Principal’s foreword

Introduction

2011 was a very successful year.

The rocket – Blasting off with Wynnum West outlined our priorities for the school community. Our priorities were QAR – Question and Answer Relationship, Words Their Way – an approach to spelling, First Steps in Maths and Data Analysis.

School Wide Positive Behaviour continued strengthening our community beliefs and providing consistency in our approach which led to an increase of appropriate behaviours and a decrease in school disciplinary suspensions.

Our Literacy Coach continued her great work with all teachers across the school as we embedded QAR across the school. Coaching continued with the First Steps in Maths facilitator also providing an 18 hour course for teachers and teacher aides.

Our focus on technology continued with Professional Development provides for Sunshine on Line, The Learning Place, use of our interactive whiteboards and other devices such as the Easy Speak Microphones and Bee Bots.

We prepared Year Level Teams for the introduction of the Australian Curriculum and the Queensland C2C curriculum.

Teachers focussed on differentiation in classrooms and we planned for the introduction of reading goals for every student and Watching Others Work in classrooms.

School survey results were excellent.

Our parents and community were treated to events such as Mother’s day afternoon tea, Father’s Day fun day, Grandparent’s Day, Christmas Dance and student performances and concerts.

School Academic results improved as evidenced in our NAPLAN results and school data collection and analysis.

Reading groups were funded in years 4 and 6 and 1, four times a week with four adults in classrooms for thirty minutes of guided reading and QAR.
Extension program with “Enrich a matics” was enacted across the school for high achievers.

**School progress towards its goals in 2011**

The following goals for 2011 have been achieved:

- Align curriculum programs with Australian Curriculum
- Develop a science program across the school
- Embed QAR across the school
- Embed Words Their Way across the school
- Complete the first round of the Developing Performance Plans process
- Narrow the Gap between Indigenous and non-indigenous students attendance and Yr3 reading and maths results
- Develop Community partnerships

**Future outlook**

Further goals to achieve are:

- To improve the integration of curriculum, teaching assessment and reporting
- Implement a curriculum Framework
- Embed ICT’s
- Expand data analysis and teacher capacity in data analysis

To improve student NALPAN results ie all students to be at or above national Bench marks and increasing the numbers of students in the upper two bands.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>541</td>
<td>279</td>
<td>262</td>
<td>89%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our student body is predominately Australian with small numbers of Asian, Phillipino, Spanish and Indian students. Maoris and students from New Zealand make up approximately 10% of our student Numbers. Aboriginal and Torres Straight Islander children comprise approximately 8% of our population.

Students are well behaved with 93.5% of students obtaining an A B or C for behaviour in Term 4 2011.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.4</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>21</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
</tbody>
</table>
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
- Gifted and Talented Program – Enrich a matics

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 themselves in a variety of ways.

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
- Glee Club
- Wynnum West Idol
Our school at a glance

- 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.

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 new QLD C2C curriculum Program.

Teachers plan with the Head of Curriculum every term to fully integrate 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 3 teachers who are working towards their Pedagogical Licence.

Digital portfolios are used by Prep teachers to illustrate student’s learning journeys.

During 2011 we partnered with the Sunshine Coast Innovation Center to provide professional development for teachers and teacher aides in new devices such as Easy Speak microphones, Bee Bots, cameras, videos, Virtual Classrooms etc.

Social climate

School Wide Positive Behaviour was introduced in 2010 and has continued into 2011. Research shows that behaviour should be taught explicitly like any other subject.

An Action Plan for 2011 was developed and guides the school’s actions to implement Stage Two.

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.

In the School Opinion Survey – all children stated that they were treated fairly at this school, only 1.7% of students said that they did not feel safe at the school and only 9% of students said that they were dissatisfied with the behaviour of students at this school.

Parent Survey showed that 100% of parents stated that their child was happy to go to this school and that their students were safe to go to this 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 2011 Satisfaction Surveys.

Students rated the school very highly in most areas eg: opportunities to make the most of online learning, the school buildings, they are happy to go to this school, that they are getting a good education at this school.

Parents were also very satisfied in most areas, rating school community relations the highest.

Staff felt very satisfied that this school is a safe place to work.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>98%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>88%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

We take pride in the level of involvement of our parents at Wynnum West as our School Opinion Survey shows clearly.

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, school parades

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.

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

We have 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.

The new buildings and classrooms 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

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>191,972</td>
<td>2,598</td>
</tr>
<tr>
<td>2010</td>
<td>120,195</td>
<td>2,520</td>
</tr>
</tbody>
</table>

% change 10 - 11: 60% 3%
## Our staff profile

### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>38</td>
<td>16</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>34</td>
<td>12</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all Teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The involvement of the teaching staff in professional development activities during 2011 was 100%.

The total funds expended on teacher professional development in 2011 was $9173.

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
- Coaching
- Question Answer Relationship
- Words Their Way
- Australian Curriculum

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2011 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.
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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%. Prep is not reported upon as it is a non compulsory year.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>90%</td>
<td>96%</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Graph]

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.

Departmental Policy is adhered to at all times. Torres Straight Islander students are managed in the first instance by the Indigenous Liaison Officer.
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/](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.

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 – 94.2%

Indigenous 92.4 %

Attainment – Year 3 Reading – The Gap was -4.3 ie there was no gap.

Year 3 Maths – The Gap was -13 – again no gap.
Performance of our students