Principal’s foreword

Introduction

This report contains an outline of achievements and progress towards our goals in the 2011 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. A hard copy of the report can be obtained on request from the office.

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.

PUTTING LEARNING FIRST – EVERY CHILD, EVERY DAY.

School progress towards its goals in 2011

Concentrated intervention, the continuation of straight year levels where possible and a cohesive, developmental curriculum have resulted in very pleasing results for 2011. These were also highlighted in our NAPLAN results:

- The percentage of students at or above National Minimum Standard (NMS) has improved on the 2010 figures especially in the junior school. There has been significant improvement in four areas lifting them from below to similar to the nation.
- In the year 2 NET the percentage of children not requiring additional support has risen from the 1010 result to the extent that it is similar to state percentages in all areas.
- In the year 1 achievement percentages on report cards show 100% of Indigenous children reached a ‘C’ or better, up significantly from the previous year.
## Future outlook

- Introduction of new WAVE reading material to lift the reading comprehension and reading abilities of students.
- Move students to the T2B in Numeracy and Reading reaching a 30% success rate.
- Smooth delivery of the National Curriculum, the imbedding of ICT capabilities and provision of resources to facilitate the delivery of the National Curriculum at Walkerston S.S.
- Delivery of professional development in the area of teaching pedagogy with a focus on C2C delivery and achievement of every student.
- The school has had several buildings built over the past year; a new hall, two year 3 rooms and a preparatory classroom. These buildings will be utilised to deliver quality outcomes using ICT’s to enhance learning outcomes.
Our school at a glance

School Profile

Coeducational or single sex:  Coeducational
Year levels offered:  Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>381</td>
<td>183</td>
<td>198</td>
<td>92%</td>
</tr>
</tbody>
</table>

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 en-route 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 4% of our students are from indigenous cultural backgrounds and approximately 2.2% have English as a second language.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.3</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.4</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>14</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
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
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. Interactive Whiteboards are utilised in every teaching block. 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. In the 2010 School Opinion Survey there was a sharp increase in parents being satisfied with their child’s well-being at the school.

Bullying strategies include;

• Guidance Officer visits to classrooms with a media presentation
• A school system of ‘Put Ups’ not ‘Put Downs’ and this is reinforced on parades, notices, newsletters and by the teaching staff
• Administration and Guidance Officer deal directly with cases of reported bullying
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, however in 2011 an increase in results was noted in all four areas. We have worked closely as school team to identify the reasons behind these results. Staff have indicated 95% satisfaction with morale in the school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>95%</td>
</tr>
</tbody>
</table>

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
Walkerston State School is one of cluster of schools in the Pioneer Valley that has 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 the installation of two rain water tanks. We have also installed solar panels under a funded program. The next solar panels will be installed in 2012.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>146,857</td>
<td>2,001</td>
</tr>
<tr>
<td>2010</td>
<td>144,873</td>
<td>1,755</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>1%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>27</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>22</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>23</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $18970.
The major professional development initiatives are as follows:
- NAPLAN Training, Gifted and Talented, Assessing Writing, Queensland Studies Authority Workshops, Workplace Health and Safety Training & Support A Talker
The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 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

Search by suburb, town or postcode

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 web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

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 electronically 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.
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/](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

The 2011 Closing the Gap Report shows that Indigenous Attendance Rates for the school is ‘flat lined’ in the high 80% range whilst the Non-Indigenous rate has been in the low 90% range. The school has recently employed an Indigenous Liaison worker to work with the Indigenous families to lift the percentages into the 90% range. In 2011, the attendance gap between Indigenous and Non-Indigenous was 4.3%.

The 2011 Closing the Gap Report shows that Indigenous NAPLAN year 3 mean scale score has the Indigenous / Non-Indigenous Gap widening during the year. The school has put on an Indigenous Liaison worker to ensure that Indigenous students are attending and receiving appropriate support/coaching where it’s needed.