



Wheatvale State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Established in 1908, Wheatvale SS is a small, multiage, country school catering for children in Prep to Year 6, within a 40 km stretch west of Warwick. Wheatvale is a Positive Behaviours for Learning school where we are committed to achieving the school motto of 'Strive with Pride', following the five school values that correlate to the five first letters of the word PRIDE - Prepared, Respectful, Independent, Dedicated and Encouraging. These values are embedded in the culture of Wheatvale State School and underpin all interactions and learning that take place on campus. At Wheatvale SS, highly skilled and dedicated staff teach the Australian curriculum. All students needs are addressed and catered for through differentiation of the curriculum after rigorous assessment and data analysis. Our school utilises the skills of visiting staff for special needs, Music, Drama, Physical Education and French. We continue to benefit from generous Investing for Success and Sporting Schools funding. The Wheatvale Playgroup encourages engagement in the Early Years curriculum from the pre-Prep age. Our students have opportunities to participate in a wide variety of cultural activities including performances, eisteddfod competitions (choir and instrumental music), and local sporting competitions. With our wide staff base, and small school touch we emphasise the community feeling in the rigour of education, providing the structure, care and enjoyment for students to excel in all areas. Wheatvale SS has a dedicated Parent and Citizens membership that demonstrates the core PRIDE values. The work contributed by this team greatly assists both the school and the surrounding communities. The strong cohesion between students, staff and parents is evident as we prepare each individual to be a happy, well educated, active participant who will make valuable contributions to society.

Principal's Foreword

Introduction

I am very pleased to present this School Annual Report for Wheatvale State School. This report provides an orientation to our school and includes important information highlighting our endeavours from 2016. Wheatvale State School is highly regarded in the community with a proud reputation as a school with sound traditions and excellence in teaching within a positive, caring environment. During 2016 we continued to develop and implement the Australian Curriculum with particular emphasis on the areas of English, Maths, Science, History and Geography, all delivered in multi aged classrooms. This again has been a successful year for Wheatvale State School and credit must go to all staff, students, parents and community members for their contributions to the school. We will continue to "Strive with Pride" in 2017 and beyond, to achieve excellence.

School Progress towards its goals in 2016

Wheatvale State School's explicit improvement agenda aligns with the DDSW Regional explicit improvement agenda "Every child succeeding", with Reading the core focus. All staff are working towards the achievement of these targets and good progress has been noted with positive effects on student performance recorded.

AIP 2016	Target	Strategies	Actions	Progress
Target 1 Reading	Improvement in reading levels	Daily Reading Prep- Year 6 SCORE - as the over arching Reading strategy	Continue Daily reading across all year levels Additional reading resources purchased to supplement the take home collection Peer reading once a week with older students mentoring younger students with an additional focus on sight word development Additional Library time made available during lunch breaks to encourage personal joy of reading	Implemented Implemented Implemented Implemented
Target 2 Writing	Reaching regional benchmarks for all year levels	Seven Steps of Writing Implement "Targeting Spelling" program across school	Continue professional development in Seven Steps Continuation of the Grammar Conventions text across the school	Partially Implemented
Target 3 Numeracy	All students in Year 3 and 5 reaching NMS	Map the continuum based on the Australian Curriculum Implement "Targeting Maths" and WSS Number Facts Program across the school	Continue iMaths program implementation across all year levels Analyse data to identify students at risk of not reaching NMS and C or better in One School reporting Implement intensive intervention program for targeted students focussing delivered by trained Teacher Aide	Implemented Implemented Implemented
Target 4 Principal Leadership and School Capability	Feedback program embedded in the school culture	Embedding a Coaching Feedback culture	Access to regional support personal for coaching and feedback Budget for PD and TRS to release teachers and TA to do negotiated Feedback sessions on a regular basis Attending M.A.P	Not achieved Implemented Implemented
Target 5 PBL	Further improvement in SET assessment	Implement PBL	Revise RBP incorporating 5 values and implement across the school Pride Days celebrating good behaviour choices scheduled regularly	Implemented Implemented

Future Outlook

In 2017 we plan to implement the range of initiatives as outlined in our 2017 Annual Improvement Plan which will enable us to continue to produce excellent learning outcomes for our students. The prime focus will again be Reading, inline with the DDSW Regional Improvement Agenda, supplemented with the following:

- Reading - Improvement in reading levels reached by Prep to year 3. All students to move one year in reading growth, Reach Regional benchmarks for all year levels
- Writing - Reaching regional benchmarks for all year levels
- Numeracy- All students in Year 3 and 5 reaching NMS
- Principal Leadership and School Capability- Feedback program embedded in the school culture
- Positive Behaviours for Learning- Further improvement in SET assessment

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	60	36	24	5	95%
2015*	52	31	21	2	79%
2016	53	28	25	3	82%

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

Wheatvale State School is a co-educational state school catering for children from Preparatory Year to Year Six. With no Enrolment Management Plan (EMP) or enrolment boundary in place, the school continues to attract students and families from the Wheatvale, Graymare, Pratten, Allora, Sandy Creek, Bony Mountain and Warwick areas. Those children enrolled at Wheatvale are predominately from established families residing on large and small established farms in the district. Additionally the enrolment draws from house blocks in Pratten, with a small proportion travelling daily from Warwick. There are a range of family structures, backgrounds, social and economic circumstances within the school population. The school has a low percentage of Indigenous students and/or students from an English as a Second Language/Dialect background. There are a small percentage of Out of Home Care students and students identified as having a disability. The predominant mode of transport to school is by a local bus service with only a small percentage of students travelling by private car.

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	19	10	10
Year 4 – Year 7	18	22	11
Year 8 – Year 10			
Year 11 – Year 12			

*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

- Multi-aged co-educational classrooms catering for Prep-Year 6
- Australian Curriculum delivered
- Qld C2C multi-aged resources accessed
- Differentiated curriculum
- Use of the explicit teaching model
- Purposeful analysis of data to inform teaching, planning to support student needs
- SCORE as the overarching reading strategy implemented across the school
- Schoolwide Reading Program incorporated levelled home reading
- Targeted Literacy Intervention Prep- Year 6 using I4S funding to engage additional staff
- Music Specialist delivers music once a week
- LOTE Specialist delivers French twice weekly for Year 4,5 & 6
- Digital and Design Technology
- Technology has been incorporated into all key learning areas, with the use of iPads, Laptops and desktops available in all classrooms.
- The on-line programs from IMPACT, Project 600 -Reading and Numeracy, has been incorporated into the gifted and talented program supported by the STLaN.

Co-curricular Activities

- Whole School Choir
- Vegetable Gardens run by the Year 6 Project Club
- Sporting events eg Broncos Cup (Soccer, Netball & NRL), Soccer, Southern Downs Cross Country
- Cultural events eg Warwick Show, Combined School Choir Rose City Shopping Centre, Bony Mountain Music Festival
- Sporting schools supplying Tennis coaching for 3 terms
- Sport Development Officer Visits in NRL, Cricket, Touch
- Indigenous Sport Program
- Premiers Reading Challenge
- Warwick State High School Readers Challenge and Storytelling during Bookweek
- Warwick SS Year 6 transition program
- Instrumental Music – Southern Downs Big Band, Junior All Stars Band
- ICAS competitions
- Storm King Dam Camp for G & T
- Gymnastic Program
- Swimming as a saturation program at WIRAC

How Information and Communication Technologies are used to Assist Learning

Computers and ICTs are integrated into all curriculum areas across the school and are viewed as being one more vital tool to enhance and support learning. Computers and iPads assist student learning at Wheatvale State School within and across all key learning areas. All classrooms and the Resource Centre are equipped with desk top computers, data projectors and interactive whiteboards. The school is serviced by a system technician who supports school, staff and student needs. Every teacher has a personal laptop provided by Education Queensland. This laptop is used extensively in planning, accessing curriculum, assessment and delivery of daily lessons as well as accessing online learning, communicating with their professional community and research.

Social Climate

Overview

Wheatvale State School enjoys a very caring and positive school climate that has a common focus upon the five school PRIDE values. These values underpin all interactions of all stakeholders. The term the "Wheatvale Family" is often used to describe the nurturing feel of the school setting. Positive Behaviours for Learning was adopted in 2015 and continues in 2016, to be embedded in the culture of the school and Schoolwide Responsible Behaviour Plan. There has been a huge increase in positive behaviours recorded in OneSchool for each child and a decrease in negative behaviours. This is enhanced and encouraged through regular celebration of successes at weekly parades, Graduation, extensive parental and community involvement and through the services of our Guidance officer, visiting Speech Language Pathologist, AVT for Hearing Impairment and STLaN.

Parent, Student and Staff Satisfaction



Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	75%	100%	100%
this is a good school (S2035)	75%	100%	100%
their child likes being at this school* (S2001)	100%	91%	100%
their child feels safe at this school* (S2002)	100%	91%	100%
their child's learning needs are being met at this school* (S2003)	75%	91%	100%
their child is making good progress at this school* (S2004)	75%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	75%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	100%	91%
teachers at this school motivate their child to learn* (S2007)	75%	82%	100%
teachers at this school treat students fairly* (S2008)	75%	82%	100%
they can talk to their child's teachers about their concerns* (S2009)	75%	82%	100%
this school works with them to support their child's learning* (S2010)	75%	91%	100%
this school takes parents' opinions seriously* (S2011)	75%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	91%	100%
this school looks for ways to improve* (S2013)	75%	100%	91%
this school is well maintained* (S2014)	75%	100%	100%

Student opinion survey

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

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	88%	100%
they feel that their school is a safe place in which to work (S2070)	100%	88%	100%
they receive useful feedback about their work at their school (S2071)	100%	71%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	67%	83%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	75%	100%
student behaviour is well managed at their school (S2074)	100%	63%	100%
staff are well supported at their school (S2075)	75%	63%	100%
their school takes staff opinions seriously (S2076)	75%	88%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	88%	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.

Parent and community engagement

Wheatvale State School maintains an open door policy in relation to involving parents in their child's education. Parents and caregivers are invited to visit and volunteer in classrooms to benefit the students. In 2016 invaluable assistance was provided with daily reading groups from Prep-Year 6, with everyone involved owning and excited with the excellent improvements made by the students. Parents are also well informed on the progress of their child through the report cards at the end of each semester and Parent teacher interviews held in term 1 & 3. Additional to this Goal setting with parent involvement, is an integral part of setting high expectations and informing the teaching and learning cycle at Wheatvale SS. Parents are invited to attend and contribute to special events such as the Anzac Day Commemoration Service, Leadership Day and culmination days where the students' work is showcased to the community. The parents are also involved in the P&C association which plays a vital role in funding curriculum resources and excursions, as well as making tuckshop available once a week. The P&C provides valued feedback as well as assistance maintaining the school environment. All of their many contributions are acknowledged and celebrated in the school Newsletter and Weekly Update and by formal recognition on our Volunteer Day. We encourage all families to become involved as it is an essential link between school and home.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. In 2016 staff have implemented C2C Health Units, aspects of the Daniel Morcombe Curriculum and engaged Bushkids educators to deliver "Friends for Life" to targeted groups. These programs in conjunction with Positive Behaviours for Learning (PBL) give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, stereotypes, human rights, risk and responsible decision-making. Full implementation of the Qld Government resource package 'Respectful Relationships' is targeted for 2017.

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	3	11	3
Long Suspensions – 6 to 20 days	2	0	1
Exclusions	0	0	0
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

In 2016 Wheatvale State School continued making attempts to reduce our environmental footprint as we remained self-reliant for drinking water, and utilised the water from the Condamine River for irrigation and toilet flushing. The school also has an environmental sewerage system which requires no external management. The 4kw Solar System installed in 2010 has assisted in reducing our electricity usage. T5 light bulbs continue to be used within all learning areas to assist in reducing electricity usage. The school also has its own vegetable patch and edible gardens. We use Recycle boxes in each classroom and a parent manages the delivery of recycled items to the waste centre. The school has two native tree plantations to encourage native animals to coexist within the school grounds. Composting is used for garden beds.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	20,720	0
2014-2015	24,876	
2015-2016	19,326	

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.

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.

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	5	7	0
Full-time Equivalent	3	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	3
Diploma	0
Certificate	4

*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 **\$7525.97**

The major professional development initiatives in 2016 are as follows:

- Positive Behaviour for Learning training
- Digital and Design Technology training
- Mandatory training (e.g. Code of Conduct, Keys to Managing Information, Student Protection, Asbestos training, Chemical training)
- Data analysis (e.g. from Benchmarks, Curriculum Teaching and Learning Audit, School Opinion Survey, NAPLAN results)
- Health and Wellbeing (e.g. Diabetes, Asthma, Anaphylaxis, Epilepsy, First Aid, CPR, Wellbeing)
- Australian Curriculum implementation
- Induction for new staff
- First Aid
- 7 Steps to Writing
- SCORE
- Non Violent Intervention Training
- Principal Capability

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.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 68% 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).	94%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	85%

*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%.

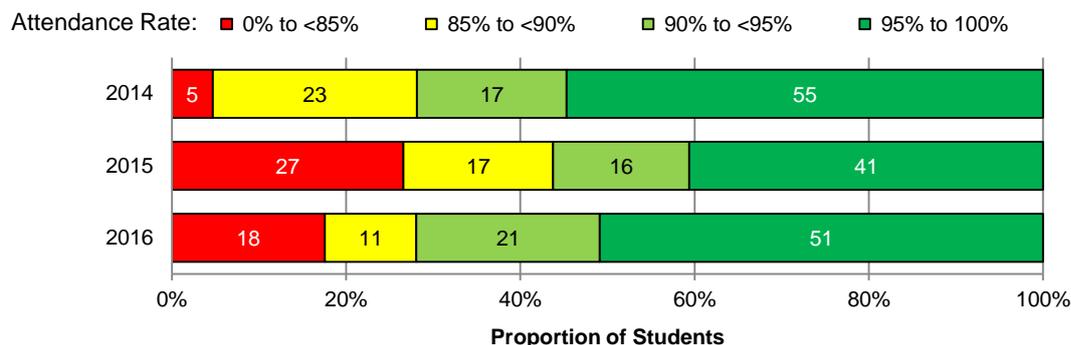
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	93%	92%	92%	95%	94%	97%	95%					
2015	90%	89%	92%	89%	93%	92%	90%						
2016	86%	92%	89%	96%	95%	88%	95%						

*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.

Rolls are electronically marked twice per day using prescribed codes. Attendance targets are set as described in the school strategic plan. A variety of strategies have been implemented to increase attendance rates of students as well as follow up procedures for unexplained absences. When requirements for compulsory schooling are not met by a student, the school follows clearly defined procedures to support students and families to meet this obligation. If the compulsory schooling obligation is still not met, without reasonable excuse, departmental procedures are followed which may result in prosecution. The full policy can be accessed from the school, however the following are key strategies to increase attendance:

- Attendance Chart "Every Day Counts" is published in the Weekly Update, newsletter, parade, P&C meetings etc.
- Attendance expectation communicated on parade and at "Welcome to Wheatvale BBQ" at the start of the year.
- Staff inform AO2 if a child is absent. The AO2 makes a phone call to follow up.
- Principal involvement if necessary.
- Advertisement of process to all families and report given on % attendance with report card
- Tracking and analysis of data using One School in PBL meetings and Staff meetings
- PRIDE Day award for good attendance.

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.

