**Wynnum West State School**

**Queensland State School Reporting**

**2014 School Annual Report**

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**Principal’s foreword**

## Introduction

This report outlines the progress made at Wynnum West State School in 2014.

## School progress towards its goals in 2014

Wynnum West achieved many goals in 2014. Our main focus was to embed Problem Solving Strategies across the school. We continued embedding our new programs, QAR (Question Answer Relationship), WORDS THEIR WAY and literacy and numeracy groups across the school so that every teacher in every classroom was using the same language. We also continued our focus on data analysis and tracking across the school. We worked towards embedding our Pedagogical Framework and the explicit teaching model.

The Great Guarantee Results funding allowed us to include time release for teachers to form Triads and conduct formal observation and feedback. In this report you will see the results of the hard work of staff, students and parents. We were very fortunate to have our literacy coach and numeracy coach for another year to work with us to continue to improve pedagogy in the teaching of reading and writing and problem solving.

The school had a double cohort leave to go to high school. The year 6 and 7 students all said goodbye to primary school at their combined graduation.

## Future outlook

The Annual Implementation Plan for 2015 discusses our priorities for 2015.

Our Priorities

* Develop capacity for all staff with the new roles of Master Teacher, P-2 coordinator, 3/4 coordinator and 5/6 coordinator
* Use GGR money to employ a P-2 Coordinator to focus on P-2 student data and intervention
* Implement the Australian Curriculum
* Implement whole school pedagogical practices – Explicit teaching
* Increase teacher capacity to use data to inform teaching practice
* Develop coaching and feedback with a focus on Pedagogical Framework
* Develop productive partnerships with parents and our community
* Improve school performance in reading, numeracy, spelling and problem solving
* Improve school performance in writing –Using The Seven Steps To Writing Program
* Implement Explicit Teaching Model (Fleming)
* Improve outcomes for indigenous students
* Plan to transition Year 6 to local high schools
* Improve attendance across the school
* Refine Positive School Behaviour
* Begin outreach to Pre Prep organizations to improve links and prep student readiness
* Extension and Enrichment of Upper Two Bands Students
* Develop an Observation and Feedback culture using AITSL Standards for teachers for Performance Plans

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| Our school at a glance |
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## School Profile

**Coeducational or single sex: Coeducational**

**Year levels offered in 2014: Prep Year - Year 6**

**Total student enrolments for this school:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Total | Girls | Boys | Enrolment Continuity  (Feb – Nov) |
| 2012 | 522 | 276 | 246 | 90% |
| 2013 | 503 | 264 | 239 | 93% |
| 2014 | 491 | 249 | 242 | 90% |

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

## Characteristics of the student body:

### Characteristics of the student body:

### Our student body comprises of many cultures. Students are mainly Australian with very small numbers of Japanese, Korean, Chinese and Indian children. Numbers of Aboriginal and Torres Strait islander children are decreasing. Students from New Zealand represent approximately 10% of our student population. We had 25 Aboriginal and Torres Strait Islander Children at our school in 2014.

## Average class sizes

| Phase | Average Class Size | | |
| --- | --- | --- | --- |
| 2012 | 2013 | 2014 |
| Prep – Year 3 | 21 | 19 | 22 |
| Year 4 – Year 7 Primary | 26 | 28 | 27 |
| Year 7 Secondary – Year 10 |  |  |  |
| Year 11 – Year 12 |  |  |  |

## School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
| --- | --- | --- | --- |
| 2012 | 2013 | 2014\* |
| Short Suspensions - 1 to 5 days | 12 | 6 | 6 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions# | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.  
\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

**Our distinctive curriculum offerings in 2014 were**

☺ Gifted and Talented Program – Problem solving and thinking skills

☺ IXL computer maths program – every child has a log in for work at home and school

☺ Sunshine on line computer literacy program - every child has their own log on for reading activities for work at school

☺ Extensive Information technology programs for students, interactive whiteboards, digital microscopes, digital cameras, bee bots

☺ French Language program for year 6 and 7

☺ Year 7 camp to Canberra and Year 6 to Tallebudgera camp

☺ Special Education Program for diagnosed and verified students

☺ High school transition programs

☺ Pre Prep Outreach Program

**Extra curricula activities during 2014 were**

Student Council

Tangalooma Eco Marines

Instrumental band

Junior and Senior Choirs

After school activities – eg Guitar, keyboard, tai kwon do and swimming lessons

Before school, after school and vacation care run by Helping Hands

Craft group

Interschool sport

Swimming club

Wynnum West Idol

Gardening Club

**How Information and Communication Technologies were used to assist learning in 2014**

In the State Schools of Tomorrow upgrade the school has been cabled throughout with wireless networks in most rooms. The computer lab has 28 computers and an interactive whiteboard. Class teachers take their classes into the lab to do drill and practice, research and to teach new skills.

Every classroom has an interactive whiteboard and a small withdrawal computer room. Teachers are using their interactive whiteboards to stimulate and challenge children and as part of their literacy and maths rotational activities. ICTs are also a major component of the new QLD C2C curriculum Program.

Teachers plan with the Head of Curriculum every term to fully integrate ICTs into each and every unit of work from Prep to year 7.

We have provided professional development for teachers and teacher aides in new devices such as Easy Speak microphones, Bee Bots, cameras, videos, Virtual Classrooms etc.

Every Prep child now has their own XO computer laptop to use as their own for their year . Teachers had to undertake 20 hours of PD to use the Xo computers.

Ipads have been purchased for SEP and for Prep and Yr one reading rotation groups.

The Learning Place is used by teachers for Professional Development and to set up virtual classrooms.

**Social Climate**

As seen from our School Disciplinary Absence data our number of suspensions is decreasing. This is due to our relevant curriculum and our Positive School Behaviour Program. The Wynnum West behaviour mascot – WALT the Water Dragon has been embedded across the school.****

WALT represents the four school rules. Behaviour lessons are taught in every class every week. Each new focus is taught after analysing school data from behaviour incidents. Four Gold Class awards days were held to further reward students who did not receive any RED slips.

Results of the 2014 parent survey stated that 94% of parents indicated that their child was getting a good education at this school and 94% stated that their child liked being at this school.

The Guidance Officer, Chaplain and Special Needs Committee continue to provide support and care for families, students and staff.

**Parent, student and staff satisfaction with the school**

| **Performance measure** |  |  |  |
| --- | --- | --- | --- |
| Percentage of parent/caregivers who agree# that: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 91% | 100% | 94% |
| this is a good school (S2035) | 100% | 100% | 88% |
| their child likes being at this school\* (S2001) | 100% | 100% | 94% |
| their child feels safe at this school\* (S2002) | 100% | 100% | 94% |
| their child's learning needs are being met at this school\* (S2003) | 100% | 100% | 94% |
| their child is making good progress at this school\* (S2004) | 100% | 100% | 94% |
| teachers at this school expect their child to do his or her best\* (S2005) | 100% | 100% | 94% |
| teachers at this school provide their child with useful feedback about his or her school work\* (S2006) | 100% | 100% | 88% |
| teachers at this school motivate their child to learn\* (S2007) | 100% | 100% | 88% |
| teachers at this school treat students fairly\* (S2008) | 100% | 94% | 88% |
| they can talk to their child's teachers about their concerns\* (S2009) | 100% | 100% | 88% |
| this school works with them to support their child's learning\* (S2010) | 100% | 100% | 94% |
| this school takes parents' opinions seriously\* (S2011) | 90% | 100% | 82% |
| student behaviour is well managed at this school\* (S2012) | 90% | 100% | 88% |
| this school looks for ways to improve\* (S2013) | 100% | 100% | 94% |
| this school is well maintained\* (S2014) | 100% | 100% | 88% |

| **Performance measure** |  |  |  |
| --- | --- | --- | --- |
| Percentage of students who agree# that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 100% | 100% | 99% |
| they like being at their school\* (S2036) | 99% | 100% | 98% |
| they feel safe at their school\* (S2037) | 97% | 100% | 99% |
| their teachers motivate them to learn\* (S2038) | 99% | 99% | 100% |
| their teachers expect them to do their best\* (S2039) | 98% | 100% | 100% |
| their teachers provide them with useful feedback about their school work\* (S2040) | 100% | 100% | 97% |
| teachers treat students fairly at their school\* (S2041) | 99% | 99% | 94% |
| they can talk to their teachers about their concerns\* (S2042) | 100% | 93% | 98% |
| their school takes students' opinions seriously\* (S2043) | 100% | 97% | 95% |
| student behaviour is well managed at their school\* (S2044) | 95% | 94% | 94% |
| their school looks for ways to improve\* (S2045) | 100% | 100% | 95% |
| their school is well maintained\* (S2046) | 99% | 100% | 96% |
| their school gives them opportunities to do interesting things\* (S2047) | 99% | 99% | 98% |

| **Performance measure** |  |  |  |
| --- | --- | --- | --- |
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) |  | 97% | 100% |
| they feel that their school is a safe place in which to work (S2070) |  | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) |  | 95% | 100% |
| students are encouraged to do their best at their school (S2072) |  | 97% | 100% |
| students are treated fairly at their school (S2073) |  | 100% | 100% |
| student behaviour is well managed at their school (S2074) |  | 97% | 100% |
| staff are well supported at their school (S2075) |  | 95% | 100% |
| their school takes staff opinions seriously (S2076) |  | 95% | 100% |
| their school looks for ways to improve (S2077) |  | 95% | 100% |
| their school is well maintained (S2078) |  | 97% | 100% |
| their school gives them opportunities to do interesting things (S2079) |  | 95% | 97% |

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

# ‘Agree’ represents the 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**

Our Parents and Citizens Association is an active group who have the best interest of the school as the forefront of their agenda. Parents are involved in the running of the Swim Club, the Craft Group, the Play Group and fund raising committee. Our chaplain is also involved with the Playgroup as a way of meeting mothers and establishing trusting relationships. A Parent Rep is also included in our Behaviour Management Committee and we have a parent as a Parent Liaison Officer to answer any questions for parents and assist them where ever possible.

Parents are invited to participate in a Three Way Reporting process at the end of Term One where the child runs the discussion. Parents are encouraged to volunteer in classrooms and assist in choir presentations and concerts etc.

Parent Education information sessions such as Prep reading, Cyber Safety, are also held.

Invitations are also given to participate in functions such as classroom culminating activities, Mother’s Day and Father’s Day events, concerts, parades, eisteddfods, Easter Bonnet parade, ANZAC parade etc.

Resources are on our website and in our newsletter to assist parents in helping their child with their education.

**Reducing the school’s environmental footprint**

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

The school is highly aware of reducing its environmental footprint.

Water tanks installed

Gardening program introduced

Recycling paper continued

Awareness raising of Plastic Bag usage to students and community– each plastic bag takes 1000 years to break down, by Eco Marines.

School has joined through the Student Council – Eco Marines Environment Group.

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| --- | --- | --- |
|  | **Environmental footprint indicators** | |
| Years | Electricity  kWh | Water kL |
| 2011-2012 | 191,832 | 2,658 |
| 2012-2013 | 183,135 | 3,889 |
| 2013-2014 | 190,459 | 26,127 |

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.

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| Our staff profile |
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**Staff composition, including Indigenous staff**

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| --- | --- | --- | --- |
| **2014 Workforce Composition** | Teaching Staff\* | Non-teaching Staff | Indigenous Staff |
| Headcounts | 35 | 17 | <5 |
| Full-time equivalents | 29 | 12 | <5 |

**Qualification of all teachers**



\*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 in 2014**

The total funds expended on teacher professional development in 2014 were $14560.00

The major professional development initiatives are as follows:

Staff participated in a range of individual and whole school professional development

Code of Conduct

Mentoring – senior teachers with beginning teachers

Individual Performance Plans

Literacy – running records, guided reading

Data analysis – in small year level groups

Coaching with literacy coach – writing, individual teacher needs and goals, guided writing

First Steps in Maths

Questions Answer Relationship- comprehension strategies

Australian Curriculum

One School usage

Positive School Behaviour

Fleming Explicit Teaching model

The proportion of the teaching staff involved in professional development activities during 2014 was %100.

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|  |  |  |  |
| --- | --- | --- | --- |
| **Average staff attendance** | 2012 | 2013 | 2014 |
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 97% | 97% |

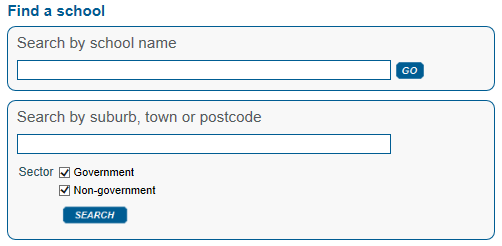
**Proportion of staff retained from the previous school year**

From the end of the previous school year, 86% of staff was retained by the school for the entire 2014 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.**



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 webpage.

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

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| Performance of our students |
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**Key student outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student attendance** | 2012 | 2013 | 2014 |
| The overall attendance rate for the students at this school (shown as a percentage). | 95% | 94% | 92% |

The overall attendance rate in 2014 for all Queensland 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 |
| 2012 | 94% | 95% | 95% | 95% | 93% | 95% | 94% |  |  |  |  |  |
| 2013 | 93% | 94% | 94% | 94% | 95% | 92% | 94% |  |  |  |  |  |
| 2014 | 91% | 92% | 93% | 92% | 93% | 93% | 90% |  |  |  |  |  |

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 after 2012 to that of previous years.

**Description of how non-attendance is managed by the school in 2014**

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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.

Student non-attendance is monitored closely in accordance to the Every Day Counts Policy.

Class Rolls are marked electronically twice a day. They are marked twice daily, once in the morning and once in the afternoon by class teachers. After two days of unexplained absences, phone calls to parents are made by office staff to clarify reasons for absences.

Departmental Policy is adhered to at all times. Torres Strait Islander students are managed in the first instance by the Indigenous Liaison Officer.

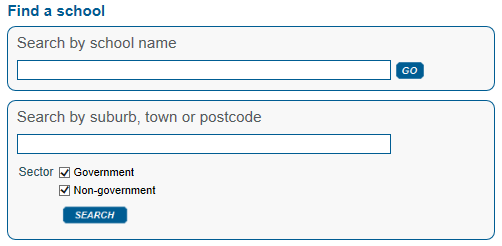
Students are signed in if they are late to school and signed out if they leave early**.**

Every class has a chart for 5 weeks where attendance is marked every day. Students who attend every day except for two days receive an ice block. This is all been ratified by the P and C and communicated to parents by newsletter and website.

**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.**

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.**



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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Achievement – Closing the Gap**

Attendance – across the whole school

Non indigenous - 92.3%

Indigenous – 90.1%

Attainment

Wynnum West performed very well against the State Scores as seen below.

Wynnum West Year 3 Reading Gap – was negative 58 – the 2014 QLD State Schools Mean was 68

Wynnum West Year 3 Writing Gap - was negative 63 - 2014 QLD State Schools Mean was 52

Wynnum West Year 3 Maths Gap – was negative 98 - the 2014 QLD State Schools Mean was 59