

Wilston State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

School comments currently published on *My School* website Wilston State School caters for approximately 893 students from Prep to Year 6 in 36 classes. Our balanced curriculum ensures that students have rigorous learning programs developed around the Australian Curriculum learning areas with a strong focus on the seven general capabilities. Our students in Years 5 and 6 participate in Japanese language lessons. The curriculum programs delivered at Wilston aim to maximise individuals' learning through stimulating and innovative teaching practices and individualised programs. Our school values and encourages student participation in a range of activities including instrumental music, choir, Eco-Marines and local sporting and academic competitions. The value of the parental role in education is well-recognised at Wilston State School. Our active Parents and Citizens' Association fosters community spirit and provides additional resources and services for our school community.

Principal's Foreword

Introduction

Wilston State School caters for approximately 893 students from Prep to Year 6 in 36 classes. Our balanced curriculum ensures that students have rigorous learning programs developed around the with key learning areas with a strong focus on the cross-curricular priorities of literacy, numeracy and STEM.

Wilston State School has a strong and ongoing association with the surrounding community. The school was established in 1920 through the fundraising efforts of the local community and generations of students have been educated here.

This report outlines our achievements in 2017, highlighting areas to be addressed in the future.

School Progress towards its goals in 2017

Student achievement was consistently well above the state and national averages for Years 3 and 5. We continue to map our students' achievements when compared to like schools. Our goal is to improve our academic achievement with all students.

We refined our explicit improvement agenda on effective pedagogical practices in reading and numeracy, and reviewed our practices in the teaching of spelling.

We continued to support teaching staff in developing their curriculum knowledge and enhancing their pedagogical capability.

We continued working with Dr Cam Brooks to implement a process of collaborative planning in the area of mathematics to include differentiated instruction and purposeful goal-setting and student feedback.

Case Management of reading continued to enhance teacher knowledge and to develop teachers' pedagogy to improve reading outcomes across the school. We have been regularly interrogating and discussing student data to inform teaching and learning. Putting faces on

the data, using the data wall and discussion about student growth have been a consistent routine throughout the year.

Future Outlook

In 2018 we will focus on:

Improving student achievement in writing –

- Supporting teachers in how to teach the knowledge, processes and skills that students need to write well by implementing high yield pedagogical practices, engaging in meaningful professional development and coaching.
- Developing quality assurance practices in implementing consistent pedagogy, using the Feedback for Learning process.
- Studying writing demands in Australian Curriculum by deconstructing the writing demands, having professional learning opportunities and incorporating into planning days.
- Reviewing all writing data including summative, diagnostic and formative with the intention of planning next steps for students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	876	440	436	15	97%
2016	847	422	425	14	97%
2017	858	411	447	11	97%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Over 90% of the student population come from families that speak English only. We are experiencing a steady growth to our enrolment numbers each year. The majority of our students remain at the school for duration of their primary school. A significant percentage of our students participate in a variety of extra curricula activities offered at Wilston State School.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	23
Year 4 – Year 6	26	27	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- Effective implementation of the Australian Curriculum for English, Mathematics, Science, HASS, Technology, LOTE, HPE and The Arts.
- Curriculum is embedded with differentiation (planning, assessment and reporting) to cater for the learning needs of all students

- Rigorous learning context in which students actively engage through explicit teacher instruction, personal goal setting and an emphasis on feedback for learning to inform teacher and students' next steps
- Specialised school-based personnel support students with library, classroom music, instrumental music, physical education, learning support, science and languages other than English (Japanese – Years 5 & 6)
- Advisory visiting teachers provide support for students with identified needs including: EAL/D, AVT Inclusion and AVT HOSES, Hearing Impairment, Physical Impairment

Co-curricular Activities

- Strong history of commitment to the Arts with school musical performances by the Strings Ensembles, Wilston State School Band and School Choirs
- Student Leadership Program
- Student Council
- Library Monitors
- Chess Club
- Annual Speaking Competition
- Science Competition
- City Cluster of State Schools High Achievers Program
- Eco-Warriors Club
- Robotics Club
- City Cluster of State Schools Mini Festivals
- GALA Sports Days
- APSMO Olympiad
- School Camps (Years 4,5 & 6)

How Information and Communication Technologies are used to Assist Learning

The general capability of ICT is woven into learning areas to enhance students access to and communication of information. In 2017 we continued to build teachers' ability to meaningfully utilise ICT to enhance teaching and learning.

Social Climate

At Wilston State School we pride ourselves on our supportive and caring culture. Teachers identify students' individual needs and plan to provide opportunities to develop their potential in safe and supportive environment. Our school's Responsible Behaviour Plan details strategies that are implemented across the school to promote:

- Care for Learning
- Care for Ourselves
- Care for Others
- Care for Our School

Our school employs a range of proactive strategies and programs to support our anti-bullying approach. These include our High 5, buddy classes and supported lunchtime activities. A strong student leadership program operates in our senior school to enable students to engage in a positive school climate at Wilston.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	89%	92%	90%
this is a good school (S2035)	88%	95%	90%
their child likes being at this school* (S2001)	98%	95%	97%
their child feels safe at this school* (S2002)	98%	96%	98%
their child's learning needs are being met at this school* (S2003)	85%	88%	87%
their child is making good progress at this school* (S2004)	86%	88%	91%
teachers at this school expect their child to do his or her best* (S2005)	89%	95%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	86%	86%
teachers at this school motivate their child to learn* (S2007)	85%	91%	86%
teachers at this school treat students fairly* (S2008)	88%	92%	90%
they can talk to their child's teachers about their concerns* (S2009)	91%	94%	97%
this school works with them to support their child's learning* (S2010)	81%	87%	85%
this school takes parents' opinions seriously* (S2011)	72%	83%	84%
student behaviour is well managed at this school* (S2012)	76%	91%	90%
this school looks for ways to improve* (S2013)	79%	88%	90%
this school is well maintained* (S2014)	80%	97%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	96%	96%
they like being at their school* (S2036)	97%	96%	94%
they feel safe at their school* (S2037)	96%	94%	94%
their teachers motivate them to learn* (S2038)	95%	93%	92%
their teachers expect them to do their best* (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	87%
teachers treat students fairly at their school* (S2041)	91%	89%	86%
they can talk to their teachers about their concerns* (S2042)	88%	83%	85%
their school takes students' opinions seriously* (S2043)	90%	92%	88%
student behaviour is well managed at their school* (S2044)	89%	91%	81%
their school looks for ways to improve* (S2045)	97%	97%	96%
their school is well maintained* (S2046)	97%	97%	94%
their school gives them opportunities to do interesting things* (S2047)	94%	92%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	97%	98%
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)	89%	79%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	91%	93%
students are encouraged to do their best at their school (S2072)	94%	100%	100%
students are treated fairly at their school (S2073)	94%	97%	98%
student behaviour is well managed at their school (S2074)	94%	95%	88%
staff are well supported at their school (S2075)	89%	87%	84%
their school takes staff opinions seriously (S2076)	80%	86%	85%
their school looks for ways to improve (S2077)	89%	95%	95%
their school is well maintained (S2078)	94%	100%	95%
their school gives them opportunities to do interesting things (S2079)	94%	89%	93%

* 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

We are very fortunate to have a highly motivated, active engaged and supportive P & C that works with and in support of the school.

Parents are involved in a range of activities throughout the school. The parent body is instrumental in the running of the Tuckshop, Uniform Shop, Wilston Kids' Care, Wilston Crocodiles and Robotics Club. Our parents also volunteer for our fete, Parent Liaison Officer, Year 6 Graduation, in the library and in our classrooms.

Respectful relationships programs

Through our safe and supportive school environment, we foster in our students a love of learning and a sense of belonging. Our school maintains many of its proud traditions and embraces new approaches to ensure that all students reach their academic, physical and social potential in a respectful, supportive environment.

School Disciplinary Absences

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	3	2	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

It is pleasing to note that we have maintained a slight decrease in the amount of electricity and water consumption since 2014. Further efforts will continue to be implemented to ensure this trend remains.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	406,254	4,988
2015-2016	354,935	5,137
2016-2017	352,890	4,846

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

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	61	28	0
Full-time Equivalent	51	18	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	3
Bachelor degree	44
Diploma	2
Certificate	

*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 2017 were \$ 119 916.00

Our major professional development initiatives were:

- Preparation and implementation of the Australian Curriculum
- Assessment, moderation and reporting
- The teaching of reading
- Feedback for Learning
- Mentoring with Master Teacher and Head of Curriculum

The proportion of the teaching staff involved in professional development activities during 2017 was 96%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2017.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	96%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	98%	93%

*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 2017 for all Queensland Primary schools was 93%.

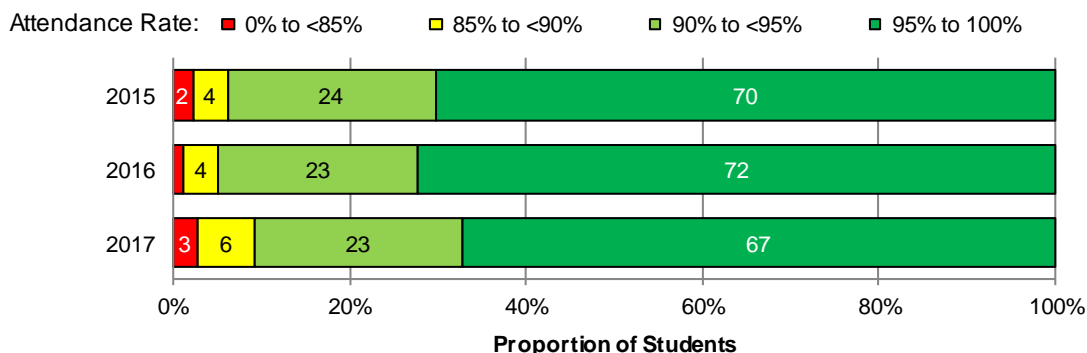
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	96%	96%	96%	96%	96%	96%	96%						
2016	96%	97%	96%	97%	96%	96%	96%	DW					
2017	95%	96%	96%	96%	95%	96%	96%						

*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:



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

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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 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.