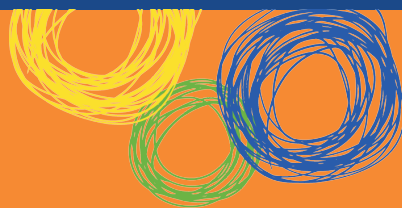


Wilston State School

Queensland State School Reporting

2013 School Annual Report



| | |
|----------------|---|
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Principal's foreword

Introduction

At Wilston State School we aim to provide a learning environment that balances traditional educational values with innovative practices; a curriculum 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 have articulated this shared vision through a set of learning outcomes for all students.

School progress towards its goals in 2013

National Mean Score

| Reading Target 100% of eligible students above the National Mean Score (NMS) | Year 3 | Achieved 99.2% | Numeracy Target 100% of eligible students above the National Mean Score (NMS) | Year 3 | Achieved 100% |
|---|--------|----------------|--|--------|----------------|
| | Year 5 | Achieved 100% | | Year 5 | Achieved 97.9% |
| | Year 7 | Achieved 97.6% | | Year 7 | Achieved 98.8% |

Upper Two Bands

| | Reading | | Numeracy | |
|--------|---------|----------|----------|----------|
| | Target | Achieved | Target | Achieved |
| Year 3 | 65% | 65.9% | 45% | 54% |
| Year 5 | 60% | 62.1% | 55% | 44.2% |
| Year 7 | 60% | 52.4% | 40% | 46.4% |

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Future outlook

Student achievement is consistently well above the state and national averages for years 3, 5 and 7 students. The school goal is to further improve the impressive academic achievements of students. This will be done by providing a relevant curriculum, academic rigour, innovation and opportunities for all students to achieve their potential. The school will continue to provide extra curricula opportunities for students to develop their individual strengths and talents

The focus over the next few years will be to ensure our students develop their skills in the areas of:

- Mental Computation.
- Problem solving in the area of mathematics by using the Poly Thinkboard method.
- Spelling by ensuring our staff's skills continue to be developed in the effective teaching and assessment of spelling.
- Reading

And that our staff continue to develop their skills in:

- The effective study of data to identify individual students' needs and to inform teaching practice.
- Goal Setting
- Having consistent judgement of student assessment with a particular focus on exemplars of student achievement at the A and C standard.



Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 857 | 429 | 428 | 97% |
| 2012 | 852 | 432 | 420 | 98% |
| 2013 | 881 | 438 | 443 | 97% |

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

Characteristics of the student body:

Over ninety percent of our students come from families where English is the first language spoken. The parent body is highly Professional and their occupations can be categorised in the following way. (40.7% from a Professional background; 14.8% Managerial; 8.2% Technical and Trade based; 7.6% in Sales; 7.6% Community and Personal Services; 4.1% Labouring and 2.2% Machinery Operators and Drivers)

Over the last few years we have seen a steady growth in the number of students enrolling at Wilston State School. This growth has predominantly occurred in the preparatory year. It is expected that this trend will continue over the next few years and that the number of students enrolled in the school will settle at a little over nine hundred.

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.

Average Class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | 24 | 21 | 22 |
| Year 4 – Year 7 Primary | 26 | 23 | 23 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

Our school at a glance

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 2 | 3 | 5 |
| Long Suspensions - 6 to 20 days | 1 | 2 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

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, visual arts and dance (P-4) and languages other than English (Japanese) (Yr 6-7).

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 and Quartets, Wild Cats Jazz Band, Symphonic Bands and school Choirs. Our school Arts curriculum program is highly valued and highlights student's visual arts skills (Art Show) and dance and drama capabilities (Fete).

Extra curricula activities

| | |
|--|---|
| Student Leadership Program | Choirs |
| Student Council | Symphonic Band |
| Library Monitors | Wild Catz Jazz Band |
| Chess Club | Strings Ensembles and Quartets |
| Strategic games | Swimming Club |
| Annual Speaking Competition | Demonstration Skipping Team |
| Science Competition | International Competitions and Assessments for Schools, conducted by Educational Assessment Australia, ICAS |
| Mathematics Olympiad | Interschool sports |
| City Cluster of State Schools High Achievers Program | Maths Tournament |
| Young Scholars Program in conjunction with the Qld Academies | Green Hearts' Speaking Competition |
| Canberra Ski Trip | Spelling Challenge |
| Readers Cup | |

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 One School is being employed by teaching staff in order to ensure improved outcomes for students.

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 a safe and supportive environment.

Our school's Responsible Behaviour Plan details strategies that are implemented across the school to promote:

- A safe environment
- Respect for the rights and responsibilities of school community members, especially through positive communication processes
- Active participation and engagement in education
- Self-responsibility for behaviour

The Plan is supported by a comprehensive Social Skills Program that explicitly teaches students to engage positively in a variety of situations. A consistent approach is further developed by communication of these skills at assemblies and through our school newsletter.

Our school employs a range of proactive strategies and programs to support our anti-bullying approach. These include our Chill Out Room, buddy classes, Games Rangers and supported lunchtime activities. A strong student leadership program operates in our middle and senior schools to enable students to meaningfully contribute to the maintenance of a positive school climate at Wilston.

Parent, student and staff satisfaction with the school

Over the last few 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 | 2013 |
|---|------|------|
| their child is getting a good education at school (S2016) | 93% | 96% |
| this is a good school (S2035) | 97% | 96% |
| their child likes being at this school* (S2001) | 100% | 100% |
| their child feels safe at this school* (S2002) | 97% | 100% |
| their child's learning needs are being met at this school* (S2003) | 97% | 93% |
| their child is making good progress at this school* (S2004) | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 97% | 96% |

Our school at a glance

| | | |
|--|-----|------|
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 93% | 93% |
| teachers at this school motivate their child to learn* (S2007) | 93% | 93% |
| teachers at this school treat students fairly* (S2008) | 97% | 93% |
| they can talk to their child's teachers about their concerns* (S2009) | 90% | 93% |
| this school works with them to support their child's learning* (S2010) | 90% | 93% |
| this school takes parents' opinions seriously* (S2011) | 87% | 89% |
| student behaviour is well managed at this school* (S2012) | 97% | 89% |
| this school looks for ways to improve* (S2013) | 97% | 88% |
| this school is well maintained* (S2014) | 97% | 100% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048) | 97% | 98% |
| they like being at their school* (S2036) | 92% | 98% |
| they feel safe at their school* (S2037) | 97% | 96% |
| their teachers motivate them to learn* (S2038) | 95% | 96% |
| their teachers expect them to do their best* (S2039) | 99% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 93% | 96% |
| teachers treat students fairly at their school* (S2041) | 92% | 88% |
| they can talk to their teachers about their concerns* (S2042) | 80% | 94% |
| their school takes students' opinions seriously* (S2043) | 83% | 85% |
| student behaviour is well managed at their school* (S2044) | 79% | 88% |
| their school looks for ways to improve* (S2045) | 96% | 98% |
| their school is well maintained* (S2046) | 92% | 98% |
| their school gives them opportunities to do interesting things* (S2047) | 89% | 95% |

Performance measure

| Percentage of school staff who agree that: | 2013 |
|---|------|
| they enjoy working at their school (S2069) | 100% |
| they feel that their school is a safe place in which to work (S2070) | 96% |
| they receive useful feedback about their work at their school (S2071) | 79% |
| students are encouraged to do their best at their school (S2072) | 100% |
| students are treated fairly at their school (S2073) | 100% |
| student behaviour is well managed at their school (S2074) | 89% |
| staff are well supported at their school (S2075) | 63% |

Our school at a glance

| | |
|--|-----|
| their school takes staff opinions seriously (S2076) | 64% |
| their school looks for ways to improve (S2077) | 86% |
| their school is well maintained (S2078) | 93% |
| their school gives them opportunities to do interesting things (S2079) | 72% |

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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

Further study of the increase in both electricity and water will be undertaken to ensure we begin reducing our ecological footprint.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 288,292 | 3,174 |
| 2011-2012 | 374,077 | 4,238 |
| 2012-2013 | 426,148 | 5,518 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

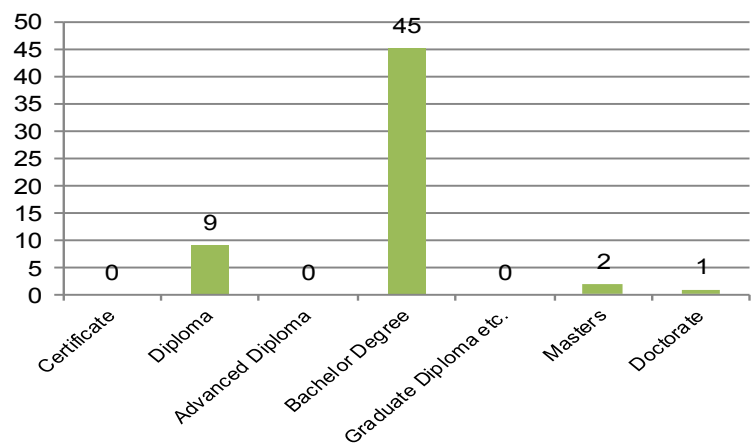
Our staff profile

Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 57 | 26 | 0 |
| Full-time equivalents | 49 | 17 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 9 |
| Advanced Diploma | 0 |
| Bachelor Degree | 45 |
| Graduate Diploma etc. | 0 |
| Masters | 2 |
| Doctorate | 1 |
| Total | 57 |



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$41,000.

In 2013 the Wilston State School staff were involved in a range of professional development opportunities which included:

- Coaching
- Conferences
- Focused sessions through the provision of an Educational Consultant
- Peer observation and year level discussions

Staff leaning centred around pedagogical improvements in delivering the national curriculum.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

| Average staff attendance | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2013 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.

Key student outcomes

| Student attendance | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 95% | 96% | 94% |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. | | | |

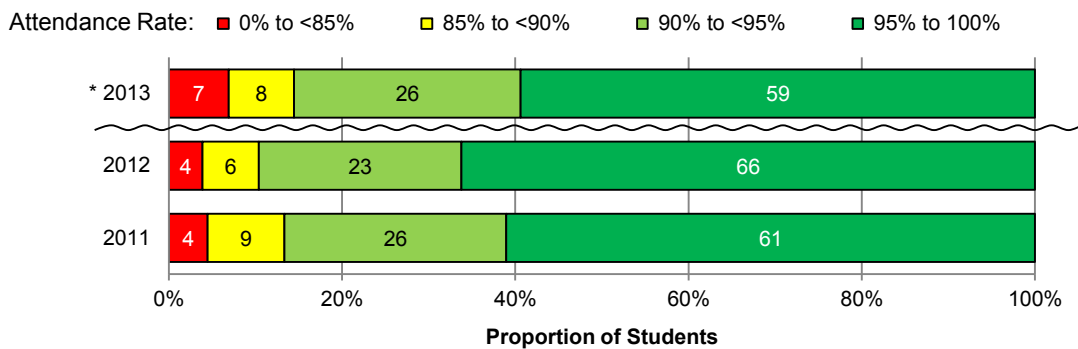
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 | 95% | 94% | 96% | 95% | 95% | 97% | 96% | | | | | |
| 2012 | 95% | 96% | 95% | 96% | 96% | 96% | 96% | | | | | |
| 2013 | 94% | 93% | 94% | 94% | 95% | 95% | 95% | | | | | |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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/>.

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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Search by suburb, town or postcode

Sector Government
 Non-government

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.

Performance of our students

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.