Wyreema State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Queensland
Government

Contact Information

Postal address:	MS 499 Toowoomba Mail Centre 4352
Phone:	(07) 4596 0333
Fax:	(07) 4696 2538
Email:	principal@wyreemass.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Sandy Tetzlaff

School Overview

Wyreema State School is a co-educational state school located approximately 15km south of Toowoomba. Wyreema State School is a dynamic, learning organisation, constantly striving to achieve excellence in education. Our purpose is to create a safe, aesthetically pleasing and organised environment in which students prepare to be active and reflective community members with a disposition to lifelong learning. We cater for the individual needs of students and value the 'family' aspect of education. Students are given the opportunity to reach individual heights through a range of social, emotional and academic activities. We expect and achieve high levels of student behaviour, attendance and academic performance. We cater for students with differing abilities and skills. All students with disabilities are included in all aspects of the school's curriculum. We offer high levels of student support and communicate regularly to our parents and community. Data is analysed frequently to inform our teaching. Our school is presently comprised of 6 classes, but we are a growing school and expect to have 7 or 8 classes in the near future. Wyreema State School offers to its school community a quality education in a caring and supportive environment.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Our 2016 AIP informed our priorities during the 2016 year. Our targeted, explicit improvement agenda was and remains **READING**. Other priorities included:

- Improved student outcomes defined through NAPLAN, meeting Regional Benchmarks and Whole School Assessment data.
- Ensuring that School Curriculum remains aligned with National Curriculum.
- Regular meetings examining data to improve student outcomes (purposeful use of data)
- 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.
- Employing a curriculum coordinator one day a week to ensure purposeful use of data.
- A deep analysis of NAPLAN and other Whole School Assessment data to enable teachers to target areas for explicit teaching - for the whole class, small groups and individuals.
- Continue to develop, implement and reflect on Whole School Programs - in particular reading, maths problem solving and writing.
- Purchasing resources to enable productive implementation of STEM learning areas and increase student engagement in all Key Learning Areas.
- Discussions of data analysis to target teaching in Staff and Teacher Meetings.
- Build teacher capability in gathering and using evidence to determine the different year-level curriculum some students require and to develop and successfully implement ambitious but achievable individual curriculum plans.
- Ensuring frequent opportunities for positive parent/staff interactions.
- Regular positive and informative newsletters, Facebook and Website postings.

- Using School Opinion Survey data to drive successful parent and community engagement eg: publicising through the newsletter information on behaviour management in the school.
- Class Information Sessions, Parent/Teacher meetings, Parents at Parade, Meet and Greet, Celebration Night, Community at Sporting events etc
- Continued high priority given to the school Playgroup - enabling Pre-Preps to become familiar with the school and staff.
- Continued positive relationships with Kindergartens, Child-Care and other Pre-Prep programs

Future Outlook

In 2017, OUR SHARP AND NARROW FOCUS IS THE TEACHING AND LEARNING OF READING.

The future priorities for School Improvement is listed below (taken from the 2017 AIP):

1. Teaching and learning of Reading - supported through the I4S program.
   Actions:
   - Employment of additional teacher to work with Upper 2 Bands students (Semester 1 - completed)
   - Data analysis of NAPLAN/assessments to inform teaching (on-going)
   - Intervention for students, Prep - G3, not reaching reading benchmarks (on-going)
   - Continued review and reflection on whole reading program.
   - DEAR (embedded)
   - Accelerated Reading program (researching)
   - Continued coaching and feedback - particularly on 16 elements in reading (on-going)
   - Increased implementation of Technologies including STEM and coding (embedded and continuing to increase)
   - Continued professional development in reading and Positive Behaviour Learning. (on-going)
   - Use of differentiation placemats (embedded)
   - Validation of unit planning and assessments (embedded)
   - Meetings using the High Performing Teams format (embedded)
   - Build teacher capacity in evidence gathering to validate individual plans. (on-going)
   - Regular data presentations at P and C and newsletters. (on-going)
   - Unit plan excerpts to go onto website (researching)
   - Parent Education Sessions during Playgroup (early stages)
   - Continued positive relationships with Kindergartens and pre-prep programs. (embedded)

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school: **136**

	Total	**Girls**	**Boys**	**Indigenous**	**Enrolment Continuity (Feb – Nov)**
2014	65	33	32	8	95%
2015*	76	39	37	10	90%
2016	109	54	55	10	94%

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

*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

Queensland
Government

included in their counts.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview
Our school has traditionally catered for farming and mining families. Increasingly, our families are becoming more diverse with many business owners and workers, parents in the professional sector, single parent families, non-working parents and shift-workers utilising our school. The majority of parents' and carers' occupations occur outside of the township. We are proud to have over 13% of our students identifying as Indigenous Australians. The proportion of male to female enrolments is generally evenly split.

Our new students are from local families as our school is "enrolment managed", therefore we can no longer enrol students from outside of the Wyreema catchment area.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	19	23
Year 4 – Year 7	12	15	18
Year 8 – 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.

Curriculum Delivery

Our curriculum, across Prep to Year Six, aligns our teaching and learning programs with the Australian Curriculum and the Queensland Curriculum. Our school curriculum framework is driven by school, local, state and national agendas. The students access specialist teachers in our LOTE (Languages Other than English) program, the language being Indonesian, and PE (Physical Education).

In Prep, in keeping with the Early Years Philosophy, teachers implement age appropriate curriculum experiences that address the Australian Curriculum and the Essential Learnings in Prep. Focused teaching and learning address core skills in early literacy and numeracy. The Early Years Curriculum Guidelines (EYCG) provide teachers with a framework for interacting with children, as well as planning, assessing and reflecting on an effective Prep year curriculum. The guidelines are based on active learning for children through real-life situations, investigation and play and teacher initiated focused learning.

Co-curricular and Extra-Curricular Activities

· Instrumental Music Program
· School Choir
· School, District and Regional sporting opportunities including Cross Country and Athletics Carnivals.
. Swimming lessons
· Participation in student networks and workshops to extend student learning.
· Eisteddfod
· Leadership programs.
· GRIP Leadership Conference for the Year 6 students.
. Senior Camp

Queensland
Government

. Playgroup
. Excursions appropriate to units of learning.
. Tennis lessons
. Discos
. Wyreema Warriors Indoor Soccer
. Photography competition

How Information and Communication Technologies are used to Assist Learning
Digital technologies, tools and higher order thinking strategies are integrated across the curriculum.
Integration of digital technology is supported by maintaining and purchasing appropriate devices.
6-12 computers are located in all classrooms as well as an interactive white board in each classroom.
Students have opportunities to use cameras and videos and additional STEM and coding resources
are in use.

Social Climate

Overview
*We are dedicated to continual improvement within our school to ensure that our school is a happy,
positive, learning space for our students. To this end, we are beginning the Positive Behaviour
Learning journey with students, staff and community - this program takes many years to properly
embed into the school culture.*

*Benchmarks for our student behaviour are set high and underpinned by our 3 expectations 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 "Dojo" dollars, Student of the Week, Reader of the Week and Principal
awards on Parade.*

*The P & C Committee and our whole school community raise 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
significant school improvement and success.*

Parent, Student and Staff Satisfaction
As outlined below, 100% of parents/caregivers believe that the teachers motivate our students to
learn.
100% also feel that their child are making good progress at our school. The students' survey indicated
that they felt they were treated fairly by the school and that they are given opportunities to do
interesting things. Staff believe that the school is well maintained and that staff opinions are taken
seriously.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	100%	100%
this is a good school (S2035)	86%	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)	86%	100%	100%
their child is making good progress at this school* (S2004)	86%	100%	100%

Queensland
Government

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	86%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	100%
teachers at this school motivate their child to learn* (S2007)	86%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	89%	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)	86%	100%	100%
this school takes parents' opinions seriously* (S2011)	86%	89%	100%
student behaviour is well managed at this school* (S2012)	71%	100%	94%
this school looks for ways to improve* (S2013)	71%	100%	100%
this school is well maintained* (S2014)	86%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	92%	100%
they feel safe at their school* (S2037)	91%	100%	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%	92%	100%
they can talk to their teachers about their concerns* (S2042)	90%	92%	94%
their school takes students' opinions seriously* (S2043)	90%	100%	100%
student behaviour is well managed at their school* (S2044)	91%	100%	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)	90%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%

Queensland
Government

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%

* 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

Parents are:
· Invited to volunteer in the classrooms and gardens
· 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 and more.
. 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Through our Values Education program, issues on non-violence and personal safety behaviors are learned. Our school participates in Day for Daniel, provides information on Domestic Violence advice on request and is vigilant on our students' behalf regarding any form of abuse.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	3	2
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

As our school grows, it is necessary to use more energy to operate the school. However, we endeavor to teach students and community the importance of reducing energy usage and to protect our native flora and fauna. Our School Leaders always give an "Environmental Tip of the Week" on Parade to students, staff and families and the same is given in our fortnightly newsletters. We encourage our families to accept an emailed newsletter in preference to paper. Our school reduces, recycles and re-uses whenever viable. We plant native flora when we have the opportunity to do so, mulch our gardens and are thoughtful about water usage - using our tank water and bore whenever possible.

Queensland
Government

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	-1,026	343
2014-2015	5,205	497
2015-2016	16,884	525

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

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	9	7	0
Full-time Equivalents	6	4	0

Queensland Government

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	3
Graduate Diploma etc.**	
Bachelor degree	6
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 2016 were $18 698

The major professional development initiatives are as follows:

- Explicit Instruction
- Reading
- Problem Solving

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
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, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Students are continuing to thrive and improve in their academic performance with a school focus on Explicit Instruction. We also expect continued improvement in reading learning with our sharp and narrow focus on the teaching and learning of reading. Our 2016 NAPLAN results indicate that our Grade 3 and 5 classes were similar to the National Grade 3 and 5 cohort in all areas except for Grade 3 Numeracy and Grade 5 Writing which were slightly below. The 2016 Grade 6 students made a successful transition to their secondary education with students predominantly accessing Harristown State High School.

Queensland Government

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	95%	88%

*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 2016 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
2014	95%	97%	96%	91%	94%	97%	92%	DW					
2015	93%	94%	96%	92%	86%	96%	92%						
2016	93%	91%	93%	93%	90%	91%	95%						

*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:
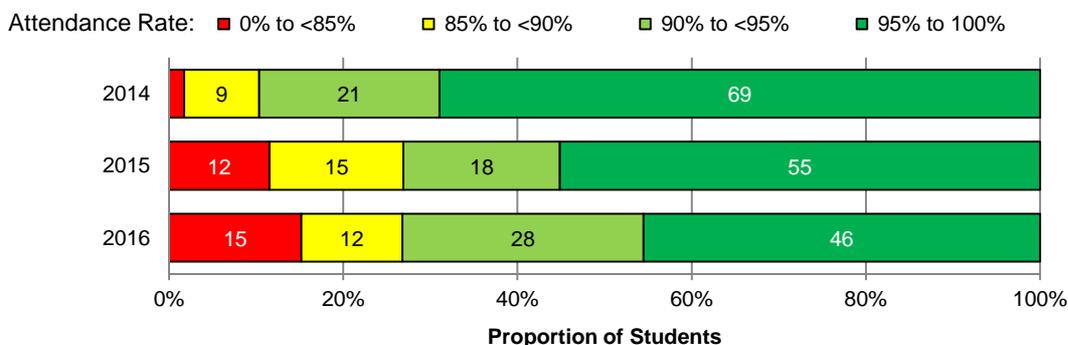
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.
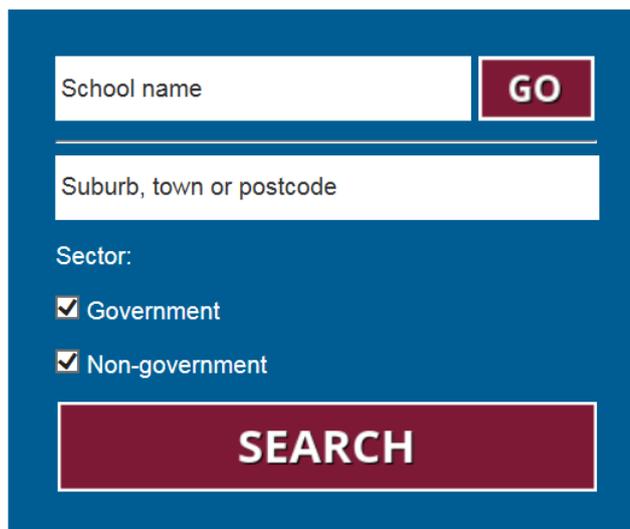
Our school rolls are electronically marked on OneSchool by the teachers in the morning and afternoon. The A03, contacts any family whose child has not arrived at school and no notice has been given of absence by 10 am. Late arrivals and early leave are documented by parents in ledgers kept in the Office.

Queensland Government

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

School name   GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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.

Queensland
Government