

# Wonga Beach State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

Welcome to the 2014 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 2014

2014 saw 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.

### Future outlook

In 2015 the major school areas for improvement will be Reading, Writing, Numeracy, Science, Transition and Attendance. Also, a continued focus on explicit instruction, high expectations, warm ups and consolidation, bookwork, consistency of programs and program delivery.

## 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	141	51	90	95%
2013	139	54	85	94%
2014	113	45	68	82%

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

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	13	16	12
Year 4 – Year 7 Primary	19	13	17
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

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

<sup>#</sup> 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:**

Our school teaching and learning program is built around the explicit instruction model. Our school also has a major 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
- Beach Clean Up, NAIDIC Celebrations
- Under 9's Day program – hosted at school;
- Arts Council QLD, annual school concert
- Participation in 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. Each week the classes have a set time in the computer lab for explicit instruction sessions.

### Social Climate

Wonga Beach students are in multi age classes. 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 like being at the 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). 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	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	88%
this is a good school (S2035)	100%	100%	88%
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%	88%
their child is making good progress at this school* (S2004)	100%	100%	88%
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%	100%	88%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school motivate their child to learn* (S2007)	100%	95%	88%
teachers at this school treat students fairly* (S2008)	100%	95%	88%
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)	100%	100%	88%
this school takes parents' opinions seriously* (S2011)	100%	95%	88%
student behaviour is well managed at this school* (S2012)	100%	100%	88%
this school looks for ways to improve* (S2013)	100%	100%	88%
this school is well maintained* (S2014)	100%	95%	88%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	100%	100%
they like being at their school* (S2036)	97%	91%	91%
they feel safe at their school* (S2037)	100%	94%	96%
their teachers motivate them to learn* (S2038)	97%	100%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	98%
teachers treat students fairly at their school* (S2041)	89%	97%	85%
they can talk to their teachers about their concerns* (S2042)	87%	90%	96%
their school takes students' opinions seriously* (S2043)	93%	94%	98%
student behaviour is well managed at their school* (S2044)	90%	100%	94%
their school looks for ways to improve* (S2045)	97%	97%	95%
their school is well maintained* (S2046)	93%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	93%	97%	98%

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%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
student behaviour is well managed at their school (S2074)		93%	100%
staff are well supported at their school (S2075)		93%	91%
their school takes staff opinions seriously (S2076)		93%	91%
their school looks for ways to improve (S2077)		100%	91%
their school is well maintained (S2078)		100%	82%
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

Parent involvement continues to be an area of focus.

Opportunities for participation in 2014 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 Clean Up Australia Day, art afternoons, end of year concert;
- participation in class activities such as helping with reading, supervising school excursions,
- participation through feedback opportunities such as the annual School Opinion Survey; and
- 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 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
2011-2012	63,056	7,875
2012-2013	59,079	5,814
2013-2014	62,690	5,357

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.

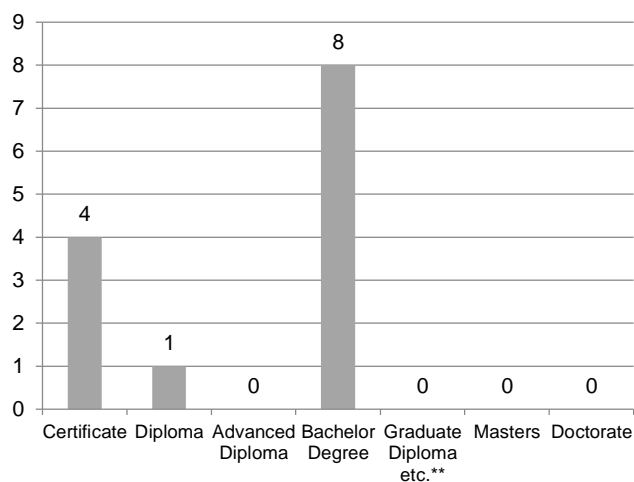
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	9	6	0
Full-time equivalents	6	4	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	4
Diploma	1
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>13</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 2014 were \$4274.

The major professional development initiatives are as follows:

- Autism
- Reading
- Early Childhood
- Naplan Literacy and Numeracy

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.	97%	99%	98%

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

From the end of the previous school year, 84% 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).	92%	90%	94%

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

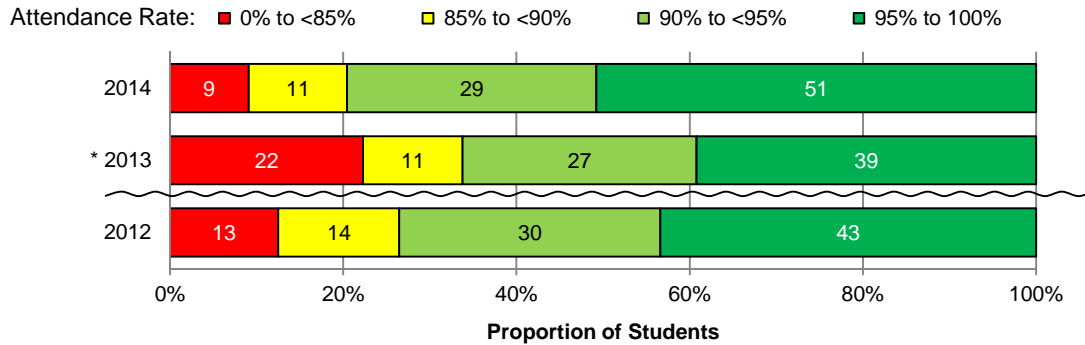
#### Student attendance rate for each year level (shown as a percentage)

	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	92%	90%	91%	92%	93%	93%	96%					
2013	94%	92%	88%	85%	96%	89%	89%					
2014	89%	94%	96%	94%	94%	94%	97%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*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.

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 95% by the end of 2015. 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.

### 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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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.