



Walloon State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Walloon State School is a Band 7 school. It is a Preparatory to Year 6 campus with a total enrolment of approximately 260 students. Walloon has close partnerships with other schools in the Rosewood Cluster for curriculum, professional development and the implementation of other Education Queensland initiatives. We have developed and implemented a Rosewood Cluster curriculum framework that enables schools to maintain a continuity of curriculum direction for all our local students who mainly feed into Rosewood State High School. The school is committed to embedding in our teaching and learning practices the diverse range of information and communication technologies to broaden student opportunities through modern teaching techniques in addition to offering extra-curricular activities like the high and low ropes program, school camps, choir and instrumental music. Walloon State School has adopted a pathways to peace philosophy and the school has positioned itself to filter pathways to peace throughout every aspect of school life.

Principal's Forward

Introduction

Thank-you for taking the time to read our school's Annual Report for the 2016 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 2016, the work of our staff members, attendance data for our students and on our school's climate.

School progress towards its goals in 2016

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.

Actions	Targets	Timelines	Status
<p>Embed a shared understanding and pedagogical practice of reading procedures i.e. Modelled Reading; Shared Reading; Guided Reading; and Independent Reading.</p> <ul style="list-style-type: none"> Develop a Guide to Balanced Reading with staff members by the end of Term 1. Provide two rounds of feedback each term to teachers and teacher aides about their work in the reading process. 	<ul style="list-style-type: none"> All students are reading at or above school year level reading targets by the end of 2016. 	<ul style="list-style-type: none"> End of Term 1. Two rounds by the end of each term. 	Completed
<ul style="list-style-type: none"> Continue the use of a variety of quality teaching processes as outlined in the "T.E.A.C.H. the Walloon Way" (TEACH) and "Our Classroom Expectations" (Excellence) documents. Using the reading procedures as a focus for Instructional Leadership provide two rounds of feedback to teachers each term, based on the aspects of explicit instruction from the TEACH and Excellence documents. 	<ul style="list-style-type: none"> All students are reading at or above school year level reading targets by the end of 2016. 	<ul style="list-style-type: none"> Two rounds by the end of each term. 	Completed
<p>To develop the literacy skill of inference, embed Sheena Cameron comprehension strategies into the reading procedures, utilising differentiation to meet student needs.</p>	<ul style="list-style-type: none"> All students are reading at or above school year level reading targets by the end of 2016. 	<ul style="list-style-type: none"> Strategies embedded by the end of Term 3. 	Completed

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%.

Actions	Targets	Timelines	Status
<ul style="list-style-type: none"> Develop a shared understanding and pedagogical practice of the 4 writing procedures i.e. Modelled Writing; Shared Writing; Guided Writing; and Independent Writing through professional development sessions and coaching. Develop a Guide to Balanced Writing with staff members. 	<ul style="list-style-type: none"> By the end of 2016 we have developed and embedded a balanced writing program. 	<ul style="list-style-type: none"> By the end of 2016. 	Completed
<ul style="list-style-type: none"> Align writing pedagogy to those of Explicit Instruction (TEACH and Excellence documents), particularly including the practices of checking for understanding and the gradual release of responsibility. Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback, based on the aspects of explicit instruction from the TEACH and Excellence documents. 	<ul style="list-style-type: none"> 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%. 	<ul style="list-style-type: none"> NAPLAN 2016. 	Completed
<p>Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing, writing stamina, school scope and sequence of writing styles aligned to C2C.</p> <ul style="list-style-type: none"> In Terms 1 and 2 provide professional development sessions for teachers, utilising a model where the PD is given, teachers use the skills for a week with their classes, then share their experiences at training the next week. Provide teachers with feedback about their work in this area. 	<ul style="list-style-type: none"> 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%. 	<ul style="list-style-type: none"> 7 Steps to Writing Training completed by the end of Term 1. Two rounds by the end of each term. 	<p>Completed</p> <p>Completed</p>

Numeracy

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

Actions	Targets	Timelines	Status
<p>Embed rich routines, planning, assessment and pedagogy that address key aspects of numeracy, specifically:</p> <ul style="list-style-type: none"> • Interpreting numbers. • Solving multi-step problems. • Solving word problems. • Identifying and manipulating 2D and 3D shapes. • Solving problems relating to time. <p>Teacher aide timetable to support Numeracy Rotations, with the same teacher aide in each classroom at the same time each day.</p> <p>Teachers take modelled lessons that enable the teacher aide to see the expectations that the teacher has of the students and their work on that topic.</p>	<ul style="list-style-type: none"> • On the 2016 NAPLAN tests the difference between our students and those of the Nation is within 8% in the identified areas. 	<ul style="list-style-type: none"> • Pupil Free Days in Term 1 used to establish clear planning, assessment and pedagogy guidelines. Ongoing staff training undertaken in this area. • Routines developed with teachers in the first 5 weeks of 2016. • Teacher aide timetable in place by the end of Week 5. 	<p>Completed</p> <p>Completed</p> <p>Completed</p>
<ul style="list-style-type: none"> • Ensure a range and balance of assessment tools are being used (diagnostic, formative and summative) to indicate student performance and to differentiate for students. • Principal to work with teachers on differentiation to meet the needs of students through Data Conversation each term. 	<ul style="list-style-type: none"> • On the 2016 NAPLAN tests the difference between our students and those of the Nation is within 8% in the identified areas. 	<ul style="list-style-type: none"> • Data Conversations twice per term. 	<p>Partially completed – once per term</p>
<p>Practice and deepen number facts to remove the impact of such errors on these areas, using strategies such as warm-ups, to improve recall speed.</p>	<ul style="list-style-type: none"> • On the 2016 NAPLAN tests the difference between our students and those of the Nation is within 8% in the identified areas. 	<ul style="list-style-type: none"> • Data Conversations twice per term. 	<p>Partially completed – once per term</p>

Embracing Community Partnerships

Strategy: enhance community partnerships and public confidence in our school so they are at Like School and State Levels.			
Actions	Targets	Timelines	Status
Engage with the Positive Behaviour for Learning process to develop a school community behaviour code.	<ul style="list-style-type: none"> Be above State and Like Schools satisfaction ratings on the School Opinion Survey (SOS) - teachers at the school treating students fairly. 	<ul style="list-style-type: none"> Ongoing in 2016, according to PBL processes. 	Partially completed – once per term
Actively seek and develop a wide range of community partnerships. <ul style="list-style-type: none"> Send home the TEACH and Expectations documents with the newsletter and invite public input. Visit and send letters to local businesses, inviting them to contribute ideas regarding how our school can support them. 	<ul style="list-style-type: none"> Be above State and Like Schools satisfaction ratings on the SOS - asking for the input of community members. 	<ul style="list-style-type: none"> Documents to homes mid-Term 1. Business contact by the end of Term 1, then ongoing. 	Completed Completed
Provide programs and opportunities for parents to build their capacity to support their child's learning. <ul style="list-style-type: none"> Teachers to have Parent Information Sessions in Term 1, where parents receive information regarding supporting the learning of their children. Teachers update these school-home support links, tailoring them for each child once per term in Terms 2 – 4. 	<ul style="list-style-type: none"> Be above State and Like Schools satisfaction ratings on the SOS - encouraged to take an active role in their child's education. 	<ul style="list-style-type: none"> Information Sessions by end of Week 5, Term 1. Updates by the end of Week 3, Terms 2 – 4. 	Completed Completed
Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement – curriculum incursions, Behaviour Level Celebrations, class curriculum activities.	<ul style="list-style-type: none"> Be above State and Like Schools satisfaction ratings on the SOS - providing useful feedback on the progress of students. Be above State and Like Schools satisfaction ratings on the SOS - staff at our school being approachable. 	<ul style="list-style-type: none"> Each class to organise an activity each term to have parents and community members in the classrooms. 	Completed
<ul style="list-style-type: none"> Use multiple communication channels to communicate with parents e.g. email, SMS, Facebook, website (including its redevelopment), newsletter, telephone, web portal and letter. Enhance the format of the newsletter to share information school operations, as well as wellbeing. 	<ul style="list-style-type: none"> Be above State and Like Schools satisfaction ratings on the School Opinion Survey in the area of providing information online. 	<ul style="list-style-type: none"> Changes made by the end of Term 1. Informal reviews and modification each term. 	Completed Completed

Future Outlook

For 2017, the following school focus areas were identified:

Improvement Priority 1: embracing community partnerships

Targets:

- Be above State and Like Schools satisfaction ratings on the School Opinion Survey (SOS) - teachers at the school treating students fairly.
- Be above State and Like Schools satisfaction ratings on the SOS - asking for the input of community members.
- Be above State and Like Schools satisfaction ratings on the SOS - encouraged to take an active role in their child's education.
- Be above State and Like Schools satisfaction ratings on the SOS - providing useful feedback on the progress of students.
- Be above State and Like Schools satisfaction ratings on the SOS - staff at our school being approachable.
- Be above State and Like Schools satisfaction ratings on the School Opinion Survey in the area of providing information online.

Strategies:

- High levels of community engagement: improve communication e.g. access to an online year calendar, regular updates via newsletter, Facebook page remains active, enhance information on school website.
- High levels of community engagement: implement strategies to increase parent participation in the classrooms.
- High levels of community engagement: develop a deliberate strategy to engage, inform and empower parents and local organisations to be partners in learning. Investigate the establishment of a culture of mutual responsibility for student achievement.
- High levels of community engagement: expand the school's cultural icons to capture and extend the history of our school e.g. photo of student leaders, honour board, place the apology to Australia's Indigenous peoples in the outer office.
- High levels of student engagement: collaboratively develop and implement data collection cycles focused on student well-being and behaviour. Analyse this data to inform improved student learning outcomes.
- High levels of student engagement: make homework more relevant.
- High levels of student engagement: refine the school processes used to monitor student attendance.
- Implement specific strategies to decrease absentee rates of students with less than 85 per cent attendance.
- High levels of student engagement: cultural icons e.g. photo of student leaders, honour board, Place the apology to Australia's Indigenous peoples in the outer office.

Improvement Priority 2: teaching excellence

Targets:

- All students are reading at or above school year level reading targets.
- 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%.
- All students meet the National Minimum Standards for Literacy and Numeracy.
- On NAPLAN tests the difference between our students and those of the Nation is no more than 8% below.

Strategies:

- Culture of professional development and innovation: build long-term explicit induction program that

addresses the Walloon Way. This is to include operational processes, current school priorities and teaching practices.

- Culture of professional development and innovation: implement a formalised approach to peer observation, coaching and feedback.
- Culture of professional development and innovation: document and publish the leadership team's roles and responsibilities.
- Culture of professional development and innovation: develop and implement PDPs for all school staff members.
- Culture of professional development and innovation: enact a process to moderate student work between our teachers and teachers at other schools.
- Culture of professional development and innovation: engage with USQ on a research project to identify and enact strategies to improve the literacy and numeracy levels of students above Grade 3.
- Pedagogy: refine and embed the model of EI which is supported by a culture of modelling, coaching, mentoring and feedback.
- Pedagogy: quality assure the implementation of pedagogical differentiation strategies in all classes, especially for the high achieving students.
- Pedagogy: implement and embed self-evaluation practices at the end of each lesson for both teachers and students.
- Pedagogy: ensure a variety of higher order thinking tasks are included in group activities and assessment tasks to cater for the differentiation of abilities within the groups.
- Pedagogy: ensure all targeted funding is utilised to support student learning outcomes in a timely manner.
- Applying Data: implement further strategies to reinforce and communicate school-wide understanding of targets.
- Applying Data: develop a process for the consistent implementation of SMART (specific, measurable, attainable, relevant and time bound) student learning goals in all classrooms.
- Applying Data: collaboratively review the present format of the reflective comments on student progress report to better inform parents on what content was taught and learnt and what the next steps are for individual student learning.

Improvement Priority 3: systematic and dynamic curriculum

Targets:

- All students are reading at or above school year level reading targets.
- 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%.
- All students meet the National Minimum Standards for Literacy and Numeracy.
- On NAPLAN tests the difference between our students and those of the Nation is no more than 8% below.

Strategies:

- Systematic and dynamic curriculum: further develop and embed the curriculum learning priorities, such as reading, writing and numeracy.
- Systematic and dynamic curriculum: align the adapted C2C curriculum, pedagogy and assessment.
- Systematic and dynamic curriculum: establish a representative curriculum committee to incorporate the AC as the key driver for future curriculum design and delivery across the school.
- Systematic and dynamic curriculum: investigate historical events and the local community environment to develop and implement a more locally relevant curriculum.
- Systematic and dynamic curriculum: plan for differentiated curriculum activities that incorporate higher order thinking in the You Do component of the EI model.
- Systematic and dynamic curriculum: provide engaging and challenging learning activities so that all students, especially the higher ability students, are required to use higher order thinking to achieve.
- Engaging specialist subjects: investigate the feasibility of providing classroom music lessons.
- Engaging specialist subjects: engage with the teachers of specialist lessons i.e. German, Instrumental Music, Physical Education to enable closer links between those lessons and classroom lessons to make them more relevant and engaging.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	266	133	133	25	94%
2015*	250	129	121	24	95%
2016	250	117	133	22	94%

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 2016, 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

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	22	25
Year 4 – Year 7	27	26	24
Year 8 – 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.

Curriculum Delivery

Our Approach to 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.

Co-curricular 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 2016 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 2015, where participating students learned to play the guitar after school.

- An after school program called WallSports began in Term 2015, where participating students accessed sports activities outside their normal experience e.g. Orienteering.

How Information and Communication Technologies are used to Assist 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

Overview

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.

In 2016 our school entered the Positive Behaviour for Learning program, which has allowed us to develop a school-wide system of managing student behaviour in a positive and engaging manner. Students, staff and community members worked to establish a set of expectations for our relationships and behaviour in class and school settings, based around the principals that we are:

- Active Learners.
- Respectful.
- Resilient.
- Safe.

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

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	85%	92%	92%
their child likes being at this school* (S2001)	85%	83%	92%
their child feels safe at this school* (S2002)	85%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	92%	83%
their child is making good progress at this school* (S2004)	100%	92%	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)	77%	83%	91%
teachers at this school motivate their child to learn* (S2007)	85%	100%	92%
teachers at this school treat students fairly* (S2008)	77%	58%	75%
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)	92%	92%	100%
this school takes parents' opinions seriously* (S2011)	75%	82%	92%
student behaviour is well managed at this school* (S2012)	77%	100%	83%
this school looks for ways to improve* (S2013)	85%	100%	92%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	85%	100%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	76%	90%	97%
they like being at their school* (S2036)	76%	90%	83%
they feel safe at their school* (S2037)	80%	90%	92%
their teachers motivate them to learn* (S2038)	96%	96%	91%
their teachers expect them to do their best* (S2039)	100%	99%	94%
their teachers provide them with useful feedback about their school work* (S2040)	92%	94%	81%
teachers treat students fairly at their school* (S2041)	84%	82%	74%
they can talk to their teachers about their concerns* (S2042)	84%	86%	82%
their school takes students' opinions seriously* (S2043)	75%	78%	86%
student behaviour is well managed at their school* (S2044)	54%	71%	69%
their school looks for ways to improve* (S2045)	80%	91%	92%
their school is well maintained* (S2046)	83%	87%	86%
their school gives them opportunities to do interesting things* (S2047)	76%	95%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	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)	100%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	83%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	75%	100%	80%
staff are well supported at their school (S2075)	88%	100%	94%
their school takes staff opinions seriously (S2076)	86%	100%	100%
their school looks for ways to improve (S2077)	88%	100%	100%
their school is well maintained (S2078)	88%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	94%

* 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

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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. In 2016 our school entered the Positive Behaviour for Learning program (PBL), which has allowed us to develop a school-wide system of managing student behaviour in a positive and engaging manner. Students, staff and community members worked to establish a set of expectations for our relationships and behaviour in class and school settings, based around the principals that we are:

- Active Learners.
- Respectful.
- Resilient.
- Safe.

Students receive ongoing coaching regarding behavioural expectation in all school settings.

As well as PBL, our school implements the following actions and programs, as we take the safety and wellbeing of our students extremely seriously:

- Cyber Smart curriculum units.
- Daniel Morcombe Child Safety Curriculum.
- Life Education.
- Health Management Plans.
- Workplace Health, Safety and Wellbeing Committee.
- Active Playground Supervision.
- Encouraging maximum student attendance.
- Student Protection Policy – reporting of concerns regarding students at risk of harm.

Students receive ongoing training in our High 5 process, to be used in times of conflict:

- Speak friendly.
- Speak firmly.
- Ignore.
- Walk away.
- Report to an adult.

Actions in this area are accompanied by training of individuals to not be bystanders and to help other people in need by encouraging them to report the incident and/or to seek assistance.

Should an abusive or violent incident occur:

- Immediate intervention by staff members to ensure the safety of those persons involved – students, staff and community members.

- Immediate investigation of the event, followed by processes and actions as detailed in our school's Responsible Behaviour Plan.
- Use of Department of Education and Training processes and staff to support students – those directly involved, those requiring ongoing case management and for any students requiring counselling after a critical incident.
- Use of Department of Education and Training processes and staff to follow up with parents and community members.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	26	17	8
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	1	0
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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	88,212	649
2014-2015	38,488	439
2015-2016	81,560	675

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

GO

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	19	16	0
Full-time Equivalent	16	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	0
Bachelor degree	13
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 2016 were \$8500.

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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	86%	94%

*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 2016 for all Queensland Primary schools was 93%.

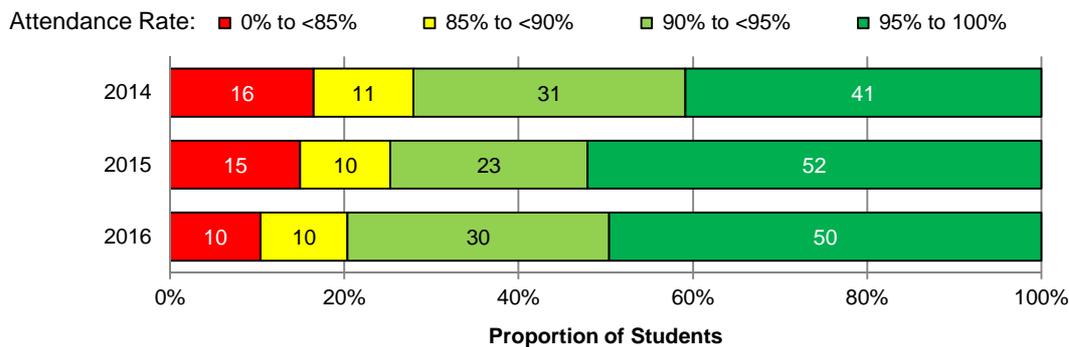
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	92%	91%	93%	88%	90%	92%					
2015	93%	93%	93%	94%	92%	94%	91%						
2016	94%	94%	94%	95%	92%	93%	94%						

*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 DET 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.

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.

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

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.