Principal’s foreword

Introduction

The following report provides concise information on the profile of the school, the priorities undertaken in 2011 and the progress that has been made. It also provides an insight into the future direction the school will take and the reasoning behind this.

School progress towards its goals in 2011

In 2011 three major priorities were identified – Reading, Problem Solving and Differentiation.

In reading, significant progress has been made towards enhancing the pedagogical practices across the school and embedding a common language to discuss reading. Professional development was utilised as a starting point. Kay Rankin was employed to up-skill teachers, the Administration team, the Teacher Librarian, Heads of Curriculum, STLaNs and Teacher Aides around the explicit teaching of reading strategies that had been identified as problematic through an analysis of school data. Pat Edgar was also tapped into to build capacity around the teaching of QAR (Question Answer Relationships). Through a deliberate, targeted program a team was developed which would utilise a unique method to coach teachers and provide them with individualised professional development in a classroom context. The team was named the FIT (Focused Intensive Teaching) Team and the members of this team were responsible for developing demonstration lessons, resources and a PowerPoint presentation which utilised the whole-part-whole model of teaching and which differentiated the content, process, learning environment or product to three instructional levels. In Term Three the demonstration lessons focused on reading strategies and Term Four they focused on comprehension strategies. A Reading Data Wall was introduced to track students’ Wings and Probe levels and to visually show which students would require further assistance or extension. Students at the lower end of the Data Wall were provided with a Pre-FIT lesson to expose them to the text they would encounter in FIT to build prior knowledge to enable them to better access the reading material presented. At the end of 2011 it was decided to continue the FIT model and focus on Guided Reading.

In problem solving, the same FIT methodology and approach to building capacity and strengthening pedagogical practices around the teaching of problem solving strategies in Mathematics was used. Problem Solving was the focus for the second half of Term 3, and the subject matter for the lessons developed was again determined through an analysis of NAPLAN and PAT M data. The FIT team developed and implemented demonstration lessons which adhered to the whole-part-whole format, explicitly articulated the WALT (We Are Learning To…) and the WILF (What I'm Looking For…) and differentiated instruction to three levels. Initially the FIT Team and classroom teachers had some trepidation around tackling problem solving, but confidence quickly grew and the project was again deemed highly successful. The Model adopted in 2011 was very much an ‘I DO’ model whereby there was no onus on the class teacher to plan or implement lessons or develop the accompanying materials. Their role was merely to facilitate one of the differentiated groups. In 2012 we plan to gradually release responsibility back to the classroom teacher using an ‘I DO, WE DO, YOU DO’ framework.

Differentiation was also a priority in 2011. A Differentiation Planner was developed and teachers were required to identify what adjustments would be made to the Process, Product, Content or Learning Environment in their classroom, to ensure ALL students could access the curriculum and reach their potential. Suzanne Falls was employed to in-service all staff and demonstrate the ease in which our assessment tasks could be tweaked to extend students and
provide them with additional or varied opportunities to help students grasp key concepts and complete assessment tasks to a satisfactory level. Differentiation was modeled by the FIT team and was an element of all FIT planning documents. In 2011 all teachers were expected to identify their ‘Traffic Light Groups’ for reading and for Problem Solving. The green group comprised advanced learners, amber students working at year level expectation and the red group targeted students requiring additional support.

Future outlook

The key areas for improvement in 2012 will continue to be Reading and Problem Solving. In 2012 we are also hoping to embed goal setting in reading and to introduce ways to provide constructive feedback to both teachers and students around their performance. ‘Three Stars and a Wish’ and ‘Three Polishers and a Keeper’ will be explored. Observation checklists for 2012 will also be used to provide feedback to beginning and contract teachers around the effectiveness of their teaching of modelled, guided and shared reading lessons.

Naturally the focus for 2012 will primarily be the implementation of the Australian Curriculum through the C2C Units. Professional Development to support the roll out of English, Maths and Science will be delivered, materials to ensure the English Units are well resourced will be purchased and ways to ensure the good work, that is currently occurring, is continued will be explored. Ways to manage the crowded curriculum time constraints associated with C2Cs will be investigated. Gaps in the C2Cs will also be addressed, including the absence of Guided Reading and problem solving opportunities.

The Audit Report identified that Data Analysis, at a class level, was not yet embedded and this would need to be a priority for Warrigal Road State School in the future. Angela Topping who is employed by the school as a coach has been in-serviced on ways to unpack data so that it informs the ways in which instruction is differentiated at a classroom level. She plans to share this, and it will become school expectation that the accompanying Differentiation Planner be adopted and completed by all teachers.

ICTs will also become a major focus in 2012, with growing importance placed the multi-modal nature of the C2C assessment tasks. Professional Development will need to be provided around the use of various ICTs and programs including Photoscape, edstudio, etc. In addition to PD, it is identified that the current student-computer ratio will make management and completion of multi-modal tasks difficult. It is anticipated that the ICT budget will receive and injection of funds in 2013 from areas which may no longer require the same amount of money to implement the C2Cs – the Literacy Budget is a possibility with all novels having been purchased.
Our school at a glance

School Profile

Record:
Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1255</td>
<td>649</td>
<td>606</td>
<td>97%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Warrigal Road State School is a highly multicultural school which values its diversity. Students with Australian, Chinese, Korean or Indian cultural backgrounds form the majority of the schools population. Approximately half our students speak a language other than English at home. The students exhibit a strong ethos for academic excellence, excellent behaviour standards and respect for their teachers.

An Enrolment Management Policy is employed to ensure consistency of student numbers, so that existing resources can support student learning programs effectively. Our total enrolment continues to grow and the school frequently receives requests to enrol overseas fee paying students for various periods of time.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.4</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.4</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

At Warrigal Road State School we have developed an innovative and distinctive approach to schooling that is based on a clear educational rationale reflecting the needs of students and the community.

Including:

* Instrumental Music Program
* Literacy Block Programs
* Early Intervention Programs
* LOTE
* Focused Intensive Teaching (FIT)
* Intensive Teaching Initiative (ITI)
* Subject specific units of work
* Moderated year level assessment tasks
* Sports Program

Extra curricula activities

Warrigal Road offers a number of extra curricula activities which attempt to respect the eclectic nature and interests of students, and include:

* ICAS Competitions
* Art Club
* Booster Clubs
* Knitting Club
* Prep Helpers
* Playground Rangers
* Buddies
* Student Council

How Information and Communication Technologies are used to assist learning

At Warrigal Road State School we have two laptop classrooms in Year 7 and in 2012 are moving towards having two year 6 laptop classes. Students in these classrooms complete the majority of their work on their laptop. All classrooms throughout the school are also equipped with an Interactive Whiteboard. These whiteboards have also been positioned throughout the SEP including the Teachers’ Preparation Room, the Multi-Media Room, Resource Centre and two withdrawal rooms in the GLA. Digital cameras and ‘Flip’ cameras have been purchased to enable students to complete various multimodal assessment tasks. IPads have been bought by the SEP and are currently used by HI students and other students who may benefit from this interactive technology.

Social climate

Warrigal Road State School has decided to become an SWPBS School (School-wide Positive Behaviour Support). At present the journey has only just begun and in 2012 it is hoped to get SWPBS off the ground by attending the training, developing an SWPBS Committee, devising a common set of rules and a consistent language to discuss rules and consequences. Warrigal Road currently have four rules ‘Respect Others’, ‘Respect Property’ and ‘Respect Self’ and ‘Respect Adult Instruction’, which we hope to tweak and embed in the future. Students at Warrigal Road currently employ the Hi Five strategy to manage incidents in the playground. Bullying is not tolerated at Warrigal Road State School, and 81.1% of parents and 79.3% students communicated that they were satisfied or very satisfied the school provides a safe environment. The school has an alternate playground which it uses to assist students in the early years develop those social skills necessary to transition into the mainstream playground. Warrigal Road State School is also a Responsible Thinking School, and students who do not follow the class rules sent to a buddy class to reflect on their behaviour and create a plan for improved behaviour in the future. Playground rangers are used in the school and they work with the younger students teaching them a variety of games and activities so that break time is social and enjoyable.
Parent, student and teacher satisfaction with the school

Parent and Caregivers report they are either satisfied or very satisfied with numerous aspects of schooling and school-life at Warrigal Road. 81.5% of parents/caregivers recognised the usefulness of what their child was leaning, 84.5% agreed that the school provided good learning opportunities, 80% though their child was treated fairly, 85.3% were satisfied or very satisfied their child was happy coming to school and 78.7% thought their child was getting a good education.

Students gave equally favourable responses to survey questions. 80.2% of student were happy with what they were learning, 83.7% agreed Warrigal Road State School is a good school, 84.3% were satisfied or very satisfied the teacher helped them to be their best, 82.9% though they were doing their best, 80.5% were happy to come to school and 84.5% were pleased with the education they were receiving at school.

Teacher responses also indicated a moderate to high level of satisfaction. 91% of teacher felt Warrigal Road was a safe place to work, 94.3% felt they got on well with the students, 90.7% agreed they were encouraged to take responsibility for their work, 84.4% were satisfied or very satisfied the school was a good place to work, 91.4% of them recognised that their efforts were worthwhile, 83.4% were clear on what their work responsibilities were and 84.2% were confident of being able to do what was expected of them, 93.5% felt they had good working relationships with other staff and 89% felt they put a lot of energy into their work.

Where data is withhold in the table below, it is to ensure privacy of individuals.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>78%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents are highly valued at Warrigal Road State School. In 2011 opportunities were provided to parents enhance their confidence and knowledge of different aspects of NAPLAN and the curriculum. Workshops were provided for parents around Reading, Grammar and Punctuation, Writing and Numeracy. The workshops were well attended and feedback was positive. Sessions were also provided around Reading and different strategies children need to engage when reading. Parents are also kept well informed of all initiatives undertaken at the school. Each week a newsletter goes home. The Bulk of the newsletter is dedicated to curriculum information and the latest FIT focus. Parents are provided with resources, tips and activities they can do with their child to support what is being done at school. The Ready Readers Program was introduced and a number of parents volunteered and worked with students requiring one-to-one support with reading. Parents are welcomed to Literacy Block and many parents assist with the management and supervision of a group of children on a weekly basis. The Early Years Committee operates to raise fund for students in Prep to Year 2 and they are highly involved in funding activities and projects they know will improve the learning environment and learning outcomes for their children. Readers for Prep were prioritised this year.

Additional opportunities for involvement include:
- Covering and processing new resources
- Tuckshop volunteers
- P&C fundraising to support facilities development and resourcing within the school. Lapathon, Fete, Sno-Cone Days, Entertainment Books and book packs. These activities provide Warrigal Road with significant financial resources and build school community spirit.
- Tears and tissues morning tea for Prep parents on the first day
- Term 1 Parent Information Evening
- Term 1 and 3 Oral Reporting with class teachers
- Assemblies
- Anzac Day ceremony
Our school at a glance

* School Leaders Ceremony
* Leadership Ceremony
* Academic Award Presentations
* Sports Assemblies
* Music Evening
* Graduation Ceremony
* Disco
* Easter Hat Parade
* Year Level Curriculum Expos
* Camp Support

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Warrigal Road is aware of the enormous potential for them to contribute to the environmental footprint we leave behind. We also have a significant ability to reduce the impacts we have on the environment. To counter the high demand placed on paper and photocopying, the school prioritised the purchase of interactive whiteboards for every classroom. Photocopying numbers for 2011 decreased. It is anticipated that in 2012 there could be a blow-out in photocopying with the nature of C2Cs. Ways to counter this happening will be explored in 2012.

Although it would appear from the indicators below that our carbon footprint has increased, our school enrolments have increased and this be taken into account. To reduce the consumption of water, water saving taps have been installed. There have been concerns raised that these are not as effective as hoped, as they do not turn off quickly enough. Water tanks have been installed throughout the school as school involvement with the Earth Smart Program. The new GLA block (BER Project) has sensor lights installed in the withdrawal rooms. Teachers are encouraged to turn off their lights when leaving the room and to ensure their data projector has been switched off.

Environmental footprint indicators, 2010-2011:

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>236,272</td>
<td>3,489</td>
</tr>
<tr>
<td>2010</td>
<td>214,427</td>
<td>2,816</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>10%</td>
<td>24%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>84</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>74</td>
<td>26</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>12</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>75</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
</tr>
<tr>
<td>Certificate</td>
<td>7</td>
</tr>
</tbody>
</table>
## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $16740.09. The major professional development initiatives were as follows:

* Comprehension – Pat Edgar
* Differentiation – Suzanne Falls
* Improving Reading – Kay Rankin
* Visible Learning – John Hattie
* Crossing Cultures

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2011 school year.

## School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select ‘GO’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>94%</td>
<td>94%</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Graph]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-038: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The bell at Warrigal Road State School rings at 8.55am. Students arriving after this time are considered late. Student arriving between 9 and 9.30am are marked late on the roll. Those arriving after 9.30am are marked late for the morning. Students leaving after 2.45pm are marked as ‘early departure’. Students leaving before 2.30pm are marked as absent for the afternoon. Rolls are marked twice daily – at 9am and again at 12pm.

Students arriving late are signed in at the Office, before they proceed to their classroom. This process will be reviewed in 2012 as it is thought that it detains students longer than necessary. A record is also maintained of students who are consistently picked up from school late. Repeat offenders are spoken to and reminded that our duty of care ceases at 3.20pm.

Teachers are asked to notify their DP if a student is repeatedly away, if there are trends in their absences or they are away for a prolonged period. The DP then follows up by contacting the parent. If DP has suspects that the parent is neglecting their duty by failing to ensure their child gets to school, an SP4 will be completed and sent to the correct authorities.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/](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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Our school caters for both indigenous and non-indigenous students to ensure all learning is based on the student’s learning needs, and have an individual plan for each of the indigenous students. As a school, we are striving to close the gap between our indigenous and non-indigenous students and are proud of the efforts our staff, students and families have made to assist us in achieving this goal.

Attendance

The attendance rate for our indigenous students in 2011 was 92%, which is an improvement from the attendance rate in 2010 of 84%.

Attainment

In NAPLAN writing, the Year 5 indigenous students performed above the National Mean by over 100 points. The indigenous students performed 20 points higher than the National Mean on the Numeracy test, and the Year 5 students performed only 4 points below the National Mean.

In Year 5, 100% of the students received a rating of C or higher in English and Science.

Retention

Not Applicable