

Wilston State School
Queensland State School Reporting
2015 School Annual Report



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Principal's foreword

Introduction

Wilston State School caters for approximately 850 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 2015 and it will also highlight areas to be addressed in the future.

School progress towards its goals in 2015

The core priorities attended to in 2015 included:

- The academic focus of the school is to improve the reading results of our students. This is being delivered by ensuring that the pedagogical expectations within the Wilston State School Reading Statement are being fully implemented by all teaching staff.
- The Master Teacher supporting all the Year Two and Year Three teachers through a coaching model to ensure that each staff member teaches reading effectively.
- The creation of Data Walls to map student achievement in reading from Prep to Year 2.
- Building the capacity of teachers in their delivery of their C2C mathematics units by providing them with professional development facilitated 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 – 99.2 %	Year 3	Achieved – 100%
Year 5	Achieved – 100%	Year 5	Achieved – 100%

Percentage of Students in the Upper 2 Band

	Year 3 Target	Year 3 Result	Year 5 Target	Year 5 Result
Reading	70%	74%	62%	71%
Spelling	55%	60%	45%	40%
Numeracy	63%	61%	48%	50%

Future outlook

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

Though we have sharpened our explicit improvement agenda on effective pedagogical practices in reading and problem solving (utilising the Polya Methodology) over the next few years we will also monitor and review our practices in the teaching of spelling and mental computation.

A major focus of the school is to support the staff in deepening their curriculum knowledge and enhancing their pedagogical skills. In order to achieve this, a number of areas will be 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.

Our school at a glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2015:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	881	438	443	11	97%
2014	900	439	461	14	97%
2015	876	440	436	15	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 2015, 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:

Characteristics of the student body:

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 categorised 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 850 mark.

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 music program and in our specialised sports' programs.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	22	23
Year 4 – Year 7 Primary	26	26	27

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	5	4	3
Long Suspensions - 6 to 20 days	0	2	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.

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, visual arts and dance (P-4) 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).

Extra curricula activities

Student Leadership Program	Choirs
Student Council	Woodwind, Brass and Percussion Band
Library Monitors	Strings Ensembles
Chess Club	Swimming Club
Annual Speaking Competition	International Competitions and Assessments for Schools, conducted by Educational Assessment Australia, ICAS
Science Competition	Interschool Sports
City Cluster of State Schools High Achievers Program	Maths Tournament
Young Scholars Program in conjunction with the Qld Academies	Mini Festivals
Canberra Ski Trip	
Readers' Cup	

How Information and Communication Technologies are used to improve 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

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 contribute to the maintenance of a positive school climate at Wilston.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	93%	89%
this is a good school (S2035)	96%	95%	88%
their child likes being at this school (S2001)	100%	97%	98%
their child feels safe at this school (S2002)	100%	96%	98%
their child's learning needs are being met at this school (S2003)	93%	89%	85%
their child is making good progress at this school (S2004)	100%	90%	86%
teachers at this school expect their child to do his or her best (S2005)	96%	99%	89%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	89%	83%
teachers at this school motivate their child to learn (S2007)	93%	90%	85%
teachers at this school treat students fairly (S2008)	93%	90%	88%
they can talk to their child's teachers about their concerns (S2009)	93%	97%	91%
this school works with them to support their child's learning (S2010)	93%	88%	81%
this school takes parents' opinions seriously (S2011)	89%	84%	72%
student behaviour is well managed at this school (S2012)	89%	92%	76%
this school looks for ways to improve (S2013)	88%	90%	79%
this school is well maintained (S2014)	100%	94%	80%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	98%	96%	96%
they like being at their school (S2036)	98%	99%	97%
they feel safe at their school (S2037)	96%	98%	96%
their teachers motivate them to learn (S2038)	96%	96%	95%
their teachers expect them to do their best (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	96%	95%	92%
teachers treat students fairly at their school (S2041)	88%	85%	91%
they can talk to their teachers about their concerns (S2042)	94%	80%	88%
their school takes students' opinions seriously (S2043)	85%	91%	90%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	88%	85%	89%
their school looks for ways to improve (S2045)	98%	97%	97%
their school is well maintained (S2046)	98%	97%	97%
their school gives them opportunities to do interesting things (S2047)	95%	96%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	94%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	79%	84%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	90%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	94%
students are treated fairly at their school (S2073)	100%	96%	94%
student behaviour is well managed at their school (S2074)	89%	92%	94%
staff are well supported at their school (S2075)	63%	76%	89%
their school takes staff opinions seriously (S2076)	64%	84%	80%
their school looks for ways to improve (S2077)	86%	96%	89%
their school is well maintained (S2078)	93%	100%	94%
their school gives them opportunities to do interesting things (S2079)	72%	92%	94%

[#] '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

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.

Reducing the school's environmental footprint

It is pleasing to note that there has been a slight decrease in the amount of electricity and water consumption over the year. Further efforts will continue to be implemented to ensure this trend continues.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	426,148	5,518
2013-2014	457,684	5,773
2014-2015	406,254	4,988

*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.

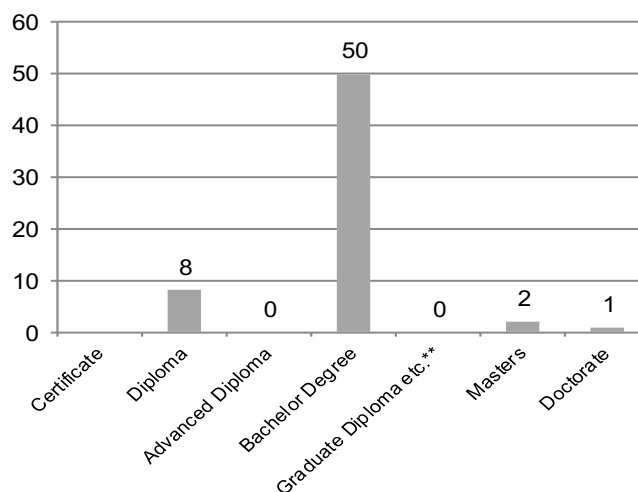
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	61	33	<5
Full-time equivalents	50	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	8
Advanced Diploma	0
Bachelor Degree	50
Graduate Diploma etc.**	0
Masters	2
Doctorate	1
Total	61



*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 2015 were \$84870.00

The major professional development initiatives are as follows:

Prof Dev expenditure for 2015:

- BSM Meetings and subscriptions
- CPR training
- NAPLAN
- Inservice training
- Leadership PD
- Ecomarines
- AEDC
- NCCD
- PDN Leaders Breakfast
- High Impact Teaching
- Handwriting PD
- Lyn Sharratt PD
- Putting a Face on the Date Prof Dev
- Pro Dev Visual Art
- City Cluster Conference
- OneSchool Unit Planning Workshop
- One Day Workshop Understanding Behaviour
- QASEL Conference
- NVC Training
- Cam Brooks – Feedback & coaching sessions
- Shona Fretwell consultancy

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	96%

The attendance rate for Indigenous students at this school (shown as a percentage) 89% 94% 96%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

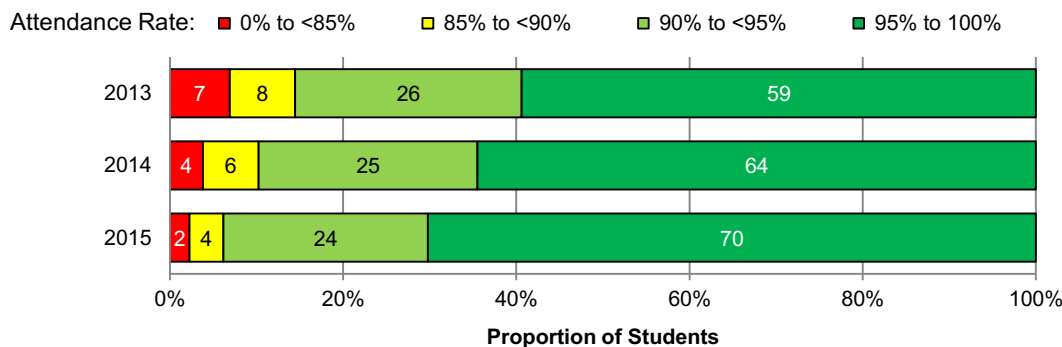
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	94%	93%	94%	94%	95%	95%	95%					
2014	96%	96%	96%	95%	95%	95%	95%	93%					
2015	96%	96%	96%	96%	96%	96%	96%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.



Description of how non-attendance is managed by the school

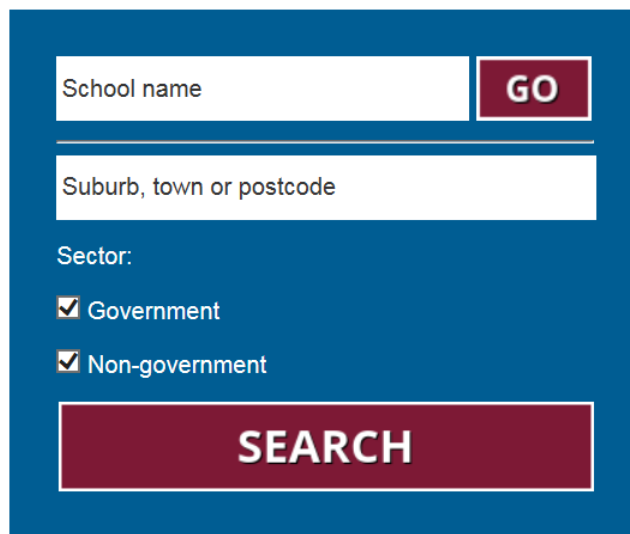
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 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



The screenshot shows a search form with a blue background. At the top, there is a white input field labeled 'School name' and a red button labeled 'GO'. Below this is another white input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it says **'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.