



Wandoan State School P-10

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Wandoan State School is a co-educational P to10 School catering for about 80 students from the township and surrounding areas. Our school is well-resourced, with air-conditioning. The school maintains a strong focus on the basics of literacy and numeracy throughout our curriculum. In Year 10, subjects are designed to prepare students for the senior phase of learning and/or a vocational pathway. Through our P-10 structure, primary students have access to facilities and expertise of our secondary department for a range of programs. Staff are enthusiastic, multi-skilled professionals who work to support students in achieving quality educational outcomes. Extra-curricular activities available in our school include an instrumental music program, musical productions and various intra- and inter-school sports. A student council meets regularly, providing a forum for discussions of student issues, while school leaders work with students, staff and community organizations in a number of areas.

Our school community is committed to working with the local community and building partnerships to provide students with opportunities to develop as creative, healthy and informed citizens, with the skills necessary to build positive human relationships and to accept a shared responsibility for developing the wellbeing of self and others. We are a **Positive Behaviour for Learning (PBL)** School where our three R's, **Respect, Responsibility** and **Reaching** form the basis of providing a safe and supportive environment for our students to be a part of.

This school has a functional P&C group who contribute significantly to the enhancement of learning for all students and provide advice and direction for non-curriculum aspects of the school.

Principal's Foreword

Introduction

This report is a public document that provides parents and members of the school community with information about the school's activities and performance during the 2017 school year. It highlights our strengths and identifies areas for development and improvement for 2018. It reports on the achievements of our school against declared systemic and school priorities as outlined in our 2017 Annual Implementation Plan.

Our Vision: Developing successful learners

Our School Expectations: RESPECT RESPONSIBILITY REACHING

Our School Motto: Success is Earned



2017 School Priorities

PRIORITY	STRATEGY	SUCCESS INDICATOR
Use Of Data To Inform Practice	Putting the faces on the data approach by Dr Lyn Sharratt. Development of a case management team and whole school review of data walls and their purpose.	Improved learning outcomes in English and reading levels. Data walls developed to indicate student growth.
	Develop staff capacity in the development of Individual Curriculum Plans for students based on data.	Case management meetings occurring fortnightly. Individual Curriculum Plans developed for students who require access to curriculum at a different year level.
Progress PB4L Strategies Across Whole School	Deepen staff capacity through ECP and ESCM professional development, coaching and feedback.	Increase in students attending term celebration activities and achieving 200 R Star targets. Students requiring Tier 3 supports have management plans in place.
	Develop Individual Behaviour Plans.	
Development Of Whole School Reading & Writing Frameworks To Improve Student Outcomes	Provide staff professional development in reading and writing strategies.	Improved reading level outcomes.
	Whole School Approach to teaching sentence structure.	Whole school documents developed and consistency in delivery evident.
	Inclusion of On Demand Writing in timetable.	Improved writing data in NAPLAN tests.
Whole School Curriculum Plan Reflective Of Current Australian Curriculum Guidelines And Multi-Age Groupings	HOC leading common planning team meetings to ensure planning is consistent and curriculum is being delivered – documented in whole school plan.	WSCARP current and used by teachers to inform teaching practice.



Future Outlook

Our 2018 school improvement agenda is:

To continue to improve the **literacy** of our students with a specific focus on **Writing & Reading** through teachers ability to **analyse and use data** to inform their teaching practices to assist each and every child to become a **successful learner**. We aim to do this by providing a **positive culture for learning** through partnerships with all stakeholders within our school community.

Our whole school 2018 targets and values are:

High Expectations for Learning	Achievement ratings of C or above in English 80% Increase in the number of student achieving in the U2B's in Writing
Every day counts	Attendance rates 95%
High expectations of Behaviour	PBL Goal of 200 R stars per term Behaviour and Effort ratings of A and B 95%

2018 AIP KEY PRIORITIES	
PRIORITY	SUCCESS INDICATOR
Progress the implementation of PB4L strategies, including staff development to ensure consistency in their application throughout the school.	100% of students reaching 100 R Stars per term Increased number of students in 200 R Stars Increased number of student receiving >B behaviour ratings. Increase students at 95% attendance 90% Parent Satisfaction of Behaviour
Review School's Curriculum, Assessment and Reporting Plan and monitor It's implementation to ensure consistency throughout the school.	Final Whole School Curriculum Plan that aligns to current class structures and curriculum requirements.
Review the school's pedagogical Framework and process for implementation.	Quality teaching that impacts learning. Use of evidence based practices that accelerate student learning.
Further develop Instructional leadership and coaching programs to explicitly target priority areas.	Peer Mentor program operational Student led events Feedback practiced at all levels.
Review, develop and formalize current as well as additional partnerships with parents and local industries and organisations to support the improvement of student outcomes.	QGC – Telehealth Partnership to deliver Speech and Occupational Health services Glencore Partnerships to support bus lease and QLD Mines and Energy pathway delivery Wandoan Kindergarten Partnership – Prep Transition program. Increased Prep enrolments.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 10
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	80	34	46	2	88%
2016	86	37	49	1	96%
2017	84	34	50		84%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The school is made up of both single year and multi age classes. Secondary classes are particularly small which facilitates effective teacher/student interaction. The social demographic of the area is changing as more and more families relocate from surrounding properties due to the resource industry. Our enrolment trends have declined over the last few years due to the number of families relocating and the loss of some students after they have completed their primary education through sporting or academic scholarships to attend independent secondary schools in the larger metropolitan and regional centres. Our student attendance is excellent for those families which have resided in the area for many years, with it consistently sitting above 90% for the past three years.



Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	18	15	17
Year 4 – Year 6	27	16	17
Year 7 – Year 10	6	8	7
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Wandoan State School P-10 maintains a strong focus on the basics of literacy and numeracy throughout our curriculum. We explicitly deliver Spelling and Reading Programs across Prep – Year 10. We have a whole school approach to the teaching of Sentence Structure and also embed on-demand writing into our timetable. In Year 10, subjects are designed to prepare students for Years 11 and 12 or a vocational pathway. Students are able to participate in School-based Traineeships in Year 10, which will expand in future years. Work Experience is also offered in Year 10. Students in Years 9 and 10 participate in the Try – a Trade program when offered in Term 3 as well as Certificate Courses in Hospitality and Active Volunteering as well as electives of Agriculture Studies, Visual Art, ITD and Home Economics. Students in Years 7 and 8 participate in electives of Industrial Design and Technology, Digital Technology and Home Economics.



Co-curricular Activities

- Our school has a strong Instrumental Music and Classroom Music Program in place and our school band is often called upon to perform at local events.
- Intra and inter school sport is available to students with many of our students going on to represent Miles District and the South-West Region.
- Students are offered the opportunity to participate in external Academic Competitions throughout the year.
- Each year our school presents a musical or school dance performance. This has become a very popular and well-supported event on the local community calendar.



Students also participate in a variety of community events, excursions, school camps and enrichment programs.

Students always attend and represent the school at annual events such as Remembrance Day ceremony, ANZAC Day March, NAIDOC celebrations and Australia Day Celebrations. Students are provided with the opportunity to attend days of excellence in a wide variety of areas – The Arts, Digital Technology , Writing.

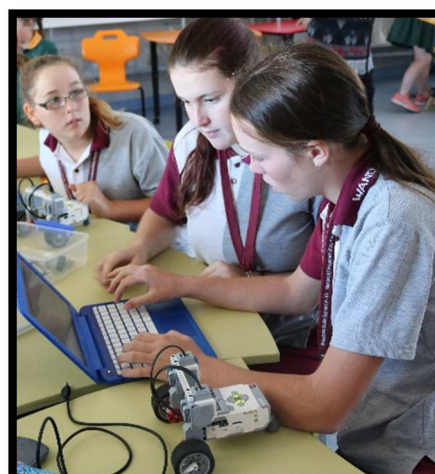


How Information and Communication Technologies are used to Assist Learning

At Wandoan, we provide a curriculum which enhances wellbeing while it equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships within a Technological world.

Wandoan State School does this by:

- Providing high quality learning environment & facilities including Specialist Learning Areas for Prep-10 of Art Studio, Music and Performance Hall and Stage, Kitchen and Dining Room, Science Lab; 1-to-1 laptops for Years 7-10; Interactive Whiteboards in all classrooms; use of alternative learning spaces, air conditioning and full wireless connectivity.
- Every teacher has a personal laptop provided by Education Queensland and they use computers for all planning and assessment as well as the development of classroom resources. Teachers are able to access online learning, resources and communicate with other teachers globally.
- The school has a computer lab with an interactive whiteboard. This lab is able to accommodate whole class activities and computers are available within classrooms and the Library for small group or individual use.
- IPAD and E-Health Technologies to deliver Telehealth Speech and Occupational Therapy programs to student through partnership with Health-e-Regions And QGC.
- Regular education about safe use of technologies, particularly mobile phones and social media occurs.



Social Climate

Overview

Our school community works hard to provide a safe and supportive environment for all students. The school is committed to expanding choices for all students through maximising educational outcomes in a culture where commitment to learning is supported by adherence to behavioural standards and the principles of equity.

Wandoan State School P – 10 is a three R's school having adopted the concepts of Respect, Responsibility and Reaching (to be the best we can) to guide our daily interactions.



The school leadership is supported by teachers in roles as Dean of Students and Head of Curriculum, and Parents, Students and Staff as team members of Groups including the P&C, Student Council, as well as Positive Behaviour for Learning, Positive Culture, Literacy and Data teams.

A student council meets regularly providing a forum for the discussion of student issues, while school captains assist students and staff through the fulfilment of their duties.



Our school staff are enthusiastic and multi-skilled and work hard to support students in achieving quality educational outcomes.

The social and emotional wellbeing of our students is supported through access to our school health nurse, guidance officer, school chaplain and other visiting specialists. We aim to develop social and emotional capabilities of students of all ages.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	85%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	100%	100%	92%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	94%	92%
their child is making good progress at this school* (S2004)	100%	94%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	92%
teachers at this school motivate their child to learn* (S2007)	100%	100%	85%
teachers at this school treat students fairly* (S2008)	80%	100%	75%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	94%	92%
this school takes parents' opinions seriously* (S2011)	100%	100%	83%
student behaviour is well managed at this school* (S2012)	100%	100%	62%
this school looks for ways to improve* (S2013)	100%	100%	85%
this school is well maintained* (S2014)	100%	100%	77%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	83%	100%	96%
they like being at their school* (S2036)	86%	86%	84%
they feel safe at their school* (S2037)	72%	86%	80%
their teachers motivate them to learn* (S2038)	81%	95%	96%
their teachers expect them to do their best* (S2039)	91%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	80%	89%	92%
teachers treat students fairly at their school* (S2041)	69%	65%	76%
they can talk to their teachers about their concerns* (S2042)	77%	78%	68%
their school takes students' opinions seriously* (S2043)	94%	81%	84%
student behaviour is well managed at their school* (S2044)	66%	69%	52%
their school looks for ways to improve* (S2045)	94%	97%	100%
their school is well maintained* (S2046)	76%	81%	72%
their school gives them opportunities to do interesting things* (S2047)	83%	86%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	94%
they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
they receive useful feedback about their work at their school (S2071)	94%	100%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	89%	100%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
students are encouraged to do their best at their school (S2072)	94%	100%	94%
students are treated fairly at their school (S2073)	94%	92%	88%
student behaviour is well managed at their school (S2074)	94%	100%	81%
staff are well supported at their school (S2075)	88%	85%	94%
their school takes staff opinions seriously (S2076)	82%	92%	94%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	94%	77%	88%
their school gives them opportunities to do interesting things (S2079)	100%	92%	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.

Parent and community engagement

Productive partnerships exist between the school and parents and other community and businesses to expand the knowledge, skills and resources available in the school.



Wandoan State School P – 10 does this by:

- Structured and regular participation of parents and community members in weekly assemblies.
- Involving parents in the review of their child's performance in Reading, Spelling, Numeracy and other core priorities and the setting of individual student goals.
- Parents and Citizens Association is informed and integral in the review of School Policies and Documents
- Parent members are an important part of our Positive Behaviour for Learning Committee.
- Encouraging parent participation in the school by actively seeking and training parents as volunteers for activities such as school reading groups and encouraging parent involvement through the P&C.
- Bringing into the school a variety of individuals and groups who help with student social and wellbeing support including: Local Identities, Sports Stars, local and regional Police, youth officers, motivational speakers and community.
- Promoting and recognising student activity and achievement in weekly school newsletters, assemblies and other media.
- Parent and community consultations are held to encourage input into the school plans for improvement. A strategic team was established in 2015 which included community, parent, student and staff representatives to contribute to the development of the school's 4 year plan.

This team meets biannually to discuss the progression of the school's Annual Implementation Plan.

- Delivering a structured community/workplace learning program and partnerships of school, student home, host employer and resources industries for traineeships for Year 10 students.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Wandoan State School uses its PBL platform to explicitly teach expected behaviours as well as utilize the High Five as well as STOP, THINK, CHOOSE strategies that focus on combating Bullying within the school.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	12	6	16
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

During 2011, Wandoan State School developed and implemented a Watering Management Plan which was approved by the Western Downs Regional Council. It has been successful in reducing excess water usage. Undetected leaks in watering system in 2015 contributing to the increase in water usage as well as a hall upgrade, installing 5 air conditioners which increased the school's electricity usage. Increased staff awareness of energy and water use has ensured a significantly reduced electricity water usage across the school in 2017.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	88,507	5,445
2015-2016	92,813	3,990
2016-2017	81,815	1,493

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.

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	10	<5
Full-time Equivalents	13	7	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	12
Diploma	1
Certificate	

*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 2017 were \$14309

The major professional development initiatives are as follows:

- Corporate Services and Planning and Accountability Workshops
- Principal Conference & Maximising Achievement Program
- PBL, Functional Behaviour
- Cleaners Training and Networking and Chemical Training
- Moderation x 2 Events
- Internal Moderation Event
- Learning Connections
- Extending Writing Skills
- Creating Successful Writers

- Lyn Sharratt Leading Learning
- Autism Spectrum Disorder
- Instrumental Music
- First Aid and CPR
- Auslan

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Wandoan's attendance rate dropped slightly in 2017 to just under 90% despite continued effort to communicate importance of attendance each and every day through newsletter, website and parades. Our school target for 2017 was and continues in 2018 to be **95%**.

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	74%	DW	DW

*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 2017 for all Queensland P-10/P-12 schools was 90%.

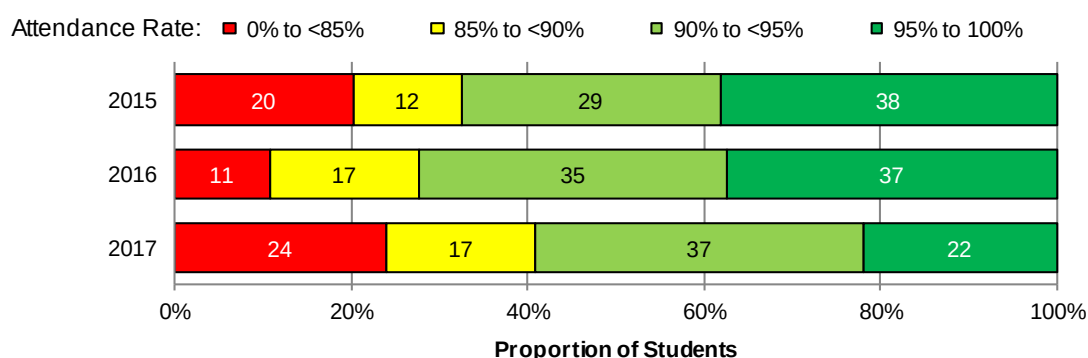
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	85%	94%	93%	96%	94%	94%	90%	89%	85%	87%	86%		
2016	94%	87%	94%	96%	94%	94%	94%	80%	90%	84%	93%		
2017	91%	92%	81%	88%	92%	92%	89%	94%	87%	84%	79%		

*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:



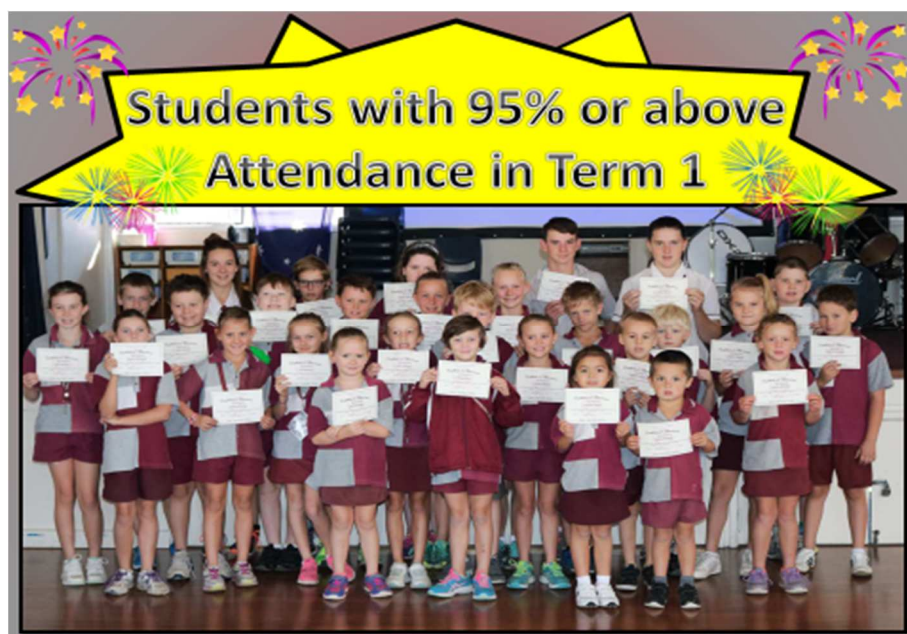
Description of how non-attendance is managed by the school

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

At Wandoan, rolls are electronically marked twice per day using prescribed codes and attendance targets are set as described in the school strategic plan. A raft of strategies have been implemented to increase attendance rates of students as well as follow up procedures for unexplained absences.

The following are key strategies:

- Key message (every day counts) saturation – newsletter, parade, P&C meetings etc.
- Administration officer runs daily absence report and phones for all unexplained absences as per the daily notification process by the department.
- Appointment of attendance officer (Teacher Aide) to monitor and follow up with phone call or letter if unable to be contacted by phone after 3 days of unexplained absence followed by Principal Involvement and referral to Student Support Services Team.
- Advertisement of process to all families
- Tracking and analysis of data using One School
- Effective communication and support to parents and students



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.

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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.

Find a school

School name	GO
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Sector:	
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Conclusion

