Wilsonton State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Queensland Government

Contact Information

Postal address:	PO Box 9659 Wilsonton 4350
Phone:	(07) 4637 1222
Fax:	(07) 4637 1200
Email:	principal@wilsontnss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Joshua Seaniger

School Overview

Wilsonton State School engages students in high-quality education that encourages all to become creative, clever and skilled lifelong learners with a sense of personal and community responsibility. We seek to provide young people with values for the future enabling them to contribute to a socially and culturally vibrant society. Our school has a unique information and media centre to assist the promotion of digital learning through multimedia exposure. Situated on the western edge of Toowoomba, Wilsonton State School was founded in 1894, and the school has a long tradition of significant community input and quality learning. Our co-educational school services Prep to Year 6 and includes a range of support programs for students with special needs. Our extensive grounds, large mulitpurpose hall, tennis courts and swimming pool allow us to offer an extensive range of sporting activites for students at all levels of ability.

Principal's Foreword

Introduction

Each year, Queensland schools publish information for parents and the wider community about the performance of the school and its students. In the 2017 Annual Improvement Plan (AIP) Wilsonton State School's specific priorities, targets and goals for the year were outlined. The School Annual Report provides a summary of the school's performance against these established targets for 2017.

In addition, the School Annual Report outlines the areas of focus for 2017.

In 2017, Wilsonton State School completed a review of the School Strategic Plan 2014-2017 and formulated a new Strategic Plan setting the direction for the school from 2018 -2022.

School Progress towards its goals in 2017

The Teaching of Reading and Explicit Instruction were our key priorities in 2017.

Improving student outcomes is our core business and, with The Teaching of Reading being a whole school priority, our 2017 I4S Agreement focussed on the following:

- Improving teacher capability, particularly in the teaching of reading, purposeful use of data and Explicit Instruction.
- Ensuring a plan was in place to address the oral language development needs of all students in Prep and Year 1.

In addition, we worked to:

- Improve the effectiveness of teaching teams through delivery of quality professional development and increased opportunities for teams to plan, assess and moderate together.
- Provide increased opportunities for students with disabilities to access educational programs.

Our current whole school reading program was developed in 2013, with implementation commencing in 2014. Since then, the program has been refined in response to research, our work with high quality professional development providers, data trends and feedback from staff.

Queensland
Government

Our 2017 I4S included the following reading related aspirational targets:

- Improve the percentage of students meeting or exceeding the NAPLAN National Minimum Standard in Year 3 Reading from 87.8% in 2016 to 91% in 2017.
- Improve the percentage of students meeting or exceeding the NAPLAN National Minimum Standard in Year 5 Reading from 78.9% in 2016 to 82% in 2017.

In addition to increasing the percentage of students meeting or exceeding the National Minimum Standard for reading, our aim was also to increase the number of students at or above the Regional Benchmark for PM and Probe 2 from Prep to Year 6.

Key Activities Underpinning Our Whole School Reading Program
- A dedicated reading time for every class, timetabled daily from Monday to Thursday, with cohorts reading at the same time. In 2017, the timetable was extended to provide every Prep and Year 1 class with a one hour literacy block between 10 and 11am. All other classes had a half hour reading time.
- A dedicated team of reading team members, comprising teacher aides, STLaN and support teachers, worked with teachers to explicitly teach reading skills and strategies. Support personnel were timetabled in to the program to ensure consistency of support.
- An allocation of Speech Language Pathologist (SLP) time for Prep and Year 1 cohorts to enable the SLP and class teachers to co-plan and explicitly teach targeted reading skills.
- An intensive reading intervention program, Levelled Literacy Intervention, was introduced in Year One during 2017 for students reading well below the expected level for their age. This trial formed the basis of our Master Teacher Action Research Project.
- Short-cycle data was collected at key points during the term as per our whole school assessment plan, with opportunities to analyse data provided at Curriculum Meetings, year level meetings and at Data Discussions.
- A focus on 'Learning to Read' from Prep to Year 2 and 'Reading to Learn' underpins our whole school reading program, with multiple reading comprehension strategies explicitly taught from Year 3.
- A focus on reading pedagogy was embedded in our Whole School Collegial Engagement Program, with reading snapshots being conducted in Semester One and classroom observations occurring in Semester Two.
- A program of professional development was developed and tailored to meet identified professional learning needs of both teachers and teacher aides.
- As an opportunity to celebrate reading success, 'Reader of the Week' was established to provide every teacher with the opportunity to acknowledge the effort student's made to achieve their personalised reading goals. Certificates were awarded weekly and each child received a reading book to take home.

Initiatives – Investing For Success

In 2017, Wilsonton State School received $326,030 in I4S funding which was used to:
- Build teacher capacity through tailored professional development, focusing on Explicit Instruction, Jolly Phonics and Jolly Grammar, Magic Words, Phonemic Awareness, guided reading and data analysis.
- Provide high quality, focussed professional development opportunities for non-teaching staff, with a particular emphasis on Magic Words, guided reading and the explicit teaching of reading comprehension strategies.
- Provide regular opportunities for teachers to plan, assess and moderate in teams.
- Provide regular opportunities for teaching teams to meet with the Master Teacher to analyse and discuss student data.
- Purchase additional teacher time to support the literacy and numeracy development of students for whom English is an additional language.
- Growing a coaching and feedback culture within our school.

Queensland
Government

Impact – Student improvement

We believe prioritising the teaching of reading in our school combined with the initiatives associated with our I4S Agreement have improved student learning outcomes at Wilsonton State School as evidenced by the following:

NAPLAN Targets
- Improve the percentage of students meeting or exceeding the NAPLAN National Minimum Standard in Year 3 Reading from 87.8% in 2016 to 91% in 2017.
    - **Actual outcome: 82.3%**
- Improve the percentage of students meeting or exceeding the NAPLAN National Minimum Standard in Year 5 Reading from 78.9% in 2016 to 82% in 2017.
    - **Actual outcome: 91.2%, statistically similar to Nation**

2017 Regional Benchmarks
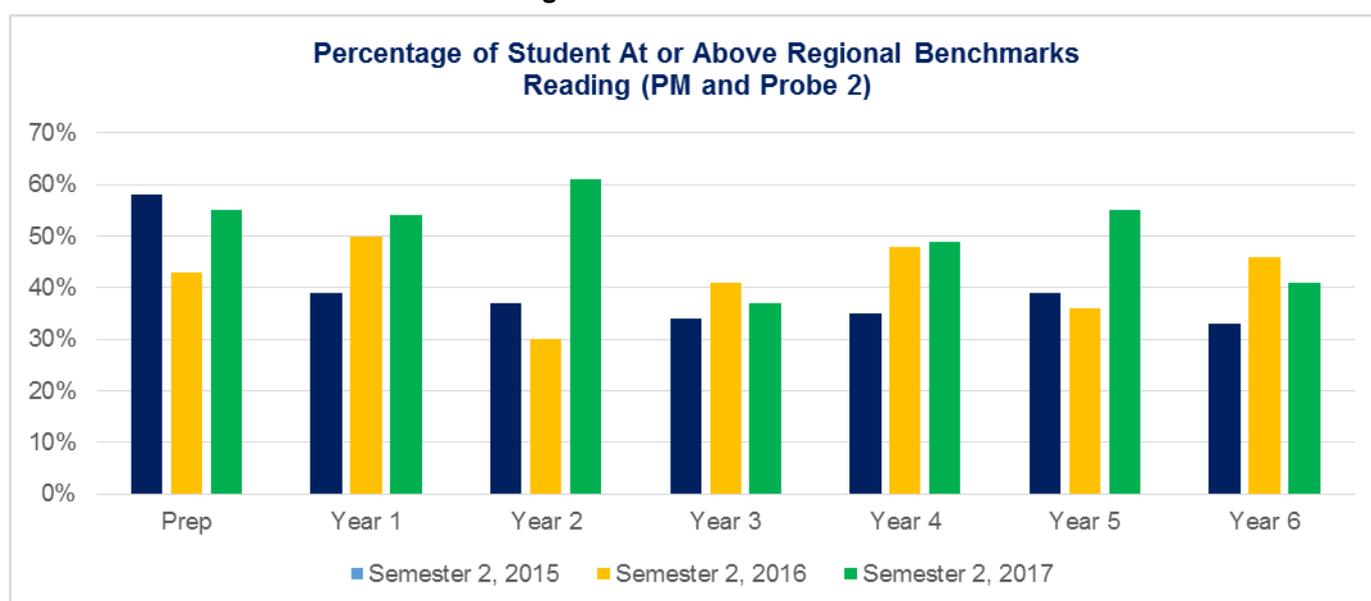
The percentage of students at or above Regional benchmark improved for each cohort from the previous year when you compare a cohort using their 2016 and 2017 data. Our Year 2 students, who have been accessing our revised reading program since they commenced Prep, outperformed every cohort for the past three years.

Future Outlook

In 2018 Wilsonton State School will continue on our journey of improving student outcomes with the Teaching of Reading and Explicit Instruction as our key priorities.

In to 2018 our Strategic Plan sets out the following goals:

- Develop a shared vision for the creation of reading learning goals
- Form productive working relationships with cluster schools to create best practice networks
- Embed Collegial Engagement processes
- Continue to provide regular PD for teachers and teacher aides each term
- Embed 10 week data cycles ('Data Discussions' - Week 8 of each term) for reading using PM and Probe.
- Develop best practice strategies and teacher capacity to link PM/Probe to the Literacy Continuum using regional resources and professional development
- Use strategies developed by Lyn Sharrat to explore and develop a whole school shared approach to the development of data displays.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	467	220	247	120	88%
2016	524	261	263	139	89%
2017	516	266	250	145	88%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Our school is located on the western side of Toowoomba, Australia's second largest inland city. It is a medium sized school with a population of approximately 520 students. We are proud of the diversity that exists within our student body. Approximately 27% of our students are indigenous and an increasing number are from families who speak English as an additional language.
Students are drawn predominantly from the surrounding suburbs, although many travel across town to attend our school. Our special education programs cater for children with a broad range of needs from across the Toowoomba area.

The school enjoys a strong connection to its community and parental involvement is encouraged and valued. We continue to develop positive partnerships with local community organisations.

Students at Wilsonton State School are encouraged to live by the school motto: Always our Best.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	20	19	19
Year 4 – Year 6	22	23	20
Year 7 – Year 10			
Year 11 – Year 12			

Queensland
Government

Curriculum Delivery

Our Approach to Curriculum Delivery

Our curriculum is student-focused, aims to maximize achievement for all students and provides opportunity for enrichment in the areas of academics, culture and sport. In 2017 our teachers taught the Australian Curriculum English, Mathematics, Science and HAAS across all the year levels. Our staff utilized Education Queensland's Curriculum into the Classroom (C2C) units of work as scaffolding to support and guide effective implementation of the Australian Curriculum.

Our Master Teacher assists with the planning, implementation of curriculum and assessment.

Assessment and Reporting

Reporting is done twice yearly at the end of each semester. Report cards are a formal way to report on student progress across the eight Key Learning Areas. We believe that the most valuable means of reporting student progress is the Parent-Teacher interview. Parents and guardians were offered a formal interview twice throughout the year with class teachers. In addition to this, our teachers are always willing to make a mutually suitable time to discuss a child's progress throughout the year.

Co-curricular Activities

- Student Council
- Inter school sport
- Instrumental Music
- School Choir
- Signing Choir
- Life Education
- Willo Brolgas (Indigenous culture and dance troupe)
- Enrichment reading and writing groups
- Annual excursions across year levels
- Annual Year 5 camp to Tallebudgera
- Annual Year 6 trip to Sydney / Canberra

How Information and Communication Technologies are used to Assist Learning

All computers are connected to the internet and the DET Network to support student learning. The school also has three computer laboratories with computers that are connected to the internet and the DET network.

Every teaching classroom is outfitted with an interactive whiteboard, as well as a speaker system. This allows teachers to access and present multimedia resources, and in particular allows the presentation and execution of the C2C resources that support implementation of the Australian Curriculum.

Social Climate

Overview
Wilsonton State School has a well-defined, collaboratively planned Responsible Behaviour Plan for students that clearly outlines the behaviour expectations and levels of support for students.

All students and parents are made familiar the 3 main rules: Be Safe, Be Respectful, Be a Learner at enrolment as we believe that a strong partnership between parents, students and their child's teacher is the foundation of success at school.

Parental participation in their child's education improves student achievement. We provide a variety of services to enhance the social climate of the school.
These include:
- A Welfare Officer and Student Welfare Committee

- A chaplaincy service
- Guidance Officer available for counselling and support
- Weekly awards for socially appropriate behaviour
- A positive rewards system for students
- Charity-focused Free Dress Days
- An Indigenous Education Worker and Garju Place Indigenous Education Centre
-

Bullying and harassment are not tolerated at Wilsonton State School. Students are encouraged to respond assertively to resolve conflict without aggression. Student behaviour is managed by setting clear and explicit expectations and rewarding students for making positive choices.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	98%	91%
this is a good school (S2035)	96%	98%	97%
their child likes being at this school* (S2001)	91%	100%	94%
their child feels safe at this school* (S2002)	96%	96%	88%
their child's learning needs are being met at this school* (S2003)	96%	98%	88%
their child is making good progress at this school* (S2004)	96%	98%	85%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	88%
teachers at this school motivate their child to learn* (S2007)	96%	98%	91%
teachers at this school treat students fairly* (S2008)	95%	95%	88%
they can talk to their child's teachers about their concerns* (S2009)	96%	98%	91%
this school works with them to support their child's learning* (S2010)	96%	100%	82%
this school takes parents' opinions seriously* (S2011)	96%	96%	97%
student behaviour is well managed at this school* (S2012)	95%	96%	91%
this school looks for ways to improve* (S2013)	95%	98%	100%
this school is well maintained* (S2014)	91%	98%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	91%	91%	92%
they like being at their school* (S2036)	93%	90%	93%
they feel safe at their school* (S2037)	91%	91%	91%
their teachers motivate them to learn* (S2038)	97%	97%	96%
their teachers expect them to do their best* (S2039)	96%	93%	97%
their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	90%
teachers treat students fairly at their school* (S2041)	84%	84%	90%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they can talk to their teachers about their concerns* (S2042)	90%	84%	86%
their school takes students' opinions seriously* (S2043)	89%	90%	83%
student behaviour is well managed at their school* (S2044)	86%	81%	80%
their school looks for ways to improve* (S2045)	93%	92%	93%
their school is well maintained* (S2046)	93%	93%	92%
their school gives them opportunities to do interesting things* (S2047)	90%	95%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	100%	96%
they feel that their school is a safe place in which to work (S2070)	96%	100%	96%
they receive useful feedback about their work at their school (S2071)	86%	84%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	91%
students are encouraged to do their best at their school (S2072)	98%	100%	97%
students are treated fairly at their school (S2073)	96%	98%	99%
student behaviour is well managed at their school (S2074)	94%	96%	90%
staff are well supported at their school (S2075)	92%	91%	72%
their school takes staff opinions seriously (S2076)	90%	91%	75%
their school looks for ways to improve (S2077)	94%	98%	89%
their school is well maintained (S2078)	98%	100%	96%
their school gives them opportunities to do interesting things (S2079)	92%	93%	90%

* 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

Parental volunteers are a valuable part of our school and help the school-wide reading program to function successfully. Parents are encouraged to attend classroom activities and school assembly, held each Friday.

Parent / Teacher interviews are held each semester and provide an opportunity for parents/caregivers and teachers to discuss the progress of each student. It is also a chance to share any concerns.

Parent Information Sessions are held at the beginning of each year for all classes.

Our P and C Association is an energetic and friendly group, who work alongside staff to provide additional resources and opportunities for our students.

Individual Curriculum Plans (ICPs) and Targeted Support Plans (TSPs) are developed and endorsed in consultation with parents.

Queensland
Government

Respectful relationships programs

Wilsonton State School recognizes the need for students to develop the attitudes and skills necessary to form and maintain respectful relationships. We offer a range of programs, including:

- NAIDOC Week
- School Choir and AUSLAN Signing Choir
- School Chaplaincy Programs, including Bella Chicks
- PCYC Restart Program
- Adopt-a-Cop Program
- High School Transition Days
- Life Education Van

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	6	12	14
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

.

Environmental Footprint

Reducing the school's environmental footprint

In 2017, the school continued its use of solar panels and water tanks, recycling paper and cardboard and energy saving initiatives driven by the student council. Water and energy usage is regularly monitored. While our electrical consumption has increased in line with enrolment growth, our water use remains relatively low when compared to previous years.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	215,222	2,758
2015-2016	238,960	2,905
2016-2017	264,860	1,847

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

Queensland
Government

Find a school

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	53	40	<5
Full-time Equivalents	45	27	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	
Bachelor degree	45
Diploma	3
Certificate	

*Teaching staff includes School Leaders
**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 2017 were $31 435.37

The major professional development initiatives are as follows:

• Build teacher capacity through tailored professional development, focusing on Explicit Instruction, Jolly Phonics and Jolly Grammar, Magic Words, Phonemic Awareness, guided reading and data analysis.

• Provide high quality, focussed professional development opportunities for all staff, with a particular emphasis on Magic Words, guided reading and the explicit teaching of reading comprehension strategies.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	88%	86%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2015	89%	89%	91%	89%	91%	91%	91%						
2016	89%	90%	92%	92%	90%	91%	92%						
2017	91%	90%	91%	90%	89%	91%	89%						

*Attendance rates effectively count 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:
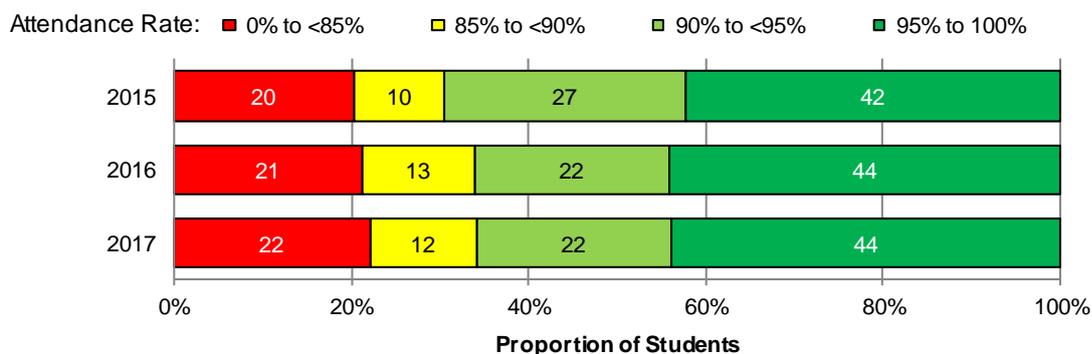
Description of how non-attendance is managed by the school

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

The school uses the program iAttend to notify parents of any unexplained student absences. A text message is sent automatically at 10.00am to any parent or guardian whose child's absence is unexplained at this point.

Parents of students who are identified by their class teacher or office personnel as having been absent for longer than three days, without notification of reason, are contacted either by the class teacher or by member of the school administration.

Non-attendance of a student, that continues to be flagged as of concern is then brought to the attention of the Deputy Principal or the Principal. Parents are called to explain and are given the

information regarding the requirements of compulsory participation. Continual absences are followed by formal letters.
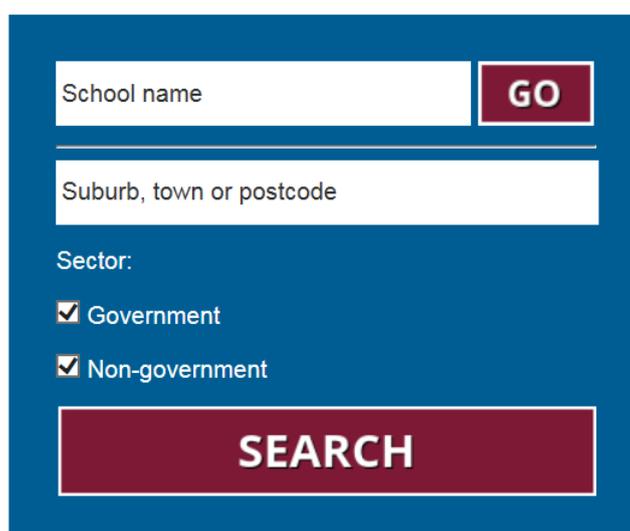
We also involve government and non-government agencies to work with the families and the school to assist with student attendance. Regional Office is notified if all efforts from the school are unsuccessful.

NAPLAN

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.**

Where it states **'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.