

Wyreema State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Wyreema State School is a family-orientated, growing, small school in a safe, country setting. It is also 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. Outside School Hours Care is available for permanent or casual placements on the school grounds.

Outlined in our School Annual Report for 2013 are the details of the achievements of Wyreema State School.

School progress towards its goals in 2014

In 2014, our key priorities as outlined in the 2013 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 Spelling Program with agreed strategies, terminology and high priority.
- Daily reading, spelling and number facts as non-negotiables.

Implement the Australian Curriculum

- Successful implementation of the Geography 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 on 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
- Continued rigorous consultation with P and C and other significant parties.

Our school experienced success with the 2013 goals. Our popular Playgroup, busy Outside School Hours Care and active P and C were integral to the success of the school year. Wyreema State School continued to grow in 2014 with 65 students enrolled by the end of 2014 and 74 students enrolled for Term 1, 2015.

Future outlook

As outlined in our current Annual Implementation Plan, our school is working towards the following goals:

School and student performance in:

- *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.*

Implementation of National 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.*

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	34	17	17	97%
2013	40	22	18	93%
2014	65	33	32	95%

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 students are from local families as well as from surrounding catchment areas including Toowoomba.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	13	15	17
Year 4 – Year 7 Primary			12

School Disciplinary Absences

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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings:

- Student Leadership Program
- Indonesian (Grade 4 -7)
- Swimming Lessons
- Specialist PE and Arts lessons
- Weekly, explicitly taught, Values Education Lessons.

Extra curricula activities:

- Instrumental Music Program
- Tennis Lessons
- Active Student Council
- Choir
- Outside School Hours Care
- NAIDOC Day
- Wyreema Warriors Indoor Soccer
- Small School Athletics' Carnivals
- Senior School Camp
- Whole School excursions (2014 – Jondaryn Woolshed)
- 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 assist learning

Each of our 4 classrooms have an interactive whiteboard, as well as 6/7 computers for student use. This maintains a very high ratio of student to computer access. Our students access computers every day.

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 awards on Parade (that are then documented in the School Newsletter), positive "Spotty" Awards notices and weekly documented feedback pages/booklets.

Our School Chaplain, Dr Neil Parker, is available for students and parents on Tuesdays and Thursdays and is integral to our Learning and Well-Being framework.

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:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	86%
this is a good school (S2035)	94%	100%	86%
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%	100%	86%
their child is making good progress at this school* (S2004)	100%	100%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	86%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	86%
teachers at this school motivate their child to learn* (S2007)	100%	100%	86%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	86%
this school takes parents' opinions seriously* (S2011)	89%	100%	86%
student behaviour is well managed at this school* (S2012)	100%	100%	71%
this school looks for ways to improve* (S2013)	100%	100%	71%
this school is well maintained* (S2014)	100%	100%	86%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	91%
their teachers motivate them to learn* (S2038)	88%	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%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	90%
their school takes students' opinions seriously* (S2043)	88%	100%	90%
student behaviour is well managed at their school* (S2044)	100%	100%	91%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school gives them opportunities to do interesting things* (S2047)	86%	100%	90%

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

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2011-2012	8,742	189
2012-2013	12,295	150
2013-2014	-1,026	343

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.

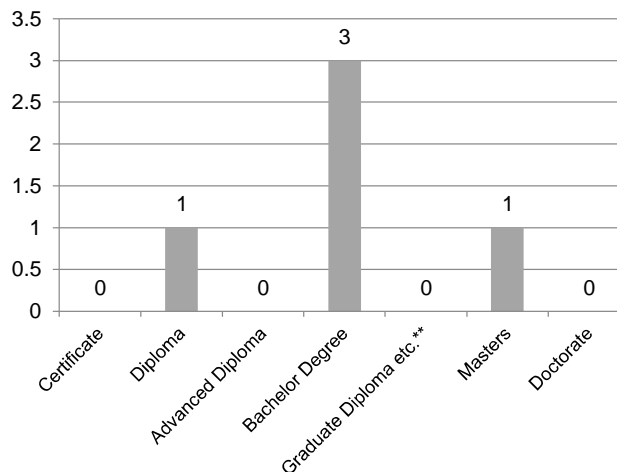
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	4	0
Full-time equivalents	4	3	0

Qualification of all

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	5



*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 2014 were \$7105.

The major professional development initiatives were as follows:

FISH Philosophy, Code of Conduct, Asbestos Training, Essential Skills for Classroom Management, Aligning Assessment, Curriculum and Pedagogy, Behaviour, The 16 Elements, Eliciting Frequent Responses, HOT Skills, Student Protection, Using Data to Differentiate, Inclusive School Leaders, Good to Great - Explicit Instruction, Planning Multi-Age Units, Data Collection, Seven Steps Towards Successful Writing, First Aide, CPR, OneSchool Finance, QSIL, Workplace Health and Safety, Right to Information, Challenges Facing Contemporary Education, Moderation.

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

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 75% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	93%	95%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

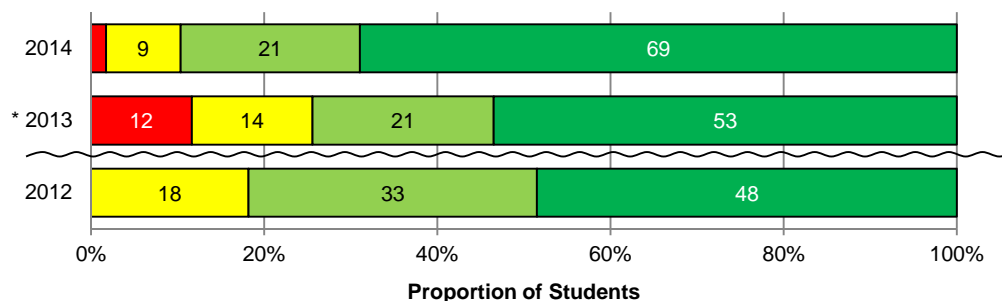
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	98%	94%	94%	94%	98%	96%	96%					
2013	93%	93%	93%	95%	90%	96%	90%					
2014	97%	96%	91%	94%	97%	92%	DW					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

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Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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

Achievement – Closing the Gap

Staff work closely with families of indigenous students to maintain high standards of achievement and attendance.