



Walkervale State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education



Queensland  
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# From the Principal

## School overview

Walkervale State School is located in Bundaberg, Queensland. Student enrolments are drawn from the local residential area as well as from other areas where parents and carers have Walkervale State School as their school of choice.

Walkervale is an inclusive school for students from Prep to Year 6. A Special Education Program provides support to students with verified disabilities using a strengths based approach. An Early Childhood Development Program (ECDP) provides early intervention and education programs for children from birth to pre-prep age who have been referred for support.

Staff members at Walkervale State School work together to provide a safe, welcoming and inclusive learning environment that enables every student to learn and achieve. Positive parent/carer involvement is recognised as a key to ensuring student engagement and success. This partnership is strengthened during Three Way Reporting meetings that provide teachers, parents/carers and students the opportunity to collectively focus on student goals around attendance, behaviour and academic performance.

In addition to the standard curriculum offerings specialist teachers in music, drama, instrumental music, Languages other than English (LOTE - German) and physical education enhance and enrich the educational opportunities at the school. Extension opportunities are provided to students by teachers and support staff through additional programs including Chess Club, Junior Choir, Senior Choir, Walkervale Sings performance choir, Club Move dance troupe, Club Move Mini Movers, Gardening Group and Art Club.

The expansive grounds are presented attractively with landscaped areas and a range of facilities. Shaded eating and play areas are also provided. Playground equipment is available for students in the Prep, Year 1, Year 2/3 and Year 4/5/6 play areas. A 25 metre swimming pool, with grandstand, provides the opportunity for school-based swimming lessons and lunch-time activities. The school hall, two computer labs and resource centre enhance learning opportunities for students and are available for community use.

Walkervale State School has a proud tradition of providing students with a quality inclusive education. This fact is reflected in the achievement of our students, the school pride displayed, and the strong level of community support.



## School progress towards its goals in 2018

### Key Improvement Strategies

**Attendance:** Improve student attendance similar to other Queensland State Primary Schools

\*Combined student attendance = 94% (Incomplete and ongoing)

**Behaviour:** Embed Positive Behaviour for Learning (PBL) in school culture

\*85% of student population acknowledged as having gold level behaviour. (Completed and ongoing)

**Literacy:** Transfer established, successful reading improvement model to writing

\*85% students to achieve a 'C' or better in English. (Partially completed)

**Numeracy:** Build staff capacity and develop a common approach to maths lessons

\*85% students to achieve a 'C' or better in Maths. (Partially completed)

## Future outlook

**English and Maths:** Consolidate and embed the cycle of curriculum, pedagogy, assessment and reporting.

\*85% English and maths C or better achievement for semester 1 2019 and semester 1 2020

**Behaviour:** Consolidate and enhance Positive Behaviour for Learning (PBL)

\*85% of student population acknowledged as having great behaviour

**Attendance:** Improve student attendance similar to other Queensland State Primary Schools

\*Combined student attendance = 94%



# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	437	437	444
Girls	221	226	220
Boys	216	211	224
Indigenous	72	80	86
Enrolment continuity (Feb. – Nov.)	92%	91%	92%

#### 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

**Aboriginal and Torres Strait Islander students:** Approximately 19% of total enrolments in 2018 identified as Aboriginal or Torres Strait Islander.

**English as an Additional Language/EALD students:** Approximately 3% of enrolments in 2018 spoke English as a second language.

**Students with Specific Needs:** 9.5% of students enrolled were identified as having a verified disability. Walkervale supported visiting pre-prep aged children through the Early Childhood Development Program (ECDP for 0-4 year olds) and school aged students through an inclusive approach in the primary school (Prep-Yr 6).

Using the definition of disability identified using the **National Consistent Collection of Data**, 29.2% of students were identified as requiring support for a disability. This total consists of 10.5% requiring Quality Differentiated Teaching Practice, 5.1% requiring Supplementary Support, 12.5% requiring Substantial Support and 1.1% requiring Extensive Support.



## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	23
Year 4 – Year 6	24	27	27
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

Walkervale State School's distinctive curriculum is enacted through a balance of elements from Curriculum to the Classroom (C2C) units and focussed lessons with explicit teaching. The school has focussed heavily on the explicit teaching of reading and numeracy. Walkervale offers German for Year 5 and 6 students as its language other than English.

### Co-curricular activities

- Club Move student dance groups (junior and senior) and Club Move Mini-movers
- Chess Club and Interschool Chess
- Instrumental Music –strings program
- Instrumental Music – brass, woodwind, percussion
- Choirs- junior and senior and 'Walkervale Sings' competition choir
- Gardening Club
- Art Club
- District Netball Competition
- Rugby League Development Cup Competition
- Lunch Club
- Chaplaincy
- Participation in Bundaberg District Primary School Sport (each term, 5 weeks duration, range of sports)
- Lunch time sports activities including netball, soccer, oztag and water polo

### How information and communication technologies are used to assist learning

The entire school is networked with wireless internet access available to all classrooms from Prep to Year 6 with wireless access available in every learning area across the school.

This capability is further enhanced with two computer laboratories that can each accommodate an entire class to interact with technology simultaneously. Interactive digital whiteboards/monitors are installed in each learning area to support instruction.

This school-wide capacity to access technology and integrate computers into learning has allowed students to develop high level skills in technology. Digital technologies lessons provide another avenue in which students develop skills and individual expertise. I pads and laptops have been purchased to further enhance access to and use of ICTs as an integral part of student learning.

## Social climate

### Overview

Walkervale State School has a strong focus on student welfare and recognises that our students are drawn from a variety of backgrounds, experiences and family structures. A significant number of students are transient. The Student Welfare Committee, plays a significant role in coordinating and managing resources to support all students.

The school completed its third year of Positive Behaviour for Learning (PBL) in 2018 as a way to recognise and acknowledge positive behaviour by all students. This positive approach continued to be successful. Students were



recognised through awards and the use of Gotcha Cards, enabling staff to easily and frequently reward students with positive behaviour. Student behaviour data has been used to pinpoint focus areas for explicit teaching, reminding and promotion. Data is also used to identify students who require behaviour support. Just as importantly data is used to identify those students to be acknowledged for positive behaviour.

Walkervale State School continues to work towards embedding inclusive practices to support students with disabilities. The provision of professional development to members of staff, both targeted (ie disability specific) and general (anxiety, effects of trauma etc) is supporting school-wide progress. The school works in partnership with Act for Kids and Uniting Care Communities in the provision of counsellors for students who may have experienced trauma and/or difficulties with family separation.

Walkervale State School has a school based chaplaincy program. The school chaplain supports students and their families and will suggest other support services, if needed. The chaplain is also able to provide pastoral care to staff and school families, especially in times of distress.

## 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)	95%	96%	92%
• this is a good school (S2035)	93%	96%	96%
• their child likes being at this school* (S2001)	99%	96%	96%
• their child feels safe at this school* (S2002)	97%	100%	92%
• their child's learning needs are being met at this school* (S2003)	92%	92%	88%
• their child is making good progress at this school* (S2004)	93%	92%	85%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	88%
• teachers at this school motivate their child to learn* (S2007)	93%	96%	88%
• teachers at this school treat students fairly* (S2008)	92%	100%	96%
• they can talk to their child's teachers about their concerns* (S2009)	99%	96%	92%
• this school works with them to support their child's learning* (S2010)	92%	92%	88%
• this school takes parents' opinions seriously* (S2011)	92%	92%	88%
• student behaviour is well managed at this school* (S2012)	90%	96%	92%
• this school looks for ways to improve* (S2013)	95%	96%	88%
• this school is well maintained* (S2014)	97%	96%	96%

\* 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)	98%	100%	99%
• they like being at their school* (S2036)	95%	91%	100%
• they feel safe at their school* (S2037)	94%	96%	100%
• their teachers motivate them to learn* (S2038)	98%	98%	100%



Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	98%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	98%
• teachers treat students fairly at their school* (S2041)	92%	96%	100%
• they can talk to their teachers about their concerns* (S2042)	87%	96%	98%
• their school takes students' opinions seriously* (S2043)	89%	88%	99%
• student behaviour is well managed at their school* (S2044)	93%	81%	95%
• their school looks for ways to improve* (S2045)	95%	100%	99%
• their school is well maintained* (S2046)	96%	92%	100%
• their school gives them opportunities to do interesting things* (S2047)	90%	100%	99%

\* 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)	96%	97%	100%
• they feel that their school is a safe place in which to work (S2070)	91%	97%	98%
• they receive useful feedback about their work at their school (S2071)	72%	94%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	100%	95%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	87%	94%	98%
• student behaviour is well managed at their school (S2074)	70%	94%	100%
• staff are well supported at their school (S2075)	74%	86%	95%
• their school takes staff opinions seriously (S2076)	79%	88%	95%
• their school looks for ways to improve (S2077)	87%	100%	97%
• their school is well maintained (S2078)	79%	91%	93%
• their school gives them opportunities to do interesting things (S2079)	80%	89%	97%

\* 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 and carers are encouraged to be involved in their child's education at Walkervale. The importance of parent/carer involvement is outlined by the Principal during the initial enrolment interview and information sessions. Parents and carers are provided with the opportunity to meet with teachers on a formal basis when reporting occurs at the end of each semester. Three Way Reporting occurs at the end of first and second terms. Three Way Reporting provides an excellent opportunity for the classroom teacher, student and parents/carers to review the progress of the student and to develop goals for the future for attendance, behaviour (if required) and academic achievement. 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 child's welfare or behaviour.

Walkervale has several school community celebratory events where parents/carers and community members have the opportunity to see students demonstrate their skills as a member in one or more of Walkervale's co-curricular activities



including Club Move, Senior and Junior Choirs, Instrumental Music (Strings or Brass/Woodwind/Percussion) and Chess Club. The annual Cultural Concert and End of Year Family BBQ are significant events on the school calendar.

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. The Positive Behaviour for Learning (PBL) Committee has a parent representative as an integral member. Opportunities for parents/carers to learn about school programs and/or how to support their child at school, are also provided.

Walkervale State School is a safe, warm and welcoming school. An inclusive approach to meeting the needs of all students is supported by an effective student support and welfare structure. The Welfare Committee meets weekly to review the needs of individual students, determine support provisions and effectively manage all resources available within the school. Outside agencies and services are also accessed to further enhance support structures for both individual students and families. The

Principal, Deputy Principal, Head of Inclusion, Guidance Officer, Support Teacher- Literacy and Numeracy attend all Welfare meetings and relevant classroom teachers are invited to attend when students from their class are being reviewed.

Education Queensland support staff including the School Health Nurse, Occupational Therapist, Inclusion Coach and Autism

Coach are accessed to support continuing school improvement and development.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

Through the Positive Behaviour for Learning (PBL) program, students are taught specific expectations and behaviours based upon behaviour data, ensuring that areas of need are targeted. Each fortnight, a 'Cool Rule' is focused upon and reinforced on parade, in the school newsletter and staff bulletin as well as in each and every classroom.

Walkervale State School accesses outside agencies to assist students to develop necessary social skills. Bush Kids has provided support to students through the delivery of the Friends program and Stop Think Do.

The Indigenous Wellbeing Centre (IWC), Uniting Care Communities (UCC) and Act for Kids have also provided support to specific students and sometimes families through school referrals. Students complete sections of the Daniel Morcombe education program. This program assists them to recognize, react and report unsafe behaviours.

Phoenix House (Bundaberg Area Sexual Assault Service) is also accessed to provide targeted support to students where necessary and also perform their '*Let's prevent abuse*' puppet show periodically to educate students about types of violence and abuse and the best ways to access help when they are a victim of violence or abuse.

The school-based guidance officer provides targeted support to specific students and /or refers them to support services better skilled to provide support to them and/or their families.

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	55	58	53
Long suspensions – 11 to 20 days	0	0	2
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 the school's environmental footprint Reducing this school's environmental footprint

Walkervale State School continues to develop strategies to reduce the school's environmental footprint.

To reduce water consumption Walkervale State School has a number of waterless urinals and conducts regular maintenance of all water related mechanisms

To reduce electricity costs Walkervale State School has installed solar panels and continually reminds staff and students of the importance of turning all unused electrical equipment off at the wall as well as turning off fans/air conditioners when not required and maintaining air conditioners at 25 degrees.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	61,148		218,592
Water (kL)		4,272	

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.



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## 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	38	29	<5
Full-time equivalents	33	18	<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	2
Graduate Diploma etc.*	5
Bachelor degree	27
Diploma	4
Certificate	0

\*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 \$19094.95

The major professional development initiatives are as follows:

The major professional development initiatives are as follows: Australian curriculum implementation, moderation examples, educate use of technology in literacy and numeracy, developing an effective writing program, positive behaviour for learning, numeracy number talks, maths warm ups and show mes, social and emotional wellbeing, national consistent collection of data, workplace health and safety,

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.	97%	96%	97%

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

From the end of the previous school year, 97% 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	90%	92%	91%
Attendance rate for Indigenous** students at this school	88%	89%	88%

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

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

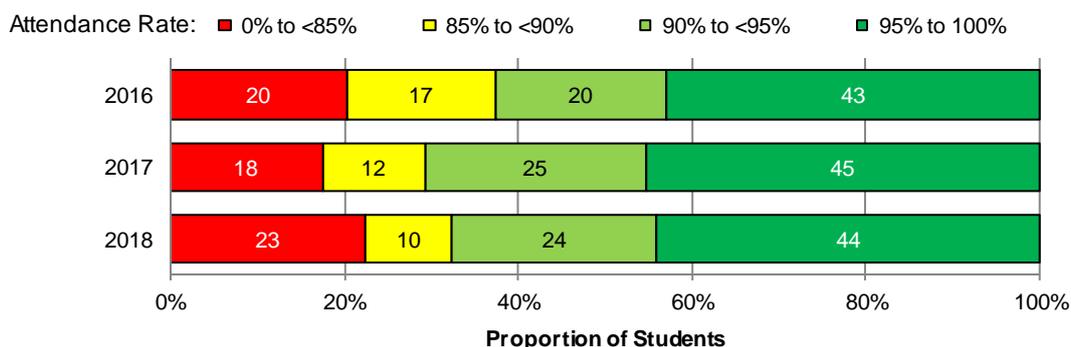
Notes:

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.

Classes achieving 100% attendance (daily) and/or greater than the school target of 94% attendance in a week are acknowledged positively in the fortnightly school newsletter. Teachers work together with their students to monitor student attendance on a daily and weekly basis. Attendance data is published by year level in the school newsletter

The Every Day Counts strategy is implemented at Walkervale. Rolls are marked electronically 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 with classroom teachers responsible for monitoring and following up unexplained absences of 1-3 days.

The School Community Liaison Officer follows up unexplained absences of more than 3 days as well as chronic cases of absence and offers support to students and their families to improve attendance. Periodically parents/carers are contacted to follow-up unexplained absences and home visits are undertaken to further support attendance if required.

Chronic absences are referred to the Principal and Compulsory Attendance procedures are followed. The Guidance Officer and/or School Based Police Officer based at a local feeder state high school are also accessed to support improved attendance in chronic cases.

Parents/carers are able to apply to the Principal for an Exemption from Compulsory Schooling for periods of more than two weeks under specific circumstances.

## 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.

Find a school	Search website	
Search by school name or suburb	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 'NAPLAN' to access the school NAPLAN information.

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

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.

