Wartburg State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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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 oppportunities 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 acadamic abilities but social-emotional capabilities to asiist 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.

Principal's Foreword

Introduction

Wartburg State Schools' 2016 Annual Report contains information and data regarding the school's performance and progress towards its goals in 2016, as well as the future outlook for 2017. 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.

School Progress towards its goals in 2016

During 2016, Wartburg State School continued to drive improvement and embed high quality, whole school reading routines including the gradual release model, 5 aspects of reading and researched best practise reading routines and intervention and extension programs. Through 5 week data cycles, data analysis, goal setting, observation, feedback and coaching, reading routines and programs have become embedded within daily practise and curriculum delivery. This focus has ensured robust delivery in reading routines and practises resulting in students' continual improvement in reading comprehension, allowing access to all areas of the curriculum.

Future Outlook

In 2017 Wartburg State School continues to embed and refine high quality, whole school reading routines and maintaining researched based intervention and extension programs including Daily Rapid Reading, giving students the opportunity to individually focus on reading goals and development in reading skills in a one-to-one 15 minute block daily session.

Numeracy rich routines are also being established and put into practise to develop teacher expertise, student engagement and progress in understanding and developing student's numeracy skills that address key aspects of number as identified through NAPLAN and internal data sources including PAT M and diagnostic assessments. Staff are engaging in Best Practice Networks with Regional Head of Department support and cluster opportunities to develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics. There is a focus on ensuring a range and balance of assessment tools are being used (diagnostic, formative and summative) to support quality teaching and reporting. Wartburg State School is committed to building teacher capacity to recognize and remediate key misconceptions through the NCR Diagnostics / Show Me papers and ensure that Numeracy Rich Routines align to Australian Curriculum and C2C content with an explicit focus on number.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	53	26	27	8	89%
2015*	36	18	18	8	100%
2016	36	19	17	10	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview
During 2016 the number of students attending Wartburg State School was maintained. 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
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	18	17
Year 4 – Year 7	16	18	19
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery
Our curriculum is designed around the Australian Curriculum with has 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 whole school levelled groups, differentiation and diverse diagnostics to find out where students are in their learning journey and direct general teaching, extension and intervention. The curriculum areas of Physical Education, Music and Languages Other Than

English (Indonesian) are taught by specialist teachers. We aim to ensure that, within our curriculum delivery, learning experiences are relevant, inclusive, flexible, intellectually challenging and innovative.

Co-curricular Activities
At Wartburg State School students are given opportunities to participate in a variety of activities including:
- 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
- Cluster and school events including Under 8's Day, extension programs, NAIDOC week, Book fair/Book Week, Premiers' reading Challenge
- Academic challenges including spelling, debating 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, and in 2016 we have focussed on investing in 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. 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 chaplain/youth worker, advisory visiting teachers, speech pathologists and guidance officers to support students socially, academically and emotionally.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	DW	83%
this is a good school (S2035)	100%	DW	83%
their child likes being at this school* (S2001)	100%	DW	83%
their child feels safe at this school* (S2002)	100%	DW	83%
their child's learning needs are being met at this school* (S2003)	100%	DW	67%
their child is making good progress at this school* (S2004)	100%	DW	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	83%
teachers at this school motivate their child to learn* (S2007)	100%	DW	83%
teachers at this school treat students fairly* (S2008)	100%	DW	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	83%
this school works with them to support their child's learning* (S2010)	100%	DW	83%
this school takes parents' opinions seriously* (S2011)	100%	DW	83%
student behaviour is well managed at this school* (S2012)	100%	DW	83%
this school looks for ways to improve* (S2013)	100%	DW	83%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	100%	DW	67%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%		100%
they like being at their school* (S2036)	95%		73%
they feel safe at their school* (S2037)	91%		80%
their teachers motivate them to learn* (S2038)	100%		100%
their teachers expect them to do their best* (S2039)	95%		93%
their teachers provide them with useful feedback about their school work* (S2040)	91%		93%
teachers treat students fairly at their school* (S2041)	77%		87%
they can talk to their teachers about their concerns* (S2042)	67%		73%
their school takes students' opinions seriously* (S2043)	81%		93%
student behaviour is well managed at their school* (S2044)	82%		67%
their school looks for ways to improve* (S2045)	86%		100%
their school is well maintained* (S2046)	95%		73%
their school gives them opportunities to do interesting things* (S2047)	86%		100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	90%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	100%	100%
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)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	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.

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. 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
- Parents and Citizen Association
- Class weekly reports
- Playgroup, ekindy and pre-prep immersion programs
- Formal and informal reporting processes

Respectful relationships programs

Wartburg State School has developed and implemented programs that focus on appropriate, respectful 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

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	1	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	13,086	0
2014-2015	14,764	
2015-2016	11,594	

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

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

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	3	6	0
Full-time Equivalents	3	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	3
Diploma	0
Certificate	3

*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 2016 were $12 600.

The major professional development initiatives are as follows:

- Learning Circles and collaborative networks
- Positive behaviour for learning
- Targeted intervention (speech, reading, phonics)
- Principal and BSM Conferences
- First aid

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

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 2016.

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 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	97%	96%

*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 2016 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
2014	86%	89%	89%	87%	86%	94%	94%	94%					
2015	96%	93%	95%	96%	97%	92%	95%						
2016	96%	95%	95%	DW	97%	96%	93%						

*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:
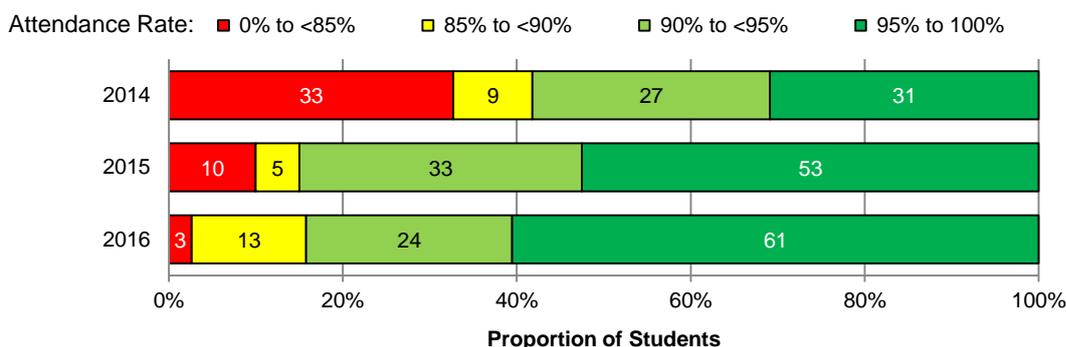
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 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 and invited to a special morning tea at the end of each term.

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.**

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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.

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