

Weir State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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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. 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 embedded across the curriculum. Extension programs are offered in Music, the arts, Intercultural Studies, leadership programs and sport.

Principal's Foreword

Introduction

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 2016.

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.
- School Connectedness

School Progress towards its goals in 2016

- **Productive partnerships with school community and stakeholders.**
 - Implemented whole school social and emotional learning program.
 - Embedded phase 3 Kids-matter Plan
 - Developed STEM partnership with feeder high school and local university
- **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
- **Consistent classroom pedagogical practices.**
 - Implemented pedagogical framework based on Art and Science of Teaching
- **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
- **School Connectedness**
 - Maintained overall student attendance rates

Future Outlook

Improve student achievement in the focus areas of reading comprehension and sentence structure in writing through:

Embedding the collaborative curriculum planning process to support the development of a locally informed relevant curriculum aligned to the AC.

Embedding the school's pedagogical framework to ensure all teachers have a clear understanding of agreed high-yield strategies for consistent implementation in all classrooms.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	881	424	457	220	89%
2015*	774	390	384	212	91%
2016	754	366	388	212	88%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 30% 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	24
Year 4 – Year 7	25	28	25

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 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
- Deadly Dukes
- Athletics, Cross Country and Swimming Carnivals
- Outside School Hours Care and Vacation Care
- Chaplaincy activities
- Homework Program
- Eisteddfod

Extra curricula student leadership opportunities are supported by the school's student Harmony Helper program. Students in the program are mentors to other students in the areas of peer support, relationships and positive playground interactions.

How Information and Communication Technologies are used to Assist Learning

Computer and 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 used across all KLA areas in all classrooms. Wireless networks are installed providing wireless access across all classrooms. 97 i-pads are used across the school.

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 staff IT skills.

Social Climate

Overview

Weir State School has been supported by a Positive Behaviour for Learning (PBL) Program for eight years. A whole of school action plan is developed and weekly lessons are implemented in every classroom explicitly teaching the school's code of conduct. This is supported by a whole of school social and emotional learning curriculum.

Most buildings are configured as double classrooms supporting collaborative teaching and learning. This is complemented by 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

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that: their child is getting a good education at school (S2016)	86%	85%	93%
this is a good school (S2035)	80%	79%	90%
their child likes being at this school* (S2001)	90%	82%	97%
their child feels safe at this school* (S2002)	86%	91%	97%
their child's learning needs are being met at this school* (S2003)	76%	73%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	76%	73%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	78%	93%
teachers at this school motivate their child to learn* (S2007)	81%	79%	96%
teachers at this school treat students fairly* (S2008)	75%	76%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	82%	100%
this school works with them to support their child's learning* (S2010)	71%	82%	100%
this school takes parents' opinions seriously* (S2011)	63%	75%	89%
student behaviour is well managed at this school* (S2012)	67%	79%	79%
this school looks for ways to improve* (S2013)	70%	74%	89%
this school is well maintained* (S2014)	71%	85%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	92%	95%
they like being at their school* (S2036)	99%	94%	91%
they feel safe at their school* (S2037)	98%	97%	91%
their teachers motivate them to learn* (S2038)	97%	98%	98%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	99%	94%	91%
teachers treat students fairly at their school* (S2041)	97%	91%	85%
they can talk to their teachers about their concerns* (S2042)	93%	92%	92%
their school takes students' opinions seriously* (S2043)	96%	95%	88%
student behaviour is well managed at their school* (S2044)	89%	81%	80%
their school looks for ways to improve* (S2045)	99%	97%	97%
their school is well maintained* (S2046)	98%	90%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	92%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	86%	94%
they feel that their school is a safe place in which to work (S2070)	89%	92%	94%
they receive useful feedback about their work at their school (S2071)	89%	83%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	83%	94%
students are encouraged to do their best at their school (S2072)	95%	98%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are treated fairly at their school (S2073)	85%	98%	94%
student behaviour is well managed at their school (S2074)	82%	79%	89%
staff are well supported at their school (S2075)	78%	59%	88%
their school takes staff opinions seriously (S2076)	81%	72%	84%
their school looks for ways to improve (S2077)	93%	95%	98%
their school is well maintained (S2078)	93%	93%	98%
their school gives them opportunities to do interesting things (S2079)	87%	91%	89%

* 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/family carers are actively encouraged to participate in a range of academic support, service and fundraising activities. 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/ home communication books/ e-mail
- Home visits

Community communication is also supported through the school website and Facebook page, weekly newsletters and class newsletters.

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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful 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 and Life Education.

Targeted programs in Drumbeat, Rock and Water, Cool Kids and Bounce Back are implemented each term.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	155	177	129
Long Suspensions – 6 to 20 days	3	7	2
Exclusions	4	2	3
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	395,104	16,497
2014-2015	393,638	6,057
2015-2016	348,347	5,087

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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.

Find a school

Sector:
 Government
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	55	42	<5
Full-time Equivalent	52	27	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	7
Bachelor degree	46
Diploma	0
Certificate	0

*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 2016 were \$50,879.

The major professional development initiatives are as follows:

Art and Science of Teaching

Mentoring Beginning Teachers

Four Lesson Sequence (Reading)

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	86%

*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 2016 for all Queensland Primary schools was 93%.

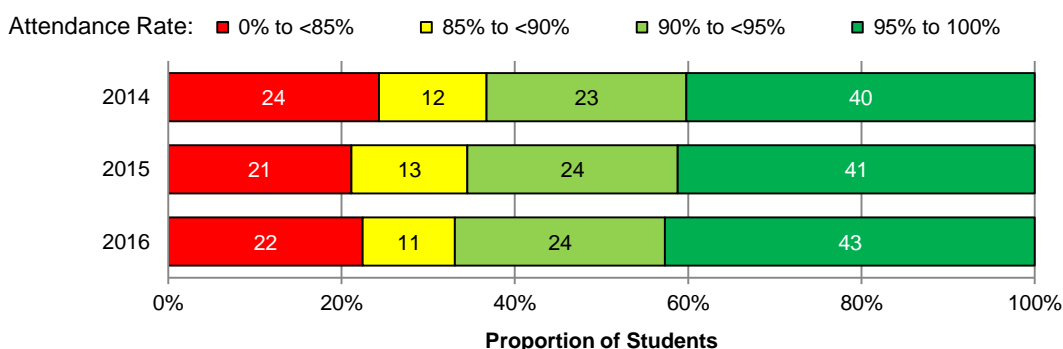
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	90%	91%	90%	90%	91%	90%	91%					
2015	91%	91%	92%	90%	91%	91%	91%						
2016	89%	91%	91%	92%	91%	90%	90%						

*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 DET 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.

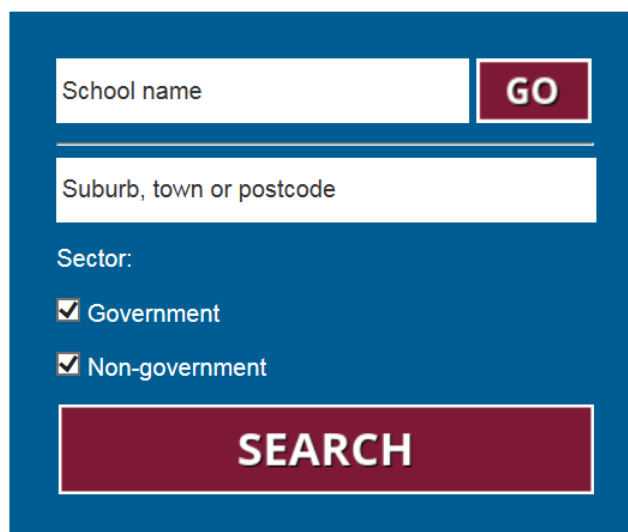
Attendance is recorded twice per day. SMS messaging is used twice per day to inform parents of absences. Class teachers are responsible for managing absences. Unexplained absences are referred to a member of the school leadership team for management when no response is received by the class teacher. 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 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**.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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