



Wavell Heights State  
School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

Postal address:	Minore Street Wavell Heights 4012
Phone:	(07) 3624 2888
Fax:	(07) 3624 2800
Email:	principal@waveheigss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Graham Rickuss Principal

## School Overview

Our school vision is Every Student Matters, Every Day. We believe it is our responsibility to provide a well-balanced education with a wide range of coordinated and stimulating learning experiences in a supportive and caring environment.

As members of the state education system we are committed to effective learning and teaching, respect and recognition for people, participation and consultation and professional and responsive services. We support the principles of equity and social justice and accountability for our actions and outcomes, and we strive to achieve quality and continuous improvement and effective and efficient management within available resources.

## Principal's Forward

### Introduction

Welcome to Wavell Heights State School. Our school has an excellent team of dedicated, caring and experienced staff who value strong working relationships with students and parents.

During 2016, Ms Libby Bond was acting principal and we thank her for the work that she did whilst at Wavell Heights State School. Also during 2016, we farewelled Mr John Cattoni who had been the principal at our school since 2010.

Each year state schools throughout Queensland publish a School Annual Report related to student and school performance across a range of school activities for the previous school year. This Report relates to our educational journey as a school community during 2016. This Report also makes some comment about the progress made by the school in terms of our achievement of the goals we had established for 2016. We are very proud of the work of our students, staff and parents during the course of the year and have much pleasure in providing this Report to you.

This document can be accessed on the school website or a hard copy is available from the office.

Regards,  
Graham Rickuss  
**Principal**

## School Progress towards its goals in 2016

During 2016, the school continued its focus on quality teaching and improvement of student learning outcomes through our belief that quality learning occurs when students:

- are actively involved in the learning process
- are valued.
- are catered for developmentally.
- are challenged with success.
- are intrinsically motivated and assume greater responsibility for their learning.
- have a positive self-image.

The implementation of the Australian Curriculum, utilising Education Queensland's Curriculum into the Classroom (C2C) resources, continued in 2016. The school employed a Head of Curriculum (HOC) to support and guide teachers' curriculum and assessment planning. This focus further supported the development of teachers' knowledge of the Australian Curriculum, quality planning process and pedagogy. The school's Feedback FOR Learning model continued with teachers meeting to:

- clearly identify the learning intentions of each unit of work and to understand assessment tasks.
- plan formative assessment to accurately gauge student progress and teacher effectiveness, and to use this information to make adjustments to teaching and to provide timely and relevant feedback to students.
- establish clear criteria to identify the key success criteria to satisfy and to exceed the learning intentions.

Reading continued to be a key priority area of the school. A structured reading program was implemented across the school to explicitly teach reading skills and strategies, and to enable students regular and sufficient time to practise these reading skills and strategies, as well as to raise levels of engagement in reading. Literacy intervention was expanded to include an oral language screener and the *Read it Again* program, continue in 2017.

The school continued to value and provide opportunities for teachers to collaborate with colleagues across schools with the continuation of cross-school moderation within our school cluster. Further development and extension of programs to support Indigenous and EAL/D students occurred with a specific focus on the improvement of literacy and numeracy skills. The school continued to celebrate its multi-culturalism with events such as Harmony Day (top photos) and NAIDOC (bottom).



## Future Outlook

In 2017 our priority is to improve our school performance in Reading, Numeracy and Attendance.

**Reading:** We understand the learning intention of our guided reading activity

**Numeracy:** We use our basic facts knowledge to successfully solve problems.

**Attendance:** We will be here everyday

### Consolidate in 2017

#### Reading and Literacy

- Implement the Teaching and Learning Expectations of English-2017.
- Timetabling of daily guided reading lessons.
- Develop our understanding of the learning intention of lessons and activities. Students can clearly articulate the intentions and their learning
- Explicit and consistent teaching of vocabulary. Oral language support in Prep-Year 1
- Consistent teaching and language of decoding strategies.
- Continue to improve the data collection and analysis cycle to inform teaching and learning.
- Differentiation – Individual learning Plans. Data analysis of data and use of flexible groupings
- Improved outcomes for indigenous students.

#### Mathematics and Numeracy

- Embed the WHSS Teaching and Learning Expectations of Mathematics-2017 into all classrooms. This plan has a focus on a cycle of revision and practise using concrete materials and problem solving.
- Master Teacher action plan will focus on effective teaching of mathematics and tracking misconceptions and a whole school review of the use of basic facts to solve problems.
- Professional development and coaching in tracking and using data to improve student achievement
- Develop a whole school tracking assessment tool.
- Improved outcomes for Indigenous students.

### Continue in 2017

#### Teaching Teams:

- Build capacity of teaching teams to plan, assess and moderate collaboratively. Ongoing focus on collegial sharing of effective teaching strategies
- Refine the role of the Master Teacher to review the teaching of Mathematics.
- Further improve teaching practices through the use of feedback

#### Curriculum:

- Ensure understanding of the intended curriculum by continuing the year level planning process

#### Assessment:

- Continue to improve skills in analysing data to inform our teaching and student achievement
- Engage in year level and cluster moderation

#### Instructional Leadership:

- Classroom walks and conversations.
- Engage in Developing Performance Framework

#### Strategic Plan

- Continue to implement priorities outlined in the 2015-2018 Strategic Plan

#### Attendance

- Continue with the whole school focus on attendance that incorporates teachers, students and parents.
- Consistent administrative processes to follow up absences.

# 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 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	466	233	233	28	94%
<b>2015*</b>	433	203	230	33	91%
<b>2016</b>	462	230	232	41	93%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Wavell Heights State School students reside predominately in the suburbs of Wavell Heights and Chermside, with others coming to our school from the surrounding suburbs. The school has a number of students from ethnically diverse backgrounds with approximately 10% of students identifying as Aboriginal and/or Torres Strait Islander and another 16% of students with a language backgrounds other than English. The school has upwards of 35 different cultural groups represented. The school community actively celebrates the diversity of cultures at the school.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	23	24
Year 4 – Year 7	27	23	26

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

In 2016 the implementation of the Australian Curriculum continued at the school ensuring consistency of content and standards in line with national expectations. The school's pedagogical framework underpins the way in which curriculum is planned, taught and assessed and is driven by our values, beliefs and community environment.

To ensure effective curriculum delivery focus is given to:

- Classroom culture
- Content planning and preparation
- Teaching strategies the pay off
- Targeted assessment and use of data

Wavell Heights State School has a proud history of curriculum programs that support the diverse nature of our students. The school has excellent facilities and resources to support teachers to present challenging and stimulating programs for our students. In addition to this, the school has a number of specialist teachers and facilities which allow for specific programs and expertise. These include:

- Languages teacher (Japanese)
- Music teacher
- Physical Education teacher
- Support teacher literacy and numeracy
- Support teacher (Students with Disabilities)
- English as an additional language or dialect (EAL/D) teacher
- Guidance Officer
- Speech therapist
- Teacher librarian
- Advisory visiting teacher (as required)

To complement the work of classroom and specialist teachers, a team of highly skilled and dedicated teacher aides provide additional support to students and curriculum programs.

### Co-curricular Activities

In 2016, the school offered a diverse range of extra curricula activities including:

- Choirs (Whole-school, boys, specialist vocal group)
- An instrumental music program
- Concert bands
- Music camps
- Dance Competitions
- ICAS competitions
- Interschool sport
- School leaders program
- Swimming and athletics
- Student council
- Peer support leaders program
- Year 5 and 6 camp program
- District mathematics and literacy competitions
- School musical



The school musical is an annual highlight of our extra curricula program that provides a fantastic opportunity for more than 100 students to perform on stage in an arts production.

### How Information and Communication Technologies are used to Assist Learning

At Wavell Heights State School all students have access to computers and all teaching spaces have interactive whiteboards. Teachers and students are also able to access the school's computer lab for whole class instruction and use. All computers are connected to Education Queensland's network providing for safe internet access for students. We are beginning to acquire more iPads for students and teachers to use to enhance curriculum delivery.

## Social Climate

### Overview

The staff, parents/caregivers, and students of Wavell Heights State School are proud of the school's inclusive, positive social climate. The school focuses on the promotion of the rules – Be safe, Be responsible and Be respectful. This provides for a supportive school environment in which students can do their best as they feel happy and safe at school.

The school continues its priority on maintaining this supportive environment through constant reflection and emphasis by the leadership team and teachers on building positive and respectful relationships with students and their families. This environment is underpinned by the school's *Responsible Behaviour Plan for Students* which establishes high expectations for student behaviour and firm, but fair discipline practices with known and consistency consequences. This inclusive and positive environment is also supported by the school's:

- Camp program
- Student leadership program
- Buddy programs
- Student council

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
<b>Percentage of parents/caregivers who agree<sup>#</sup> that:</b>			
their child is getting a good education at school (S2016)	94%	90%	96%
this is a good school (S2035)	96%	86%	92%
their child likes being at this school* (S2001)	96%	97%	96%
their child feels safe at this school* (S2002)	99%	93%	97%
their child's learning needs are being met at this school* (S2003)	90%	90%	97%
their child is making good progress at this school* (S2004)	89%	83%	96%
teachers at this school expect their child to do his or her best* (S2005)	99%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	83%	94%
teachers at this school motivate their child to learn* (S2007)	92%	87%	93%
teachers at this school treat students fairly* (S2008)	94%	79%	91%
they can talk to their child's teachers about their concerns* (S2009)	97%	93%	98%
this school works with them to support their child's learning* (S2010)	92%	80%	93%
this school takes parents' opinions seriously* (S2011)	91%	75%	91%
student behaviour is well managed at this school* (S2012)	89%	76%	85%
this school looks for ways to improve* (S2013)	91%	79%	92%
this school is well maintained* (S2014)	96%	93%	97%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	98%
they like being at their school* (S2036)	99%	98%	97%
they feel safe at their school* (S2037)	96%	96%	97%
their teachers motivate them to learn* (S2038)	99%	99%	98%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	97%
teachers treat students fairly at their school* (S2041)	96%	96%	94%
they can talk to their teachers about their concerns* (S2042)	96%	95%	92%
their school takes students' opinions seriously* (S2043)	95%	94%	92%
student behaviour is well managed at their school* (S2044)	94%	86%	87%
their school looks for ways to improve* (S2045)	98%	96%	95%
their school is well maintained* (S2046)	96%	97%	99%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	98%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	97%	93%
they feel that their school is a safe place in which to work (S2070)	98%	100%	95%
they receive useful feedback about their work at their school (S2071)	93%	91%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	100%	97%	95%
student behaviour is well managed at their school (S2074)	95%	91%	80%
staff are well supported at their school (S2075)	93%	89%	85%
their school takes staff opinions seriously (S2076)	92%	94%	87%
their school looks for ways to improve (S2077)	95%	91%	90%
their school is well maintained (S2078)	98%	97%	98%
their school gives them opportunities to do interesting things (S2079)	90%	88%	82%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

## Parent and community engagement

The school is committed to building a spirit of partnership and cooperation with parents/caregivers and the wider community. During 2016, initiatives to promote parent/caregiver and community involvement included:

- an effective Classroom Volunteers Program
- class curriculum newsletters each term
- fortnightly school newsletters
- parent/teacher interviews
- the provision of written student progress reports to parents/caregivers throughout the year
- celebrations and special community activities, including; Harmony Day and parade, NAIDOC week activities and parade, and weekly assemblies at which parents/caregivers and the community are welcome to attend
- Prep information sessions
- an active Parents and Citizen's Association

The leadership team, teachers and other staff are approachable and committed to effective communication with parents/caregivers and the local community. The Parents and Citizen's Association was the body used by the school for consultation on matters to do with school improvement and development.

## Respectful relationships programs

As part of our HPE (Health) units, Wavell Heights State School has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	13	10	3
Long Suspensions – 6 to 20 days	0	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Our school has a solar heating system for the pool.

A number of our rooms have automatic lighting that turns on and off depending on the use of the room. Teachers and students are proactive in turning off lights and fans when classrooms are not in use.

We have an automated watering system for the oval and is used to ensure that this area is kept in peak condition by varying how much and how often it is watered.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	138,689	1,655
2014-2015	41,959	975
2015-2016	87,883	5,618

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

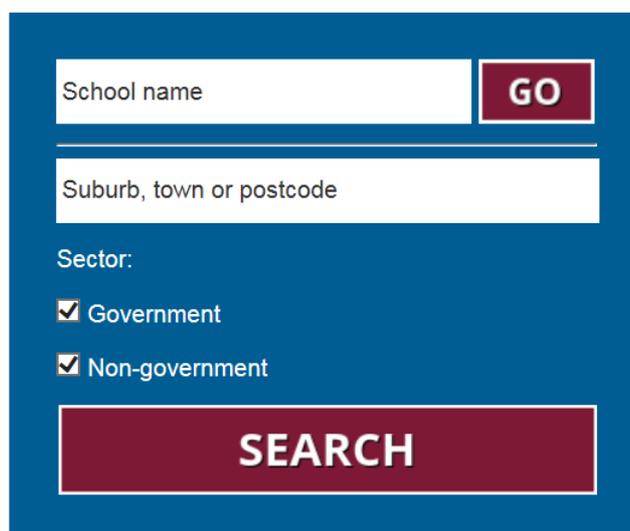
## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked radio buttons: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	31	20	<5
Full-time Equivalents	28	11	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	9
Bachelor degree	20
Diploma	1
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$10 000.

The major professional development initiatives are as follows:

Data analysis, professional discussions through moderation of student work, teaching of reading, implementation of Respectful Relationships, watching others work to build teacher capability and Hidden Histories.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 78% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	87%	88%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

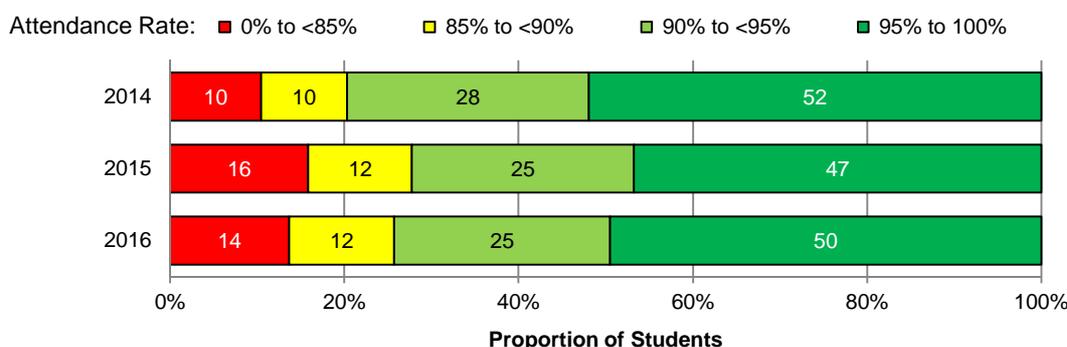
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	94%	94%	93%	94%	94%	94%	94%	91%
2015	92%	91%	93%	91%	93%	92%	94%	
2016	91%	93%	93%	94%	92%	93%	95%	

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Wavell Heights State School, class rolls are marked by 9am each day. A daily text message is sent to parents for absent students that have no explanation. Parents are able to respond to this by text or phone. We have a dedicated absence line for parents to inform the school.

Students that continue to be absent are contacted by class teachers in the first instance. If absences continue, this is referred to the administration and either the principal or deputy principal contacts that family. For students with ongoing absences, a meeting with parents/carers are organised to work out the best way to get students to school.

# NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>. Below is the overview of our year 3 and 5 results for 2016.

## Wavell Heights State School, Wavell Heights, QLD

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. For more information visit the [NAPLAN website](#).

The chart below displays average NAPLAN scores for each domain. The selected school's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores.

	2008	2009	2010	2011	2012	2013	2014	2015	2016	
Colour Scheme <span>Red &amp; Green</span> <input type="button" value="Submit"/> <span style="float: right;">Alternate view: <a href="#">Results in graphs</a></span>										
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	414 399 - 429		429 416 - 442		439 424 - 453		447 431 - 463		403 390 - 417	
	SIM 413 404 - 423	ALL 426	SIM 413 405 - 421	ALL 421	SIM 408 400 - 417	ALL 420	SIM 426 416 - 436	ALL 436	SIM 393 385 - 401	ALL 402
Year 5	505 489 - 520		490 474 - 505		499 485 - 514		522 505 - 538		491 477 - 505	
	SIM 490 481 - 498	ALL 502	SIM 469 460 - 477	ALL 476	SIM 483 475 - 491	ALL 493	SIM 492 482 - 501	ALL 505	SIM 481 473 - 489	ALL 493

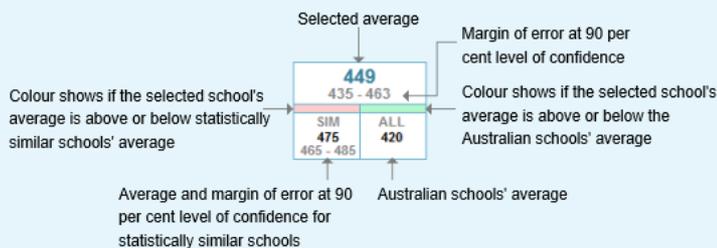
### How to interpret this chart

- SIM** schools serving students from statistically similar backgrounds
- ALL** Australian schools' average
- Student population below reporting threshold
- Year level not tested

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)



[Tell me more](#)

To access more information on 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.

### Find a school

Sector:
 

- Government
- Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage.

