Walkerston State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

Walkerston State School is a co-educational school that caters for approximately 350 students from Prep through to Year 6. We have a wonderful team of committed staff who work closely together to provide challenging, meaningful and rich learning experiences for all of our students.

2014 was a successful year at Walkerston State School. Our primary purpose is outlined in our school motto, 'Putting Learning First – every child, every day'. In order to achieve this, we must build on our successes, and identify areas were our practices can be enhanced to more effectively deliver our vision of enabling children to reach their full potential, and becoming successful members of a global society. This report will highlight our progress towards this goal, and where we intend to develop over the next 12 months.

School progress towards its goals in 2014

In 2014, 5 priorities were identified for Walkerston State School:
- Reading
  - Coaching revolved around an analysis of data from the WAVE reading program, and resulted in professional development activities for teachers and aides.
- Numeracy
  - Teachers were introduced to SCOPE to promote a consistent approach to the teaching of mathematics;
  - Summative and benchmarking data was collected regularly to help inform teaching and improve teacher accountability;
  - Strategies from the NCR Mathematics programs were implemented to introduce more consistency between the teaching of Reading and Mathematics.
- Consistent pedagogical practices
  - Explicit Instruction was introduced to help promote a consistent pedagogical approach;
  - Good practice in teaching was modelled by leaders both within the school and from external officers;
  - A systematic method of feedback and coaching was implemented.
- Continuous monitoring of student achievement
  - Summative and benchmarking data was regularly collected and analysed, helping to identify next steps in learning and improve teacher accountability.
- Australian Curriculum implementation
  - Walkerston used the Curriculum2Classroom resources to deliver the Australian Curriculum;
  - Teaching and learning at Walkerston was moderated with other schools in the Pioneer Valley.

Future outlook

To further enhance the learning at Walkerston, we have identified the follow priorities for school improvement:

1. To enhance the quality of first teaching through improving differentiation based on accurate Assessment for Learning, prioritizing the expectations on breadth and depth of provision under the Australian Curriculum;

2. To accelerate the progress of all children, particularly the more able children in Mathematics and Writing;

3. To improve attendance;

4. To engage stakeholders including children, parents and staff in the education process.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014: **Prep Year - Year 6**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	378	172	206	93%
2013	368	161	207	91%
2014	383	181	202	94%

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

Characteristics of the student body:

At the time of writing this report, Walkerston State School has:
- 340 boys and girls from Prep to Year 6;
- Approximately 13% of students were transient in 2014;
- Approximately 5% children are of Aboriginal, Torres Strait or South Sea Islander descent;
- Approximately 4% of children speak English as a Second Language;
- Approximately 1% of children are identified as having a disability.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	23	24	24
Year 4 – Year 7 Primary	24	22	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	14	12	16
Long Suspensions - 6 to 20 days	2	4	2
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

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

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Walkerston State School follows the Australian Curriculum for all subjects, and provides Japanese lessons for children in Years 5 and 6.

The goal of Walkerston State School curriculum is to maximise learning and achievement for every student through:

- A strong focus on Literacy and Numeracy

- Whole-school planning (establish goals and processes)

- Aligning teaching, assessment and reporting with the intended curriculum (plan the learning sequence to meet goals)

- Planning for continuity of learning – across year levels (plan learning experiences within the sequence)

- Plannning for a class, group, or individuals (plan to progress all students' learning)

- Using ICT to promote learning (embed ICT into students' learning)

Extra curricula activities

Students are offered a rich variety of academic, cultural, sporting, citizenship and social skills at Walkerston State School. Participation in such activities enhances student confidence, builds resilience and develops skills such as teamwork and tolerance – all vital qualities if students are to maximise life's opportunities.

Activities include:
CULTURAL
- Music – instrumental, choir, recorder band Choral Verse Speaking;
- Rock Pop Mime, Drama and Visual Arts performances;
- Eisteddfod entries
- Book Week activities and parade
- Attendances at visiting cultural performances and local theatre performances
- Cultural Days
.
ACADEMIC
- Mathematics Competitions
- Public Speaking Competitions
- Premier's Reading Challenge participation
- Chess Club

CITIZENSHIP
- Annual Year 6 Sydney / Canberra trip
- Student Council
- Community Anzac Day and Remembrance Day Participation
- Participation in Adopt–a–Cop program

SPORTING
- A mix of inter-house and inter-school – swimming, athletics, hockey, touch football, cricket, basketball, AFL, Rugby League, Rugby Union, soccer;
- Sports specific clinics via visiting specialists;
- Inter-school and regional sporting competitions.

How Information and Communication Technologies are used to assist learning

Emphasis is placed on the integration of Information Communication Technologies (ICT) in learning as ICT is currently an integral part of almost all positions in the workplace, and children need to be literate in ICT in order to succeed as global citizens. At Walkerston, children access computers in the dedicated computer suite, through mobile laptops and android devices, or through class-room based desktops.

Teachers use laptops and interactive whiteboards and digital projectors to enhance teaching, and use mobile android devices to improve the accuracy and timeliness of on-going assessment and self-reflection.

Social Climate

The social climate of the school is a very positive one. The 2014 School Opinion Survey indicated that large majority of children, parents and staff agree that children are safe, well education at Walkerston and enjoy being at school. Walkerston is a school where all stake-holders are valued.

Our school is very fortunate to have an excellent student support team including a Chaplain who provides a vital pastoral care role for students, families and staff. We have a Guidance Officer who works onsite two days per week who assists teachers to develop strategies to help children with social and emotional needs, and also works directly with the children.

We review our Responsible Behaviour Plan annually, and consult with children, staff and parents on any changes.

Children are encouraged to manage their own behaviour through our 4 step plan, student council and peer coaches.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	94%	95%
this is a good school (S2035)	93%	97%	86%
their child likes being at this school* (S2001)	97%	91%	91%
their child feels safe at this school* (S2002)	97%	97%	100%
their child's learning needs are being met at this school* (S2003)	97%	91%	95%
their child is making good progress at this school* (S2004)	97%	91%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	88%	100%
teachers at this school motivate their child to learn* (S2007)	97%	97%	95%
teachers at this school treat students fairly* (S2008)	93%	91%	82%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
this school works with them to support their child's learning* (S2010)	100%	97%	100%
this school takes parents' opinions seriously* (S2011)	93%	100%	90%
student behaviour is well managed at this school* (S2012)	97%	91%	82%
this school looks for ways to improve* (S2013)	100%	97%	100%
this school is well maintained* (S2014)	100%	97%	86%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	94%	97%
they like being at their school* (S2036)	97%	97%	97%
they feel safe at their school* (S2037)	93%	93%	100%
their teachers motivate them to learn* (S2038)	97%	96%	100%
their teachers expect them to do their best* (S2039)	97%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	97%
teachers treat students fairly at their school* (S2041)	86%	94%	97%
they can talk to their teachers about their concerns* (S2042)	90%	90%	97%
their school takes students' opinions seriously* (S2043)	85%	95%	92%
student behaviour is well managed at their school* (S2044)	68%	88%	95%
their school looks for ways to improve* (S2045)	98%	95%	97%
their school is well maintained* (S2046)	95%	95%	93%
their school gives them opportunities to do interesting things* (S2047)	88%	98%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	95%
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		97%	89%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		94%	95%
student behaviour is well managed at their school (S2074)		88%	87%
staff are well supported at their school (S2075)		94%	95%
their school takes staff opinions seriously (S2076)		97%	89%
their school looks for ways to improve (S2077)		100%	95%
their school is well maintained (S2078)		91%	92%
their school gives them opportunities to do interesting things (S2079)		100%	94%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

A range of activities and strategies were used throughout the year to promote parent involvement in their child's education:

- Parent information sessions – Orientation Day for Prep Parents,

- Ready Reader Parent and community sessions

- Curriculum Information Sessions for each year level

- Inducting all classroom helpers and school volunteers

- Communication books (home/school) and class newsletters

- Literacy/Numeracy Celebration School activities

- Fortnightly school newsletter

- Awards evening & Cultural evenings

- Formal and informal parent-teacher meetings and reports

- Consultation with parents through the P&C

- Participation in swimming and sports carnivals

- Open invitations to parents to attend weekly assemblies

Reducing the school's environmental footprint

Walkerston uses rain water tanks and water saving devices, such as spring-loaded drink taps, to reduce our water waste. We have recycling bins around the school, and have installed solar panels to reduce our electricity usage.

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We are encouraging parents to sign up to receive all notifications from the school via email rather than paper, and this has resulted in a significant decrease in the amount of paper used by the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	168,698	1,538
2012-2013	160,047	10,352
2013-2014	151,677	3,858

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

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	24	17	0
Full-time equivalents	22	10	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	21
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**24**
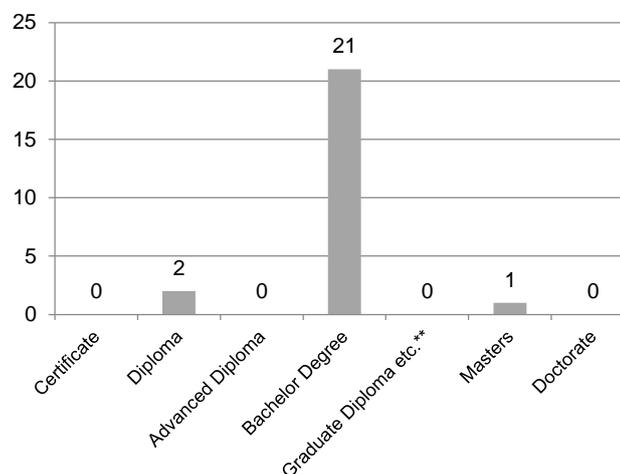
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $12,000

The major professional development initiatives are as follows:

Teachers receive coaching tailored to their needs as identified through on-going guided self-reflection on evidence held against the Professional Standards for Teachers.

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

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
☑ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	92%

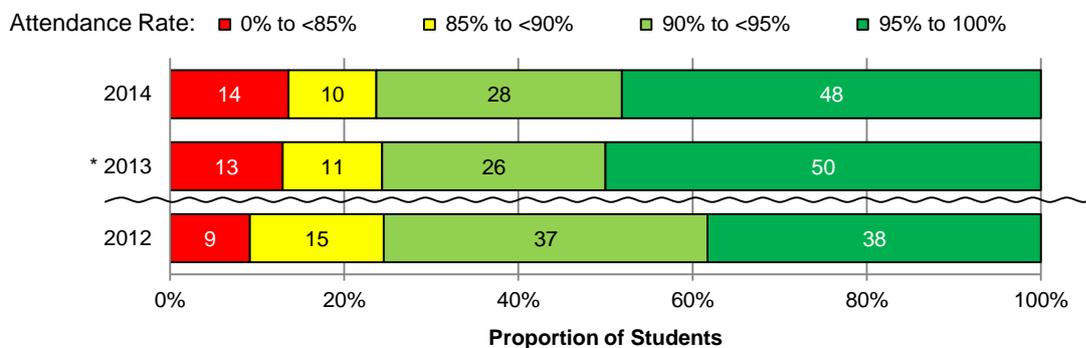The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	92%	93%	91%	90%	92%	93%					
2013	93%	93%	93%	94%	92%	92%	92%					
2014	94%	93%	91%	92%	92%	92%	91%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	14	10	28	48
* 2013	13	11	26	50
2012	9	15	37	38

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

Attendance in 2014 dipped slightly from 2013. At Walkerston, we believe that Every Day Counts; research is clear about the impact of low attendance on academic achievement, social development and future opportunities. Therefore, we have implemented the following:

- Weekly celebration of classes with the best attendance;
- Termly celebration of individuals meeting our 95% attendance or improved attendance through incentive days;
- Parents apply for holiday leave of any duration;
- Attendance workshops are held termly to discuss reasons and strategies for improving attendance of children with persistent absences, which may DET follow truancy procedures.
- If any absences have not been reported to the office by 9:30am each day, parents / carers are contacted and asked for an explanation.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Attendance for Indigenous students at Walkerston was 2% lower than their peers, though the cohort sizes were small. The gap in terms of NAPLAN results has been fluctuating over the last 5 years. This year, we will be using termly pupil progress meetings and on-going analysis of achievement against Australian Curriculum standard statements to support teachers in accelerating progress.

We are focussing on the breadth of Indigenous aspects of the Australian Curriculum to ensure the teaching and learning is relevant to all students.