

Wondall Heights State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

I am pleased to present the Wondall Heights State School annual report for 2013. Wondall Heights State School prides itself on being a positive learning community.

Contained in this report is an outline of the schools achievements for 2013 and its progress thus far in 2014. 2013 was characterised by a continued focus on quality teaching and learning.

Wondall Heights State School has a strong, supportive community and achieves good outcomes for students. The school is poised to move student achievement even higher as the culture of the school promotes learning and high expectations.

Thank you for reading the 2013 School Annual Report.



Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

Wondall Heights State School continues to go from strength to strength in all aspects of school life.

2013 commenced with an enrolment of 710 students and maintained this number for the year.

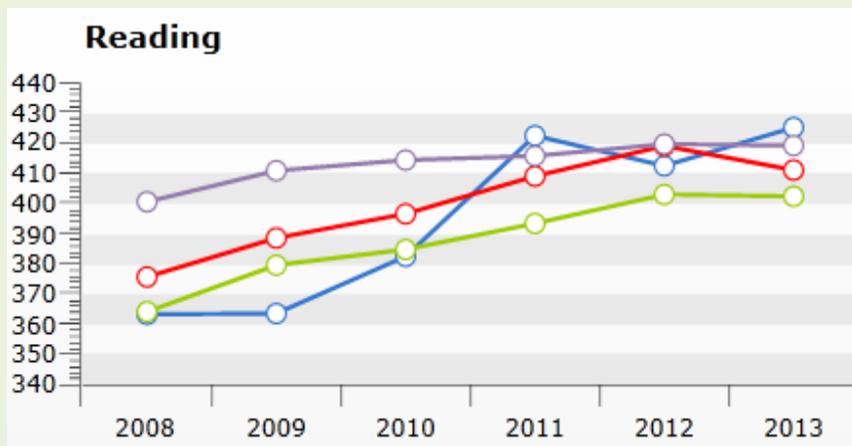
In 2013 the school has achieved its learning goals including the:

- Implementation of the Australian Curriculum in English, Maths, Science and History
- Implementation of whole school pedagogical practices – Explicit teaching
- Utilising data to inform teaching practice
- Improving overall school performance
- Planning the transition of Year 7 to high school

2013 has been a year of once again setting high academic expectations for all students in the school. The reading improvement agenda remained our focus. Each term the school focussed on a particular area of reading, the chosen area of reading was explicitly taught by all teachers in all classrooms.

NAPLAN results for 2013 improved particularly in the areas of Reading and Grammar and Punctuation

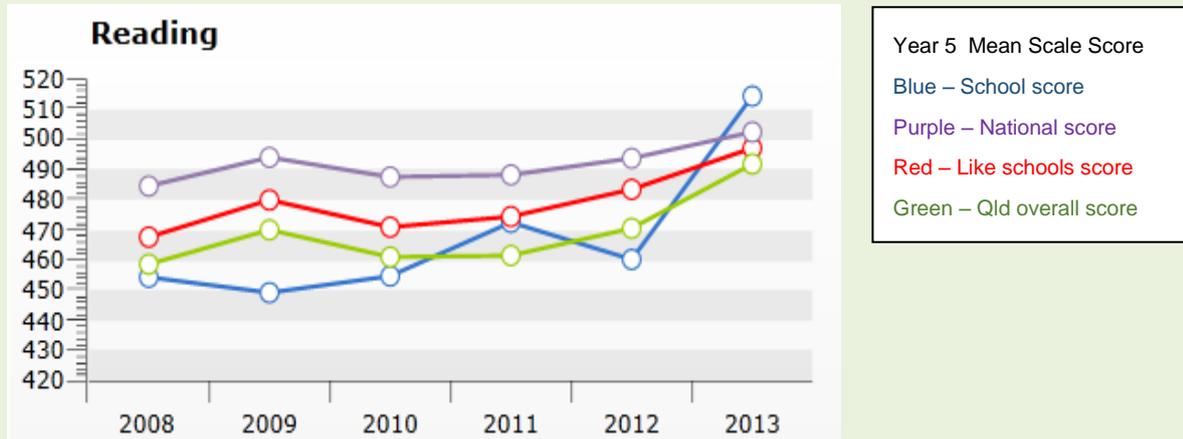
Year 3 and Year 5 were above the Nation in the Mean Scale Score for Reading and Grammar and Punctuation with Year 5 being above in all other domains – Writing, Spelling and Numeracy.



Year 3 Mean Scale Score
 Blue – School score
 Purple – National score
 Red – Like schools score
 Green – Qld overall score

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There was an increase in the number of students in the Upper 2 bands across the school.

Upper two band achievement 2013	Year 3	Year 5	
Reading	36.8%	41.8%	Year 5 in 2013 was above the nation in all domains with the percentage of students in the top 2 bands.
Writing	43.3%	29.1%	
Spelling	31.5%	40.5%	
Grammar and Punctuation	50.6%	45.6%	
Numeracy	23.6%	21.5%	

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Future outlook

Key Priorities for 2014

The three guiding priorities of the school are:

- Implementation of the Australian Curriculum
- Using data to inform practice
- Embedding the Pedagogical Framework

The Implementation of the key priorities is underpinned by a sharp focus on:

- **Reading**
- Numeracy
- Writing
- Spelling
- Explicit Instruction: Feedback/Coaching

Other key areas of focus include:

- Attendance
- Closing the Gap

The Great Results Guarantee funding has allowed the school to employ two Explicit Reading Instruction Coaches and place 2 teacher aides in every classroom every day for 30 mins to have very focussed reading lessons. This is coupled with the implementation of the spelling program 'Words Their Way' which occurs in every classroom every day, it is timetabled and is supported by teacher aides.

In 2014 the mantra of "**Consistency is Key**" will guide continuing implementation and development of school processes, strategies and programs



School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	633	312	321	95%
2012	662	321	341	94%
2013	707	329	378	94%

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

Characteristics of the student body:

Wondall Heights State School is a band 9 school with a current enrolment of approx. 700 students. The schools population is pre-dominantly Australian with an Indigenous population of about 5%. The balance between female and male students is fairly even. Parents have high expectations for student learning and behaviour. Parents interest in and support of the school is very high.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	18	21
Year 4 – Year 7 Primary	25	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	31	12	26
Long Suspensions - 6 to 20 days	3	2	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

The school offers curriculum programs in-line with Education Queensland policies and priorities. With a strong emphasis on Literacy particularly the teaching of reading and reading comprehension.

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.

- Students in Years 4 - 7 study Japanese as a second language.
- Students are involved in several national Mathematics, English, Science, Research and Computer competitions
- Specialist staff assists the school in the area of Library, Music, HPE, Learning Support and Special Education.
- A speech Language Pathologist, Physiotherapist, Guidance Officer, Occupational Therapist and Behaviour Support Teachers also service the School.

Extra curricula activities

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

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 an interactive whiteboard. Students in Prep have access to a bank of IPAD's.

Social climate

Wondall Heights State School is a learning community that supports students in an open and caring way. Our classrooms actively promote a supportive school environment for our students. We continue to implement and reinforce our **Responsible Behaviour Plan for Students**, incorporating the values of Respect, Responsibility and Safety.

Appropriate behaviour is acknowledged through classroom reward systems and whole school GOTCHA awards. Reward Days are celebrated each semester and acknowledge students who uphold the school values.

All classrooms collaboratively determine the class expectations and these are shared with parents, along with positive and negative consequences. We also provide a 'Seasons for Growth' small group program for students who need assistance with grief related issues.

The school also strongly promotes anti-bullying by the inclusion of anti-bullying lessons across the school. Support programs including HRE and Skills for Adolescence/ Growing are provided for students to encourage the development of positive self-concept.

Parent, student and staff satisfaction with the school

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	93%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	97%
their child's learning needs are being met at this school* (S2003)	100%	86%
their child is making good progress at this school* (S2004)	94%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%
teachers at this school motivate their child to learn* (S2007)	100%	97%
teachers at this school treat students fairly* (S2008)	100%	86%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	94%	96%
this school takes parents' opinions seriously* (S2011)	94%	96%
student behaviour is well managed at this school* (S2012)	100%	89%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	94%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	94%
they like being at their school* (S2036)	94%	94%
they feel safe at their school* (S2037)	92%	98%
their teachers motivate them to learn* (S2038)	94%	95%
their teachers expect them to do their best* (S2039)	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%
teachers treat students fairly at their school* (S2041)	94%	94%
they can talk to their teachers about their concerns* (S2042)	90%	89%
their school takes students' opinions seriously* (S2043)	90%	93%

Our school at a glance

student behaviour is well managed at their school* (S2044)	91%	87%
their school looks for ways to improve* (S2045)	98%	98%
their school is well maintained* (S2046)	94%	94%
their school gives them opportunities to do interesting things* (S2047)	93%	95%

Performance measure

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

* 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 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

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
- Parents Day

Communication to parents happens on a weekly basis via the Wondall Weekly newsletter.

Reducing the school's environmental footprint

Wondall Heights continues to modify practices with 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 with all toilets in the school using rain water. A recycling program managed by our senior students is carried out in all classrooms across the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	199,150	3,838
2011-2012	106,042	1,910
2012-2013	226,661	3,225

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

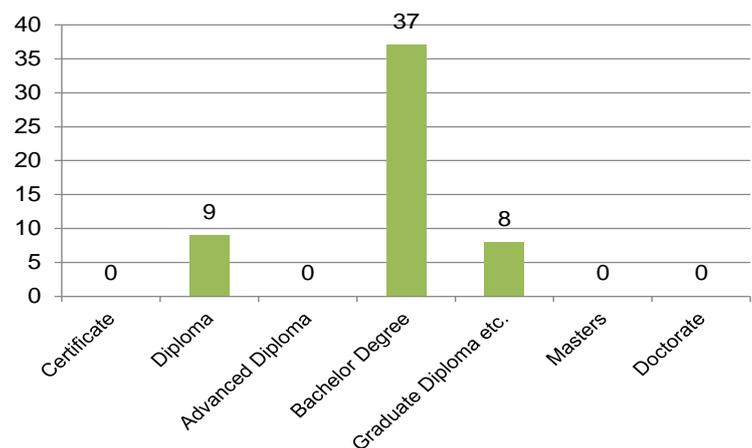
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	54	29	<5
Full-time equivalents	49	17	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.	8
Masters	0
Doctorate	0
Total	54



* 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 2013 were \$12 721.54

The major professional development initiatives are as follows:

- Literacy
- Spelling (Words Their Way)
- Reading
- Watching Others Work (Reading and Explicit Instruction)
- Team Planning
- Australian curriculum (C2C planning and implementation)
- Explicit Instruction

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

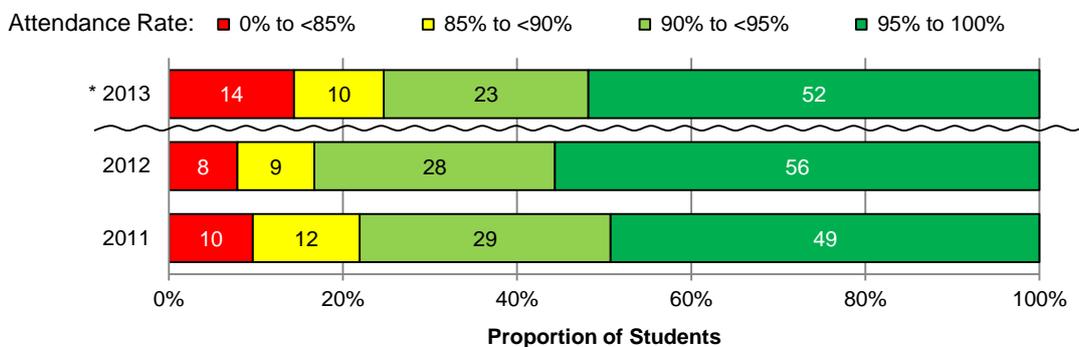
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	93%	94%	95%	95%	93%	92%					
2012	93%	95%	94%	95%	94%	95%	93%					
2013	92%	93%	93%	93%	95%	92%	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 from 2013 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 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 attendance at Wondall Heights State School in 2013 was in line with the state, measures are in place to ensure maximum participation by students:

- Electronic roll marking twice a day

Performance of our students

- Weekly reviewing of student attendance by Principal and Deputy Principal
- Implementation of the Every Day counts policy

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.

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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

Wondall Heights State School continues to Close the Gap between Indigenous and Non-indigenous students. Indigenous students out performed non-indigenous students in Year 5 Numeracy, Year 7 Grammar and Punctuation and Spelling.

The Gap is consistently being closed in other domains. The Gap in Year 3 Reading was reduced by 50% from 2012 – 2013 while in Year 5 the Gap in Reading was reduced by 79% from 2012 -2013.