Principal’s foreword

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 2011

After reviewing the data and the School Planning Overview, and through a collaborative process of developing the Annual Operational Plan for 2011 the top four priorities for our school in 2011 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. Readiness for the Teaching and Learning Audit
4. School Wide Positive Behaviour

The school community has been working towards these goals during the 2011 year. Many gains have been witnessed with regards to student learning opportunities in Literacy and Numeracy. The school has performed well in the Teaching and Learning Audit which was held in 2011 with a number of improvements noted during the review.
In 2012 we look towards building upon the positive outcomes of 2011 and continuing 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 that continues to develop a positive reputation out in our wider district.

2012 has seen a Principal renewal with an Acting Principal in residence for the school year.

Our priorities as stated in the Annual Improvement Plan are:

- **Literacy** – Whole school focus on Explicit teaching of Reading Comprehension to improve student performance in Reading.
- **Numeracy** – Whole school focus on Explicit Teaching of Numeracy Strategies to improve student performance in Numeracy.
- **National Curriculum Implementation** – Full implementation of the National Curriculum through the use of the C2C in each teaching area within the school.
- **Closing the Gap** – Maintain high academic performance of our Indigenous students.
- **School Wide Positive Behaviour Support** – Maintain community ties and update School Wide Positive Behaviour system.
Performance of our students

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>52</td>
<td>53</td>
<td>86%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

As Wallaville is a very small country town, our students predominately come from a rural background with some living within the town itself, while others come from small rural blocks and cropping or cattle properties in the area. Our community is identified as being in a low socio-economic area and is made up of mainly white Caucasian families with a small number of Indigenous and multi-cultural families. Our average family at Wallaville State School consists of three children.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>28</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>26.0</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>5</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Performance of our students

Curriculum offerings

Our distinctive curriculum offerings

Our curriculum has a central focus of developing high levels of literacy and numeracy. The National Curriculum for English, Mathematics, and Science has been fully implemented into Wallaville State School, as well as integrated studies which 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.
- Focus 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’ programs 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.
Performance of our students

Parent, student and teacher satisfaction with the school

Through a period of change, students and parents have, overall remained satisfied with the education they are receiving at Wallaville State School. Overall staff morale has increased from previous years. Access to quality professional development continued to be an issue with staff during 2011, as we are from a rural area and distances required to be travelled can be problematic. Recent stability of staffing from 2011 has had a flow on effect for students, parents and other staff in 2012.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>55%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>74%</td>
</tr>
</tbody>
</table>

DW – Data withheld

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.
Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

During 2011 Wallaville State School actively sought to reduce its environmental footprint by actively managing the number of non-essential equipment running in classrooms. We are hoping to reduce our consumption even further with the adoption of our SEMP (School Environmental Management Plan) and the further roll-out of Solar panels to our school. Wallaville has a number of rainwater tanks which we are able to use on lawns and gardens when required.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity Kw H</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>24,761</td>
<td>279</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 10 - 11: N/A N/A

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>7</td>
<td>5</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>6</td>
<td>4</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>
Performance of our students

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>7</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
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<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $7018.

The major professional development initiatives are as follows:
- English Key Contacts training
- Science Sparks Initiative
- Mathematics Key Contacts training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

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 2011 school year.
Performance of our students

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’ textbox.

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 page.

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

Key student outcomes
Performance of our students

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
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<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>93%</td>
<td>94%</td>
<td>91%</td>
<td>92%</td>
<td>90%</td>
<td>94%</td>
<td>92%</td>
<td></td>
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</tbody>
</table>

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 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 an individual case basis.
Performance of our students

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/](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](image)

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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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 2011 the difference in attendance has diminished between indigenous and nonindigenous students with a -4% difference. Academically, in 2011 the mean performance of indigenous students was higher than non-indigenous in reading and 1% below in numeracy.