



Wallaville 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

Postal address:	7 Grey Street Wallaville 4671
Phone:	(07) 4133 6333
Fax:	(07) 4157 6338
Email:	principal@wallavilss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Kerry Inskip - Principal

School Overview

Wallaville State School has been proudly serving the community of Wallaville since 1909. Here, students feel success, have positive self-image, excel and confidently master new skills. In Year 2012, our Prep to Year 7 curriculum was established using the Australian Curriculum. Early intervention strategies and learning and special-needs support along with a renewed focus on shifting the middle have been emphasised over the last 2 years. Classroom teaching programs are balanced and innovative but never lose sight of the foundations, English and Mathematics. Our school is active in the community participating in Anzac Day, instrumental music and local sporting competitions. Our chaplain addresses the religious, spiritual and/or ethical needs of students. The value of the parental role in education is well recognised at Wallaville State School. Parents are encouraged to become actively involved in the school, with our vibrant Parents and Citizens Association fostering cohesion within the school community and providing the advice and additional resources critical to our success.

Principal's Foreword

Introduction

Our purpose at Wallaville State School is to provide high quality learning opportunities that cater for the needs and aspirations of all students to become highly motivated, competent learners. Wallaville State School is a co-educational school for students in Prep to Year 6 with a fluctuating enrolment of 68 students (as of August 2017).

Our school aspires to embed the 'Wallaville Way' in our school community by expecting community members to adopt the value and behaviours of:

- We are Safe
- We are Respectful
- We are Responsible

The pursuit of academic excellence for all students generates successful outcomes, and the pursuit of lifelong learning. Features of Wallaville State School are our committed staff, innovative programs, quality facilities, and strong community ties.

Our staff's commitment to the personal, all-round development of their students is evident through a high level of involvement in a variety of activities and programs. Features of our school include: teaching spaces progressively being upgraded, well-resourced school library, modern playground equipment, covered multi-purpose court and an extensive computer network with Interactive Whiteboards in each learning area.

School Progress towards its goals in 2017

In consultation with staff and P&C, our school's priorities for 2016 were set at:

- Literacy - Embedding of a balanced reading program in each classroom with Modelled, Shared, Guided and Independent reading the focus. Investing for Success funding being used to focus on Early Years students to ensure that Reading levels are at or above school targets for accuracy and comprehension.
- Numeracy- Using Investing For Success funding to bring up to National Minimum standards, and to push into the Upper 2 Bands.
- Proportion of student achieving in the Upper 2 bands of NAPLAN –higher level thinking strategies being learnt in all classrooms
- Attendance – promotion attendance across the school and using rewards for those students who are attending above target rate of 95%

At Wallaville State School all staff and students worked hard on our priorities. During 2016 we were proud to achieve:

- A balanced reading program in all classrooms with Modelled, Shared, Guided and Independent reading the focus. Daily rapid reading and Reading Link were introduced to all classrooms with Investing For Success funding spent to ensure that all students read with Teacher Aides for 10-15 minutes daily. Reading for most students showed improvements, with up to 3 years improvement in reading age for some students over the course of the year.
- The proportion of students achieving in the Upper 2 Bands of NAPLAN has risen with 50% of students in year 3 Reading, along with 27% of students in year 5 Reading achieving in the U2B.
- Our attendance has shown improvement with an overall attendance rate averaging at 94%.

Future Outlook

Our 2017 Explicit School Improvement Agenda is;

Reading, Numeracy, U2B & Attendance

Reading

- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
 1. Reading Aloud to students;
 2. Modelled Reading;
 3. Shared Reading;
 4. Guided Reading;
 5. Independent Reading.
- Daily Rapid Reading and Reading Link occurring across all classrooms with identified students

Numeracy

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources e.g. PAT M.

Upper 2 Bands

- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep).

Attendance

- Promotion of attendance across the school using rewards for those students who are attending above target rate of 95%

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	59	29	30	3	98%
2016	53	19	34	1	93%
2017	62	27	35	3	94%

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

As Wallaville is a very small country town, our students predominately come from a rural background with some living within the town itself, while others come from small rural blocks and cropping or cattle properties in the area. Our community is identified as being in a low socio-economic area and is made up of mainly white Caucasian families with a small number of Indigenous families. Our average family at Wallaville State School consists of three children.

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	19	17	19
Year 4 – Year 6	21	23	24
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our curriculum has a central focus of developing high levels of literacy and numeracy. All Key Learning Areas of the Australian Curriculum have been fully implemented into Wallaville State School. The curriculum areas of Physical Education and Music are taught by specialist teachers, along with Japanese which is the language studies by Year 5 & 6 students at Wallaville State School. The distinctive features within this design are:

- Learning experiences that are relevant, inclusive, flexible, intellectually challenging and innovative.
- Focus on a problem based curriculum where students investigate to identify, explore and solve real life issues in their local area.
- Empowers students to become active, self-directed investigators and learners; creative, adept producers; empathetic, social leaders and collaborators; knowledgeable, complex thinkers and problem solvers; caring global contributors; responsive, effective listeners and communicators; and confident, self-managed learners.
- Assessment and reporting is constructive. It focuses on what the students know and can do and where the criterion is shared with the students.

Co-curricular Activities

- Instrumental Music (Strings)
- Sporting Schools program
- Interschool Sport
- Peer Support Program
- Student Council
- Athletics and Cross Country

How Information and Communication Technologies are used to Assist Learning

Information and communication technologies are used extensively as an integrating tool that enhances the learning process. Teachers are encouraged to use computers and other devices in authentic environments where students will more readily understand advantages of computer technologies and will become more motivated as a direct result. The increased motivation will inevitably lead to a greater degree of student success. Interactive White boards are used extensively in all classrooms with students engaging with interactive activities as part of their everyday curriculum.

Social Climate

Overview

The social climate of our school is especially important to us. It allows all students to be treated in a very personal way. A family style atmosphere is fostered and all staff are able to develop relationships with students throughout the school. Older students willingly assist and care for the younger students. Our managing behaviour program is based on a set of shared values that is integral to living and learning in our school. A values education approach to managing student behaviour that is based on Positive Behaviour For Learning and the 'Peer Support' program aims to assist students in becoming responsible thinkers and doers who aim to 'balance up' the consequences of behaviour choices to achieve what they want in a socially acceptable manner.

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)	94%	86%	100%
this is a good school (S2035)	94%	100%	100%
their child likes being at this school* (S2001)	94%	100%	100%
their child feels safe at this school* (S2002)	94%	86%	86%
their child's learning needs are being met at this school* (S2003)	94%	86%	86%
their child is making good progress at this school* (S2004)	78%	86%	100%
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)	89%	86%	86%
teachers at this school motivate their child to learn* (S2007)	94%	100%	86%
teachers at this school treat students fairly* (S2008)	89%	100%	86%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	86%
this school works with them to support their child's learning* (S2010)	88%	86%	86%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	94%	86%	86%
student behaviour is well managed at this school* (S2012)	89%	86%	86%
this school looks for ways to improve* (S2013)	89%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	97%	100%
they like being at their school* (S2036)	97%	97%	83%
they feel safe at their school* (S2037)	100%	100%	87%
their teachers motivate them to learn* (S2038)	94%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	96%
teachers treat students fairly at their school* (S2041)	97%	89%	96%
they can talk to their teachers about their concerns* (S2042)	97%	90%	87%
their school takes students' opinions seriously* (S2043)	90%	93%	95%
student behaviour is well managed at their school* (S2044)	94%	93%	76%
their school looks for ways to improve* (S2045)	100%	97%	100%
their school is well maintained* (S2046)	94%	97%	100%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	91%
they feel that their school is a safe place in which to work (S2070)	100%	100%	91%
they receive useful feedback about their work at their school (S2071)	100%	100%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	80%
staff are well supported at their school (S2075)	100%	100%	91%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	91%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
# '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

Wallaville State School uses a range of strategies to involve parents. Our school community actively participates in the school through:

- Fortnightly Newsletters
- School Website
- Varied use of communication strategies
- Open door policy
- Parent-Teacher Interviews
- Articles in the local newspaper
- Classroom reading program
- Sporting events
- Formal weekly parade
- Information evenings
- Attendance at Parents and Citizens Meetings
- Regular informal contact between teachers and parents enables the partnership between home and school to foster and grow.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Wallaville State School uses the Peer Support Program to effectively teach and mentor students to recognize, react and report when they, or others, are unsafe. Senior students partner with staff to mentor small groups through modules based around Values Education concepts such as bullying, resilience, fostering friendships, being assertive etc.

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	0	3	5
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

Wallaville State School actively seeks to reduce its environmental footprint by managing the numbers of non-essential equipment running in classrooms. We have reduced our consumption even further with the adoption of our SEMP (School Environmental Management Plan) and the further roll-out of Solar panels to our school. These reduce our electricity consumption from the grid drastically. As Wallaville State School further increases its use of ICTs within the classroom and therefore increases its numbers of devices, further work will be done to attempt to monitor electricity usage. The introduction of air conditioning units into all of our classroom areas and most recently our library area has meant an increase in electricity use, however the gains in student learning over those very hot months has also increased.

Wallaville has a number of rainwater tanks which we are able to use on lawns and gardens when required. Compost bins and a number of worm farms have also been introduced with scrap food collection managed by the students. The installation of a number of vegetable gardens at the end of 2015 has helped to complete the cycle for our food scraps and garden mulch. The use of water had increased over the 2013-2014 period as our school oval was refurbished following the floods of 2013 and had required additional watering to establish new grass growth. This is now being maintained. The addition of a new, smaller rain water tank to collect off the shed roof is now being used to water our vegetable gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	18,193	1,194
2015-2016	4,144	526
2016-2017	9,631	258

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

School name

GO

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

SEARCH

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	4	7	0
Full-time Equivalents	3	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	4
Diploma	
Certificate	

*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 \$9,917.44.

The major professional development initiatives are as follows:

- Upskilling of teachers and teacher aides with the Balanced Reading Program.
- Upskilling teacher aides with Reading Link Programs and Daily Rapid Reading.
- Teacher release for mentoring and shadowing of other teachers.
- Beginning teacher mentoring program – teacher release and upskilling PD for beginning teacher.

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.	98%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% 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).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	85%	84%

*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%.

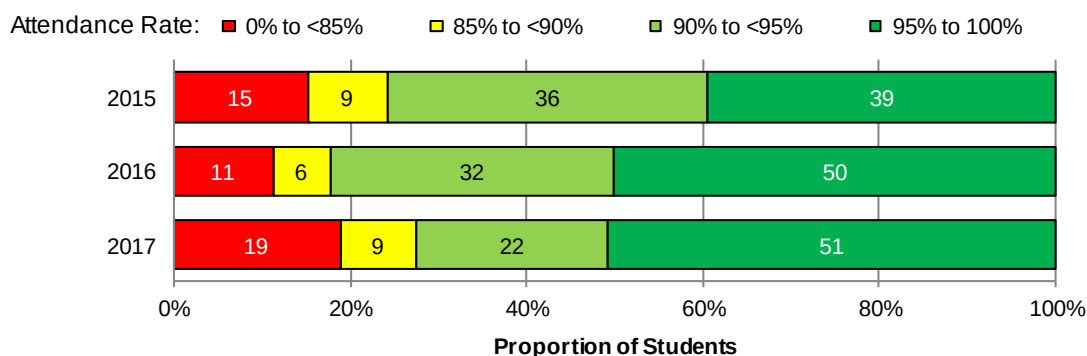
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	92%	88%	95%	90%	94%	94%						
2016	93%	93%	93%	95%	94%	93%	97%						
2017	95%	91%	90%	96%	96%	93%	93%						

*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.

Wallaville State School believes that 'Every Day Counts' in the education of our students. To this end, Wallaville State School has a five point action plan with the following core actions:-

- As a school community we have the expectation of regular and consistent attendance of all students, which is promoted through newsletters, rewards and recognition of above state average attendance.
 - As a school, we record and follow up student absences quickly and efficiently with parents. Same Day Absence Notification is achieved through the sending of a SMS message to parents of students who are marked absent with no notification of reason. This text goes out to parents by 11am on the day of absence. Parents are asked to contact the school with a reason for absence.
 - As a school, we monitor student non-attendance and patterns of non-attendance and implement strategies to address these concerns.
 - As a school community, we aim to develop a positive school culture where students feel safe and engaged, and want to come to school through programs such as the 'Positive Behaviour for Learning' and 'Peer Support Program'.
- As a school community, we actively collaborate with our agencies such as the Department of Child Safety, Queensland Police Service, Queensland Health and other service providers as required on an individual case basis.

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

School name

Suburb, town or postcode

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 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.