

Wonga Beach State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2013 Annual School Report for Wonga Beach School. The intention of this report is to provide parents, students, staff and the community with a comprehensive but concise picture of our school and our progress towards meeting our goals for the past year.

School progress towards its goals in 2013

Our school improvement strategy was built around 3 focus areas, as listed below.

Improving Teaching

- Review Fleming Instructional Model with focus on transference, understanding and expectations;
- Continued focus on teaching of reading[decoding] and comprehension – using knowledge of 5 areas of reading, plus Fitzroy Readers, CSI, reading script, data collection/decision making, Reading Links/Direct Phonics for intervention;
- Renewed focus on Math – especially place value, number and operations [lower through middle school];
- Ongoing instructional leadership through coaching/feedback model [using coaching template, classroom walk throughs and intentional observations]; and
- Use of peer mentoring through classroom visits and recorded teaching sessions shown to staff for PD.

Refining and Embedding Data Based Decision Making

- Using data to set targets and short term goals for ALL learners in reading, WTW/phonics and sight words; and numeracy... [specific term by term target setting in reading];
- Use of student progress meetings [set format and questions] to refine instructional decision making and monitor student performance and improvement;
- Develop shared vocabulary – value added, data, achievement, evidence, learning, progress;
- Focus on interpreting data and developing hypotheses about how to increase student learning; and
- How to modify instruction to test hypotheses and increase student learning [including NAPLAN data].

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Connecting Parents And Caregivers With Their Children's Learning

- Initial parent/teacher target setting meeting mid term 1 plus updates during the year;
- Use of regional attendance strategy and connecting parents strategy...[to be developed in 2013 by region];
- Range of training/information sessions for parents – spelling, Ready Readers, puberty, helping with phonics/tracking.

In 2013 we joined with 25 other schools in the FNQ region and continued our work with John Fleming on the explicit teaching agenda. Through this work we looked at school cultural expectations [including bookwork and classroom displays], the importance of warm ups in getting learning in to long term memory, the I DO WE DO YOU DO PLOUGH BACK model of teaching, and consistent approaches to teaching e.g. Jolly Phonics, Jolly Grammar, using a reading script. Alongside this was a strong focus on lifting the expectations of what our children are capable of achieving – with a particular focus on Prep and the early years of teaching and what's possible.

The school achieved these goals with considerable success. The data on our Preps was staggering with 55% reaching average to above average in reading scores and 23% achieving very high scores [PAT Reading]. In Yr 1 62% of students were average to above average and 13% achieved very high scores. In Math it was a similar story with 55% of preps being average to above average. However in Yr 1 75% of students achieved very high PAT Math scores. We see this as a huge advantage for our children beginning Yr 1 and 2 in 2014. The work the teachers have done on explicit teaching, the value of the warm up before reading/writing/math and book/class presentations is also to be commended; and will be further consolidated in 2014.

In 2013 we also continued to open our doors to other schools who visited to see the work and share our successes. Our teachers are to be recognised for enabling this sharing of good practice to happen.

Future outlook

2014 will see the school consolidate the learning of 2012/2013 – with a continued focus on explicit instruction, high expectations, warm ups and consolidation, bookwork, consistency of programs and program delivery. The focus will also include students applying what they know through problem solving sessions.

As the grade sixes and sevens prepare to head off to high school in 2015, 2014 will see our school working closely with the local high school to ensure a smooth transition for these students. This collaboration will ensure that the Junior Secondary model caters for our learners and allows for continuity in several primary school foundation programs and consistency in their methods of delivery.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity
				(Feb – Nov)
2011	148	52	96	93%
2012	141	51	90	95%
2013	139	54	85	94%

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

Characteristics of the student body:

The majority of students' families are mid socio-economic status with the trades and working in the service industry being two of the most common occupational backgrounds. Approximately 19% of our students identify as Aboriginal or Torres Strait Islander.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	20	13	16
Year 4 – Year 7 Primary	25	19	13
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	3	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our school teaching and learning program is built around the explicit instruction model. This model of extensive warm up followed by a lesson built around I DO WE DO YOU DO and then Plough Back is used in every classroom across the school. Alongside this teaching 'style' is our focus on sustainability, the teaching of reading and phonics, Words Their Way spelling, and Elementary Maths Mastery.

Our school also uses Positive Behaviour for Learning (PB4L) as the foundation of our School Code of Behaviour.

Extra curricula activities

Extra curricula activities include:

- Participation in the local Douglas Cluster of Schools sporting program – including Small Schools Sports Day, Cross Country, District Sports Day, Swimming Carnival;
- Whole of school swimming program – annual part of our Physical Education program;
- Under 8's [9s] Day program – hosted at school;
- Arts Council QLD, annual school concert and local high school performances;
- Participation in Green and Healthy Schools program and Reef Guardians Initiative;
- Instrumental music program;
- Senior Leaders camp, Student Council and Leadership program;
- Active After School Communities Sports Program; and
- Middle School Camps for Yrs 4-7 to Tinaroo Environmental Education Centre.

How Information and Communication Technologies are used to assist learning

Computers for learning continue to be a focus of the school – and up skilling teachers to use their computers as a teaching tool is a priority, with the majority of staff having attained Digital Pedagogical Certificates or Licences. All classrooms have wireless network connections therefore teachers can communicate via email, 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. Through the use of Notebook software and PowerPoint every teacher is able to use technology in engaging and innovative ways e.g. for warm ups. Every classroom also has an interactive whiteboard, data projector and digital camera. In 2011 our new resource centre extension was opened. This new area boasts a fully equipped computer lab, a green room and flexible teaching space complete with wireless and networked plug in cabling. Our resource centre is widely used by all classes and we also have a T004 (Technology) on hand to assist with the planning and implementation of ICT lessons across the school.

The introduction of Education Queensland Curriculum into the Classroom [C2C] has brought with it an increased focus on how technology is used to support learning and also as part of the way children present their learning. This increased rigor is a very positive influence on student [and therefore teacher] learning in ICTs.

Social climate

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

Our school at a glance

ourselves on a family atmosphere – where students play and cooperate well together, and build cross-age friendships and alliances. We have a general culture of reciprocal all-inclusive caring for one another. Over 91% of students like Wonga Beach School and 94% of students feel safe at school. Wonga Beach School students, staff and parents work in a safe and supportive school environment based on the principles of Positive Behaviour for Learning (PB4L). This program was implemented in 2006 under the former name School Wide Positive Behaviour Support (SWPBS) 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 no parents are dissatisfied with student discipline and 100% of parents believe Wonga Beach School is a safe place for their child. We acknowledge that discipline problems are distracting and interrupt learning and that students in safe settings are focused, learn more and feel more positively about their school and their learning. An environment free of threats, violence and bullying is a prerequisite for effective learning and this continues to be a clear focus of our school and our school community.

Parent, student and staff satisfaction with the school

Parent, student and staff satisfaction with the school continues to be high with 100% of parents satisfied that this is a good school. Our strong commitment to schooling is recognised by parents as 100% of parents satisfied their child's learning needs are being met by the school. Parent satisfaction in our curriculum offerings is high with 100% of parents satisfied that their child is getting a good education at our school.

Student satisfaction in the school has dramatically increased from 2007 [and has remained outstanding for 2008-2013] – a reflection of the current level of expectation and challenge placed on our students to achieve and engage. It is reflected in the students' opinion of the school, their education and the interest their teacher shows in them and their learning. Staff also believe they have the resources they need to do their job well and that the facilities are great, well maintained and safe – this is above the 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].

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	95%
teachers at this school treat students fairly* (S2008)	100%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	95%

Our school at a glance

student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	95%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	100%
they like being at their school* (S2036)	97%	91%
they feel safe at their school* (S2037)	100%	94%
their teachers motivate them to learn* (S2038)	97%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	100%
teachers treat students fairly at their school* (S2041)	89%	97%
they can talk to their teachers about their concerns* (S2042)	87%	90%
their school takes students' opinions seriously* (S2043)	93%	94%
student behaviour is well managed at their school* (S2044)	90%	100%
their school looks for ways to improve* (S2045)	97%	97%
their school is well maintained* (S2046)	93%	100%
their school gives them opportunities to do interesting things* (S2047)	93%	97%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	93%
staff are well supported at their school (S2075)	93%
their school takes staff opinions seriously (S2076)	93%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

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.

Our school at a glance

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. 100% of parents feel that our staff are approachable and that we make them feel welcome. 100% of parents also feel they have opportunities to participate in the life of the school and that the school encourages them to take an active role in their child's education.

Opportunities for participation in 2013 included [but were not limited to]:

- participation in our Parents and Citizens Association [P&C] and tuckshop;
- 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, supervising school excursions, supporting class projects including art and sport, preparing for the school concert;
- participation in parent education programs including an introduction to Words Their Way, helping your child with reading, Get Set for Prep, beginning school;
- participation through feedback opportunities such as the annual School Opinion Survey; and
- participation in our Active After School Communities Sports Program.

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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities and is reliant on the accuracy of these returns.

Our school takes its environmental responsibilities very seriously. We aim to educate our students about being sustainable and responsible and thinking before acting. We encourage students to think about the impact that we have personally on our environment, and about what we can do at an individual level to contribute to making our world more sustainable to guarantee a positive future.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	52,017	3,687
2011-2012	63,056	7,875
2012-2013	59,079	5,814

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

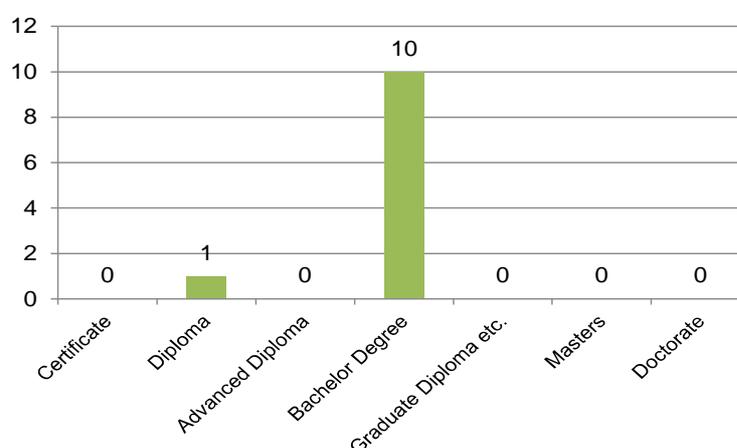
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	11	6	0
Full-time equivalents	8	4	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	11



* 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 2013 were \$9620.

In 2013 the major focus of professional development was explicit teaching. This involved attending workshops with John Fleming, Consolidations with ICTs, Explicit teaching of Literacy, Explicit Teaching Coaching and Feedback and a series of in-house professional development sessions on data collection, warm ups, target setting, high expectations, vocabulary, checking for understanding and the explicit teaching model. Alongside this was first aid training.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 school year.

Our staff profile

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 web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

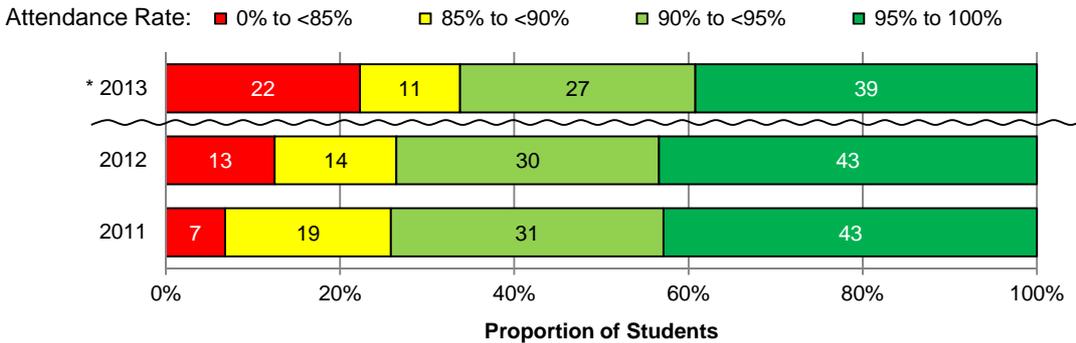
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	93%	96%	93%	92%	94%	93%					
2012	92%	90%	91%	92%	93%	93%	96%					
2013	94%	92%	88%	85%	96%	89%	89%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Performance of our students



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 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 DET 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.

Teachers mark the roll twice each day and all unexplained absences are reported to the school office. Parents are asked to explain all absences and the Principal follows up all unexplained absences of 2 or more days. Our school began an Every Day Counts campaign in 2009 and aims to increase student attendance to 93% by the end of 2014. This campaign involves regular newsletter articles, acknowledgement of great attendance on parade and through personal letters home to families, and following up concerning [non] attendance trends by the administration and pastoral care team.

In 2013 the regional attendance policy was implemented as Wonga Beach School – giving the school community very clear expectations regarding attendance and strategies to improve attendance of all students.

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.

Performance of our students

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 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

Our Indigenous students continued to make real improvements in 2013. Our Yr 3/5/7 data shows that our children are performing alongside their peers in most areas; and in some classes they can outperform their classmates. Our focus on explicit instruction has had real benefits for these learners – the focus on 1000 words, phonics instruction and tracking through words is improving reading; and writing every day is also supporting their literacy development. We know that by focusing on the early years of schooling we can make a difference for our Indigenous learners.

Attendance is an area the school continues to focus on, however again this is only just below the whole school percentage. Our parent education program on Everyday Counts is helping our families to see the importance of coming to school regularly.