

Wilston State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

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 2014 and it will also highlight areas to be addressed in the future.

School progress towards its goals in 2014

The core priorities attended to in 2014 included:

- Ensuring teachers' pedagogical practices in guided reading were effective. This was achieved through the range of supportive programs offered to all teachers. Support included professional development, collegial visits, observations and feedback on their practices and a coaching program was implemented in the junior sector of the school. This support will be progressed through the senior sector of the school in future years with the Master Teacher supporting teachers in this sector of the school.
- The gathering of bench line data regarding student performance in writing. This was accomplished by administering a standardized writing task to all year two students. These tasks were assessed by members of the curriculum team and the findings used to inform teaching practice. Early interventions as well as enrichment opportunities were offered to identified students.
- The publishing of the Wilston State School Numeracy Statement. This statement references the standards and expectations of the teaching of mathematics and Wilston State School. Emphasis has been given on problem solving, using the four steps as described by the Polya methodology.

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 - 96.6 %	Year 3	Achieved – 98.6 %
Year 5	Achieved - 99.1 %	Year 5	Achieved – 97.2 %
Year 7	Achieved – 95.3 %	Year 7	Achieved – 95.3 %

Percentage of Student in the Upper 2 Bands

	Year 3 - Target	Year 5 - Target	Year 7 - Target
Reading	68 % achieved	70 % not achieved	62 % not achieved
Spelling	54 % achieved	45 % not achieved	38 % achieved
Numeracy	58 % achieved	50 % not achieved	55 % not achieved

Future outlook

Student achievement is consistently well above the state and national averages for years 3, 5 and 7. We now need to consider student achievement when compared to like schools. Our goal is to continue to improve the already impressive academic achievements of our students.

We continue our focus over the next few years in developing the staff pedagogical expertise to enable them to improve the student's skills and knowledge in:

- 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.
- Providing meaning feedback to students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	852	432	420	98%
2013	881	438	443	97%
2014	900	439	461	97%

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

Characteristics of the student body:

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		
	2012	2013	2014
Prep – Year 3	21	22	22
Year 4 – Year 7 Primary	23	23	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*

Short Suspensions - 1 to 5 days	3	5	4
Long Suspensions - 6 to 20 days	2	0	2
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive 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	
City Cluster of State Schools High Achievers Program	Interschool sports
Young Scholars Program in conjunction with the Qld Academies	Maths Tournament
Canberra Ski Trip	Green Hearts' Speaking Competition
Readers Cup	Spelling Challenge

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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	96%	93%
this is a good school (S2035)	97%	96%	95%
their child likes being at this school* (S2001)	100%	100%	97%
their child feels safe at this school* (S2002)	97%	100%	96%
their child's learning needs are being met at this school* (S2003)	97%	93%	89%
their child is making good progress at this school* (S2004)	100%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	89%
teachers at this school motivate their child to learn* (S2007)	93%	93%	90%
teachers at this school treat students fairly* (S2008)	97%	93%	90%
they can talk to their child's teachers about their concerns* (S2009)	90%	93%	97%
this school works with them to support their child's learning* (S2010)	90%	93%	88%
this school takes parents' opinions seriously* (S2011)	87%	89%	84%
student behaviour is well managed at this school* (S2012)	97%	89%	92%
this school looks for ways to improve* (S2013)	97%	88%	90%
this school is well maintained* (S2014)	97%	100%	94%

Performance measure

Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	98%	96%
they like being at their school* (S2036)	92%	98%	99%
they feel safe at their school* (S2037)	97%	96%	98%
their teachers motivate them to learn* (S2038)	95%	96%	96%
their teachers expect them to do their best* (S2039)	99%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	95%
teachers treat students fairly at their school* (S2041)	92%	88%	85%
they can talk to their teachers about their concerns* (S2042)	80%	94%	80%
their school takes students' opinions seriously* (S2043)	83%	85%	91%
student behaviour is well managed at their school* (S2044)	79%	88%	85%
their school looks for ways to improve* (S2045)	96%	98%	97%
their school is well maintained* (S2046)	92%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	89%	95%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		96%	100%
they receive useful feedback about their work at their school (S2071)		79%	84%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	96%
student behaviour is well managed at their school (S2074)		89%	92%
staff are well supported at their school (S2075)		63%	76%
their school takes staff opinions seriously (S2076)		64%	84%
their school looks for ways to improve (S2077)		86%	96%
their school is well maintained (S2078)		93%	100%
their school gives them opportunities to do interesting things (S2079)		72%	92%

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

'Agree' represents the 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.

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 Uniform Shop

The Wilston Art 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
- Range of classroom activities as organised by the class teacher.

Reducing the school's environmental footprint

Consider further analyzing the increase in electrical and water consumption to ensure we begin reducing our ecological footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	374,077	4,238
2012-2013	426,148	5,518
2013-2014	457,684	5,773

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.

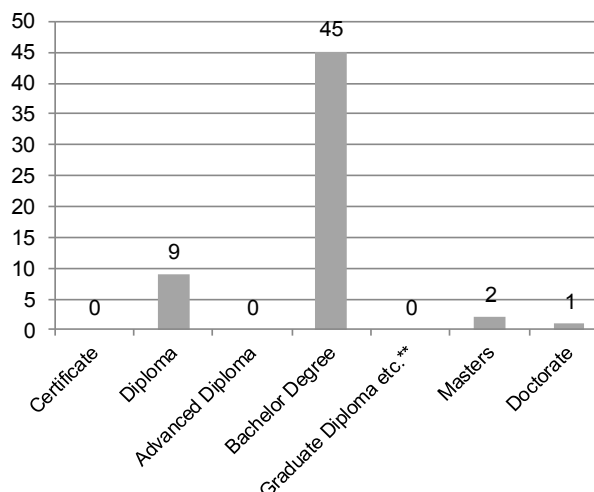
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	57	30	<5
Full-time equivalents	49	18	<5

Qualification 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.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$45810.76

The major professional development initiatives are as follows:

- Coaching
- Conferences
- Focused sessions through the provision of an educational consultant.
- Peer observation and year level discussions.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	96%	94%	95%

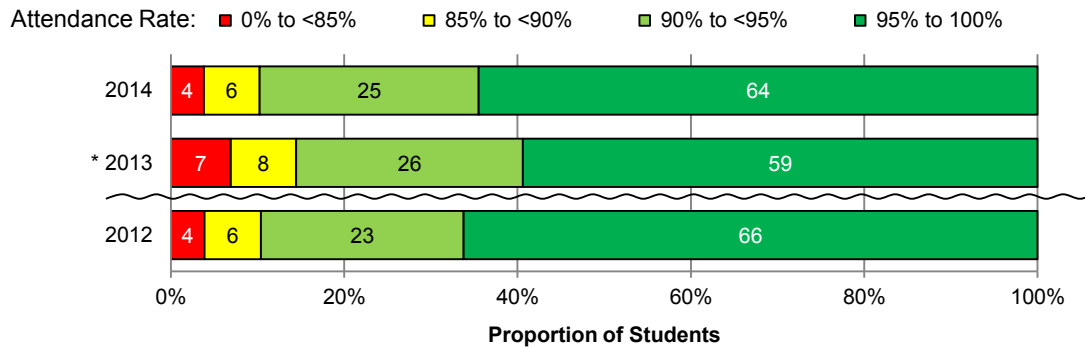
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	95%	96%	95%	96%	96%	96%	96%					
2013	94%	93%	94%	94%	95%	95%	95%					
2014	96%	96%	95%	95%	95%	95%	93%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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**.

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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.