



Wulguru State School

ANNUAL REPORT 2018

Queensland State School Reporting

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Contact Information

Postal address:	PO Box 2541 Idalia 4811
Phone:	(07) 4799 8777
Fax:	(07) 4799 8700
Email:	principal@wulguruss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Acting Principal (Tracey Kenway)

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, Wulguru carries strong sporting traditions with students always displaying a passionate sense of school pride and '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. Our positive culture of high expectations is exemplified by our school rules of "Be Fair, Be Safe and Be Your Best"

Many extra-curricular activities are offered such as camps for Year 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 labs, 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. Our vibrant Playgroup welcomes our youngest children into our school community and sets them up for a smooth transition into prep. We are a proud member of the Mount Stuart Cluster of primary and high schools and have strong relationships with neighbouring early learning centres.

Principal's Foreword

Introduction

The School Annual Report outlines for parents and the wider community the continuing achievements of Wulguru State School during the 2018 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 2018

In 2018, we began to work on our new Strategic Plan for 2018 to 2021. The following table identifies our core priorities and progress for 2018. For more information regarding the core priorities and specific targets, refer to the Wulguru State School's Strategic Plan: 2018 to 2021 or Wulguru State School's Annual Implementation Plan for 2018.

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 2018, moving closer to targets
Writing	Increase in NAPLAN and A to E data	In 2018 we witnessed a significant improvement in our A to E data, starting in Semester 1 and further improving in Semester 2.
Numeracy	Increase in NAPLAN and A to E data	YUMI continues to be an important element of teaching Mathematics in our school
Attendance	Target is 92.2% attendance rate	Attendance continues to be an area that we need to work on. Engagement with NQ Cowboys Try for 5! program
Wulguru Practices Professional Practices	School Opinion Survey Data	Staff continue to participate in Professional Development activities, with 100% of staff engaging in relevant training to their work
Values and Behaviour	School Opinion Survey Data	In 2018 we continued whole school implementation of PBL
Closing the Gap	NAPLAN Mean Scale Scores and attendance	While there continues to be a small gap between Mean Scale Scores for writing, our Indigenous students perform equally as well in Reading and Numeracy as our non-Indigenous students.
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. Playgroup was strengthened and engagement increased.
School Community Participation Practices	5% increase in participation numbers each year	P&C were very active in 2018, continuing some of their great work from previous years.

Future Outlook

In 2017, the school began participating in a Priority Support Review, which was finalised in 2018. This process led to the development of Wulguru State School's Strategic Plan 2018-2021. This new strategic plan then identified the new focus areas for 2018.

Some of the School Improvement Priorities for 2018 are listed below, with the key Explicit Improvement Agenda items marked in bold. These priorities will form the driving agenda throughout 2018.

Core Priorities	Targets	Progress (haven't changed any dates in table)
Writing	Increase in NAPLAN and A to E data	To further enhance our drive towards improving our A to E data, we introduced a Support Teacher: Writing to ensure consistency of classroom pedagogical practices
Numeracy	Increase in NAPLAN and A to E data	YUMI focus continuing
Attendance	Target is 92.2% attendance rate	Same day text messaging will be continued and more frequent recognition of positive attendance will occur. We are also a 'Try for 5' school, which is a program run by the NQ Cowboys.
Positive Behaviour for Learning	Reduce the number of students who have >4 major incidents each year	Continue to implement Positive Behaviour for Learning with integrity. Introduce and implement the Wulguru SS Wellbeing Framework
#TownsvillesBestKeptSecret	Increase percentage of students who live in catchment and are enrolled at Wulguru SS	In 2018, we will work to improve our community presence through social media. We will also be looking at our transition to prep processes and how we are attracting new prep families to our school. Playgroup will be strengthened.
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 2018:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2016	342	167	175	96	91%
2017	328	152	176	98	93%
2018	302	157	145	103	90%

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

In 2018, 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 2018 was 302 students with 34% 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	2016	2017	2018
Prep – Year 3	24	22	21
Year 4 – Year 6	27	26	25

Curriculum Delivery

Our Approach to Curriculum Delivery

- Literacy Focus (Reading) –Our explicit, focused, small group Guided Reading lessons for all children continued 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 2018, our major Key School Priority continued to be writing. We continued Professional Learning Teams where each class teacher worked as part of a team. The 'co-plan, co-teach, co-reflect' model was utilised and each week our Support Teacher: Writing was in every classroom for some of the writing time to work with the class teacher and to support students to become better writers.
- Literacy Focus (Writing) – Teachers continued to use 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 –A number of our classes have engaged with coding activities, which form part of the Australian Curriculum subject –Digital Technologies.
- Languages – 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, these products were 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 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.
- Optiminds – In 2018, our Optiminds team did well at the regional competition, held at JCU.

- 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 2018, 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.
- We became an accredited White Ribbon school with ambassadors selected from the senior boys. We welcomed Simone O'Brien to give an address to the older students.
- The Resilience Project was introduced to staff and students as a way to build strength and wellbeing through gratitude, empathy and mindfulness.

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 Harmony Helpers 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:	2016	2017	2018
their child is getting a good education at school (S2016)	90%	100%	94%
this is a good school (S2035)	92%	100%	94%
their child likes being at this school* (S2001)	90%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2016	2017	2018
their child feels safe at this school* (S2002)	92%	100%	94%
their child's learning needs are being met at this school* (S2003)	85%	100%	88%
their child is making good progress at this school* (S2004)	89%	100%	88%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	88%
teachers at this school motivate their child to learn* (S2007)	92%	100%	94%
teachers at this school treat students fairly* (S2008)	85%	94%	88%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	100%
this school works with them to support their child's learning* (S2010)	92%	94%	100%
this school takes parents' opinions seriously* (S2011)	87%	97%	94%
student behaviour is well managed at this school* (S2012)	85%	94%	94%
this school looks for ways to improve* (S2013)	89%	100%	100%
this school is well maintained* (S2014)	100%	94%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2016	2017	2018
they are getting a good education at school (S2048)	98%	98%	100%
they like being at their school* (S2036)	98%	99%	98%
they feel safe at their school* (S2037)	93%	97%	96%
their teachers motivate them to learn* (S2038)	98%	98%	100%
their teachers expect them to do their best* (S2039)	98%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	100%
teachers treat students fairly at their school* (S2041)	98%	98%	96%
they can talk to their teachers about their concerns* (S2042)	96%	97%	98%
their school takes students' opinions seriously* (S2043)	95%	95%	100%
student behaviour is well managed at their school* (S2044)	92%	93%	97%
their school looks for ways to improve* (S2045)	98%	98%	100%
their school is well maintained* (S2046)	98%	99%	100%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2016	2017	2018
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	100%	98%	98%
their school is a good school (S2108)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2016	2017	2018
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	95%	98%
student behaviour is well managed at their school (S2074)	96%	88%	93%
staff are well supported at their school (S2075)	100%	100%	98%
their school takes staff opinions seriously (S2076)	98%	100%	98%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	98%	98%	100%
their school gives them opportunities to do interesting things (S2079)	100%	98%	98%

* 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 2018, the Wulguru State School 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 behaviours. 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. In 2017, our school commenced work to become a White Ribbon school. We believed that this program, combined with our Positive Behaviour for Learning and the Wulguru Wellbeing program will help us to build a school culture that seeks to prevent all violence, including gender based violence, through the building of respectful relationships.

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	2016	2017	2018
Short Suspensions – 1 to 5 days	24	72	127
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

**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.

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
2015-2016	288,362	13,970
2016-2017	331,566	2,775
2017-2018	274,616	4,123

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
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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 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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2018 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	18	<5
Full-time Equivalents	23.7	11.6	<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.**	4
Bachelor degree	23
Diploma	0
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 2018 were **\$10,421**.

The major professional development initiatives are as follows:

- The Resilience Project – Teachers attended initial training with Hugh van Cuylenburg in August and a school-based session with Antony Keely to unpack our data from the student survey.
- Co-Plan, Co-Teach, Co-Reflect – to further enhance the teaching of writing in the learning area of English, we have continued to focus on this model. Professional Learning Teams worked collaboratively to monitor learning throughout the units of work and intentionally intervened to lift student achievement.
- Co-planning and co-reflecting occurred through planning and moderation sessions held with Aitkenvale State School
- 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, with particular emphasis on our Aboriginal and Torres Strait Islander students
- Pedagogical Framework Teams - professional readings and research – throughout the year, teachers were provided with a number of readings on the high yield strategies included in our Pedagogical Framework, *Teaching for Impact*. They then engaged in peer observation and feedback cycles to deepen their understanding.
- Positive Behaviour for Learning – staff participated in a range of professional development activities, including activities in school for all staff and Regional training for some members of the PBL team.
- The Mt Stuart Cluster had writing as the focus for collaboration between the primary schools and William Ross State High School. Wulguru teachers visited Oonoonba, Year 6 teacher visited WRSHS and the year 7 teachers visited year

6 classes to enhance professional understandings and work towards writing improvement as a common goal across the cluster.

- The school hosted twilight sessions run by EVOLVE around trauma and the impact on child development.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2018.

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 2018			
Description	2016	2017	2018
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	87%	82%

*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 2018 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
2016	90%	89%	89%	89%	92%	89%	91%						
2017	91%	94%	87%	91%	92%	92%	93%						
2018	90%	86%	91%	85%	88%	90%	90%						

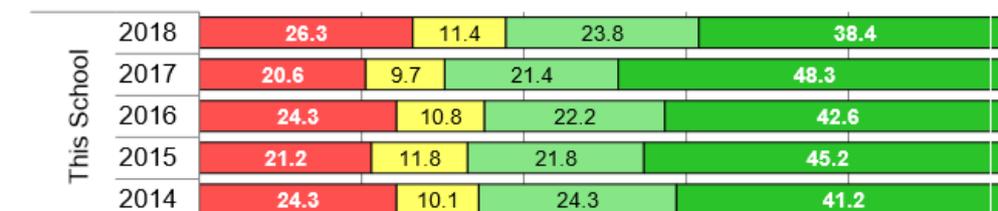
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

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



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. The school has collaborated with the NQ Cowboys to be a Try for 5! School. This program supports attendance through visits from Cowboys players and Cowboys rewards for students with high attendance. 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**.

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 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.

Conclusion

2018 was a successful and exciting year at Wulguru State School. We completed our Priority Support Review with very positive feedback and a clear direction for our new Strategic Plan. This plan will lead us through from 2018 to 2021 with the strong Improvement Priorities of reading, writing, attendance and Positive Behavior for Learning. We are committed to enhancing our school culture to embrace the wellbeing of students and staff through The Resilience Project.

The important work of improving student academic achievement also continued, with further growth in the number of children achieving C or above in English.

"The school works to create an attractive and stimulating classroom environment that supports and encourages learning."

From School Improvement Unit Executive Summary