Principal’s foreword

"Our Learning Place, Our Growing Space"

As our vision suggests, a very strong sense of community spirit exists within the Wamuran school community. We are committed to achieving the best educational outcomes for every student. Classroom teaching programs are balanced & innovative, while still ensuring the focus is maintained on Literacy & Numeracy. Technology is valued and integrated within the curriculum to engage and enhance learning experiences for students. Our students participate in a wide variety of extra curricula and sporting activities. Through School Wide Positive Behaviour Support we foster a safe and supportive environment and have developed our school values in collaboration with our community. (The feeling of belonging, Success at all stages, Caring for self, others and the environment, The love of learning.)

We have consistently achieved outstanding school opinion survey results from students, parents and staff. Our Chaplain addresses the religious, spiritual and emotional needs of our community. Parents are valued & are encouraged to become actively involved in the school. Our P & C Association fosters cohesion within the school community & provides additional resources including the additional employment of teacher aides critical to our schools success.

2011 was a very positive year for Wamuran State School.

2011 was a very positive year for Wamuran State School. Our clear focus in 2011 has been student academic success; the development of strong partnerships with our parents and community; and developing the skills & competencies of our staff.

Highlights of 2011 included:
- Extremely positive parent, staff, student opinion surveys.
- Positive trends in academic improvement in NAPLAN results.
- Improvement in all Year 3 areas comparing with the National Standard.
- Improvement in writing in years 3, 5 and 7 highest results our school has achieved.
- Improvement in spelling in years 3, 5 and 7 highest results our school has achieved comparing with National mean for the first time in 4 years.
- Winners of ‘1 Dream Challenge’ (Indigenous student challenge).
- Successful Unlimited program for boys run by school Chaplain.
- 1st place District Cross Country in ‘C’ schools.
- Increase in parent and community involvement in school using “Many Hands Makes Light Work” strategy.
- CPR’s (class parent representatives) used as an additional forum for parents to express their views and work in partnership.
- Successful community partnerships with the Caboolture NASHO’s in assisting with ANZAC and Remembrance Day events.
- Positive responses from school involvement with ANZAC and Remembrance Day.
- Successful Wamuran Community Children’s Carnival and Dinner nights held in partnership with the Wamuran Sporting Association.
- Queensland Courier Mail Spelling Bee Matthew Gaske Year 3 student First place second year in a row.
- Tuckshop Volunteer of the year award (Ange Cooper).
- Most improved menu of the year award.
- Opening of new school library and school hall facility.
- Interschool sport Finalists (Football, Soccer).
- Successful Music Recital in conjunction with Tullawong State High School.
- Dance Fever Challenge Success.
- Successful partnership developed with QUT Caboolture Campus.

We are ever grateful for the financial support & advice of our hard working P & C!

School progress towards its goals in 2011

In 2011 all goals of our 2011 Annual Operation Plan were realised. Literacy was the main focus for continuous improvement.

Evidence of our school’s positive culture was again highlighted by strong parent, staff and student opinion surveys. We successfully achieved our goal of building staff confidence, capabilities and readiness for the implementation of the Australian Curriculum in 2012. Establishing processes that promote consistent school wide pedagogical excellence through the establishment of school wide collaborative planning, coaching/ mentoring, observation and feedback was also implemented.

All teachers participated in professional development in how to teach inferential questions to improve the performance of all students in reading comprehension through an explicit focus on direct teaching of comprehension through differentiation. This strategy will be further enhanced in 2012 with all teachers participating in professional development in ‘First Steps – Comprehension’.

Successful implementation of ‘Words Their Way’ to assist explicit teaching of spelling using differentiated grouping based on student ability across 1-3, 4/5 and 6/7 has been beneficial. Along with additional teacher aide time to reduce class grouping size and allow for
greater one on one assistance. Spelling trends improving in all year levels. Years 3 and 5 compare with National mean for the first time in 4 years, a huge improvement was shown in year 3 and year 5 with Year 7 steadily improving each year.

Writing results showed a good improvement in Year 3, 5 and 7 recording the highest NAPLAN results our school has achieved. A huge improvement was evident in all year 3 NAPLAN areas especially in reading.

An improvement was evident in 13 of 15 NAPLAN areas where the percentage of students were at or above the National Minimum Standard. In the two areas where improvement wasn’t shown we achieved 89% and 98% respectively.

Future outlook

Wamuran staff continues to be committed to developing lifelong learning skills for our students, staff and parents.

The key drivers of our reform will be in the areas of literacy, numeracy and science. Underpinning these reforms will include extensive learning and development, early intervention strategies, focused teaching techniques, and the ongoing tracking of student performance. In 2012 we will continually review, evaluate and implement anti bullying policies and strategies to ensure our students are able to perform to their true potential in a safe, positive and supportive learning environment.

Our P&C will focus their attention on ensuring they support our school to enable students to maximise their potential.

2012 PRIORITIES:

Improve the performance of all students in reading comprehension through an explicit focus on direct teaching of comprehension ensuring differentiation of instruction for all students.

Improve the performance of all students in numeracy through an explicit focus on teaching using a problem solving approach ensuring differentiation of instruction for all students.

Effective implementation of Australian Curriculum in English, Science and Mathematics in all classrooms.

Increasing the utilization of ICT to engage students and enhance learning opportunities.
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>357</td>
<td>178</td>
<td>179</td>
<td>96%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our fifteen classes were comprised of fourteen single classes and one composite class. The percentage of indigenous students was 0.04%.

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>25.1</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27.1</td>
</tr>
<tr>
<td>All Classes</td>
<td>26.1</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>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

- Dance Fever
- Instrumental music program and Choir
- Guitar lessons
- Interschool sporting program
- School Camping Program
- Community involvement with local groups
- ‘I Dream’ Program for indigenous students

Extra curricula activities

In 2011 we continued to offer wide-ranging extra-curricular activities for all students in:

- **Literacy:** Book Fair, Book Week, Author/local library visits, Spelling Bee, Principal English competitions
- **Mathematics:** District Maths and school competitions
- **The Arts:** Dance Fever and Dance Challenge
- **Sport:** Cross Country, Athletics, P-3 Pentathlon, Swimming Carnival, summer and winter inter-school sporting programs for Yr 6/7

Many students obtained personal success in these events and proceeded to District and Regional level.

- School Chaplain (Homework Club, lunchtime activities)
- Active After Schools Program
- Student Council run lunchtime activities
- The school also celebrated:
  - Education Week
  - Under 8’s Day
- The school also participated in local and wider community events:
  - ANZAC & Remembrance Day Services
  - As part of Clean-up Australia Day we maintained the Community Hall grounds and gardens
  - Community Sports Association Dinner nights

How Information and Communication Technologies are used to assist learning

We recognise that our students grow up surrounded by and using ICT. We continue to systematically improve our capacity to teach, learn and manage the curriculum through ICT. Classroom teachers use a variety of approaches aimed at integrating ICT and engaging students e.g. movie making, animation, digital camera/video activities, web quests, internet, email projects and learning objects. All students have access to Reading Eggs and Mathletics a web based maths program at school and home.

- All classes now have access to an interactive whiteboard to enhance learning opportunities. A multi-media parent training room exists for community use.

- Computers are used for learning across year levels and across the curriculum. All students have access to either workstations in their classrooms, banks of laptops, or group access in the library and multimedia room.

Social climate

Wamuran has a safe, supportive environment that is encouraged by the implementation of successful programs. School Opinion Surveys show satisfaction by staff, parents and in general students are above the State mean in all areas, Safety (Parents 95%, Students 78%, Staff 100%) Discipline (Parents 79%) Fair Treatment (Parents 90%, Students 64%) & Happiness (Parents 90%, Students 75%).

- Whole school programs include School-Wide Positive Behaviour Support (SWPBS), Program Achieve which encourages academic, behavioural, emotional and social success, Anti-bullying and Child Protection (Protective Behaviours).

- Other supportive programs include Leadership Program (Yr 7), Cooling Conflict Program (Yr 6), Rock & Water (Yr 4), Life Education (Prep to Year 7) & Human Relationships Education (Yr 6/7). The School Chaplain, School Nurse, & Guidance Officer provide support to parents, staff & students.

- WOOSHC (Wamuran Out Of School Hours Care) provides a wonderful service catering for students before/after school and on the vacation period.
Parent, student and teacher satisfaction with the school

Wamuran’s parent community are actively involved in both the strategic direction of the school and its day to day operations. Parents support students in a wide range of classroom and excursion based activities. All classes have a nominated class parent representative who, as a group, meets regularly with the principal. This provides parents with a forum to express their views and assist in improving school outcomes and processes. Our P&C raise significant funds for school development and fund the additional employment of teacher aides. The P&C also operate a tuckshop, uniform shop and OOSH program. Our P&C is very community minded and is always looking to enhance school and community partnerships.

Parent, student and teacher satisfaction with the school, as recorded in the 2011 School Opinion Survey below, are very high.

<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>95%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>95%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

The school encourages strong partnerships with its parents/carers, encouraging education as a significant part of their own, and their child’s success. Our ‘Many Hands Makes Light Work’ has greatly increased the number of volunteers supporting our school.

Parents/caregivers can be involved in;
- Parent education programs
- Literacy, Numeracy & Program Achieve Activities
- Assisting in classrooms/excursions/camps
- As members of the P&C & through P&C subcommittees (Tuckshop, Fund-raising, Uniform & Wamuran Out of School Hours Care)

Parents/carers are kept well informed through;
- class parent representative meetings
- fortnightly newsletters
- class newsletters & meetings
- parent teacher interviews (two per year)
- telephone contact
- email contact
- weekly assemblies
- parent forums

Reducing the school’s environmental footprint

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

Being part of the National Solar Schools Program we have a solar power system on the roof of “A” block and over 450 energy efficient lights throughout the school.

A partnership between the school and Moreton Regional Council to assist students to reduce our schools carbon footprint has been established. A waste project was undertaken involving classes with recycling. In 2012 Wamuran SS will extend this program throughout the whole school to further reduce our schools carbon footprint and explore avenues in which we can reduce our water and power usage.

Environmental footprint indicators 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>111,349</td>
<td>716</td>
</tr>
<tr>
<td>2010</td>
<td>88,000</td>
<td>768</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>27%</td>
<td>-7%</td>
</tr>
</tbody>
</table>
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>25</td>
<td>16</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>21</td>
<td>9</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Highest level of attainment

<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>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>15</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 total funds expended on teacher professional development in 2011 was $19,801.

The major professional development initiatives are as follows:
- Science Pedagogical Development
- Maths using a problem solving approach
- English: Spelling and Reading Comprehension
- School Wide Behaviour Support - Anti Bullying strategies
- Australian Curriculum

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

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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.

Find a school

Search by school name

Search by suburb, town or postcode

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 92%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

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>92%</td>
<td>92%</td>
<td>94%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

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.

Roll Marking

The roll is to be marked by 9.15am and at 2.00pm on a daily basis. If the reason is known a specific code is entered. If the student has been absent for three consecutive days, without explanation, the class teacher completes an absence form. The Deputy Principal contacts the parent for an explanation of the absence. If unsatisfactory attendance continues the school will initiate procedures as outlined in SMS-PR-017: Enforcement of Compulsory Schooling and Compulsory Participation Phase.

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 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
In 2011 there were no Indigenous students in our year three level. Over the previous two years there had been a positive gap however in 2011 the sample size was too small to give a representative result. Our Indigenous students are supported through targeted small group intervention to move their results towards year level expectations. Teachers in collaboration with the leadership team develop and monitor an individual learning plan for every Indigenous student. Since 2009 the rate of Indigenous student attendance has positively increased. We had 0% of Indigenous students that attended <80% in comparison to 5.6% of all students attendance being <80%. There is no measurable gap in retention between Indigenous and non-Indigenous students.