



Wamuran State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Our Learning Place, Our Growing Space'. As our vision suggests, there is a very strong sense of community spirit existing within the Wamuran community in which our school plays a vital role. We are committed to achieving the best educational outcomes for every student. Classroom teaching programs are balanced and innovative, while still ensuring a focus is maintained on literacy and 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 sporting activities. We foster a safe and supportive environment in which we have in collaboration with the community, developed our school values which incorporate the feeling of belonging, success at all stages, caring for self, others and the environment, and the love of learning. Our chaplain addresses the religious, spiritual and emotional needs of students. Parents are valued and are encouraged to become actively involved in the school, with our P and C Association fostering cohesion within the school community and providing the advice and additional resources critical to our success.

At Wamuran State School we value:

- Caring for self, others and the environment
- The feeling of belonging
- Love of learning
- Success of all stages

Wamuran State School prides itself on the strong community links with numerous bodies including the neighbouring schools, especially Woodford State School our base for our HOSSES (Head of Special Education Services) and Guidance Officer, Caboolture Early Years Centre, Speech Language Pathologist, NASHOS, The LIONS Club Wamuran, Wamuran Hall Committee, Tullawong State High School and QUT Caboolture.

Our Head of Curriculum conducts parent information and training sessions on reading and comprehension, sessions are delivered both during the day and in the evening in support of the varied needs of families. Our Speech Language Pathologist present parent information sessions as well as assessing students and provides speech programs for both school and home implementation. Parent interviews are held to inform parents of their child's individual program.

Wamuran Student Support Team meets weekly with teachers to plan support for students and offers parents a range of pathways to support the diverse needs of our students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Wamuran State School provides education to primary age students from Prep to Year 6 and is located in a semi-rural community within the Moreton Bay Region. Enrolled students are from Wamuran and surrounding suburbs including Delaney's Creek, Woodford, Bellmere and Caboolture. Wamuran State School has a diverse population including a small percentage of EALD and Indigenous students. Classes consisted of single and multi-age classes.

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	300	283	280
Girls	130	129	127
Boys	170	154	153
Indigenous	15	18	18
Enrolment continuity (Feb. – Nov.)	88%	94%	93%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	22	23	23
Year 4 – Year 6	24	26	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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Our curriculum has a central focus on developing literacy and numeracy across all key learning areas

- Teachers collaborated in year level teams to plan and implement units of work
- A Whole School Curriculum Plan based on Australian Curriculum, and the P-12
- Curriculum Assessment and Reporting framework outlines what is to be taught and when
- A Positive Behaviour for Learning (PBL) structure is enacted across the school, which supports our Responsible Behaviour Plan
- Special Education Program (SEP) provided special education programs and inclusive education, providing adjustments within the teaching and learning environment.
- Talking 4 Reading – a 10 week Prep take home oral language program
- OLLIE (Outstanding Literacy Learning Inspires Everyone) Home Reading Program: Prep – Year 6 supported literacy development
- Gradual Release of Responsibility model was consistently used by teachers to teach Reading Comprehension
- Professional teams worked together to cater for our students' needs,
- Teachers moderated with Like Schools
- Wamuran Earth Protectors (WEP) continued Clean Up Australia Day as well as daily Recycling
- Specialist programs were provided for Physical Education, Music, Art and Digital Technologies
- Chinese language instruction was provided for students in Years, 3, 4, 5 and 6



Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here

<https://www.qld.gov.au/education/schools/information/programs>.

Wamuran State School encourages children to participate in a wide variety of programs in addition to the regular curriculum. Activities offered in 2019 include:

- Awards Night combined with Music Recital-2019 School Leaders announced
- Gymnastics provided by Dance Fever company - Term Four
- Instrumental Music program, including interschool workshops and performance in the Queen Street Mall
- Leadership opportunities-Year six students: School Leaders, Sport Captains, School Council Volunteers and Wamuran Earth Protectors- Leadership opportunity for students in Years five and six and ICT Captains
- Chappy Fundraising Days - Crazy Hair Days
- Literacy: Book Fairs, Author visit, Book Week, Simultaneous Story Time
- Under 8'S Day / Recycle Romp: Prep - Year 2 with invited guests Kids Capers, and siblings of current students
- Sport: Cross Country, Athletics, swimming, Swimming Carnival. Many students obtained personal success in these events and proceeded to District and Regional level.
- Interschool sporting program - Gala Days
- Easter Bonnet Parade - Prep to Year Six
- ANZAC Day Service - Prep to Year Six on site
- Community Remembrance Day in local NASHOS Park Year Three to Six in attendance with School Leaders as guest speakers, assisting with community ANZAC Day event
- Day for Daniel
- Harmony Day / Say No to Bullying
- Discos - Student Council organised fundraisers
- School Camping Program from Year Three to Six
- Annual Arts Showcase - Community event and fundraiser for Chappy: Prep to Year Six
- In Tennis, Netball, Austag
- Life Education "Let's Talk About It"
- Robotics
- External providers of sport-AFL and Brisbane ROAR
- Excursions, including: Australia Zoo, Queensland Zoo,
- Sporting Schools - lunchtime netball, soccer and tennis.



Figure 1: Award winning 'Bluey the Whale' returns to Wamuran SS

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

We recognise that our students grow up surrounded by and using ICT. Robotics sessions culminate in an inter school team challenge. 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 web based learning program at both school and home. The school has subscriptions to Reading Eggs (reading program) and Mathletics (maths program). SEP (Special education Program) Teachers and SWD (Students with Disabilities) Teacher Aides utilise IPADS with our Students with Disabilities. LOTE (Language Other Than English) Teacher- {Chinese} students create PowerPoint presentations for their LOTE assessment. All classes now have access to an interactive whiteboard to enhance learning opportunities and access to an ever-increasing bank of IPADS.

Computers are used in all year levels and across the curriculum. All students have access to both workstations in their classrooms and group access in the library-ICT Lab. Thanks to our P&C, we were able to purchase iPads and charging trolleys to be used in each classroom across the school.

Social climate

Overview

Wamuran State School provides a safe and supportive environment for all students. The school utilises a number of student support personnel forming our Student Support Team. The team is formulated to assist teachers and families with managing student needs and issues.

The team includes

- Special Education Teacher
- Head of Curriculum
- Guidance Officer
- Head of Student Services
- Speech Language Pathologist
- Head of Special Education
- Principal

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours preventing problem behaviours and responding to unacceptable behaviour. Whole school programs including Positive Behaviour for Learning (PBL) promote behavioural, emotional and social success. Students' positive behaviour is recognised through student of the week, postcards, Pride of Wamuran, class rewards and Gotchas. All students participate in Anti-Bullying Day, Harmony Day and Day for Daniel.

Other positive programs include our School Leadership program (Year 6). The School Chaplaincy program and the Guidance Officer provide support for parents, staff and students. Families also have access to a Psychologist and counsellor onsite.

The school opinion survey shows that 100% of parents believe that their child likes being at this school. Ninety-seven (97%) of parents feel that their child feels safe at this to their teacher if they have a concern. Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	79%	90%	97%
• this is a good school (S2035)	71%	95%	97%
• their child likes being at this school* (S2001)	89%	95%	100%
• their child feels safe at this school* (S2002)	86%	85%	97%
• their child's learning needs are being met at this school* (S2003)	75%	85%	97%
• their child is making good progress at this school* (S2004)	75%	85%	90%
• teachers at this school expect their child to do his or her best* (S2005)	89%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	90%	96%
• teachers at this school motivate their child to learn* (S2007)	88%	90%	97%
• teachers at this school treat students fairly* (S2008)	75%	90%	93%
• they can talk to their child's teachers about their concerns* (S2009)	89%	95%	100%
• this school works with them to support their child's learning* (S2010)	89%	90%	93%
• this school takes parents' opinions seriously* (S2011)	73%	79%	96%
• student behaviour is well managed at this school* (S2012)	57%	60%	93%
• this school looks for ways to improve* (S2013)	79%	79%	96%
• this school is well maintained* (S2014)	79%	95%	100%

Percentage of parents/caregivers who agree [#] that:	2017	2018	2019
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* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	98%	96%
• they like being at their school* (S2036)	95%	92%	99%
• they feel safe at their school* (S2037)	86%	92%	97%
• their teachers motivate them to learn* (S2038)	98%	97%	97%
• their teachers expect them to do their best* (S2039)	99%	96%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	100%
• teachers treat students fairly at their school* (S2041)	82%	89%	93%
• they can talk to their teachers about their concerns* (S2042)	93%	91%	93%
• their school takes students' opinions seriously* (S2043)	85%	94%	96%
• student behaviour is well managed at their school* (S2044)	76%	73%	90%
• their school looks for ways to improve* (S2045)	94%	95%	97%
• their school is well maintained* (S2046)	91%	96%	99%
• their school gives them opportunities to do interesting things* (S2047)	93%	98%	97%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	96%	96%	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)	81%	92%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	96%	96%	100%
• student behaviour is well managed at their school (S2074)	74%	81%	100%
• staff are well supported at their school (S2075)	89%	88%	100%
• their school takes staff opinions seriously (S2076)	96%	96%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	93%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	97%

Percentage of school staff who agree# that:	2017	2018	2019
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* 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

Our approach to engaging with parents and the community is aligned to the department's Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>. In 2019, a range of engagement opportunities have been utilised and strengthened. These have included:

- Parenting Workshops: Literacy
- Assisting in the Library, classrooms, excursions, camps
- Sporting events: Cross Country, Athletics & Swimming
- As members of the P&C & through P&C subcommittees (Tuckshop, Fund-raising, Uniform Shop & Wamuran Out Of School Hours Care)
- Supporting Chaplaincy programs, events and fundraisers
- Assisting with daily breakfast, supported by local doctors and Chaplaincy
- Parent workshops including but not limited to, Prep Information/ School Readiness/ Prep Orientation
- OLLIE Reading Program
- Parent teacher interviews early in Term 1 and late in Term 2 with Semester 1 Report Cards
- Parent / Teacher / Student reading conferences in Prep
- Under Eights' Day
- Year Six Graduation Committee / Fundraising activities
- Keep Australia Beautiful campaign - Clean Up Australia Day

Wamuran uses a range of communication options to ensure parents, carers and the community are well informed, these include:

- Fortnightly Newsletters
- Class Newsletters and meetings
- Telephone contact
- Email contact
- Text messaging
- Fortnightly Parades
- School Website
- Facebook
- Q Parents
- Email call outs and reminders of upcoming event
- Notes home
- Positive postcards sent home
- Certificates given out at Parade
- Changeable school sign to inform parents of dates and events

Scheduled meeting are held with parents and class teachers: and may also include Special Education Program teacher, HOSSES (Head of Special Education Services), Guidance Officer, AVTs (Advisory Visiting Teachers) as well as the Principal. Adjustments to the curriculum are made to assist students with diverse needs, including social and emotional needs, to access and participate fully at school. Individual Behaviour Support Plans are written in consultation with teachers, parents and relevant stakeholders. These are reviewed and updated regularly. Wamuran Support Team meets weekly- consisting of HOC / Literacy Coach, Speech Pathologist, Special Education Program Teacher, HOSSES (Head of Special Education Services), Guidance Officer, Head of Student Services and the Principal.

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness,

relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

In 2019, a range of support programs and external agencies has been utilised. These have included:

- Daniel Morcombe units are taught and whole school participation in Daniel Morcombe Day
- Fun Friends Program: Early Years Focus
- Individual social emotional programs with the Guidance Officer
- Wamuran State School access external agencies to support students and their families including but not limited to Caboolture Early Years Centre, MYCP(Managing Young Children Program) Moreton Aboriginal and Torres Strait Islander Community Health Service, (Caboolture and Morayfield), Dental Health Service, QUT Holiday Health Check Free Programs.
- Wamuran State School supports families to liaise with external agencies eg Occupational Therapist, Paediatrician and Psychologist and facilitate the sharing of information.
- Emergency services such as Queensland Ambulance Service, Queensland Police Service, and Rural Fire Service support as required and invited.
- Chaplain
- Focus of the week at parade- Be Respectful, Be Safe, Be Positive, Be Responsible and lessons delivered by classroom teachers that are consistent across the whole school.
- Teacher and Teacher Aide Professional Development- Essential Skills , Annual Mandatory training
- Workplace Health & Safety Committee meets regularly and monitors facilities and well being
- Well- Being Committee supports the Staff
- Student Council focus on the health and well-being of students and provide/organise activities in support of all students
- Respectful Relationships Program
- Onsite Psychologist

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	43	42	23
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 this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools, it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	111,742	107,258	114,338
Water (kL)	639	2,274	4,582

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

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	23	20	<5
Full-time equivalents	19	12	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The total funds expended on teacher professional development in 2019 were \$30 500

The major professional development initiatives are as follows:

- Australian Curriculum and Moderation Cycle
- First Aid & CPR training

Other professional development initiatives included:

- Regional Head of Curriculum - English and Mathematics
- PBL Professional Development
- Robotics, Digital Technology
- Professional Learning Teams
- NCCD

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
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, 100% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	83%	89%	91%

* 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	2017	2018	2019
Prep	93%	94%	92%
Year 1	92%	91%	91%
Year 2	92%	90%	92%
Year 3	91%	93%	91%
Year 4	94%	93%	90%
Year 5	93%	93%	93%
Year 6	92%	91%	93%

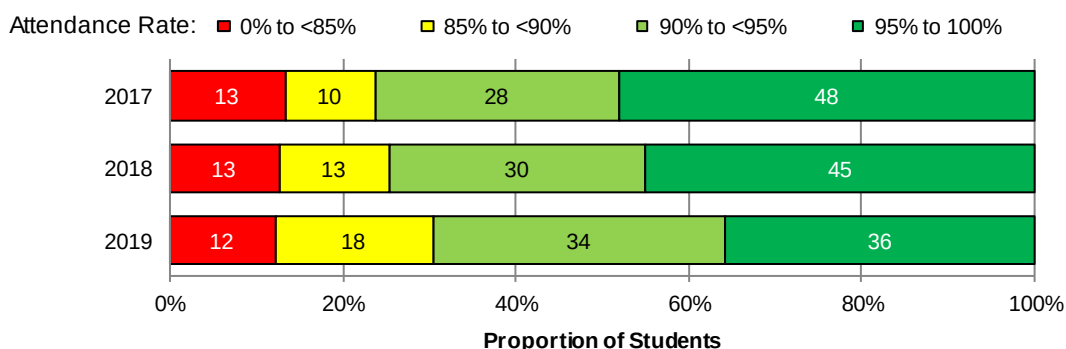
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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



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.

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.

School sector

School type

State

Q

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

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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.