Wulguru State School

Queensland State School Reporting

2013 School Annual Report

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Principal's foreword

Wulguru State School is a great school, located in Wulguru and providing a rich and varied education to the students in Wulguru and the surrounding suburbs. At the end of 2013, Stuart State School closed and we welcomed the Stuart State School students, staff and parents to our school and encouraged them to be a part of our educational community.

The school is comprised of a dedicated team of educators and support staff who work diligently to provide our students with the best possible education. The staff continuously look to ensure they are doing their best and embrace practices that will give the students the best opportunities to achieve, academically, socially, culturally and in the sporting arena.

2013 was a year of change, in which the community said goodbye to Kaye O'Sullivan, our school principal and appreciated the efforts and dedication of both Tony Di Giacomo and John Kratzmann as they undertook the responsibility of leading the school on its ongoing journey of school improvement. The dedication of these three people was greatly appreciated by all and it ensured that Wulguru was positioned to continue to grow as a great school that aims to 'Open a World of Opportunities' for all.

Introduction

The School Annual Report outlines for parents and the wider community the continuing achievements of Wulguru State School during the 2013 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 for the students that they grow from and that they remember in years to come.

In addition to this, if readers look to page 8 and page 9, 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.

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School progress towards its goals in 2013

CURRICULUM	Implemented the Australian curriculum through the adaptation of the C2C with the introduction of History. Planning across and within year levels to ensure consistency and clarity of standards across school.
	A strong commitment to ongoing professional development for teachers implementing the YuMi Deadly mathematics and the delivery of this pedagogy into classroom practice.
	Further training and support provided for teachers to implement the Language Perspectives program. Break it Down: Build it Up is now applied successfully across the Prep to Yr. 3 cohorts.
	Assisted teachers to embed differentiation into planning and teaching through the use of the school differentiation tool.
	Continued the REAP (Reading Early Avoids Problems) program for improved reading success in early years.
FOCUS SCHOOLS	Employed Indigenous Project Officer to help deliver programs which aim to build community and support teaching and learning.
	Set up Indigenous Worker's room as a means to welcome parents and community into the school.
	Organised opportunities for parents to discuss Individualised Learning Plans with teachers.
	Supported the continuation of the Indigenous Parent Group, newsletter and Indigenous community playgroup, Yallorin. The playgroup was well received and used by community.
	Introduced Indigenous leaders as part of student leadership team, facilitating greater scope for involvement in leadership activities.
EATSIPS	Began the process to establish EATSIP committee.
	Continued to embed cultural awareness into everyday practice at Wulguru State School.
ICT	Extended the schools wireless network to include all classrooms.
	Successfully trialed the use of iPads to support teaching and learning across the KLAs. Established an iPad class and acquired class sets for use across the school.
	Accessed the Volume Purchasing Program for purchasing iPad Aps.
	Expanded ICT capability and opportunity by establishing an XO laptop computer cohort in year two.

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NAPLAN	Identified students with potential for movement and participated in SAS program for reading and writing.
	Continued to examine NAPLAN data to determine areas for improvement and inform current practice.
STAFF PROFESSIONAL DEVELOPMENT	Organised coaching/modeling of language development and writing by Anne Morrice for all teachers.
	Staff attended YuMi workshops, Language Perspective planning and Understanding Poverty workshop to further build teacher capability and capacity.
SCHOOL BEHAVIOUR PLAN	Reviewed School Behaviour Plan. Supported students and teachers by developing a behaviour matrix so that clear and consistent expectations are articulated, modeled and reinforced.
PEDAGOGICAL FRAMEWORK	Began the conversations around consistent pedagogical practice and continued with the development of a Pedagogical Framework which articulates the schools approach to teaching and learning.
SCHOOL WEBSITE/SOCIAL MEDIA	Appointed staff member to update the school website.
	Created a school Facebook page which is maintained by a team of enthusiastic teachers.

Future outlook

As we move into 2014, the school will continue to implement specially funded initiatives as well as focus on new proposals which support and foster our vision. Primarily this will include the following:

- Develop and consolidate whole school curriculum plan

- Goal setting and success criteria in literacy, numeracy or C2C units

- Implement guided reading processes across school

- Finalise and implement our Pedagogical Framework

- Develop and implement formal school moderation plan

- Continue to use data to inform teaching and learning

- Develop staff capability and capacity

- Provide access to digital devices and E-learning opportunities.

- Foster community partnerships

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Our school at a glance

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb − Nov)
2011	439	215	224	93%
2012	435	209	226	94%
2013	388	185	203	93%

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. 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. At present our enrolment is 412 students with 25.6% identifying as indigenous and 7% 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

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3	23	24	23
Year 4 – Year 7 Primary	25	25	23

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2011	2012	2013
Short Suspensions - 1 to 5 days	26	34	31
Long Suspensions - 6 to 20 days	0	1	3
Exclusions	0	0	2

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Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings include:

- Digital Pedagogy is 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 projectors.

- Literacy Focus – To develop literacy, Supporter Talker and Supporter Reader programs are utilised in the early years up to year 4 and Jolly Phonics and Thrass compliment reading and writing programs.

- LOTE – Chinese Mandarin is taught to years six and seven, while students in year one through to five participates in Chinese Cultural Studies.

- Arts Program – Our year 2 and year 4 participate in Youth Extensions dance program, while all students from year 5 to year 7 are involved in a ceramics program. Both of these are delivered by professional personnel from the Townsville Community.

- REAP (Reading Everyday Avoids Problems) – Students from Year 1 and Year 2 participate in this program which requires one-on-one reading to a teacher aide at least three to four times a week.

- ICAS Assessment is offered to students from year 3 to year 7. These assessment tasks are voluntary and the cost is covered by parents. All students who participate receive a certificate.

- Sporting Opportunities – Sport is valued and promoted with students given the opportunity to play a variety of sport and participate in both in-school and out-of-school competitions throughout the year. Athletics carnivals are also organised and interschool athletics events are attended.

- Competitions – These occur throughout the year, and teachers are supported in the opportunity to align these to curriculum content and process.

- NAIDOC - This is always celebrated at our school and often involves events over a one or two 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.

- Instrumental Music program

- Market Day – Year 7 students develop a business plan for the creation of a product to suit the consumer needs of the student community. Once produced, this product is sold at school. The profits are used to fund graduation week and to buy a parting gift for the school. This activity

aligns with the Australian Curriculum.

Wulguru State School prides itself in giving students the opportunity to learn and grow both inside and outside of the classroom. Extra curricula activities include:

- School camps from year four to year seven. Experiences range from an overnight stay at Reef HQ to four nights stay at an outdoor education facility.

- 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.

- School Concert – A bi-annual event where students are given the opportunity to perform on stage at the Civic Theatre.

- Celebrations/Commemorations – The school participates in the ANZAC Day march each year. Walk to School Day encourages students to be active, while National Tree Day fosters sustainable environmental practices. A number of other relevant days are also observed throughout the year.

- School swimming program – Covers prep to year six focusing on ' learn to swim' for the lower year levels to developing greater confidence and competency in the water for middle and upper students.

- Tournament of the Minds

- Readers' Cup - A challenge for the children who love reading and open to year 6 and 7 students.

- Student Council Discos –Opportunity for students to socialise with friends outside of school hours.

- Outside School Hours Care – This has been recently established and is well utilised.

- Adopt a Cowboy

- ATSIAP - This is an aspirant-educational program to improve the educational outcomes for Aboriginal and Torres Strait 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.

- Student Council gives students a voice to discuss issues and solve problems. Regular fundraising activities occur 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 labs each containing 28 desktops which are utilised on a weekly basis by all classes. Each classroom has their own set of computers as well as Apple iPads. The senior school students use laptops 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 and the school's bandwidth has been upgraded to accommodate this use. 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.

It is important to establish a safe, supportive school environment which endeavours to respect the rights and responsibilities of all community members. The development of our behaviour matrix 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.

Our school student leadership offers opportunities for students to be leaders through School and House Captains, Representation on the Student Council, participation in ATSIAP, organising and directing assembly and being a part of school events.

An After School Hours Care and the Yallorin Play Group operate from within the school grounds. These provide extra support for our school community.

Parent, student and staff satisfaction with the school

91% of our care givers believe that Wulguru is a good school and indicated that their child/children enjoy coming to this school. Communication is the key as 97% of parents feel confident to discuss any concerns they may have with their child/children's teacher. Both staff and students also responded favourably when asked if they enjoyed being at this school. 94% of parents also believe that their child/children are receiving a good education and that students are treated fairly and supported in their learning.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	98%	94%
this is a good school (S2035)	95%	91%
their child likes being at this school* (S2001)	98%	91%
their child feels safe at this school* (S2002)	98%	91%
their child's learning needs are being met at this school* (S2003)	95%	91%

their child is making good progress at this school* (S2004)	95%	91%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	85%
teachers at this school motivate their child to learn* (S2007)	98%	97%
teachers at this school treat students fairly* (S2008)	93%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%
this school works with them to support their child's learning* (S2010)	97%	94%
this school takes parents' opinions seriously* (S2011)	93%	94%
student behaviour is well managed at this school* (S2012)	82%	79%
this school looks for ways to improve* (S2013)	100%	94%
this school is well maintained* (S2014)	90%	94%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	99%
they like being at their school* (S2036)	93%	94%
they feel safe at their school* (S2037)	91%	89%
their teachers motivate them to learn* (S2038)	95%	97%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	97%
teachers treat students fairly at their school* (S2041)	85%	95%
they can talk to their teachers about their concerns* (S2042)	86%	90%
their school takes students' opinions seriously* (S2043)	85%	96%
student behaviour is well managed at their school* (S2044)	78%	86%
their school looks for ways to improve* (S2045)	97%	98%
their school is well maintained* (S2046)	90%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	98%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%

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student behaviour is w ell managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for w ays to improve (S2077)	100%
their school is w ell maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* Nationally agreed student and parent/caregiv er items were incorporated in the School Opinion Surv ey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redev elopment of the surv ey s (parent/caregiv er and student in 2012; staf f in 2013), comparisons with results f rom prev ious y ears are not recommended.

DW = Data withheld to ensure conf identiality .

Involving parents in their child's education

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.

All parents are invited to attend weekly assembly, sports day, 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. A newly established EATSIPS committee is attended by staff, community and parents and our Quadrennial School Review in 2014 will also necessitates parent and community participation and input.

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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	314,692	10,011
2011-2012	315,356	11,832
2012-2013	313,665	12,913

The consumption data is sourced from the validated utilities expenditure return w hich the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories w hich impact on the schools environmental footprint.
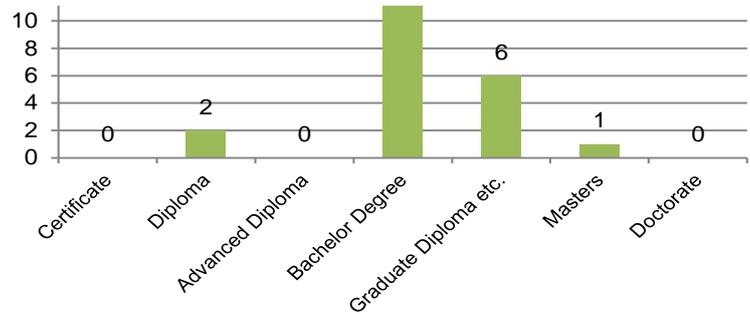
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Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	28	20	0
Full-time equivalents	25	12	0

Qualifications of all teachers

Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.	6
Masters	1
Doctorate	0
Total	**28**

* 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 2013 were $20 156.

The major professional development initiatives were as follows:

- PALLIC
- Understanding Poverty
- Year level Planning
- EATSIPS

- Literacy & Numeracy Workshops
- Pedagogical Framework

The proportion of the teaching staff involved in professional development activities during 2013 was100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 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' textbox.**

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

Performance of our students

Key student outcomes

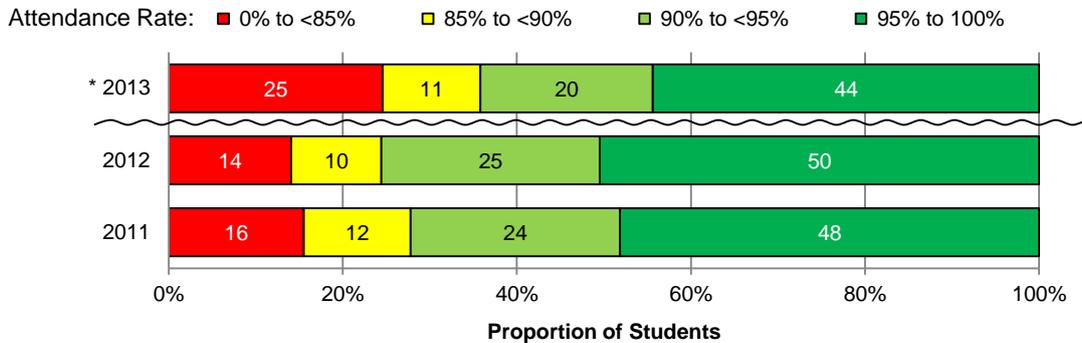| Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was			92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	92%	93%	93%	92%	92%	92%	91%
2012	92%	92%	91%	94%	93%	91%	94%
2013	90%	91%	91%	87%	92%	91%	86%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	25	11	20	44
2012	14	10	25	50
2011	16	12	24	48

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 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' textbox.**

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

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Achievement – Closing the Gap

Our 2013 summary data on Indigenous students varied showing performance below the state and national mean. Evidence does indicate that the gap is gradually closing between Indigenous and non-Indigenous students as we continue to implement early intervention practices and support programs to assist with student learning.
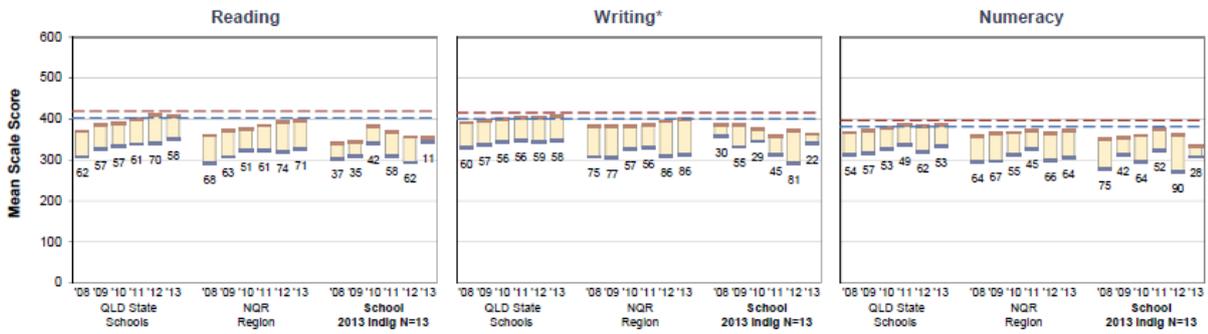
Attendance rates declined slightly from the previous year but continued emphasis on "every day counts" and follow up by our Indigenous Liaison Workers has a positive impact on student attendance.
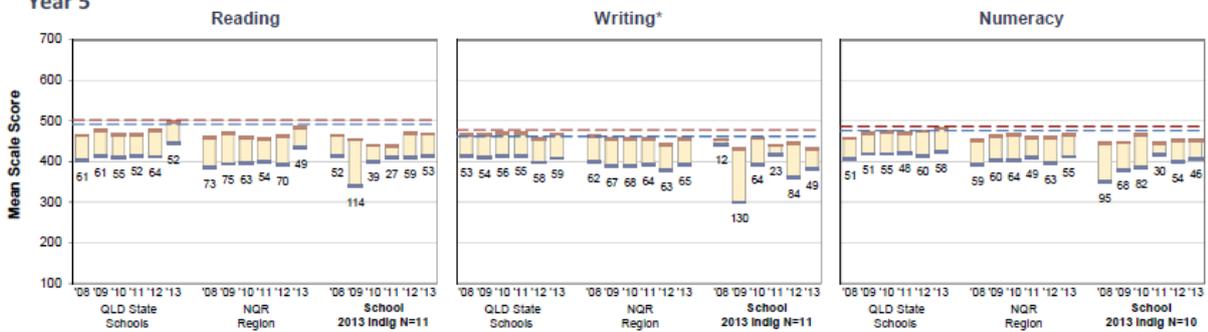
NAPLAN Indigenous/Non-Indigenous Gap

Legend:
- 2013 National Mean All Students
- 2013 Qld State Schools Mean All Students
- Non-Indigenous Mean
- Indigenous Mean
- Gap
- # Gap Size

Year 3 — Reading, Writing*, Numeracy (by QLD State Schools, NQR Region, School 2013 Indig N=13)

Year 5 — Reading, Writing*, Numeracy (by QLD State Schools, NQR Region, School 2013 Indig N=11/10)

Year 7 — Reading, Writing*, Numeracy (by QLD State Schools, NQR Region, School 2013 Indig N=11/10)

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