

Wellington Point State School

Queensland State School Reporting

2015 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 2015 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 2015

School Performance & Local Decision Making

- Ongoing development & implementation of revised Assessment Framework, ensuring alignment to the Australian Curriculum
- Ongoing implementation of Distinctive School Programs.
- Ongoing implementation of the Responsible Behaviour Plan for Students.
- Chaplaincy program continued to be successfully implemented across the school.
- Successfully engaged with local Early Childhood Education Centres.
- Successfully implemented school events and celebrations throughout the year.

Teaching Quality & Successful Learners

- Ongoing effective implementation of the Australian Curriculum.
- Staff Development Plan developed and effectively implemented.
- Student learning outcomes successfully monitored in the focus areas of reading, numeracy and writing.
- 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.

Principal Leadership & Performance

- 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-ordinators released two days a week to provide support to teachers.

Future outlook

School Improvement Priorities

Implement strategies to improve student learning outcomes, with a particular focus on reading, numeracy and writing.

- Consistent and effective implementation of literacy and numeracy program.
- Consistent and effective tracking & monitoring of student achievement data.
- Monitor & extend the achievement of Higher Achieving students and boys.
- Effective targeting of resources to meet the learning needs of all students.

Ongoing development of expert teaching teams.

- Enable a mentoring and coaching culture.
- Ongoing training & development of all staff on the effective implementation of school curriculum priorities, with particular focus on reading, numeracy and writing.
- Provide opportunities for teachers to work together in teams and share professional practice.

Ongoing development of a school culture that promotes learning, as well as student well-being.

- Ongoing effective implementation of the Responsible Behaviour Plan for Students.
- Ongoing effective implementation of Distinctive School Programs.
- Maintain productive communication with parents.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	536	272	264	10	95%
2014	545	274	271	13	93%
2015	507	239	268	18	95%

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

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

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

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		
	2013	2014	2015
Prep – Year 3	22	20	18
Year 4 – Year 7 Primary	23	24	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	18	13
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	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.

Curriculum delivery

Our approach to curriculum delivery

- Japanese Language Other Than English Program – Years 4,5 & 6
- 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 3-6), Brass, Woodwind & Percussion (Years 5&6)
- Senior Audition Choir (Years 5 & 6); 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

How Information and Communication Technologies are used to improve 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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	94%	93%
this is a good school (S2035)	100%	95%	95%
their child likes being at this school (S2001)	97%	96%	100%
their child feels safe at this school (S2002)	97%	97%	97%
their child's learning needs are being met at this school (S2003)	90%	93%	95%
their child is making good progress at this school (S2004)	96%	93%	90%
teachers at this school expect their child to do his or her best (S2005)	97%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	86%	92%	95%
teachers at this school motivate their child to learn (S2007)	90%	90%	95%
teachers at this school treat students fairly (S2008)	100%	93%	95%
they can talk to their child's teachers about their concerns (S2009)	100%	99%	100%
this school works with them to support their child's learning (S2010)	93%	94%	98%
this school takes parents' opinions seriously (S2011)	96%	95%	85%
student behaviour is well managed at this school (S2012)	93%	84%	79%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school looks for ways to improve (S2013)	100%	95%	90%
this school is well maintained (S2014)	97%	92%	85%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	97%	94%
they like being at their school (S2036)	94%	97%	96%
they feel safe at their school (S2037)	96%	94%	94%
their teachers motivate them to learn (S2038)	97%	97%	94%
their teachers expect them to do their best (S2039)	99%	99%	95%
their teachers provide them with useful feedback about their school work (S2040)	96%	95%	94%
teachers treat students fairly at their school (S2041)	94%	93%	95%
they can talk to their teachers about their concerns (S2042)	89%	92%	90%
their school takes students' opinions seriously (S2043)	95%	95%	91%
student behaviour is well managed at their school (S2044)	90%	94%	88%
their school looks for ways to improve (S2045)	94%	99%	97%
their school is well maintained (S2046)	95%	99%	93%
their school gives them opportunities to do interesting things (S2047)	98%	96%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	95%	97%
they feel that their school is a safe place in which to work (S2070)	100%	98%	97%
they receive useful feedback about their work at their school (S2071)	86%	91%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	97%
student behaviour is well managed at their school (S2074)	95%	93%	91%
staff are well supported at their school (S2075)	86%	91%	88%
their school takes staff opinions seriously (S2076)	91%	93%	88%
their school looks for ways to improve (S2077)	95%	95%	94%
their school is well maintained (S2078)	89%	100%	88%
their school gives them opportunities to do interesting things (S2079)	93%	88%	88%

'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 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 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
2012-2013	113,364	3,869
2013-2014	115,256	3,820
2014-2015	118,333	2,577

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

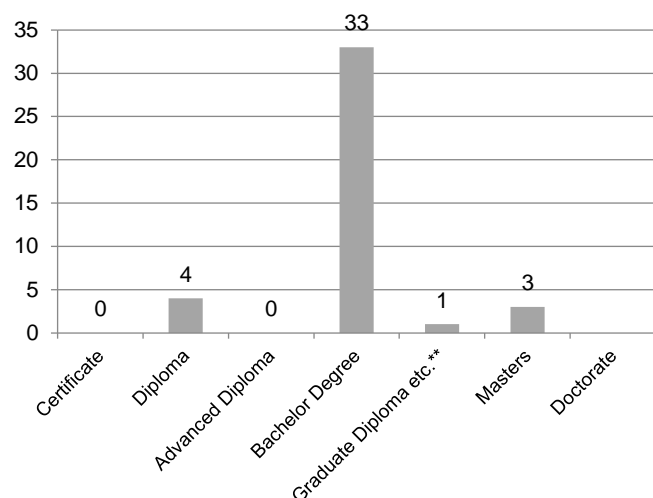
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	41	20	<5
Full-time equivalents	31	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.**	1
Masters	3
Doctorate	
Total	41



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$32 269.00.

The major professional development initiatives are as follows:

- Teaching of Reading – The Big 6
- Student Behaviour Management
- Curriculum Workshops – Hidden Histories, Seven Steps of Writing, Teaching of Spelling.
- Giving feedback to Students
- Proportional Reasoning

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

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

School income broken down by funding source

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

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

Find a school

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	93%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

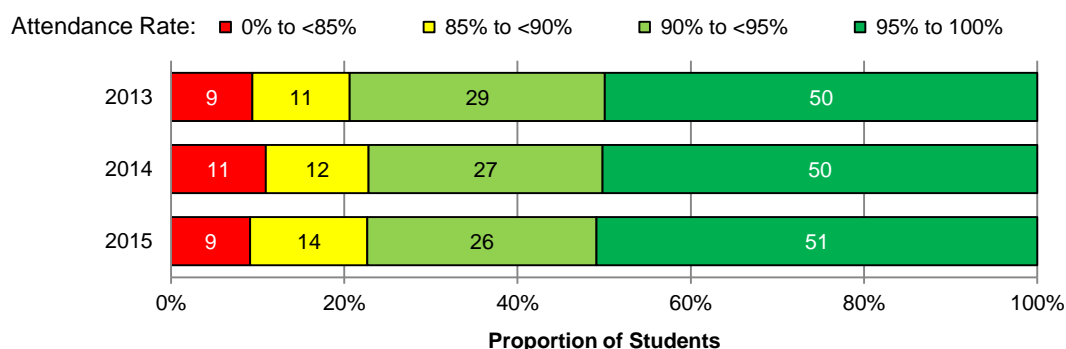
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	94%	92%	92%	94%	94%	94%	91%					
2014	94%	93%	95%	93%	94%	93%	92%	92%					
2015	92%	95%	93%	94%	94%	94%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

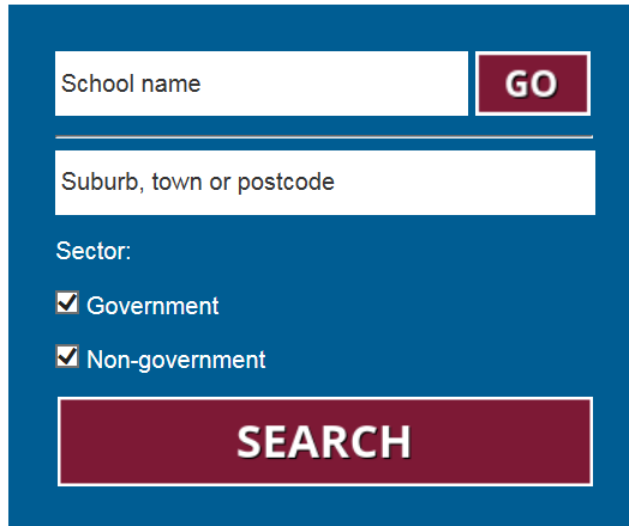
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Find a school

The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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.