



WEIR 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

Weir State School was established in 1881 as a small rural school. The school is now one of the larger schools servicing the Townsville District. Surrounded by suburban development and situated on the bank of the Ross River, it is in close proximity to the shopping centre of the local area. The school provides quality education in a co-educational setting. Classrooms are set in a rainforest environment and is set in the boundaries of the largest river in the area and the largest main traffic thoroughfare. The school services students from a variety of social, cultural and economic backgrounds all drawn from rural, semi-rural and urban settings. Our school is actively involved in community events, cultural and sporting activities. Parents are encouraged to be actively involved with their children's education. Classroom teaching programs address all the key learning areas and are supported through technology. Indigenous perspectives are acknowledged within the curriculum. Extension programs are offered in Music, the arts, Intercultural Studies, leadership, youth engagement programs and sport.

School progress towards its goals in 2018

This report represents an overview of the school's progress towards its goals, along with specific information relating to student achievement outcomes, professional development of the workforce and community views of the school for 2018.

School goals targeted the following areas:

- Productive partnerships with school community and stakeholders.
- High yield teaching practices characterised by high expectations of all students.
- Consistent classroom pedagogical practices.
- Evidenced based decision making for the whole school and individual improvement.
- Clear and consistent behaviour systems , practices and consequences underpinned by the School Responsible Behaviour Plan for Students

School Progress towards its goals in 2018

- **Embedding strategic partnerships with school community and stakeholders.**
 - Continued improvement of student attendance rates
 - Continued implementation of STEM partnership with feeder high school and local university
 - Implemented CSIRO Indigenous Students Science Program
- **High yield teaching practices characterised by high expectations of all students.**
 - Increased percentage of students consistently achieving 'C' or above in English, Maths and Science
 - Aligned high expectations for intercultural studies, general capabilities and cross curriculum priorities across all curriculum areas
- **Consistent classroom pedagogical practices.**
 - Reviewed pedagogical framework based on Art and Science of Teaching, aligned to Australian curriculum
- **Evidenced based decision making for the whole school and individual improvement.**
 - Continued to provide regular opportunities for teachers to engage in collaborative planning and data analysis discussions

Future Outlook

Improve student achievement in the focus area of reading and writing through:

- Providing professional development for staff
- Embedding the 4 lesson sequence in lower school for consistency
- Focussing on the skills of sentence structure development
- Providing multiple opportunities to develop student stamina in writing
- Increasing feedback opportunities provided to students to improve their writing
- Holding student achievement meetings to assess student understand of writing tasks and assessment literacy
- Clear collection and use of student data to drive professional learning and increase learning outcomes

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	754	715	706
Girls	366	339	346
Boys	388	376	360
Indigenous	212	214	247
Enrolment continuity (Feb. – Nov.)	88%	91%	89%

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

The school provides for students from a variety of social, cultural and economic backgrounds, all drawn from semi-rural and urban settings. Approximately 40% of our students come from an Indigenous background, 2% from Defence Force background and 4% from a non-English speaking background. The student body is approximately 50% male and 50% female.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	20	21
Year 4 – Year 6	25	23	25
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 improvement focus is in reading and writing.

Studies in the Key Learning Areas (KLA) are offered with extensions in:

- The Arts- Drama, Dance and Music (Instrumental, Choir, Dance)
- Personal development: Social and Emotional Learning Curriculum P-6
- Indigenous perspectives
- Leadership Program for Years 5 and 6
- Transition to school program from our C&K to our Prep program

Students of families associated with Australia's, and affiliated, Defence Forces are supported through a teacher aide and family liaison officer. Indigenous staff are employed to support student education and the engagement of Indigenous students and their families. Sporting opportunities are actively supported by accredited staff and focus on both participation and skill development. Students may access sporting opportunities from school to national level.

Co-curricular activities

- After school, Interschool and Regional sport
- Wakikirri Arts Program
- Student Council
- Athletics, Cross Country and Swimming Carnivals
- Outside School Hours Care and Vacation Care
- Chaplaincy activities
- Homework Program
- Eisteddfod

How information and communication technologies are used to assist learning

Wireless internet access is available in every classroom, with a current computer to student ratio of 1 laptop: 4 students.

Prep enjoys 1:1 laptop access.

Electronic whiteboards are across all learning areas.

100 i-pads are used across the school to support learning and digital technology

Ed Studios and learning pathways are accessed through the Learning Place across all year levels and to provide alternate learning programs for some students. All students access on line learning programs.

A team of teachers meet regularly as a professional learning team to continue to develop digital technology skills.

Social climate

Overview

Weir State School has been supported by a Positive Behaviour for Learning (PBL) Program for nine years. A whole of school action plan is developed annually. Weekly focus lessons are implemented in every classroom explicitly teaching the school's code of conduct. Students and teachers collaboratively analyse the year level behaviour data each fortnight. A variety of learning support programs facilitated by teaching specialists, teacher aides, tutors and volunteers.

The school chaplain is pivotal to the success of our pastoral care strategies. He is supported by the following specialist staff: Indigenous support worker, Defence Force support worker and Well-being Teacher.

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)	93%	100%	87%
• this is a good school (S2035)	90%	88%	87%
• their child likes being at this school* (S2001)	97%	96%	91%
• their child feels safe at this school* (S2002)	97%	92%	88%
• their child's learning needs are being met at this school* (S2003)	90%	92%	88%
• their child is making good progress at this school* (S2004)	97%	92%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	94%
• teachers at this school motivate their child to learn* (S2007)	96%	100%	91%
• teachers at this school treat students fairly* (S2008)	100%	96%	97%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	94%
• this school works with them to support their child's learning* (S2010)	100%	96%	91%
• this school takes parents' opinions seriously* (S2011)	89%	88%	88%
• student behaviour is well managed at this school* (S2012)	79%	67%	78%
• this school looks for ways to improve* (S2013)	89%	92%	91%
• this school is well maintained* (S2014)	93%	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)	95%	94%	86%
• they like being at their school* (S2036)	91%	95%	84%
• they feel safe at their school* (S2037)	91%	89%	85%
• their teachers motivate them to learn* (S2038)	98%	99%	94%
• their teachers expect them to do their best* (S2039)	98%	100%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	98%	90%
• teachers treat students fairly at their school* (S2041)	85%	85%	83%
• they can talk to their teachers about their concerns* (S2042)	92%	90%	85%
• their school takes students' opinions seriously* (S2043)	88%	88%	76%
• student behaviour is well managed at their school* (S2044)	80%	72%	68%
• their school looks for ways to improve* (S2045)	97%	98%	91%
• their school is well maintained* (S2046)	95%	90%	85%
• their school gives them opportunities to do interesting things* (S2047)	93%	96%	92%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	94%	85%	84%
• they feel that their school is a safe place in which to work (S2070)	94%	84%	86%
• they receive useful feedback about their work at their school (S2071)	97%	92%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	83%	88%
• students are encouraged to do their best at their school (S2072)	100%	93%	96%
• students are treated fairly at their school (S2073)	94%	85%	83%
• student behaviour is well managed at their school (S2074)	89%	66%	59%
• staff are well supported at their school (S2075)	88%	71%	67%
• their school takes staff opinions seriously (S2076)	84%	70%	71%
• their school looks for ways to improve (S2077)	98%	89%	91%
• their school is well maintained (S2078)	98%	93%	91%
• their school gives them opportunities to do interesting things (S2079)	89%	86%	81%

* 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 attend regular assemblies where student work is showcased and achievement recognised. Training and support are provided for parents and volunteers who help in our classrooms. All volunteers are holders of the Queensland Working with Children Blue Card.

Regular home school communication is encouraged and supported through:

- Regular parent/ teacher interviews
- Parent information sessions
- School website and social media
- School/ home communication books/ e-mail
- Home visits
- Q-Parents

Community communication is also supported through the school website and social media page.

The P and C support opportunities for community involvement including: regular meetings,volunteers, event participation and fundraising support.

Specialist staff, support parental involvement in their child's education: Guidance Officer, Defence Teacher Aide, Indigenous Education Teacher Aide, Support teacher for Students in Care, Wellbeing teachers

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

These include:

- weekly positive behaviour lessons role modelling for students how to interact in a positive way with their peers
- weekly lessons focusing on social and emotional learning

- cyber safety programs for years 4 to 6
- Daniel Morcombe curriculum
- Life Education.

Targeted programs in Drumbeat, Rock and Water, Cool Kids and Bounce Back are implemented each term. Alternate learning opportunities are implemented as required to respond to the social emotional needs of students.

A student leadership program focusing on peer support provides:

- Peer mediation for students
- Harmony playground helpers
- Environmental carers.

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	129	93	222
Long suspensions – 11 to 20 days	2	7	11
Exclusions	3	3	3
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

Whole of school programs address resource use including:

Explicit environment sustainability learning program, mulching of gardens, green waste management, placing hall and external lighting on timers, placing air-conditioner units on timers, turning off power to lights and air-conditioners when exiting buildings, installing energy efficient light bulbs, recycling of printer cartridges, batteries and aluminium.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	348,347	422,703	334,490
Water (kL)	5,087	4,217	5,609

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

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	54	32	<5
Full-time equivalents	52	23	<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
Masters	7
Graduate Diploma etc.*	7
Bachelor degree	49
Diploma	10
Certificate	4

*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 2018 were \$28408

The major professional development initiatives are as follows:

- IEALD - Bandscaling P-3
- IEALD – Bandscaling 4-6
- Curriculum Risk Assessments
- WSS Pedagogical Framework
- Art of Science and Teaching
- Mandatory Training – All Staff
- Building Blocks for Success - BETA (beginning and established teachers)
- Year 5 & 6 - Teacher Science WS with CSIRO (induction)
- Effective Teaching and Writing – Dr Rod Campbell – P to 6
- Leaders – Coaching and Mentoring Program
- Leadership for Middle Leaders Program
- Effective Teaching of Reading QASSP WS – Dr Anita Archer
- Digital Technology – P-6 – Makerspace Program
- Miscue Analysis – Running Records
- Effective Classroom Practices – Facilitators Training
- Phonemic Awareness Curriculum W/S- Michael Heggerty - Year 1-2 & SEP Teachers
- NAPLAN QCAA - Improving Reading and Writing in Prep – Year 6
- Beginning Teacher’s Workshops
- Probes Assessment & Intervention Program – Support a Reader Review
- Type 1 Diabetes Management in State Schools
- Understanding Trauma in Children and Young People - Whole Staff
- Train the Trainer- Dr Anita Archer – 5 Day W/S
- Create with Coding – P -6, Stories Galore – Digital Technology

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%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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%	93%	89%
Attendance rate for Indigenous** students at this school	86%	89%	84%

* 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%	93%	90%
Year 1	91%	93%	89%
Year 2	91%	94%	89%
Year 3	92%	92%	89%
Year 4	91%	93%	90%
Year 5	90%	93%	91%
Year 6	90%	91%	88%

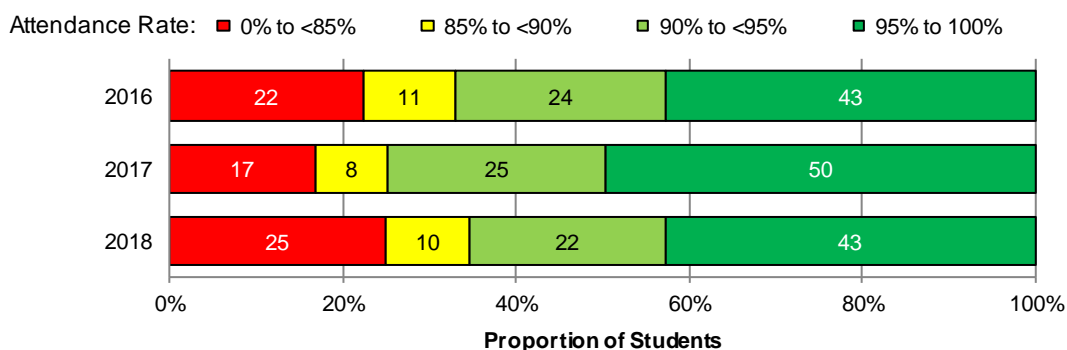
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

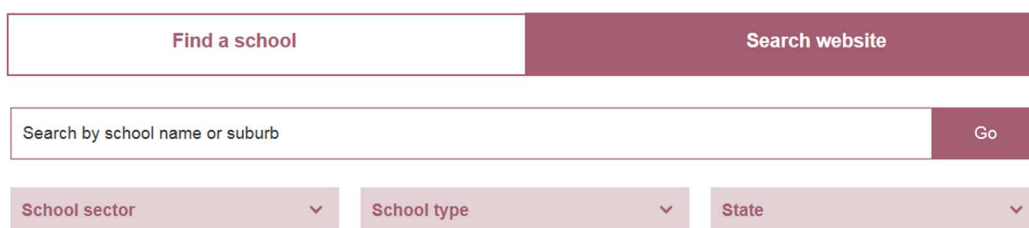
Attendance is recorded twice per day. SMS messaging is used twice per day to inform parents of absences. Class teachers are responsible for managing absences. Unexplained absences are referred to a member of the school leadership team for management when no response is received by the class teacher. Support structures are accessed to assist parents to maintain engagement of the children at school. This includes home visits, parent education, alternate learning structures, partnerships with service agencies

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.



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



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



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.