Windaroo State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Windaroo is a caring school community committed to quality education for all. This Statement of Purpose is reflected in our school motto: "Caring and Learning Together". The school family is seen as an extension of the home family, working together to improve the holistic development of all students. All staff are committed to this ethos and we strive to achieve the best outcomes for everyone. The school achieves its mission by constantly implementing and reviewing our Curriculum and Assessment and communicating between ourselves and our school community about these programs and results. Our Core Values: Care, Co-Operation, Respect, Responsibility, Self-Esteem and Self-Reliance play a vital role and are demonstrated by our staff and students who are involved in a variety of Leadership roles within the school, Student Council, Big Buddy and Imaginary Play Programs, Clubs and also in community days and projects. The school caters for multi and single age classes where teachers prepare, plan and moderate student work. Classroom programs are well-balanced, following EQ guidelines and the essential learnings are emphasised through explicit teaching and rigor building on the foundations of English and Maths. We use our guiding principles to maintain a level of excellence. These include responding to individual needs in a socially just manner, management and moderation through consultation and collaboration, partnership with, and accountability to, the community, and valuing people and their contributions. We strive to provide high standards of behavior, strong values, excellence in academic programs, support for each child's learning needs and a pride in oneself and it is for these reasons that we commend our school to you. We welcome you and invite you to seek out more information about our wonderful community.

School progress towards its goals in 2018

- Embed in the teaching and learning of English across the school using these specific pedagogical strategies: Gradual release of Responsibility; Literacy Blocks; Modelled, Shared, Guided and Independent learning opportunities in Reading, Writing, Speaking and Listening.
- Use of streamlined unit overviews to inform whole school, year level and classroom planning of English.
- Consolidate and monitor use of key programs such as STRIVE, Words Their Way, Seven Steps to Writing and QAR.
- Embed a set of agreed pedagogical practices (as per Pedagogical Framework and Maths Program) across the whole school.
- Embed a set of agreed pedagogical practices in Mathematics – WALT/WILF, Gradual Release of Responsibility, Numeracy Block, Maths Vocabulary, Problem Solving across the whole school.
- Embed a whole school Number Facts Scope and Sequence across the school.
- Implement a range of effective U2B strategies for Mathematics in classrooms and as part of the Enhancement Team program
- Identify through data, high performing students and extend their knowledge through engagement in problem solving and reasoning strategies.
- All Domains to use current and historic trends to identify needs of students in Reading.
- All Domains to use the "Tracking to NAPLAN" document with key strategies and targets for student in Reading and Maths.
- Implement and embed Digital Technologies into the senior Curriculum.
- Provide Technologies (Digital and Design) mentoring to assist in the integration of the Technologies learning area.
- Create digital projects to provide students with the tools and confidence to investigate problems, make decisions and create design solutions relating to real-world contexts.
- Introduction of coding (visual programming) to selected year levels including robotics.
- Continue the program whereby the class with best attendance record for the fortnight choose the song to be played as the bell tone for breaks.
- Continue SALS letters and follow up process with class teachers and Deputy Principals.
- Communicate high expectations of attendance with staff and parents via assemblies, newsletters, information sessions and class newsletters.

- Encourage students to be on time and reduce late arrivals by rewarding students.
- Embedding of the Annual Performance Review Process ensuring that all staff develop their Annual Performance Plan each year. Feedback (written and visual) to be given to staff throughout the process.
- Mentor Aspiring Leaders.
- Provide professional development on identifying data using a range of formative, summative and diagnostic assessment tools and extend high performing students in English.
- Use designated critical aspects of the Literacy Continuum to collect formative assessment of students.
- Develop the Windaroo State School Spelling Plan to reflect the use of the *Words Their Way* Spelling Program.
- Develop the Windaroo State School Speaking and Listening Plan.
- Embed the WSS Writing Plan with a focus on Daily Writing
- A class teacher appointed as the *Seven Steps to Writing Success* leader to mentor staff.
- Provide professional development in the area of assessment and marking guide construction
- Conduct professional development in the area of differentiation

Future outlook

School Improvement Priorities

Our 2019 School Improvement Priorities will be organised around our three school pillars of:

- Informed and effective teaching and learning
- Positive and caring relationships
- High expectations

Informed and effective teaching and learning: Reading

Strategies:

- Modelled, guided, shared & independent lessons to teach reading
- Teachers will use the gradual release model of "I do, We do, You do"
- Big 6 of reading will be a focus
- Consistency of practice in the teaching of reading
- Learning walks will be conducted by the leadership team for feedback on student learning
- Professional Learning Communities (PLCs) will occur every week for collegial discussion of improving student data

Targets:

- o Students will be reading at 70% of their instructional level by the end of the year
- o Differentiated teaching and learning will occur as a result of PLCs
- o Student improvement will be tracked and monitored, intervention will be implemented as needed
- o Students can articulate learning goal and how to improve learning

Positive and caring relationships

Strategies:

- Apply positive behaviour practices consistently
- Apply behaviour consequences consistently
- Focus behaviours are taught & embedded
- Inclusive practices are embedded

Targets:

Improve Student School Opinion Survey results to:

o   90% consistency of behaviour management from 80%

o   95 % students feel accepted by their peers from 89%

o   95% I can talk to their teachers about concerns from 87%

o   95% Teachers at my school treat students fairly from 89%

High expectations – 85% A-C : 40% A&B English

Strategies:

•   Learning goals referring to Literacy continuum

•   Feedback: improvement focussed

•   PLCs (professional learning communities)

•   Professional learning plan

•   Extending all students including high achievers

•   Differentiation provided to students through Enhancement lessons and other modes

•   Daily writing for all students

Targets:

o   85% of students achieving A-C English

o   40% of students achieving A & B English

o   Maintain Upper Two Bands (U2B) in NAPLAN for Yr 3 students at or above 50%

o   Lift Upper Two Bands (U2B) in NAPLAN for Yr 5 students to 40%

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	923	936	970
Girls	449	465	501
Boys	474	471	469
Indigenous	52	57	58
Enrolment continuity (Feb. – Nov.)	96%	94%	96%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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 "middle working-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 special needs.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	25	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our Approach to Curriculum Delivery

Windaroo State School provides a curriculum based on the Australian Curriculum with Education Queensland's Curriculum into the Classroom units providing useful resources. There is an emphasis on Literacy and Numeracy skills.

In addition our offerings include:

- Science specialist program from Prep to Year Five
- LOTE Year 5-6 – Japanese
- Extensive Sports Program
- Instrumental Music
- Innovative links to Windaroo Valley State High School

Co-curricular Activities

Our offerings include:

- Junior and Senior Choir
- Bi-annual musical
- Interschool sports
- Athletics carnivals
- Annual cross country
- Student leadership program
- Big Buddy Program
- Chaplaincy Program
- SUPA club
- Before and After School Care on campus
- Koala Joeys Program (pre-Prep)
- Excursions
- Year 6 Camp
- Year 5 Camp
- GALA sport

- Student Council
- Various before school and lunchtime clubs run by senior teachers

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, Reading Eggs, World Book Online, Typing Tournament, Spelling City and Skoolbo.

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.

Some teachers have participated in BYOD training and have school iPads to use in their rooms. They have begun experimenting with how to use them to display work and incorporate student iPads into their programs using Airserver.

Social climate

Overview

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-bulling strategies. These include the use of the very successful High-5 anti-bullying strategy and 'Behaviour of the Fortnight'.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	97%	100%
• this is a good school (S2035)	99%	95%	99%
• their child likes being at this school* (S2001)	98%	95%	97%
• their child feels safe at this school* (S2002)	98%	95%	98%
• their child's learning needs are being met at this school* (S2003)	95%	95%	95%
• their child is making good progress at this school* (S2004)	94%	91%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	99%	99%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	93%
• teachers at this school motivate their child to learn* (S2007)	94%	95%	94%
• teachers at this school treat students fairly* (S2008)	94%	94%	95%
• they can talk to their child's teachers about their concerns* (S2009)	95%	99%	96%
• this school works with them to support their child's learning* (S2010)	94%	96%	92%
• this school takes parents' opinions seriously* (S2011)	94%	91%	91%
• student behaviour is well managed at this school* (S2012)	96%	95%	94%
• this school looks for ways to improve* (S2013)	98%	92%	96%
• this school is well maintained* (S2014)	99%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	97%
• they like being at their school* (S2036)	98%	94%	93%
• they feel safe at their school* (S2037)	99%	98%	95%
• their teachers motivate them to learn* (S2038)	99%	97%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	98%
• teachers treat students fairly at their school* (S2041)	97%	93%	89%
• they can talk to their teachers about their concerns* (S2042)	97%	89%	87%
• their school takes students' opinions seriously* (S2043)	98%	97%	97%
• student behaviour is well managed at their school* (S2044)	99%	92%	81%
• their school looks for ways to improve* (S2045)	98%	98%	99%
• their school is well maintained* (S2046)	97%	100%	97%
• their school gives them opportunities to do interesting things* (S2047)	100%	97%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	99%	100%	97%
• they receive useful feedback about their work at their school (S2071)	94%	99%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	91%	86%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	99%	100%
• student behaviour is well managed at their school (S2074)	98%	99%	94%
• staff are well supported at their school (S2075)	98%	100%	99%
• their school takes staff opinions seriously (S2076)	98%	96%	99%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	99%
• their school gives them opportunities to do interesting things (S2079)	94%	97%	92%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 helping with Rug Reading, home readers or as class helpers.

A Parent Forum is held each term with varying topics. This is a consultative model where by parents are given the opportunity to respond via flyer or in person in a forum setting.

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.

Respectful relationships programs

Respectful Relationships are being addressed through the following:
- Responsible Behaviour Plan
- High Five Strategy
- Values Tokens
- Behaviour of the Fortnight
- Bullying Policy
- Chic Chat Program
- Big Buddies
- First Four Weeks Program
- Life Education
- Kids in Care
- Community Safety Programs – LCC &QPS
- Guidance Officer
- School Chaplain

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	12	19	34
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing the school's environmental footprint

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, and 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
- A market flower and vegetable garden is run by students in conjunction with the Science department

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	249,501	257,638	247,856
Water (kL)	5,160	3,138	4,605

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	69	38	<5
Full-time equivalents	62	26	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	3
Graduate Diploma etc.*	3
Bachelor degree	57
Diploma	6
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $26,034.80.

The major professional development initiatives are as follows:

- Mandatory All Staff Training Program incl. Code of Conduct, Internal Controls, Keys to Managing Information
- Workplace Health and Safety
- Asbestos Awareness
- First Aid, CPR, Epipen Training
- CARA
- Student Protection
- Reading
- Maths
- Learning Goals
- Team Building
- High Performance Teams
- SBMAQ – conference for School Business Managers
- QASSP conferences and workshops
- STEM teacher Symposium
- Deputy Principal and Principal core business days
- Improving the integrity of A – E
- Seven Steps to writing

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 95% of staff were retained by the school for the entire 2018.

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	92%
Attendance rate for Indigenous** students at this school	93%	91%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	93%	94%	Year 7			
Year 1	91%	93%	93%	Year 8			
Year 2	93%	92%	93%	Year 9			
Year 3	93%	94%	92%	Year 10			
Year 4	92%	93%	93%	Year 11			
Year 5	93%	92%	91%	Year 12			
Year 6	92%	93%	91%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	13	12	30	46
2017	12	12	30	47
2018	14	14	24	49

Proportion of Students
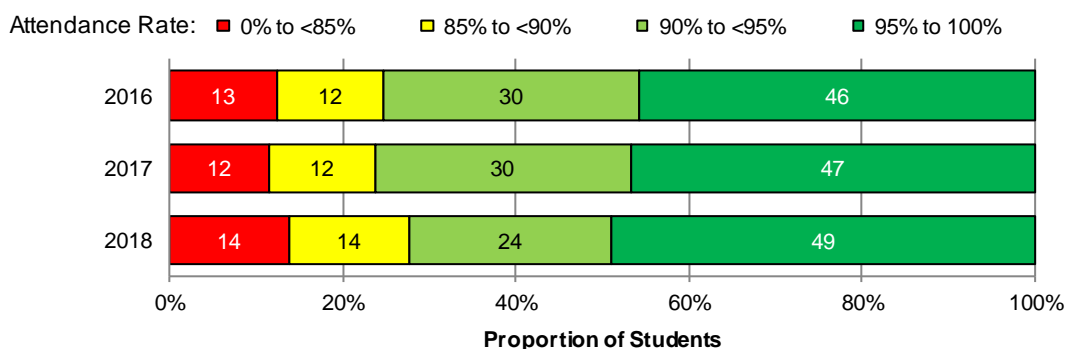
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll*

Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.
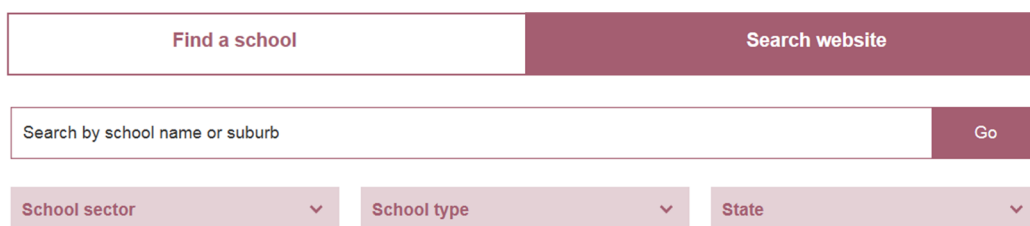
Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Our school maintains an electronic enrolment management system to ensure we have accurate student records. 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 on a daily and weekly basis. Each day an SMS is sent for unexplained absences to the primary parent. Replies are recorded to offset these absences. 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.