

Our school at a glance



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Principal's foreword

Introduction

Our aim at Wilston State School is to provide a learning environment that balances traditional educational values with innovative practices; that engages and supports our students and one that enables them to become active and engaged learners in the 21st century. Through a variety of learning experiences we seek to develop each student to their full potential so that they can be creative, informed and respected citizens in an evolving global community.

Through a collaborative process, staff articulated this shared vision through a set of learning outcomes for all students at Wilston State School.

School progress towards its goals in 2012

National Minimum Score

Reading Target 100% of eligible students above the National Mean Score (NMS)	Year 3	Achieved 100%	Numeracy Target 100% of eligible students above the National Mean Score (NMS)	Year 3	Achieved 99.1%
	Year 5	Achieved 92.3%		Year 5	Achieved 96.2%
	Year 7	Achieved 97.4 %		Year 7	Achieved 100%

Upper Two Bands

	Reading		Numeracy	
	Target	Achieved	Target	Achieved
Year 3	56%	63.2%	54%	45.1%
Year 5	58%	57.7%	52%	48.1%
Year 7	58%	55.8%	40%	42.1%

Our school at a glance

Future outlook

- Student achievement at Wilston is consistently above the state and national averages for Year 3, 5 and 7 students. At Wilston, our goal is to further improve the impressive academic achievements of our students. To achieve this goal, we provide a relevant curriculum, academic rigour, innovation and opportunities for all students to achieve their potential. Wilston State School will continue to provide a range of extra-curricular opportunities for our students to develop their individual strengths.

To ensure consistency and effective teaching practice at Wilston, we;

- **Dedicate year level meetings to the effective implementation of the Australian Curriculum (and C2C units) in English, Mathematics, Science and History, through a focus on curriculum alignment and consistency of expectations.**
- **Enhance the consistency of teacher judgment of student assessment, through school based and cluster moderation processes, with a particular focus on exemplars of student achievement.**
- **Engage staff in the investigation and development of effective teaching and assessment of spelling.**
- **Provide professional development on the analysis and discussion of data to inform teaching and learning.**
- **Provide extensive professional development in the teaching of reading for Prep – Year 2 teachers and intensive support for Year 1 students at risk of not achieving school targets.**
- **Engage staff in the development and implementation of a research-based pedagogical framework to develop a shared understanding and consistency of practice.**

School Profile

Wilston State School was established in 1920 and is located on the north side of Brisbane approximately 5 kilometres from the Brisbane CBD.

- Coeducational or single sex: Coeducational
- Year levels offered in 2012: Prep - Year 7
- Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	806	395	411	97%
2011	857	429	428	97%
2012	852	432	420	98%

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

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- Characteristics of the student body:
 - Over the last few years we have seen a steady growth in our enrolments. We had expected that this trend would slow down and that our student population would level at about 850. Our growth has continued and will likely do so for the next few years. Our revised estimate is that the student population will peak closer to 900.

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 instrumental music program and in the specialised sports program in the middle and upper sectors of the school.

Our school at a glance

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	24	21
Year 4 – Year 10	25	26	23
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	3	2	3
Long Suspensions - 6 to 20 days	0	1	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

- Our distinctive curriculum offerings

The curriculum at Wilston State School is organised around the eight learning areas. English, Mathematics and Science follow the Australian Curriculum while SOSE, Technology, The Arts, LOTE and HPE follow the Queensland Curriculum, Assessment and Reporting Framework. Our curriculum programs enable our teachers to plan units that meet the unique needs and interests of their students while providing them with multiple explicit opportunities to demonstrate high standards of learning.

Our programs foster rigorous learning contexts in which students can actively engage and construct their learning.

Embedded in and integral to all of our curriculum programs is the explicit teaching of and meaningful use of literacy, numeracy and information and communication technologies (ICTs). This multi-disciplinary approach to the teaching of these key skills enables students to effectively access, utilise and evaluate information, develop new understandings and communicate with others in a variety of ways necessary to participate in our society in the 21st century. Our students are supported to achieve to their potential and demonstrate their learning in contexts that build a 'love of learning'.

Specialised school-based personnel support students with library, classroom music, instrumental music, physical education, learning support, visual arts and dance (P – 4) and languages other than English (Japanese) in years 6 - 7.

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

Our school at a glance

- Extra curricula activities

Student Leadership Program

Student Council

Library Monitors

Chess Club

Strategic games

Annual Speaking Competition

Science Competition

Mathematics Olympiad

City Cluster of State Schools High Achievers Program

Young Scholars Program in conjunction with the Qld Academies

Choirs

Symphonic Band

Wild Catz Jazz Band

Strings Ensembles and Quartets

Swimming Club

Demonstration Skipping Team

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

Interschool sports

Maths Tournament

Green Hearts' Speaking Competition

- How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICTs) are integral to teaching and learning across all areas of the curriculum at Wilston State School. 16 classes across the school use interactive whiteboards daily to benefit pedagogy and learning.

Students are explicitly taught to utilise Information Communication Technologies (ICTs) as a means to access, manage, evaluate, and communicate information to develop new understandings and ideas and effectively participate as lifelong learners in the 21st century.

Some examples include:

- using email to communicate with others
- accessing the internet to research and communicate with others
- participating in on-line projects relevant to classroom learning
- creating websites, movies, DVDs, claymations
- utilising peripheral devices e.g. cameras
- manipulating images and text to communicate information using a variety of applications appropriate to the task e.g. Excel, Microsoft Word, PowerPoint

Social climate

Wilston State School has a supportive and caring school climate. Students are supported by class teachers who identify their individual needs and plan to provide opportunities where students are challenged in a supportive, safe environment.

The School Behaviour Plan provides strategies that promote positive reinforcement of appropriate student behaviour and defines clear strategies to support all students. This plan is further supported by a comprehensive Social Skills Program which explicitly skills students to positively engage in a range of social situations. A consistent approach is ensured through common classroom teaching, the active involvement of students sharing these messages at school assemblies and via the weekly school newsletter. The school supports an anti-bullying approach and incorporates a number of proactive strategies including chill our room, buddy classes and supported lunchtime activities. A strong student leadership program operates in the middle school to enable students to actively contribute towards maintaining a positive social climate in the school.

Our school at a glance

Parent, student and staff satisfaction with the school

Over the last four years, student, parent and teacher confidence in the school has strengthened.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.3%
this is a good school	96.7%
their child likes being at this school*	100.0%
their child feels safe at this school*	96.6%
their child's learning needs are being met at this school*	96.7%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	96.6%
teachers at this school provide their child with useful feedback about his or her school work*	93.3%
teachers at this school motivate their child to learn*	93.3%
teachers at this school treat students fairly*	96.6%
they can talk to their child's teachers about their concerns*	90.0%
this school works with them to support their child's learning*	89.7%
this school takes parents' opinions seriously*	86.7%
student behaviour is well managed at this school*	96.6%
this school looks for ways to improve*	96.6%
this school is well maintained*	96.7%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.3%
they like being at their school*	92.0%
they feel safe at their school*	97.3%
their teachers motivate them to learn*	95.5%
their teachers expect them to do their best*	99.1%
their teachers provide them with useful feedback about their school work*	92.8%

Our school at a glance

Performance measure cont'd (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
teachers treat students fairly at their school*	92.0%
they can talk to their teachers about their concerns*	80.4%
their school takes students' opinions seriously*	82.6%
student behaviour is well managed at their school*	79.3%
their school looks for ways to improve*	96.4%
their school is well maintained*	91.8%
their school gives them opportunities to do interesting things*	89.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	92.3%
with the individual staff morale items	91.9%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

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

Parents are involved in a range of activities throughout the school. This includes:

The Wilston Crocodiles (Swimming Club)

The Wilston Outside School Hours Care program.

The Tuckshop

The Wilston Arts Show (Held every two years)

Classroom Liaison Officers

Parents currently volunteer in the following programs:

- Support a Reader
- Literature Circles
- Assisting in the Library
- Swimming
- Attending Excursions
- Music Support Group

Classroom activities as organised by the teacher.

Reducing the school's environmental footprint

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

We will continue to explore environmentally sustainable practices to ensure we reduce our footprint as much as possible.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	372,887	2,567
2010-2011	288,292	3,174
2011-2012	374,077	4,238

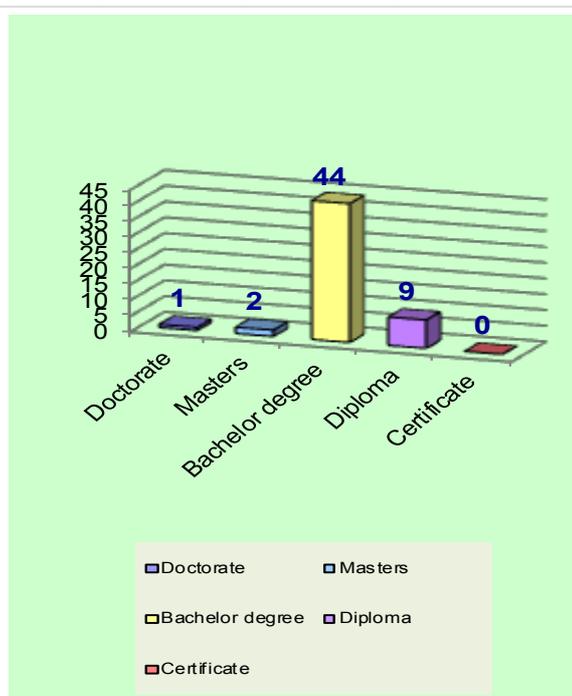
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	56	24	0
Full-time equivalents	47.8	16	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Bachelor degree	44
Diploma	9
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$27735.

In 2012 the Wilston State School staff were involved in a range of professional development opportunities which included:

- Coaching
- Conferences
- Focused sessions
- Peer observation and year level discussions

Our staff profile

These opportunities centred around school and department priorities including C2C implementation, the teaching of reading and spelling, pedagogical improvement (goal setting, explicit instruction, Fleming model and curriculum alignment, quality assessment tasks) and moderation.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	96.4%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93.5% of staff was retained by the school for the entire 2012 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/>.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	96%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

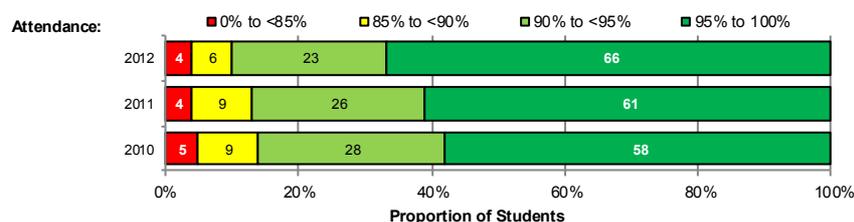
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	96%	94%	94%	97%	96%	94%					
2011	95%	94%	96%	95%	95%	97%	96%					
2012	95%	96%	95%	96%	96%	96%	96%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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/>.

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Achievement – Closing the Gap

There is no gap between the academic performance of the Wilston State School students who identify as being Aboriginal or Torres Strait Islander when compared to other students in the school.

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