



Wheatvale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Established in 1908, Wheatvale SS is a small country school catering for children within a 40 km stretch west of Warwick. At Wheatvale we 'Strive with Pride' as we continue to improve our Prep to Year 6 curriculum and results to meet the ever-changing requirements and individual needs of our students.

This is achieved in three composite classes with a strong curriculum focused on essential learnings, firmly based in the foundations of literacy, numeracy and values education. Our school incorporates visiting staff for special needs, Music and French.

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 P and C membership that demonstrates the core values upheld by the community. 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 well informed, active participant who will make valuable contributions in local and wider communities. -

School progress towards its goals in 2018

Wheatvale State School's explicit improvement agenda aligns with the DDSW Regional explicit improvement agenda "Every child succeeding", with Reading the core focus. The AIP reflects the needs of the students with additional targets set in

All staff continue working towards the achievement of these targets (see table below) with excellent progress noted and positive effects on student performance recorded.

	Target	Progress
Reading	All students to move one year in reading growth Improvement in reading levels reached by Prep to Year 3	Achieved
Regional Benchmarks	Reach Regional benchmarks for all students in all year levels	In Progress
Writing	All students reaching regional benchmarks for all year levels	In Progress
Numeracy	All students in Year 3 and 5 reaching NMS	Achieved
Principal Leadership and School Capability	Feedback Program embedded in the school culture	In Progress
Positive Behaviours for Learning	Maintain 100% SET	Achieved

Future outlook

Reading is the Regional focus for 2019. The following actions are being implemented to achieve improvement.

Students to engage in the individualised Home Reading Program and independent reading daily, combined with explicit teaching of modelled reading, guided reading and shared reading weekly.
Sight words explicitly taught with individualised lists at school and at home
Wheatvale Phonological Awareness Program implemented
Benchmark testing each term
Analysis of data-Early Start, Literacy Continuum, Benchmarking, Reading Data Wall and individual maps of Achievement Standards for Literacy, is undertaken regularly to inform teaching

Commercial text "Reading Conventions" used across the school with SCORE the overarching comprehension strategy

Targeted intervention

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	53	40	41
Girls	28	22	19
Boys	25	18	22
Indigenous	3	4	1
Enrolment continuity (Feb. – Nov.)	82%	78%	87%

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

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.

The 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.

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

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	10	12	18	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.
Year 4 – Year 6	11	16	11	

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Curriculum Delivery

- Multi-age co-educational classrooms catering for Prep – Year 6
- Australian Curriculum Delivered
- Qle 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 used as the overarching pedagogy to teach reading across the school
- School wide Reading program incorporating levelled daily home reading
- Goal setting including success criteria
- Targeted Literacy Intervention using I4S funding to engage additional staff
- Music Specialist delivering weekly music lessons
- LOTE Specialist delivering weekly French lessons
- Digital and Design Technology syllabus used in all classrooms
- Technology has been incorporated into all key learning areas, with the use of iPads, laptops and desktops available in all classrooms.

Co-curricular activities

- Whole School Choir
- Sporting events (soccer, netball and NRL), Southern Downs Cross Country, Small Schools Athletics carnivals, Cross Country
- Cultural events e.g. Warwick Show, Combined School Choir, Bony Mountain Music Festival
- Sport Development Officer Visits
- Premiers Reading Challenge
- Karara/Wheatvale/Leyburn School Readers Challenge
- Story Telling at Warwick SHS during book week
- Warwick SS Year 6 Transition program
- Swimming at WIRAC
- Involvement in Warwick District ANZAC and Remembrance Day services.

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 a 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 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 2018, to be embedded in the culture of the school and School wide 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, and extensive parental and community involvement. Support and extension programs cater for the needs of all students and are enhanced from input from specialists such as the visiting Guidance Officer, Speech Language Pathologist and AVT for Hearing Impairment.

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)	100%	100%	89%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	89%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	89%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	90%	100%
• 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%	100%	89%
• this school takes parents' opinions seriously* (S2011)	100%	100%	78%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	91%	100%	89%
• this school is well maintained* (S2014)	100%	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)	100%	100%	94%
• they like being at their school* (S2036)	95%	100%	89%
• they feel safe at their school* (S2037)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers motivate them to learn* (S2038)	100%	100%	94%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	94%
• teachers treat students fairly at their school* (S2041)	100%	100%	94%
• they can talk to their teachers about their concerns* (S2042)	95%	100%	94%
• their school takes students' opinions seriously* (S2043)	85%	100%	83%
• student behaviour is well managed at their school* (S2044)	100%	100%	94%
• their school looks for ways to improve* (S2045)	95%	100%	100%
• their school is well maintained* (S2046)	95%	100%	94%
• their school gives them opportunities to do interesting things* (S2047)	95%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	90%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	83%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	83%
• staff are well supported at their school (S2075)	100%	90%	67%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	83%
• their school is well maintained (S2078)	100%	100%	83%
• their school gives them opportunities to do interesting things (S2079)	100%	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.

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 2018 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. In 2018 the Wheatvale Diary was implemented.

This diary is a valuable tool in building strong communication between home and school. It is integral element in Goal setting with weekly and term updates and targets recorded in Spelling, Number Facts and Reading.

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.

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 education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. In 2018 staff have implemented C2C Health Units, aspects of the Daniel Morcombe Curriculum and engaged Bushkids educators to deliver "Friends for Life" across all year levels.

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' was targeted for 2018 and incorporated into the Health program and across the school community to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

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

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	3	1	0
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
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

In 2018 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 continuing drought has required the school to buy water. This is an unexpected expense which will continue with the duration of the drought.

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 and mulching is used for garden beds.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	19,326	16,916	21,076
Water (kL)			

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.

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

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	3	5	0
Full-time equivalents	3	3	0

*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	
Masters	1
Graduate Diploma etc.*	2
Bachelor degree	1
Diploma	
Certificate	

*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 \$8555.

The major professional development initiatives are as follows:

- Positive Behaviours for Learning including Tier 2 training , Essential Classroom Practices, Internal Coach Training, Positive Behaviour for Learning (PBL) Effective Classroom Practices – Train the Trainer
- Seven Steps to Writing Workshops
- School Improvement Tool Associate Leaders Training
- First Aid and CPR Training
- Targeting Spelling
- Region Principal Development and Cluster Days.
- Lib Code

- WHS Level 4
- Dyslexia and Asperger's Syndrome Training
- Diabetes and Anaphylaxis Training
- School Based Planning and moderation

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.	95%	94%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	92%	91%	89%
Attendance rate for Indigenous** students at this school	85%	86%	62%

* 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

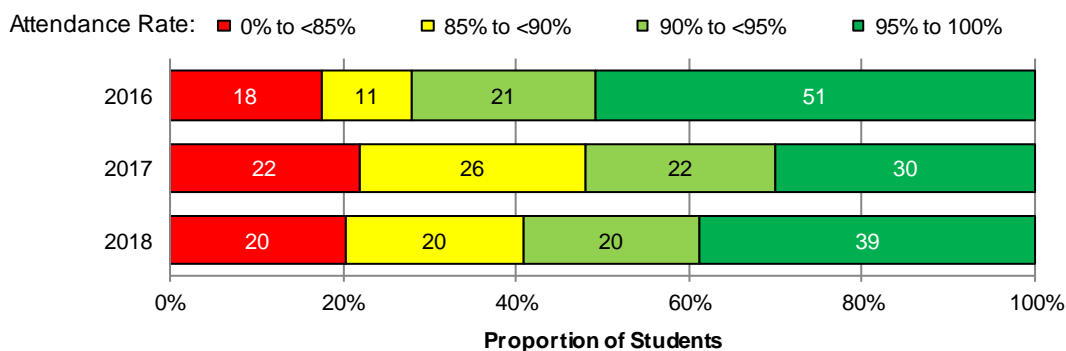
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	86%	90%	87%	Year 7			
Year 1	92%	87%	96%	Year 8			
Year 2	89%	92%	78%	Year 9			
Year 3	96%	91%	91%	Year 10			
Year 4	95%	92%	94%	Year 11			
Year 5	88%	93%	84%	Year 12			
Year 6	95%	92%	95%				

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.

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:

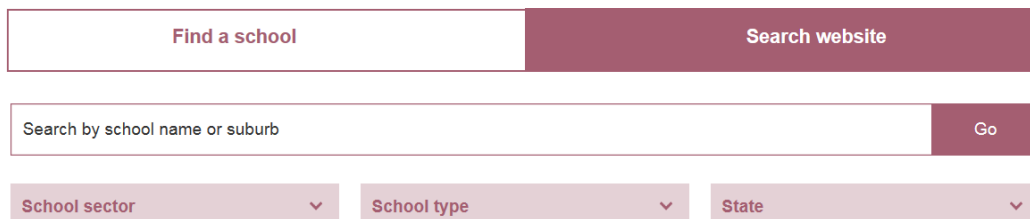
- Attendance Chart “Every Day Counts” is published in the Weekly Update, newsletter, parade, P&C meetings etc.
 - Attendance expectation communicated on parade and at “Welcome to Wheatvale BBQ” at the start of the year.
 - Staff inform AO3 if a child is absent. The AO3 makes a phone call to follow up by 10:30am on day of absence
 - 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.
- Attendance % is included in Report Card mail out each semester

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.