


## Our school at a glance

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	Contact Person	Principal:- Mr Shane Brogden

### Principal's foreward

#### Introduction

Our purpose at Wallaville State School is to provide high quality learning opportunities that cater for the needs and aspirations of all students to become highly motivated, competent learners. Wallaville State School is a co-educational school for students in Prep to Year 7 with a fluctuating enrolment of 115 students (as of June 2010).

Our school aspires to embed the 'Wallaville Way' in our school community by expecting community members to adopt the value and behaviours of:

- **We are Safe**
- **We are Respectful**
- **We are Responsible**

The pursuit of academic excellence for all students generates successful outcomes, and the pursuit of lifelong learnings. Features of Wallaville State School are our committed staff, innovative programs, quality facilities, and strong community ties.

Our staff's commitment to the personal, all-round development of their students is evident through a high level of involvement in a variety of activities and programs. Features of our school include: teaching spaces progressively being upgraded, new school library, modern playground equipment, covered multi-purpose court and an extensive computer network.

#### School progress towards its goals in 2010

After reviewing the data and the School Planning Overview, and through a collaborative process of

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developing the Annual Operational Plan for 2010 the top four priorities for our school in 2010 were:

1. Improved Literacy pedagogy, assessment and student performance in Reading
2. Improved Numeracy pedagogy and student performance in the Number strand of Mathematics
3. Continue to embed 'The Wallaville Way' – Schoolwide Positive Behaviour Support
4. Beginning to embed Aboriginal and Torres Strait Islander Perspectives into the curriculum

In this School Annual Report we can confidently report that these five priorities were achieved in 2010.

### Future outlook

In 2011 we look towards building upon the positive outcomes of 2010 and continue to work towards our vision of making Wallaville State School a vibrant, uplifting, intentionally inviting educational facility that has access to new facilities, quality programs, and quality teachers and continues to develop a positive reputation out in our wider district.

2011 has seen a staff renewal process, with a return of an experienced class teacher to the team, and the appointment of a second highly experienced teacher. The priorities for 2011 are to continue the focus of 2010, with an additional focus upon;

- Improved pedagogy and student results in Reading Comprehension
- Improved pedagogy and student results in Numeracy
- Implementation of the 'Teaching and Learning Audit' recommendations
- Closing the Gap – maintaining high academic performance of our indigenous students
- Embedding the 'Wallaville Way' Behaviour Teaching Matrix

## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
115	62	53	80%

Characteristics of the student body:

Wallaville State School's student population comes generally from a very low-socio economic base, with the majority of families seasonal workers (farm labouring or picking), or receiving unemployment benefits. Many families in the school are large, with the average family size being three children.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	21	100%	100%	0%	0%
Year 4 – Year 10	21	100%	100%	0%	0%
All Classes	21	100%	100%	0%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	6
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Our school at a glance

### Curriculum offerings

#### Our distinctive curriculum offerings

Our curriculum has a central focus of developing high levels of literacy and numeracy. Integrated studies are used to provide real life and challenging learning experiences that encompass the other syllabus areas and provide an application arena for literacy and numeracy. The curriculum areas of Physical Education and Music are taught by specialist teachers. The distinctive features within this design are:

- Learning experiences that are relevant, inclusive, flexible, intellectually challenging and innovative.
- Focuses on a problem based curriculum where students investigate to identify, explore and solve real life issues in their local area.
- Empowers students to become active, self-directed investigators and learners; creative, adept producers; empathetic, social leaders and collaborators; knowledgeable, complex thinkers and problem solvers; caring global contributors; responsive, effective listeners and communicators; and confident, self-managed learners.
- Assessment and reporting is constructive. It focuses on what the students know and can do and where the criterion is shared with the students.

#### Extra curricula activities

- Instrumental Music (Strings)
- Active After School Program (Twice a Week)
- Interschool Sport
- Peer Support Program
- Project Club
- Athletics and Cross Country

#### How Information and Communication Technologies are used to assist learning

Information and communication technologies are used extensively as an integrating tool that enhances the learning process. Teachers are encouraged to use computers in authentic environments where students will more readily understand advantages of computer technologies and will become more motivated as a direct result. The increased motivation will inevitably lead to a greater degree of student success.

### Social climate

The social climate of our school is especially important to us. It allows all students to be treated in a very personal way. A family style atmosphere is fostered and all staff are able to develop relationships with students throughout the school. Older students willingly assist and care for the younger students. Our managing behaviour program is based on a set of shared values that is integral to living and learning in our school. A values education approach to managing student behaviour that is based on School Wide Positive Behaviour Support and the 'Peer Support' program aims to assist students in becoming responsible thinkers and doers who aim to 'balance up' the consequences of behaviour choices to achieve what they want in a socially acceptable manner.

## Our school at a glance

### Parent, student and teacher satisfaction with the school

Through a period of change, students and parents are overall satisfied with the education they are receiving at Wallaville State School.

Overall the School Opinion Surveys indicate that students and parents are satisfied with the education they are receiving at Wallaville State School. In 2010 77% of parents indicated that this school is a good school. Overall staff morale has increased from previous years. Access to quality professional development continued to be an issue with staff during 2010, and strategies are to be implemented during 2011 to improve this result.

Instability of staffing due to the appointment of many temporary teachers during 2010 had many flow on effects for students, parents and other staff. 2011 has seen the appointment of permanent staff to all classrooms for the first time in many years, and the benefits of this should begin to be realized during 2011.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	77%
Percentage of students satisfied that they are getting a good education at school	64%
Percentage of parents/caregivers satisfied with their child's school	86%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	38%
Percentage of staff members satisfied with morale in the school	67%

### Involving parents in their child's education.

Wallaville State School uses a range of strategies to involve parents. Our school community actively participates in the school through:

- Fortnightly Newsletters
- Parent-Teacher Interviews
- Articles in the local newspaper
- Classroom reading program
- Sporting events
- Formal weekly parade
- Information evenings
- Attendance at Parents and Citizens Meetings
- Volunteering their support in maintenance of the school grounds.
- Regular informal contact enables the partnership between home and school to foster and grow.

## Our school at a glance

### Reducing the school's environmental footprint

During 2010 Wallaville State School actively sought to reduce its environmental footprint. Electrical consumption was reduced by 4 905 kWh (18%) over the 2010 year by turning of lights and non-essential equipment when the rooms were empty, on weekends and during school holidays. Waste charges rose, however on average one less Wheelie bin per week was sent to landfill. In the second half of 2010, water consumption was greatly reduced to the repairs on leaking water lines, and the use of rain water to provide irrigation water when required.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	lectricity KwH	WaterKL	GasMJ
2010	\$8,323	\$4,899	\$0	\$240	\$3,184	\$0	\$0	23,000	1,604	0
2009	\$5,070	\$4,145	\$0	\$191	\$734	\$0	\$0	27,905	167	0
% change 2009 - 2010	64%	18%	N/A	24%	334%	N/A	0%	-18%	860%	N/A

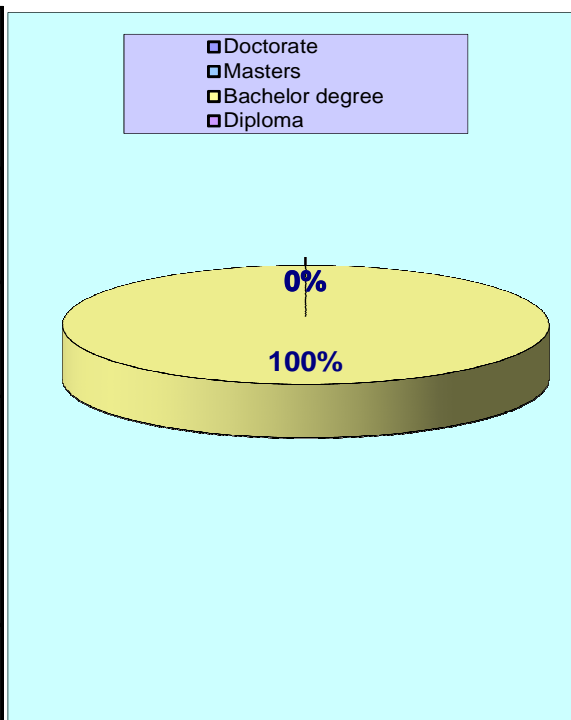
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	7	5	<5
Full-time equivalents	5	3	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	7
Diploma	0
Certificate	0



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$5316

The major professional development initiatives are as follows:

- Science Spark Initiative with Teachers in Years 4-7
- Phonological Awareness for P-3

## Our staff profile

- Improving Student Writing P-3
- OneSchool Training for Administration Staff
- Principal Professional Development
- Class Teacher Planning for Essential Learnings and Assessment

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 93%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93%	95%	94%	92%	94%	92%	93%					

##### Description of how non-attendance is managed by the school

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

Wallaville State School believes that 'Every Day Counts' in the education of our students. To this end, Wallaville State School has a five point action plan with the following core actions:-

- As a school community we have the expectation of regular and consistent attendance of all students which is promoted through newsletters, rewards and other strategies.
- As a school, we record and follow up student absences quickly and efficiently with parents.
- As a school, we monitor student non-attendance and patterns of non-attendance and implement strategies to address these concerns.
- As a school community, we aim to develop a positive school culture where students feel safe and engaged, and want to come to school through programs such as the 'School Wide Positive Behaviour Support Program' and 'Peer Support Program'.
- As a school community, we actively collaborate with our agencies such as the Department of Child Safety, Queensland Police Service, Queensland Health and other service providers as required on and individual case basis.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 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

At Wallaville State School, the education of all students is part of our core business. The school makes a concerted effort to improve attendance and achievement of all our students. In 2010 the difference in attendance is diminishing with a 3.3% difference between indigenous and non-indigenous students. Academically, in 2010 the mean performance of indigenous students was exactly the same as non-indigenous in reading, writing and numeracy.