

# Wonga Beach State School

## Queensland State School Reporting

### 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

Wonga Beach State School staff and community believe that all students can achieve success and that every day is important for every student in their individual learning journey. High expectations drive a continuous improvement agenda and staff work productively with parents and the community to achieve quality results for all students regardless of their background or individual needs.

The key areas for improvement as outlined in the 2015 School Implementation Plan centred around building school-wide consistency and improvement in:

- Reading
- Numeracy
- Explicit Teaching
- Intentionally connecting parents and caregivers with their children's learning

This School Annual Report highlights some of our achievements and successes in 2015. Staff and students are incredibly proud of the school and its reputation for developing the academic and social potential of all students.

### School progress towards its goals in 2015

Priority	Strategies
Explicit Teaching	<ul style="list-style-type: none"> <li>• HOC employed one day a week - Teaching and Learning</li> <li>• Ongoing use of observation and feedback to promote high quality teaching and learning practices in all classrooms.</li> <li>• Collaborative planning of English units with HOC</li> <li>• Refinement of the school's explicit teaching model to be used by all staff</li> <li>• Time prioritised in staff meetings to discuss the systemic collection of student outcomes data through OneSchool.</li> <li>• Collecting and analysing student performance data to continually monitor student progress and refine teaching practices</li> <li>• Consolidations for English and Maths professional development</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Refinement of the school's Guided Reading explicit teaching model to be used by all staff</li> <li>• Guided Reading levels differentiated in junior school working together</li> </ul>

Intentionally connecting parents and caregivers with their children's learning	<p>Ongoing celebration of student success on parade, through the newsletter and in oral communication.</p> <p>A parent information night conducted at the beginning of the year and parent-teacher interviews held twice yearly.</p> <p>Newsletter published weekly.</p> <p>School-based Pre-Prep Program conducted once per week for 4 weeks in Term 4 involving school staff and community agencies.</p>
Numeracy	<p>Use of FNQ Maths test data to improve teaching</p> <p>Collaborative planning of Maths units with HOC</p>

## Future outlook

Priority	Strategies
Attendance	<p><b>To improve the attendance of all students to achieve 93% to 100% attendance</b></p> <p>Letters to parents of poor attenders</p> <p>AT ENROLMENT – clear expectations for attendance are outlined to students and families..</p> <p>Data walls and class discussions occur in all classroom so that students know the rate of attendance for their class.</p> <p>WEEKLY/FORTNIGHTLY - Encouragement awards for improved attendance</p> <p>Newsletter items are published in the newsletter.</p> <p>PER TERM - Every Day Counts celebrations for students who have achieved 93% or above are organised with the class teacher</p> <p>PER SEMESTER - Special acknowledgment of semester 100% students is incorporated into presentation for end of term.</p> <p>A class award occurs for the class with the highest attendance for the semester.</p> <p>ANNUAL - At Awards Night, students with 100% attendance for the year have the chance of winning a prize and being awarded a perpetual trophy.</p>
Vocabulary	<p><b>To explicitly teach Vocabulary to improve Reading and Writing outcomes</b></p> <p>Explicit teaching using provided powerpoints of tiered vocabulary</p> <p>Word walls using the words</p> <p>Subject specific vocabulary</p>
Writing and Spelling	<p><b>To improve and refine explicit teaching of spelling to cater for individual needs and grade level standards</b></p> <p>Quick writes 3 times per week</p> <p>Words Their Way levelled spelling</p> <p>Curriculum coaching to improve current processes</p> <p>HOC support to improve explicit teaching</p>
Oral Language	<p><b>To develop a school program that supports the development of all students in the Early Years</b></p> <p>All prep students pretested using Mt Isa test with the Speech Language Pathologist</p> <p>Development of speech programs for all students in junior years who require them</p> <p>Teacher aide time to work through individual speech programs</p> <p>Additional Speech Language Pathologist time purchased to work with class teachers and students</p> <p>Prep program developed and enacted</p> <p>Professional development opportunities to support teacher development</p> <p>HOC support to improve explicit teaching</p>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	139	54	85	27	94%
2014	113	45	68	21	82%
2015	90	32	58	18	89%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

In 2015 the school conducted a playgroup in term 1 and 2. The numbers of students and carers fluctuated each week.

\*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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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 24% of our students identify as Aboriginal or Torres Strait Islander.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	12	13
Year 4 – Year 7 Primary	13	17	14
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	5	3
Long Suspensions - 6 to 20 days	0	0	0

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

Students at the school are offered a variety of academic, cultural, sporting, musical, life and social skills at Wonga Beach State School. Students are encouraged to participate in these activities to develop and enhance their confidence, build resilience and improve and extend their knowledge and skills.

Activities include:-

- Music – class and Instrumental
- Explicit teaching and consolidations
- Impact program for G & T students (online)
- The school has a mix of interschool activities that provide the students with the opportunities to participate in team and individual sports i.e. Athletics, Swimming, AFL, Touch Footback and Modified Cricket to name a few.
- Specialist Health and Physical Education, Music and LOTE teachers
- Dance lessons with specialist
- Drama lessons with specialist
- Wetlands
- Cybersafety

### Extra curricula activities

Students have been provided with the opportunity to be involved in a range of extra-curricular endeavours. The additional opportunities for success leads students to being more productive, more motivated, better organised and more effective in performing tasks. These extra curricula activities include:

- Student Council leadership
- ANZAC Day Commemorative Service in Port Douglas
- Zero Rubbish competition
- Transition to Secondary Program
- Interschool swimming carnival
- Inter-school athletics carnival
- Inter-school sporting competitions
- Small schools cross country
- Small school Sports Day
- Tinaroo Camp (Yrs 4-6)
- Year 6 Reef Trip
- Billy Slater League Tag Day
- Beach Clean Up
- Walk to School Day
- Peninsula Trials of various sports
- Book Fair
- Arts Council
- Gala Days
- Graduation
- Discos

- Mossman Show Exhibition
- Wetlands
- Bravehearts
- Fundraising for Cancer council
- Wongas Got Talent Show

## How Information and Communication Technologies are used to improve learning

Wonga Beach State School ICT's are integral to teaching and learning.

Teachers provide learning experiences through the use of digital technologies by creating curriculum units that incorporate the use of multimedia including text, pictures, video, graphics and audio, as well as using web based resources via the internet. All classrooms have interactive whiteboards installed which allow for this mode of curriculum delivery. To complement curriculum delivery every teaching area in the school has Wi Fi connectivity. Digital technologies are used to provide many opportunities for students to engage in real world, connected and collaborative projects. Through the digital learning opportunities provided to our students they are able to create, reflect, record, collect data, collate evidence, annotate, share, produce, publish, be digital storytellers, analyse, construct, demonstrate and communicate.

## Social Climate

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). Students and staff understand and uphold the three school-wide expectations: Be safe, be respectful and be a learner. Positive behaviours are explicitly taught through weekly classroom lessons, generating a proactive and supportive school climate where getting along with others and successful learning are key priorities. The School leader and staff work to maintain an engaging learning environment that is safe, respectful and inclusive. Priority is given to building positive relationships between staff, students and families to be partner in learnings and generating a culture of shared responsibility. The school has the support of a social worker to support students, parents and staff well-being. 100% of parents feel their child feels safe at the school and likes being at the school. Our students have responded well to a system based on teaching school rules, rewarding positive behaviours and using misbehaviour as a teachable moment. Parents are in 100% agreement that their child can speak to their teachers.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	88%	100%
this is a good school (S2035)	100%	88%	100%
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%	88%	100%
their child is making good progress at this school (S2004)	100%	88%	100%
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%	88%	91%
teachers at this school motivate their child to learn (S2007)	95%	88%	100%
teachers at this school treat students fairly (S2008)	95%	88%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	100%	88%	100%
this school takes parents' opinions seriously (S2011)	95%	88%	100%
student behaviour is well managed at this school (S2012)	100%	88%	91%
this school looks for ways to improve (S2013)	100%	88%	100%
this school is well maintained (S2014)	95%	88%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school (S2036)	91%	91%	100%
they feel safe at their school (S2037)	94%	96%	100%
their teachers motivate them to learn (S2038)	100%	98%	96%
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%	98%	100%
teachers treat students fairly at their school (S2041)	97%	85%	91%
they can talk to their teachers about their concerns (S2042)	90%	96%	91%
their school takes students' opinions seriously (S2043)	94%	98%	93%
student behaviour is well managed at their school (S2044)	100%	94%	96%
their school looks for ways to improve (S2045)	97%	95%	100%
their school is well maintained (S2046)	100%	98%	98%
their school gives them opportunities to do interesting things (S2047)	97%	98%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	93%
they feel that their school is a safe place in which to work (S2070)	100%	100%	93%
they receive useful feedback about their work at their school (S2071)	100%	100%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	83%	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)	93%	100%	100%
staff are well supported at their school (S2075)	93%	91%	93%
their school takes staff opinions seriously (S2076)	93%	91%	93%
their school looks for ways to improve (S2077)	100%	91%	100%
their school is well maintained (S2078)	100%	82%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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

Wonga Beach State School has a very strong sense of community and is committed to engaging parents in their children's learning and the life of the school. Parents are actively involved as partners in everyday school life as illustrated by the activities below:

- Mother's Day Stall
- Parent Interviews
- Home Reading
- Wetlands
- Day excursions
- Walk to School Day
- Beach Clean Up
- P&C functions
- Wonga's Got Talent
- End of Year Concert
- Weekly parades
- Special visitors
- Sporting Events
- 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.

## Reducing the school's environmental footprint

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

Our school takes its environmental responsibilities very seriously. We educate our students about sustainable practices and looking after our environment. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	59,079	5,814
2013-2014	62,690	5,357
2014-2015	71,750	6,514

\*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

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	6	0

Full-time equivalents

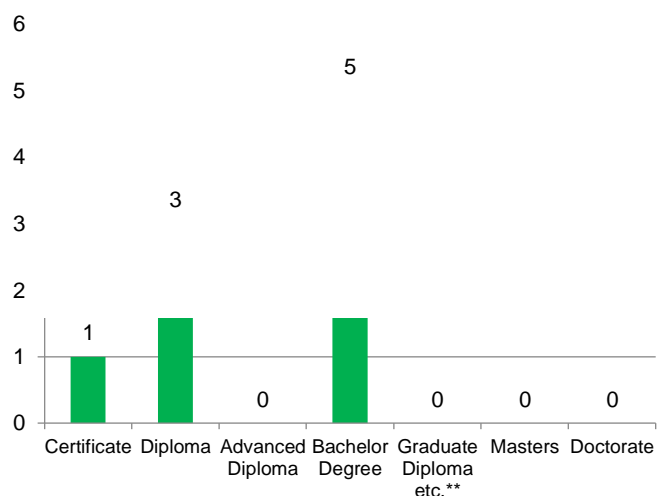
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**Qualification of all teachers**

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	3
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>9</b>



\*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 2015 were **\$ 9990**

The major professional development initiatives are as follows:

Seven Steps to Writing Success	Explicit Teaching	Anita Archer Conference
Watching Others Work	Finance	Cleaners Training
CLH Prep online Festival	Michael Fullan Conference	Teacher Aide Conference
Principals Conferences	Beginning Teachers Mentoring	Ipads in the classroom
How to Read Challenging texts	Classroom Profiling	Creating Consolidations
Reading Doctor	First Aid Course	Induction – Code of conduct, asbestos awareness, student protection and privacy, fire extinguisher training, Lockdown, fire, emergency evacuation

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

**Average staff attendance**

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	97%

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	92%	87%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

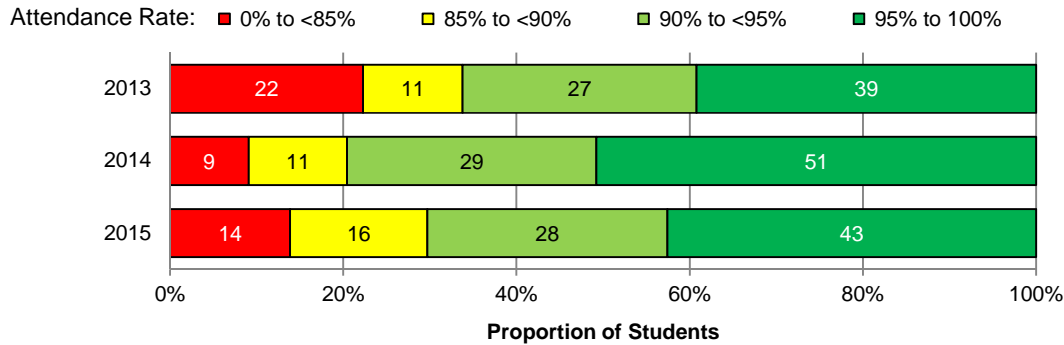
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	94%	92%	88%	85%	96%	89%	89%					
2014	92%	89%	94%	96%	94%	94%	94%	97%					
2015	93%	87%	93%	95%	93%	93%	89%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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 DET 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.

Teachers mark the roll twice each day and all unexplained absences are reported to the school office. The roll is sent to the office 3 times a week to be entered onto OneSchool and absence notes are digitally generated. Parents are asked to explain all absences via phone, email, note or face to face and the Principal follows up all unexplained absences of 2 or more days. Unexplained absences are updated by office staff after checking phone messages and emails.

Poor attendance trends are followed up by the principal and parents are invited for a meeting to support them.

If unexplained absences are ongoing, this parent is issued with a FORM 4 requesting an interview with the Principal. If a parent does not attend the interview, the Principal will contact the parent by phone.

If a parent does not attend an interview and attendance does not improve with acceptable reasons for absences provided, a FORM 5 letter is issued.

Should a parent continue to be unco-operative and not make contact or attend an interview, a FORM 6 – general recommendation and briefing note is issued to Director General.

### 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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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.

As at 16 February 2016. The above values exclude VISA students.

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