

Wulguru State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The School Annual Report outlines for parents and the wider community the continuing achievements of Wulguru State School during the 2015 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 2015

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 2015. 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 2015.

Core Priorities	Targets	Progress
Reading	Increase in NAPLAN, PM Benchmarks and A to E data	Ongoing, PM Benchmarks further increased in 2015, moving closer to targets
Writing	Increase in NAPLAN and A to E data	2016 Priority
Numeracy	Increase in NAPLAN and A to E data	Training additional facilitators
Attendance	Target is 92.2% attendance rate	Commenced and ongoing into 2016. There was a 1% increase in attendance in 2015
Digital Practices	School Opinion Survey Data and ICT:Student Ratio	Audit of devices and usage carried out in 2015. Plan developed to maintain current ratio.
Wulguru Practices Professional Practices	School Opinion Survey Data	Staff participated in Mt Stuart Cluster professional development activities relating to our Pedagogical Framework
Values and Behaviour	School Opinion Survey Data	2016/2017 Priority
Closing the Gap	NAPLAN Mean Scale Scores and attendance	Ongoing work to close the gap.
Transition	Increase enrolment numbers by >5% each year	Introduced additional orientation activities in 2015, including an Under 8s Day which was very popular.
School Community Participation Practices	5% increase in participation numbers each year	P&C were very active in 2015, continuing some of their great work from previous years. A new president was appointed.

Future outlook

The key areas for improvement in the Annual Implementation Plan for 2016 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
Reading	Increase in NAPLAN, PM Benchmarks and A to E data	Ongoing
Writing	Increase in NAPLAN and A to E data	Action research project utilising co-planning, co-teaching, Seven Steps to Writing and Visible Learning with success criteria at the A level
Numeracy	Increase in NAPLAN and A to E data	Continue training additional facilitators
Attendance	Target is 92.2% attendance rate	Strategy to change in 2016, creating individual targets for each child based on previous attendance rate
Digital Practices	School Opinion Survey Data and ICT:Student Ratio	Focus on implementing Australian Curriculum and starting to teach coding across the school
Wulguru Practices Professional Practices	School Opinion Survey Data	Ongoing training regarding Visible Learning practices and the use of the Learning Wall
Values and Behaviour	School Opinion Survey Data	Development of a School Wellbeing Program for staff and students
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 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	388	185	203	99	93%
2014	405	201	204	97	91%
2015	334	172	162	88	89%

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

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

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

*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:

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 2015 was 334 students with 26.3% identifying as Indigenous and less than 10% as ESL. Our enrolment dropped from 2014 to 2015 as year seven was moved to secondary school at the end of 2014.

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	25	25
Year 4 – Year 7 Primary	23	24	23

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	31	22	40

Long Suspensions - 6 to 20 days	3	1	0
Exclusions	2	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum delivery

Our approach to curriculum delivery

- Literacy Focus – 2014 saw the introduction of explicit, focused, small group Guided Reading lessons for all children across the school. This continued to be a major focus in 2015 as we believe that learning to read is critical for success in life.
- 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.
- 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.

Extra curricula 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 a musical instrument, either from the strings, woodwind, brass or percussion families.
- 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 2015, our Tournament of Minds team were very successful at the regional competition, which resulted on one 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 2015, our students performed exceedingly well, bringing back a number of trophies and medallions.
- 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 improve 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

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 100% of our parents identified that their children are treated fairly at school.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	100%	100%
this is a good school (S2035)	91%	97%	100%
their child likes being at this school (S2001)	91%	97%	93%
their child feels safe at this school (S2002)	91%	94%	86%
their child's learning needs are being met at this school (S2003)	91%	97%	100%
their child is making good progress at this school (S2004)	91%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	85%	97%	100%
teachers at this school motivate their child to learn (S2007)	97%	100%	100%
teachers at this school treat students fairly (S2008)	94%	97%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	97%	100%	100%
this school works with them to support their child's learning (S2010)	94%	100%	100%
this school takes parents' opinions seriously (S2011)	94%	97%	100%
student behaviour is well managed at this school (S2012)	79%	91%	93%
this school looks for ways to improve (S2013)	94%	97%	100%
this school is well maintained (S2014)	94%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	97%	98%
they like being at their school (S2036)	94%	98%	92%
they feel safe at their school (S2037)	89%	97%	92%
their teachers motivate them to learn (S2038)	97%	98%	99%
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%	98%	96%
teachers treat students fairly at their school (S2041)	95%	97%	96%
they can talk to their teachers about their concerns (S2042)	90%	96%	94%
their school takes students' opinions seriously (S2043)	96%	98%	94%
student behaviour is well managed at their school (S2044)	86%	95%	92%
their school looks for ways to improve (S2045)	98%	98%	99%
their school is well maintained (S2046)	95%	98%	100%
their school gives them opportunities to do interesting things (S2047)	98%	94%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	98%	100%
they receive useful feedback about their work at their school (S2071)	100%	94%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%

Performance measure

Percentage of school staff who agree [#] that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 the George Kniepp JCU auditorium. 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 2015, the Yallorin Playgroup recommenced in semester two, introducing pre-prep parents to our school and a number of our key staff members. This was funded for twelve months through a special grant from Playgroups Queensland.

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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	313,665	12,913
2013-2014	279,851	15,192
2014-2015	301,808	15,094

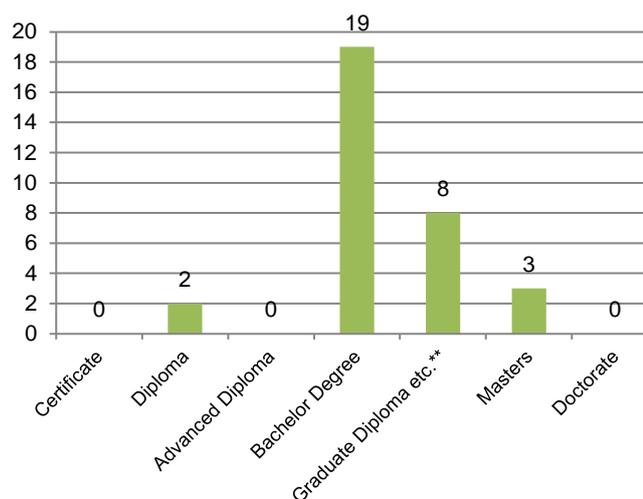
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile**Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	16	0
Full-time equivalents	23	11	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.**	8
Masters	3
Doctorate	0
Total	32



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$23 836.

The major professional development initiatives are as follows:

- YUMI Deadly Maths training – in 2015, two additional staff members participated in the 1st half of the facilitator course. Facilitators also ran sessions for the remainder of the teaching staff.
- Frameworks for Effective Learning – Wulguru SS staff, along with staff from the other schools in the Mt Stuart Cluster participated in a full day of workshops around effective teaching and ensuring all staff had a good understanding of some of the regionally recognised high yield strategies.
- Literacy Training – a series of literacy workshops were presented to all staff, by the Principal and the Support Teacher: Reading to ensure there were consistent practices across the school in the teaching of reading.
- Quality Schools Inclusive Leaders (QSIL) – the school was involved in the stage 2 QSIL project where the principal, HOSE, SEP teacher and class teacher were provided with additional training and support to improve inclusive practices in the classroom.
- 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. This was further supported by sessions facilitated by Regional Office staff on effective planning processes.

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	93%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	82%	83%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

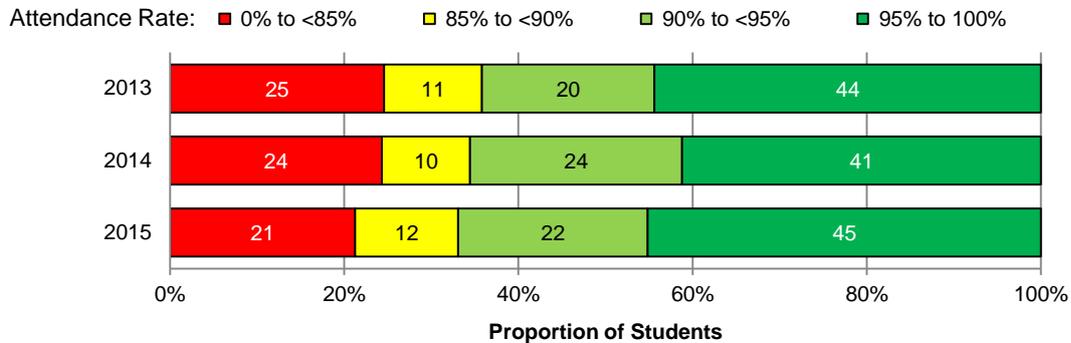
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	90%	91%	91%	87%	92%	91%	86%					
2014	88%	88%	91%	89%	90%	89%	91%	91%					
2015	91%	86%	91%	92%	91%	92%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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, organises Pancake Tuesday each week 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.

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.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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.