

Wallumbilla State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

Welcome to Wallumbilla State School. The School Annual Report provides an overview of the successes achieved in the school during 2018. This report represents a broad perspective of achievement and development in curriculum, teaching and learning for the 2018 year. The report also outlines the future outlook and actions that are continuing into the 2019 year.

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 continues to enjoy a reputation for academic, cultural, social and sporting excellence. Our vibrant and committed teaching and non-teaching staff deliver a disciplined, inquiry-based curriculum that nurtures and encourages all of our students to discover their strengths and help them pursue their goals and ambitions. We understand and value teamwork and partnerships. We especially recognise the significance and power of the relationships between the school, its parents and wider community. We believe Wallumbilla State School will ensure your child will have received the best education possible. Visit us so that you can experience firsthand the many outstanding qualities that make our school such a special place.

School progress towards its goals in 2018

Improvement Priorities	Strategies Adopted	Progress Towards Goals
Priority 1 Excellence in Teaching Quality	<ul style="list-style-type: none"> Staff trained in the Leading Learning Collaborative Practice Model (Dr Lyn Sharratt) Professional Learning Plan reviewed using the Inquiry Cycle One class to trial the Teach Like a Champion pedagogical approach Key staff undertake the explicit teaching of reading workshops All staff to be involved in cluster moderation Staff to engage with Regional Pedagogy Coach to implement Early Start in P-Year 2 and Reading Framework Staff to engage with the Regional Behaviour Coach to undertake Profiling and upskilling in Essential Skills in Classroom Behaviour Coaching and Feedback model to be adopted 	<ul style="list-style-type: none"> Three staff trained and they participated in this program in 2018 Professional Learning Plan developed in 2018 which informed PD undertaken by staff Successful implementation of this program in Year 5/6 in team teaching approach All teachers undertake cluster moderation in SFD in October Targeted staff worked with Regional Coaches in BM and Pedagogy Informal process developed with further refinement required for 2019
Priority 2 Innovative and Seamless Curriculum from Prep-Year 10	<ul style="list-style-type: none"> Develop Assessment and Tracking Plan for P-10 using Regional Benchmarks Fortnightly Student Support Committee meetings to be held to prioritise and track student support Develop whole of school writing plan establishing school benchmarks Upskill Junior Secondary Staff in new National Curriculum subject review in senior schooling Staff to work within cluster P-10 schools in areas of multi-age teaching strategies, curriculum, moderation and tracking in Mathematics 	<ul style="list-style-type: none"> HOC led the review of Whole School Curriculum Plan, including adoption of Assessment Overview Monitoring Plan with minimum benchmarks Case Management approach implemented as part of SSC meeting agenda and practices School Writing Plan to be pursued in 2019 as a school priority Collaboration with Roma State College occurred with review of subject offerings and transition

	<ul style="list-style-type: none"> Regional Pedagogy Coach to work with staff and up-skills in One School 	<ul style="list-style-type: none"> Expertise of Pedagogy coach used regularly and extensively with staff throughout our school in 2018
Priority 3 Facilities Renewal to Enhance Teaching and Learning Spaces	<ul style="list-style-type: none"> Employment of cluster system's technician Funding for Wireless Upgrade Project and increase in number of wireless points in teaching areas Upgrade storeroom to become a meeting room and small group work space Upgrade commercial kitchen and laundry in the technology centre Replace drinking fountain underneath Primary building Undertake garage sale to remove excess furniture 	<ul style="list-style-type: none"> System Technician appointed Switch upgrades undertaken with further improvements to occur as part of the Wireless Upgrade timetabled for 2019 Meeting Room established and now in regular use Drinking fountains installed Garage sale to be undertaken in 2019

Future outlook

Improvement Priorities	Sharp and Narrow Focus Summary
Priority 1 Excellence in Teaching Quality	<ul style="list-style-type: none"> Literacy Continuum development from P-10 with staff accessing Centre for Learning and Well Being (CLaW) Differentiation and focus on Diverse Learner curriculum delivery Explicit teaching of Writing and Reading priorities Review of Responsible Behaviour Management Plan Teacher involvement in iSee Moderation each term
Priority 2 Innovative and Seamless Curriculum from Prep-Year 10	<ul style="list-style-type: none"> Further refinement of Whole School Curriculum Plan to align with new SATE system for Year 11/12 schooling Student Support Committee and Case Management processes refined in 2019 Health and Well Being priority from P-10 with whole school program implemented Introduction of VET subjects in Junior Secondary
Priority 3 Facilities Renewal to Enhance Teaching and Learning Spaces	<ul style="list-style-type: none"> Wireless Upgrade and new server installation Upgrade of Home Economics facilities Purchase of class set of iPads and docking station Garage sale to be undertaken

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	106	114	126
Girls	39	48	51
Boys	67	66	75
Indigenous	13	18	17
Enrolment continuity (Feb. – Nov.)	96%	89%	99%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	16	17	19
Year 4 – Year 6	23	22	19
Year 7 – Year 10	10	12	16
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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.
- Specialist 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

- 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 – Sydney/Canberra excursion, Tallebudgera Camp for Year 5/6 students, Outdoor Pursuits Camp for Years 9/10, Columboola Camp for Year 3/4

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 2018)
- Ipad class sets 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 parents/students “who believe that children are getting a good education at our school” and “they feel safe at our school”.

Students are supported at Wallumbilla State School with access to the school Chaplain on a regular fortnightly basis, as well as fortnightly visits from our Guidance Officer and School Based Youth Health Nurse. 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 behaviors 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. A Well Being Program has be introduced into our whole school with incentives provided to school who display positive and proactive social behaviors. Targeted weekly goals (displayed in school diary) are explicitly taught each Monday morning in lesson following parade in lesson 1.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	94%	92%
• this is a good school (S2035)	97%	94%	92%
• their child likes being at this school* (S2001)	92%	94%	85%
• their child feels safe at this school* (S2002)	100%	94%	92%
• their child's learning needs are being met at this school* (S2003)	89%	89%	85%
• their child is making good progress at this school* (S2004)	95%	94%	85%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	85%
• teachers at this school motivate their child to learn* (S2007)	86%	89%	92%
• teachers at this school treat students fairly* (S2008)	89%	72%	62%
• they can talk to their child's teachers about their concerns* (S2009)	92%	100%	92%
• this school works with them to support their child's learning* (S2010)	91%	89%	85%
• this school takes parents' opinions seriously* (S2011)	91%	94%	75%
• student behaviour is well managed at this school* (S2012)	84%	78%	54%
• this school looks for ways to improve* (S2013)	92%	94%	100%
• this school is well maintained* (S2014)	100%	100%	92%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	97%
• they like being at their school* (S2036)	98%	95%	87%
• they feel safe at their school* (S2037)	100%	100%	92%
• their teachers motivate them to learn* (S2038)	100%	94%	92%
• their teachers expect them to do their best* (S2039)	100%	98%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	91%	96%
• teachers treat students fairly at their school* (S2041)	96%	83%	73%
• they can talk to their teachers about their concerns* (S2042)	94%	89%	81%
• their school takes students' opinions seriously* (S2043)	94%	91%	85%
• student behaviour is well managed at their school* (S2044)	90%	78%	82%
• their school looks for ways to improve* (S2045)	98%	97%	93%
• their school is well maintained* (S2046)	98%	98%	93%
• their school gives them opportunities to do interesting things* (S2047)	94%	98%	90%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	88%	96%	92%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
• they receive useful feedback about their work at their school (S2071)	92%	80%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	96%	88%	92%
• students are treated fairly at their school (S2073)	92%	88%	79%
• student behaviour is well managed at their school (S2074)	88%	84%	75%
• staff are well supported at their school (S2075)	83%	80%	68%
• their school takes staff opinions seriously (S2076)	83%	88%	76%
• their school looks for ways to improve (S2077)	92%	92%	80%
• their school is well maintained (S2078)	96%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	87%	100%	92%

* 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

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 – 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.
- Teacher consultation with parents when devising Individual Curriculum Plans (in particular Learning Areas). Parents asked to approve the modified learning provision each semester and reporting reflected the different educational provisions offered.
- Extra-Curricular activities recognised on student report cards.

Respectful relationships education programs

Wallumbilla State School has a range of 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
- Resilience and Well Being (RAW) program offered by SAC
- Lunch time activities (social skills programs for targeted groups)
- Keynote speakers (You Choose Program, School Based Youth Health Nurse, Guidance Officer)
- Student Council in operation, where students are able to actively voice any areas for well-being improvement from P-10.

- Respectful Relationships concepts covered within the Health and Physical Education program from Prep – Year 10.
- Whole of School Well Being Program delivered in all classes during 40 minute session, following targeted focus area designed to promote healthy emotional and physical well being

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	7	9	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. Our school has upgraded all teaching areas with split-system air-conditioning units, which has resulted in increased electricity usage during summer months. Despite increased attention to water consumption, the continuing and long-term drought conditions have had a major impact on our current water usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	31,196	36,438	111,513
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

- Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

- Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	16	13	0
Full-time equivalents	12	8	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	3
Bachelor degree	10
Diploma	3
Certificate	

*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 2018 were \$14,333.62

The major professional development initiatives are as follows:

- One School
- PM Benchmarking
- First Aid and CPR
- Autism Training
- Budget Preparation
- Maranoa Alliance of State School Programs
- QELi Professional Development
- Student Protection Training
- Mandated Training
- Curriculum Risk Assessments
- Asbestos Awareness Training
- School Emergency Response Planning
- Health Safety and Well Being
- 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 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	90%	92%
Attendance rate for Indigenous** students at this school	88%	86%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	89%	86%
Year 1	94%	91%	92%
Year 2	90%	92%	93%
Year 3	92%	91%	92%
Year 4	92%	93%	93%
Year 5	94%	89%	90%
Year 6	95%	93%	95%

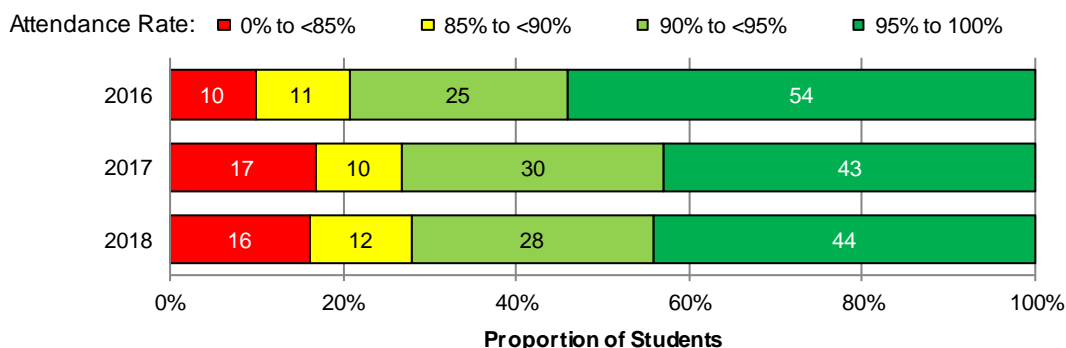
Year level	2016	2017	2018
Year 7	94%	96%	92%
Year 8	97%	83%	95%
Year 9	81%	91%	90%
Year 10	96%	83%	92%
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

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.