

Wartburg State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

|                       |  |
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## School overview

Established in 1913, Wartburg State School is a multi-age, co-educational state school approximately 95kms north of Bundaberg. Eucalypts and acacias provide a peaceful setting for our school, with Baffle Creek clearly visible from the school's front fence. Many of our students travel by bus to attend and be part of our small, friendly, family-like atmosphere. Our multi-age classrooms service approximately 40 students from Prep to Year Six, with teaching and learning that follows the Australian Curriculum, using a range of resources including the Australian Curriculum and C2C work samples, research based programs and moderation practises to ensure alignment and robust learning opportunities. The distinctive features within this design include knowing and understanding each student to develop optimal teaching and learning opportunities to challenge and extend each student in a caring and supportive classroom.

Through a positive approach to behaviour, following Positive Behaviour for Learning (PBL) guidelines staff are not only working towards developing academic abilities but social-emotional capabilities to assist students to become responsible and active community members. Students at Wartburg State School are offered a variety academic, sporting and extra-curricular activities and programs to assist in developing the whole child.

Parents within the school have the opportunity to be involved in their children's education in a variety of ways, including classroom activities, excursions and P&C functions. Teachers and staff welcome questions and contributions made by parents and caregivers, as they know that a child's education is fortified by strong triangulation of communication and support from the child's school, teacher and home.

## School progress towards its goals in 2018

Wartburg State Schools' 2018 Annual Report contains information and data regarding the school's performance and progress towards its goals in 2018, as well as the future outlook for 2019. Information is provided regarding the school's profile, including class sizes, disciplinary absences, curriculum offerings and social climate. Data concerning staff, student and parent satisfaction with the school is listed; the staff profile and key student outcomes are incorporated towards the end of the report.

During 2018, Wartburg State School continued to drive improvement and embed high quality teaching and learning practises by building teacher knowledge and understanding of the Australian Curriculum achievement standards. Teachers worked collaboratively to design and support processes for robust intra-school and inter-school moderation in English, providing focused and intensive targeted teaching in order to improve the quality of demonstrations of learning against the relevant year-level achievement standards and continued to embed quality reading routines and sustainable programs to support student learning and development. Teachers engaged in the collaborative data inquiry, classroom visits and cycles of observation and feedback to build teacher data literacy skills and develop a shared understanding to support the effective use of data to inform targeted teaching.

## Future outlook

In 2019, Wartburg State School continues to embed and refine high quality teaching and learning.

### Writing

- Embed a balanced writing program
- Develop a shared understanding of important elements of the writing framework
- Deepen staff knowledge, understanding and pedagogical practice of the four writing procedures (i.e. 1. Modelled Writing; 2. Shared and Interactive Writing; 3. Guided Writing; 4. Independent Writing).
- Align Student learning goals to Australian Curriculum in 5 week learning cycles
- Enhance teacher knowledge of the Australian Curriculum writing through deepening understanding and knowledge of achievement standards and curriculum intent.

# Our school at a glance

## School profile

|                                    |                    |
|------------------------------------|--------------------|
| <b>Coeducational or single sex</b> | Coeducational      |
| <b>Independent public school</b>   | No                 |
| <b>Year levels offered in 2018</b> | Prep Year - Year 6 |

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 36   | 45   | 30   |
| Girls                              | 19   | 24   | 14   |
| Boys                               | 17   | 21   | 16   |
| Indigenous                         | 10   | 13   | 7    |
| Enrolment continuity (Feb. – Nov.) | 92%  | 93%  | 75%  |

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

Wartburg State School is a Band 5 school with a staff dedicated to educating and improving opportunities and outcomes for our students. The majority of students live in the local area on rural acreages. Some families are seasonal workers, livestock farmers or self-employed. A large proportion of families; however, are receiving unemployment benefits, pensions or other government benefits. The current student population is drawn from a large area, most students travel by bus, to and from school, from localities such as Taunton, Euleilah, Oyster Creek, Deepwater and Rules Beach. National Bureau of Statistics data indicate that residents of the Wide Bay area, and particular areas such as ours within the Rosedale postcode, encounter very challenging living conditions due to socio-economic factors.

### Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      | 17   | 21   | 13   |
| Year 4 – Year 6    |      |      | 18   |
| 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

Our curriculum is designed around the Australian Curriculum with a central focus of developing high levels of literacy and numeracy. At Wartburg State School we tailor teaching and learning to develop each individual student through differentiation and using diverse diagnostics to find out where students are in their learning journey, we use goal setting to direct general teaching, extension and intervention. Specialist teachers teach the curriculum areas of Physical Education, Music and Languages Other Than English (Indonesian). We aim to ensure that, within our curriculum delivery, learning experiences are relevant, inclusive, flexible, intellectually challenging and innovative. We offer an immersion program for students transitioning into prep throughout the semester prior to entry.

### Co-curricular activities

At Wartburg State School, students are given opportunities to participate in a variety of extra-curricular activities including:

- Instrumental music lessons
- Cluster selection for Cross Country/Athletics and Zone teams
- School and community events: e.g. ANZAC Day Ceremony, Remembrance Day, Clean Up Australia
- Fund-raising events for various charities; e.g. Boardie's Day, Pyjama Day, Jump rope
- Art Council events and educational shows to interact and engage further with curriculum
- Camps and excursions to enhance learning not only academically, but to develop students social and personal skills and qualities
- Special and diverse engagement with community groups including drumbeat, artist visits and volunteers with unique skills
- Surfing and swimming lessons
- Student council
- Transition programs (transitions to high school and Prep)
- Cluster and school events including Under 8's Day, extension programs, NAIDOC week, Book fair/Book Week, Premiers' reading Challenge
- Academic challenges including spelling, STEM and mathematics with cluster schools

### How information and communication technologies are used to assist learning

The use of portable devices has been refined, enabling teachers to view technology as a tool for enhancing student learning and catering for learning diversity, rather than a tool that produces products. Students have access to a diverse range of ICT infrastructure, including iPads, Laptops, Classroom Computers, coding resources such as OSMO and programs such as code.org to assist in developing skills, engagement and interest in the area of coding.

## Social climate

### Overview

Wartburg State School is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships among staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders. At Wartburg State School, we value parents, community members, volunteers and staff. The school works to maintain a learning environment that is safe, respectful and inclusive. Through Positive Behaviour for Learning (PBL) students are explicitly taught the skills associated with behaviours appropriate for school, under our school expectation matrix: Be Respectable, Responsible, Safe and Be a Learner. Students have opportunities to engage with specialists, when required, including advisory visiting teachers, speech pathologists and guidance officers to support students socially, academically and emotionally. To further support students' wellbeing, programs and activities are implemented and inclusive to all students.

## 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)  | 83%  | 100% | 100% |
| • this is a good school (S2035)  | 83%  | 100% | 100% |
| • their child likes being at this school* (S2001)  | 83%  | 100% | 100% |
| • their child feels safe at this school* (S2002)   | 83%  | 100% | 100% |
| • their child's learning needs are being met at this school* (S2003)                                     | 67%  | 100% | 100% |
| • their child is making good progress at this school* (S2004)  | 83%  | 100% | 100% |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 100% | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 83%  | 100% | 100% |
| • teachers at this school motivate their child to learn* (S2007)   | 83%  | 100% | 100% |
| • teachers at this school treat students fairly* (S2008)   | 83%  | 100% | 100% |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 83%  | 100% | 100% |
| • this school works with them to support their child's learning* (S2010)                                 | 83%  | 100% | 100% |
| • this school takes parents' opinions seriously* (S2011)   | 83%  | 100% | 100% |
| • student behaviour is well managed at this school* (S2012)  | 83%  | 100% | 100% |
| • this school looks for ways to improve* (S2013)   | 83%  | 100% | 100% |
| • this school is well maintained* (S2014)  | 67%  | 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)                               | 100% | 100% | 100% |
| • they like being at their school* (S2036)  | 73%  | 92%  | 100% |
| • they feel safe at their school* (S2037)   | 80%  | 96%  | 100% |
| • their teachers motivate them to learn* (S2038)                                    | 100% | 100% | 100% |
| • their teachers expect them to do their best* (S2039)                              | 93%  | 100% | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 93%  | 93%  | 100% |
| • teachers treat students fairly at their school* (S2041)                           | 87%  | 96%  | 100% |
| • they can talk to their teachers about their concerns* (S2042)                     | 73%  | 96%  | 94%  |
| • their school takes students' opinions seriously* (S2043)                          | 93%  | 96%  | 88%  |
| • student behaviour is well managed at their school* (S2044)                        | 67%  | 93%  | 94%  |
| • their school looks for ways to improve* (S2045)                                   | 100% | 100% | 100% |
| • their school is well maintained* (S2046)  | 73%  | 100% | 100% |
| • their school gives them opportunities to do interesting things* (S2047)           | 100% | 100% | 100% |

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
|---|------|------|------|

\* 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% | 89%  | 100% |
| • they feel that their school is a safe place in which to work (S2070)   | 100% | 89%  | 100% |
| • they receive useful feedback about their work at their school (S2071)  | 100% | 89%  | 100% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |
| • students are encouraged to do their best at their school (S2072)   | 100% | 89%  | 100% |
| • students are treated fairly at their school (S2073)  | 100% | 89%  | 100% |
| • student behaviour is well managed at their school (S2074)  | 100% | 89%  | 100% |
| • staff are well supported at their school (S2075)   | 100% | 89%  | 100% |
| • their school takes staff opinions seriously (S2076)  | 100% | 89%  | 100% |
| • their school looks for ways to improve (S2077)   | 100% | 89%  | 100% |
| • their school is well maintained (S2078)  | 100% | 89%  | 88%  |
| • their school gives them opportunities to do interesting things (S2079)   | 100% | 89%  | 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.

## Parent and community engagement

Wartburg State School views communication with parents and the wider community imperative in providing our students with the best opportunities and a shared commitment in providing engaging, relevant and purposeful learning. Our collaborative processes include adjustments made to assist students with diverse needs to access and participate fully at school. We welcome and encourage parent and community volunteers. Wartburg State School is very fortunate to have a small but very active and dedicated Parent and Citizens Association.

Some communication opportunities include:

- Weekly newsletters
- Fortnightly assemblies
- Parent-Teacher interviews
- Celebration Days
- Sports Days
- Classroom reading program/ Volunteers
- Articles in the local newspaper
- Information sessions
- Social media - Facebook
- Parents and Citizen Association
- Class weekly reports
- Playgroup and pre-prep immersion programs
- Formal and informal reporting processes

## Respectful relationships education programs

Wartburg State School has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships, using a range of resources to support the delivery of these programs, including the Daniel Morcombe Foundation, Respectful Relationships, Life Education Van and Positive Behaviour for Learning. These programs provide a focus 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 recognize, react and report when they, or others, are unsafe.

## 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    | 0    | 0    | 0    |
| 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

Our school invested in solar panels that continue to reduce our environmental footprint (electricity) and our school is entirely dependent on rain and bore water for its supply. It has no access to mains water.

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 11,594    | 20,755    | 14,845    |
| Water (kL)        | NA        | NA        | NA        |

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            | 3               | 5                  | 0                  |
| Full-time equivalents | 2               | 3                  | 0                  |

\*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                        |                          |
| Graduate Diploma etc.*         |                          |
| Bachelor degree                | 3                        |
| Diploma                        |                          |
| 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 \$7 083.90.

The major professional development initiatives are as follows:

- Learning Circles and collaborative networks
- Targeted intervention (speech, oral language)
- Principal and BSM Conferences and cluster meetings

- Cleaners Workshops and Certification
- First aid
- North Coast Region Collaborative Maths
- Pedagogy
- Best Practise Networks
- Moderation processes
- Libcode – Library Program
- Regional HOD - Numeracy and English

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. | 97%  | 96%  | 94%  |

### 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 2018.

## Performance of our students

### 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     | 95%  | 94%  | 93%  |
| Attendance rate for Indigenous** students at this school | 96%  | 95%  | 94%  |

\* 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

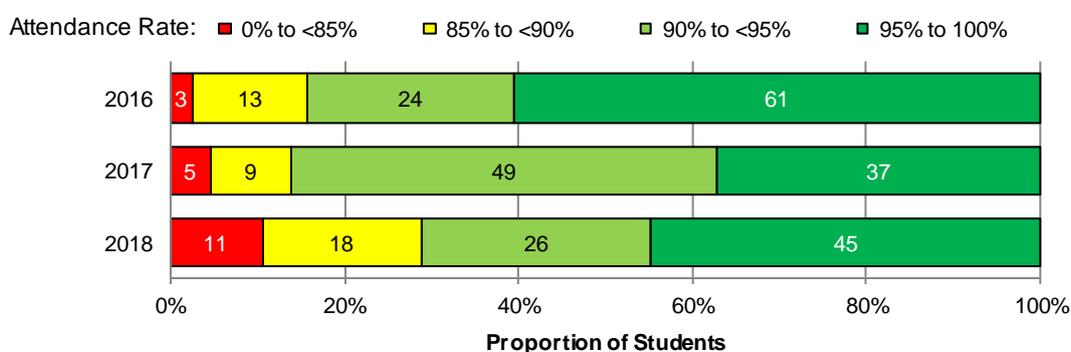
| Year level | 2016 | 2017 | 2018 | Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|------------|------|------|------|
| Prep       | 96%  | 91%  | 98%  | Year 7     |      |      |      |
| Year 1     | 95%  | 97%  | 87%  | Year 8     |      |      |      |
| Year 2     | 95%  | 96%  | 97%  | Year 9     |      |      |      |
| Year 3     | DW   | 95%  | 90%  | Year 10    |      |      |      |
| Year 4     | 97%  | 90%  | 94%  | Year 11    |      |      |      |
| Year 5     | 96%  | 93%  | 91%  | Year 12    |      |      |      |
| Year 6     | 93%  | 92%  | 94%  |            |      |      |      |

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.

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.

To ensure the attendance requirements of the compulsory schooling or compulsory participation phase are met by each student, Wartburg State School implements electronic roll marking processes twice daily – at the beginning of the school day and immediately following second lunch. Parents are encouraged to contact the school prior to a child's absence, or on the morning of the absence.

If a child is absent without explanation the absence is followed up, as described in our attendance policy, where the parent or carer is contacted by text message or phone call. Where necessary, a meeting with parents may need to be arranged and OneSchool generated unexplained absence letters are sent home weekly with the newsletter. Our attendance data is monitored and acknowledged in weekly newsletters and students who meet the school attendance goal are acknowledged through certificates.

## 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.