

QUEENSLAND STATE SCHOOL REPORTING - 2010

Wynnum West State School (1765)



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Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the Department's [Right to Information site](#).

Contact Person

Ms Julie Amos - Principal

Principal's foreword

Introduction

2010 was an exciting and busy year. Our Vision statement – “Inspiring Young Minds for success” was investigated and enacted. Our new facilities and technology resources were used to improve learning outcomes for our students.

We began our journey of School Wide Positive Behaviour Support with great support from staff and the community.

Year level teams were cohesive and planned across the year level cohort in order to give greater consistency of pedagogy and content and to improve student outcomes.

We focused again on the visible culture aspect – uniforms, grounds, mutual respect, top quality school communications to parents.

Technology was incorporated in every classroom and teachers were allocated extra resources such as Easy Speak microphones and digital cameras.

We saw improvement across our top two bands in our National Testing and we had excellent Year 2 Net and Parent, staff and student survey results.

Staff capacity building was a major focus with all staff engaging in Professional development around school and system priorities.

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School progress towards its goals in 2010

The goals in 2010 as mentioned in our Annual Operational Plan were

Improve integration of curriculum, teaching, assessment and reporting.

Implement a curriculum framework to prepare students for living in a complex, multicultural networked societies.

Embed the use of ICT's as an integrated component of curriculum, teaching and learning.

Expand data analysis and tracking.

Integration of curriculum was achieved through year level planning for teaching and assessment.

Our curriculum framework based on the Five Citizens was completed – Active citizen, Eco citizen, Democratic citizen, Healthy, Informed, and Creative

ICTs are a continued focus in teacher planning and pedagogy with all units of work incorporating an element of ICT

The school assessment schedule was published in draft form and reading and writing data was collected from every class according to the scheduled. One School is being investigated for tracking – all student data is analysed by class teachers, administration and year level teams. Data is then used to design strategies to enhance student learning.

Future outlook

The goals for 2011 are

To increase numbers of students in Year 3,5 and 7 at or above national Benchmarks in NAPLAN in literacy and numeracy.

Literacy Coach and Curriculum Coordinator, English Committee and STLN to lead analysis of data, intervention and teacher capacity building.

Increase numbers of students in Year 3,5 and 7 in the upper two Bands of NAPLAN.

Literacy Coach and Curriculum Coordinator, Committees and STLN to Review English and Maths programs to ensure that all they are aligned with Essential Learnings and QCAR.

Curriculum Coordinator and Science Committee to develop Science Program using the Road Map as a guide.

Literacy Coach and Curriculum Coordinator to embed QAR across the school. (Question Answer Relationship)

Develop staff capacity by facilitating peer coaching and Individual Development Plans

Literacy Coach and Curriculum Coordinator to embed "Words Their Way" as a Spelling

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program across the school

Principal and ICT committee to further develop partnerships with ICT Innovation Centre to achieve our vision of "Inspiring Young Minds for Success"

Behaviour committee to lead the Implementation Stage 2 of SWPBS

Working towards the attainment of recommendations given in our Teaching and Learning Audit in 2010

Our school at a glance

School Profile

Coeducational or single sex: We cater for girls and boys

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
491	245	246	78%

Characteristics of the student body:

Enrolment numbers grew again by approximately two classes. We have 39 Aboriginal and Torres Straight Islander children .Our student population includes other cultures such as Maori, Asian, European and Indian.

We have 23 English as a Second Language Students

Our students are very well behaved with approximately 96% of students obtaining an A, B or C for Behaviour

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	24	80%	60%	20%	20%
Year 4 – Year 10	26	100%	80%	20%	0%
All Classes	25	90%	70%	20%	10%

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	22
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

- Our distinctive curriculum offerings Wynnum West provides opportunities for every Student.
- Wynnum West operates on a philosophy of catering for EVERY student. We provide extension for our brighter and more able students and support for our students who are requiring extra assistance.
- Extensive Information Technology programs for all students (Prep to Year 7), Interactive whiteboards in every room, digital cameras in every room, a new state of the art computer lab
- Classroom Music program (Prep to Year 7)
- Sporting (Prep to Year 7) – including pool on site and new Indoor sport auditorium and new outdoor basketball and netball courts
- Buddy Programs
- French (Years 6 & 7)
- High School transition programs (cross campus learning programs for students in Year 6 and 7)
- Special Education Class for students identified with Speech, Language and Intellectual Impairment
- Participation in the Australia wide Maths and English student academic competitions

- Extra curricula activities
- We provide opportunities for academically gifted students and those who are not so academically inclined. We believe in the holistic education of students and so provide opportunities for students to express them selves in a variety of ways.
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We have:

- chess club, chess instruction,
- Student Council – (reps from yr 1-7)
- Instrumental band – expanded to 40 members
- Year 6 camp at Tallebudgera
- Year 7 camp to Canberra
- Interschool sport
- Junior and Senior choir – 70 members
- Individual support programs for students with identified needs
- Gifted and Talented Investigation program
- Craft group
- Drama Group
- Swimming Club
- French – years 6 and 7
- Student Leadership Program

How Information and Communication Technologies are used to assist learning

In the State Schools of Tomorrow upgrade the school has been cabled throughout with wireless networks in most rooms. The computer lab has 28 computers and an interactive whiteboard. Class teachers take their classes into the lab to do drill and practice, research and to teach new skills.

Teachers are using their interactive whiteboards to stimulate and challenge children and as part of their literacy and maths rotational activities.

Teachers plan with the Head of Curriculum every term to fully intergrate ICTs into each and every unit of work from Prep to year 7.

At present we have 5 teachers who hold their ICT Pedagogical Licence and we have a further 5 teachers who are working towards their Pedagogical Licence.

Our school at a glance

We are continuing our partnership with the ICT Innovation Center in Sippy Downs where staff receive Professional development which aligns with our school vision and enables us to enact our curriculum.

Digital portfolios are used by Prep teachers to their illustrate students learning journeys.

Virtual classrooms, ETC (electronic teaching collection) and The Learning Place are incorporated into teachers' planning and have been aligned with School Curriculum programs.

Social climate

School Wide Positive Behaviour was introduced in 2010. Research shows that behaviour should be taught explicit like any other subject.

This program is based on the collection of data from school stakeholders to inform planning of lessons to be taught in classrooms. A committee was formed comprising of parents and staff and completed a district Professional Development course to inform our direction. Action Plans were developed and the first stage implemented.

Behaviour data has been analysed – green slip incidences have declined substantially.

Gold class rewards days are held once per term to give students who have had no Green Slips (ie referrals to the reflection room) a wonderful reward. Students love the rewards days and use it as a focus to maintain excellent behaviour throughout the term.

The Guidance Officer continues to support parents and students through the Special Needs Committee.

Parent satisfaction in the following areas were at or above State average in 2010, the school is developing your child's social skills, with the encouragement that the school gives your child, that your child is happy to go to this school, that your child is safe at this school, you are happy with the student discipline at this school.

Students' survey results show the following areas at or above State average, that you are happy to go to this school, happy about the behaviour of students at this school, that you are safe at this school, that you are treated fairly at this school, that this is a good school.

Our school at a glance

Parent, student and teacher satisfaction with the school

Parents, teachers and students are very satisfied with Wynnum West according to data collected in the 2010 Satisfaction Surveys.

Students rated the school substantially above State average in the following areas: computer technology, variety of school activities, what you are learning, computer skills taught, teacher explains clearly, teachers helps you to do your best, the interest the teacher takes in your learning, what your teacher tells you helps you improve, that you are treated fairly, how easy it is to get a computer, with the school grounds, school buildings, daily physical activity and learning about the environment.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	68%
Percentage of students satisfied that they are getting a good education at school	87%
Percentage of parents/caregivers satisfied with their child's school	86%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	74%
Percentage of staff members satisfied with morale in the school	85%

Involving parents in their child's education.

At Wynnum West State School parent involvement includes:

We take pride in the level of involvement of our parents at Wynnum West.

Active P & C Committee – including Craft Club and Swim Club, Fundraising committee and Events committee.

Invitations to functions for Book Week, Wynnum West Idol, concerts, choirs, band performances, assemblies, ANZAC Parade, Easter Bonnet Parade, culminating class activities,

Tuckshop volunteers

Parent Information sessions – Tea and Talk sessions for parents on a variety of educational topics, including spelling, numeracy – these Powerpoint presentations are saved on our website under Parent Resources.

Our school at a glance

Classroom reading programs – home reading program assistance

Trainee Teacher Aide programs

Individual student intervention programs (including Support-a-Reader programs)

Specialist class program support – including sports and craft

Interschool Sports assistants

Classroom volunteers

Parents are provided with two written reports each year, with parent/teacher interviews available with each report and as needed. Parents are actively involved in classes throughout the school and their contributions valued by staff and students

At Wynnum West State School parents are encouraged to form active partnerships with the school to ensure optimum learning outcomes for their child and gains for the school community.

Reducing the school's environmental footprint

The school has designed a unit of work for each year level on sustainability – this comes under the Eco citizen. We have also had our solar panels installed on the roof of the library to assist us in earth friendly power generation. We participate in a recycling program of clean office paper in conjunction with Brisbane City Council. The new rooms are designed to be power friendly as lights go off automatically if no movement is detected. Water tanks have been installed in the pool and in the grounds to assist with the reduction of dam water usage

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Power	Electricity KWH	WaterKL	GasMJ
2010	\$43,174	\$22,791	\$10,816	\$0	\$5,982	\$0	55	120,195	2,520	0
2009	\$42,484	\$21,445	\$0	\$0	\$17,478	\$0	3,51	8,003	1,827	0
% change 2009 - 2010	2%	6%	N/A	N/A	-66%	N/A	1%	1402%	38%	N/A

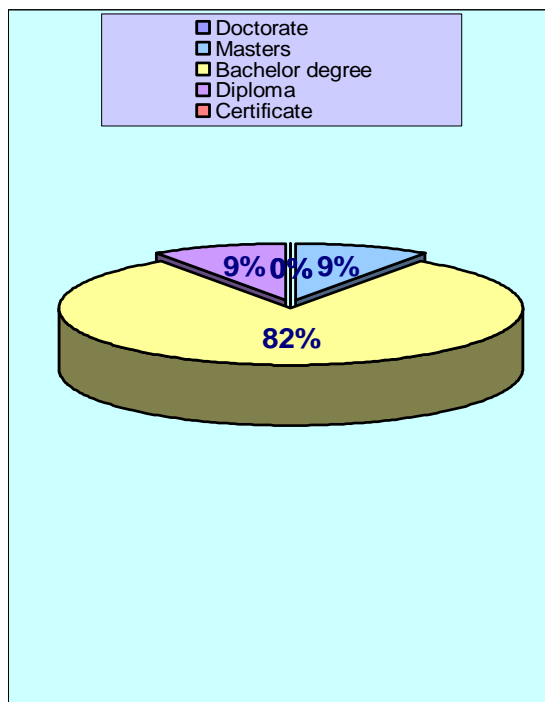
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	33	15	<5
Full-time equivalents	30	12	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	26
Diploma	3
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$7350 .

The major professional development initiatives are as follows:

Technology, Digital Cameras, Easy Speak Microphones

Interactive Whiteboards

Literacy, Spelling, writing,

First Steps Maths

Trained First Steps in Maths facilitator and First Steps in Measurement

One School

School Wide Positive Behaviour Support

Analysis of data

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, 93% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	93%	91%	94%	93%	94%	93%

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.

Student non attendance is monitored closely in accordance to the Every Day Counts Policy. Rolls are handed in to the office every day at two pm in the afternoon. They are marked twice daily once in the morning and once in the afternoon by class teachers. After three days of unexplained absences, phone calls to parents are made by office staff to clarify reasons for absences.

Performance of our students

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "SEARCH" button.

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

Attendance – Non indigenous – 93.7 %, Indigenous 89.1 %

Attainment – Year 3 Reading – We had 2 Indigenous students in Year 3 in 2010 out of a cohort of 33 Year 3 students. The gap was 1 in Reading, - 30 in Writing (indigenous students performed higher in this area than non indigenous students) and Numeracy 68. Reading and writing scores in year three improved from 2009 ie the gap was narrowed in 2010.