Principal’s foreword

Introduction

It is my pleasure to provide this annual report on the activities of Walkervale State School for the 2011 school year. This report provides the school community with an opportunity to reflect on and celebrate our school’s achievements during 2011 and to plan strategically for the future.

Walkervale State School opened in January 1955 and continues to be the centre of great educational opportunities for the children of the area. The school has a wide range of facilities and is set in a spacious and attractive environment. We continue to upgrade and enhance our facilities whenever possible.

The school prides itself on the vision statement “Together We Achieve the Extraordinary” and we work hard to ensure that the community has opportunities to participate in and celebrate the learning journeys of Walkervale students. At Walkervale, a wide range of curriculum and co-curricular activities are offered.

Parents and Caregivers are encouraged to become involved wherever possible, whether as a classroom volunteer or a P&C member. This report paints a comprehensive picture of the school’s achievements for 2011 and outlines our future priorities. Students are also guided by our school motto – “Always Do Your Best!”

School progress towards its goals in 2011

Implementation of QCARF – A focus on Literacy and Numeracy continued throughout 2011. This included a review and concerted focus on NAPLAN areas. Towards the end of 2011, there was an increased focus on preparing teachers for the introduction of the Australian National Curriculum (Maths, English and Science) and the trial of the Education Curriculum to Classroom (C2C) resources.

Inclusive Schooling – A continued focus on providing the best educational outcomes for every student within a supportive and challenging learning environment was maintained throughout 2011. Special Education Programs operated for students in all year levels from Prep to Year 7. An Early Childhood Developmental Program operated for children with special needs from 0 to 4 years of age.

Information and Communication Technology – The focus on ICT tools for planning was continued and expanded throughout 2011. Wireless hubs are now available in the staffroom and new library. ICT Pedagogy Coach continued working with teaching staff. All classrooms have an IWB.

School Wide Positive Behaviour Support (Responsible Thinking Process) and YCDI – Our school wide approach to behaviour management and goal-setting was reviewed and refined in 2010 and with continued refinement through 2011. The Responsible Thinking Process remains the central plank of our approach, now supported by “You Can Do It!” Social and Emotional Learning.
Future outlook

At Walkervale State School, the following strategies and programs are priorities for 2012 and beyond:

- Continuing focus on developing teachers’ skills in guided reading pedagogy and use of running records and benchmarking to inform teaching of reading. (Focus of Literacy Coach, also refer NP Plan Outcome 1)

- Improvement of numeracy achievement of students by reviewing available data and developing an improvement agenda including focus on improvement in both U2Bs and L2Bs. (Focus of Principal and HOC, also refer NP Plan Outcome 1.)

- Continuing focus on explicit teaching of Question-Answer-Response (QAR) strategy, especially in years 4-7. (Focus of DP/Literacy Coach also refer NP Plan Outcome 1)

- Establishment of a five week target setting and review cycle with a focus on literacy and numeracy outcomes, YCDI program and RTP/RTC. (Focus of Principal/DL also refer NP Plan Outcome 1)

- Transition of management of Responsible Thinking Classroom from DP to teacher aide. (Focus of Principal also refer NP Plan Outcome 2)

- Implementation of NP strategies as outlined in NP Plan integrated into the above priorities.

- Use of teacher aide time to support achievement of school and NP goals.
Our school at a glance

**School Profile**

- **Coeducational or single sex:** Coeducational
- **Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>531</td>
<td>222</td>
<td>309</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

- **Gender:** 58.2% of enrolments in 2011 were boys and 41.8% were girls.
- **ATSI:** 10% of total enrolments in 2011 identified as Aboriginal or Torres Strait Islander.
- **Overseas Background/ESL students:** 11% of enrolments in 2011 were from overseas countries, had overseas backgrounds or spoke English as a second language.
- **Special Needs:** 2% of students enrolled were identified as having a significant disability in the areas of Intellectual Impairment, Aspergers Syndrome Disorders, or Speech/Language Impairment.

**Class sizes – Proportion of school classes achieving class size targets in 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27.7</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.8</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>11</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings
Our distinctive curriculum offerings
Languages Other than English (LoTE) - German

Co-curricular activities
Club Move student dance groups - junior and senior
Chess Club
Writers’ Group
Instrumental Music – strings program
Instrumental Music – brass, woodwind, percussion
Choirs - junior and senior

Technology
The entire school is networked with internet access available to all classrooms from Prep to Year 7. This capability is further enhanced by the school’s two computer laboratories that allow for two whole classes to interact with technology simultaneously. This school wide capacity to access technology and integrate computers into learning has allowed students to develop high level skills in technology. This has allowed for a range of presentation options for students. Access to technology is further enhanced with Interactive White Boards in all classes.

Teachers are also utilising this technology to develop e-portfolios of students’ work. One additional computer pod area is available within the school, in the year 7 classroom.

Social climate
Walkervale State School has a strong focus on student welfare. The Responsible Thinking Process is embedded within the school and is championed by the Deputy Principal. This sees students supported in developing positive plans for the future when they make poor choices. The You Can Do It (YCDI) Program is also embedded within the school and focuses upon developing the five keys to success... getting along, confidence, resilience, persistence and organisation. These five keys to success are featured in weekly classroom focused lessons, on parade, in the weekly newsletter and also form the basis for weekly achievement awards and the ‘Aussie of the Month’ awards. The Special Education Program (SEP) provides support and skill development to both SEP and non-SEP students in the form of social skills programs and ‘Lunch Club’. Walkervale State School also has a school based chaplaincy program operation. The school chaplain provides the students with someone with whom they can speak, but does not provide counselling. The chaplain will support students and will suggest to them other support services, if needed. The school based chaplain also provides a student breakfast club each Friday morning and coordinates student volunteers from the upper school to assist.

Parent, student and teacher satisfaction with the school
Positive Student Opinion Data showed results similar to Like Schools in most areas of focus in 2011. Staff opinion results were very positive. Parent Opinion results were similar to Like Schools data.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>74%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>72%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>87%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child's education

Parents and carers are encouraged to be involved in their child's education at Walkervale. The importance of their involvement is outlined by the principal during the initial enrolment interview. Parents are provided with the opportunity to meet with teachers on a formal basis when reporting occurs at the end of each semester.

Parents/carers are also encouraged to make contact with classroom teachers at any time for an interview should they wish to discuss the progress of their child, or if they have a concern about their welfare or behaviour. Walkervale has several school community events where parents have the opportunity to see students perform as a part of one of Walkervale's co-curricular activities including Club Move, Senior, Junior or Choirs, Instrumental Music (Strings or Brass/Woodwind/Percussion), Chess Club, Writers' Group and Technology Club.

Parents and carers are encouraged to work as a volunteer in classrooms, the resource centre and/or the school tuckshop. The Walkervale State School Parents and Citizens’ Association is a very strong advocacy group for parents, students and the school and welcomes new members.

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

To reduce water consumption
Walkervale State School has

- installed a number of waterless urinals
- maintenance of all water related mechanisms

To reduce electricity costs
Walkervale State School has

- commenced installing solar panels
- consistently reminded staff of the importance of turning all unused electrical off at the wall.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>207,422</td>
<td>6,185</td>
</tr>
<tr>
<td>2010</td>
<td>203,362</td>
<td>4,812</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>2%</td>
<td>29%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>43</td>
<td>24</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>36</td>
<td>17</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>32</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $35,000

The major professional development initiatives are as follows:

- Providing training in consistent use of benchmarking reading achievement (for consistency across the school)
- Training in use of Question, Answer, Response strategy
- Training in use of Guided Reading teaching pedagogy
- Support for teachers in trial of National Curriculum to be prepared for 2012 school implementation
Our staff profile

- Staff professional development in consistent use of Responsible Thinking Process

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 school year.

**School income broken down by funding source**

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>93%</td>
<td>91%</td>
<td>95%</td>
<td>93%</td>
<td>92%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. In instances where attendance becomes a concern, parents are contacted and attendance goals set.

The Everyday Counts strategy is implemented at Walkervale.

Rolls are marked twice each day, after the first bell and after the second break. Rolls are monitored closely to enable follow-up of non-attendance to occur.

Parents/carers are contacted to follow up unexplained absences and home visits are undertaken to further support attendance if required.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.
Where it says "Search by school name", type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

The school has increasingly closed the gap between indigenous and non-indigenous students through increased support and a variety of programs.

The 2011 Closing the Gap report shows that Walkervale State School Indigenous students perform closer to that of their non-Indigenous peers than across the State of Queensland and the North Coast Region.

In Reading, the school mean is slightly below that of Queensland and North Coast Region schools. In Writing and Numeracy, the Walkervale State School mean is above that of Queensland State Schools and North Coast Region Schools.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Walkervale Indigenous students and non-Indigenous students</td>
<td>15</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>North Coast Region Indigenous students and non-Indigenous students</td>
<td>36</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Queensland Indigenous students and non-Indigenous students</td>
<td>61</td>
<td>60</td>
<td>49</td>
</tr>
</tbody>
</table>