


WONGA BEACH STATE SCHOOL ANNUAL REPORT 2008

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Principal's foreword

Introduction

Wonga Beach State School continues to strengthen its reputation as a challenging, engaging and innovative learning community. Our Sustainable Future Initiative has gathered true momentum - demonstrated in the curriculum program offered, extra curricular activities undertaken, and the recognition we received for our students efforts [including State Finalist Showcase Awards for the Middle Phase of Learning 2008]. With over 95% of parents happy with what their children are learning at our school we continue to build excellence in all we do.

Strategic Pillars of Our School

- literacy, numeracy and technology are most important;
- education for the future - sustainability, personal development, community building and caring for the environment;
- student learning and success - our students being the best they can be; and
- safe, respectful and responsible learners - students and staff.

The following report reflects the shared vision of learning and teaching at our school and the path we chose to follow in 2008.

Future outlook

In 2009 our focus is squarely on raising achievement and attainment for all of our students using a systematic, process driven framework around answering these questions:

What do we want all students to learn?

How will we know when they know it?

How will we respond when they don't learn?

How will we respond when they already know it?

How do we engage in relevant PD to ensure we can answer these questions?

Our school at a glance

School Profile

Total student enrolments for this school: 122
Year levels offered: Prep to Year 7
Coeducational Setting

Curriculum offerings

Our distinctive curriculum offerings

Over 89% of parents are satisfied or very satisfied with the usefulness of what their children are learning at our school. As Wonga Beach School we offer:

- Sustainable Future Initiative - focusing on balance and harmony, reduce/reuse/recycle education, respect for the natural environment that we are so reliant on, and creating a model for the community at large to emulate.
- Positive School Behaviours - an Education Queensland initiative based on teaching expected behaviours, positively reinforcing desired behaviours, and addressing misbehaviour through teachable moments.
- Daily one hour literacy block - focusing on the principles of First Steps Reading and Writing. This program is supported through modern and up to date resources, continuing professional development and the provision of a teacher aide for all sessions

Extra curricula activities

- Participation in the local Douglas Cluster of Schools sporting program - including Small Schools Sports Day, Cross Country, Swimming Carnival;
- Whole of school swimming program - annual part of our Physical Education program;
- Under 8's Day program - hosted at school, with Daintree State School attending;
- Arts Council QLD, Deadly Australians and local high school performances;
- Participation in Green and Healthy Schools program, Showcase Awards and Reef Guardians Initiative; and
- Middle School Camp for Yrs 4-7 to Tinaroo Environmental Education Centre.

How computers are used to assist learning

ICT's continue to be a large focus of our school as we acknowledge that our children need to be equipped for the future. This means our staff skills need to be high and relevant. ICT integration across all grades is the goal - beyond computers being used to present information.

Over the past few years our focus has been on updating our digital resources and we now boast a modern resource centre with a lab of 26 computers <3 years old [with data projector], plus a small pod of new computers <1 year old for each teaching space [between 3 and 4 in each pod]. Our 3 Early Learning classrooms and the resource centre have been fitted with interactive whiteboards. This allows for flexibility in teaching and learning.

Computers for teachers continues to be a focus of the school - our school is one of the Smart Classroom guiding coalition of schools - and the learnings from this program were implemented in 2006. In 2007 our school changed over to the Managed Operating Environment [MOE] and every teacher with a workload of >0.4 received a Lenovo Laptop. All classrooms have network connections so the laptop means teachers can communicate with each other, use the laptop as a teaching/learning/planning/assessing tool, have access to the internet from their classes, and have access to a printer and server.

Social climate



Our school at a glance

Wonga Beach State School students are fortunate to be part of a small school environment - where staff get to know students throughout the school not just those in their own classroom/work area. We pride ourselves on a family atmosphere - where students play and cooperate well together, and build cross-age friendships and alliances. Over 95% of students are happy to go to this school and believe that Wonga Beach School is a good school. Wonga Beach School students, staff and parents work in a safe and supportive school environment based on the principles of School Wide Positive Behaviours. This program was implemented in 2006 and our students have responded well to a system based on teaching school rules, rewarding positive behaviours and using misbehaviour as a teachable moment. Under this program less than 4% of parents are dissatisfied with student discipline and 96% of parents believe Wonga Beach School is safe place for their child. Parent and staff feedback to the program has been very supportive and positive - all staff state they have good relationships with the students at the school; and that staff and students at Wonga Beach School treat each other with respect.

Involving parents in their child's education.

Parent involvement continues to be an area of focus. It is an expectation that parents will contribute to the life of the school. Over 86% of parents feel that our staff are approachable and that we make them feel welcome with over 93% of parents stating we communicate well with them. More than 89% of parents also feel they have opportunities to participate in the life of the school.

Opportunities for participation in 2008 included [but were not limited to...]:

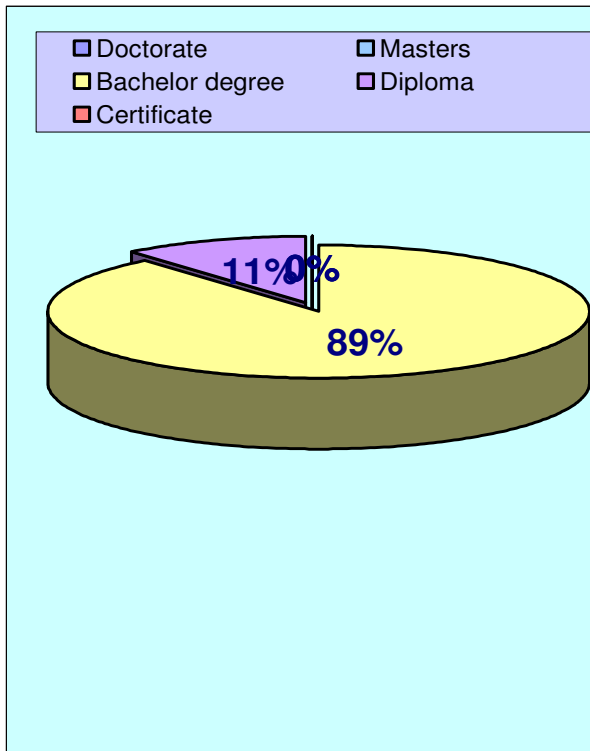
- participation in our Parents and Citizens Association [P&C] and Parent Liaison Officers group...
- participation in whole school activities such as our Wetlands program, tree planting, Clean Up Australia Day, art afternoons, end of year concert...
- participation in class activities such as helping with reading, helping with school excursions, helping with class projects including art afternoon programs, preparing for the school concert...
- participation in parent education programs including Protective Behaviours, helping your child with reading, Get Set for Prep, beginning school...
- participation through feedback opportunities such as the annual School Opinion Survey...

The school also recognises the significant contribution parents play behind the scenes with homework and reading support, taking children to events and helping their children to be organised for school. We appreciate that not every parent can be involved at school due to family and work commitments but that any contribution to our school - whether it be time, fundraising or by supporting children - is valuable and significant.

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	8
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$13 700 .

The major professional development initiatives are as follows:

- First Steps Numeracy
- School Wide Positive Behaviours Stage 2 training
- Prep Reflection and Early Phase Continuity
- ICT's - Pedagogical Licence
- Moderation Tasks for 6/7 students and teachers
- Principal Mentoring Program
- Essential Learnings and QCAR Framework

The involvement of the teaching staff in professional development activities during 2008 was 86 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 98% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 82 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	366	452	498
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 100 %	82 %	88 %
Writing	Average score for the school	414	505	517
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 100 %	91 %	88 %
Spelling	Average score for the school	373	460	500
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 95 %	100 %	88 %
Grammar and Punctuation	Average score for the school	358	489	484
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 84 %	91 %	82 %
Numeracy	Average score for the school	358	474	511
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 95 %	100 %	100 %

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	78%
Writing	89%
Number	89%

Performance of our students

Value added

The renewed middle school focus by the school - under the sustainability banner - continues to have great success for our students. Early on we acknowledged that the research says student achievement, engagement and growth flattens markedly from year 5 onwards and we have set about trying to reverse this trend. Our results in 2007 indicate the success of the program - success with achievement, engagement, and satisfaction with schooling.

In the early years our focus has been on Every Child a Reader - with the introduction of the Mt Isa Speech program into our P1 classroom. This program is based on oral language and phonological awareness; and under the program 50% of year ones were reading well above their curriculum targets by the end of the year [above PM Benchmark level 20], with all year ones being at an acceptable reading level by December 2008. All Prep children achieved their Mt Isa targets around rhyme, syllabification, sentence structure and following directions. In 2009 this program will extend to all P-3 children, with the introduction of Code Breakers [Hamilton Trust, UK] in all P-3 classrooms as a daily literacy activity, and the Letters and Sounds Intervention Program as a timed, targeted program for identified students.

Parent, student and teacher satisfaction with the school

Parent and staff satisfaction with the school continues to be high with over 92% of parents satisfied that children at our school receive a good education. Our strong commitment to literacy, numeracy and ICT is recognised by parents as over 89% of parents believe we are developing their child's literacy and ICT skills (a little lower at 78% satisfaction for numeracy). Parent satisfaction in our curriculum offerings is high with over 93% of parents satisfied with the learning opportunities provided for their child. Parent confidence that the school is well equipped [92%] and expects quality teaching [89%] is also high.

Student satisfaction in the school has dramatically increased from 2007 - a reflection of the current level of expectation and challenge placed on our students to achieve and engage. It is reflected in the student's opinion of the school, their education and the interest their teacher shows in them and their learning.

A significant area of change has been behaviour - with no parent dissatisfied with student behaviour or discipline and 96% of parents believing their child is safe at Wonga Beach School. Our new behaviour code encompassing School Wide Positive Behaviours [SWPBS] has been the centre of our behaviour reform and has had many successes already.

All staff also believe they have the resources they need to do their job well [100% - well above state average] and that the facilities are great, well maintained and safe [100% of staff are satisfied or very satisfied - again well above state average]. Staff/community relationships continue to thrive with no staff member dissatisfied with the relationships between school and the community, and all staff believing they get on well with the students at our school. Team spirit continues to thrive making this school a great place to be for staff and students [and their families].