



Wulguru State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Wulguru State School prides itself in providing opportunities for its students, reflected in its vision statement 'learning together creates a world of opportunities'. Established in 1962, it carries strong sporting traditions with students always displaying a passionate sense of school pride. Students come from diverse backgrounds and tolerance, inclusiveness and fairness are values that are promoted in the school. The school strives to improve student academic outcomes as well as promoting student well-being and good citizenship. Many extra-curricular activities are offered such as camps for Yr 4-6 students, eisteddfod, Anzac Day, NAIDOC celebrations, school concert, fete, dance and ceramic programs, Optiminds and sporting competitions. We pride ourselves on our exceptional facilities such as our playgrounds, covered basketball court, computer lab, games room, school vegetable garden, lush green oval, synthetic netball court as well as many outdoor learning areas. Wulguru State School is considered to be friendly and supportive of its students and parents and the P and C Association makes a valuable contribution to our school facilities and resources.

Principal's Foreword

Introduction

The School Annual Report outlines for parents and the wider community the continuing achievements of Wulguru State School during the 2016 school year. This report includes information about school operations, outcomes of students, staff information, professional development undertaken and much more.

Areas that we are particularly pleased with in this report include the wide range of curriculum offerings and extra-curricular activities. Everyone agrees that we want our children to get the best possible education, but we also want to create experiences that contribute to the students' social and emotional growth and that they remember in years to come.

In addition to this, if readers look to the section titled 'Parent, student and staff satisfaction with the school', they will be amazed at the results of the staff survey. In the majority of performance measures for staff, they are 100% satisfied with Wulguru State School. This is definitely reflected in the culture that exists within the school. It is a very positive place to work and learn.

School Progress towards its goals in 2016

In 2015, we began to work on our new Strategic Plan for 2015 to 2018. The following table identifies our core priorities and progress for 2016. For more information regarding the core priorities and specific targets, refer to the Wulguru State School's Strategic Plan: 2015 to 2018 or Wulguru State School's Annual Implementation Plan for 2016.

Core Priorities	Targets	Progress (haven't changed any dates in table)
Reading	Increase in NAPLAN, PM Benchmarks and A to E data	Ongoing, PM Benchmarks further increased in 2016, moving closer to targets
Writing	Increase in NAPLAN and A to E data	There has been an increase in the number of children achieving a C or above in English from 2015.
Numeracy	Increase in NAPLAN and A to E data	YUMI continues to be an important element of our school
Attendance	Target is 92.2% attendance rate	Attendance continues to be an area that we need to work on
Wulguru Practices Professional Practices	School Opinion Survey Data	Staff continue to participate in Professional Development activities, with 100% of staff engaging in relevant training for their work
Values and Behaviour	School Opinion Survey Data	In 2016 we commenced training as a PBL school and this will be a focus in 2017
Closing the Gap	NAPLAN Mean Scale Scores and attendance	Ongoing work to close the gap.
Transition	Increase enrolment numbers by >5% each year	Orientation activities continued and we continued to look for ways to support our special needs students to make their transition as effective as possible.
School Community Participation Practices	5% increase in participation numbers each year	P&C were very active in 2016, continuing some of their great work from previous years.

Future Outlook

The key areas for improvement in the Annual Implementation Plan for 2017 are listed in the table below. The priority areas are in bold and will form the driving agenda throughout the year.

Core Priorities	Targets	Progress (haven't changed any dates in table)
Reading	Increase in NAPLAN, PM Benchmarks and A to E data	Ongoing
Writing	Increase in NAPLAN and A to E data	A Collaborative Inquiry process to be introduced using Professional Learning Teams and the clinical teaching cycle (Diagnose, Intervene, Evaluate)
Numeracy	Increase in NAPLAN and A to E data	YUMI focus continuing
Attendance	Target is 92.2% attendance rate	In 2017, same day text messaging will be introduced and more frequent recognition of positive attendance will occur. We are also becoming a 'Try for 5' school, which is a program run by the Cowboys.

STEM	Embed Digital Technologies into the curriculum	Focus on implementing Australian Curriculum and starting to teach coding across the school
Wulguru Professional Practices	School Opinion Survey Data	Review the Pedagogical Framework and refine teacher knowledge of the high yield practices
Values and Behaviour	School Opinion Survey Data	Implement Positive Behaviour for Learning.
Closing the Gap	NAPLAN Mean Scale Scores and attendance	Increased work with IPCAPs team and the identification of marker children as a strategy for changing practice and improving data

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	405	201	204	97	91%
2015*	334	172	162	88	89%
2016	342	167	175	96	91%

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

Wulguru was originally a farming community, however, it is now an urban suburb bounded by the Cluden racecourse, Mt Stuart and Lavarack Army Barracks. It still retains that small community character and the school has some second and third generation families in attendance. It has been providing quality education to the local community since 1962.

The current school population comes from a diverse mix of socio-economic backgrounds and cultures, therefore, the school community values tolerance, inclusiveness and fairness. Our enrolment in 2016 was 342 students with 28% identifying as Indigenous and less than 10% as ESL.

Classes at Wulguru SS are co-educational and of mixed ability. They consist of single level and composite classes within cooperative teaching situations.

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	25	25	24
Year 4 – Year 7	24	26	27

*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

- Literacy Focus (Reading) –2014 saw the introduction of explicit, focused, small group Guided Reading lessons for all children across the school. This continues to be a major focus as we believe that learning to read is critical for success in life.
- Literacy Focus (Writing) – In 2016, the Key School Priority changed from reading to writing. We introduced Professional Learning Teams where each class teacher became part of a team. The ‘co-plan, co-teach, co-reflect’ model was introduced and each week a second teacher was in the class room for some of the writing time to work with the class teacher and to supports students to become better writers.
- Literacy Focus (Writing) – At the same time, we also introduced the 7 Steps to Writing. This gave teachers a common language and common structure to help their students become more effective and creative writers.
- Digital Pedagogy has continued to be supported by the use of numerous devices across all year levels. Students and teachers have access to desktops, laptops, iPads, iPods, interactive whiteboards, digital cameras, digital video cameras, robotic construction equipment and digital projectors.
- STEM – Two teachers participated in coding workshops and then provided professional development to the remainder of the teaching staff. As a result, a number of our classes have engaged with coding activities, which form part of the new Australian Curriculum subject –Digital Technologies.
- LOTE – Chinese Mandarin was taught to years five and six, while students in year one through to four participated in Chinese Cultural Studies.
- Arts Program – Our year 2 and year 4 participated in Youth Extensions dance program, while all students from year 4 to year 6 were involved in a ceramics program. Both of these continue to be delivered by professional personnel from the Townsville Community.
- Sporting Opportunities – Sport has continued to be valued and promoted, and has given students the opportunity to play a variety of sports and participate in both in-school and out-of-school competitions throughout the year. Athletics carnivals are also organised and interschool athletic events are attended.
- School swimming program – Students from prep to year six participated in the school swimming program. In the lower year levels the focus was on ‘learn to swim’ and this moved to developing greater confidence and competency in the water for middle and upper students. Students also participate in an annual school swimming carnival.
- Market Day – Year 6 students developed a business plan for the creation of a product to suit the consumer needs of the student community. Once produced, this product was sold at school. The profits were then used to fund graduation week activities and to buy a parting gift for the school. This activity aligns with the Australian Curriculum.

Co-curricular Activities

- School camps are organised from year 4 to year 6. Experiences ranged from an overnight stay at Billabong Sanctuary to a three night stay at an outdoor education facility.
- NAIDOC - This is always celebrated at our school and involves events over a one-day period. All children become involved on this occasion, either through participation or presentation. Such activities support and align with the Australian Curriculum.
- Life Education – As an extension of our health and physical education curriculum, the school facilitates student exposure to these programs with the expectation that all students will attend.
- ICAS Assessment was offered to students from year 3 to year 6. These assessment tasks are voluntary and the cost is covered by parents. All students who participate receive a certificate.
- Instrumental Music program – Students from year 3 to year 6 have the opportunity to participate in the Instrumental Music program where they can learn to play a musical instrument, either from the strings, woodwind, brass or percussion family.
- Eisteddfod – Opportunity exists for our school choirs to perform in this annual event. Teachers are also encouraged to enter their classes into different categories if they so wish.
- Celebrations/Commemorations – The school participates in the ANZAC Day March and Walk to School Day annually. A number of other relevant days are also observed throughout the year.

- Tournament of the Minds – In 2016, our Tournament of Minds teams were very successful at the regional competition, which resulted in all three of the teams going to Brisbane for the state competition.
- ATSIAP - This is an aspirant-educational program aimed to improve the educational outcomes for Aboriginal and Torres Strait Islander youth in Queensland. It has over the years improved the social and emotional outcomes for Indigenous students, by improving self-confidence, developing positive self-identity, fostering cultural pride and a strong sense of motivation to achieve life goals. In 2016, our students performed exceedingly well, bringing back a number of trophies.
- Student Council gave students a voice to discuss issues and solve problems. Regular fundraising activities occurred throughout the year to support outside charities or deliver funds for school activities.

How Information and Communication Technologies are used to Assist Learning

Wulguru State School has a strong vision for the use of digital technologies with an extensive range of devices available to both teachers and students to support learning. Most teachers are confident using online spaces and tools for curriculum delivery, collaboration and communication.

The school has two separate computer labs, each containing 28 desktops which are utilised on a weekly basis by all classes. Each classroom has between two and four computers as well as Apple iPads. The senior school students use laptops, iPads and Microsoft surfaces. These devices are used to publish stories and reports, develop literacy and numeracy skills, produce multi-modal responses, create educational presentations, deliver information, communicate and collaborate with peers, participate in virtual classrooms, connect with community, inquire and research pertinent topics and develop ethical informed citizens.

All classrooms have wireless internet access. E-learning opportunities are regularly delivered through the use of projectors and whiteboards, and children are encouraged to use computer labs during their lunch time break.

Social Climate

Overview

Wulguru State School was established in 1962 and carries strong sporting traditions with students always displaying a passionate sense of school pride. It's what we refer to as 'the Wulguru Spirit'. This spirit is encompassed in our school rules: Be Safe, Be Fair and Be Your Best.

We recognise the importance of establishing a safe, supportive school environment which endeavours to respect the rights and responsibilities of all community members. The development of our behaviour matrix identifies our values, sets clear expectations and provides the opportunity to develop teaching around specific behaviours and responsibilities.

To further support students, our Chaplaincy program has continued developing activities to meet the social and emotional needs of the student body. Senior students are involved in a Bully Buster program and provide support to our younger students in the playground.

At Wulguru State School, we endeavour to provide an environment where children can learn and grow. This is reflected in the School Opinion Survey results where 97% of our parents identified that their children like being at this school.

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)	100%	100%	90%
this is a good school (S2035)	97%	100%	92%
their child likes being at this school* (S2001)	97%	93%	97%
their child feels safe at this school* (S2002)	94%	86%	92%
their child's learning needs are being met at this school* (S2003)	97%	100%	85%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is making good progress at this school* (S2004)	100%	100%	89%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	92%
teachers at this school motivate their child to learn* (S2007)	100%	100%	92%
teachers at this school treat students fairly* (S2008)	97%	100%	85%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	100%	100%	92%
this school takes parents' opinions seriously* (S2011)	97%	100%	87%
student behaviour is well managed at this school* (S2012)	91%	93%	85%
this school looks for ways to improve* (S2013)	97%	100%	89%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	98%	98%
they like being at their school* (S2036)	98%	92%	98%
they feel safe at their school* (S2037)	97%	92%	93%
their teachers motivate them to learn* (S2038)	98%	99%	98%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	97%
teachers treat students fairly at their school* (S2041)	97%	96%	98%
they can talk to their teachers about their concerns* (S2042)	96%	94%	96%
their school takes students' opinions seriously* (S2043)	98%	94%	95%
student behaviour is well managed at their school* (S2044)	95%	92%	92%
their school looks for ways to improve* (S2045)	98%	99%	98%
their school is well maintained* (S2046)	98%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	94%	98%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	94%	98%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	96%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	96%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	98%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	98%
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

We believe that parents are partners in education and their involvement in the school and their child/children's education is valued. Parents are encouraged to maintain regular contact with class teachers through parent-teacher interviews, class information nights, and informal meetings before and after school, phone calls or email. A fortnightly newsletter which highlights student achievement and delivers relevant information is either sent home with students or emailed home. The newsletter is also available on the school website.

All parents are invited to attend the weekly assembly, sports days, school discos, class activities, school excursions, eisteddfods and swimming carnivals. There is a heavy emphasis in the early years for parent help in classrooms and volunteers are always appreciated in the tuck shop. At the end of each year our graduating senior students are formally presented to parents and relatives, an event that is held at James Cook University. This evening culminates in conversation and supper.

We have an active P&C Association which is open to all parents and carers of students attending Wulguru State School.

In 2016, the Yallorin Playgroup continued, introducing pre-prep parents to our school and a number of our key staff members. This has been funded through the Investing for Success school grant.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. In 2016, the school began the journey to become a Positive Behaviour for Learning (PBL) school. Part of this program involves teaching specific targeted behaviours as a way of reducing problem behaviour. Lessons have included 'keep your hands and feet to yourself' and students are constantly encouraged to report any acts of aggression to the playground duty teacher, their class teacher or to the administration.

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	22	40	24
Long Suspensions – 6 to 20 days	1	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

The school endeavours to minimise the use of 'town' water by using bore water to irrigate its oval. Grounds are maintained efficiently by a fully automated sprinkler system around buildings, play areas and gardens. Taps and toilet facilities are regularly monitored by our janitor groundsman and cleaners. In 2016, Townsville went to Level 3 water restrictions and the school was required to submit a water management plan to the council, which was approved.

The school has some solar panels but our greatest success in managing our power is reminding teachers and students to switch off lights, fans and air conditioners when rooms are not being utilised, especially at the end of the school day. Over the holiday period most switches are turned off so equipment is not left on standby mode.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	279,851	15,192
2014-2015	301,808	15,094
2015-2016	288,362	13,970

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

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. By then 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	29	22	<5
Full-time Equivalent	25	13	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	21
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were **\$25,817**.

The major professional development initiatives are as follows:

- Neuroplasticity of the Brain (Nathan Wallis) – all classroom teachers attended a workshop on the way the brain develops and how trauma can have an impact on early development.
- YUMI Deadly Maths training – in 2016, two additional staff members completed the facilitator course. Facilitators also ran sessions for the remainder of the teaching staff.
- Frameworks for Effective Learning – Wulguru SS staff continued their relationship with Cathryn Stephens from INTUYU Consulting and further explored the process of providing quality feedback to students.
- Literacy Training – a series of literacy workshops were presented to all staff, by the Principal and the Master Teacher to ensure there were consistent practices across the school in the teaching of writing and to develop student vocabulary.
- Co-Teaching – following the school's involvement in QSIL, we expanded the co-teaching processes to further enhance the teaching of writing in the English subject.
- Quality Teaching and Learning – a number of staff participated in workshops run by North Queensland Region that focused on Quality Teaching and Learning and ensuring clarity in the planning process.
- English as a Second Language/Dialect – Staff participated in training to ensure we have an understanding of EAL/D learners and their individual needs in accessing the curriculum.

- Professional Readings – throughout the year, teachers were provided with a number of readings on the teaching of reading and on different Pedagogical Frameworks.
- Australian Curriculum – a series of different workshops occurred throughout the year to ensure all teaching staff had an effective understanding of the Australian Curriculum, including Digital Technologies.

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.	95%	93%	94%

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

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).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	83%	85%

*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%.

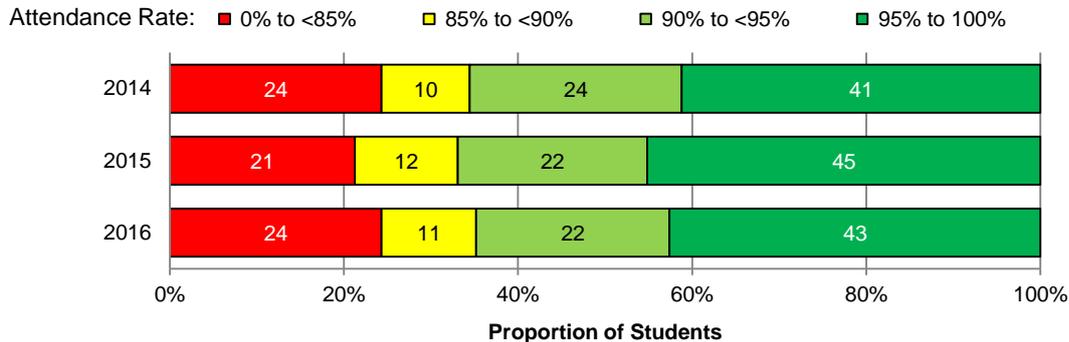
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	88%	91%	89%	90%	89%	91%	91%					
2015	91%	86%	91%	92%	91%	92%	92%						
2016	90%	89%	89%	89%	92%	89%	91%						

*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.

The correlation between regular attendance and student achievement is recognised and the school encourages good attendance through proactive measures. Students/classes are recognised and rewarded for their high attendance rate, parents are encouraged to explain absences and students receive a positive welcome into the classroom, even when late.

Our Indigenous Education Officer follows through with students who are absent from school for unexplained reasons. She contacts parents by phone or makes home visits. The school also has a breakfast program and provides emergency lunches for students.

Electronic rolls are marked twice a day and late slips are issued to children who arrive after the start of the school day. Parents must sign children out if they intend to take their children home early. When issues arise parents are contacted via phone, email or letter and correct departmental procedures are followed.

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.

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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.

Conclusion

2016 was a very busy year at Wulguru and one that saw monumental changes happening at the end of the year. After a very long time at our school, we said goodbye to Mr Tony DiGiacomo, our much loved Deputy. At the same time, Mr Brook Wilson, our long time PE teacher also left us to act in a position in Regional Office and Mrs Renee Dek moved interstate. These changes will be felt in 2017.

We were particularly pleased to see an improvement in the percentage of children achieving a C or above in English as a result of the focus on writing. The focus on writing will continue into 2017. Attendance continued to be a focus as we know that attendance is a critical factor to students achieving success at school. This will continue to be a focus in 2017. Our other Key School Priority in 2017 will be Positive Behaviour for Learning and we were pleased to start the journey in 2016, getting our team established and trained.