



Wellington Point State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	476 Main Road Wellington Point 4160
Phone:	(07) 3286 0666
Fax:	(07) 3286 0600
Email:	principal@wellpoinss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Principal

School Overview

Established in 1887, Wellington Point State School aims to provide high quality education that assists all to love learning, develop judgement and a sense of responsibility, understand the past and prepare to embrace the future and contribute to a socially, economically and culturally vibrant society. Historically the school community was rural, however today it is predominantly urban. The student population is drawn from the local area, with second, third and fourth generations of families still attending the school. Our school provides a comprehensive education program that is geared to meet the needs of all students with programs offered that will both extend and support student learning.

Principal's Forward

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 2016 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 2016

Improvement priority – Improve the learning outcomes for all students, with a particular focus on reading, number and writing.

- Ongoing consistent and effective implementation of literacy & numeracy programs.
- Ongoing consistent and effective tracking of student achievement data.
- Ongoing monitoring and investigation of strategies to improve the achievement of Higher Achieving students and boys.
- Successfully targeted the effective use of resources to meet the learning needs of all students.

Improvement priority – Ongoing development of expert teaching teams

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

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

- Successfully implemented the Responsible Behaviour Plan for Students.
- Successfully implemented the school's Distinctive Programs of Kitchen/Garden, Sport, Music and Student Leadership.
- Successfully maintained productive communication with parents.

Future Outlook

Improvement Priority 1 – Develop and implement a whole school curriculum plan aligned to the Australian Curriculum with a continued focus on improving student learning outcomes.

- By the end of the year, we will have collaboratively developed school curriculum plans on Literacy and Numeracy, so that all teachers are implementing.

Improvement Priority 2 - Continue to develop collaborative, expert teaching teams with a focus on improving student learning outcomes.

- By the end of semester one, all year level teams will be collaboratively working together so that all teachers are effectively implementing the designated curriculum in all classrooms.

Improvement Priority 3 – Continue to develop a school culture that promotes learning through the engagement of all stakeholders.

- By the end of the year, all stakeholders will have been consulted regarding the management of school events and distinctive programs, so that participation rates increase.

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	545	274	271	13	93%
2015*	507	239	268	18	95%
2016	521	262	259	21	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 2016, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	22	22
Year 4 – Year 7	24	28	26
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

- 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.

Co-curricular 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 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. In 2016, a wireless upgrade was conducted with all classrooms, including the library, to provide wireless 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

Overview

Parent, Student and Staff Satisfaction

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 opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	93%	92%
this is a good school (S2035)	95%	95%	90%
their child likes being at this school* (S2001)	96%	100%	100%
their child feels safe at this school* (S2002)	97%	97%	94%
their child's learning needs are being met at this school* (S2003)	93%	95%	94%
their child is making good progress at this school* (S2004)	93%	90%	94%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	95%	96%
teachers at this school motivate their child to learn* (S2007)	90%	95%	96%
teachers at this school treat students fairly* (S2008)	93%	95%	94%
they can talk to their child's teachers about their concerns* (S2009)	99%	100%	94%
this school works with them to support their child's learning* (S2010)	94%	98%	94%
this school takes parents' opinions seriously* (S2011)	95%	85%	89%
student behaviour is well managed at this school* (S2012)	84%	79%	80%
this school looks for ways to improve* (S2013)	95%	90%	92%
this school is well maintained* (S2014)	92%	85%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	94%	95%
they like being at their school* (S2036)	97%	96%	92%
they feel safe at their school* (S2037)	94%	94%	92%
their teachers motivate them to learn* (S2038)	97%	94%	96%
their teachers expect them to do their best* (S2039)	99%	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	94%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	93%	95%	94%
they can talk to their teachers about their concerns* (S2042)	92%	90%	88%
their school takes students' opinions seriously* (S2043)	95%	91%	91%
student behaviour is well managed at their school* (S2044)	94%	88%	85%
their school looks for ways to improve* (S2045)	99%	97%	97%
their school is well maintained* (S2046)	99%	93%	99%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	97%	93%
they feel that their school is a safe place in which to work (S2070)	98%	97%	98%
they receive useful feedback about their work at their school (S2071)	91%	91%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	98%
student behaviour is well managed at their school (S2074)	93%	91%	75%
staff are well supported at their school (S2075)	91%	88%	80%
their school takes staff opinions seriously (S2076)	93%	88%	75%
their school looks for ways to improve (S2077)	95%	94%	98%
their school is well maintained (S2078)	100%	88%	93%
their school gives them opportunities to do interesting things (S2079)	88%	88%	88%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents 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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. As part of our Responsible Behaviour Plan for Students the following programs are implemented:

- Weekly social skills program, called "Program Achieve" by You Can Do it! Education
- Year 6 Peacekeeper program which trains students to assist younger students in the playground resolve conflict.
- Chaplaincy & Adopt-a-Cop Programs which focus on supporting students with regards to personal safety and well-being.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	18	13	14
Long Suspensions – 6 to 20 days	0	0	1
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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	115,256	3,820
2014-2015	118,333	2,577
2015-2016	126,704	3,052

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	42	23	<5
Full-time Equivalents	33	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	1
Bachelor degree	34
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$35 838.00.

The major professional development initiatives are as follows:

- Teaching of Reading – Comprehension and Goal Setting
- Student Behaviour Management – Program Achieve - You Can Do It!, Essential Skills
- Curriculum Workshops – Higher Order Thinking in Maths, Engaging Boys in Writing
- Sue Larkey ASD Workshop
- Seven Steps of Writing

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	89%	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 2016 for all Queensland Primary schools was 93%.

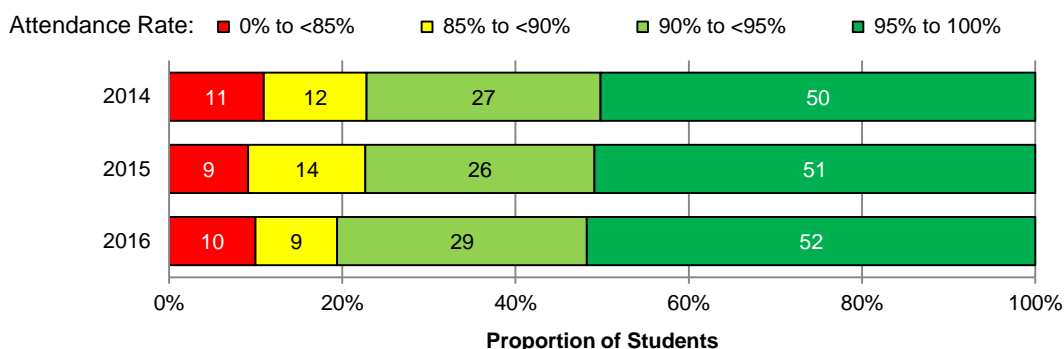
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	95%	93%	94%	93%	92%	92%					
2015	92%	95%	93%	94%	94%	94%	93%						
2016	94%	92%	95%	93%	93%	94%	94%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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.

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