



Wilson State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Wilsonton State School engages students in high-quality education that encourages all to become creative, clever and skilled lifelong learners with a sense of personal and community responsibility. We seek to provide young people with values for the future enabling them to contribute to a socially and culturally vibrant society. Our school has a unique information and media centre to assist the promotion of digital learning through multimedia exposure. Situated on the western edge of Toowoomba, Wilsonton State School was founded in 1894, and the school has a long tradition of significant community input and quality learning. Our co-educational school services Prep to Year 6 and includes a range of support programs for students with special needs. Our extensive grounds, large multipurpose hall, tennis courts and swimming pool allow us to offer an extensive range of sporting activities for students at all levels of ability.

School progress towards its goals in 2018

The Teaching of Reading was our key priority in 2018.

Improving student outcomes is our core business and, with the teaching of reading being a whole school priority, our 2018 I4S Agreement focussed on the following:

- Improving teacher capability, particularly in the teaching of reading, purposeful use of data and Explicit Instruction.
- Ensuring a plan was in place to address the oral language development needs of all students in Prep and Year 1.

In addition, we worked to:

- Improve the effectiveness of teaching teams through delivery of quality professional development and increased opportunities for teams to plan, assess and moderate together.
- Provide increased opportunities for students with disabilities to access educational programs.

Our current whole school reading program was developed in 2013, with implementation commencing in 2014. Since then, the program has been refined in response to research, our work with high quality professional development providers, data trends and feedback from staff.

Our 2018 I4S included the following reading related targets

- Improve the percentage of students meeting or exceeding the NAPLAN National Minimum Standard in Year 3 Reading from 82.3% in 2017 to 91% in 2018.
- Improve the percentage of students meeting or exceeding the NAPLAN National Minimum Standard in Year 5 Reading from 91.2% in 2017 to 95% in 2018.
- Increase the percentage of students meeting or exceeding the DDSW Regional Benchmark for Reading from 60% in 2017 to 70% in 2018.
- Improve the percentage of students reaching the Upper Two Bands (U2B) in Year 5 to 30% from 25.7% (2016, Year 3 Students reaching U2B).

In addition to increasing the percentage of students meeting or exceeding the National Minimum Standard for reading, our aim was also to increase the number of students at or above the Regional Benchmark for PM and Probe 2 from Prep to Year 6.

Key Activities Underpinning Our Improvement Agenda in 2018

- Continuation of feedback professional development as part of school based 'Good to Great' PD offerings focusing on the work of Anita Archer and Dylan William.
- Develop a shared vision for the creation of reading learning goals.

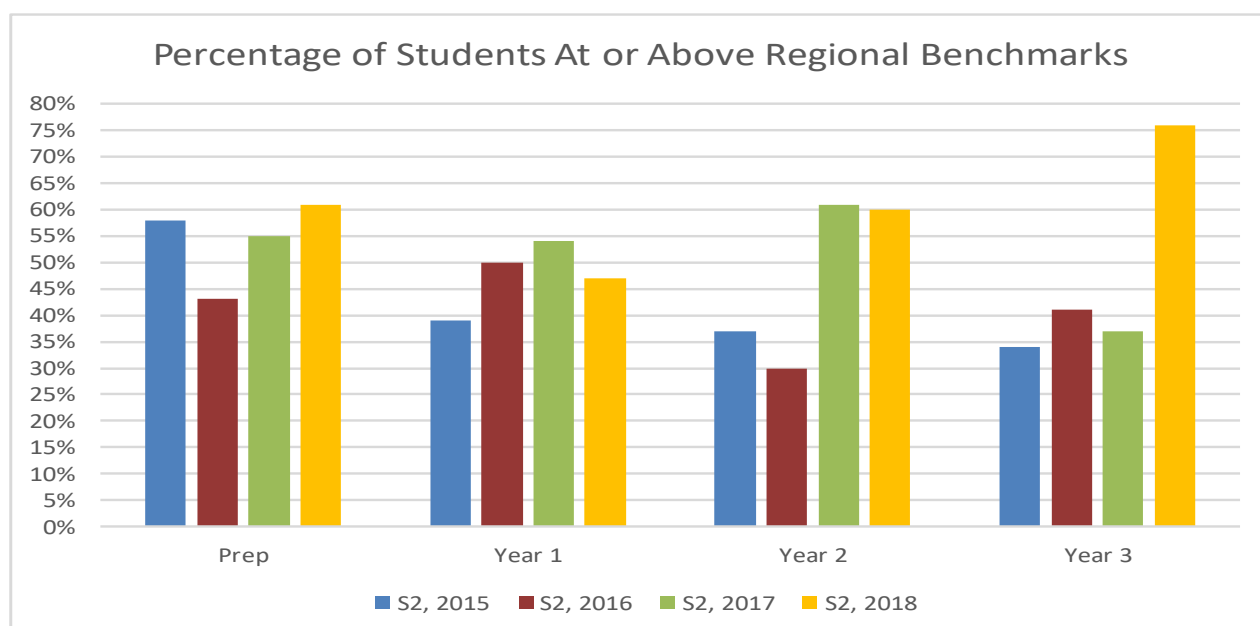
- Form productive working relationships with cluster schools to create best practice networks.
- Embed 10 week data cycles ('Data Discussions' - Week 8 of each term) for reading using PM and Probe.
- Build the capacity of staff members to provide regular feedback to students in all classrooms so that students track their own progress and articulate the actions needed to further progress their learning.
- Develop staff data literacy skills to build the capacity and confidence of teachers to identify next steps for teaching, track student progress and reflect on the effectiveness of their teaching practice.
- Develop a school-wide process to establish individual student learning goals that support students in developing the skills of self-reflective learners.
- Commence using Literacy Continuum, regional alignment tools and 'I Can' statements to develop individual reading goals for students.
- Continuation of our Lyn Sharratt work and the use of reading data walls to track student learning.
- Continue to embed program of Collegial Engagement – walkthroughs, snapshots and classroom observations that align with staff Annual Professional Development Plans.
- Develop additional strategies to target students attending less than 85% of the time.

Initiatives – Investing For Success

In 2018, Wilsonton State School received \$348,100 in I4S funding which was used to:

- Build teacher capacity through tailored professional development, focusing on Explicit Instruction, Jolly Phonics and Jolly Grammar, Magic Words, Phonemic Awareness, guided reading, the Australian Curriculum and data analysis.
- Provide high quality, focussed professional development opportunities for non-teaching staff, with a particular emphasis on Magic Words, guided reading and the explicit teaching of reading comprehension strategies.
- Embed and facilitate collaborative planning processes.
- Build capacity of our year level teams through the provision of access to best practise networks with expertise in developing and maintaining high performing teams.
- Embed data discussion procedures to analyse and discuss student data.
- Review school support and welfare procedures to support the social and emotional needs of our students and address barriers to their academic success.
- Purchase additional teacher time to support the literacy and numeracy development of students for whom English is an additional language.
- Embed a coaching and feedback culture within our school.

Key Outcomes



Future outlook

In 2019 Wilsonton State School will continue on our journey of improving student outcomes with the Teaching of Reading and Student Engagement.

In to 2019 our Strategic Plan sets out the following goals:

- Embed reading routines and procedures.
- Develop staff data literacy skills to build the capacity and confidence of teachers to identify next steps for teaching, track student progress and reflect on the effectiveness of their teaching practice.
- Embed processes that use the Literacy Continuum, regional alignment tools and 'I Can' statements to develop individual reading goals for students.
- Develop and implement programs and strategies to support the learning needs of students in the U2B
- Develop additional strategies to target students attending less than 85% of the time.
- Engagement of staff to commence Pre-Prep and Playgroup transitions with the school and local centres.

2019 Improvement Agenda Targets

- Improve the percentage of students meeting or exceeding the NAPLAN National Minimum Standard in Year 3 Reading from 90.2% in 2018 to 95% in 2019.
- Improve the percentage of students meeting or exceeding the NAPLAN National Minimum Standard in Year 5 Reading from 86.5% in 2017 to 90% in 2018.
- Increase the percentage of students meeting or exceeding the DDSW Regional Benchmark for Reading from 63% in 2018 to 70% in 2019.
- Improve the percentage of students reaching the Upper Two Bands (U2B) in Year 3 Reading from 31% in 2018 to 40% in 2019.
- Improve the percentage of students reaching the Upper Two Bands (U2B) in Year 5 Reading from 16.3% in 2018 to 33% in 2019.
- All students can clearly articulate their own personal reading goals.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	524	516	530
Girls	261	266	290
Boys	263	250	240
Indigenous	139	145	146
Enrolment continuity (Feb. – Nov.)	89%	88%	90%

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

Our school is located on the western side of Toowoomba, Australia's second largest inland city. It is a medium sized school with a population of approximately 520 students. We are proud of the diversity that exists within our student body. Approximately 30% of our students are Aboriginal and/or Torres Strait Islander and an increasing number are from families who speak English as an additional language.

Students are drawn predominantly from the surrounding suburbs, although many travel across town to attend our school. Our special education programs cater for children with a broad range of needs from across the Toowoomba area.

The school enjoys a strong connection to its community and parental involvement is encouraged and valued. We continue to develop positive partnerships with local community organisations.

Students at Wilsonton State School are encouraged to live by the school motto: 'Always our Best.'

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	19	21
Year 4 – Year 6	23	20	24
Year 7 – Year 10			
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

Our curriculum is student-focused, aims to maximize achievement for all students and provides opportunity for enrichment in the areas of academics, culture and sport. In 2018 our teachers taught the Australian Curriculum English, Mathematics, Science and HAAS across all the year levels. Our staff utilized Education Queensland's Curriculum into the Classroom (C2C) units of work as scaffolding to support and guide effective implementation of the Australian Curriculum.

Our Master Teacher assists with the planning and implementation of curriculum and assessment.

Assessment and Reporting

Reporting is done twice yearly at the end of each semester. Report cards are a formal way to report on student progress across the eight Key Learning Areas. We believe that the most valuable means of reporting student progress is the Parent-Teacher interview. Parents and guardians were offered a formal interview twice throughout the year with class teachers. In addition to this, our teachers are always willing to make a mutually suitable time to discuss a child's progress throughout the year.

Co-curricular activities

- Student Council
- Interschool sport
- Instrumental Music
- School Choir
- Signing Choir
- Life Education
- Willo Brolgas (Indigenous culture and dance troupe)
- Enrichment reading and writing groups

- Annual excursions across year levels
- Annual Year 5 camp to Emu Gully
- Annual Year 6 trip to Sydney / Canberra

How information and communication technologies are used to assist learning

All computers are connected to the internet and the DET Network to support student learning. The school also has three computer laboratories with computers that are connected to the internet and the DET network.

Every teaching classroom is outfitted with an interactive whiteboard, as well as a speaker system. This allows teachers to access and present multimedia resources, and in particular allows the presentation and execution of the C2C resources that support implementation of the Australian Curriculum.

Social climate

Overview

Wilsonton State School has a well-defined, collaboratively planned Responsible Behaviour Plan for students that clearly outlines the behaviour expectations and levels of support for students.

All students and parents are made familiar the three main rules: Be Safe, Be Respectful, Be a Learner at enrolment as we believe that a strong partnership between parents, students and their child's teacher is the foundation of success at school.

Parental participation in their child's education improves student achievement. We provide a variety of services to enhance the social climate of the school. These include:

- A Welfare Officer and Student Welfare Committee
- A chaplaincy service
- Guidance Officer available for counselling and support
- Weekly awards for socially appropriate behaviour
- A positive rewards system for students
- Charity-focused Free Dress Days
- An Indigenous Education Worker and Garju Place Indigenous Education Centre

Bullying and harassment are not tolerated at Wilsonton State School. Students are encouraged to respond assertively to resolve conflict without aggression. Student behaviour is managed by setting clear and explicit expectations and rewarding students for making positive choices.

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)	98%	91%	83%
• this is a good school (S2035)	98%	97%	92%
• their child likes being at this school* (S2001)	100%	94%	100%
• their child feels safe at this school* (S2002)	96%	88%	100%
• their child's learning needs are being met at this school* (S2003)	98%	88%	83%
• their child is making good progress at this school* (S2004)	98%	85%	83%
• teachers at this school expect their child to do his or her best* (S2005)	96%	97%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	88%	75%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	98%	91%	75%
• teachers at this school treat students fairly* (S2008)	95%	88%	75%
• they can talk to their child's teachers about their concerns* (S2009)	98%	91%	83%
• this school works with them to support their child's learning* (S2010)	100%	82%	73%
• this school takes parents' opinions seriously* (S2011)	96%	97%	83%
• student behaviour is well managed at this school* (S2012)	96%	91%	83%
• this school looks for ways to improve* (S2013)	98%	100%	92%
• this school is well maintained* (S2014)	98%	100%	100%

* 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)	91%	92%	95%
• they like being at their school* (S2036)	90%	93%	95%
• they feel safe at their school* (S2037)	91%	91%	90%
• their teachers motivate them to learn* (S2038)	97%	96%	96%
• their teachers expect them to do their best* (S2039)	93%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	90%
• teachers treat students fairly at their school* (S2041)	84%	90%	81%
• they can talk to their teachers about their concerns* (S2042)	84%	86%	82%
• their school takes students' opinions seriously* (S2043)	90%	83%	84%
• student behaviour is well managed at their school* (S2044)	81%	80%	78%
• their school looks for ways to improve* (S2045)	92%	93%	94%
• their school is well maintained* (S2046)	93%	92%	88%
• their school gives them opportunities to do interesting things* (S2047)	95%	88%	94%

* 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)	100%	96%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	96%
• they receive useful feedback about their work at their school (S2071)	84%	81%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	91%	93%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	98%	99%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	96%	90%	94%
• staff are well supported at their school (S2075)	91%	72%	88%
• their school takes staff opinions seriously (S2076)	91%	75%	90%
• their school looks for ways to improve (S2077)	98%	89%	96%
• their school is well maintained (S2078)	100%	96%	96%
• their school gives them opportunities to do interesting things (S2079)	93%	90%	87%

* 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

Parental volunteers are a valuable part of our school and help the school-wide reading program to function successfully. Parents are encouraged to attend classroom activities and school assembly, held each Friday.

Parent / Teacher interviews are held each semester and provide an opportunity for parents/caregivers and teachers to discuss the progress of each student. It is also a chance to share any concerns.

Parent Information Sessions are held at the beginning of each year for all classes.

Our P and C Association is an energetic and friendly group, who work alongside staff to provide additional resources and opportunities for our students.

Individual Curriculum Plans (ICPs) and Targeted Support Plans (TSPs) are developed and endorsed in consultation with parents.

Respectful relationships education programs

Wilsonton State School recognizes the need for students to develop the attitudes and skills necessary to form and maintain respectful relationships. We offer a range of programs including:

- NAIDOC Week
- School Choir and AUSLAN Signing Choir
- School Chaplaincy Programs, including Bella Chicks
- PCYC Restart Program
- Adopt-a-Cop Program
- High School Transition Days
- Life Education Van

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	12	14	11
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

In 2018, the school continued its use of solar panels and water tanks, recycling paper and cardboard and energy saving initiatives driven by the student council. Water and energy usage is regularly monitored.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	238,960	264,860	281,674
Water (kL)	2,905	1,847	3,814

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](#) 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

Search by school name or suburb Go

School sector School type State

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

View School Profile

4. 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	53	41	<5
Full-time equivalents	45	28	<5

*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	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	5	
Graduate Diploma etc.*	1	
Bachelor degree	44	
Diploma	3	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$18,425.86.

The major professional development initiatives are as follows:

- Build teacher capacity through tailored professional development, focusing on Explicit Instruction, Jolly Phonics and Jolly Grammar, Magic Words, Phonemic Awareness, guided reading and data analysis.
- Provide high quality, focussed professional development opportunities for all staff, with a particular emphasis on Magic Words, guided reading and the explicit teaching of reading comprehension strategies.
- Engagement in the Lynn Sharratt project, Beginning Teacher Conference and other Regional professional offering.

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.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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 Primary schools was 92%.

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	91%	90%	90%
Attendance rate for Indigenous** students at this school	88%	86%	85%

* 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	89%	91%	92%
Year 1	90%	90%	89%
Year 2	92%	91%	92%
Year 3	92%	90%	92%
Year 4	90%	89%	92%
Year 5	91%	91%	88%
Year 6	92%	89%	87%

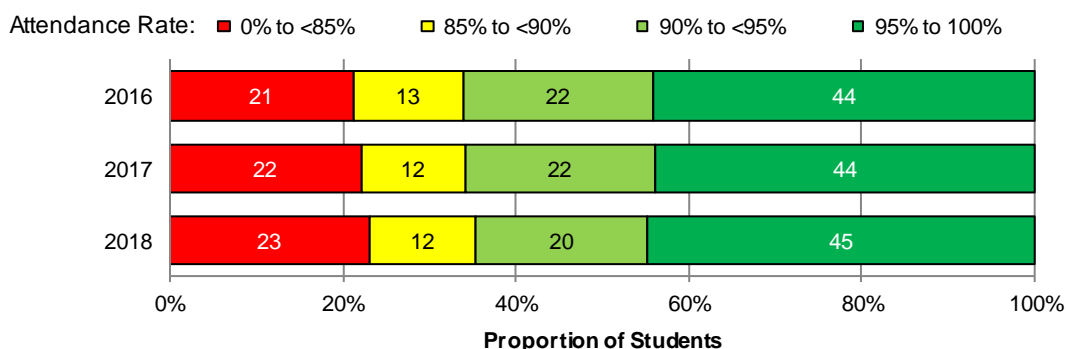
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

The school uses the program idAttend to notify parents of any unexplained student absences. A text message is sent automatically at 10.00am to any parent or guardian whose child's absence is unexplained at this point.

Parents of students who are identified by their class teacher or office personnel as having been absent for longer than three days, without notification of reason, are contacted either by the class teacher or by member of the school administration.

Non-attendance of a student, that continues to be flagged as of concern is then brought to the attention of the Deputy Principal or the Principal. Parents are called to explain and are given the information regarding the requirements of compulsory participation. Continual absences are followed by formal letters.

We also involve government and non-government agencies to work with the families and the school to assist with student attendance. Regional Office is notified if all efforts from the school are unsuccessful.

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](#) 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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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](#)) is an annual assessment for students in Years 3, 5, 7 and 9.