

Wulguru State School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 41 Wulguru 4811
Phone	(07) 4799 8777
Fax	(07) 4799 8700
Email	the.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	Principal (Ms Sandra Perrett)

Principal's foreword

Introduction

The School Annual Report outlines for parents and the wider community the continuing achievements of Wulguru State School during the 2014 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 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 2014

In 2014, Wulguru State School was in the final year of the 2011 to 2014 School Strategic Plan. This meant that in 2014 we needed to complete the Quadrennial School Review and write the new School Plan for 2015 to 2018. In addition to this, there was a new principal appointed to the school and the school participated in a school audit.

The Annual Implementation Plan identified four key priorities including Literacy and Numeracy; Innovation; Star Practices and Well Being. As the year progressed, however, it was decided that in response to specific needs, the focus needed to be further sharpened and modified. Therefore, the key priorities became:

Literacy

In 2014, the teaching of reading changed at Wulguru and a guided reading program was introduced across the school. By the end of term one, we had begun to see significant improvements in student data. This program was further supported by the introduction of the Great Results Guarantee program which allowed the school to employ a teacher to focus on the teaching of reading across the school. The Support Teacher: Reading and the Principal provided professional development activities for all staff, analysed data and used this information to continue to refine the guided reading program and continuously review practice to ensure the students at our school were getting the best opportunities possible to become literate.

By the end of 2014, there had been significant increases in reading data across the school, including gains of greater than 30% more students achieving benchmarks than in the previous year.

Visible Learning

As part of refining the school's Pedagogical Framework, all teachers participated in a number of training sessions that looked at the Framework for Effective Teaching, based on the Visible Learning model discussed by John Hattie. As a result of this training, we reviewed our Pedagogical Framework. All teachers were also expected to articulate Learning Goals to students and co-construct Success Criteria with their classes.

In 2015, this work will continue. We will look at the ways to give effective feedback to students and the impact that Visible Learning practices has on student learning, assessment and reporting.

Attendance

By the beginning of semester two, there was significant talk amongst the staff regarding the negative impact that poor attendance was having on student outcomes. We had begun to see significant improvements in student reading data for most children, but those who were poor attenders were not achieving the same results. Therefore, the deputy principal took this on as a project and introduced a wide range of strategies to improve data.

Early indicators were that the strategies were having a positive affect and term four attendance data was higher than it had been in several years.

A focus on attendance will continue into 2015.

YUMI Deadly Maths

Four teachers began training as YUMI facilitators in 2013 and this training continued in 2014. YUMI has had a very positive effect on our NAPLAN numeracy data for 2014, particularly in year 3, with 100% of students achieving at or above the National Minimum Standard.

Future outlook

The key areas for improvement in the School Implementation Plan for 2015 include:

Successful Learners

Numeracy

- Further develop teacher use of YUMI pedagogy, through resourcing and collegial support
- Articulate professional Learning Goals and Success Criteria related to the use of the YUMI pedagogy

Attendance

- Implement a school strategy to improve attendance and reduce unexplained absences

Teaching Quality

Professional Practices

- Embed Visible Learning practices in all classes

School Performance

Values and Behaviour

- Embed a school wide program to teach behaviours and values, and address bullying

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	435	209	226	94%
2013	388	185	203	93%
2014	405	201	204	91%

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. Our enrolment in 2014 was 402 students with 27.3% 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	23	25
Year 4 – Year 7 Primary	25	23	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	34	31	22
Long Suspensions - 6 to 20 days	1	3	1
Exclusions [#]	0	2	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Literacy Focus – 2014 saw the introduction of explicit, focused, small group Guided Reading lessons for all children across the school. From Prep to year 2 the majority of attention was directed towards learning to read. As children became competent at reading, the focus moved to reading to learn. The school used teaching strategies from Marie Clay's Reading Recovery program and Reciprocal Teaching.
- 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 six and seven, while students in year one through to five participated in Chinese Cultural Studies.
- Arts Program – Our year 2 and year 4 participated in Youth Extensions dance program, while all students from year 5 to year 7 were involved in a ceramics program. Both of these continue to be delivered by professional personnel from the Townsville Community.
- REAP (Reading Everyday Avoids Problems) – Students from Year 1 and Year 2 participated in this program involving one-on-one reading to a teacher aide regularly during the week.
- Sporting Opportunities – Sport has continued to be valued and promoted with students, and has given them 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 athletics 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 7 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 four to year seven. Experiences ranged from an overnight stay at Reef HQ to a four night stay at an outdoor education facility.
- 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.
- ICAS Assessment was 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.
- Instrumental Music program – Students from year 3 to year 7 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 2014, our Tournament of Minds team were very successful at the regional competition, which resulted in 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 2014, 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 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 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 into 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 sets clear expectations and provides the opportunity to develop teaching around specific behaviours and responsibilities. In 2014, our matrix was extended to include the school values. This provides a forum for teachers to further encourage appropriate behavior.

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 94% of our parents identified that their children feel safe at our school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	98%	94%	100%
this is a good school (S2035)	95%	91%	97%
their child likes being at this school* (S2001)	98%	91%	97%
their child feels safe at this school* (S2002)	98%	91%	94%
their child's learning needs are being met at this school* (S2003)	95%	91%	97%
their child is making good progress at this school* (S2004)	95%	91%	100%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	85%	97%
teachers at this school motivate their child to learn* (S2007)	98%	97%	100%
teachers at this school treat students fairly* (S2008)	93%	94%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
this school works with them to support their child's learning* (S2010)	97%	94%	100%
this school takes parents' opinions seriously* (S2011)	93%	94%	97%
student behaviour is well managed at this school* (S2012)	82%	79%	91%
this school looks for ways to improve* (S2013)	100%	94%	97%
this school is well maintained* (S2014)	90%	94%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	99%	97%
they like being at their school* (S2036)	93%	94%	98%
they feel safe at their school* (S2037)	91%	89%	97%
their teachers motivate them to learn* (S2038)	95%	97%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	98%
teachers treat students fairly at their school* (S2041)	85%	95%	97%
they can talk to their teachers about their concerns* (S2042)	86%	90%	96%
their school takes students' opinions seriously* (S2043)	85%	96%	98%
student behaviour is well managed at their school* (S2044)	78%	86%	95%
their school looks for ways to improve* (S2045)	97%	98%	98%
their school is well maintained* (S2046)	90%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	98%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		97%	98%
they receive useful feedback about their work at their school (S2071)		100%	94%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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. 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 2014, the Yallorin Playgroup continued to operate out of our school, introducing pre-prep parents to our school and a number of our key staff members.

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
2011-2012	315,356	11,832
2012-2013	313,665	12,913
2013-2014	279,851	15,192

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.

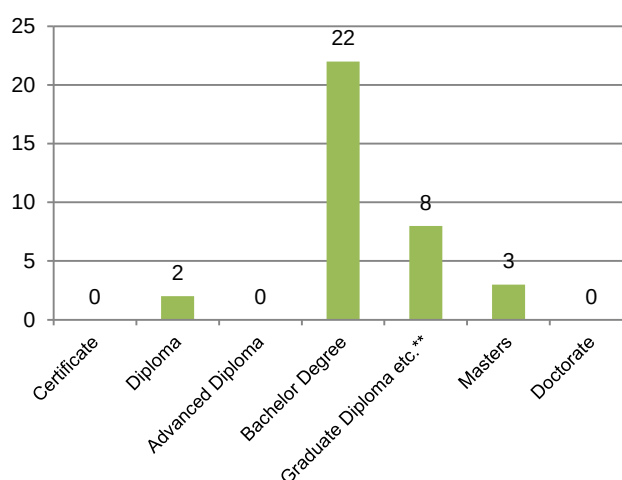
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	28	16	0
Full-time equivalents	26	11	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	22
Graduate Diploma etc.**	8
Masters	3
Doctorate	0
Total	35



*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 2014 were \$55 260.75.

The major professional development initiatives are as follows:

- YUMI Deadly Maths training – in 2014, four staff members participated in the 2nd half of the facilitator course. Extra sessions were run for the staff by YUMI coordinators.
- Frameworks for Effective Learning – INTUYU Consulting presented a series of workshops for all teachers on Learning Goals, Success Criteria and Feedback
- Literacy Training – a series of literacy workshops were presented to all staff, by the Principal and the Support Teacher: Reading to ensure there was consistent practices across the school in the teaching of reading
- Pedagogical Framework – as a school, we examined the draft Pedagogical Framework, analysed a number of theoretical perspectives and revised our Framework to create a document that reflected practice that was theoretically sound and matched the needs of our school
- Professional Readings – throughout the year, teachers were provided with a number of readings on the teaching of reading and on different Pedagogical Frameworks
- Action Research Project on Teaching Early Writing – the Principal, Support Teacher: Reading and the year one teachers undertook an action research project looking at ways of teaching effective writing strategies in the whole class environment.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	95%

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 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	90%	90%

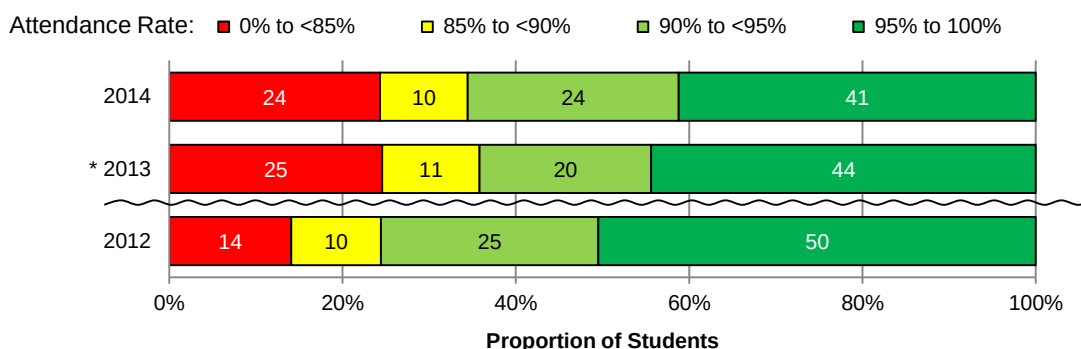
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	92%	91%	94%	93%	91%	94%					
2013	90%	91%	91%	87%	92%	91%	86%					
2014	88%	91%	89%	90%	89%	91%	91%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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' 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 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

As mentioned earlier in the report, in 2014 Wulguru State School Indigenous students equated to 27.3% at the beginning of the year.

Attendance rates were identified as having a significant impact on the educational outcomes of our students. For the Indigenous students, attendance continues to be an area of great concern. In Semester 1, 2014, our Indigenous students' attendance rate was 10% lower than that of non-Indigenous students and 45.5% of Indigenous students had an attendance rate of < 85%. At the end of 2014, we began implementing a very focused strategy for improving attendance and initially results seemed positive.

In 2014, based on NAPLAN results in Reading, Writing and Numeracy, our Indigenous gap was lower than the state and regional gap in all areas except Numeracy in year 5. Our highest performing Indigenous students were in year 3, with the gap being only 12 points in Writing, 8 in Numeracy and in Reading our Indigenous students out-performed our non-Indigenous students by 3 points.