

Walloon State School

Queensland State School Reporting

2015 School Annual Report



Postal address	MS 592 Walloon via Ipswich 4306
Phone	(07) 5461 8333
Fax	(07) 5461 8300
Email	principal@walloonss.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	Greg Noble (Principal)

Principal's foreword

Introduction

Thank-you for taking the time to read our school's Annual Report for the 2015 School Year. We have continued to strive to live up to our motto "Consider Others" during the year. Our students continued to perform well in the academic, social and sporting arenas and our staff members have remained true in their commitment to assisting student hearts and minds to achieve their hopes and dreams. In this report you will find information regarding our school's scores on national tests, the programs that we offered in 2015, the work of our staff members, attendance data for our students and on our school's climate.

School progress towards its goals in 2015

With our ongoing use of the National Curriculum, pedagogy has continued to be the key focus. Our school has continued its journey to improve the pedagogy in every classroom based on Anita Archer's Explicit Instruction model. Great enhancements continue to be made in the classroom with a clear indication of consistency throughout all year levels. Our actions in this area were:

Implemented the Australian Curriculum

- Focussed on the "how" of teaching as well as the "what".
- Updated the school's Australian Curriculum Implementation Plan.
- Engaged in the vertical mapping of key concepts across the National Curriculum Areas as they became available.

Implemented Whole School Pedagogical Practices

- Continuously monitored student improvement.
- Focussed on high quality teaching practices.
- Developed and managed collaborative teaching practice.
- Developed a quality improvement plan.
- Implemented a whole school pedagogical assessment and data collections program.

Used Data to Inform Teaching Practice

- Used data to develop an evidence-based model of decision making.
- Trained teachers to provide regular feedback to students.
- Enhanced differentiation practices.

Developed Instructional Leadership with a Focus on Workforce Performance

- Monitored teaching practice with a focus on student improvement.
- Developed instructional leadership skills.
- Developed the professional capability of staff.

Developed positive partnerships with students, parents, the community and staff

- Planned for the retention, attainment and transition of students.
- Developed productive partnerships with students, staff and parents.
- Implemented the "Flying Start" initiative
- Built professional relationship with staff and colleagues.

- Reviewed the Responsible Behaviour Plan for Students.
- Developed a facilities maintenance plan.
- Revised Workplace Health, Safety and Wellbeing strategy.

Improved School Performance in Reading, Writing and Numeracy

- Implemented and managed actions to improve reading.
- Implemented and managed actions to improve writing.
- Implemented and managed actions to improve numeracy.
- Implemented action to improve Science.
- Implemented and managed actions to Close the Gap between Aboriginal and Torres Strait Islander students and other students.

Developed Teacher Capacity

- Engaged in targeted whole school professional learning projects.
- Implementation of National PST Framework aligned to School Improvement Plan.

Future outlook

For 2016, the following school focus areas were identified:

Literacy - Reading

Strategy: By the end of 2016, our Balanced Reading Program is embedded in all classrooms so that all students are reading at or above school year level reading targets.

Literacy – Writing

Strategy: By the end of 2016 we have developed and embedded a balanced writing program and our students perform in at same or better ratios to the Nation on the NAPLAN test in the areas of Bottom 20%, Middle 60% and Top 20%.

Numeracy

Strategy – on the 2016 NAPLAN tests the difference between our students and those of the Nation is within 8% in the identified areas.

Embracing Community Partnerships

Strategy: enhance community partnerships and public confidence in our school so they are at Like School and State Levels.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	278	142	136	25	91%
2014	266	133	133	25	94%
2015	250	129	121	24	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

The enrolment of Walloon State School is continuing to increase because of the school's good reputation, which is reflected in the staff, student and parent, satisfaction performance measures. The number of students who identify as Indigenous has also increased from 6% in 2011 to 11% by the end of 2015. The Index of Community Socio-Economic Advantage (ICSEA) for Walloon SS in 2015 was 970. This figure is below the average ICSEA value for all schools (1000).

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	21	22
Year 4 – Year 7 Primary	24	27	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	29	26	17
Long Suspensions - 6 to 20 days	2	1	0

Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our work in this area is defined in the Walloon State School Quality Teaching and Learning Framework. The components of this framework are:

- School information.
- Our school's Headline Data Indicators.
- Our TEACH document: Teaching excellence; Embracing community partnerships; Applying data; Culture of personal development and innovation; and High levels of engagement.
- Our school's Pedagogical Framework.
- The EXCELLENCE document, which articulates our expectations for every learning environment.
- Time allocations for each subject area.
- A High Quality Teaching Model that is focused on the achievement of every student.
- A guide to generating quality questions during teaching.
- Whole school key pedagogical practices.
- Report card requirements and expectations.
- Literacy and Numeracy Block expectations and structure.
- Adapting C2C units and how to access them.
- Dimensions of Teaching and Learning expectations.
- Curriculum intent.
- Curriculum Planning across all year levels.
- Assessment processes.
- Sequencing teaching and learning.
- Making judgments about student learning.
- Giving quality feedback.

New staff members are given training in these processes and ongoing support to engage with them. Continuing staff members receive ongoing professional development in their use at Staff Meeting, on Pupil Free Days and during their Planning Meetings.

Walloon State School offered a broad range of attractive curriculum alternatives for students across the school. These included:

- Low and High Ropes Program – every student from Years 5-6 are offered an opportunity to participate in the low and high ropes program. This initiative is offered to enhance team skills and encourage positive relationships among students. It also affords students opportunities to face their strengths and weaknesses to build greater confidence and trust.
- Tallebudgera Camp – Our Year 5 students are offered an opportunity to participate in an outdoor education camp to Tallebudgera Beach School each year. This camp has a strong focus on outdoor experiences, team building, surf knowledge, coastal awareness and recreation.
- Canberra Tour - Our Year 6 students are offered an opportunity to participate in a tour of Canberra each year. This tour has a focus on our federal political system, national monuments and national exhibits. It also incorporates a snow experience to the Perisher Snow Fields.
- Days of Excellence – this program is offered as an extension program for hand selected students, conducted through the local high school for primary students across Year 5-6. The program is designed to deliver enrichment activities to extend areas of strengths and interests that students may have in the KLA areas.

Extra curricula activities

Over the years, Walloon has committed its resources to providing as many opportunities for extra curricula activities as possible for students at the school. During 2015 the following initiatives were made available to students:

- Instrumental Music – a program for students in Years 5-6.
- Student Council – with a broad representation of students across Years 4-6, these students have an opportunity to develop, drive and deliver a range of exciting student focussed initiatives.
- The annual ANZAC Day ceremony is a key event in the school calendar and has strong community support.

- Inter school sport is facilitated through the Fassifern Sport District and provides students in Year 4-6 the opportunity to participate in winter sports.
- Students initiate discos, fundraisers, environmental projects, playground programs and much more.
- A program called “Walloon Rocks my World” began in Term 4, where participating students learned to play the guitar after school.
- An after school program called WallSports began in Term 4, where participating students accessed sports activities outside their normal experience e.g. Orienteering.

How Information and Communication Technologies are used to improve learning

Walloon State School uses a range of ICTs to develop many and varied life-like and real-life learning experiences. Computers, iPads and Interactive Whiteboards are key features in all classrooms. Students in some classrooms have begun to study robotics.

Social Climate

Walloon State School is proud to boast a positive social climate. The “High Five”, is a strategy used at the school to equip students with ways of dealing with conflicts and it is an approach designed to build confidence and resilience in students.

The school’s “Pathways to Peace” program offers students seven interpersonal tools to bring about peaceful and harmonious working, learning and play environments. We call it “The Peace Code”. To implement The Peace Code we work hard to:

- Be a peacemaker.
- Speak kindly.
- Care for ourselves and others.
- Do the right thing.
- Find help.
- Turn things around.
- Be brave.

In 2016 our school will also enter the Positive Behaviour for Learning program, which will allow us to develop a school-wide system of managing student behaviour in a positive and engaging manner.

An issue that occurs infrequently is that of bullying. We work with our students to allow them to understand what constitutes bullying, its effects and how to respond should they see bullying occur, or if they are the victim of bullying behaviour. This is achieved through learning activities, role play and sessions on our weekly Parade etc. We encourage our students and their families to report their concerns about bullying as soon as possible after the event so that it can be investigated and acted upon. When bullying is reported and substantiated, our responses to it include counselling, implementing processes such as the Model of Shared Concern, working with the families to better understand the issues, student withdrawal from playground activities and School Disciplinary Absences.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	85%	92%
their child likes being at this school (S2001)	100%	85%	83%
their child feels safe at this school (S2002)	87%	85%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	92%
their child is making good progress at this school (S2004)	100%	100%	92%
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)	100%	77%	83%
teachers at this school motivate their child to learn (S2007)	100%	85%	100%
teachers at this school treat students fairly (S2008)	100%	77%	58%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	92%	92%
this school takes parents' opinions seriously (S2011)	100%	75%	82%
student behaviour is well managed at this school (S2012)	93%	77%	100%
this school looks for ways to improve (S2013)	100%	85%	100%
this school is well maintained (S2014)	100%	85%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	76%	76%	90%
they like being at their school (S2036)	82%	76%	90%
they feel safe at their school (S2037)	84%	80%	90%
their teachers motivate them to learn (S2038)	84%	96%	96%
their teachers expect them to do their best (S2039)	94%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	76%	92%	94%
teachers treat students fairly at their school (S2041)	64%	84%	82%
they can talk to their teachers about their concerns (S2042)	85%	84%	86%
their school takes students' opinions seriously (S2043)	81%	75%	78%
student behaviour is well managed at their school (S2044)	53%	54%	71%
their school looks for ways to improve (S2045)	91%	80%	91%
their school is well maintained (S2046)	79%	83%	87%
their school gives them opportunities to do interesting things (S2047)	87%	76%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	70%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	70%	100%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	83%
students are encouraged to do their best at their school (S2072)	90%	100%	100%
students are treated fairly at their school (S2073)	90%	100%	100%
student behaviour is well managed at their school (S2074)	40%	75%	100%
staff are well supported at their school (S2075)	60%	88%	100%
their school takes staff opinions seriously (S2076)	63%	86%	100%
their school looks for ways to improve (S2077)	70%	88%	100%
their school is well maintained (S2078)	100%	88%	100%

Performance measure

Percentage of school staff who agree [#] that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	60%	100%	100%

'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

Parents are involved in their children's education at Walloon State School on a variety of levels and through processes depending on their interests, commitment and availability. Some examples of these levels of involvement include involvement at strategic decision making through our school's P. & C. as we work on the school's Annual Improvement Plan, the School Budget and the production of the School Annual Report.

Involvement at a classroom support level is encouraged through volunteering for daily changing of home reading books in the early years classes, listening to sight words and reading, attending year level parent information sessions, assisting with activities in classrooms, supporting individual children with special projects and presentations in their classrooms and involvement in excursions and camps. Parents with particular interests or skills are also encouraged to volunteer their time to share these with our students. Parents also had the opportunity to be part of the school through volunteering in the tuckshop and the uniform shop.

Parents are kept up to date with school events through the newsletter and special notes. Information about student progress is provided through report cards and interviews. Parents were also contacted for interviews about their child's progress in Terms 1 and 3. In Term 4, Prep information and induction sessions were conducted by school staff for new parents to the school.

However, parents are also encouraged to maintain a close, informal contact with their child's teacher throughout the year. Our parents also have access to a variety of training sessions through the year, such as positive parenting, nutrition, developing the motor skills of their children etc.

For our parents of students with disabilities, close contact is kept regarding how best to meet the needs of their child, updates on the child's performance and authoring plans to support their child in the future. Some teachers also schedule a weekly meeting to enhance the school-home relationship for these families.

Reducing the school's environmental footprint

At Walloon State School, we reduce our environmental footprint using solar panels that allow us to restrict the use of electricity and continue to cater for the growth of the student population. Water tanks that are installed in the school allow us to use rainwater for our gardens and in 2015, we continued our program to recycle cardboard.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	68,984	442
2013-2014	88,212	649
2014-2015	38,488	439

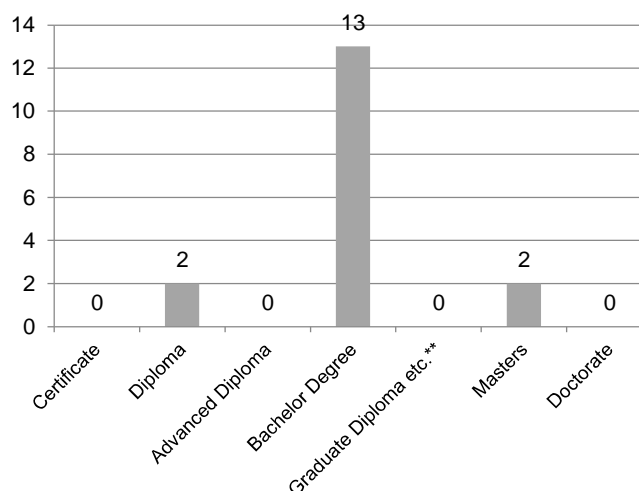
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile**Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	16	0
Full-time equivalents	15	10	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	13
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	17



*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 2015 were \$6260.

The major professional development initiatives are as follows:

- Code of Conduct Update.
- Workplace Health and Safety.
- Curriculum Leaders Conference for HOCs.
- Teaching of Reading Strategies PD.
- Mindfulness Training.
- Explicit Instruction PD.
- First Aid Course and CPR Course.
- Principal Forums and Leadership Training.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	86%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

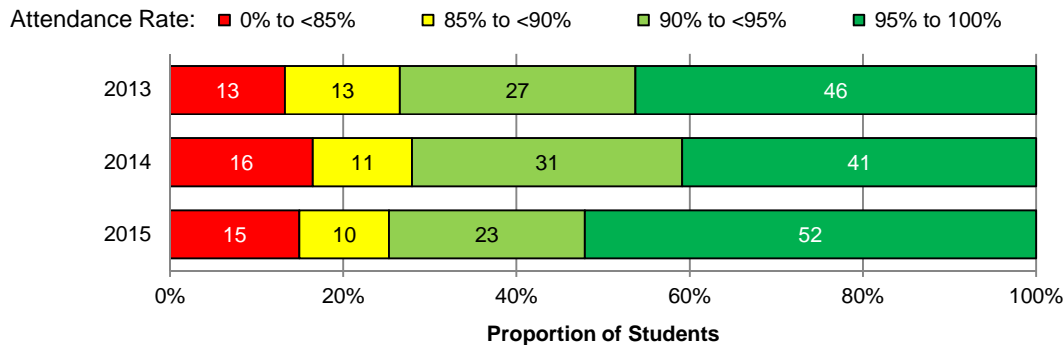
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	93%	94%	94%	92%	90%	93%	92%					
2014	93%	92%	92%	91%	93%	88%	90%	92%					
2015	93%	93%	93%	94%	92%	94%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

Rolls are marked twice daily at Walloon SS. Parents can either ring a dedicated absence line or email the principal or class teacher to provide explanations for student absences. Students who are absent for three consecutive days without explanation are contacted by the teacher.

Parents of students with regular or excessive absences receive a letter from the school's Principal.

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.

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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.