



Walkerston 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

## Contact Information

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If you require a printed copy of this report, please direct your enquiries to Mrs Belinda Richards or Mrs Bernadette Armstrong.

## School Overview

Walkerston State School is a co-educational school that caters for approximately 360 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. Some of our distinctive features include an ongoing commitment to integrating technology into the classroom and the delivery of a relevant and engaging curriculum (including Japanese in Prep) using evidence-based pedagogical practices, including AAP in Prep and Year 1.. We pride ourselves on working with students, parents and carers and the school community to deliver a first-class education. As a school community we strive to provide our students with high-quality educational opportunities that will empower them academically, emotionally and socially. Our school motto is 'Putting Learning First'. Our school community is committed to emotional resilience and social competence, achieving academic potential, developing competent learners who actively seek and use knowledge, promoting compassion and global awareness, fostering effective communicators, balancing independence and collaboration and encouraging problem solving and informed risk taking.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

Our Goals for 2017 were:

Goal	Success Criteria	Outcome
Implement a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.	Pedagogical Framework will specify an LCC-agreed primary pedagogical approach.	Achieved.
	In pupil progress meetings, all teachers will be able to demonstrate alignment between students' evidence of learning, planning, and the Australian Curriculum V8.2 for English and Maths.	Achieved.
	Percentage of As in English and Maths will meet CQ average distributions for those subjects.	% of As in Maths /English, S2 2017: CQR: 12.6% WSS: 11% Not yet achieved.
	Lesson observations and pupil progress meetings will evidence pedagogical practices aligned to the Pedagogical Framework across the school.	Largely achieved
Enhance staff and student wellbeing.	Staff School Opinion Survey Results relating to wellbeing and communication (S2094, S2093, S2084, S2085, S2075, S2076, S2092) will increase from 69% satisfaction in 2016 to 75%	Inconsistent questions between years.
	Staff School Opinion Survey results relating to students behaviour (S2074) will rise from 84.8% satisfaction in 2016 to 90% satisfaction towards our 2018 target of 95%	82.9%. Will continue to be addressed in 2018
	Staff School Opinion Survey results relating to professional Development (S2100) will increase from 84.4% satisfaction to 95% satisfaction.	76.5%. Will continue to be addressed in 2018
Implement Digital Technologies curriculum.	An agreed approach to enhancing ICT provision for children will be in place by the end of 2017.	Partially achieved – a COP within the school is engaged in the Inquiry Cycle and have formulated an action plan.

#### Future Outlook

Goal	Success Criteria
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Children will learn and be able to apply reading strategies aligned to the Australian Curriculum for English which enable them to better comprehend texts.	NAPLAN: % with Lower / Similar / Higher relative gains in Reading than State Schooling Peers:			
		<b>Lower</b>	<b>Similar</b>	<b>Higher</b>
	<b>2017 (Baseline)</b>	24%	64%	12%
	<b>2018 (Target)</b>	20%	60%	20%
	%A-Bs in English Years 3-6			
	<b>2017 (Baseline)</b>	<b>2018 (Target)</b>		
	25%	30%		
	Unit plans and Lesson observations for all teachers will demonstrate clearly identifiable reading strategies being taught to students.			
	All teachers to indicate agreement that there are cohesive school, year level and unit plans on Curriculum Scan.			
	All teachers to indicate agreement that there is a high level of consistency, a low level of variability and an absence of mediocrity on Curriculum Scan			
There will be an improvement in communication between all staff.	% Agreement on Staff School Opinion Survey:			
		<b>2017 (Baseline)</b>	<b>2018 (Target)</b>	
	S322: I feel that staff morale is positive at my school.	41.7%	50%	
	S3220: There is good communication between all staff at my school.	42.9%	50%	
	PLC minutes indicate impact of professional discussions on teaching and learning outcomes for children.			

# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	344	161	183	17	93%
<b>2016</b>	357	176	181	25	95%
<b>2017</b>	349	173	176	31	95%

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

At the end of 2017, Walkerston State School had 359 children, of which 50% were male and 50% female. 9% of our students identify as indigenous. 3% of our children speak English as an additional language. 7% of our children have been identified as needing some individualised learning support.

### 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	21	23	22
Year 4 – Year 6	28	24	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Walkerston State School follows the Australian Curriculum for all subjects, and provides Japanese lessons for children in Prep, 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)
- Planning for a class, group, or individuals (plan to progress all students' learning)

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

### **Co-curricular 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
- Annual Year 5 Leadership Camp
- Student Council
- Community Anzac Day and Remembrance Day Participation

#### **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**

### **Overview**

The social climate of the school is a very positive one. The 2017 School Opinion Survey indicated that large majority of children, parents and staff agree that children are safe, well educated 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**

#### **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)	82%	92%	90%
this is a good school (S2035)	82%	85%	86%
their child likes being at this school* (S2001)	96%	96%	93%
their child feels safe at this school* (S2002)	93%	92%	96%
their child's learning needs are being met at this school* (S2003)	86%	88%	90%
their child is making good progress at this school* (S2004)	93%	88%	90%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	88%	90%
teachers at this school motivate their child to learn* (S2007)	81%	88%	79%
teachers at this school treat students fairly* (S2008)	67%	88%	79%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	90%
this school works with them to support their child's learning* (S2010)	78%	88%	90%
this school takes parents' opinions seriously* (S2011)	62%	87%	79%
student behaviour is well managed at this school* (S2012)	78%	84%	86%
this school looks for ways to improve* (S2013)	89%	100%	96%
this school is well maintained* (S2014)	71%	81%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	99%
they like being at their school* (S2036)	95%	99%	97%
they feel safe at their school* (S2037)	100%	95%	98%
their teachers motivate them to learn* (S2038)	100%	100%	99%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	98%
teachers treat students fairly at their school* (S2041)	89%	94%	93%
they can talk to their teachers about their concerns* (S2042)	93%	97%	93%
their school takes students' opinions seriously* (S2043)	95%	98%	90%
student behaviour is well managed at their school* (S2044)	86%	86%	87%
their school looks for ways to improve* (S2045)	100%	100%	98%
their school is well maintained* (S2046)	98%	100%	95%
their school gives them opportunities to do interesting things* (S2047)	92%	98%	98%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	91%	81%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they feel that their school is a safe place in which to work (S2070)	97%	94%	89%
they receive useful feedback about their work at their school (S2071)	97%	91%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	95%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	94%
students are treated fairly at their school (S2073)	97%	94%	89%
student behaviour is well managed at their school (S2074)	94%	85%	83%
staff are well supported at their school (S2075)	88%	82%	75%
their school takes staff opinions seriously (S2076)	81%	76%	71%
their school looks for ways to improve (S2077)	97%	97%	86%
their school is well maintained (S2078)	88%	86%	83%
their school gives them opportunities to do interesting things (S2079)	90%	88%	77%

\* 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

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
- 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

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We use the C2C Health education units to enable children to make healthy choices around physical activity, diet, drugs and alcohol. We use Life Education to support this work, and to provide sensitive education around puberty and relationships for Years 5-6.

From Prep, we use the resource "My Body Belongs To Me" in line with the Daniel Morcombe Child Safety Curriculum to provide children with the skills and language they need to ensure their safety.

### 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	1	0	4
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

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.

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	156,709	686
2015-2016	27,276	150
2016-2017	93,949	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	24	17	0
Full-time Equivalents	21	11	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	19
Diploma	2
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 2017 were \$23,820.59

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Training and release for teachers to implement Collegiate Coaching;
- Training in effective delivery of Jolly Phonics

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.	97%	97%	97%

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

From the end of the previous school year, 90% 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).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	94%	92%

\*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%.

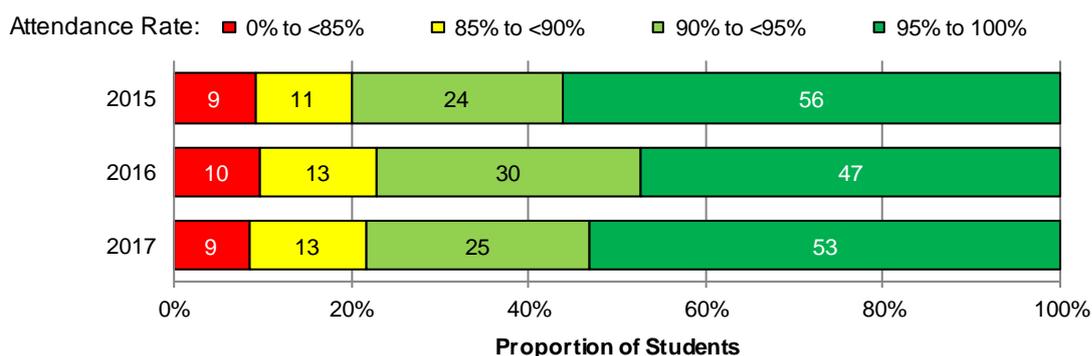
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	93%	94%	95%	94%	94%	93%	95%
2016	92%	92%	92%	95%	92%	93%	95%
2017	92%	94%	95%	94%	94%	94%	94%

\*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.

- Rolls are completed twice daily, and parents are contacted on the same day wherever there is an unexplained absence.
- At the end of each term, parents are contacted by email or mail to notify them of:
  - 100% attendance;
  - Improved attendance;
  - Reduced attendance;

- Low attendance.
- Where students have low attendance, parents are invited to attend a meeting to discuss how attendance can be improved.
- Each week in assembly the classes with the highest attendance and most improved attendance are given a trophy.
- Positive behaviour rewards depend on children's good attendance so desirable behaviours can be verified.

## 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

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Sector:

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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.