



Wyandra State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Wyandra State School began as a provisional school in 1898 and was officially ratified as a State School in 1909. This multi-age co-educational school provides for students from Kindy to Yr6 in the township of Wyandra which is situated 100 km south of Charleville on the Mitchell Highway. This multi-age learning experience develops skills of teamwork, sharing, cooperative learning and peer teaching. Our experienced dedicated team of teachers use the Australian Curriculum with a particular focus on increasing student capabilities in the learning area of literacy. We strive to increase the educational standard of students displaying learning difficulties and to maintain educational engagement for our students. Student learning is closely monitored and adjusted to cater for the learning needs and learning styles of each student. Each year the students participate in out of school excursions and activities such as: PCAP programs, small schools camps, sports camp, school sleep over, neighbouring town visits, swimming lessons & weekly local library visits. The school has lovely grounds which include a veggie garden, undercover play area and undercover sandpit.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

This report outlines key profiles and outcomes for school improvement for the year 2017. The report provides an overview of Wyandra State School including, curriculum offerings, social climate, parent, student and staff satisfaction including performance measures, student outcomes and other information relevant to reaching the goals set in the period of 2017.

School progress towards its goals in 2017

School Goals

Reading: Ongoing
Spelling: Ongoing
Attendance: Ongoing

- Benchmarks were set for all students for Reading, Spelling and Attendance.
- Data was gathered regularly and recorded on OneSchool.
- Review of the student's data was conducted in cycles and teaching strategies adapted to suit student's needs.
- Students had a high teacher / student ratio.
- Budget funding was given priority to employing teachers with literacy skills to explicitly teach students.

Tracking of student results saw positive improvement for all students.

Future Outlook

2018 Goals

Reading: To ensure all students reach Regional Benchmarks for reading by Tern 4, 2018
Attendance: Attendance is to be greater than 85% for all students.
There should be Nil attendances for unexplained absences.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	13	8	5	9	50%
2016	5	1	4	3	29%
2017	4	1	3		67%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Wyandra State School is a co-educational Queensland state Government School. Students are predominately from the local township and surrounding properties. Families from the local area are employed in the public sector, private business and the rural sector. Approximately 50% of the school population is of Aboriginal descent.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	14	5	4
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- Curriculum is founded on the Australian Curriculum.
- Each student is on an individual learning pathway.
- Every child is working at their own level and on a program paced to suit their individual learning.
- Teaching delivery is one- one and incorporates explicit teaching methodologies.
- Reading is a high priority in the school program.

- A timetable is available from the school and is a routine the school firmly follows.
- Expert teachers are employed on a contract bases to deliver focused curriculum content.

Co-curricular Activities

- Homework club/ Mondays, Tuesdays and Fridays
- Blue Light Disco
- Blue Light Movies
- School Garden
- Various Incursions and Excursions
- School Camp
- Swimming

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are used in the day teaching of the Curriculum. Teachers and staff have access to interactive whiteboards, iPads's and new model computers. The computer ration for students is 1:1. Programs used are; Reading Eggs, Mathletics, Skwirk & Spellodome. The teacher sets the work on these programs and students follow an individualised program. These programs track students results and provide a reporting and teaching opportunity,

Social Climate

Overview

Positive behaviour, including strong social skills is a highly valued characteristic at Wyandra State School. 2014 saw the beginning Framework around behaviour, which continues to be in place. This framework provides teaching expectations for social skills to students and will underpin the collection of data around behaviour and behavioural policies for Wyandra State School.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	86%		
this is a good school (S2035)	86%		
their child likes being at this school* (S2001)	100%		
their child feels safe at this school* (S2002)	86%		
their child's learning needs are being met at this school* (S2003)	100%		
their child is making good progress at this school* (S2004)	86%		
teachers at this school expect their child to do his or her best* (S2005)	100%		
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%		
teachers at this school motivate their child to learn* (S2007)	100%		
teachers at this school treat students fairly* (S2008)	86%		
they can talk to their child's teachers about their concerns* (S2009)	100%		
this school works with them to support their child's learning* (S2010)	100%		

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	86%		
student behaviour is well managed at this school* (S2012)	86%		
this school looks for ways to improve* (S2013)	100%		
this school is well maintained* (S2014)	100%		

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	DW		
they like being at their school* (S2036)	DW		
they feel safe at their school* (S2037)	DW		
their teachers motivate them to learn* (S2038)	DW		
their teachers expect them to do their best* (S2039)	DW		
their teachers provide them with useful feedback about their school work* (S2040)	DW		
teachers treat students fairly at their school* (S2041)	DW		
they can talk to their teachers about their concerns* (S2042)	DW		
their school takes students' opinions seriously* (S2043)	DW		
student behaviour is well managed at their school* (S2044)	DW		
their school looks for ways to improve* (S2045)	DW		
their school is well maintained* (S2046)	DW		
their school gives them opportunities to do interesting things* (S2047)	DW		

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	75%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017

'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 are encouraged to be a part of their child's education by sharing the role of education delivery, particularly through home reading and attendance. Parents also encourage their children to have a positive outlook towards the school and the importance of education.

Parents are invited to attend open days, parades, special school activities and parent teacher interviews.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. The program is linked to the HPE school program. Focusing on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	7	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Solar Panels have been installed on the roof of the Library, feeding additional power back into the grid. Students are encouraged to recycle food scraps, with the compost created used in gardens around the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	17,764	
2015-2016	15,693	
2016-2017	14,288	

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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time Equivalents	2	1	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2017 were \$ 9,279.94

The major professional development initiatives are as follows:

- Coaching
- Principal Meetings
- Facilities
- Reading
- Explicit Teaching
- Policies and Procedures.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	100%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	68%	83%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	74%	81%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

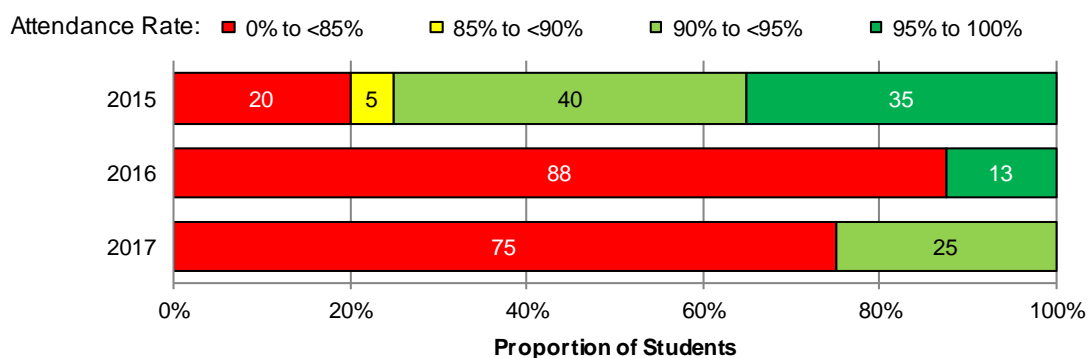
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	77%	88%	88%	93%	DW	DW	92%	100%					
2016	DW	62%	DW	DW	DW		DW	DW					
2017		83%	DW										

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 DET 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.

NAPLAN

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.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.