

# QUEENSLAND STATE SCHOOL REPORTING - 2010

Walkerston State School (0353)

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## Principal's foreword

### Introduction

This report contains an outline of achievements and progress towards our goals in the 2010 school year. It also provides an insight into the dynamic learning climate we have created at Walkerston State School with our dedicated teaching team 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 delivery of a relevant and engaging curriculum. We pride ourselves on working with students, parents / 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 to reach their full potential academically, emotionally and socially, when they exit our school at the end of year 7.

A hard copy of this report is available on request through the school office.

### School progress towards its goals in 2010

Concentrated intervention, the continuation of straight year levels where possible and a cohesive, developmental curriculum have resulted in very pleasing results for 2010. These were also highlighted in our NAPLAN results:

- The percentage of students at or above National Minimum Standard (NMS) was flagged as Similar to the National percentage in every year level and in every strand.
- Year 7 Mathematics results particularly pleasing with 100% of students identified as at or above the national minimum standard.
- The percentage of students achieving at or above national minimum standard has increased noticeably across all year levels and all areas with the exception of year 7 reading.
- A significant improvement has been noted in the Year 3 NAPLAN results with Reading, Writing and Spelling all being flagged as similar to National Mean. These had all been targeted areas

based on our previous NAPLAN results and all targets were exceeded.

This year we have also achieved:

- the successful continued implementation of straight classes across all year levels.
- the full implementation of our whole school Maths, English and Science programs to provide continuity and consistency across all year levels..
- Whole School Co-operative Planning using 'One School' for curriculum planning
- Maintained employment of our school Chaplain
- Continue to provide breakfast club twice weekly
- Continue our relationship with PCYC to provide OSHC for our families.
- Become an Earth Smart School with the support of Earth Smart Facilitator

### Future outlook

#### LEARNING AND ATTAINMENT

Walkerston State School's motto is "Putting Learning First ~ Every Child Every Day". We action this motto through a strong focus on Literacy and Numeracy.

As a whole school we had been considering changing our current Whole School Maths Program to exclude the commercial program we have been using for the last 3 years, however the steady improvement in our numeracy results over recent years has led us to rethink this plan and continue to incorporate it into our program. Spelling has been an area of concern for a number of years with the upper school especially. We have now developed a whole school spelling program based on research of teaching strategies and a developmentally prescribed lock step teaching program across the year levels. This is being fully implemented in 2011 and we await the improvement in results with eager anticipation.

Focussed Strategies for improvement:

- Continued implementation of whole school Curriculum Plan incorporating English and Maths Program.
- Continue whole school diagnostic testing at beginning and end of year to chart progress.
- Implementation of a whole school spelling program based on research of teaching strategies and a developmentally prescribed lock step teaching program across the year levels.

#### ENGAGEMENT

Previous NAPLAN results have indicated that our indigenous students in the early years are performing at or above our non-indigenous students. In 2010 we had a marked increase in enrolments of indigenous students in our early years. Students in Care, and our increasing number of students with special needs, are also a focus for our strategic planning over the next three years. The % of Year 7 students transitioning to a State High School for year 8 is also a focus.

Focussed Strategies for improvement:

- Continue to develop, implement and monitor the individual programs for identified student including our indigenous, special needs, kids in care, student at risk and learning support students.
- Employ teacher aide to work with our ATSI students in years 1-3 using our closing the gap allocation.

### WELLBEING

- The introduction of the use of 'One School' for behaviour recording at the end of 2009 has streamlined our Behaviour reporting system and enabled us to focus on areas in need of attention. Smart Moves activity programs were introduced in 2009 and have continued in 2010 and now into 2011

Focussed Strategies for improvement:

- Continue to support the P&C and tuckshop committee in the implementation of Smart Choices
- Continue implementation of Daily Physical Activity 'Smart Moves'
- Maintain employment of school Chaplain
- Continue to provide breakfast club twice weekly

### SUSTAINABILITY

Walkerston State School is one of cluster of schools in the Pioneer Valley became an Earth Smart School in 2010 under the guidance of the Earth Smart School Co-ordinator for our District. We will be working towards the goals for the next three years. We have already reduced our water consumption through the successful application of a Water Smart Grant which resulted in the installation of water saving devices and a rain water tank and in 2010 we had solar panels installed to save power consumption.

Focussed Strategies for improvement:

- Continue with Earth Smart School implementation.

## Our school at a glance

### School Profile

Coeducational:

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
379	177	202	89%

### Characteristics of the student body:

Our student body consists of students who live mainly in our immediate Walkerston Township catchment area. Being a town that is enroute to the Moranbah mining areas a large proportion of our student population are children of mining families. We also have many students from rural backgrounds who live on cane farms or hobby farms. Approximately 5% of our students are from indigenous cultural backgrounds and approximately 2.5% have English as a second language.

### Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	89%	11%	0%
Year 4 – Year 7	25	100%	100%	0%	0%
All Classes	23	100%	94%	6%	0%

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	8
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Our school at a glance

### Curriculum offerings

Our distinctive curriculum offerings:

Walkerston State School's Curriculum is based on the Values Framework for State Schools and utilises the Five Citizens as our Curriculum Organisers: Eco-Citizen (Sustainability), Healthy Citizen (Identity, Relationships and Well being, Creative Citizen (Creativity), Informed Citizen (Thinking, Reasoning, Communicating) and Democratic Citizen (Civics and Citizenship).

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 ICTs to promote learning (embed ICT's 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

## Our school at a glance

### CITIZENSHIP

Full Camping program including:

Annual Year 7 Sydney Canberra trip

Annual Year 6 leadership camp

Annual Year 4/5 camp

Student Council

Community Anzac Day and Remembrance Day Participation

River Rock to Maintain Top festivities and parade

Conservation Volunteers Australia Partnership program.

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.

### How Information and Communication Technologies are used to assist learning

Emphasis is placed on the integration of Information Communication Technologies (ICTs) in learning.

Student skill development in computing is therefore very important. A cluster-based Developmental Continuum is used by teachers to map this. Computer labs are located in the library and Upper School Ante Room as well as a bank of computers in each classroom and these are accessed for lessons in skill development. In addition these labs and classroom computers are used for students to apply these skills in other learning situations. There is also an expectation that there is an ICT component in every Studies Unit.

### Social climate

The social climate of the school is a very positive one. Our behaviour management program ensures the delivery of safe, supportive and disciplined learning environment where all members feel safe and valued.

Our school is very fortunate to have an excellent student support team including a Chaplain whose pastoral care role within our school community is very valued.

Our school uses a range of strategies to respond to bullying. We are currently implementing the "Friends for life" program across years P - 5, and the 'Bounce' program in the upper school. These two programs are implemented by our school Chaplain and Special Education Teacher in conjunction with our classroom teachers. We also have a whole school 4 step 'anti bullying' plan that all students know and follow and we have a cyber bullying program for year 6 & 7. 'Emotions ABC' is utilised as a whole school emotional resilience program for our students.

## Our school at a glance

### Parent, student and teacher satisfaction with the school

Parent and student satisfaction with the school has been increasing in recent years as indicated in the school opinion surveys. The 2009 school opinion surveys outline the following results in relation to four of the performance measures of the School Planning, Reporting and Reviewing Framework for Queensland State Schools 2010. Our school opinion survey results for 2010 were less than satisfactory in all of the four performance areas as outlined in the school planning, reporting and reviewing framework. We have worked closely as school team to identify the reasons behind these results.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	56%
Percentage of students satisfied that they are getting a good education at school	61%
Percentage of parents/caregivers satisfied with their child's school	80%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	67%
Percentage of staff members satisfied with morale in the school	74%

### 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
- 'Our Classroom in 2010' Information Sessions for each year level,
- End of term Culminating Activities for all year levels
- Classroom helpers and school volunteers, e.g. literacy groups, Support-A-Reader tutors, Art
- Communication books (home/school) and class newsletters;
- Literacy/Numeracy Celebration School activities
- Fortnightly school newsletter
- Awards evening & Cultural evenings.
- Providing opportunity for parent-teacher meetings four times a year

## Our school at a glance

### Reducing the school's environmental footprint

Walkerston State School is one of cluster of schools in the Pioneer Valley that has become an Earth Smart School in 2010 under the guidance of the Earth Smart School Co-ordinator for our District. We will be working towards the goals for the next three years. We have already reduced our water consumption through the successful application of a Water Smart Grant which resulted in the installation of water saving devices and the installation of two rain water tanks. We have also installed solar panels under a funded program.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Water KL	Gas MJ
2010	\$56,457	\$30,858	\$15,931	\$5,601	\$4,067	\$0	\$0	144,873	1,755	0
2009	\$47,913	\$25,825	\$0	\$0	\$2,786	\$0	\$19,302	0	0	0
% change 2009 - 2010	18%	19%	N/A	N/A	46%	N/A	-100%	N/A	N/A	N/A

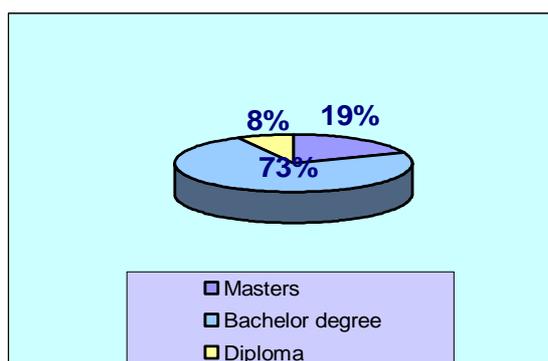
## Performance of our students

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	14	2
Full-time equivalents	24	9	2

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	5
Bachelor degree	19
Diploma	2



### Expenditure on and teacher participation in professional development.,

The total funds expended on teacher professional development in 2010 was \$11,157.

The major professional development initiatives are as follows:

- 'Emotions ABC' An emotional Intelligence behaviour program.
- First Aid Training for 5 staff.
- Gifted & Talented training 3 staff
- ICT focus across a range of areas including ICT in English and Maths, ICT in early years,
- Music Teachers Conference
- Leadership Conferences for School Leaders
- Seven Steps to Writing Training for 7 teachers.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 92% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 93%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	92%	93%	93%	93%	92%	93%

##### Description of how non-attendance is managed by the school

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.

Roll marking at Walkerston State School is undertaken twice daily at 9:00am and 1:30pm. These rolls are then checked weekly by the Deputy Principal. When attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for part of a day or for longer periods, parents are contacted initially by telephone to discuss the absenteeism. Continual or repeated absenteeism will result in the beginning of a Truancy process in accordance with the DET policies.

#### Achievement – Closing the Gap

Our indigenous population in 2010 = 5.8%. The gap between indigenous and non-indigenous attendance rates in 2010 was 3.5%. This is an improvement on 2009 when the gap was 4.4%. Previous NAPLAN results have indicated that our indigenous students in the early years are performing at or above the level of our non-indigenous students.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

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.