

Wulguru State School (0547)  
 Queensland State School Reporting  
 2012 School Annual Report



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## Principal's foreword

### Introduction

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. It's what we refer to as "the Wulguru spirit".

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 4-7 students, eisteddfod, Anzac Day, NAIDOC celebrations, school concert, fete, dance and ceramic programs, Tournament of Minds & sporting competitions. We pride ourselves on our exceptional facilities such as our playgrounds, covered basketball court, computer lab, games room, 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. Parents and the P & C Association make a valuable contribution to our school facilities and resources.

### School progress towards its goals in 2012

The main school focus in 2012 was on literacy. The school developed a Literacy Practices Guide that emphasised six important aspects to reading in the classroom. Prep to Yr2 teachers also adopted the "Break It Down, Build It Up" framework in delivery literacy programs to their students. Support-A-Reader Program for students in Yrs. 3&4 and the Reading Everyday Avoids Problems Program(REAP) for mostly Yr1 Students were also implemented.

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Teachers have adapted or adopted the C2C units and embedded ICT into their programs. The notion of the “Innovative” classroom continued for students in Yrs. 6&7 where students were able to purchase their own laptops and learn in a different setting and manner.

Goal setting has been implemented with students particularly in Reading so students were encouraged and inspired to improve to higher reading levels. Students are also expected to set personal goals not relating to academic performance.

Some progress has been made in the development of a Whole School Curriculum Plan, with the aim of completing this in 2013.

### Future outlook

In 2013 the school will implement the initiatives funded through the Focus School Program.

Teachers will be trained in how to deliver the Deadly Maths program in their classrooms.

Ann Morrice Literacy Program Specialist, will model and coach teachers in improving their teaching methods with the focus on language development through writing.

Further training and support will be provided to teachers in the Prep to Yr2 area in the implementation of the “Break It Down, Build It Up” program.

A project officer will be employed to develop Individualised Learning Plans for Indigenous students and liaison with parents and teachers.

The school’s wireless network will be extended to provide internet access to another 4 classrooms. An “IPAD” classroom will be trialled where every student will have their own device to assist with their learning. A number of class sets of IPADS will also be available to teachers.

A pedagogical framework will be developed that will provide all teachers with a common understanding and philosophy as to how and why curriculum programs are delivered to students.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:** 385

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	446	213	233	91%
2011	439	215	224	93%
2012	435	209	226	94%

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

## 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.

At present the school has an enrolment of 385 students with approximately 25% of our students identifying as indigenous and 9% as ESL. Students come from a diverse mix of socio-economic backgrounds and cultures, therefore the school community values tolerance, inclusiveness and fairness. All classes are co-educational and of mixed ability, however some streaming occurs in the year 6 and year 7 classrooms for some curriculum areas.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	23	24
Year 4 – Year 10	27	25	25
Year 11 – Year 12	N/A	N/A	N/A

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	43	26	34

## Our school at a glance

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Long Suspensions - 6 to 20 days	4	0	1
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

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### Curriculum offerings

#### Our distinctive curriculum offerings:-

Wulguru State School places an emphasis on literacy programs particularly for students from Prep to Yr3. It offers Support a Reader for students in Yrs3&4 and Support A Talker programs in Prep as well as will giving Yr1 students reading practice every day (REAP). The Break It Down, Build It Up and THRASS programs also assist in developing literacy levels of students in their early years.

The use of IPADS, interactive whiteboards, laptops, computer lab and other technologies feature greatly in our school programs. The "Innovative" classrooms for Yr. 6&7 students are also distinctive to the school.

The arts and sporting programs also feature highly in our school. Yrs2&4 students participate in a dance program and students from Yrs5-7 participate in a ceramics program - both programs delivered by professionals.

Participation in sporting programs is also valued and promoted with students given opportunities to play a number of sports against other schools as well as participate in a number of sporting competitions throughout the year.

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#### Extra curricula activities

Wulguru State School prides itself in giving its students opportunities to learn and grow outside the classroom.

School camps are provided for students from year 4 to year 7. Experiences range from an overnight stay at Reef HQ to four nights at Tinaroo Dam where students engage in a number of challenging outdoor activities including raft building, high ropes climbing and canoeing.

Students are given opportunities to participate in various competitions such as the Tournament of Minds as well as participate in eisteddfod items. Every two years students are given opportunities to perform on stage at the Civic Theatre at a shining stars concert.

The school participates in the ANZAC day march each year as well as engage in various NAIDOC activities and celebrations. Each year a school fete is held that students thoroughly enjoy attending as well as participate in two students discos held on Friday nights throughout the year.

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#### How Information and Communication Technologies are used to assist learning

The school hosts an extensive range of technologies used to enhance teaching and learning. These include desktop computers, laptops, digital cameras, ipads, interactive whiteboards and XO devices.

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## Our school at a glance

Two separate computer labs each containing 28 computers are maintained and utilised by students. Every classroom has their own set of computers & ipads with many having laptops as well.

Most classrooms have wireless internet access bringing learning to students' desks. Students readily access information and present it in a number of ways using software such as publisher and power point. Reading and spelling programs are also accessed through the internet.

Many apps are presented to the whole class through projectors or individually using ipads. Teachers in Yr6 & 7 classrooms place a high emphasis on technology to deliver their curriculum programs and one Yr5 classroom will utilise ipads in everyday learning a every child has their device to learn with.

### Social climate

Wulguru State School has always attempted to accommodate every child that is enrolled. This often includes students with very challenging behaviours or with special needs. A whole school approach is adopted to ensure all children get a fair go and can be included in all programs offered to students.

The three school rules that are promoted in our school are:

- 1] Be safe
- 2] Be fair
- 3] Be your best

We provide a supportive and friendly environment for students, parents and staff.

### Parent, student and staff satisfaction with the school

Wulguru State School is considered as a good school for students to attend and staff to work at. Parents feel the school is approachable and strives to do its best for their child and are very satisfied with the school. Positive relationships between students, staff and parents are valued.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	97.5%
this is a good school	95.0%
their child likes being at this school*	97.5%
their child feels safe at this school*	97.5%
their child's learning needs are being met at this school*	95.0%
their child is making good progress at this school*	95.0%
teachers at this school expect their child to do his or her best*	97.5%
teachers at this school provide their child with useful feedback about his or her school work*	89.7%
teachers at this school motivate their child to learn*	97.5%
teachers at this school treat students fairly*	92.5%
they can talk to their child's teachers about their concerns*	100.0%

## Our school at a glance

this school works with them to support their child's learning*	97.4%
this school takes parents' opinions seriously*	92.5%
student behaviour is well managed at this school*	82.1%
this school looks for ways to improve*	100.0%
this school is well maintained*	90.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	95.0%
they like being at their school*	92.9%
they feel safe at their school*	91.0%
their teachers motivate them to learn*	95.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	94.9%
teachers treat students fairly at their school*	85.1%
they can talk to their teachers about their concerns*	86.1%
their school takes students' opinions seriously*	84.7%
student behaviour is well managed at their school*	78.0%
their school looks for ways to improve*	97.0%
their school is well maintained*	90.1%
their school gives them opportunities to do interesting things*	95.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	91.7%
with the individual staff morale items	98.8%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Every parent surveyed feels that they can talk to their child's teacher about their concerns. This is because parents are made to feel welcome and are encouraged to play a part in their child's education.

Parents can contact teachers informally before and after school as well as be involved in other activities such as the tuckshop, fete and P&C Association.

Parents are seen at school on sports days, fortnightly school parades, school discos as well as when attending culminating class activities... to name some occasions.

## Reducing the school's environmental footprint

*Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.*

The school minimises the use of `town` water by using bore water to irrigate its oval. A fully automated sprinkler system around buildings and other play areas minimises water wastage as grounds are maintained efficiently.

Teachers are encouraged and reminded to switch off lights and air conditioners when the room is not being utilised, especially when at the end of the school day. Over holiday periods all switches are turned off so equipment does not stay on, even on standby mode.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	270,897	16,137
2010-2011	314,692	10,011
2011-2012	315,356	11,832

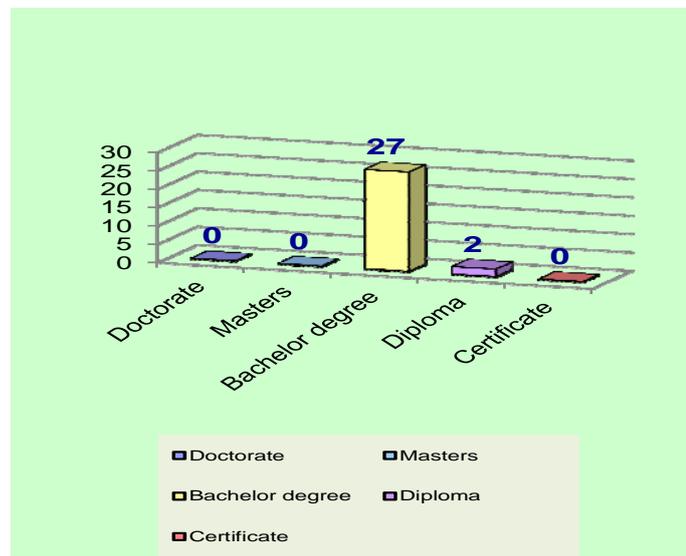
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	21	<5
Full-time equivalents	26.6	12.3	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	27
Diploma	2
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$25500.39.

The major professional development initiatives were as follows:

- Co-operative planning between teachers
- Training to support school based programs such as Thrass and school technology initiatives such as using XO devices
- First Aide training for 16 staff members
- Improving literacy and numeracy in the school

The proportion of the teaching staff involved in professional development activities during 2012 was 85%.

## Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.7%	96.6%	96.7%

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

From the end of the previous school year, 84.2% of staff was retained by the school for the entire 2012 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 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

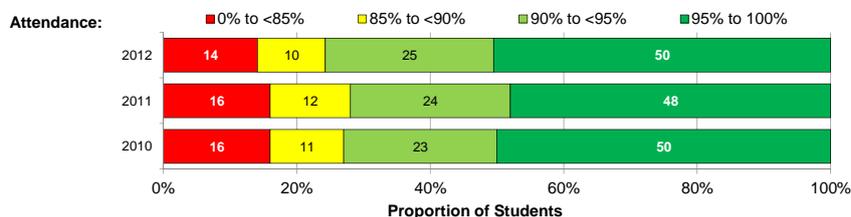
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	91%	93%	92%	91%	93%	90%	94%
2011	92%	93%	93%	92%	92%	92%	91%
2012	92%	92%	91%	94%	93%	91%	94%

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 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.

The school employs an Indigenous Education Officer who follows through with students who are absent from school in an unexplained manner. She contacts parents by phone or makes home visits.

The school provides emergency lunches to students who come to school with little or no food. This encourages parents to send their child/ren to school even if they don't have any food at home for lunches.

Students are rewarded and recognised for their attendance when they have not missed more than five days of school during a year. Students with 100% attendance receive a prize for their efforts.

## 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 & 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 an orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and an orange "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

In 2012 Wulguru SS had 109 indigenous students enrolled across Prep to year 7. Overall indigenous students are performing below their non-indigenous counterparts. In year 3, 5 and 7 the students were below the National Mean in Reading, Writing and Numeracy, but comparable to other schools in the region. The trend in Year seven shows a gradual improvement in writing and numeracy, however the gap between indigenous students and their non-indigenous counterparts continues to fluctuate.

Over the last three years we have maintained an average of 86.7% attendance rate for indigenous students. This is lower than for the non-indigenous students who continue to maintain a higher rate of 93.5% attendance.

In 2013 we will continue to focus our efforts on improving Attendance, Reading, Writing and Numeracy through a range of specialised programs specifically targeting achievement in these areas.