



Wynnum State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Success Breeds Success

Believe – Achieve - Succeed



**Queensland
Government**

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From the Principal

School overview

Profile: Wynnum State School commenced in 2011, relocating to our current site in 2012. A brand new school with state of the art facilities, Wynnum State School has the unique ability to facilitate highly engaging learning opportunities. Facilities: Zoned within precincts, each precinct has an outdoor learning area, kitchen area and age appropriate play area. Every general learning space has an interactive whiteboard, computer pod and small group work space. The Library, Science and Technology centre is located in the heart of the school and boasts a multimedia room with green screen capabilities. Our sporting facilities include a large oval and two multipurpose courts, an auditorium for cultural and sporting performances and a twenty five metre, six lane pool that hosts local swimming carnivals. Located on site are the Regional services of the Early Childhood Development Program and the Moreton Bay Environmental Education Centre. Statement of Purpose: The overarching goal at Wynnum State School is to develop children's intelligences - knowledge, skills, capabilities and values - for becoming intelligent, healthy, informed, creative, democratic eco-citizens. This is an integral part of the school's curriculum, organisation and culture. The Habits of Mind (Arthur L Costa) has become a framework in which values, skills and attitudes can be aspired to and achieved. Our diverse range of learners, including those with learning support needs, students with a disability and students requiring extension and enrichment are identified, monitored and supported through our learning support and special education program teams. Students, in Years 4-6, love learning through the school Enrichment and Extension program, the school boasts a commitment to health and sport and there is a strong emphasis on developing a deep understanding and appreciation of English and Maths. Wynnum State School is committed to providing a safe, respectful and disciplined learning environment for all school community members, where students have opportunities to engage in quality learning experiences and acquire values that support lifelong wellbeing. Our vision is to enable active and intelligent citizens for a sustainable future.... Believe, Achieve, Succeed.

School progress towards its goals in 2018

A. Improvement priority – Pedagogical Practices

Strategy – Embedding Signature Pedagogical Practices by –

Consolidating the signature practices identified in the Pedagogical Framework eg gradual release of responsibility, learning intentions and success criteria, student goal setting, visible thinking skills, feedback/feedforward, use of data (differentiation)	<p>2017 Target – 90% teachers at proficiency level Achievement/Target attained</p> <ul style="list-style-type: none"> Teachers across Years 3-6 engaging in visible thinking professional learning Student Goal Setting in all Homerooms All teachers interrogating student data for differentiation, 'next step' learning, groupings
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B. Improvement priority – Australian Curriculum (English and Maths) – Cracking the Code

Strategy – Embedding explicit *Learning to Read* and *Reading to Learn* instructions, Prep to Year Six through -

Phonological and phonemic awareness in Prep to identify students' understandings, inform teaching and differentiation (utilising the tool of Analysis of Student Data for Differentiation)	<p>PM Benchmarking Year level targets <i>Prep – 62% at or above Year Level Target PM 6-9</i></p>
Guided reading instruction, reciprocal teaching and independent tasks (guided reading blocks), across the school, in relation to the reading gradual release of responsibility model	<p><i>PATr (Reading)</i> Year 3 64% at or above year level mean score 112.1 Year 4 70% at or above year level mean score 120.5 Year 5 66% at or above year level mean score 125.9</p>
Thinking Skills for Comprehension (Placemat) – P to Year 6 – specific teaching focus in each year level	<p><i>PM Benchmark</i> Year 1 78% at or above year target PM14-17 Year 2 75% at or above year target PM 22-25 <i>PATR results as above</i></p>

Loving Literature with students/parents/teachers, aligning focus to the reading skills being taught in year levels	Prep – 62% at or above year level target PM 6-9 Year 1 78% at or above year target PM14-17 Year 2 75% at or above year target PM 22-25 Year 3 48% at or above year target PM 28+ Most parents and students engaging in the Home/School Reading program
Word Study and spelling skills utilising <i>Words Their Way</i> and David Hornsby's strategies, across the school	Year 1 – 64% of students at or above year level expectation Year 2 – 48% of students at or above year level expectation Year 3 – 73% of students at or above year level expectation Year 4 – 39% of students at or above year level expectation Year 5 – 63% of students at or above year level expectation

Embedding Number, Problem Solving and Fluency in all year levels through –

Core instructional strategies in mathematics – extending knowledge and application in incorporating authentic contexts/stories, materials (concrete/pictorial), tiered mathematical language and symbols/recording <i>Booker G, et al text 'Teaching Primary Mathematics'</i>	Target – evidence in Homerooms; 90% teachers at proficiency level <i>Achievement/Target attained: evident in 100% of Homerooms; proficiency 90% achieved</i>
Whole number concepts and processes across school – consolidating knowledge and application of learning sequences (curriculum) and teaching strategies (pedagogy)	Target – 5% relative gain increase students achieving 'C' standard and above, Booker Numeration diagnostic tools (Yrs 2-6) and school designed Yr 1 instrument* <i>Achievement – 8.2% increase</i>
Fraction concepts and processes across school, <i>focus on Yrs 3-6</i> – consolidating knowledge and application of learning sequences (curriculum) and teaching strategies (pedagogy)	Target – 5% increase students achieving 'C' standard and above in Booker Fractions diagnostic tools (Yrs 4-6) <i>Achievement – maintained existing standard - no gain</i>
Fluency – extend capacity in explicit teaching of thinking strategies and consolidation to build automaticity	Target – 5% increase students achieving 'C' standard or above <i>Achievement – 4.4% increase</i>
Problem solving – continue to embed explicit teaching and application of a systemic process (POLY-See, Plan, Do Check); error pattern analysis of student samples; build teacher capacity in enabling and extending strategies for differentiation	Target – 5% increase students achieving 'C' standard or above <i>Achievement – maintained existing standard - no gain</i>

C. Improvement priority – Building teachers' capacity to use data effectively

Strategy – Embedding Data in Use through –

Analysing student data to identify appropriate starting points for learning, to cater for the diverse range of students in each year level	Target – 100% of teachers <i>Achievement – All teachers utilising D4D's (Data for Differentiation) in reading, planning and instruction</i>
Continuing to develop staff capacity in data analysis through data conversations leading to differentiation, student goal setting, specific student feedback/feedforward : <ul style="list-style-type: none"> • Accessing data walls (reading, number), student work samples, all school/system data sources – reading, spelling and writing; number, problem solving, fluency • Prioritising and 'protecting' the space for data analysis – staff workshops, release time • Refining Case Management strategies • Engaging in Data for Differentiation (for student improvement) 	Target – 100% of teachers <i>Achievement – All teachers engaged in data conversations once a semester. Staff meetings were dedicated to professional conversations aligning to school's collaborative Data Inquiry Schedule</i> Refinement of case management strategies for follow up meetings

Utilising teacher observation tools to provide further feedback/feedforward on instruction and student outcomes	Target – 100% of teachers <i>Achievement – All teachers engaged in collegial engagements with Executive Leaders, Numeracy and Literacy mentors.</i>
Reviewing targets to reflect high expectations for learning, for the full range of students	Target – review success of 2019 'Next Step' year level groupings

FUTURE OUTLOOK

- Continue to embed signature Pedagogical Practices to improve student standards, outcomes and evidence of capabilities
- Continue to embed the school's explicit *Learning to Read* and *Reading to Learn* instructions and strategies – 'Cracking the Code' in alignment with the Australian Curriculum, to develop strategic readers and critical thinking for comprehension
- Focus on the reciprocity of reading and writing for student literacy growth
- Continue to embed Number, Problem Solving and Fluency to improve student knowledges, skills and dispositions in these fundamental elements of Mathematics
- Build Teachers' Capacity to Use Data effectively for 'next step' student learning (Differentiation) to achieve student goals and improve learning and social behaviours for being intelligent citizens



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	713	740	754
Girls	340	350	356
Boys	373	390	398
Indigenous	66	77	73
Enrolment continuity (Feb. – Nov.)	91%	93%	96%

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

Wynnum State School is an inclusive school. Students come from a variety of cultural and ethnic backgrounds with approximately 10% of the student body identifying as either Aboriginal, Torres Strait Islander or Aboriginal and Torres Strait Islander. Retention rates over the last three years have increased to 91%.

Our school's ICSEA is a 1021, where a 1000 is average for schools across Australia.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	24
Year 4 – Year 6	26	23	25

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

The school's main purpose is to improve learning for all students, for every student to grow in intelligence, for *belonging, becoming and being* citizens of today and for tomorrow. This is achieved through high academic standards, engaging students in intellectually challenging tasks and productive pedagogies that respond to the needs of all learners. Within this premise, the distinctive curriculum offerings include authentic, real life experiences, where students take a key role, in many aspects of schooling, to enhance literacy and numeracy, resilience and growing the Habits of Mind. Feedback from various stakeholders leads to programs being continued and refined. These include Enrichment and Extension Project, Student Leadership programs, Interschool Sport, targeted intervention programs, Year 6 to High School Immersion Program, early childhood transitions and student agency.

Co-curricular activities

To emphasise the holistic approach to teaching and learning, and within the Tomorrow's Citizen (cultural, democratic, informed, healthy and eco) extra curricular activities are embraced at Wynnum State School. The activities range from sporting (interschool competitions), cultural (*Sounds in Spring*, *Wynnum Idol*, Choirs, Bands and Ensembles, community events) to academic extension opportunities (Readers' Cup, Premier's Reading Challenge, International Academic Competitions, Debating) and includes charity ventures. It is through these experiences students can transfer class and school learnings to different contexts. Staff members are instrumental in the success of these programs and activities.

How information and communication technologies are used to assist learning

In line with the Australian Curriculum, at Wynnum State School, students develop information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school. ICT capability involves students learning to make the most of the digital technologies available to them and adapting to new ways of doing things as technologies evolve. Raising students' awareness of the importance of being an informed citizen in cyber safety is an ongoing endeavour.

Students have access to, and interact with, a range of digital resources which support student developments of the ICT capabilities. These resources include computer workstations, laptops, iPads, digital cameras, digital microscopes, BeeBots and Lego robotic resources. Resources are organised flexibly to support a range of teaching and learning environments, including a computer bank of 30 workstations, homeroom pods of 4 to 10 workstations and/or laptops and 2 laptop trolleys of 16 laptops each. All classes are able to access the computer bank on a flexible basis so that specific skills based teaching and learning may be undertaken to support students engaged in units of work currently being developed in the year level. Interactive whiteboards (IWB) are of an age where they are no longer efficient or effective – replacement devices are being considered and investigated – new IWB or ITVs. The use of these interactive devices in all classrooms and the extensive range of curriculum resources which teachers employ have become an integral teaching and learning tool.

The Learning Place is used as both a professional resource and a valuable online space for student learning. edStudios and eLearn communities provide students with opportunities to engage in purposeful learning activities with real audiences, share their learning with peers and family members and reflect on learning activities. Staff members access the Learning Place resources, teacher developed edStudios and the Wynnum State School eLearn Community for current ICT related curriculum documents, software guides, interactive resources and professional readings.

Software includes school purchased programs and mobile device applications, in addition to software provided with the Department of Education and Training's Managed Operating System. This software aims to promote student learning across the key learning areas, for example, Scratch, BeeBots and Lego robotics programs to develop problem solving and logical sequencing, Microsoft programs to design webpages and brochures, Inspiration software to create character maps and Tux Paint and Photo story to create a digital retell of a story.

Social climate

Overview

At Wynnum State School students have a voice are pivotal to the success of the school, and that of being a high performing learning place. At *Our Place*, students are taught to be learners, citizens growing their intelligences, and invaluable social and learning behaviours. They are ultimately responsible for their behaviours and are working towards having innate habits – being safe, respectful, responsible and life long learners. We believe all students can learn, achieve and succeed, that success breeds success and schools can control the conditions for student success (at school). The keys to unlocking these beliefs and understandings are clarity of focus, high expectations, expanded learning opportunities and working from a research based position. From the beginning of the day, dancing, music, handball, physical fitness, reading, library and computer lab access or chatting (yarning) sets the scene for student choice and success. The three Precincts with caring, professional and community minded staff enable students to have the sense of belonging with rich authentic child centered curriculum enhances this belongingness. Opportunities for student leadership, innovation and commitment to *Our Place* are welcomed and nurtured. Students show their pride through uniform, manners, conversations, singing the school song, bellowing the school are cry and taking keen roles in Precinct and School Assemblies. At the end of the day staff can be seen throughout the school chatting to students and parents, and overseeing the safety of all.

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)	94%	91%	93%
• this is a good school (S2035)	93%	92%	96%
• their child likes being at this school* (S2001)	92%	97%	99%
• their child feels safe at this school* (S2002)	93%	94%	96%
• their child's learning needs are being met at this school* (S2003)	90%	91%	93%
• their child is making good progress at this school* (S2004)	86%	91%	93%
• teachers at this school expect their child to do his or her best* (S2005)	96%	96%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	94%	88%
• teachers at this school motivate their child to learn* (S2007)	87%	93%	90%
• teachers at this school treat students fairly* (S2008)	89%	90%	88%
• they can talk to their child's teachers about their concerns* (S2009)	92%	92%	92%
• this school works with them to support their child's learning* (S2010)	85%	90%	90%
• this school takes parents' opinions seriously* (S2011)	85%	87%	84%
• student behaviour is well managed at this school* (S2012)	86%	85%	87%
• this school looks for ways to improve* (S2013)	93%	93%	94%
• this school is well maintained* (S2014)	95%	99%	96%

* 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)	98%	99%	99%
• they like being at their school* (S2036)	98%	95%	98%
• they feel safe at their school* (S2037)	94%	96%	97%
• their teachers motivate them to learn* (S2038)	98%	98%	100%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	97%
• teachers treat students fairly at their school* (S2041)	90%	88%	88%
• they can talk to their teachers about their concerns* (S2042)	92%	87%	92%
• their school takes students' opinions seriously* (S2043)	97%	96%	94%
• student behaviour is well managed at their school* (S2044)	83%	89%	79%
• their school looks for ways to improve* (S2045)	99%	98%	99%
• their school is well maintained* (S2046)	95%	98%	96%
• their school gives them opportunities to do interesting things* (S2047)	99%	98%	99%

* 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)	96%	97%	91%
• they feel that their school is a safe place in which to work (S2070)	96%	97%	96%
• they receive useful feedback about their work at their school (S2071)	96%	95%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	95%
• students are encouraged to do their best at their school (S2072)	98%	100%	96%
• students are treated fairly at their school (S2073)	96%	97%	96%
• student behaviour is well managed at their school (S2074)	93%	93%	91%
• staff are well supported at their school (S2075)	93%	93%	85%
• their school takes staff opinions seriously (S2076)	91%	95%	85%
• their school looks for ways to improve (S2077)	98%	97%	96%
• their school is well maintained (S2078)	98%	98%	96%
• their school gives them opportunities to do interesting things (S2079)	91%	95%	91%

* 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

Families are requested to attend parent/teacher/student interviews as part of the 'reporting to parents' requirements. Students are instrumental in these conversations, as they are central to the learning and teaching process. The students share their goals, progression, assessment and every day work. From this process, all parties have a genuine and clear understanding of what is happening at the school for the student. Curriculum information and how families can support their child is shared through Curriculum Evenings, Curriculum Newsletters and School Newsletters that are also available on the school website and QSchools app. The *Loving Literature* process offers ongoing cognitive and linguistic interactions between home and school, through Homeroom teachers and reading and discussing texts. The Parent and Citizen (P&C) group are a critical conduit between the parent body and the school, and the forum for parent input. The partnership of the P&C and Student Council, with running and hosting various events epitomises the school's citizenship model. Parents are welcomed to all Assemblies, culminating learning events, sporting and cultural events, where the students instrumental in showcasing their talents, interests and capabilities. Through student agency, parent and community engagement is evidenced.

Through student monitoring and assessment at an individual, Homeroom, year and whole school level, those requiring extension or support are identified in a timely manner. Appropriate adjustments and/or external or support are identified in a timely manner. Appropriate adjustments and/or external supports are determined through the engagement of key stakeholders, of which parents are instrumental. These discussions are documented and signed by parents.

Respectful relationships programs

The school develops and implements programs that focus on appropriate, respectful and healthy relationships. A number of these are outlined in the school's Responsible Behaviour Plan and include Life Education program, BASE program (protective behaviours – personal safety and awareness), NAIDOC Day, Safety Program (Fire Service talk, Queensland Rail talk), Year 6 to High School Immersion Program, Habits of Mind (fortnightly focus), Tomorrow's Citizens, Community Rules, Student Self Assessment Checklist, School Wide Behaviour Expectations, and Student Leadership in Assessment Result – Whole School Summary. 2018 Semester 1 - Behaviour = 85.8%, Effort = 94.2%. 2018 Semester 2 – Behaviour = 86.7, Effort = 94%

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	50	14	27
Long suspensions – 11 to 20 days	0	0	0
Exclusions	3	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 the school's environmental footprint

One of the roles of the Tomorrow's citizens is that of eco citizenship. The purpose is to reduce the environmental footprint. This includes:

- the construction of buildings to capture natural breezes
- window and louvre design to improve natural lighting and air flow in learning areas
- movement activated lighting in learning spaces
- installation of solar power panels
- rain water capture in underground tanks (500,000 litres) to service toilets and garden/grounds watering
- rain water ground-flow filtering systems, including bio retention basins
- planting of indigenous plants
- mulching of extensive gardens

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		279,540	244,724.2
Water (kL)		2,559	3,127

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](http://www.myschool.edu.au/) 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

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	56	36	<5
Full-time equivalents	51	23	<5

*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	2
Graduate Diploma etc.*	12
Bachelor degree	34
Diploma	6
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 \$34 467.93.

The major professional development initiatives are aligned to the School Priorities in English, Maths, Pedagogy and Habits of Mind (social and learning behaviours). This involves investing in personnel in the roles of coaches, mentors and support staff to improve staff capacity and outcomes for every student at the school. The driving force with regard to professional development is to achieve student outcomes, as outlined in the school's reviews, direction setting as articulated in the Annual Implementation Plan, through building the capacity of staff in field knowledge, utilising student data, pedagogy and backward mapping (curriculum and assessment).

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.	96%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	93%	93%	93%
Attendance rate for Indigenous** students at this school	88%	90%	88%

* 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

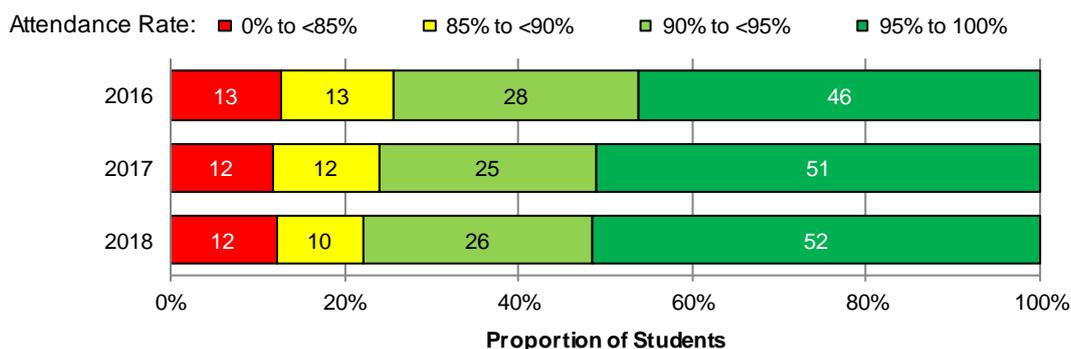
Year level	2016	2017	2018
Prep	92%	93%	93%
Year 1	92%	93%	93%
Year 2	93%	94%	94%
Year 3	93%	93%	93%
Year 4	92%	94%	93%
Year 5	93%	93%	93%
Year 6	92%	93%	93%

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.

Students enrolled at Wynnum State School who are absent for any reason, should provide notification of absence via voice message to the school phone, email or letter to the school. Any absences which are unexplained will result in a text message being issued to the parent or carer on the morning of the unexplained absence. Class rolls are marked twice a day by 9:30am and 1:15pm using OneSchool roll marking. To maximise attendance rates, when absenteeism occurs, Teachers and Precinct Leaders contact parents/carers to advise about nonattendance. Individual Behaviour Plans are implemented to support students and communicate with parents. Similarly, parents are invited to a personal interview with a Precinct Leader to discuss inconsistent attendance. School attendance is promoted by School House Captains on assemblies and through the newsletter via the Hadfield Hero and House Points. All students attaining >95% are awarded certificates each semester.

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.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

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.