

Wondall Heights State School (0416)

Queensland State School Reporting

2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Phillip Savill - Principal

Principal's Foreword

I am pleased to present the Wondall Heights State School Annual Report for 2012. Wondall Heights State School provides a positive learning environment for our students, who are supported by dedicated staff and a caring community.

This report outlines the achievements for 2012 in academic areas using data gathered from the Year 2 Net and the National Assessment Program – Literacy and Numeracy (NAPLAN) results in reading, writing, spelling, grammar and punctuation, and numeracy for Years 3, 5 and 7.

Our School offers classes from Prep to the completion of Year 7. We aim to improve social and learning outcomes for all of our students through effective and inclusive teaching practice which reflects our school vision and philosophy. Students achieve well across Curriculum areas and in the Community, Sporting and the Performing Arts arenas. Our School has a Special Education Unit and specific programs that support Children in Care, Aboriginal and Torres Strait Islander students, English as a second language students and children with Learning Difficulties. An instrumental music program, dance program and a comprehensive sporting program are also features of Wondall Heights State School. Our Parents and Citizens group take an active and supportive role in the life of the School and have been instrumental in supporting our students in the areas of sport, cultural and academic endeavours.

School progress towards its goals in 2012

Most Learning, School and Workforce goals set early in 2012 were achieved. Literacy and Numeracy strategies were implemented and progress toward the implementation of the Australian Curriculum has been further advanced. All staff were involved in relevant professional development activities

Future outlook

Wondall Heights State School has had great success in 2012, with each success built on past achievements, as well as on the hard work and dedication of parents, students and teachers. The future outlook for Wondall Heights State School is built on the following foundation:

A continuing focus on Reading Comprehension, expanded curriculum offerings in Japanese language and cultural studies, health, physical education, music, art, and ICTs.

An assessment and reporting culture that provides data to improve student learning outcomes.

Professional development for staff in teaching practice and curriculum knowledge, aligned to with the Australian Curriculum.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	589	294	295	91%
2011	633	312	321	95%
2012	662	321	341	94%

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

Characteristics of the student body:

Our student body is characterised by the full range of Socio Economic backgrounds with a number of families having long term ties to the Bayside community. Wondall Heights State School has experienced continuous enrolment growth throughout 2012. In 2012 overall student numbers grew by 29 from February through to November. Student enrolment continuity for 2012 continues to be strong across the school. The balance between male and female students is fairly even and this is reflected in each year level. Parents have high expectations for student learning and behaviour. Parent interest in and support for the school is very high.

Class Sizes Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	24	18
Year 4 – Year 10	27	25	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	22	31	12
Long Suspensions - 6 to 20 days	4	3	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings include both instrumental and dance programs, an extensive sports program which includes inter-school sport. We have a Special Education program as well as extensive academic support programs in all grades. Our students participate in the Bayside Cluster Enrichment program with local primary and high schools.

Wondall Heights State School offers a wide range of extra curricular activities that utilize and develop our students' special talents and interests.

These include:

Junior and Senior Choir.

Junior and Senior Band.

Extension Music Group.

Junior and Senior Dance Groups.

A range of academic clubs.

Student Council.

Student Leadership Program.

Maths Masters.

Sporting activities – interschool competitions, district trials, school-based competitions.

Participation in State and National academic competitions.

How Information and Communication Technologies are used to assist learning

The teaching of Information and Communication Technology (ICT) is integrated into our units of work across all year levels to develop the ICT skills of our students in a meaningful way. The ICT continua for all year levels tracks their computer skill development. Students use ICT as a tool for delivery of information as well as a method for accessing relevant information.

Teachers are actively using their Computer for Teachers laptops across the curriculum and continue to be involved in professional development to best utilise this technology. Smart classrooms built under the State Schools of Tomorrow Program are a feature for every student across the school. Each classroom has a bank of computers and a Starboard.

Social climate

Our classrooms actively promote a supportive school environment for our students. We continue to implement and reinforce our **Responsible Behaviour Plan for Students**, incorporating various Reward Days throughout each semester that acknowledges the positive behaviour of our students. We also have weekly rewards for positive behaviour by students and weekly class 'Star' awards. All classrooms collaboratively determine the class rules and these are sent home to parents with the positive and negative consequences. We also provide a 'Seasons for Growth' small group program for those students who need assistance with grief related issues.

Parent, student and staff satisfaction with the school

Results from the 2012 School Opinion Survey show that parent, students and teachers have high levels of satisfaction with the school.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	94.4%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	94.4%
this school takes parents' opinions seriously*	94.4%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	94.4%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.7%
they like being at their school*	94.3%
they feel safe at their school*	91.8%
their teachers motivate them to learn*	94.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	95.3%
teachers treat students fairly at their school*	94.3%
they can talk to their teachers about their concerns*	90.2%
their school takes students' opinions seriously*	90.5%

Our school at a glance

student behaviour is well managed at their school*	90.6%
their school looks for ways to improve*	97.7%
their school is well maintained*	94.2%
their school gives them opportunities to do interesting things*	93.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	96.6%
with the individual staff morale items	99.3%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to be involved in regular weekly classroom support, as well as the celebration of special occasions including:

- Parent/Teacher Interviews.
- Education Week.
- Sports and Swimming Carnivals.
- End of semester concerts and culminating activities.
- ANZAC Day.
- Grandparents' Day

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Wondall Heights continues to modify practices within the school to reduce our environmental footprint. As part of our approach, solar panels have been installed to feed into our electricity input, water tanks are a feature throughout the school and a significant recycling program continues to be managed by our senior students.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	159,329	2,866
2010-2011	199,150	3,838
2011-2012	106,042	1,910

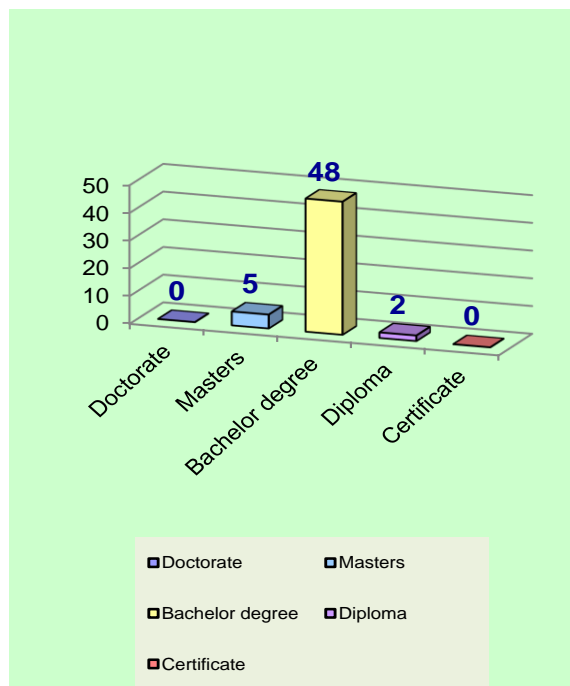
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	55	26	<5
Full-time equivalents	49.7	15.8	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	48
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$36500. The major professional development initiatives are as follows:

- Literacy
- eLearning
- Effecting Change
- Science
- One School – Curriculum Planning
- Literacy
- Numeracy
- Information and Communications Technologies

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.4%	95.1%	95.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2012 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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

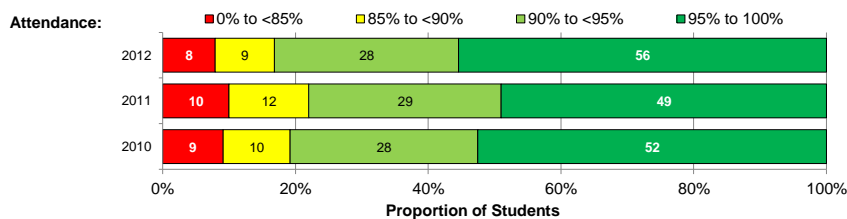
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	94%	93%	94%	94%	95%	92%					
2011	94%	93%	94%	95%	95%	93%	92%					
2012	93%	95%	94%	95%	94%	95%	93%					

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 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.

Whilst student attendance at Wondall Heights State School is of a high standard, measures are in place to ensure maximum participation of students by:

- Electronic marking of rolls twice a day.

- The reviewing of class rolls by administration staff weekly.

- Regular staff updates at staff meetings and/or staff notices.

- Monitoring by teaching and support personnel.

Performance of our students

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/>.

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Performance of our students

Achievement – Closing the Gap

Our Closing the Gap achievement has shown improvement in the areas of attendance and attainment. In 2012 sections of our Indigenous cohort of students outperformed our non indigenous students in the area of Numeracy and Attendance.