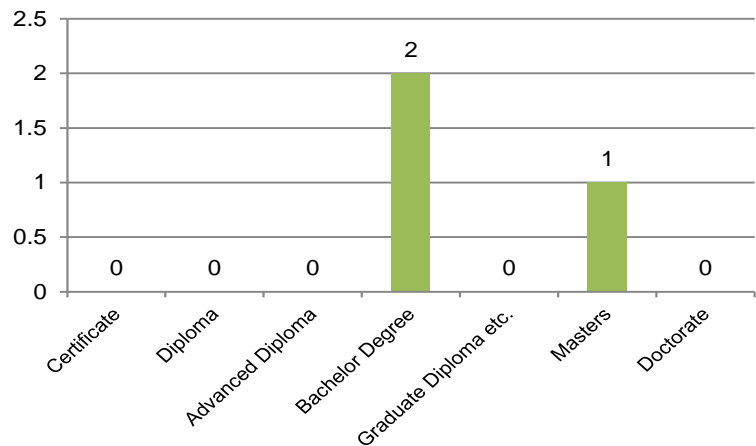
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	2	3	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	3



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 13177

The major professional development initiatives are as follows:

ICT uses and applications

First Aid for all staff

Systemic EQ training (asbestos, Code of Conduct, Ethical Decision Making)

Regional and District Leadership Development.

Curriculum development – Literacy & Numeracy

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 was 100

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	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 2013 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	91%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

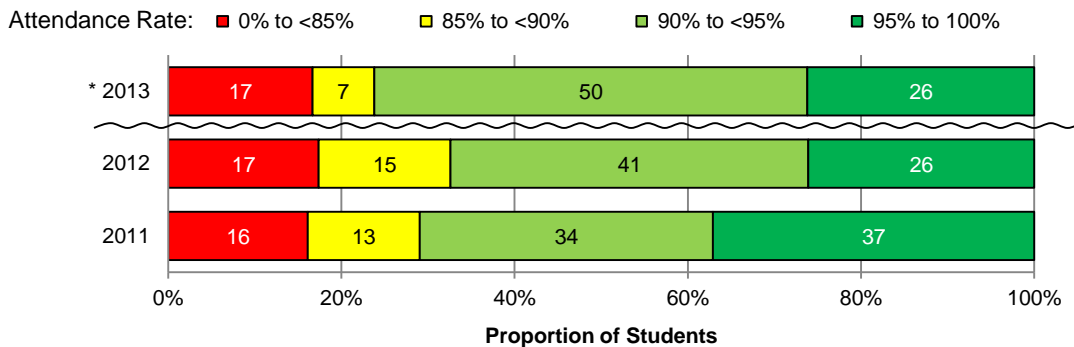
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	86%	91%	94%	89%	93%	95%					
2012	87%	90%	92%	89%	89%	95%	92%					
2013	93%	89%	95%	85%	88%	94%	95%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked daily in the school. Students absent without valid reason are recorded as unexplained absence. It is the schools expectation that where students are to be absent that they notify the school as soon as possible.

Performance of our students

Absences are reported on in the student's semester reports.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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