Wilston State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

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

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School Overview

Wilston State School caters for approximately 864 students from Prep to Year 6 in 35 classes. Our balanced curriculum ensures that students have rigorous learning programs developed around the eight key learning areas with a strong focus on the cross-curricular priorities of literacy, numeracy and Information Communication Technologies (ICTs). 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. These are further supported by our learning and special needs support and intervention, gifted and talented and social skills programs. Our school values and encourages student participation in a range of extra-curricular activities including instrumental music and choir, and local sporting competitions. The value of the parental role in education is well-recognized at Wilston State School. Our vibrant Parents and Citizens Association fosters cohesion within the school community and provides additional resources and support critical to our success.

Principal's Forward

Introduction

Wilston State School caters for approximately 860 students from Prep to Year Six in 35 classes. Our balanced curriculum ensures that students have rigorous learning programs developed around the eight key learning areas with a strong focus on the cross-curricular priorities of literacy, numeracy and Information Communication Technologies (ICTs).

Wilston State School has a strong and ongoing association with the surrounding community. It 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 2016 and it will also highlight areas to be addressed in the future.

School Progress towards its goals in 2016

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

We sharpened our explicit improvement agenda on effective pedagogical practices in reading and problem solving (utilising the Polya Methodology) and monitored and reviewed our practices in the teaching of spelling and mental computation.

A major focus was to support the staff in deepening their curriculum knowledge and enhancing their pedagogical skills. In order to achieve this, a number of areas were studied as part of the staff's professional learning.

- The effective use of data to inform teaching practice.
- Identifying and support individual students through case management using the Dr Lyn Sharratt method.

Continue to support all teacher to providing effective feedback to students using the model developed and supported by PhD Candidate Cam Brooks.

Achievements compared to targets set.

National Minimum Standards – our expectation is that 100% of students attending this school meet this minimum standard.

Reading		Numeracy	
Year 3	Achieved – 100 %	Year 3	Achieved – 100%
Year 5	Achieved – 98.3%	Year 5	Achieved – 98.3%

Increase the Percentage of Students in the Upper 2 Bands

	Year 3 2015	Year 3 2016	Year 5 2015	Year 5 2016
Reading	74.2%	81.1%	71.9 %	64.2 %
Numeracy	62.9%	62.9%	50.0%	52.5%

Future Outlook

In 2017 we will focus on

Feedback for learning. Continuing working with Dr Cam Brooks, Implementing a process of collaborative planning in mathematics that is responsive to students' needs incorporates timely differentiated instruction and purposeful goal-setting and feedback. Increase the percentage of students achieving a C standard or above in mathematics in targeted year levels.

Reading and Case Management of Reading. Enhancing teacher knowledge and developing teachers' pedagogy to improve reading outcomes across the school. Regularly interrogating and discussing student data to inform teaching and learning. Utilising the data wall to put faces on the data and initiate discussions about student growth. Increase the percentage of students achieving the minimum reading target across all year levels. Cater for the high percentage of students who are high performing readers and ensuring they continue to demonstrate growth

Improve the Quality Inventory spelling data in Years 1 and 2. Further implementing opportunities for teachers to share and discuss reading and spelling practices.

Intensive intervention programs in the junior sector for students requiring support with literacy and numeracy.

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	900	439	461	14	97%
2015*	876	440	436	15	97%
2016	847	422	425	14	97%

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

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

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

Over 90% of the student population come from families that speak English only. The parent body is highly professional and their main occupations can be catagorised in the following way. (37.2 % come from a professional background; 15.7 % Clerical and Administration; 15.1 % Managers; 9 % Technical and Trades; 8 % Community and Personal Service; 7.4 % Sales; 3.9 % Labourers; 1.9 % Machinery Operators and Drivers and 1.7% not stated.

The steady growth that we experienced a number of years ago in our enrolments has plateaued and it's expected that our enrolment numbers will remain around the 860 in the future. The majority of our students remain at the school for the duration of their primary schooling. A significant percentage of our students participate in the wide variety of extra curricula activites offered at Wilston State School.

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Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	23
Year 4 – Year 7	22	26	27
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings include the effective implementation of the Australian Curriculum (C2C Units) for English, maths, science, history and geography while technology, the arts, LOTE and HPE follow the Queensland Curriculum, Assessment and Reporting Framework. All curriculum offerings are embedded with differentiation (planning, assessment and reporting) to cater for the learning needs of all students. Our programs foster rigorous learning contexts in which students actively engage and construct their learning, building a strong foundation for 'lifelong learning' ready for society and the 21st century. Our students are supported to achieve to their potential and demonstrate their learning in contexts through explicit teacher instruction and personal goal setting.

Specialised school-based personnel support students with library, classroom music, instrumental music, physical education, learning support, science, visual arts and dance and languages other than English (Japanese) (Yr 6).

Advisory visiting teachers provide support for students with identified needs including: English as a Second Language, Autistic Spectrum Disorder, Hearing Impairment, Intellectual Impairment, Physical Impairment.

This school has a strong history of commitment to the arts, with school musical performances by the Strings Ensembles, Wild Cats Jazz Band and school Choirs. Our school Arts curriculum program is highly valued and highlights student's visual arts skills (Art Show) and dance capabilities (Fete).

Co-curricular Activities

- Student Leadership Program Student Council Library Monitors Chess Club

- Annual Speaking Competition

- Science Competition

- City Cluster of State Schools High Achievers Program

- Young Scholars Program in conjunction with the Qld Academies

- Canberra Ski Trip Readers' Cup

- Choirs

- Woodwind, Brass and Percussion Band

- Strings Ensembles

- Swimming Club

- International Competitions and Assessments for Schools, conducted by Educational Assessment Australia, ICAS

- Interschool Sports Maths Tournament Mini Festivals

- Robotics

How Information and Communication Technologies are used to Assist Learning

Information and communication technologies are utilised by teachers to deliver content and support student learning across curriculum areas. Digital resources, predominately sourced from The Learning Place, include material that supports explicit teaching, skill development as well as concept reinforcement. All classrooms at Wilston State School are equipped with a wall mounted interactive panel to allow maximum access to digital pedagogy. Teachers have a supplied laptop through the Computers for Teachers program. Professional development and peer networking groups are available for teachers to support the timely and efficient selection of resources. Staff and students are allocated email that can be accessed from home, and onsite server space for the management and communication of files. An increasing use of data tracking through OneSchool is being employed by teaching staff in order to ensure improved outcomes for students.

Social Climate

Overview

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 a 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 Chill Out Room, buddy classes and supported lunchtime activities. A strong student leadership program operates in our senior school to enable students to meaningfully positive school climate at Wilston.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	89%	92%
this is a good school (S2035)	95%	88%	95%
their child likes being at this school* (S2001)	97%	98%	95%
their child feels safe at this school* (S2002)	96%	98%	96%
their child's learning needs are being met at this school* (S2003)	89%	85%	88%
their child is making good progress at this school* (S2004)	90%	86%	88%
teachers at this school expect their child to do his or her best* (S2005)	99%	89%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	83%	86%
teachers at this school motivate their child to learn* (S2007)	90%	85%	91%
teachers at this school treat students fairly* (S2008)	90%	88%	92%
they can talk to their child's teachers about their concerns* (S2009)	97%	91%	94%
this school works with them to support their child's learning* (S2010)	88%	81%	87%
this school takes parents' opinions seriously* (S2011)	84%	72%	83%
student behaviour is well managed at this school* (S2012)	92%	76%	91%
this school looks for ways to improve* (S2013)	90%	79%	88%
this school is well maintained* (S2014)	94%	80%	97%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	96%	96%	96%
they like being at their school* (S2036)	99%	97%	96%
they feel safe at their school* (S2037)	98%	96%	94%
their teachers motivate them to learn* (S2038)	96%	95%	93%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	92%	93%
teachers treat students fairly at their school* (S2041)	85%	91%	89%
they can talk to their teachers about their concerns* (S2042)	80%	88%	83%
their school takes students' opinions seriously* (S2043)	91%	90%	92%
student behaviour is well managed at their school* (S2044)	85%	89%	91%
their school looks for ways to improve* (S2045)	97%	97%	97%
their school is well maintained* (S2046)	97%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	94%	97%
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)	84%	89%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	92%	91%
students are encouraged to do their best at their school (S2072)	100%	94%	100%

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Performance measure			
Percentage of school staff who agree[#] that:	2014	2015	2016
students are treated fairly at their school (S2073)	96%	94%	97%
student behaviour is well managed at their school (S2074)	92%	94%	95%
staff are well supported at their school (S2075)	76%	89%	87%
their school takes staff opinions seriously (S2076)	84%	80%	86%
their school looks for ways to improve (S2077)	96%	89%	95%
their school is well maintained (S2078)	100%	94%	100%
their school gives them opportunities to do interesting things (S2079)	92%	94%	89%

* 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. This includes: The Wilston Crocodiles (Swimming Club), Wilston Kids' Care, The Tuckshop and Robotics.

The Uniform Shop The Wilston Fete (Held every two years) Classroom Liaison Officers

Parents currently volunteer in the following programs:

- Reading
- Assisting in the Library
- Swimming

- Attending Excursions
- Music Support Group
- Range of classroom activities as organised by the class teacher.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs include
- Our Care 4 program with lessons developed to cover strategies that care for self and others.
- Our You can sit with me helping hands program which teaches students how to assist others in the playground and how to ask for assistance when in the playground.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	4	3	2
Long Suspensions – 6 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

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 continues.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	457,684	5,773
2014-2015	406,254	4,988
2015-2016	354,935	5,137

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.
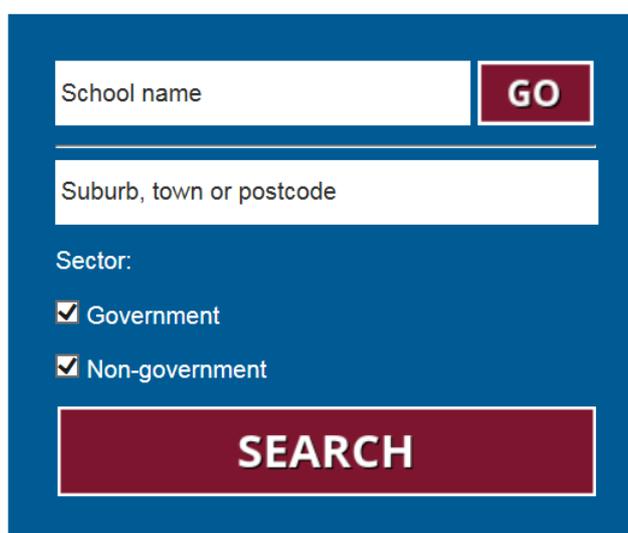
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School Funding

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/.

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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 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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	60	29	0
Full-time Equivalents	51	18	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	50
Diploma	1
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $77 997.28

The major professional development initiatives are as follows:

- Preparation and implementation of National Curriculum through C2C unit plans

- Assessment moderation and reporting

- The teaching of reading

- Feedback for Learning in Mathematics

- Student support services and differentiation

- Mentoring by Mater teacher and HOC

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

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	95%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	96%	98%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	96%	96%	96%	95%	95%	95%	95%	93%					
2015	96%	96%	96%	96%	96%	96%	96%						
2016	96%	97%	96%	97%	96%	96%	96%	DW					

*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.

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Student Attendance Distribution

The proportions of students by attendance range:

	0% to <85%	85% to < 90%	90% to < 95%	95% to 100%
2016	1%	4%	22.6%	72.2%
2015	2%	4%	23.6%	70.2%
2014	4%	6.4%	25.3%	64.5%

Description of how non-attendance is managed by the school

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

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

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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