



Wallumbilla State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



Contact Information

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School Overview

Wallumbilla State School is a co-educational facility catering for students from Prep to Year 10. Our school motto is 'Onward with Honour'. Through this motto our school strives to provide opportunities for academic, cultural, social and sporting excellence. Our staff are committed to delivering curriculum that encourages students to develop their individual strengths and to pursue their goals. Our Prep to Year 10 curriculum uses the Australian Curriculum, and is tailored to the needs of students, through active case management and student support processes. We have a staff of highly dedicated and talented teachers collaborating to ensure that students progress and achieve individual goals. Wallumbilla State School recognises the significance of local partnerships that are critical to the development of students as active citizens in the wider community. Students participate in community events such as Anzac Day and the local Annual Show. Our students and staff are involved in District, Regional and State Representative programs in sport. Our school is noted for its' Concert Band, which is supported by excellent instrumental and classroom music programs.

Our school operates around four values – Be Safe, Be Responsible, Be Respectful and Be Committed to Learning. These values underpin all school activities, to promote a safe, tolerant and disciplined learning environment that encourages students to prepare to be active and reflective Australian citizens.

Principal's Foreword

Introduction

Welcome to Wallumbilla State School. The School Annual Report provides an overview of the successes achieved in the school during 2017. This report represents a broad perspective of achievement and development in curriculum, teaching and learning for the 2017 year. The report also outlines the future outlook and actions that are continuing into the 2018 year.

School Progress towards its goals in 2017

| Improvement Priorities | Strategies adopted | Progress towards goals |
|---|--|---|
| Priority 1 Excellence in Teaching Quality | <ul style="list-style-type: none">Review current skill set and develop a whole school Professional Learning Plan annuallyEngage in the Inquiry Cycle to scan and assess current skills against school priorities for the period of the strategic plan | <ul style="list-style-type: none">Explicit teaching of reading identified as the major prioritised area after determining professional learning requirements. Further refinement of |

| | | |
|---|--|--|
| | <ul style="list-style-type: none"> Engage in MASS Cluster Moderations activities and build expert teacher networks to enable collaboration in areas of expertise Formal coaching and feedback model developed and aligned with school benchmarks and whole school staff learning plan. | <p>Professional Learning Plan to occur in 2018.</p> <ul style="list-style-type: none"> MASS Cluster Moderation facilitated by HOD. All staff engaged in the process. Informal process developed in coaching and feedback with further refinement continuing in 2018. |
| <p>Priority 2 Innovative and seamless curriculum from Prep – Year 10</p> | <ul style="list-style-type: none"> Review current Curriculum Plan and embed literacy priorities in line with regional priorities and school data. Develop a whole school reading plan with school benchmarks to be clearly articulated and reviewed each semester. Engage in whole school reading professional development in PM Benchmarking. Work in consultation with MASS Cluster to develop a cluster reading action plan for the next 3 years. Develop a clear and concise induction and mentoring process for new staff which enables effective targeted teaching from day one. All staff to engage in professional development in relation to the Inquiry Cycle to inform planning within the classroom and for whole school strategic planning processes. Review the current Junior Secondary Curriculum offerings to align with new senior school system to be implemented in 2019. Develop opportunities for students in the U2Bs to increase engagement and student performance. Conduct professional development for staff to develop skills in Unit Planning using the Oneschool unit planning functionalities including differentiated groups, dashboard, ICPs and the literacy continuum. | <ul style="list-style-type: none"> Curriculum Plan reviewed with further refinements to occur with implementation of cyclical curriculum implementation. Curriculum Plan aligned with regional benchmarks. Draft Reading Framework developed with specific PD to be aligned to framework in 2018. Inquiry Cycle professional development undertaken. Induction and mentoring program in place. ICAS Competitions expanded for students in U2Bs Extended technology workshops undertaken for U2B students. Oneschool training undertaken during Student Free Days. |
| <p>Priority 3 Facilities renewal to enhance teaching and learning spaces</p> | <ul style="list-style-type: none"> Employ a local Systems Technician to improve ICT accessibility. Increase ICT fleet to a 1:1 ratio in Junior Secondary and classroom access to laptops or desktops in the primary school. Upgrade switches, cabling and internal network to enhance current internet access. Annual classroom furniture renewal program. Develop a four year facilities plan in consultation with regional personnel. Conduct research into the relocation of the school office to the front of the school. | <ul style="list-style-type: none"> Systems technician appointed. 1:1 achieved in Year 9/10 with docking station for laptops implemented in Junior Secondary upper level classrooms. Switch upgrades undertaken with further improvements to occur as part of the wireless project in 2018/2019. Office relocation not viable in short term. |

Future Outlook

| Priority | Sharp and Narrow Focus Summary |
|--|--|
| Excellence in teaching quality | <ul style="list-style-type: none"> Evidence based unit planning Literacy Continuum development Explicit Teaching of reading Leading Learning Collaboration Practice Model to drive improvement |
| Innovative and seamless curriculum from Prep – Year 10 | <ul style="list-style-type: none"> Refine Curriculum Plan to align with new SATE system in Year 11/12 Student Support Committee and case management processes refined |
| Facilities renewal to enhance teaching and learning spaces | <ul style="list-style-type: none"> Increase number of active learning zones (meeting/small group work room development) Wireless upgrades |

Our School at a Glance

School Profile

| | |
|-------------------------------------|---------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Prep Year - Year 10 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 108 | 44 | 64 | 14 | 89% |
| 2016 | 106 | 39 | 67 | 13 | 96% |
| 2017 | 114 | 48 | 66 | 18 | 89% |

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

Wallumbilla is a small rural community in the Maranoa region with the majority of students being local families, with some students being the third generation to attend the school. Most students commence their schooling in Wallumbilla and continue until Year 10. Students usually transition to senior schooling in Roma. In Year 7, Yuleba State School students transition to Wallumbilla for their Junior Secondary schooling.

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 | 12 | 16 | 17 |
| Year 4 – Year 6 | 17 | 23 | 22 |
| Year 7 – Year 10 | 14 | 10 | 12 |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

- Wallumbilla State School operates a daily timetable commencing at 9.00am with seven lessons per day. Each lesson is 40 minutes in duration.
- Specialists staff members work across the school sectors from Prep – Year 10 including Health and Physical Education, Classroom Music, Instrumental Music (Year 3 onwards) and technology.
- All students in Year 7-10 access the national curriculum in the core subjects (English, Mathematics, Science, History, Geography, Health and Physical Education, Civics, Economics and Business, Languages in Year 7/8) and a range of elective subject offerings including Art, Food Studies, Industrial Technology and Design, Outdoor Pursuits and Drama.

Co-curricular Activities

Wallumbilla State School actively engaged in a range of extra-curricular activities in 2017, some of which included:

- Sporting activities – swimming club, rugby league, netball, cricket, AFL, tennis
- Community based – Anzac Day, Under 8s Day
- Instrumental Music Program including Junior and Senior Concert Bands. Participation in TYME Tour, Fanfare, Beginners and Intermediate music camps
- Camps – Student Council Leadership Camp, Tallebudgera Camp for Year 5/6 students, Outdoor Pursuits Camp

How Information and Communication Technologies are used to Assist Learning

- Key classrooms equipped with electronic whiteboard to assist learning
- Students in Year 9/10 can participate in the take home laptop program (100% in 2017)
- Ipad class set available for borrowing from Resource Centre
- Docking stations for laptops in primary and secondary buildings
- Computer Laboratory operates out of the Resource Centre – available for all classes
- Primary classes have access to PCs in all classrooms
- Robotics Kits available for use in all classes

Social Climate

Overview

Wallumbilla State School has always had a strong “family” environment – seen daily in groups of students of varying ages and varying year levels intermingling safely and happily in sports and other activities in our school grounds. Our School Opinion Survey result data sets show high levels of satisfaction across many of the domains, particularly with staff, students and parents in the area of students “feeling safe at school”.

Students are supported at Wallumbilla State School with access to the school Chaplain on a regular weekly basis, as well as fortnightly visits from our Guidance Officer. We regularly access support from Advisory Visiting Specialists in a number of relevant health areas, including Speech Pathology. We have established strong partnerships with local police officers and the Wallumbilla Health Service.

Students from Prep - Year 10 are explicitly taught the 4B's (Be Respectful, Be Responsible, Be Safe and Be Committed to Learning). These behaviours are aligned to our Responsible Behavior Plan for Students are regularly reinforced in class, on parade, through weekly newsletter, as well as culminate in classroom reward's celebration at the end of each semester.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | 2015 | 2016 | 2017 |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | | | |
| their child is getting a good education at school (S2016) | 75% | 89% | 94% |
| this is a good school (S2035) | 88% | 97% | 94% |
| their child likes being at this school* (S2001) | 75% | 92% | 94% |
| their child feels safe at this school* (S2002) | 88% | 100% | 94% |
| their child's learning needs are being met at this school* (S2003) | 75% | 89% | 89% |
| their child is making good progress at this school* (S2004) | 75% | 95% | 94% |
| teachers at this school expect their child to do his or her best* (S2005) | 88% | 95% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 88% | 89% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 88% | 86% | 89% |
| teachers at this school treat students fairly* (S2008) | 75% | 89% | 72% |
| they can talk to their child's teachers about their concerns* (S2009) | 75% | 92% | 100% |
| this school works with them to support their child's learning* (S2010) | 75% | 91% | 89% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| this school takes parents' opinions seriously* (S2011) | 75% | 91% | 94% |
| student behaviour is well managed at this school* (S2012) | 75% | 84% | 78% |
| this school looks for ways to improve* (S2013) | 75% | 92% | 94% |
| 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) | 94% | 100% | 100% |
| they like being at their school* (S2036) | 92% | 98% | 95% |
| they feel safe at their school* (S2037) | 98% | 100% | 100% |
| their teachers motivate them to learn* (S2038) | 96% | 100% | 94% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 98% | 98% | 91% |
| teachers treat students fairly at their school* (S2041) | 87% | 96% | 83% |
| they can talk to their teachers about their concerns* (S2042) | 85% | 94% | 89% |
| their school takes students' opinions seriously* (S2043) | 94% | 94% | 91% |
| student behaviour is well managed at their school* (S2044) | 92% | 90% | 78% |
| their school looks for ways to improve* (S2045) | 98% | 98% | 97% |
| their school is well maintained* (S2046) | 96% | 98% | 98% |
| their school gives them opportunities to do interesting things* (S2047) | 94% | 94% | 98% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 100% | 88% | 96% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 96% | 100% |
| they receive useful feedback about their work at their school (S2071) | 80% | 92% | 80% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 93% |
| students are encouraged to do their best at their school (S2072) | 100% | 96% | 88% |
| students are treated fairly at their school (S2073) | 100% | 92% | 88% |
| student behaviour is well managed at their school (S2074) | 85% | 88% | 84% |
| staff are well supported at their school (S2075) | 85% | 83% | 80% |
| their school takes staff opinions seriously (S2076) | 90% | 83% | 88% |
| their school looks for ways to improve (S2077) | 95% | 92% | 92% |
| their school is well maintained (S2078) | 85% | 96% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 95% | 87% | 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

To ensure that our parents are encouraged to be fully involved in their child's education at Wallumbilla State School, the following activities and strategies have been utilized:

- The existence of a strong P&C Association who are very actively involved in all aspects of our school's operations.
- Special curriculum events for culminating activities for unit events such as class displays, performances and morning teas.
- Parent Teacher Interviews timetabled for the end of term 1 and 3, as well as Report Cards being issued at the end of terms 2 and 4.
- Parents engaged in coaching and managing sporting teams.
- Parents invited to attend school activities such as Sports Days and Under 8 Day activities.
- Parent Information sessions including both internal and external consultants providing relevant sessions – THRASS, motivational speakers, school camp inductions and health lunchbox programs.
- Teachers using the school issued diary as a powerful two-way communication tool between home and school.
- Students with identified need for additional educational support undertook regular consultation with classroom.
- Dojo points system used for positive behaviour, which parents can access to monitor student progress in engagement.
- teachers, who devised Individual Curriculum Plans in particular Learning Areas, or individual Strands contained within subject areas. Parents were asked to approve the modified learning provision each semester and reporting reflected the different educational provisions being offered.
- Extra-Curricular activities recognised on student report cards.

Respectful relationships programs

Wallumbilla State School has a range strategies to enhance respectful relationships, which are driven by the four school values of being respectful, being responsible, being safe and being committed to learning. Students are taught procedures to follow within class and wider school environment as part of their daily routines and inductions at the commencement of the year. Programs focusing on respectful relationships in 2017 include:

- Weekly values focus on parade and in the newsletter
- Friendship program delivered by the School Chaplain
- Lunch time activities (social skills programs for targeted groups)
- Keynote speakers (You Choose Program, Health Nurse, Guidance Officer)
- Student Council in operation, where students are able to actively voice any areas for wellbeing improvement form P-10.
- High Performance Teams program for staff with four key performance indicators, one of which was Work/Life Wellbeing. All staff participated in regular Pulse surveys designed to gauge individual and collective wellbeing to identify and strengthen staff wellbeing.
- Ongoing High Performance Teams Professional Development for staff adding to a culture of identifying wellbeing as a critical component of a positive school culture.
- Respectful Relationships concepts covered within the Health and Physical Education program from Prep – Year 10.

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 | 7 | 9 |
| 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

The school consistently encourages staff and students to turn lights and air conditioners off in rooms upon vacating these classroom environments. Staff are also reminded to use natural ventilation in classrooms, especially in Terms 2 and 3, to reduce electricity consumption. Automatic watering systems are used in our school grounds and our sprinklers are used at night to minimise evaporation. The school has a solar power system installed to assist with electricity expenditure.



| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 119,616 | |
| 2015-2016 | 31,196 | |
| 2016-2017 | 36,438 | |

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

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 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 | 17 | 10 | 0 |



| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Full-time Equivalents | 13 | 7 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | nil |
| Masters | nil |
| Graduate Diploma etc.** | 3 |
| Bachelor degree | 9 |
| Diploma | 3 |
| 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 \$11730.43

The major professional development initiatives are as follows:

- THRASS
- One School
- Explicit Instruction
- PM Benchmarking
- First Aid and CPR
- Autism Training
- Budget Preparation
- High Performing Teams
- Maranoa Alliance of State School Programs
- QELi Professional Development
- Student Protection Training
- Internal Controls
- Code of Conduct
- Curriculum Risk Assessments
- Asbestos Awareness Training
- Keys to Managing Information
- School Emergency Response Planning
- Health Safety and WellBeing
- Adrenaline auto injector training
- Coaching courses
- Cleaners training
- Coaching and Conversations for Pedagogical Change training

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. | 97% | 98% | 96% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% 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). | 92% | 93% | 90% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 89% | 88% | 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 student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

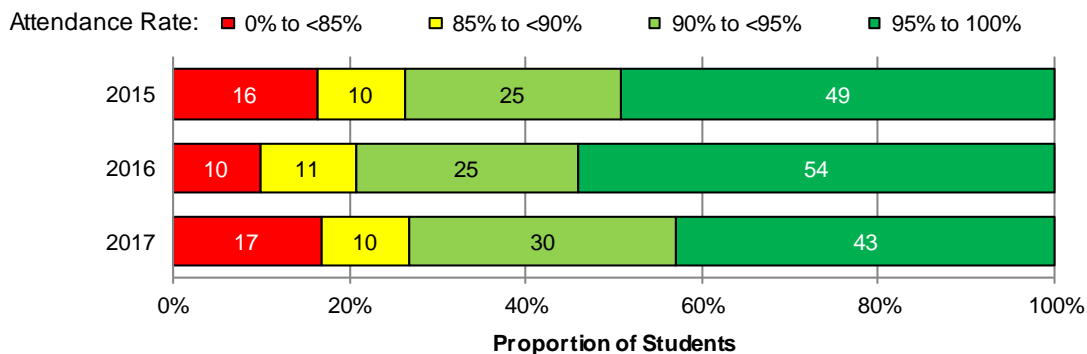
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 95% | 94% | 91% | 92% | 93% | 96% | 93% | 91% | 89% | 92% | 85% | | |
| 2016 | 93% | 94% | 90% | 92% | 92% | 94% | 95% | 94% | 97% | 81% | 96% | | |
| 2017 | 89% | 91% | 92% | 91% | 93% | 89% | 93% | 96% | 83% | 91% | 83% | | |

*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.

Wallumbilla State School daily procedures for management of attendance are:

- Attendance rolls are marked twice daily using the MGM RollMarker system. Each afternoon this information is imported into One School.
- There is a specific student absence line into the school's phone system enabling parents to record and explain absences.
- Student diaries are also used as an effective method to collect student absence communication from families.
- Each day at 9.30am a text message is sent to parents for any unexplained absences using the MGM Messaging system.
- An absence list is reviewed daily by the Principal or delegate to review absences and follow up where required.
- Reminders of parental responsibility in relation to student attendance are made via the school newsletter.
- Families with significant student absence patterns receive a letter outlining absences generated from One School and are then followed up according to DET policy requirements.

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.

Student Destinations

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

All Wallumbilla State School students exit the school at the completion of Year 10 and continue their senior studies at other schools. The majority of these students enrol at Roma State College. A school approximately 40 kilometres away, as a result of the available daily bus service that operates.