

Wilston State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every Student Succeeding

State Schools Strategy

Department of Education



Queensland
Government

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School Overview

Wilston State School caters for approximately 900 students from Prep to Year 6 in 35 classes. Our balanced curriculum ensures that students have rigorous learning programs developed to align with the Australian Curriculum. All students develop knowledge and skills in Mathematics, English, Science, HASS, The Arts, Technologies, Health and Physical Education. Specialist teachers provide Music, PE, and Science lessons for all students while the Japanese language is offered to all Year 5 and 6 students. Extra curricula offerings including instrumental music, choir, Eco-Marines and local sporting and academic competitions provide additional pathways for students in areas of interest or skill. The curriculum programs delivered at Wilston aim to maximise individuals' learning through stimulating and innovative teaching practices and individualised programs.

The teachers at Wilston State School utilise current research and student data to ensure that all students are improving and maximizing learning opportunities each and every day. As an inclusive school, our staff work together to support students' academic, social and emotional development in collaboration with our parents and community.

Wilston State School is fortunate to have an active Parents and Citizens' Association, which helps to foster community spirit and works to provide additional resources and services for our school community.

Our Vision: Every student succeeding through high quality inclusive education.

Mission Statement: We are committed to our students developing as learners who succeed and become active and ethical global citizens, now and into the future.

Values

Wonder: Fostering curiosity for and a love of learning.

Integrity: Doing what's right and being your best self.

Learning: Engaging in learning and striving to improve.

Self-Regulation: Taking responsibility for your learning, behaviour and actions.

Traditions: Honouring our heritage.

Opportunities: Exploring pathways and taking risks.

Nurture: Caring for our community and the environment.

Collaboration: Working together for a brighter future.

Advancement: Improving through contemporary and research-based practices.

Respect: Embracing diversity and treating yourself and others with dignity and worth.

Excellence: Focusing on achieving high standards for academic and social success.

Safety: Providing a safe, supportive and inclusive environment.

Wilston State School Motto: Ever Onward

Principal's Forward

This School Annual Report provides a clear and concise summary of the achievements and activities of 2018 as well as aspirations for 2019 for Wilston State School. Information includes contextual information, summative information about some of our achievements for the 2018 school year and an outline of our future expectations.

Whilst we are extremely proud of our academic, sporting and musical achievements and our rich and unique history and traditions, we are continually aspiring to be the best that we can be. Utilising the personal practical knowledge of our expert teaching team, the learnings from global educational research and collaborative relationships with other educational organisations and schools, we continually strive to improve learning outcomes for all our students.

Further information on aspects of the report may be found on our school website or by contacting our office at info@wilstonss.eq.edu.au

School Progress Fowards its Goals in 2018

As 2018 was the last year of our 2015-2018 Strategic Plan, we conducted a Quadrennial School Review throughout the year closely examining our way of working in all areas of school life. Looking at where we were through the lens of the School Improvement Hierarchy, how we learn through an inquiry cycle, what impact we have had on student learning and what evidence we had to support or change the Wilston Way.

Our priorities in 2018 were Writing, STEM and Embedding the Wilston Way.

Writing

We built the capacity of staff to understand the demands of the English Australian Curriculum, engaging Rod Campbell to work with teaching staff and provided all teaching staff with his book Teaching English Grammar.

We improved student outcomes in writing by ensuring all students Prep to Year 6 were using metalanguage to analyse and review writing. We introduced school wide instructional routines and spaced practice to improve student learning outcomes throughout the school. We used evidence from our action research project to extend the Wilston Way of Spelling to Years 1-4. This incorporates Michael Heggarty's Phonemic Awareness Program, spaced practice and warm ups in blending tracking and segmenting and utilisation of the THRASS spelling charts.

Samples of student writing from Prep to Year 6 demonstrated evidence of significant improvement in student learning outcomes throughout the school with extraordinary improvement in the Early Years. NAPLAN results continued to be of a very high standard statistically above the nation in all areas and substantially above or above like schools.

Embedding the Wilston Way

We extended our work with Dr Cam Brookes Improving Student Outcomes: Coaching Teachers in the Power of Feedback from the one learning area; mathematics to two learning areas mathematics and English and ensured strategies were being used throughout the school Prep to Year 6. Our School Opinion Survey results from parents *Question (S2012) Student behaviour is well managed at this school* increased from 86.9% in 2017 to 98.3% in 2018.

We reviewed our Responsible Behaviour Plan for Students (RBPS) and with considerable consultation with the school community, developed a new RBPS with greater emphasis on explicit teaching of the Care 4s and a consistent approach to whole school behaviour. Our School Opinion Survey results from students *Question (S2040) My teachers provide me with useful feedback about my school work* increased from 89.7% in 2017 to 93.9% in 2018.

We developed teacher efficacy across year levels and throughout the whole school through intentional consultation of teachers across data analysis, planning, case management, moderation, and the review of our curriculum, assessment and reporting framework and pedagogical framework.

We reviewed and implemented a consistent approach to differentiation and inclusivity throughout the school.

Together with our school parent body, we developed a strategy to improve communication within and beyond the school setting and created a culture of parents as partners in our students learning.

STEM

We consulted our whole school community and formed a STEM working party to develop a four year action plan and built capacity of staff to implement the Australian Curriculum Technology units of work.

We encouraged and supported extra curricula activities in engineering through our Robotics Club.

We utilised the Matific program in all classrooms for maths to provide consolidation and extension activities for students.

We expanded a dedicated Science Specialist to the whole school Prep to Year 6 and focused on improving student writing in Science.

Throughout 2018 we spent time, resources and energy building a culture of learning both within our school community and beyond.

Future Outlook 2019

In 2019 we will build upon the great work already started in 2018 and continue our sharp and narrow focus. Our priorities continue to be Writing, Embedding the Wilston Way and STEM.

Writing

Principles for the effective teaching of writing will continue in 2019 through explicit writing instruction, a focus on teaching students how to plan and revise their writing and continue our work teaching grammar and sentence construction and improve students' use of vocabulary through the context of the Australian Curriculum Learning Area, English.

We have established targets in each class to increase the students achieving an A and B in English each semester. Our NAPLAN results are expected to stay substantially above the nation in all areas and we are aiming for substantially above like schools in all areas.

Embedding the Wilston Way

We have developed a Teaching and Learning Cycle unique to Wilston State School that relies on the intentional collaboration of all stakeholders and valuing the personal practical knowledge of our expert teaching team. Time and resources are dedicated to having teachers come off line to work with colleagues throughout the term to ensure teacher efficacy and best practice in all aspects of the Teaching and Learning Cycle.

A focus on student engagement through differentiation and inclusive education will ensure all students are improving each semester and building on their knowledge from the previous semester. Targets for each class year level and the whole school have been set to ensure continual improvement is an integral part of our expectations at Wilston State School.

After consolidating the explicit teaching of our Responsible Behaviour Plan for Students and ensuring consistency in our approach, we will move toward explicit teaching of social and emotional skills. The program *Highway Heroes* will be implemented in conjunction with our RBPS. Social and emotional learning is the process of acquiring the skills to recognise and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions and handle challenging situations effectively. The proactive approach will be reflected in our data in 2019.

STEM

We will continue to increase teacher capability, lift student achievement and increase student participation in STEM activities throughout the year.

Our dedicated Science Specialists continue to provide expert Science instruction for students Prep to Year 6 and this will be reflected in an increase in student achievement in Science.



Our School at a Glance

School Profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	847	858	887
Girls	422	411	442
Boys	425	447	445
Indigenous	14	11	11
Enrolment continuity (Feb. – Nov.)	97%	97%	98%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a Pre-Prep program.

Characteristics of the Student Body

Overview

Students at Wilston State School come from a range of socio-economic and cultural backgrounds with the majority of our students living in Wilston and Grange from highly educated and professional families. Thirty-two different nationalities are represented in the school with 9% of our students born overseas and <5 % identifying as Aboriginal and Torres Strait.

When designing curriculum programs, teachers consider the values and beliefs of the students' backgrounds and their individual learning needs as well as the curriculum intent. We have an expert teaching team who provide inclusive support for students with a disability, Indigenous students, students in the care of the state and students with specialized health needs. Our caring staff work closely with parents and carers to understand and cater for the individual needs of all students. Along with high expectations and best practices for student engagement, we are able to provide meaningful learning experiences for every child.

Parents are supportive of and value education with many volunteers working in and for our school in different capacities. The P&C Association is very active and highly supportive of the students in the school and we consider our parents as partners in the education of students at Wilston State School.

Average Class Sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	24
Year 4 – Year 6	27	26	25

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Wilston State School we implement the Australian Curriculum for English, Mathematics, Science, HASS, Technology, LOTE, HPE and The Arts.

Teachers work with our Heads of Curriculum and Deputy Principals through all stages of the teaching and learning cycle.

- Curriculum is embedded with differentiation (pre-assessments, planning, formative assessment, summative assessment moderation and reporting) to cater for the learning needs of all students.
- Rigorous learning context in which students actively engage through explicit teacher instruction, personal goal setting and an emphasis on feedback for learning to inform teacher and students' next steps.
- Specialised school-based personnel support students with library, classroom music, instrumental music, physical education, learning support, science and languages other than English (Japanese – Years 5 & 6).
- Our Teachers in Inclusion Education Services (TIES) support students with disabilities in the classroom and advisory visiting teachers provide support for students with identified needs including: AVT Inclusion and AVT Early Years.

Co-Curricular Activities

Strong history of commitment to the Arts with school musical performances by the Strings Ensembles, Wilston State School Band and school Choirs

Student Leadership Program

Student Council

Library Monitors

Chess Club

Annual Speaking Competition

Science Competition

City Cluster of State Schools High Achievers Program

Eco-Warriors Club

Robotics Club

City Cluster of State Schools Mini Festivals

GALA Sports Days

APSMO Olympiad

School Camps (Years 4, 5 and 6).

How Information and Communication Technologies are Used to Assist Learning

The general capability of ICTs is woven into learning areas to enhance students access to and communication of information. In 2018 we continued to build teachers' ability to meaningfully utilise ICTs to enhance teaching and learning and developed a four year plan for the implementation of our STEM agenda.

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 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 High 5, Buddy classes and supported lunchtime activities. A strong student leadership program operates in our senior school to enable students to engage in a positive school climate at Wilston.

Parent, Student and Staff Satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent Opinion Survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	90%	95%
• this is a good school (S2035)	95%	90%	95%
• their child likes being at this school* (S2001)	95%	97%	96%
• their child feels safe at this school* (S2002)	96%	98%	97%
• their child's learning needs are being met at this school* (S2003)	88%	87%	91%
• their child is making good progress at this school* (S2004)	88%	91%	91%
• teachers at this school expect their child to do his or her best* (S2005)	95%	92%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	86%	92%
• teachers at this school motivate their child to learn* (S2007)	91%	86%	93%
• teachers at this school treat students fairly* (S2008)	92%	90%	95%
• they can talk to their child's teachers about their concerns* (S2009)	94%	97%	97%
• this school works with them to support their child's learning* (S2010)	87%	85%	92%
• this school takes parents' opinions seriously* (S2011)	83%	84%	89%
• student behaviour is well managed at this school* (S2012)	91%	90%	94%
• this school looks for ways to improve* (S2013)	88%	90%	94%
• this school is well maintained* (S2014)	97%	96%	96%

* 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.

Table 4: Student Opinion Survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	96%	97%
• they like being at their school* (S2036)	96%	94%	95%
• they feel safe at their school* (S2037)	94%	94%	97%
• their teachers motivate them to learn* (S2038)	93%	92%	97%
• their teachers expect them to do their best* (S2039)	99%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	87%	98%
• teachers treat students fairly at their school* (S2041)	89%	86%	91%
• they can talk to their teachers about their concerns* (S2042)	83%	85%	82%
• their school takes students' opinions seriously* (S2043)	92%	88%	93%
• student behaviour is well managed at their school* (S2044)	91%	81%	86%
• their school looks for ways to improve* (S2045)	97%	96%	97%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	97%	94%	95%
• their school gives them opportunities to do interesting things* (S2047)	92%	90%	98%

* 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.

Table 5: Staff Opinion Survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
• they receive useful feedback about their work at their school (S2071)	79%	90%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	93%	88%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	97%	98%	98%
• student behaviour is well managed at their school (S2074)	95%	88%	86%
• staff are well supported at their school (S2075)	87%	84%	84%
• their school takes staff opinions seriously (S2076)	86%	85%	84%
• their school looks for ways to improve (S2077)	95%	95%	98%
• their school is well maintained (S2078)	100%	95%	96%
• their school gives them opportunities to do interesting things (S2079)	89%	93%	92%

* 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. The Wilston State School community is a caring and inclusive community and we welcome all new families to join us in our school and P&C events.
- Parents are involved in a range of activities throughout the school. The parent body is instrumental in the running of the Tuckshop, Uniform Shop, Wilston Kids' Care, Wilston Crocodiles and Robotics Club. Our parents also volunteer for our Fete, Parent Liaison Officer, Year 6 Graduation, in the library and in our classrooms.
- We have a Parent Liaison Officer (PLO) for each class who acts as a parent representative for that class and reminds parents of upcoming events. These PLOs also feed back to the principal each term with suggestions about things that are going well and suggested areas for improvement. We hold Parents as Partners sessions each term as well, at both 9.00am and 6.00pm to inform parents about what and how we are teaching their children and how they can assist at home.

Respectful Relationships Education Programs

Through our safe and supportive school environment, we foster in our students a love of learning and a sense of belonging. Our school maintains many of its proud traditions and embraces new approaches to ensure that all students reach their academic, physical and social potential in a respectful, supportive environment.

The school has developed and implemented programs which focus on appropriate, respectful and healthy relationships.

These programs include:

- Units based on the Australian Curriculum classes which cover personal safety and strategies to keep themselves and others safe.
- Participation in awareness raising events to help educate our students about the importance of personal safety and respectful relationships; Harmony Day, Say No to Bullying, Shave for a Cure, NAIDOC Week
- Wellness Committee for staff, Sex Education Sessions for students and Parents/Carers and Cyber Safety sessions for staff, parents/carers and students.

School Disciplinary Absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	1	13
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental Footprint

Reducing This School's Environmental Footprint

The school focuses on reducing our environmental footprint through the continued installation of LED fluorescent lights to replace standard fluorescent and reminders about turning lights off when exiting the classroom.

Wilston State School continues to have an active Eco Marines committee, made up of interested students in Years 3-6 who meet regularly to discuss ways in which we can be more sustainable a school and at home.

Our water tanks while available are yet to be fully utilised.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	354,935	352,890	383,762
Water (kL)	5,137	4,846	6,220

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School Funding

School Income Broken Down by Funding Source

School income, reported by the financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our Staff Profile

Workforce Composition

Staff Composition, Including Indigenous Staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	60	29	0
Full-time equivalents	52	19	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

⁵ Qualification of all Teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	9
Graduate Diploma etc.*	5
Bachelor degree	44
Diploma	2
Certificate	

*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 2018 were \$206 531.35.

The major professional development initiatives are as follows:

Our major professional development initiatives were:

- Preparation and implementation of the Australian Curriculum
- Data Conversations, Planning, Case Management and Moderation sessions
- Teaching of spelling and THRASS
- Coaching Teachers in the Power of Feedback Project
- Leadership Team Conferences
- Mentoring with Master Teacher and Head of Curriculum
- Induction and probation to full registration
- Annual Performance Review Cycle. \

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff Attendance and Retention

Staff Attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

Performance of our Students

Key Student Outcomes

Student Attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	96%	96%	96%
Attendance rate for Indigenous** students at this school	98%	93%	93%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

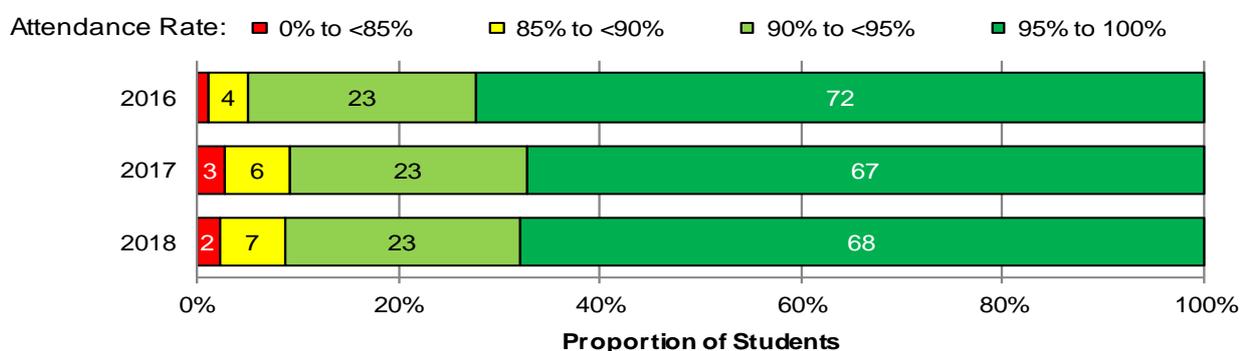
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	96%	95%	95%	Year 7	DW		
Year 1	97%	96%	96%	Year 8			
Year 2	96%	96%	95%	Year 9			
Year 3	97%	96%	96%	Year 10			
Year 4	96%	95%	95%	Year 11			
Year 5	96%	96%	95%	Year 12			
Year 6	96%	96%	95%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

Graph 1: Proportion of students by attendance rate



Description of How this School Manages Non-Attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Wilston State School operates an electronic roll marking system. Rolls are marked at both the beginning of the day and at the beginning of the final session of the day. The school day starts officially at 8.50am and any child arriving after this time will be marked as ABSENT. All late students report to the office where the office administration staff override the “absent” entry made at 8.45am by the classroom teacher. The office administration staff replace it with a LATE entry showing the time of arrival. Students then proceed to their classrooms and report to the class teachers, showing their late slip printout.

Unexplained absence notifications are texted to parents/carers before 11:00am and responses are recorded on Oneschool. Parents/Carers needing to take their children out of the school grounds, must come to the office to collect their child. Teachers monitor their rolls for trends and unexplained absences and contact the parents/carers to reinforce the school/home partnership.

An answering machine is available 24 hours a day for messages advising of student absences. Parents/Carers are also able to email advising of their child’s absences to unexplained@wilstonss.eq.edu.au.

In the case where no explanation is received concerning a child’s absence from school, the official school roll will show an unexplained absence. Classroom teachers and members of the school’s leadership team also follow up on any absences that they become concerned about. All absences are recorded on a student’s semester report card.

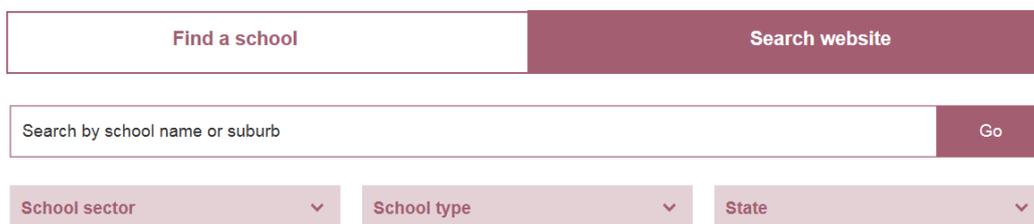
All absences due to holiday/family visits over 10 days are processed via the DET’s Exemption Process.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.