

# Windaroo State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

Windaroo State School is committed to providing a quality education for all students. 2014 has been a productive school year which has seen the consolidation and embedding of school based assessment and reporting frameworks to better drive school performance. There continues to be very strong high levels of student and parent satisfaction and community support for our school.

2014 students have demonstrated above National Minimum Standards across all domains. Increasing the performance of students across the top two bands remains a major focus for improvement.

The continued function of the "Improvement and Resourcing Committee" and its continued focus on our enhancement programs for Literacy and Numeracy has shown vast improvement. Our Head of Curriculum works closely with this committee to develop and implement curriculum planning and responses to student needs.

All children and staff have access to a wide range of resources. Wireless connectivity will continue to be our next focus as staff and students access the use of iPad kits. One School roll marking has superseded our 3<sup>rd</sup> party program and has provided a more in depth view of school attendance. One School is now used as our school platform for all areas of student management and reporting. All our classes have had Projectors and Whiteboards installed.

### School progress towards its goals in 2014

- **Embed Whole School Reading Program and consistently apply strategies**
  - Revisit mentoring focus program on Pupil Free Day. A four to six week focus cycle with lesson observations conducted. Use of iTunes U course and reading program with supporting staff meetings
- **Establish Leadership Team Classroom Walk-Through Program, focus on reading**
  - Leadership Team to focus on the school Strategic Plan and actions that assist in the implementation of the plan
  - Leadership Team to engage in relevant and topical professional development including the continued review and implementation of a Developing Performance Plan
  - All school staff to engage with the Developing Performance Plan process and requirements
  - Classroom Walk-Throughs to gather data to inform future practice.
- **Expand and embed goal setting for needs of all students**
  - Use of data, personal conversations, profiling, to cater for student needs through differentiation – evidence in planning and conversations with HOC, Deputy Principal and Principal
  - Adoption of One School for recording of C2C assessments
- **Revise the whole school moderation process and establish consistency of practice**
  - Adopt and adapt the Department Of Education Whole School Curriculum, Assessment and Reporting Framework
  - Develop with staff a consistent process for moderation in term 2 and 4
- **Continue school-wide data collection system and C2C assessment recording to inform differentiation practices**
  - Opportunities for differentiation for students discussed during planning meetings. Teachers use knowledge of students (pre-assessment, data analysis and previous C2C assessment results) to differentiate student learning. Differentiation would include alteration to C2C units to match students' needs
  - Adoption of Regional and school based differentiation proforma for documentation of catering for students needs
  - Analysis of regional benchmarks to assist with the differentiation for students.

- Enhancement teachers assist with differentiated programs for students.
- Coaching and Mentoring Program continues in Reading.
- **IARC to focus on improving results for upper middle band students**
  - Effect size data used to inform planning for 2014
  - Consultation with School Improvement PEAC about the whole school data profile
  - Focus to decrease the bottom 20% and increase the middle 60% and upper 20% bands with particular focus on the middle upper band students
  - Semester one focused on teaching of STLaNs with Years 1, 3, 5, 7 and teacher aides supporting classroom teachers. Teacher aides were used in intensive support programs and also to support D/E students within classes to complete C2C lessons. Focus moved in semester 2 to Years 2, 4, 6
- **Establish One Portal as the preferred access point for school policies and procedures for all staff**
- **School to adopt DETE Pedagogical Framework being released this year**
  - Review current school Pedagogical Framework for alignment with the DETE Pedagogical Framework
  - Contextualise DETE documentation into school operations
  - Further implementation of Pedagogical Framework
- **Continued productive partnerships with students, staff, parents and the community to promote confidence and pride in the school's ability to meet the future needs of all students**

### Future outlook

- **Continue embedding whole school reading and writing program including school-wide commitment to STRIVE vocabulary program and Seven Steps to Writing Success**
  - Students to display development in reading, fluency, a broad and deep vocabulary and active comprehension strategies
  - 90% of students reaching school targets in reading
  - Improvement in NAPLAN reading results
- **Embed Words Their Way as the Windaroo State School Spelling Program school-wide**
- **Improve performance of all students in numeracy through streamlining C2C units to suit school context**
- **Implement Number Facts Scope and Sequence**
- **Continue new school-wide moderation model mid Term 2 and 4 to ensure consistency of judgement using the Windaroo Moderation Marking Matrix**
- **Extend the development of the instructional coaching and mentoring model to include peer coaching**
  - 50% of staff involved in peer coaching by the end of 2015
  - Development of skills database
  - Evidence through walkthroughs of peer coaching within and across year levels
- **Effective use of CFTs and Interactive Whiteboards to enhance teaching and learning**
- **Effective digital pedagogies to support implementation of iDevices**
  - Provision of ICT resources in school lab and min 5 computers per class for upper school
  - Maintain one class set laptop trolley Prep-2
  - iPad class sets for Prep, Yr 2 & Yr 4
  - Maintain 0.6FTE Technician service across school
- **Adapt and modify Curriculum into the classroom yearly overview and units used by teachers to cater for school context and student needs**
  - Adaption of units in Mathematics and English with staff engaged in the roll out. All staff to use in 2016
  - Planning by all teachers contains adjustments for differentiation of students and is accessible in OneSchool units
  - Teachers utilise strategies that promote Higher Order Thinking processes & cooperative Learning Strategies across all curriculum areas
- **Revision of the Windaroo Pedagogical Framework to ensure all staff are aware of the "Windaroo Way"**
  - School curriculum plan is clearly documented on OnePortal and incorporates all requirements of the Australian Curriculum in English, Mathematics, Science, History and Geography and introduced KLAS
- **Student individual learning goal setting is introduced as an on-going process for all students**
  - Data analysis and introduction of goal setting discussed in Deputy conversations
  - One English goal introduced in Term 1 and one English and Mathematics goal Term 3 onwards
- **Working party to be formed to represent all stakeholders of the school community whose role will be to monitor, review and implement new ideas, programs and strategies that will build on existing school policies around Culture,**

**Discipline & Behaviour and as a result will enhance the Supportive School Environment to improve student learning and outcomes**

- **Continue to expand current Koala Joeys Program (interactive oral language program for families and careers with children under school age).**
- **Continued implementation and improvement of school-based Plans and Policies**
  - Implement Asset Replacement Plan
  - Develop Facilities Maintenance Plan
  - Revise WHS Action Plan
  - Review and revise Emergency Management Plan

## Our school at a glance

### School Profile

#### Coeducational

Year levels offered in 2014: **Prep Year - Year 7**

#### Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	812	402	410	95%
2013	896	457	439	93%
2014	933	476	457	94%

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

#### Characteristics of the student body:

Windaroo State School is a coeducational Band 10 Primary School, opened in January 1992. The student population, though represented by a wide range of socio-economic backgrounds, is primarily "middleworking-class" and is characterised by a small percentage of single income families and single parent families. Student turnover is relatively low. We are experiencing an increased enquiry for enrolment into our school.

Our school offers a curriculum from Prep to year six. A Special Education Program also operates in the school to support students with low incident support needs. We also have a C&K on our premises which allows for a smooth transition from Kindy to Prep.

#### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	22
Year 4 – Year 7 Primary	24	23	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

#### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	38	22	30
Long Suspensions - 6 to 20 days	1	1	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Windaroo State School provides a curriculum across the C2C units with an emphasis on Literacy and Numeracy. In addition our offerings include;

- Boys and Girls pedagogical teaching to cater for learning styles.
- Science specialist program from Prep to year five
- LOTE Yr 5-6 – Japanese
- Extensive sports program

### Extra curricula activities

- Instrumental Music
- Junior and Senior Choir
- Bi-annual musical
- Interschool sports
- Athletics carnivals
- Annual Cross Country
- Student Leadership program
- Big Buddy Program
- Chaplaincy Program
- SUPA Club
- Religious Education
- Before and After School Care on campus
- Koala Joeys Program
- Excursions
- Leadership camp for year 6 students
- Student Council
- Various before school and lunchtime clubs run by senior teachers
- Maths extension program in Yr 4-6
- Innovative links to Windaroo Valley State High School with technology and environmental science
- Involvement in Project 600 and Unify courses provided by the Brisbane School of Distance Education

### How Information and Communication Technologies are used to assist learning

ICTs are integrated across the curriculum to provide opportunities for student learning. We have a range of devices available for use, including:

- Two computer labs (1 x Apple Mac lab and 1 x Windows lab) providing whole class lesson facilities
- Each class has either networked computers for small group or individual tasks, or a set of iPads that are connected wirelessly to the school network.

To enhance and supplement their learning, students have access to the Learning Place, Mathletics and RAZ Kids programs with its vast array of resources and activities. These can also be accessed at home for homework tasks, extension and revision activities.

Each classroom and learning area has a data projector or Interactive Whiteboard to enable teachers to display work, information and activities.

Staff incorporate a range of activities including Publishing, Data collection, Presentations, Research, Analysis, Creation etc, all of which are derived from their Curriculum units.

Our latest journey into the use of iPads is being developed across targeted year levels and will continue to expand to all classes in the future.

### Social Climate

Windaroo State School has a safe and supportive environment. The high levels of student and parent satisfaction are demonstrated by our School Opinion Survey results.

An extensive student leadership program is a key feature of our school. Student leaders are elected by the student body. The Student Council meets regularly with the Administration Team and leads the student body.

Our Big Buddies Program provides student leaders who are extensively trained to support younger students in the playground. These students undertake 5 hours of training in working with others to help them with their problems. Big Buddies are rostered to work each day and provide additional support for students. This program has been highly successful and is appreciated by students, parents and staff.

The Supportive School Environment committee run a range of initiatives to support positive behaviour and anti-bullying strategies. These include the use of the very successful High-5 anti-bullying strategy and 'Behaviour of the Week'.

**Parent, student and staff satisfaction with the school**

<b>Performance measure</b>			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	97%	93%
this is a good school (S2035)	97%	100%	96%
their child likes being at this school* (S2001)	95%	95%	99%
their child feels safe at this school* (S2002)	92%	100%	99%
their child's learning needs are being met at this school* (S2003)	95%	97%	94%
their child is making good progress at this school* (S2004)	89%	95%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	92%	88%
teachers at this school motivate their child to learn* (S2007)	92%	95%	91%
teachers at this school treat students fairly* (S2008)	92%	92%	91%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	94%
this school works with them to support their child's learning* (S2010)	91%	92%	85%
this school takes parents' opinions seriously* (S2011)	91%	97%	88%
student behaviour is well managed at this school* (S2012)	91%	97%	96%
this school looks for ways to improve* (S2013)	97%	100%	94%
this school is well maintained* (S2014)	97%	100%	99%

<b>Performance measure</b>			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	99%	100%
they like being at their school* (S2036)	91%	98%	99%
they feel safe at their school* (S2037)	93%	96%	100%
their teachers motivate them to learn* (S2038)	96%	98%	100%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	97%	99%
teachers treat students fairly at their school* (S2041)	88%	94%	97%
they can talk to their teachers about their concerns* (S2042)	87%	98%	96%
their school takes students' opinions seriously* (S2043)	92%	99%	99%
student behaviour is well managed at their school* (S2044)	87%	98%	100%
their school looks for ways to improve* (S2045)	99%	99%	100%
their school is well maintained* (S2046)	95%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	93%	100%	99%

<b>Performance measure</b>			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		99%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		93%	94%
students are encouraged to do their best at their school (S2072)		99%	100%
students are treated fairly at their school (S2073)		99%	99%
student behaviour is well managed at their school (S2074)		100%	99%
staff are well supported at their school (S2075)		99%	96%
their school takes staff opinions seriously (S2076)		98%	97%
their school looks for ways to improve (S2077)		99%	99%
their school is well maintained (S2078)		98%	100%
their school gives them opportunities to do interesting things (S2079)		98%	96%

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

# 'Agree' represents the 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 play an active and important role in our school community life. Parent helpers can be found in our classrooms each day. Many help in curriculum activities including Support-A-Talker, home readers or as class helpers.

Other ways in which parents are partners in our school include canteen volunteers, school banking and P&C. Our P&C plan and host various events throughout the year. These have been highly supported and have opened the doors to even more families in the school getting to know each other creating a real sense of community.

### Reducing the school's environmental footprint

Windaroo has implemented the following strategies to reduce our carbon emissions within our school and community:

- Low energy light bulbs
- Blackout policy outside school hours
- Our newsletters and internal communication is now almost entirely through email
- Solar panels to return energy to the grid. Our students are monitoring our energy usage through the 'Solar Schools' network
- Many building fitted with screens and awnings over windows to reduce cooling requirements
- 5 x 50,000 litre water tanks harvesting approx. 2,000,000 litres of rainwater each year. This water is then gravity fed onto gardens and lawns, thus reducing carbon emissions as a result of water pumping costs as well as enabling us to 'green' more areas and offset some of our carbon production by returning more oxygen to the atmosphere from our plants
- Recycling Team collect all appropriate food scraps and place them in a purpose built compost bin at the back of the school Year 2 students are involved in a rubbish audit and work on ways to resolve the issue

We are continually working hard to educate our students on the necessity to save energy and resources. For example:

- Prep – year 6 students are able to volunteer for our "Green Team". Four times a week, students give up their time to collect rubbish, recycle, compost, tend our worm farms, work in our vegetable garden, weed, mulch, care for our native animal pets
- Year 5 students research and draw plans for energy saving houses as a culminating activity for their 'Energy and Change Unit'
- Every year, our year 4 students identify an area in our school that is suffering from soil loss as part of their soil conservation unit and together with the help of the Administration Officer and Facilities Officer rectify the problem with retaining walls, water tanks to stop run off etc.
- Preps to 3 are immersed in learning about recycling, protection of wildlife, properties of materials
- We have a litter busters competition that runs all year round, in an attempt to prevent the rubbish from our school entering our waterways
- Since 2010 we have applied for and won over \$46,000 in grants and prize money from Science competitions and awards enabling us to develop over two acres of barren playground into gardens of native, indigenous and endangered plants
- We run a market flower and vegetable garden with the students
- A native bee colony to pollinate the extensive native garden, two frog ponds to encourage native frogs
- Project 4000 runs four times a year to highlight rubbish issues and inform students of appropriate behaviours

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	193,229	6,239
2012-2013	230,202	2,427
2013-2014	246,033	3,637

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.

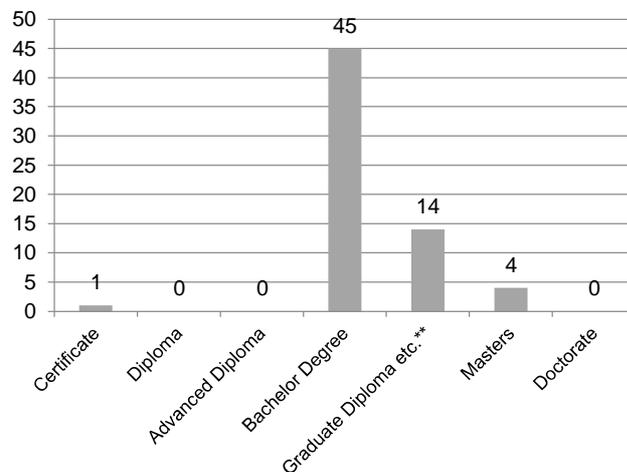
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	64	33	<5
Full-time equivalents	54	22	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	45
Graduate Diploma etc.**	14
Masters	4
Doctorate	0
<b>Total</b>	<b>64</b>



\*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 2014 were \$17,62.00.

The major professional development initiatives are as follows:

- Literacy- in particular reading
- C2C
- Moderation
- Data analysis for student improvement
- Senior Experienced Teacher Mentoring Program

All staff participated in Pupil Free Day professional development and training. In addition staff attending outside school activities shared and reported their learning at school. The Head of Curriculum has a significant role in training and development with staff which helps keep PD expenditure low.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

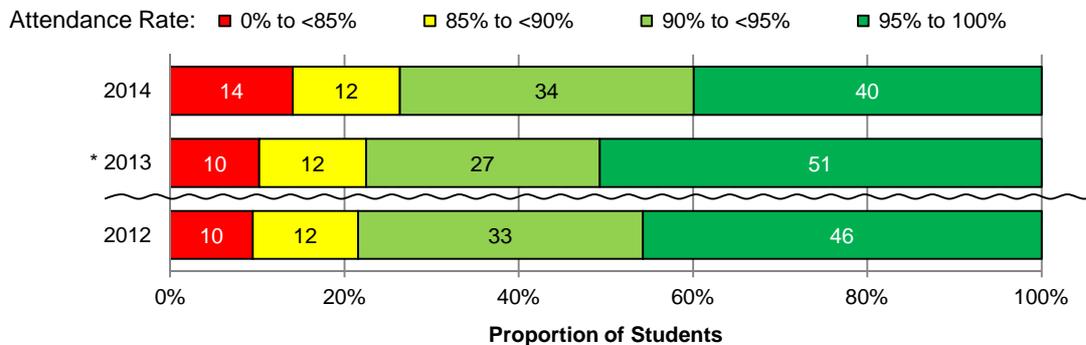
#### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	93%	94%	93%	95%	93%	92%					
2013	92%	93%	94%	91%	94%	93%	93%					
2014	92%	92%	93%	93%	93%	92%	93%					

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 after 2012 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 DETE 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.

Our school maintains an electronic enrolment management system to ensure we have accurate student records and management system.

Student arrival and departure times are logged to ensure absences are monitored. Teachers and Office staff ask and record reasons for student late arrival, early departure and Days absent.

Student absence is monitored and each week a Student Absence Letter is generated and sent home for any "Unexplained Absences". If a student is absent and contact is not received from parents for the absence, the class teacher contacts that parent and if there is still no contact from parents, it is referred to the Deputy Principal. Remaining Unexplained Absences appear on the end of Semester Report Card.

Rolls are marked twice daily for the safety of your children and for accurate attendance records. We ask that parents support the school in this endeavour.

### 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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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

We had 44 Indigenous students enrolled in our school in 2014. Our total enrolment was 933 students. Our Indigenous students showed a fantastic improvement in writing in Year 3 & 7 and numeracy in Year 5. There was also an improvement in the reading levels in Year 3,5 & 7.