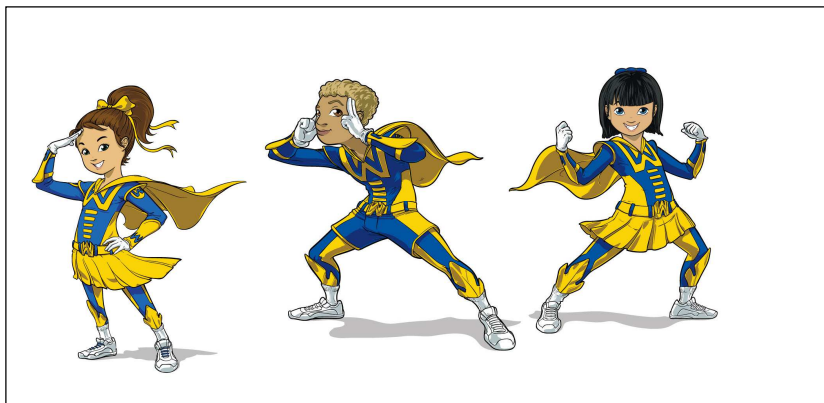




# Wyreema State School



# ANNUAL REPORT 2017

Queensland State School Reporting

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

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Department of Education



## Contact Information

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## School Overview

Wyreema State School was established in 1895. It is a safe, respectful, inclusive and organised state school located approximately 15km south of Toowoomba. The school is growing rapidly – both in size (physically and numbers of students) and in the expertise of staff. There are currently seven classes and each class is supported with Teacher Aide hours, quality resources, air conditioning and teachers that continually access professional development to improve and enhance their teaching knowledge and pedagogical practices.

Wyreema is in its second formal year of Positive Behaviour Learning (PBL) and has adopted three mascots typifying “I am Respectful”, “I am a Responsible Learner” and “I am Safe”. It is a dynamic learning community, constantly improving and striving to achieve excellence in education. We value active, resilient and focused students who have a great attitude towards their school life and learning. We expect and achieve success in positive student behaviours and we passionately promote regular student attendance. Our parents and carers are actively encouraged to be a part of the school community and this is exemplified through our energetic and positive P and C.

## Principal’s Foreword

### Introduction

#### School Progress towards its goals in 2017 -

Our 2017 AIP informed our priorities during the 2017 year.

Our targeted, explicit improvement agenda was the teaching and learning of **READING**.

Goals included:

- Employment of additional teacher to work with Upper 2 Bands students (Semester 1)
- 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).

## Future Outlook

### **In 2018, OUR SHARP AND NARROW FOCUS IS THE TEACHING AND LEARNING OF READING.**

The future priorities/targets for School Improvement are listed below (taken from the 2018 AIP):

- # The Whole School Community is well informed through published and frequently discussed data on attendance, behaviour and academic performance.
- # 35% students in the Upper 2 Bands.
- # All appropriate classrooms have student PM levels and goals clearly displayed.
- # PM and PAT Flip Cards and Literacy Continuum are used to inform the next steps in reading teaching and learning.
- # The Whole School Community is well informed on the school's reading focus and steps to achieve improved student performance in reading.
- # An allocated reading budget in use through the reading co-ordinator and PD/Coaching and Feedback reflect a reading focus.
- # Regional Reading Benchmarks are in use for reading goals and inform improvement in classes/cohorts/individuals.
- # Reading Programs are modified regularly to reflect the needs of the students and to provide the next steps in their reading improvement.
- # A comprehensive document with attached flow chart and resources is in use to promote student attendance and manage absences.
- # Structured staff induction process is in place and used consistently with each new staff member.
- # Documented term by term Observation and Feedback Cycle completed with teaching staff.
- # The Whole School Curriculum plan for each year is mapped in advance with consideration to multi-grades and the teaching that has occurred previously in each class.
- # Every staff member has all required Mandatory Trainings recorded as completed in the first term of each year.
- # Reviewed Disaster Management Plan by the end of each calendar year.
- # Documented master plan for future school facilities development is in place.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	<b>134</b>

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	76	39	37	10	90%
<b>2016</b>	109	54	55	10	94%
<b>2017</b>	133	63	70	16	93%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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 Wyreema. 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. We welcome students with special learning requirements and presently have approximately 5% of our students with a verified disability. 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	2015	2016	2017
Prep – Year 3	19	23	22
Year 4 – Year 6	15	18	24
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our whole school 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 Languages (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 Activities**

- # Instrumental Music Program
- # School Choir
- # School, District and Regional sporting opportunities including Cross Country and Athletics Carnivals.
- # Swimming lessons
- # Eisteddfod
- # GRIP Leadership Conference for the Year 6 students.
- # Senior Camp
- # Tennis Lessons
- # IMPACT on-line learning
- # Solid Pathways on-line learning for indigenous students.

### **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 positive, learning environment for our students. To this end, we are a Positive Behaviour Learning school (PBL) - this program takes many years to properly embed into a school culture and we are now in our second formal year. Benchmarks for our student behaviour are set high and underpinned by our three expectations of: I am Respectful, I am a Responsible Learner and I am Safe. Students are explicitly taught PBL lessons weekly. 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/carers 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 awards, Reader of the Week awards 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 believe that the school takes their opinions seriously, 90% of the students feel that the teachers expect them to do their best and 100% of staff believe that the students are encouraged to do their best.

## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	94%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	100%	100%	88%
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%	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)	89%	100%	88%
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)	89%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	94%	82%
this school looks for ways to improve* (S2013)	100%	100%	94%
this school is well maintained* (S2014)	100%	100%	94%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	95%
they like being at their school* (S2036)	92%	100%	75%
they feel safe at their school* (S2037)	100%	100%	90%
their teachers motivate them to learn* (S2038)	100%	100%	70%
their teachers expect them to do their best* (S2039)	100%	100%	90%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	85%
teachers treat students fairly at their school* (S2041)	92%	100%	75%
they can talk to their teachers about their concerns* (S2042)	92%	94%	80%
their school takes students' opinions seriously* (S2043)	100%	100%	85%
student behaviour is well managed at their school* (S2044)	100%	100%	55%
their school looks for ways to improve* (S2045)	100%	100%	95%
their school is well maintained* (S2046)	100%	100%	90%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	90%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	88%
they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
they receive useful feedback about their work at their school (S2071)	100%	100%	81%
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%	80%
staff are well supported at their school (S2075)	100%	100%	80%
their school takes staff opinions seriously (S2076)	100%	100%	80%
their school looks for ways to improve (S2077)	100%	100%	94%
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 progress in learning.
  - Invited to attend weekly Playgroup
  - Given fortnightly newsletters
  - Encouraged to use the school's Facebook page and Website.
- Additional consultation processes are in place for parents/carers of students with special needs and/or learning difficulties

## Respectful relationships programs

The school has developed/accessed programs that focus on appropriate, respectful and healthy relationships. Through our PBL program, issues on non-violence and personal safety behaviours 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	2015	2016	2017
Short Suspensions – 1 to 10 days	3	2	15
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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## 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 endeavour to teach students and the whole school community the importance of reducing energy usage and how to protect our native flora and fauna. Our School Leaders present an "Environmental Tip of the Week" on Parade to students, staff and families and the same is written 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 in preference to town water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	5,205	497
2015-2016	16,884	525
2016-2017	28,193	298

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	11	9	0
Full-time Equivalents	9	4	0

### 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	9
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 2017 were \$6 971.21

The major professional development initiatives are as follows:

- 16 Elements of Explicit Instruction
- Performance Framework
- NAPLAN Writing Marking
- Whole School Curriculum Framework
- Introduction to PBL
- Mandatory Annual Training
- Bullshift (Southern Vale Cluster Conference)
- 2017 Principals' Conference
- Assorted Induction programs
- Series of PBL workshops
- Southern Vale Cluster meetings twice a term
- Inferno meetings twice a term
- Curriculum Activity Risk Assessment
- MAP (Maximising Academic Performance) meetings each term
- SEP meeting each term
- Autism Training
- SET Cluster meetings
- QASSP meetings twice a term
- What Works Best for Reading
- NCCD Data Collection
- SSP observations at other schools
- Running Records
- CPR and Senior First Aid
- Trauma in Children
- Science in Small Schools
- Spelling in small Schools
- Open Ended Maths in Small Schools
- The Big 6

- Guided Reading
- Teacher Aide Literacy workshop
- NDIS
- Asthma and Anaphylaxis
- Big 6 Reading (part 2)
- Peer Review
- Denise Kable Twilight workshops – assorted
- Suicide Prevention
- The Big 6 (part 3)

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	88%	91%

\*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 2017 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
2015	93%	94%	96%	92%	86%	96%	92%						
2016	93%	91%	93%	93%	90%	91%	95%						
2017	95%	92%	96%	94%	92%	92%	88%						

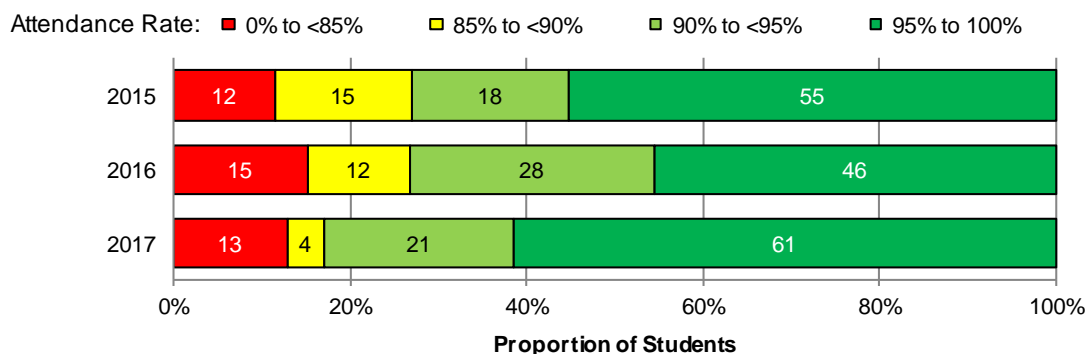
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

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 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.

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. The carers of students with an ESP are contacted by 9.30am. Late arrivals and early leavers are documented by parents in ledgers kept in the Office.

Phone calls, informal and formal meetings are implemented by the Principal for students with low attendance records. Follow up letters are available to be used as well.

The importance of regular school attendance is frequently spoken about with the students in classrooms and on Parade. Our target of 95% attendance is clearly signed on the school frontage and in the newsletter.

## 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

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Sector:

Government

Non-government

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.