



Wonga Beach State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	48-74 Snapper Island Drive Wonga 4873
Phone:	(07) 4099 9777
Fax:	(07) 4099 9700
Email:	principal@wongabchss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Tracy Mussap

School Overview

Wonga Beach State School was established in 1999 after relocating from Rocky Point. As an Education Queensland School we are committed to providing a high quality education and ensuring that every day in every classroom every child is learning and achieving. More specifically as Wonga Beach State School we are focused on providing a safe and nurturing learning experience, one that advocates for student welfare, personal growth, success and well-being – all in a calm, quiet and structured schooling environment. Wonga Beach School delivers best practice teaching and learning programs through explicit instruction, and the consolidation of learning through warm up sessions every day in both literacy and numeracy. We believe every child can achieve and be successful and we strive to instil this belief in our children. We have high expectations of student learning and frequently evaluate student progress and academic targets. Wonga Beach School has extensive extra-curricular and cultural activities - we offer something for everyone. Life at our school is full, busy and rewarding; and is not restricted to the classroom. Students are involved in a broad instrumental and classroom music program, a wide range of sporting opportunities at local and state level, a vibrant Japanese program, plus our acclaimed and award winning sustainability program. Our dynamic visual arts curriculum (including visiting artists) and active lunchtime program round out the complete education offered to students at Wonga Beach School. Our facilities are modern, state of the art, well resourced and well planned - with outdoor learning spaces, art rooms, small group areas, spacious and engaging classrooms, music rooms, a whole class computer room, green room for audio/visual classes, large oval, tennis court, playgrounds that can be accessed no matter the weather... and so much more. Our facilities provide hands on learning situations including a pond, tree maze, vegetable garden, osprey nesting pole and bird watching program. Our Preparatory Year to Year 6 curriculum has a very strong focus on teaching the Australian Curriculum with all subjects as distinct learning areas. This ensures all subjects are taught and assessed effectively. Our school community is a strong contributor to the life of the school through our sustainability projects, P&C, school functions and in-class activities. Our parents, students, staff and the wider community hold the school in high regard due to its ongoing successes in teaching and learning, and sustainability. Our belief is it's not the world you leave to your children but the children you leave to the world and this is reflected in every aspect of our school day.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

Priority	Strategies
Attendance	To improve the attendance of all students to achieve 93% to 100% attendance End of year reward day for all students who achieved 93% or higher. Very few students were excluded from this excursion.
Vocabulary	To explicitly teach Vocabulary to improve Reading and Writing outcomes All teachers have continued this practice for the year.
Writing and Spelling	To improve and refine explicit teaching of spelling to cater for individual needs and grade level standards Explicit writing opportunities 3 times a week in each class to improve writing skills combining vocabulary development.
Oral Language	To develop a school program that supports the development of all students in the Early Years Oral language program explicitly taught in prep to year 2 classes for the year.

Future Outlook 2017

Priority	Measure	When
<p>1. Increasing teacher capability (curriculum & differentiation)</p> <p>a. Quality teaching</p> <ul style="list-style-type: none"> ➤ Clear learning intentions ➤ Explicit, effective feedback ➤ Success criteria ➤ Effective questioning ➤ Target setting <p>b. Data analysis and target setting for differentiation</p> <p>c. Assessment using C2C Assessments</p> <p>d. Moderation – in own school -cluster</p> <p>e. Feedback-written and verbal</p> <p>f. Embed/adapt 10 week English units/program using C2C resources</p> <p>g. Collaborative planning</p> <p>SIGNATURE PEDAGOGY: Explicit instruction including gradual release model of instruction [I Do, We Do, You Do] and Warm Ups/ Consolidations to consolidate and apply learning</p>	<p>AITSL Reflection Tool</p> <p>Staff Performance Plan</p> <p>FNQ</p> <p>Triangulation of Maths data</p> <p>Triangulation of Reading data</p> <p>C2C Assessments</p> <p>Informal</p> <p>6 schools meeting</p> <p>Bookwork checks during Data meetings</p> <p>HOC audit planning</p> <p>HOC Audit</p>	<p>Beginning of year during SFD and end of the year</p> <p>T1 W2, T2 W 10, T4 W 4 Week 9</p> <p>T2 2</p> <p>Week 9/10 per term</p> <p>T2 W1, T3 W1</p> <p>T4 W3</p> <p>Each term weeks 8/9</p> <p>Each term week 5</p> <p>Each term</p>
<p>2. Numeracy - Problem solving</p> <ul style="list-style-type: none"> ➤ Explicitly teach problem solving strategies ➤ Follow new school plan ➤ Display strategy posters ➤ 3 lessons each week 	<p>Year 3 & 5 Naplan Numeracy</p> <p>Year 2 & 4 Naplan pretest</p> <p>FNQ Maths</p>	<p>T 2 W 5</p> <p>Term 3</p> <p>Term 1/W 2</p> <p>Term 2/ W 10</p>

<p>3. <u>Writing -Vocabulary</u></p> <ul style="list-style-type: none"> ➤ Explicit teaching of vocabulary ➤ Anchor charts in classrooms 	<p>Mini Moderation-in school</p> <p>Naplan – Writing yr 3 & 5</p>	<p>T2 W 1, T3 W1</p> <p>T2 W5</p>
<p>4. <u>Reading-Inferential Comprehension</u></p> <ul style="list-style-type: none"> ➤ Explicitly teach reading strategies ➤ Ability groups ➤ Teacher collecting data ➤ Set group reading targets ➤ data collection analysis using PAT tests/PM/Probe 	<p>Naplan Reading yr 3 & 5</p> <p>PM/Probe Tests</p> <p>PAT R</p>	<p>T2 W5</p> <p>T1/W8, T2/W8, T3/W8, T4/W8</p> <p>T3/W6</p>
<p>Supporting the teachers will look like:</p> <ul style="list-style-type: none"> ❖ Encouraging sharing of practice ❖ CWTs and coaching, providing feedback ❖ Monitoring consistent use of foundation programs ❖ Encouraging sharing of practice ❖ Helping with data e.g. analysis ❖ Providing release time for teachers to work with HOC/peer to plan ❖ Mentor Program ❖ Providing teacher aide time to support Reading, Maths and Writing ❖ Supporting the purchase of resources 		

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	113	45	68	21	82%
2015*	90	32	58	18	89%
2016	106	42	64	24	96%

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 2016, there were no students enrolled in a pre-Prep** program.

** 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

Overview

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. Seven percent of our students are English as a second language learners.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	25	21
Year 4 – Year 7	17	23	23
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our curriculum is The Australian Curriculum (ACARA) and class programs use this to create interesting and rigorous learning opportunities for our students. 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 Football 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

Co-curricular 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 camp and leadership activities
- ANZAC Day Commemorative Service at school and in Port Douglas
- Transition to Secondary Program
- Interschool swimming carnival
- Inter-school athletics carnival
- Inter-school sporting competitions
- Small schools cross country
- Small school Sports Day
- Year 6 Reef Trip
- Billy Slater League Tag Day
- Walk to School Day
- Peninsula Trials of various sports
- Book Fair
- Arts Council
- Graduation
- Discos
- Mossman Show Exhibition
- Wetlands
- Bravehearts
- Fundraising for Cancer council
- Wonga's Got Talent Show
-

How Information and Communication Technologies are used to Assist Learning

Wonga Beach State School ICT's are integral to teaching and learning. We have a lab that can accommodate an entire class with an interactive whiteboard to support the whole class explicit teaching. We also have laptops which are able to be transported easily to classrooms to support their digital learning. Extension activities are provided via online classes accessed through Illuminate.

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

Overview

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. All classrooms have their classroom rules displayed in the classrooms and a reward system is used to encourage this. 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. Weekly parades are used to showcase the good behavior and learning and publicly reward the students via an award which are photographed and placed into the school weekly newsletter.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	100%	100%
this is a good school (S2035)	88%	100%	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)	88%	100%	100%
their child is making good progress at this school* (S2004)	88%	100%	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)	88%	91%	100%
teachers at this school motivate their child to learn* (S2007)	88%	100%	100%
teachers at this school treat students fairly* (S2008)	88%	100%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	88%	100%	100%
this school takes parents' opinions seriously* (S2011)	88%	100%	100%
student behaviour is well managed at this school* (S2012)	88%	91%	100%
this school looks for ways to improve* (S2013)	88%	100%	100%
this school is well maintained* (S2014)	88%	100%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	98%	100%
they like being at their school* (S2036)	91%	100%	100%
they feel safe at their school* (S2037)	96%	100%	100%
their teachers motivate them to learn* (S2038)	98%	96%	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)	98%	100%	100%
teachers treat students fairly at their school* (S2041)	85%	91%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	96%	91%	100%
their school takes students' opinions seriously* (S2043)	98%	93%	100%
student behaviour is well managed at their school* (S2044)	94%	96%	100%
their school looks for ways to improve* (S2045)	95%	100%	100%
their school is well maintained* (S2046)	98%	98%	100%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	93%	100%
they feel that their school is a safe place in which to work (S2070)	100%	93%	93%
they receive useful feedback about their work at their school (S2071)	100%	87%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	100%	100%	93%
staff are well supported at their school (S2075)	91%	93%	93%
their school takes staff opinions seriously (S2076)	91%	93%	93%
their school looks for ways to improve (S2077)	91%	100%	100%
their school is well maintained (S2078)	82%	100%	92%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

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
- 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.

Differentiation required for specific students is discussed with parents/carers to develop an Individual Curriculum Plan, behavior plan or referrals to specialists to improve the students learning engagement.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our safety rule is explicitly Our programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	3	4
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.

Environmental Footprint

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. Simple actions like turning off the air conditioners and lights whenever we leave the classrooms make a difference.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	62,690	5,357
2014-2015	71,750	6,514
2015-2016	51,585	2,291

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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

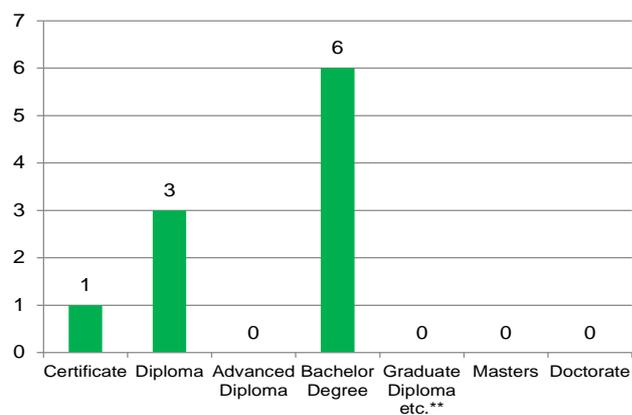
Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	10	7	<5
Full-time Equivalents	6	4	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	3
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	10



Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$9000

The major professional development initiatives are as follows:

How to improve reading	Explicit Teaching	First Aid
Watching Others Work	Finance	Oral Language
How to improve Writing	Using ICTs in the classroom and Robotics	Induction – Code of conduct, asbestos awareness, student protection and privacy, fire extinguisher training, Lockdown, fire, emergency evacuation
Leadership	Beginning Teachers Mentoring	Improving Teachers capability in planning effectively in English

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

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 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	87%	91%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

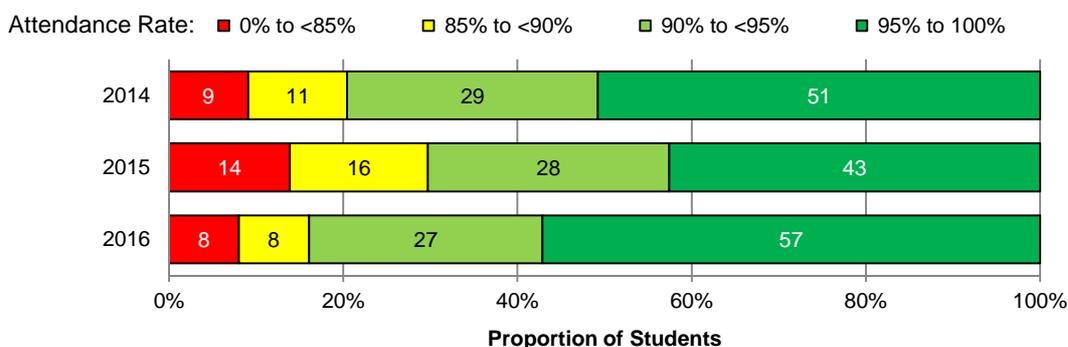
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	89%	94%	96%	94%	94%	94%	97%					
2015	93%	87%	93%	95%	93%	93%	89%						
2016	92%	92%	93%	96%	94%	95%	94%						

*Attendance rates effectively count 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.

NAPLAN

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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 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.

Conclusion