

Wellington Point State School

Queensland State School Reporting

2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

The following School Report outlines the academic, cultural and sporting achievements demonstrated by the students and staff at Wellington Point State School throughout the 2014 school year.

Throughout the school year, we as a school community, continued to celebrate planned events and occasions which recognize and highlight the school's traditions and history. At Wellington Point State School our clear focus is to inspire our students to be persistent, confident and successful learners.

School progress towards its goals in 2014

Curriculum & Teaching Practice

- Ongoing implementation of strategies to improve student learning outcomes, focussing on reading, numeracy and writing.
- Ongoing implementation of the School Curriculum Program by all teachers.
- Implementation of the Australian Curriculum, in English, Mathematics, Science, History and Geography utilising the Curriculum into the Classroom units and resources.
- On-going implementation of Responsible Behaviour Plan. Procedures and practices embedded in practice.

Principal Leadership & School Capacity

- School Leaders provided observational feedback to teachers on the teaching of mathematics and reading.
- Performance Plans developed and implemented for administrators and all teaching staff.
- Curriculum Co-ordinator released two days a week to provide support to teachers.
- Strategic Leadership Team met every term to discuss and implement Annual Implementation Plan and budget.
- Literacy Specialist employed from GRG funds to provide one-on-one tuition for identified students from Prep-Year 2, in the focus area of reading.

School & Community Partnerships

- Active implementation of Student Leadership Program, involving Student Council, Peer Support and Peacekeepers programs.
- Stephanie Alexander Kitchen Garden program implemented in Years 4 & 5.
- Chaplaincy program continued to be implemented across the school.
- Successfully implemented school fete and other events and celebrations throughout the year.

Future outlook

Improvement Agenda

- Implement strategies to improve student learning outcomes, with a particular focus on reading, numeracy and writing.
- Implement strategies to monitor and enhance the academic achievement of students as they progress across year levels.
- Implement strategies to cater for and extend higher achieving students.
- Implement strategies to monitor and enhance the academic achievement of boys

Priority Areas of Development

- Review School's Responsible Behaviour Plan to incorporate strategies recommended as a result of the Discipline Audit in 2014.
- Effective implementation and monitoring of the revised School Assessment Framework in tracking student achievement.
- On-going implementation and embedding in practice of the School Pedagogical Framework.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	544	267	277	95%
2013	536	272	264	95%
2014	545	274	271	93%

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

Characteristics of the student body:

Student population is drawn from the local community. Students come from different cultural backgrounds with under 5% from indigenous backgrounds. Historically the school community was rural, however today it is predominantly urban.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	20
Year 4 – Year 7 Primary	25	23	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	3	18
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Japanese Language Other Than English Program – Years 5, 6 & 7
- Stephanie Alexander Kitchen Garden Program- Years 4 & 5
- Special Education Program to support students identified with a disability.
- Learning Enhancement Team Programs – Phonological Awareness, Polley Program.

Extra curricula activities

- Extensive Instrumental Music Program – Strings (Years 3-7), Brass, Woodwind & Percussion (Years 5-7)
- Senior Audition Choir (Years 5-7); Junior Choir (Years 3 & 4)
- Comprehensive Sporting Program- Interschool sport, Cross Country & Athletics.
- Peacekeepers Program – Year 6
- Peer Support Program – Years 6
- Library Monitor Program – Years 6 & 7

How Information and Communication Technologies are used to assist learning

At Wellington Point, we are committed to providing opportunities for all students to access a range of digital technologies to enhance learning. Teachers plan specific learning activities integrating ICT within their units of work. All classrooms, including the library, are cabled to provide internet access. There are several computers in every classroom, with a bank of 15 computers in a lab in the library. Each classroom is equipped with an interactive whiteboard or data projector.

Social Climate

Wellington Point State School is proactive in its approach to community involvement. Parents and students are encouraged to participate in all aspects of school life. The parent and student opinion survey reflects high satisfaction regarding this area within the school. Our school has an active Learning Enhancement Team that oversees the functions and support of all welfare programs. This includes Special Education Intervention, Learning Support, Behaviour Management, the Peer Support and Peacekeeper Programs and School Chaplaincy Program.

Student leadership is built into our school functions through the election of school captains, sports captains, music and band captains and the student councillors. Decision-making is collaborative and provides the opportunity for everyone to have a say through staff meetings, Parents and Citizens Association and the Student Council.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	93%	94%
this is a good school (S2035)	100%	100%	95%
their child likes being at this school* (S2001)	100%	97%	96%
their child feels safe at this school* (S2002)	100%	97%	97%
their child's learning needs are being met at this school* (S2003)	93%	90%	93%
their child is making good progress at this school* (S2004)	97%	96%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	86%	92%
teachers at this school motivate their child to learn* (S2007)	100%	90%	90%
teachers at this school treat students fairly* (S2008)	90%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	99%
this school works with them to support their child's learning* (S2010)	90%	93%	94%
this school takes parents' opinions seriously* (S2011)	97%	96%	95%
student behaviour is well managed at this school* (S2012)	90%	93%	84%
this school looks for ways to improve* (S2013)	97%	100%	95%
this school is well maintained* (S2014)	100%	97%	92%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	97%	97%
they like being at their school* (S2036)	91%	94%	97%
they feel safe at their school* (S2037)	92%	96%	94%
their teachers motivate them to learn* (S2038)	96%	97%	97%
their teachers expect them to do their best* (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	96%	95%
teachers treat students fairly at their school* (S2041)	77%	94%	93%
they can talk to their teachers about their concerns* (S2042)	75%	89%	92%
their school takes students' opinions seriously* (S2043)	81%	95%	95%
student behaviour is well managed at their school* (S2044)	68%	90%	94%
their school looks for ways to improve* (S2045)	92%	94%	99%
their school is well maintained* (S2046)	87%	95%	99%
their school gives them opportunities to do interesting things* (S2047)	94%	98%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	95%
they feel that their school is a safe place in which to work (S2070)		100%	98%
they receive useful feedback about their work at their school (S2071)		86%	91%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		98%	100%
student behaviour is well managed at their school (S2074)		95%	93%
staff are well supported at their school (S2075)		86%	91%
their school takes staff opinions seriously (S2076)		91%	93%
their school looks for ways to improve (S2077)		95%	95%
their school is well maintained (S2078)		89%	100%
their school gives them opportunities to do interesting things (S2079)		93%	88%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents and carers are provided with opportunities throughout the school year to be involved in school life. These include:

- Becoming a member of the Parents & Citizens Association
- Volunteering to assist with fundraising events/activities, tuckshop, student banking, camps and excursions.
- Assisting with class activities, such as literacy groups.
- Volunteering to assist in the Kitchen/Garden program
- Attending Parent/Teacher information sessions at the start of the year
- Attending Parent/Teacher Interviews offered at the end of term 1 & 3.
- Attending school events organised throughout the year, such as the School Fete, ANZAC Day, Under 8's Day, Sports Day and school dances.

Reducing the school's environmental footprint

Throughout the year the school has continued to recycle paper. Paper Recycling bins in classrooms encourage students to separate paper from other waste. The grounds and vegetable garden are watered using water captured in three large water tanks. Solar panels installed at the school continue to supplement electricity usage. The school continued to monitor and reduce electricity and water consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	121,520	2,799
2012-2013	113,364	3,869
2013-2014	115,256	3,820

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

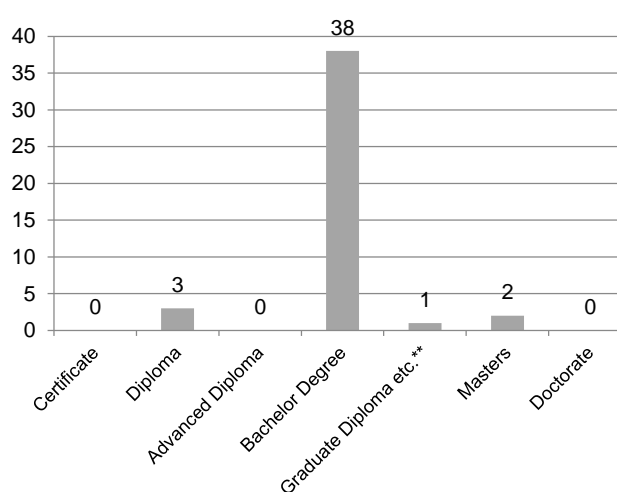
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	19	<5
Full-time equivalents	32	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.**	1
Masters	2
Doctorate	0
Total	44



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$35 218.00

The major professional development initiatives are as follows:

- Teaching of Reading – The Big 6
- Student Behaviour Management
- Curriculum Workshops – Geography, Guided Reading.
- Myers-Briggs Type Indicator Workshop – Being in the Grip
- Giving & Receiving Feedback

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%

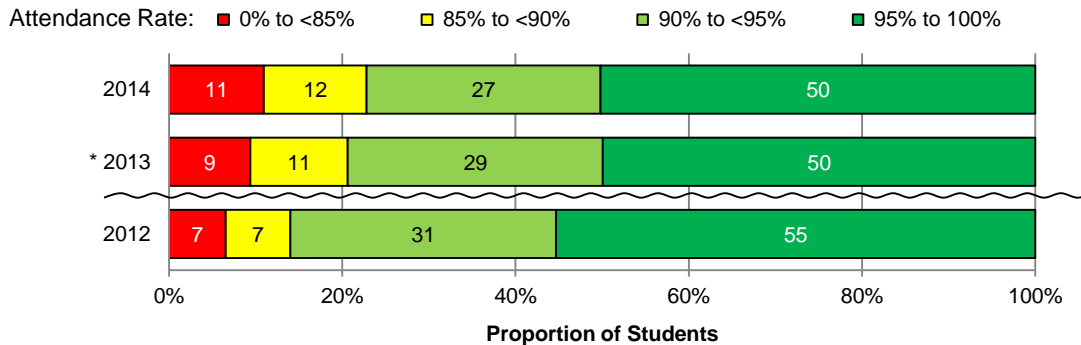
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	94%	95%	94%	95%	93%	94%					
2013	94%	92%	92%	94%	94%	94%	91%					
2014	93%	95%	93%	94%	93%	92%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Class teachers record student attendance twice daily, electronically, on Oneschool. Parents are required to advise the school, by either a short note, email or phone call as to the nature of the student's absence. Where a child's attendance is irregular and no explanation is received, parents will be contacted by the school. Instances of truancy are investigated, and parents will be advised.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In 2014, of the 545 students enrolled at Wellington Point State School, 2.4% (13 students) identified as being of Indigenous background.

There was one indigenous student enrolled in Year 3 in 2014 and that student was withdrawn from NAPLAN. There were four indigenous students enrolled in Year 5 in 2014 and the following results were achieved with regards to the gap between Indigenous and Non-Indigenous achievement (as measured by NAPLAN Year 5 Mean Scale Scores). In Reading the gap was greater than the regional mean but less than the state mean; in Writing the gap was less than the regional and state means; in Numeracy the gap was greater than regional and state means.

There were two indigenous students enrolled in Year 7 in 2014 and the following results were achieved with regards to the gap between Indigenous and Non-Indigenous achievement (as measured by NAPLAN Year 7 Mean Scale Scores). In Reading the gap was greater than the regional mean but less than the state mean; in Writing the gap was greater than the regional mean, but less than the state mean; in Numeracy the gap was greater than regional and state means.

The attendance rate of Indigenous students (93.3%) was slightly better than Non-Indigenous students (93.2%).