



## Wilson State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

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# 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 promotes the performing arts through choirs, our award-winning marching band and technology. 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 multipurpose hall, tennis courts and swimming pool allow us to offer an extensive range of sporting activities for students at all levels of ability.

# Principal's Foreward

## Introduction

Each year, Queensland schools publish information for parents and the wider community about the performance of the school and its students. In the 2016 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 2016.

In addition, the School Annual Report outlines the areas of focus for 2016.

In 2016, Wilsonton State School continued on the journey of improvement started in 2014 with the School Strategic Plan 2014-2017.

## School Progress towards its goals in 2016

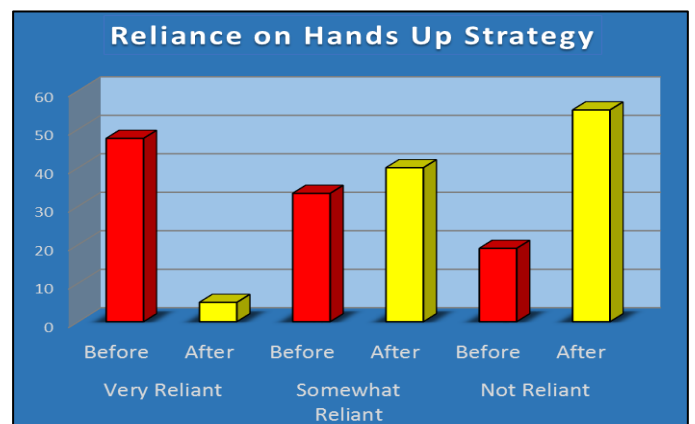
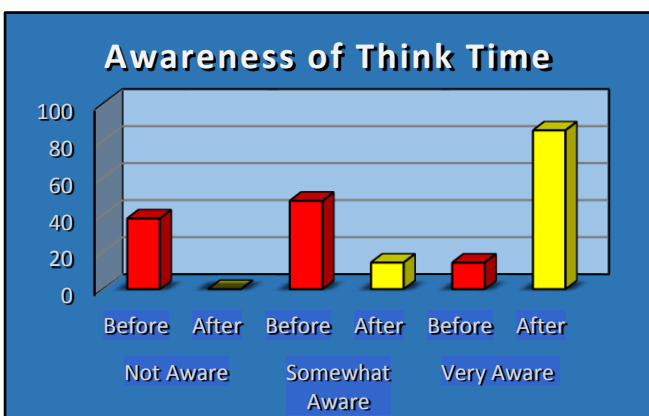
### Explicit Instruction

The focus for 2016 was on eliciting student responses and student engagement. All staff were engaged in high quality professional development. The school purchased additional resources to support teachers in the application of newly-acquired pedagogical strategies.

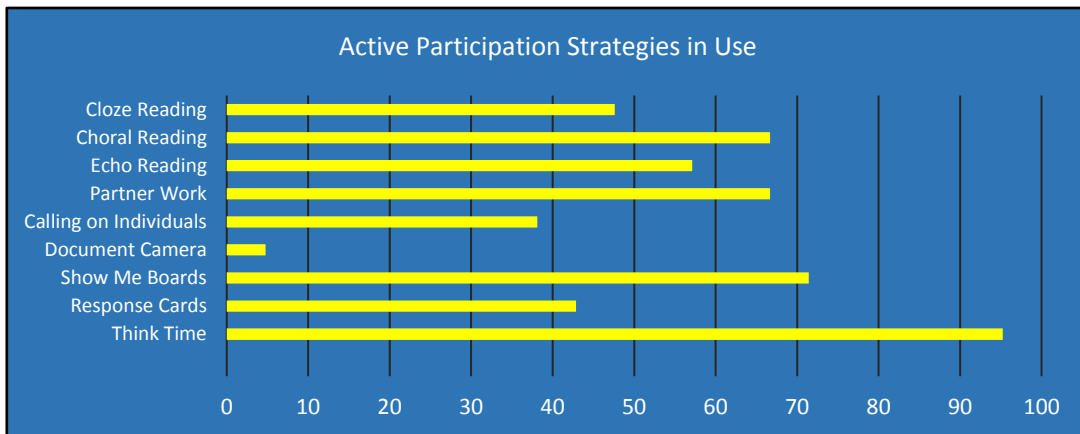
Our survey results indicate there has been a significant change in our EI metalanguage and the way we feel about explicit instruction generally. In addition to this, the use of varied active participation procedures to elicit responses from students has increased dramatically since the beginning of the year.

As a group, we are no longer heavily reliant on the 'hands-up' strategy as a way of eliciting responses from students.

The results of our survey indicate we are far more aware of the amount of thinking time we provide our students. Since participating in the 2016 EI sessions, not one of our survey respondents is unaware of the amount of think time they provide students, with 85.71% very aware, now aiming for think time of between 3 to 6 seconds.



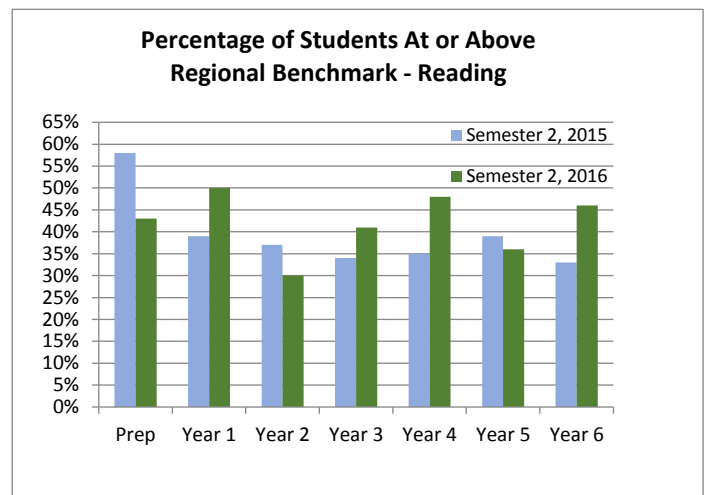
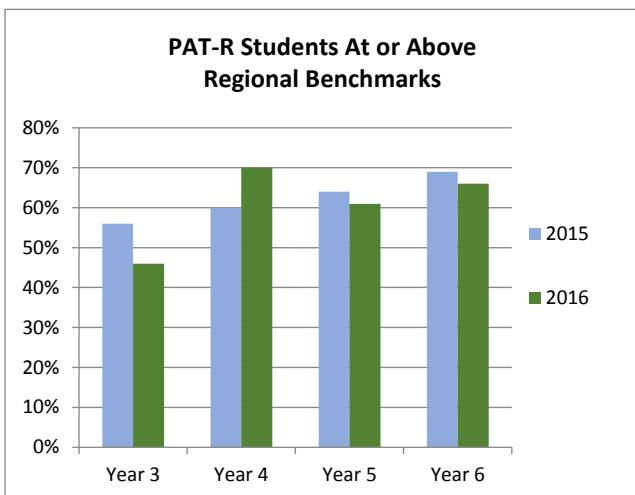
Every strategy introduced during the Eliciting Responses sessions is in use across our school. The graph below details strategy use.



When asked to identify the strategy which has had the greatest impact on student learning outcomes, the top three strategies listed were think time of between 3 and 6 seconds, partner work and the use of show me boards.

### The Teaching of Reading

Human resources, including targeted teacher aide time were allocated on a needs basis in response to analysis of reading data. Teachers and teacher aides participated in tailored professional development. Additionally, teachers were released to observe high quality practice within and outside of the school.



### Future Outlook

The areas of focus for 2017 will continue to be Explicit Instruction and The Teaching of Reading, in particular, the provision of timely and corrective feedback and vocabulary building.

Significant funding has once again been allocated to the provision of professional development, collegial observation and feedback and the purchase of resources to support programs.

Teacher data-analysis skills and high-performing cohort teams will be an additional focus of professional development.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	486	231	255	114	94%
<b>2015*</b>	467	220	247	120	88%
<b>2016</b>	524	261	263	139	89%

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 2016, 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

### 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	2014	2015*	2016
Prep – Year 3	19	20	19
Year 4 – Year 7	22	22	23
Year 8 – Year 10			
Year 11 – Year 12			

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our curriculum is student-focused, aims to maximise achievement for all students and provides opportunity for enrichment in the areas of academics, culture and sport. In 2016 our teachers accessed Australian Curriculum English, Mathematics, Science, History and Geography across all the year levels.

Our staff utilised 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 your child's progress throughout the year.

### Co-curricular Activities

- Student Council
- 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 two computer laboratories with 25 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:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	96%	98%
this is a good school (S2035)	100%	96%	98%
their child likes being at this school* (S2001)	97%	91%	100%
their child feels safe at this school* (S2002)	100%	96%	96%
their child's learning needs are being met at this school* (S2003)	91%	96%	98%
their child is making good progress at this school* (S2004)	100%	96%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	95%	95%
teachers at this school motivate their child to learn* (S2007)	97%	96%	98%
teachers at this school treat students fairly* (S2008)	97%	95%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	98%
this school works with them to support their child's learning* (S2010)	94%	96%	100%
this school takes parents' opinions seriously* (S2011)	97%	96%	96%
student behaviour is well managed at this school* (S2012)	97%	95%	96%
this school looks for ways to improve* (S2013)	100%	95%	98%
this school is well maintained* (S2014)	100%	91%	98%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	91%	91%
they like being at their school* (S2036)	93%	93%	90%
they feel safe at their school* (S2037)	92%	91%	91%
their teachers motivate them to learn* (S2038)	96%	97%	97%
their teachers expect them to do their best* (S2039)	99%	96%	93%
their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	93%
teachers treat students fairly at their school* (S2041)	89%	84%	84%
they can talk to their teachers about their concerns* (S2042)	90%	90%	84%
their school takes students' opinions seriously* (S2043)	88%	89%	90%
student behaviour is well managed at their school* (S2044)	85%	86%	81%
their school looks for ways to improve* (S2045)	94%	93%	92%
their school is well maintained* (S2046)	91%	93%	93%
their school gives them opportunities to do interesting things* (S2047)	94%	90%	95%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	98%	86%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	92%	100%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	96%	98%
student behaviour is well managed at their school (S2074)	100%	94%	96%
staff are well supported at their school (S2075)	98%	92%	91%
their school takes staff opinions seriously (S2076)	96%	90%	91%
their school looks for ways to improve (S2077)	100%	94%	98%
their school is well maintained (S2078)	98%	98%	100%
their school gives them opportunities to do interesting things (S2079)	98%	92%	93%

\* 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 school *Signing Choir* performed at a range of community events in 2016, including the Mayoral Christmas Carols.

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

In 2016, we held another successful Literacy and Numeracy Day, attended by many community members.

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

## 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:

- Ceremonial Ripples
- NAIDOC Week
- Indigenous Awards Ceremony
- School Choir and AUSLAN Signing Choir
- Participation in the creation of a school song 'It's OK to be Me', in partnership with Small Town Culture.
- School Chaplaincy Programs, including Bella Chicks
- Spring Tyme Music Festival
- 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	13	6	12
Long Suspensions – 6 to 20 days	0	0	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.

## Environmental Footprint

### Reducing the school's environmental footprint

In 2016, 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
2013-2014	196,679	4,255
2014-2015	215,222	2,758
2015-2016	238,960	2,905

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.

## Find a school

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	50	35	0
Full-time Equivalents	43	24	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	0
Bachelor degree	42
Diploma	3
Certificate	0

\*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 2016 were \$ 72 800

The major professional development initiatives are as follows:

- Good to Great Review of Explicit Instruction and Introduction to Delivering Instruction: Eliciting Responses
- Good to Great Delivering Instruction: Vocabulary
- Good to Great Module 6: Strengthening a Learning Culture
- Good to Great: Reading and Explicit Instruction
- Oral Language Development PD
- Zones of Regulation
- Using QAR to Encourage Higher Order Thinking
- Introducing the Annual Performance Review (APR) Process for Teachers and Unpacking The Australian Professional Standards for Teachers

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	87%	88%

\*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 2016 for all Queensland Primary schools was 93%.

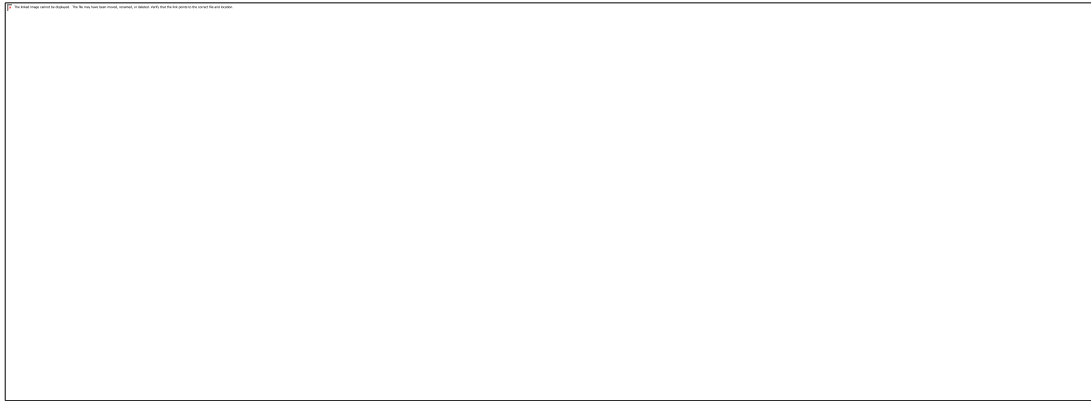
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	90%	91%	90%	92%	92%	90%	92%					
2015	89%	89%	91%	89%	91%	91%	91%						
2016	89%	90%	92%	92%	90%	91%	92%						

\*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 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.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

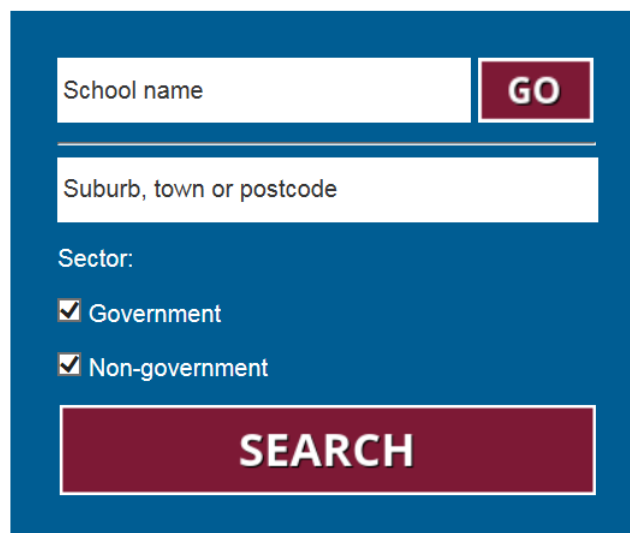
We also involve government and non-government agencies to work with the families and the school to assist with student attendance. Regional Office is notified if all efforts from the school are unsuccessful.

## 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.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

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.