

Wyreema State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Wyreema State School is a family-orientated, expanding school in a safe, rural setting where all students are treated as individuals and their different learning styles are taken into account by our experienced staff. As our school motto says, we: **WORK WITH A WILL** - something our whole school community proudly abides by with the underpinning words: **EVERY CHILD, EVERY DAY - QUALITY EDUCATION.**

Our school is a dynamic teaching and learning environment where quality, **explicit instruction** is used as the key to school improvement and **data** the key to inform strategy. Wyreema State School sets targeted goals through its **Explicit Improvement** plan. This includes reviewing students and school performance against the outcomes, performance indicators and targets established in the previous year.

At Wyreema State School, we are committed to developing, supporting and nurturing the developmental needs and aspirations of primary school children within our local community. We aim to provide a learning climate that is responsive and progressive through the development of learning programs that equip our children for the demands and rigours of a changing world. We work in partnership with parents and the community to create a culture of high expectations and to preserve and continue these high standards.

Aspects integral to the commitment of quality services that the school provides include Outside School Hours Care, a popular weekly playgroup with energetic emphasis on Early Years learning, the IAIMs Program (Increasing Active and Intelligent Minds), 6 Wyreema Warriors Indoor Soccer teams, School Choir, Instrumental Program, daily Smart Moves, tennis tuition, Multi-Lit program, access to 2 libraries, school and community tuck shops and more.

School progress towards its goals in 2015

In 2015, our key priorities as outlined in the 2014 Annual Implementation Plan, were:

Improve School Performance

- Improved student outcomes as outlined in the school's GRG document.
- Continue to implement and reflect on Whole School Programs.
- Focus energetically on the Whole School Maths Program with agreed strategies, terminology and high priority.
- Ensure that all Discipline Audit recommendations are being implemented.

- Use GRG and school monies to fund a fourth teacher to target student improvement.

Implement the Australian Curriculum

- Continued successful implementation of the all National Curriculum
- Ensure that School Curriculum remains aligned with National Curriculum.
- Ensure that all Curriculum Audit recommendations continue to be implemented

Staff Development & Performance

- Completion of DPP with all staff.
- On-going PD including explicit teaching
- Regular meetings examining data to improve student outcomes (purposeful use of data)
- Coaching and Feedback

Community Confidence

- Continued and heightened high emphasis on community communication and involvement in the school as outlined in the Parent and Community Engagement document.
- Continued rigorous consultation with P and C and other significant parties.

Future outlook

OUR SCHOOL IMPROVEMENT FOCI FOR 2016 ARE:

- ◆ **IMPROVED STUDENT OUTCOMES**—Curriculum Coordinator, Data analysis of Whole School Assessments/NAPLAN/Behaviour etc to target areas for explicit teaching, continued development of whole school curriculum plans, STEM and Coding/Robotics resources, Surfboard—differentiation etc
- ◆ **STAFF DEVELOPMENT AND PERFORMANCE**—ICPs (differentiated learning), “High Performing Teams” PD, Coaching and Feedback, DPPs, “The Third Space”, “Explicit Instruction”, Literacy Continuum, Re-energised Reading and Writing program etc
- ◆ **COMMUNITY CONFIDENCE**—as per PACE document, Communication (newsletters, Facebook, Website), opportunities for interactions, use of SOS data, “Make Their Day” photos, Parent Information Sessions, Meet and Greet, Parent/Teacher Meetings, high energy playgroup, regular liaisons with kindergartens and childcare centres etc

Our strong, narrow and sharp agenda for the 2016 **Explicit Improvement Agenda** is for all teachers to be knowledgeable in **Explicit Instruction philosophy and techniques** including the “16 Elements of Explicit Instruction” and to have this firmly embedded into their pedagogical practices.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	40	22	18	4	93%
2014	65	33	32	8	95%
2015	76	39	37	10	90%

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

Characteristics of the student body:

Wyreema State School has a diverse student body with family occupations ranging from farming, mining, trades and professional. Our new students are from local families as our school is enrolment Managed and can no longer enrol students from outside of the catchment area. We're proud to have approximately 10% of our student body identify as Indigenous Australians.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	15	17	19
Year 4 – Year 7 Primary		12	15
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment

0

0

0

Curriculum delivery

Our approach to curriculum delivery

In 2015, Wyreema State School had four classes:

- Prep
- 1 / 2
- 3 / 4
- 5 / 6

All classes offered quality curriculum programs across the key learning areas, covering the Australian Curriculum. Some programs of note include:

- Student Leadership Program
- Indonesian (Grade 4 -7)
- Swimming Lessons
- Daily Smart Moves
- Specialist PE and Arts lessons
- Weekly Playgroup (Early Years Learning)
- Weekly, explicitly taught, Values Education Lessons.

Extra curricula activities:

- Instrumental Music Program
- Tennis Lessons
- Active Student Council
- School Choir
- Outside School Hours Care
- NAIDOC Day
- Fun Run
- Wyreema Warriors Indoor Soccer
- Small School Athletics' Carnivals
- Senior School Camp
- Whole School excursion
- Under 8s Day
- Hockey, Soccer and Aus Kick programs run by outside agencies.
- Discos
- End of Year Celebration Night

How Information and Communication Technologies are used to improve learning

Each of our 4 classrooms have an interactive whiteboard, as well as 6/12 computers for student use. This maintains a very high ratio of student to computer access. Our students access computers everyday. Learning is greatly enhanced by the use of the school's technologies through invigorated pedagogy, self-paced learning and differentiation opportunities.

Social Climate

Our school is a happy, positive, learning space for our students. Benchmarks for student behaviour are set high and underpinned by the 3 School Rules of: *Be Respectful, Be Safe and Be a Responsible Learner.* Students are explicitly taught Values Education with a new value explored each week. For example: *Sportsmanship, Making Good Choices and Taking Pride in your Work.* We have a strict uniform and bookwork policy, which keeps student expectations high for personal pride in their appearance and in their work. Staff ensure that parents/care-givers are well informed of their child's social skills and behaviours –through opportunities for frequent meetings (formal and informal), weekly written advice in feedback pages/booklets, use of positive “Spotty” Awards and Student of the Week and Principal awards on Parade.

The P & C Committee and our whole school community raises both our school's profile in the local area and funds to support school development. It is through a combination of their efforts and the provision of quality engaging learning experiences and resources that we continue to achieve great success.

Parent, student and staff satisfaction with the school

As outlined below, 100% of parents/caregivers believe that the students like our school and feel safe at our school. 100% also feel that their children are treated fairly and that they can talk to their child's teachers about any concerns they may have. The students' survey indicated that they felt generally positive about their schooling and the staff results also indicate positivity about school organisation, their value as educators and their employment as a whole.

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	86%	100%
this is a good school (S2035)	100%	86%	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)	100%	86%	100%
their child is making good progress at this school (S2004)	100%	86%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	86%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	86%	100%
teachers at this school motivate their child to learn (S2007)	100%	86%	100%
teachers at this school treat students fairly (S2008)	100%	100%	89%
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%	86%	100%
this school takes parents' opinions seriously (S2011)	100%	86%	89%
student behaviour is well managed at this school (S2012)	100%	71%	100%
this school looks for ways to improve (S2013)	100%	71%	100%
this school is well maintained (S2014)	100%	86%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	92%
they feel safe at their school (S2037)	100%	91%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	100%	100%	92%
they can talk to their teachers about their concerns (S2042)	100%	90%	92%
their school takes students' opinions seriously (S2043)	100%	90%	100%
student behaviour is well managed at their school (S2044)	100%	91%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	90%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	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)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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 volunteer in the classrooms
- encouraged to be active participants in the P and C
- invited to a range of activities throughout the year, including: Meet and Greet, End of Year Celebration Night, Athletics Carnivals, Weekly Parades, NAIDOC Day, ANZAC Commemoration, Under 8s Day
- encouraged to review their child's homework - thereby parents are able to remain in touch with the curriculum being covered during class time and as an indicator of their child's progressive

learning.

- invited to attend weekly Playgroup
- given fortnightly newsletters
- encouraged to use the school's Facebook page and Website.

Reducing the school's environmental footprint

As our school grows in student numbers, so have our gardens and in particular we now have a sizable market garden where produce is grown and the Student Leaders sell to our community. Many of our gardens are maintained by tank and bore water and all gardens are extensively mulched. Thought is given when planting new shrubs and trees – to ensure they are environmentally viable for our local area.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	12,295	150
2013-2014	-1,026	343
2014-2015	5,205	497

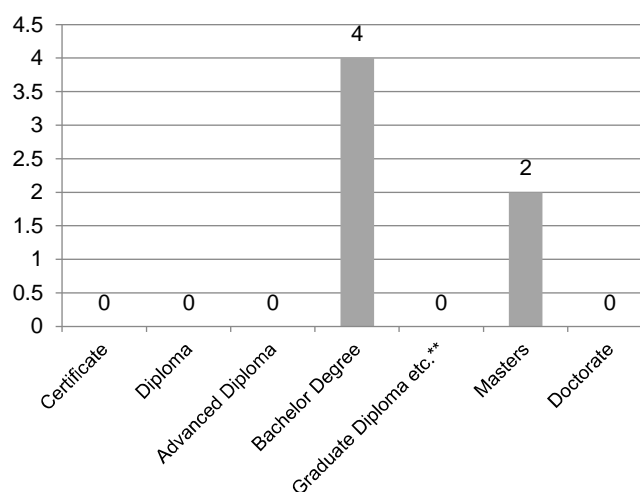
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	5	0
Full-time equivalents	5	3	0

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	6



*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 2015 were \$6891.04

The major professional development initiatives are as follows:

- *Explicit Instruction*
- *Numeracy*
- *Literacy*
- *Curriculum*

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	97%

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 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	95%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	90%	95%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

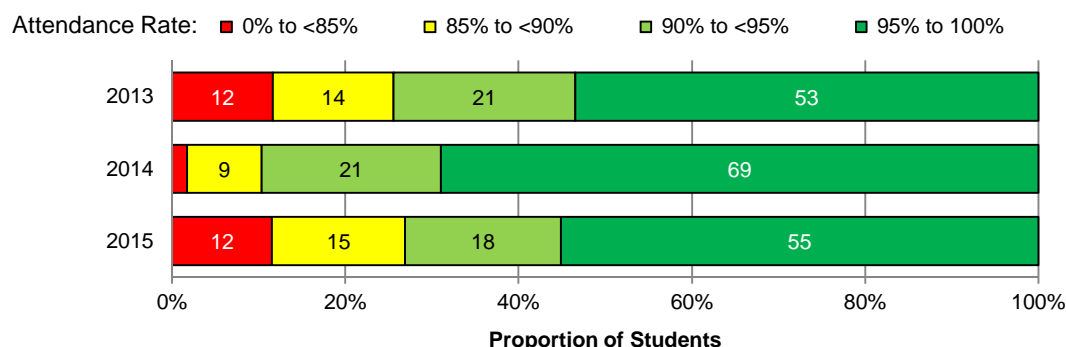
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	93%	93%	95%	90%	96%	90%					
2014	95%	97%	96%	91%	94%	97%	92%	DW					
2015	93%	94%	96%	92%	86%	96%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

We believe that "Every Day Counts" when it comes to student learning and this is advertised around our

school as well as published in our newsletters and Facebook page. We ask that parents phone the Office if their child is away and we make contact with parents if a child had an unexplained absence. Importantly, we ensure that our curriculum and pedagogical practices are engaging, making our school a pleasurable and exciting place for students to be.

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**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.