



Wynnum West State School

ANNUAL REPORT 2017

Queensland State School Reporting

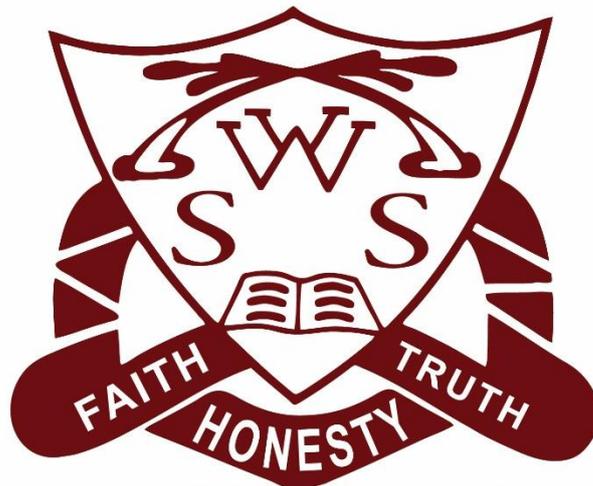
Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

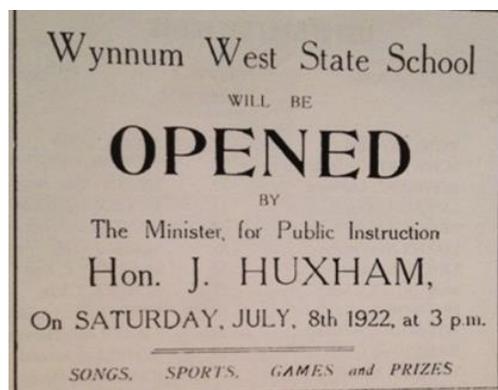


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Wynnum West State School



School Overview

Wynnum West State School is located in Brisbane close to Moreton Bay. It caters for students from Prep - Year 6 and has approximately 450 students and 18 class teachers.

The school has undergone massive physical change as it was part of the State Schools of Tomorrow Program. State of the art classrooms with excellent ICT resources and new sporting facilities have been built, including our new \$3 million multipurpose hall. One main priority of our school is integrating ICT into everyday learning, with interactive whiteboards in every classroom, computers, digital cameras, teacher planning, Professional Development sessions and two dedicated computer labs.

Our staff and community are committed to the Vision of 'Inspiring Young Minds for Success'. Our School Mission is "to professionally assist our students to be happy and to reach their personal potential in a caring environment". Our educational assistance and extension programs start in Prep and Year 1 when we implement a targeted and streamed Metalinguistics Program. High expectations, stimulating curriculum and caring and professional teachers ensure that all students achieve success at their own level of ability. Our Coaches works with teachers and students across the school in all areas of reading comprehension and literacy.

Our focus on differentiation of the curriculum ensures that all students have a challenging yet achievable learning program. School and student data is collected at regular times of the year and is carefully analysed and used as a basis for teacher planning for individual student progress.

We believe in Parents as First Teachers. All students' extra-curricula needs and interests are catered for with Music and Instrumental Music programs, French language program, Interschool sport, swimming lessons in our swimming pool, Physical Education program, Learning Support, Cultural activities, Code Club and Gifted and Talented extension programs. The Student Council and School Leaders program provides leadership opportunities for all students.

We also have a Special Education program for identified students with speech, physical and/or intellectual impairment. The Year 6 students enjoy their camp every year to Maleny.

Our school has implemented the Positive Behaviour Support Program. Our school rules are - Be Safe, Be Responsible, Be Respectful and Be a Learner. Lessons supporting the four school rules are taught in every classroom fortnightly. Enrichment activities for identified students are around STEM. Progress is monitored by the extension teacher.

Lunchtime clubs such as Garden Club, Recorder Band, Games and Science club ensure that students are offered a wide variety of special interest activities. Our Chaplaincy program is well underway with Friendship and Getting Ready for High School programs. We have a weekly Playgroup which aligns with the Playgroup Australia Guidelines for toddlers under school age - this provides a great start to their learning and provides a social network for parents.

After School, Before School and Vacation Care is provided on the school campus by Helping Hands. Privately run after school activities such as Drama, Swimming lessons, Keyboard and Guitar lessons are also available to the public. We enjoy the support of an active P&C Committee who work hard to assist the school financially and provide a sense of community for all Wynnum West students and families. Visit the school website for more information.



Principal's Foreword

Introduction

School Progress towards its goals in 2017

Wynnum West achieved many goals in 2017. Our main focus was to continue to embed The Seven Steps of Writing and continue the Grammar work started in 2016 across the school. We continued embedding our on-going programs, QAR (Question Answer Relationship), WORDS THEIR WAY, Problem Solving and literacy groups across the school so that every teacher in every classroom was using the same consistent language. We also continued our focus on data analysis and tracking across the school.

We continued to monitor, observe and give feedback to the teachers around their Warm Ups, Explicit Instruction and other practices from our Pedagogical Framework. We were extremely fortunate to have our Master Teacher to assist with our Improvement Agenda for Writing by coaching teachers across the school.

The Investing for Success funding allowed us to include time to release for teachers to plan with the HOC and Master Teacher. It also allowed for targeted use of resources to support cohort levelled reading groups. In this report you will see the results of the hard work of staff, students and parents. We were able to continue the position of P-2 Co-ordinator to monitor teaching, learning and targets across the early years and to embed Early Start data collection and tracking.



Future Outlook

Our Explicit Improvement Agenda for 2018 – will be Reading and ensuring a sharp and narrow focus on developing a consistent approach to teaching of reading across the school.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	444	233	211	23	91%
2016	440	230	210	21	94%
2017	453	231	222	34	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our student body comprises of many cultures. Students are mainly Australian with very small numbers of Japanese, Korean, Chinese and Indian children. Students from New Zealand represent approximately 10% of our student population. We had 32 Aboriginal and Torres Strait Islander children attend our school in 2017.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	23	23
Year 4 – Year 6	24	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Enrichment Program – Maths investigations

Sunshine on line computer literacy program - every child has their own log on for reading activities for work at school

Extensive Information technology programs for students, interactive whiteboards, digital microscopes, digital cameras, Bee Bots, ipads, STEM coach.

French Language program for year 5 and 6

Year 6 to Marantha camp

Incursions or excursions for every year level
Special Education Program for diagnosed and verified students
High school transition programs
Pre Prep Outreach Program
P-2 and Year 3-6 Concerts each semester



Co-curricular Activities

Student Council
Tangalooma Eco Marines
Instrumental band
Choirs
After school activities – eg Guitar, Keyboard, Chess, Speech and Drama, Hip Hop dance
Before school, after school and vacation care run by Helping Hands
Craft group
Interschool sport
Wynnum West Idol
Gardening Club



How Information and Communication Technologies are used to Assist Learning

In the State Schools of Tomorrow upgrade the school was cabled throughout with wireless networks in all rooms and is now updated and faster. The downstairs computer lab has 28 computers and an interactive whiteboard. The upstairs computer lab has 28 computers. Class teachers take their classes into the lab to do drill and practice, research and to teach new skills. Every classroom has an interactive whiteboard and a small withdrawal computer room. Teachers are using their interactive whiteboards to stimulate and challenge children and as part of their literacy and maths rotational activities. ICTs are also a major component of the Australian Curriculum. Teachers plan with the HOC every term to fully integrate ICTs into each and every unit of work from Prep to Year 6.

We have provided professional development for teachers and teacher aides in new devices such as Easy Speak microphones, Bee Bots, cameras, videos, Virtual Classrooms etc.

iPads are used in all classrooms. We started introducing the at the Digital Literacies Curriculum in 2017 as we were one of 12 schools in QLD successful in receiving a STEM grant for a literacy coach. The Learning Place is used by teachers for Professional Development. Edstudios are developed for storing and managing teacher resources.

The STEM coach goes to every classroom demonstrating for teachers and assisting them with their planning and assessment.

Social Climate

Overview

We continue to work on our Positive School Behaviour Program. The Wynnum West behaviour mascot – WALT the Water Dragon has been embedded across the school. Murals have been painted depicting the 4 school rules (Be Respectful, Be Responsible, Be Safe and Be a Learner) and High Five on the walls around the school.

WALT represents the four school rules. Behaviour lessons are taught in every class every week. Each new focus is taught after analysing school data from behaviour incidents. Four Gold Class awards days are held to further reward students, one every term.

The Guidance Officer, Chaplain and Special Needs Committee continue to provide support and care for families, students and staff. Outside agencies such as Child Safety, paediatricians and psychologists liaise with the school to provide the best service for each child.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	89%	94%	92%
this is a good school (S2035)	94%	94%	92%
their child likes being at this school* (S2001)	89%	100%	96%
their child feels safe at this school* (S2002)	94%	100%	96%
their child's learning needs are being met at this school* (S2003)	88%	81%	94%
their child is making good progress at this school* (S2004)	83%	81%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	88%	94%
teachers at this school motivate their child to learn* (S2007)	83%	88%	92%
teachers at this school treat students fairly* (S2008)	88%	88%	86%
they can talk to their child's teachers about their concerns* (S2009)	89%	88%	98%
this school works with them to support their child's learning* (S2010)	89%	75%	90%
this school takes parents' opinions seriously* (S2011)	89%	75%	89%
student behaviour is well managed at this school* (S2012)	94%	94%	88%
this school looks for ways to improve* (S2013)	88%	100%	94%
this school is well maintained* (S2014)	94%	94%	98%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	95%	100%
they like being at their school* (S2036)	98%	96%	100%
they feel safe at their school* (S2037)	100%	96%	100%
their teachers motivate them to learn* (S2038)	100%	97%	99%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	100%
teachers treat students fairly at their school* (S2041)	100%	93%	95%
they can talk to their teachers about their concerns* (S2042)	98%	85%	92%
their school takes students' opinions seriously* (S2043)	97%	88%	96%
student behaviour is well managed at their school* (S2044)	97%	96%	93%
their school looks for ways to improve* (S2045)	100%	96%	99%
their school is well maintained* (S2046)	100%	96%	99%
their school gives them opportunities to do interesting things* (S2047)	99%	97%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	100%	97%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	91%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	93%	93%	88%
staff are well supported at their school (S2075)	100%	97%	97%
their school takes staff opinions seriously (S2076)	97%	97%	97%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	93%	97%

* 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

Our Parents and Citizens Association is an active group who have the best interest of the school as the forefront of their agenda. Parents are involved in the running of the Craft Group, the Playgroup and fund raising committee. Our chaplain is also involved with the Playgroup as a way of meeting mothers and establishing trusting relationships. A Parent Rep is also included in our Behaviour Management Committee.

Parents are invited to participate in a Three Way Reporting process at the end of Term One where the child runs the discussion. Parents are encouraged to volunteer in classrooms and assist in choir presentations and concerts etc.

Parent Education information sessions such as Prep reading and information nights are also held.

Invitations are also given to participate in functions such as classroom culminating activities, Mother's Day and Father's Day events, concerts, parades, eisteddfods, Easter Bonnet parade, ANZAC parade etc.



Respectful Relationships programs

The school has developed and implemented a program embedded in our Behaviour Program that focuses on appropriate, respectful and healthy relationships. Our school programs focus on personal safety, developing students' knowledge and skills on resolving conflict without violence, identifying and responding to abuse and violence and to recognize and report when they or others are unsafe. Programs include Cyber Safety lessons and fortnightly lessons for behaviour which include a personal safety focus. The Wynnum West High Five teaches students to Ignore, Walk away, Talk friendly, Talk firmly, tell the teacher.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	19	25	47
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school is highly aware of reducing its environmental footprint.

Water tanks are installed.

Gardening program in place.

Recycling paper continued.

Wrapper free Wednesday competition advertised in the school community.

Awareness raising of Plastic Bag usage to students and community– each plastic bag takes 700 years to break down, by Eco Marines.

Our School has expanded enrolment in Eco Marines – Ambassadors engaged in a number of experiences including a Tangalooma experience.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	196,463	2,131
2015-2016	204,269	5,993
2016-2017	202,912	2,210

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

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	35	19	<5
Full-time Equivalent	28	13	<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.**	3

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	27
Diploma	2
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 2017 were \$ 12 898

The major professional development initiatives are as follows:

Seven Steps of Writing
 Code of Conduct, Child Protection
 Mentoring – senior teachers with beginning teachers
 Individual Performance Plans
 Literacy – running records, guided reading, writing
 Data analysis – in year level groups
 Coaching with Master Teacher – writing, individual teacher needs and goals, guided writing
 Sheena Cameron- comprehension strategies
 Australian Curriculum
 One School usage
 Fleming Explicit Teaching model

STEM for Digital Literacies

Coaching with Leadership team by District Coach

NCCD – National Consistent Collection of Data

The proportion of the teaching staff involved in professional development activities during 2017 was % 100.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	94%	90%

*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 2017 for all Queensland Primary schools was 93%.

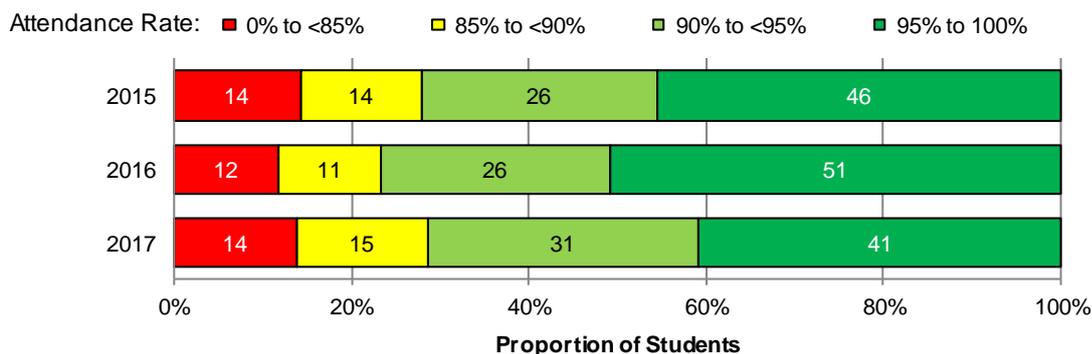
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	92%	91%	93%	92%	93%	93%						
2016	92%	91%	93%	93%	95%	93%	94%						
2017	91%	92%	92%	92%	92%	91%	93%						

*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:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

Student non-attendance at Wynnum West SS is monitored closely in accordance with the Every Day Counts Policy. Class Rolls are marked electronically twice a day. They are marked once in the morning and once in the afternoon by class teachers. If a student is absent and it is not explained in the morning, an SMS is sent to parents to inform them of the absence. After two days of unexplained absences, phone calls to parents are made by office staff to clarify reasons for absences. If students have long absences, even if they are explained, the principal will send a letter or telephone the parents. Departmental Policy is adhered to at all times. Aboriginal and Torres Strait Islander students are managed in the first instance by the Indigenous Liaison Officer.

Students are signed in if they are late to school and signed out if they leave early.

The School Creed is – We are the Wynnum West Water dragons. Water Dragons are safe, responsible, respectful learners. Every day counts. Every Dragon can be a high achiever

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

2017 has been another excellent year for Wynnum West State School.

We will continue to build on our school signature programs in 2018 so as to further develop teacher capacity to continue to improve student learning outcomes.

