

## QUEENSLAND STATE SCHOOL REPORTING - 2010

Wondai State School (1065)

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### Principal's foreword

#### Introduction

Our school improvement journey is documented in this Annual Report. We have continued to focus on partnerships (with each child, their family and the wider community), the strengths of each individual child, and developing a love of learning!

Highlights for Wondai State School for 2010 included:

- .Becoming a P-9 school, at the commencement of 2010, with positive feedback received from local high schools and families on this new process.
- .Completing our first year as a School Wide Positive Behaviour Support school, and consequent adoption of three school rules, matching behaviour matrix and new rewards system.
- .State Education Week highlighting our school's strengths and fostering of partnerships with our local radio station Crow-FM, with the wonderful DJ "Corky" taking on the role of Principal for a Day.
- .Three new student camps including Secondary (at Gold Coast hinterland), Student Council and Year 1 & 2's (overnight at school).
- .Launching our new BELIEFS at our annual Presentation Night – captured in the mantra of YES – You can do it, Expect success and School is cool!
- .The announcement in November of our school's successful application to become a Stephanie Alexander Kitchen-Garden school, with receipt of \$60 000 to support this initiative.
- .HOT meetings with teachers whereby the Principal and HOD meets with teachers each term to have focused conversations about their success in "hitting our targets". (Teachers bring data to support the distance travelled of each student they are accountable for.)
- .Significant improvement in our NAPLAN results, particularly for Year 5, with teachers receiving support from the Literacy Coach. Our "local measure" tool, the PAT-R (reading comprehension) was administered in February and October, and significant growth was achieved by all students, again, particularly in Year 5 and a smaller number of students in Year 3 and Year 7.

#### School progress towards its goals in 2010

##### GOAL 1 – READING AND NUMBER

Our goal was to improve our NAPLAN results and LOCAL MEASURE results for both READING and NUMBER. Our most successful results were achieved in Year 5, where we moved closer to the National Mean. From 2008 to 2010, we went from a 100 point gap to a 30 point gap. Key strategies included the introduction of RECIPROCAL TEACHING, WALKING TALKING TEXT and involvement in the PREMIER'S READING CHALLENGE. Our strategy to improve NUMBER results included Yumi Maths in the Junior School, introduced in semester 2. Year 7 and 9 NUMBER improvement was noted. Consistent timetabling across Years 1 to 6 for READING and NUMBER was achieved.

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#### GOAL 2 – ENGLISH, MATHS and SCIENCE (QCAR)

Our goal was to implement school-wide consistent and vertical programs in all three core areas, meeting the requirements of QCAR (Essential Learnings). Our goal was to align Science with the requirements of the National Curriculum. Support was received from regional leaders in English and Science to achieve this goal.

#### GOAL 3 – CLOSING THE GAP (INDIGENOUS STUDENTS)

Our goal was to reduce the gap between Indigenous and non-Indigenous students in Year 3 Reading and Number. This was achieved in Reading but not in Number. Walking Talking Text was the main strategy to produce this result in READING, with Yumi Maths only coming on board in semester 2. It is expected that this program will have greater impact in 2011. Also, our school hosted a huge NAIDOC celebration, and had hundreds of visiting students from the district. This event highlighted our pride in our Indigenous culture and our belief that we can work together to close the learning gap.=

#### GOAL 4 – CONDITIONS FOR LEARNING

.1 Our first priority was to improve the ATTENDANCE rate of all students, and encourage families to support the school's promotion of school being important and a worthwhile place to be. In some cases, attendance improved greatly. External agencies assisted in achieving this outcome. The school's Attendance Policy was revised, with all teachers to make contact with families if there were three consecutive days of absence and no explanation.

.2 Our second priority was to improve BEHAVIOUR and therefore improve learning. The main strategy to achieve this outcome was the introduction of School Wide Positive Behaviour Support. In the first time alone, referrals to the office were halved. The three school rules of Being Safe, Being Respectful and Being Responsible were taught explicitly, with teachers and aides working together to produce lesson plans to support our "behaviour matrix".

.3 Our third priority was to continue to improve STAFF MORALE and PARTNERSHIPS, with improvements achieved in both areas. Our partnership with BIEDO continued to grow, with strong support received for our school-wide sustainability projects. Our bi-annual Funky Futures Festival, combined with a cluster NAIDOC day, hosted by our school, saw huge support for our school community as a whole. Eight schools from as far away as Benarkin attended the day.

.4 Our fourth priority was to implement the recommendations of our February CURRICULUM AUDIT, including maximising staff use of One School. Our Literacy Coach and Turnaround Team members strongly supported the school's intense focus in these areas. A teacher was released for one day per week to support staff capacity in the use of One School for reporting, unit planning, positive behaviour records and parent contact. 100% staff successfully accessed OneSchool.

#### Future outlook

2011 priorities are very similar to 2010 as our renewed school improvement journey had a solid foundation throughout 2010. The 2011 PRIORITIES are confidently referred to as the BIG 4 and include:

.1 READING and NUMBER – goal is for every child to achieve their "year level" literacy and numeracy indicators (as per QSA indicators.)

.2 ENGLISH, MATHS, SCIENCE – goal to be prepared for National Curriculum in 2012, and have 95% students receiving a C or higher.

.3 CLOSING THE GAP – goal to achieve the regional target of closing the gap in Year 3 Reading & Number by 75%.

.4 CONDITIONS for LEARNING – (a) ATTENDANCE – 95%, (b) SWPBS – 80% students at Club 800 by end of year, (c) PUBLIC CONFIDENCE – 100% satisfaction on School Opinion Surveys for students, staff and parents.(d) Increased PARTNERSHIPS with parents & other volunteers.

## Our school at a glance

### School Profile

Coeducational or single sex: Co-educational.

Year levels offered: P-9

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
215	93	122	84%

Characteristics of the student body:

Our student population is made up of approximately 20% Indigenous students and 80% non-Indigenous. We have only one ESL students. The majority of families live in Wondai, with two buses bringing in students from out-lying areas. The school has been recognized as a low socio economic National Partnership school, to commence in July 2011. Our AEDI reflects significant challenges for our Prep students, in terms of school readiness. This data can be found on the My School website.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	20	100%	80%	20%	0%
Year 4 – Year 10	17	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	18	100%	95%	5%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	28
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

Our distinctive curriculum offerings can be found on the school's website. Our school is proud of its whole school approach to sustainability and programs

## Our school at a glance

offered through the permaculture garden. Secondary teachers have been able to provide specialist subjects for Year 7's, as they are part of our secondary school. Yumi Maths was introduced into the junior school late in 2010, and Walking Talking Text was delivered for Indigenous students in the early years. The oral language support program of ELF was introduced in the early years from June 2010.

### Extra curricula activities:

- . Wondai State School's equestrian team
- . Year 6-9 netball and football teams
- . Instrumental Music
- . Robotics
- . Earth Charter (with a team of students attending the state Earth Charter conference in Brisbane)

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

ICT's are seen as an integral part of a teacher's daily practice. Our Smart Classroom's Leader supports teachers' professional development in digital pedagogies. Two more staff gained their Digital Pedagogical License in 2010. Each primary classroom has a mini-bank of computers, and six whiteboards were installed across the school. Three of these were mobile and three fixed. Two labs of computers were in operation in secondary but for all students to access.

## Social climate

Wondai State School became involved in Kidsmatter in 2006. This was a national trial for the early identification of mental health issues for primary students. Following this, the school introduced Program Achieve / You can do it! and through the school's "social and emotional learning framework" (SEL:F) began a journey of addressing the school-wide needs. The 4 areas which the school has focused on since 2006 include (1) positive school culture (2) social and emotional learning (3) parenting education and (4) early identification of mental health issues. The school has formed a close working relationship with Lifeline (RAI program for families), CTC (support programs for high schoolers), our School Based Health Nurse, Guidance Officer and Uncle Noel. All of these partnerships work together with our school's SWPBS committee, whereby POSITIVE REINFORCEMENT of correct behaviour choices is a high priority. Our School Opinion Survey data is starting to reflect our unrelenting focus in this area, and our SWPBS data and School Disciplinary Absence data has shown huge improvements.

## Parent, student and teacher satisfaction with the school

Parent satisfaction needs to improve to match the student's satisfaction level with "getting a good education" at Wondai State School. Similarly, the intent is to improve all performance areas listed below so that the positive aspects of all schooling experiences at Wondai State School are known to all students and their families.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	45%
Percentage of students satisfied that they are getting a good education at school	62%
Percentage of parents/caregivers satisfied with their child's school	58%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	72%
Percentage of staff members satisfied with morale in the school	68%

## Our school at a glance

### Involving parents in their child's education.

The P&C continued to be the main avenue of parent engagement, along with the newsletter and school website. Major events like the bi-annual Funky Futures Festival (which was combined with NAIDOC DAY in 2010) see many parents in the school, either joining in workshops with their students or just observing. Sports' events, particularly swimming carnivals, see a number of parents attend and volunteer. A small number of parents assist with the tuckshop and in some classrooms. Significant change needs to occur to bring about improved involvement in 2010.

### Reducing the school's environmental footprint

The school has a Sustainability Action Plan, and many areas are not listed below eg. paper recycling, composting, worm farms etc. However, the table below reflects a major problem with WATER consumption. This was a result of a newly installed underground storm-water facility not being correctly "connected" and as a result, town water was being used unknowingly by grounds' staff, when it was thought to be "recycled" water. This problem has been rectified and future tables will reflect this. Our electricity consumption has been reduced.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$37,107	\$20,618	\$0	\$0	\$7,089	\$0	\$9,400	96,798	6,258	0
2009	\$28,972	\$19,774	\$0	\$0	\$687	\$0	\$8,511	119,459	199	0
% change 2009 - 2010	28%	4%	N/A	N/A	932%	N/A	10%	-19%	3045%	N/A

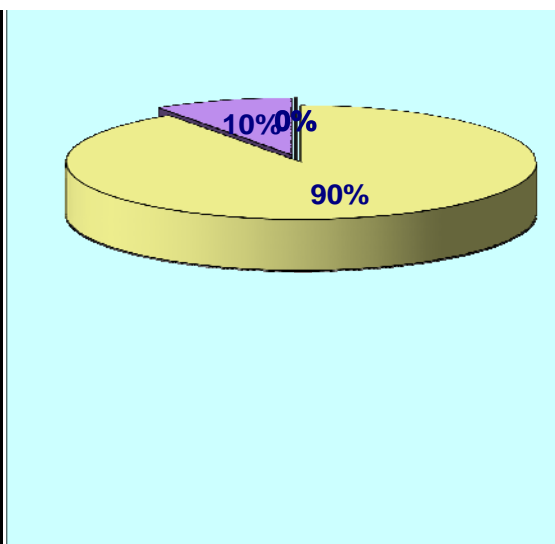
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	21	17	<5
Full-time equivalents	19	11	<5

### Qualifications of all teachers.

Doctorate	0
Masters	0
Bachelor degree	19
Diploma	2
Certificate	0



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$28 734. .

The major professional development initiatives are as follows:

. reciprocal teaching, OneSchool, Literacy National Partnership PD, reading comprehension, English, Maths, Science, Front End Assessment, QSA Indicators, Digital Pedagogies / e-Learning, unit planning, EQ's Literacy for middle and secondary teachers.

## Our staff profile

The involvement of the teaching staff in professional development activities during 2010 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

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

From the end of the previous school year, 89% of staff were retained by the school for the entire 2010 school year.

**Key student outcomes**

**Attendance**

Student attendance - 2010											
The average attendance rate for the whole school as a percentage in 2010 was 90%.											
Student attendance for each year level											
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
88%	93%	90%	95%	91%	94%	91%	87%	84%			

Description of how non-attendance is managed by the school											
<p>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. Rolls are marked each day at 8.50 am and at 2.00 pm. Rolls are returned to administration on completion. Details are entered onto SMS regularly throughout the week. Students arriving late to school are required to obtain a 'late slip' from administration which is presented to the class teacher. Rolls are adjusted when entered onto SMS to ensure alignment. Teachers mark their personal class rolls each time they begin a new class. If a student is noted absent by teachers during non-roll marking classes, they are required to ring administration. Teachers are required to monitor students' attendance in their home and form classes. If 3 consecutive, unexplained absences are noted the teachers contact parents to establish reasons and work with parents to have the students return to school. Students who have ongoing attendance issues are monitored daily by the home / parent liaison officer in conjunction with the Principal and the Head of Department. Relationships are established with parents and carers of these students maintained by phone contact, meetings and home visits. The departmental process is implemented for unresolved and continuing absences. OneSchool is used for reporting purposes for attendance. Staff are to record all parent contacts regarding attendance.</p>											

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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

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 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

Our school is on track to "closing the gap" for Year 3 Reading. We have exceeded the region's 75% target. However, we have not been as successful with Number, Year 3. Half way through 2010, a specific approach was commenced to address this target. Yumi Maths was introduced in the junior school. The employment of a second Indigenous employee has been a deliberate response to support improved attendance and achievement.