Windera State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Windera State School was first opened on May 24, 1920.

Windera State School is a small school situated in the quiet rural locality of Windera, 28 kilometres north of Murgon. There is a well-resourced and spacious classroom that is home to 1 small multi-age class. The school motto is 'Care and Respect'. At Windera State School we have a strong responsible-behaviour program based on collaboratively- established values. Staff support the Windera State School students' learning by providing explicit instruction, using appropriate pedagogies and one on one support. Windera State School accesses specialist staff for Physical Education and Music. Once a week there is a Chaplain who visits the school and runs activites during lunch breaks and after school. The school takes pride in the students' academic, cultural and sporting achievements and supports everyone to perform at his or her best.

This report outlines our progress and provides a snapshot of the 2018 school year at Windera State School.

School progress towards its goals in 2018

In 2018, Windera State School, continued the implementation of its "Strategic Plan". This plan, developed with staff, student and community consultation; identified priorities for the school:

1. Literacy & Numeracy

2. Academic Aspiration

3. Engagement & Behaviour

4. Data

Explicit Improvement Agenda 2018-

Reading– Phonemic awareness and phonics (using SSP and THRASS)
- Aspects of SSP used to decode words is embedded in student learning and teacher delivery during lessons.
- Phonemic awareness skills developing in students and programs continuing to be utilised by staff.

Writing– Proofreading and upgrading.

- "The Writing Book" by Sheena Cameron utilised by the school's teachers to inform writing practices.

- Professional Development for upgrading and proofreading skills delivered to staff by trained teacher.

- Continual training and observations of staff and by staff occurred. Training, observing and practising is to continue until consistent upgrading and proofreading occurs with all children's writing.

Future outlook

In November 2018 the school received recommendations following a school review. Key improvement strategies are to-

- develop explicit targets expressed in improved student outcomes and detailed timelines for implementation of actions to support the implementation of the Explicit Improvement Agenda.

- schedule opportunities for all staff members to participate in collaborative curriculum planning, in-school moderation and discussion regarding standard and intent of the Australian Curriculum.

- further develop processes to monitor and track individual student outcomes including embedding case management, focused conversations on student progress and targeting teaching following case management discussions.

- build clarity regarding school-expected high-yield pedagogical practices and provide support for teachers to embed them within their repertoire of practice.

- develop a formal school process that enables all staff to share best practice through modelling, coaching, observation and feedback.

In 2019, Windera State School will commence the implementation of its "Strategic Plan 2019-2022". This plan has been developed with staff, student and community consultation. Identified priorities for the school:

	2019	2020	2021	2022
Quality Curriculum- Implementation and revision of plans	x	x	x	x
Quality Teaching- Develop staff capacity, collaboration and partnerships	x	x	x	x
Community Partnerships- Continue positive relationships	x	x	x	x
Improved Student Outcomes- Revitalize PBL	x	x		

Explicit Improvement Agenda in 2019- Vocabulary building for improvements in reading and writing.

Windera School is looking forward to its centenary celebrations on May 23, 2020. We have a centenary committee working with the school P&C Association to prepare for our upcoming event. The committee meets each month to prepare for the events on the day, plan memorabilia displays and products and help with preparations of the school ground beautification.

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	16	14	8
Girls	6	6	4
Boys	10	8	4
Indigenous		3	2
Enrolment continuity (Feb. – Nov.)	86%	73%	100%

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

The Windera State School student body in 2018 consisted of 8 students. The student body consisted of some students from an ATSI background and several students with a disability. Most students lived locally. However, several students' family homes were in Murgon. All students from English speaking families.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	3	2	8
Year 4 – Year 6	4	5	
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

Our Approach to Curriculum Delivery
At Windera State School we maximize students' academic growth by using the 16 elements of explicit instruction (Archer and Hughes). Explicit instruction is characterized by a series of supports, whereby

students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved. In 2018 we enhanced our approach of curriculum delivery by introducing Parameters 1 and 6 of Sharratt and Fullan. We continued to give clear explanations, demonstrations and supported practice. We added a focus to assessment of student learning and improved collaborative planning on student needs.

Windera State School offered English, Mathematics, Science, The Arts, HPE, Technology, History and Geography curriculum through adaption of the Education Queensland Curriculum to Classroom (C2C) units.

Co-curricular activities

- After school homework club
- Small schools sport
- Art Shows
- Show exhibits
- ANZAC Day ceremony participation
- Canberra Trip
- Southern Cross Care Murgon Castra Retirement Home visits

How information and communication technologies are used to assist learning

Students use ICT's in a variety of contexts in all classes. This includes interactive whiteboards, basic computer skills, scanning and the use of digital cameras to support them with their classroom learning. E-learning is an integral, integrated part of all units planned for students. All students have a laptop computer and all classrooms have interactive whiteboards fitted. Windera State School has 12 iPads which are utilised by all students. There is also an XO computer for every child.

Social climate

Overview

Windera State School's motto is *Care and Respect.* Since the school has small numbers of enrolments, all students are to be inclusive, showing care and respect to each other.

Windera State School has a well-established and highly effective Behaviour Support Program. Our School Values are **Be Safe**, **Be Positive**, **Be Respectful** and **Be a Learner**. These values are known by the school community and the children know they are protected and supported at Windera State School.
At Windera State School, we foster a school climate of success. One of our four school values is to "**Be a Learner**" and as a school community, we encourage and expect our students to do their best both in and out of the classroom. Students at risk are supported by a Chaplain, Behaviour Support Teacher and, when necessary, Guidance Officer. All students are supported by an active P&C. The "Student Council" is an active organisation that lobbies on behalf of the student body.
At Windera State School, there is a broad agreement amongst students, staff and parents, that bullying is an observable and measurable behaviour. Bullying behaviours are not tolerated at Windera. If an incident of bullying is reported, the "Anti-Bullying Action Plan" included in the Responsible Behaviour Plan is followed.

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%
• this is a good school (S2035)		100%	100%
• their child likes being at this school* (S2001)		100%	100%
• their child feels safe at this school* (S2002)		100%	100%
• their child's learning needs are being met at this school* (S2003)		100%	100%
• their child is making good progress at this school* (S2004)		100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)		100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)		100%	100%
• teachers at this school motivate their child to learn* (S2007)		100%	80%
• teachers at this school treat students fairly* (S2008)		100%	100%
• they can talk to their child's teachers about their concerns* (S2009)		100%	100%
• this school works with them to support their child's learning* (S2010)		100%	80%
• this school takes parents' opinions seriously* (S2011)		100%	100%
• student behaviour is well managed at this school* (S2012)		100%	100%
• this school looks for ways to improve* (S2013)		100%	80%
• this school is well maintained* (S2014)		100%	80%

* 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%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• 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%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	93%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	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 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%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	83%	100%	100%
• 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

Parent and community engagement

We encourage all parents and community members to take an interest in their school and the children's learning. To inform parents and the wider community about the school we-

Display photos and student work on the Windera State School Brag Board under A Block.

Have an active Parents and Citizen's Association which meets monthly.

Welcome parent and community volunteers to assist in classrooms and with extra–curricular sporting activities and competitions.

Celebrate students' good behaviour with certificates, positive behaviour records on OneSchool, rewards charts, and end of semester rewards.

Ensure report cards are completed each semester.

Conduct opportunities for parents to meet with teachers at formal interviews at least twice a year.

Invite parent and community attendance at school assemblies.

Disseminate information in a fortnightly newsletter in print, on the school website and via email.

Utilise the School Notice Board to advertise school activities. This is visible to the whole community.

Invite parents and community members to attend celebrations of learning at different times during the school year.

Celebrate learning, achievement and excellence at school assemblies.

Conduct weekly Play Group.

Respectful relationships education programs

The Windera State School has developed and implemented a program that focuses on appropriate, respectful equitable and healthy relationships, personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or others, are unsafe.

This program follows the PBL philosophy and KidsMatter lessons. These lessons are delivered as the need arises.

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	0	0	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

Windera State School continues to implement an environmentally friendly management system. Toilets are connected to rainwater tanks. The school uses rainwater and bore water to service the school. Solar panels have been installed to reduce electricity consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	16,906	14,625	14,196
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.

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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	2	4	0
Full-time equivalents	1	2	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	
Graduate Diploma etc.*	
Bachelor degree	2
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 $14433.12.

The major professional development initiatives are as follows:

- Editing writing- Sheena Cameron and Louise Dempsey
- Putting the Faces on the Data- Lyn Sharratt
- Reading in the lower years- Prep-Year 3- The Reading Centre
- Oral Language- Sheena Cameron and Louise Dempsey
- The Writing Book- Sheena Cameron and Louise Dempsey
- Working with Spelling Mastery in the Classroom.

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%	96%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 17% 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	94%	94%	92%
Attendance rate for Indigenous** students at this school	83%	89%	93%

* 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%	95%			Year 7			
Year 1	DW	96%			Year 8			
Year 2	94%		94%		Year 9			
Year 3	92%	91%			Year 10			
Year 4		94%	DW		Year 11			
Year 5	98%		95%		Year 12			
Year 6	97%	95%	83%					

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	13	6	19	63
2017	18		24	59
2018	13	13	38	38

Proportion of Students (0% – 100%)
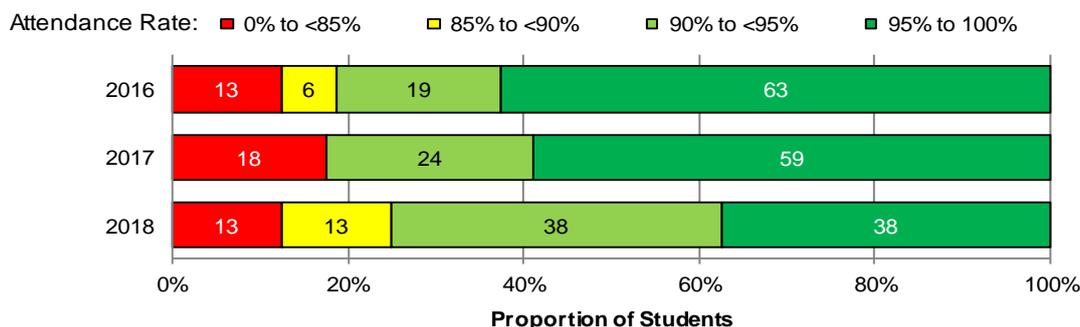
Description of how this school manages non-attendance

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.

Electronic rolls are marked at the start of the school day and are then marked again after second break. Students whose parents who have not notified the school of child absenteeism by the time the roll is marked are phoned to explain their child's absence. Electronic roll marking is checked daily and student attendance is tracked and further absences flagged for following up. Truancy is not a significant problem at Windera. If a student is absent, then a note, phone call or email from their parents is expected. Parents are continually reminded of the need to notify the school in the event of a child's absence through school newsletters. The need for parents to notify the school if their child is away is also published yearly in the school prospectus. If absence continues or continues to be unexplained, phone calls are made (BSM, Principal) and the official process for persistent truancy / absenteeism is begun.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.