



Wyreema State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



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 information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Principal

From the Principal

School overview

Wyreema State School is a multi-grade 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, understanding 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 their individual potential through a range of social and academic activities. We expect and achieve high levels of student behaviour and achieve high levels of student attendance. We cater for students with differing abilities and skills and all students with disabilities are included in all aspects of the school's curriculum. We offer high levels of student support and treat all of our students as individuals. Wyreema State School offers to its school community a quality education in a caring and supportive environment. Wyreema State School fosters independent, responsible, respectful and safe learners for the future.

School progress towards its goals in 2018

- The Whole School Community is well informed on the school's reading focus and steps to achieve improved student performance in reading.
- The Whole School Community is well informed through published and frequently discussed data on attendance, behaviour and academic performance.
- 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.

Future outlook

- 85% of students reaching or above regional benchmarks in reading.
- 95% Attendance rate for 2019.
- Consistent processes to support teachers to regularly analyse, discuss and use data to improve student achievement.
- Data shared with school community each fortnight around Positive Behaviour for Learning and attendance. Academic data shared quarterly with school community.
- 100% of teachers using the data cycles, case management, learning cycles and success criteria in daily practice for teaching and learning.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	109	133	160
Girls	54	63	74
Boys	55	70	86
Indigenous	10	16	21
Enrolment continuity (Feb. – Nov.)	94%	93%	86%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 18% 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 8% 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	19
Year 4 – Year 6	18	24	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The teaching and learning at Wyreema State School follows our Whole School Curriculum Plan which aligns with the Australian Curriculum and C2C Units. Our school curriculum framework is driven by school, local, state and national agendas.

At Wyreema State School we provide teaching and learning in the following areas:

- English
- Mathematics
- Science
- Technologies
- The Arts
- Humanities and Social Sciences

The students access specialist teachers in Music, Languages (Indonesian), PE (Physical Education), Health and Woodwork.

The Wyreema Warrior Playgroup occurs each Wednesday morning from 9-11am. This is open for community members with children aged 0-5 years of age.

Co-curricular activities

- Instrumental Music Program
- School Choir
- Sporting 'Smash Up' daily program
- School, District and Regional sporting opportunities including Cross Country and Athletics Carnivals.
- Swimming lessons
- Buddy reading
- Before school reading program
- Lunch time activities including drawing, construction, cars, dance
- Gardening club
- Science club
- Leadership Conference for the Year 6 students.
- Senior Camp
- Tennis Lessons
- ATSI Club
- 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.

Computers or i-pads 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. Wyreema State School is a Positive Behaviour Learning school (PBL) - this program takes many years to properly embed into a school culture and we are now in our third formal year. Benchmarks for our student behaviour are set high and underpinned by our three expectations of: I am a Responsible Learner, I am Respectful 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.

At Wyreema State School, we believe every student can succeed. Students receive the support they need to belong to the school community, engage purposefully in learning and experience academic success (Every Student Succeeding – State Schools Strategy 2018-2022). We support students by:

- Analysing data and planning and teaching for student needs
- Differentiated curriculum for students when needed
- Individual Curriculum Plans
- Early intervention programs to support student learning
- Engaging with support services including Family Child Connect, Anglicare, Drug Arm, CYMHS
- Providing support through regional services including Guidance Officer, speech pathology, occupational therapy, hearing and vision AVT's, behaviour support.
- Head of Curriculum role and Increased Special Education Teacher time
- ATSI club

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	94%	92%
• their child likes being at this school* (S2001)	100%	94%	92%
• their child feels safe at this school* (S2002)	100%	88%	75%
• their child's learning needs are being met at this school* (S2003)	100%	94%	83%
• their child is making good progress at this school* (S2004)	100%	94%	92%
• 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)	100%	88%	83%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	92%
• this school works with them to support their child's learning* (S2010)	100%	100%	92%
• this school takes parents' opinions seriously* (S2011)	100%	100%	75%
• student behaviour is well managed at this school* (S2012)	94%	82%	50%
• this school looks for ways to improve* (S2013)	100%	94%	83%
• this school is well maintained* (S2014)	100%	94%	75%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	95%	91%
• they like being at their school* (S2036)	100%	75%	83%
• they feel safe at their school* (S2037)	100%	90%	92%

Percentage of students who agree# that:	2016	2017	2018
• their teachers motivate them to learn* (S2038)	100%	70%	96%
• their teachers expect them to do their best* (S2039)	100%	90%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	85%	96%
• teachers treat students fairly at their school* (S2041)	100%	75%	89%
• they can talk to their teachers about their concerns* (S2042)	94%	80%	85%
• their school takes students' opinions seriously* (S2043)	100%	85%	74%
• student behaviour is well managed at their school* (S2044)	100%	55%	83%
• their school looks for ways to improve* (S2045)	100%	95%	96%
• their school is well maintained* (S2046)	100%	90%	91%
• their school gives them opportunities to do interesting things* (S2047)	100%	90%	85%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	88%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	100%
• they receive useful feedback about their work at their school (S2071)	100%	81%	80%
• 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%	80%	73%
• staff are well supported at their school (S2075)	100%	80%	80%
• their school takes staff opinions seriously (S2076)	100%	80%	80%
• their school looks for ways to improve (S2077)	100%	94%	93%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	93%

* 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

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.

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 education 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. All students are taught respectful relationships and safe behaviours through the weekly health lessons.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	15	27
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	16,884	28,193	31,913
Water (kL)	525	298	492

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

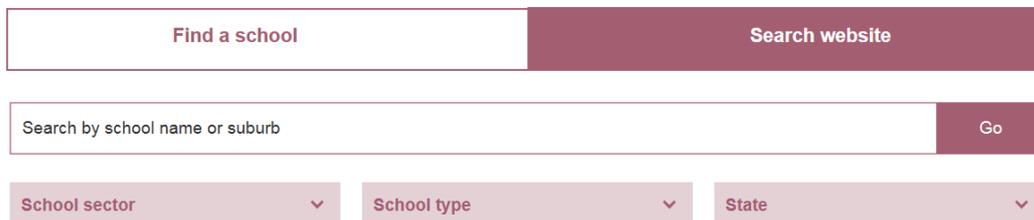
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

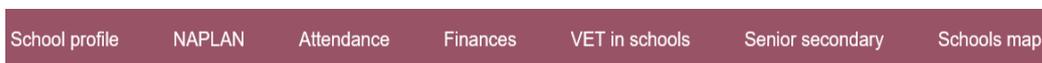
School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	13	9	0
Full-time equivalents	10	5	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	3
Graduate Diploma etc.*	
Bachelor degree	10
Diploma	
Certificate	

*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 2018 were \$ 15 245.70

The major professional development initiatives are as follows:

- Putting Faces on Data- Sharratt
- Positive Behaviour for Learning
- OneSchool training
- Anita Archer
- The Big 6
- SSP
- Bullshift – Andrew Horrabin
- First Aid

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	93%
Attendance rate for Indigenous** students at this school	88%	91%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

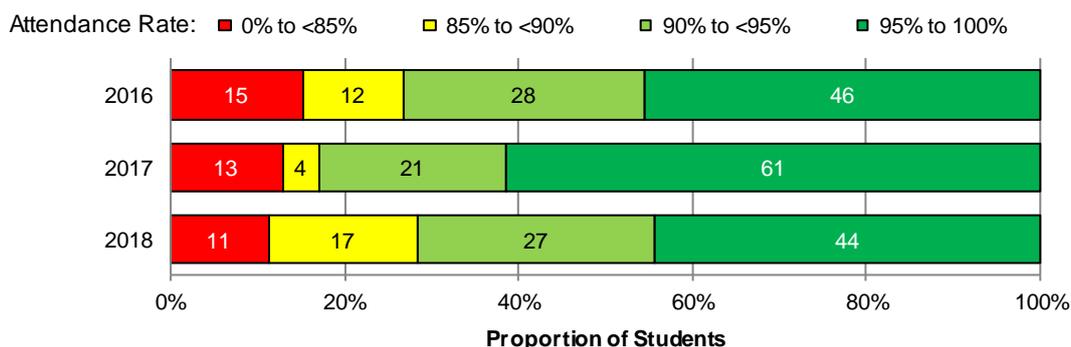
Year level	2016	2017	2018
Prep	93%	95%	93%
Year 1	91%	92%	94%
Year 2	93%	96%	92%
Year 3	93%	94%	92%
Year 4	90%	92%	94%
Year 5	91%	92%	91%
Year 6	95%	88%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 ID Attend by the teachers in the morning and afternoon. The BSM sends texts to any family whose child has not arrived at school and no notice has been given of absence by 10 am. If the parent does not respond via text response, a phone call is made. The carers of students with an ESP are contacted by 9.30am. Late arrivals and early leavers are documented by parents in ID Attend 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. Classes receive a weekly Attendance Award on Parade. Students receive a certificate at the end of each term for 100% attendance. Our target of 95% attendance is clearly signed on the school frontage and in the newsletter. The Wyreema State School attendance flowchart/ protocol is used by all staff and is displayed in each classroom. Each class has an attendance chart, where students track daily attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.