

Queensland State School Reporting – 2011

Wonga Beach State School (1614)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

Welcome to the 2011 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 2011

Our school improvement strategy was built around 3 focus areas – explicit instruction, reading comprehension and spelling.

In 2011 we joined with 17 other schools in the FNQ region and worked with John Fleming on the explicit teaching agenda. Through this work we looked at school cultural expectations [including bookwork], 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 what's possible.

The school achieved these goals with considerable success. The data on our Preps was staggering with over 75% of our children attaining > PM 8 and 43% of the cohort attaining > PM 15. We see this as a huge advantage for our children beginning Yr 1. 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 2012.

In 2011 we also opened 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 practise to happen.

Future outlook

2012 will see the school consolidate the learnings of 2011 – with a continued focus on explicit instruction, high expectations, warm ups, bookwork, consistency of programs and program delivery.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
148	52	96	93%

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 16% of our students identify as Aboriginal or Torres Strait Islander.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	19.5
Year 4 – Year 10	25
Year 11 – Year 12	
All Classes	21.1

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	3
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	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 School Wide Positive Behaviour Support [SWPBS] 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 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; and
- Middle School Camps for Yrs 4-7 to Tinaroo Environmental Education Centre and Holloways Beach.

How Information and Communication Technologies are used to assist learning.

Computers for teachers continue to be a focus of the school – and up skilling teachers to use their computers as a teaching tool is a priority. All classrooms have network connections so the teacher laptop means teachers can communicate with each other, use the laptop as a teaching/learning/planning/assessing tool, have access to the internet from their classes, and have access to a printer and server. 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 networked plug in cabling. Our resource centre is widely used by all classes.

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 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 90% of students are happy to go to this school and 95% believe that Wonga Beach School is a good school. Wonga Beach School students, staff and parents work in a safe and supportive school environment based on the principles of School Wide Positive Behaviours. This program was implemented in 2006 and our students have responded well to a system based on teaching school rules, rewarding positive behaviours and using misbehaviour as a teachable moment. Under this program no parents are dissatisfied with student discipline and 92% of parents believe Wonga Beach School is 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 teacher satisfaction with the school

Parent, student and staff satisfaction with the school continues to be high with over 92% of parents satisfied that this is a good school. Our strong commitment to schooling is recognised by parents as over 96% of parents believe we are developing their child's literacy and numeracy skills [this is well above the state data]. Parent satisfaction in our curriculum offerings is high with over 96% of parents satisfied with the learning opportunities provided for their child.

Student satisfaction in the school has dramatically increased from 2007 [and has remained outstanding for 2008/2009/2010] – a reflection of the current level of expectation and challenge placed on our students to achieve and engage. It is reflected in the student's opinion of the school, their education and the interest their teacher shows in them and their learning.

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 well 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	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	92%
Percentage of students satisfied that they are getting a good education at school	98%
Percentage of parents/caregivers satisfied with their child's school	92%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	86%
Percentage of staff members satisfied with morale in the school	97%

DW – Data withheld

Involving parents in their child's education

Parent involvement continues to be an area of focus. It is an expectation that parents will contribute to the life of the school. Over 92% of parents feel that our staff are approachable and that we make them feel welcome. More than 84% of parents also feel they have opportunities to participate in the life of the school.

Opportunities for participation in 2011 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

Our school at a glance

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 as we look to educate our students about being sustainable and responsible and thinking before acting. Even with increases to the cost of power our cost in monetary terms has remained the same.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	52,017	3,687
2010	0	0
% change 10 - 11	N/A	N/A

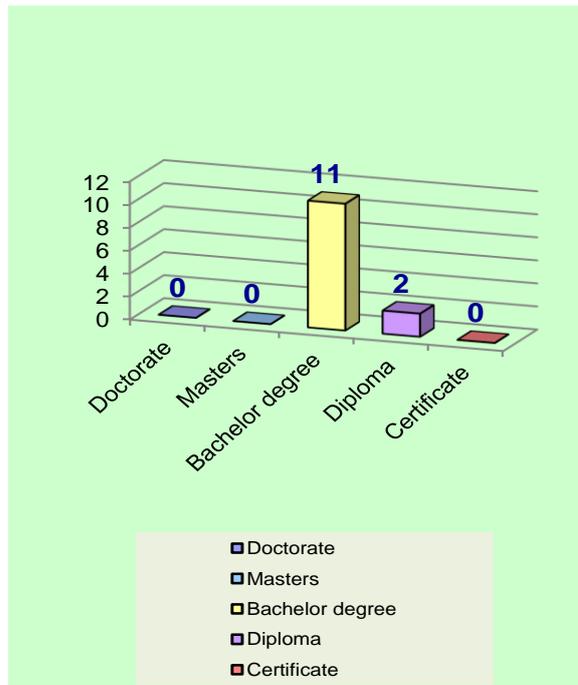
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	13	7	0
Full-time equivalents	9	4	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	11
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$6880.

The major professional development initiatives are as follows:

In 2011 the major focus of professional development was explicit teaching. This involved attending workshops with John Fleming, visiting Haileybury College [leadership team] and a series of in-house professional development sessions on data collection, warm ups, target setting, high expectations, checking for understanding and the explicit teaching model.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 99% in 2011.

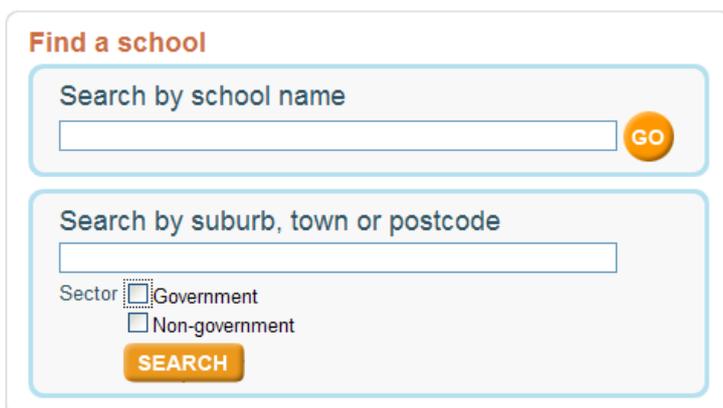
Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2011 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

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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

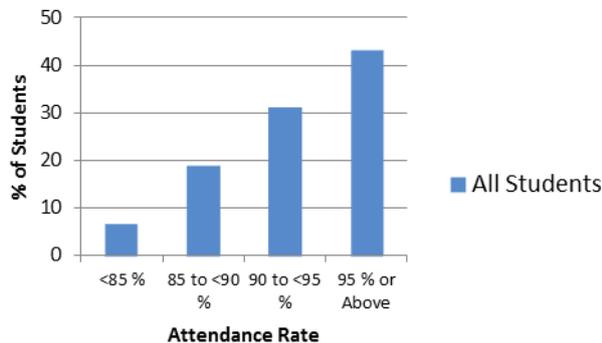
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91%	93%	96%	93%	92%	94%	93%					

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 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.

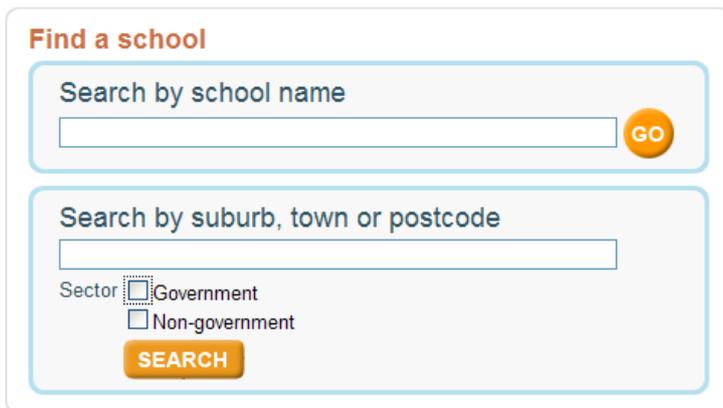
Teachers mark the roll twice each day and all unexplained absences are reported to the school office. Parents are asked to explain all absences and the Principal personally follows up all unexplained absences of 2 or more days. Our school began an Every Day Counts campaign in 2009 and aims to increase student attendance to 93% by the end of 2011. This campaign involves regular newsletter articles, acknowledgement of great attendance on parade, and following up concerning [non]attendance trends by the administration and pastoral care team.

Performance of our 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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 2011. Our Yr 3/5/7 data shows that our children are performing alongside their peers in most areas; and in some classes they often 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.

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.