



Wynnum State School

Believe Achieve Succeed

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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WYNNUM State School Overview

Statement of Purpose: The overarching purpose is to develop children's intelligences - knowledge, skills, capabilities and values - for becoming intelligent, healthy, informed, creative, democratic eco-citizens – for today and tomorrow. Utilising the Australian Curriculum to achieve this purpose, the school's culture, identity, organisation and curriculum is an ever evolving process, through continual environmental scanning. Collectively, the aspiration is to create a 'better' future for the upcoming generations.

Our vision is to grow intelligent citizens for a sustainable future.... *Believe, Achieve, Succeed.*

Profile: Wynnum State School commenced in 2011, relocating to the current site in 2012. A brand new school amalgamating three distinct communities, that of Lindum, Wynnum Central and Wynnum North State Schools, came into being. This unique challenge led to the design, creation and development of a rich learning place, *Our Place*, on the soil of the Quandamooka people. Paying homage to the original custodians, their respect for the environment – earth, sky and sea, and the wild life – grew a sense of belonging through School Houses (Booangun, Kanni, Mirrigimpa), mascots, school song, war cry and a strong Wynnum Warrior spirit.

The *Habits of Mind* (Arthur L Costa), the dispositions for successful learners, citizens and problem solvers, has become our framework from which expected values, skills and attitudes are taught. Our diverse range of learners, including those with learning needs, students with disabilities and those requiring extension and enrichment are identified, monitored and supported through analysis and interrogation of data including Student Support and Data Group (SS&DG) processes. Students, in Years 3-6, love learning through the school's Enrichment and Extension program, wellbeing, leadership, sport and cultural pursuits. Wynnum State School is responsive in providing a safe, respectful and disciplined learning environment for all school community members, where students engage in quality learning experiences and acquire values that support lifelong wellbeing.

To guide the creation of the school, the Australasian Schools Accreditation Agency (ASAA) framework was embraced supporting consultation, collaboration, decision making and problem solving and setting. ASAA's purpose is to assist in the development of quality, high performing schools, providing a structure for schools to reflect upon processes, programs and performance, self evaluate, and respond to external expert review of processes, programs and performance. It provided the confidence to lead the 'new' school endeavours with the focus on **Identity, Teaching and Learning Environment – Learning Outcomes, Curriculum and Effective Teaching, Organisation Management – Governance, Leadership and Management.**

The school's Strategic Plan and Annual Implementation Plan (school's Improvement Agenda) outlined the priorities for the 2019 school year. These included –

- refining the signature pedagogical practices with a focus on student learning, in context of the Australian Curriculum particularly in *Cracking the Code* in English (Reading) and Mathematics (Whole Number, Fractions, Fluency and Problem Solving)
- utilising student data to make informed decisions – catering for the range of student learning needs, (below NMS to U2B and 'at risk' students within this range)
- growing the *Habits of Mind* for all students – the thoughtful behaviours that allow people to navigate the moral, ethical and spiritual challenges encountered in this increasingly complex and rapidly changing world (General Capabilities, Australian Curriculum – *Personal and Social, Critical and Creative Thinking*)

Facilities: Zoned within Precincts, each Precinct has outdoor learning areas, kitchen areas and age appropriate play areas. 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, a large computer lab and designated Science Room. Our sporting facilities include a large oval and two multi purpose 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.

Our school at a glance

School profile

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

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	740	754	750
Girls	350	356	346
Boys	390	398	404
Indigenous	77	73	73
Enrolment continuity (Feb. – Nov.)	93%	96%	95%

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	24	24	23
Year 4 – Year 6	23	25	27
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>.

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>.

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>.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

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)	91%	93%	94%
• this is a good school (S2035)	92%	96%	94%
• their child likes being at this school* (S2001)	97%	99%	96%
• their child feels safe at this school* (S2002)	94%	96%	97%
• their child's learning needs are being met at this school* (S2003)	91%	93%	88%
• their child is making good progress at this school* (S2004)	91%	93%	90%
• teachers at this school expect their child to do his or her best* (S2005)	96%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	88%	89%
• teachers at this school motivate their child to learn* (S2007)	93%	90%	94%
• teachers at this school treat students fairly* (S2008)	90%	88%	90%
• 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)	90%	90%	87%
• this school takes parents' opinions seriously* (S2011)	87%	84%	85%
• student behaviour is well managed at this school* (S2012)	85%	87%	88%
• this school looks for ways to improve* (S2013)	93%	94%	88%
• this school is well maintained* (S2014)	99%	96%	98%

* 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)	99%	99%	96%
• they like being at their school* (S2036)	95%	98%	95%
• they feel safe at their school* (S2037)	96%	97%	93%
• their teachers motivate them to learn* (S2038)	98%	100%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	95%
• teachers treat students fairly at their school* (S2041)	88%	88%	83%
• they can talk to their teachers about their concerns* (S2042)	87%	92%	87%
• their school takes students' opinions seriously* (S2043)	96%	94%	96%
• student behaviour is well managed at their school* (S2044)	89%	79%	81%
• their school looks for ways to improve* (S2045)	98%	99%	95%
• their school is well maintained* (S2046)	98%	96%	91%
• their school gives them opportunities to do interesting things* (S2047)	98%	99%	95%

* 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)	97%	91%	91%
• they feel that their school is a safe place in which to work (S2070)	97%	96%	97%
• they receive useful feedback about their work at their school (S2071)	95%	89%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	94%
• students are encouraged to do their best at their school (S2072)	100%	96%	98%
• students are treated fairly at their school (S2073)	97%	96%	95%
• student behaviour is well managed at their school (S2074)	93%	91%	88%
• staff are well supported at their school (S2075)	93%	85%	86%
• their school takes staff opinions seriously (S2076)	95%	85%	89%
• their school looks for ways to improve (S2077)	97%	96%	92%
• their school is well maintained (S2078)	98%	96%	97%
• their school gives them opportunities to do interesting things (S2079)	95%	91%	88%

* 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>

Respectful relationships education programs

Our school has implemented a respectful relationships education program as part of the broad multi departmental Queensland Government approach to ending domestic and family violence and building 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.

Through explicit teaching the *Habits of Mind*, Wynnum State School has a framework for all to know (**meaning**) about the dispositions, the thinking that perpetuates certain social and learning behaviours, **valuing**, having the **alertness, commitment and capacity** –

- to recognise emotions and express them appropriately
- recognise personal qualities and achievements
- understand themselves as learners
- develop reflective practices
- develop self discipline and set goals
- work independently and show initiative
- become confident, resilient and adaptable
- appreciate diverse perspectives
- contribute to civil society
- understand relationships.

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.

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	14	27	63
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)	279,540		243,909
Water (kL)	2,559	3,127	2,122

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.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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



4. Click on 'Finances' and select the appropriate year to view the school financial information.



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	57	41	<5
Full-time equivalents	50	24	<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 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
- 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
- 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.

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.	97%	95%	97%

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%	93%	93%
Attendance rate for Indigenous** students at this school	90%	88%	89%

* 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%	93%	92%
Year 1	93%	93%	91%
Year 2	94%	94%	93%
Year 3	93%	93%	93%
Year 4	94%	93%	93%
Year 5	93%	93%	93%
Year 6	93%	93%	92%

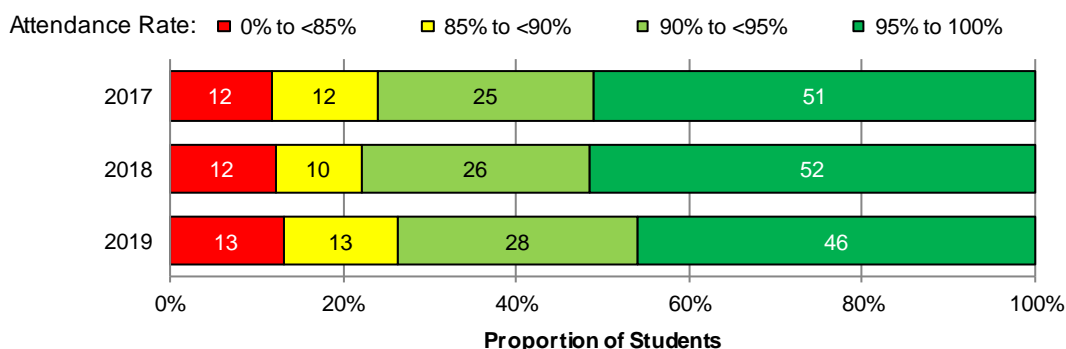
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.