Principal’s foreword

Introduction

The 2011 School Report outlines for our school community information on mandated areas of school reporting which is common for all State and Non-State schools in Queensland. The report also provides an overview of the successes and highlights of Wishart State School in 2010.

The 2011 School Annual Report is able to report on improved gains in student satisfaction with obtaining a good education at the school and in student achievement. During 2009 the school undertook its Triennial School Review. The School Strategic Plan 2010 -2013 was developed in consultation with the school community. In 2011 the school spent much time and effort on professional development of staff in preparation for the implementation of the National Curriculum - ACARA, Education Queensland priorities including literacy and numeracy. Time and effort was spent on analyzing data to provide targeted intervention with allocated monies to improve student learning outcomes.

The focus on music and choirs continued with a partnership established with the Mansfield High School Big Band. Bands and choirs continued to win competitions and gain recognition in a wide variety of cultural events.

The focus on Public Speaking continues with a culminating Public Speaking competition at the school in Term 3.

Our Parents’ and Citizens’ Association and associated committees are extremely active in all aspects of school life at Wishart. We welcome and embrace this commitment.

Wishart State School is an outstanding school with an excellent reputation in the local and wider community.
staff to become familiar with the new national curriculum – ACARA and to develop further skills in differentiation practices.

DEVELOP CONSISTENCY AND CONNECTEDNESS ACROSS THE SCHOOL IN READING, WRITING, SPELLING, GRAMMAR AND NUMERACY

2011 saw a continued focus on numeracy, reading, writing and spelling at Wishart State School. Professional Development (PD) for staff was centred on numeracy, guided reading, writing, and spelling. Planning occurred in 2010 for 2011 to continue the focus on reading and writing. PD for staff in 2011 was planned to focus on Reading and Writing. Speech Pathologists have provided PD on the use of vocabulary and its purpose for writing and Guided Reading strategies. Committees were established for Literacy and Numeracy to ensure a consistent understanding and approach to planning and implementation across the school.

PROVIDE PROFESSIONAL DEVELOPMENT FOR ALL STAFF REGARDING QCAR, LITERACY AND NUMERACY AND THE IMPLEMENTATION OF THE NATIONAL CURRICULUM

All staff accessed literacy and numeracy professional development provided by the department, the school and other providers. Reporting procedures are implemented via the department’s OneSchool digital reporting system. Moderation of Queensland Comparable Assessment Tasks took place both at the School and District level for teachers of Years four and six.

PROVIDE EFFECTIVE INTERVENTION AND ENRICHMENT PROGRAMS IN LITERACY AND NUMERACY

Year three, five, seven intensive intervention was developed for literacy and numeracy using data provided by the National Testing. Focussed intervention continued for students: ESL students; Indigenous students; refugee students; students caught in the Year 2 Net; and students requiring learning support. Individual enrichment programs continue for those students who require extension.

CONTINUE THE SPECIAL EDUCATION PROGRAM (SEP)

The Special Education Program (SEP) is working well at delivering a fully inclusive program for those students who have been diagnosed ASD, II or PI. The SEP Manager has made excellent inroads at building strong relationships within the cluster e.g. Mt Gravatt Special School and Nursery Road Special School and is managing two cases of dual placement as well as transition processes with the High schools.

DEVELOP ICT INFRASTRUCTURE AND INTERGRATION ACROSS THE SCHOOL

Integration of ICT has become an essential element of planning for staff teams. The staff is participating in a range of ICT professional development with 4 teachers working towards their ICT Pedagogical Licence and other teachers having achieved their ICT Certificate. Technical assistance has been continued to deliver support for staff. Interactive Whiteboards (IWB) have been installed in all classrooms and staff has participated in workshops to develop their IWB skills. Planning for further professional development in the use of IWBs has been planned for 2012.

ENHANCE THE SCHOOL IMAGE THROUGH THE GROUNDS AND FACILITIES

The newly completed Resource Centre houses the Library, Media room, and a bank of computers for students to use. The Resource Centre also has a two sound proof Instrumental Rooms. Extensions to the existing Multipurpose Hall have also been completed to include a meeting room, kitchen and toilet facilities, uniform shop, storerooms and new stage and sound system. The Adventure Playground area has been refurbished. Environmental gardens have been established by a team of students, teachers, school chaplain and ground staff. Plans for the beautification of the Prep grounds in 2011 were developed. The refurbishment of two teaching blocks was completed in 2011.

Future outlook

The school will continue to focus on curriculum improvement with a focus on literacy, numeracy, implementation of the ACARA curriculum, and embedding of ICTs in the curriculum. Staff will continue to participate in professional
development/mentoring/coaching programs that focus on reading and writing. In 2012 greater emphasis will be placed on implementing the English, Maths and Science National curriculum and preparation for implementation of future areas.

There will be continued emphasis on regular analysis of school and system data and as a result of this analysis further strategies will be in place to enhance literacy and numeracy outcomes for the wide range of students. The provision of quality intervention and differentiated programs for students will continue in 2011. Staff will receive professional support in developing their understandings and skills in this area.

Gifted Education will continue to be a strong focus in 2012 and beyond with the school’s participation in the Gifted Education Mentor program. This is an exciting leadership program which supports schools in catering for students’ diverse needs, in particular gifted students.

Technology will be further enhanced to enable teachers and students to explore the digital world. There will continue to be a strong commitment to supporting the integration of ICTs through professional development activities. A further 2 teachers (Total 6) will commence their ICT Pedagogical License. All teachers to have their ICT Certificate renewed by the end of 2012. Interactive Whiteboards (IWB) will be installed in every classroom and all teachers will have professional development to support their learning in the use of the IWB.

We will continue to explicitly teach a social skills program by implementing a Whole School P-7 social skills program: “You Can Do It”. The Peer Mediator Program will continue with Year 6&7 students.

Another priority for 2012 is our commitment to being a Sustainable School. Teachers continue to implement a range of strategies to reduce the school’s environmental footprint. The School Environmental Committee will continue to implement the School’s three year Action Plan for environmental sustainability.

A cultural and sporting focus will also continue to enable those students with interests and abilities in these areas to develop. Interest Clubs will be further developed to provide Before School and Lunchtime activities.

Greater student involvement in decision making processes will continue and the new student leadership program, including Student Council to be supported.

Further partnerships will also be built with local high schools to ensure our students integrate into Year 8 successfully.

Staff Professional Development will continue to be a priority. Targeted professional development and mentoring for all staff will be a focus in 2012. Teachers will be involved in professional learnings at a school and cluster level.

Wishart State School will continue to provide a safe, inclusive and stimulating learning environment for all students.
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>590</td>
<td>288</td>
<td>302</td>
<td>97%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our enrolments have increased over the last couple of years and in 2011 the student population rose to 590. Our current 2012 student population is 605. Our student enrolment is increasingly becoming culturally diverse (there are students from 37 cultural backgrounds including 20 Indigenous students.) Students from a range of suburbs other than Wishart also attend the school.

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>21.9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27.7</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24.1</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>2</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

Our school offers all Key Learning Areas: English, Mathematics, Languages Other than English (Years 6 and 7), Technology, The Arts, Science, Studies of Society and Environment and Health and Physical Education

We offer two languages in Year 6 and 7 - French and Japanese with highly experienced and enthusiastic LOTE teachers

Extra curricula activities

The school assists students to reach their full potential in all areas. To achieve this, the school offers a balanced program of academic, social, physical and cultural activities. Many of our students are actively involved in extra curricula activities facilitated by the school.

The activities and programs include the following extra curricula activities:

Choral groups
Concert Bands and String Ensembles
Public Speaking Program throughout the whole school
Artist, Scientist and Author in Residence Programs
Interschool Sport
School Camps Program
Specific programs organized by the School Chaplain
Before School and Lunchtime Interest Clubs – ICT; Drawing; Circuit Training Term 2; Talent Quest Term 2; Skipping; Dance
Year 7 Community Support Projects

How Information and Communication Technologies are used to assist learning

Technology is valued and integrated into student learning programs throughout all year levels. We have installed IBM computers throughout the school. We have the Managed Operating System installed and class teachers can access the newly established computer lab or computers in each classroom. Students learn to use websites, PowerPoint, Word and other programs such as Typing Tutor and Kid Pics. Students integrate their skills and knowledge to produce high quality work. Digital cameras are used regularly in classroom activities.

A number of teachers provide support to staff in developing their ICT skills and the school employs an ICT technician who supports the school network.

The school has purchased interactive whiteboards (IWBs) for all classrooms Year P-7 as well as installing IWBs in the new Resource Centre and ICT LAB.

Staff will continue to be provided with professional development to use these electronic resources in an integrated manner in their curriculum and pedagogy.

Social climate

Wishart State School’s Responsible Behaviour Plan supports both staff and student well-being including strategies to support the development of a positive, safe, inclusive and healthy environment for all members of our school community.

Prep students play in the Prep area for Terms 1-3 and then move to integrate with Year One students in Term 4. The large oval and play spaces provide great opportunities for fun and interaction during lunch breaks. Buddy programs are in place for the Prep students who meet and play with their Year 6 buddies once per week. This bonds the younger and older students and increases tolerance and respect in the playground.

The Year 7 students also play an important role as buddies for the Year 1 students and they meet with Year 1 students each week. The Year 7s demonstrate a range of ICT/Physical Education skills to the Year 1s. Their support provides reinforcement to the learnings the Year 1 students have had in ICT lessons or Physical Education lessons. Classroom and playground reward systems are in place to support positive behaviour.

Students work towards receiving a Bronze, Silver and Gold Certificate for behaviour. Each year 30 Year 6 students are
involved in a Peer Mediator Program and provide support to Year 1-3 students in the playground.

The school and our Chaplain have introduced programs that develop self-esteem and respect for others. Linked to the Chaplaincy Program is the Mentor Program. This is very successful with fifteen students accessing their own personal Mentor. Our Chaplain is funded to work four days per week. The Chaplaincy program also adds to our safe, supportive and inclusive school environment.

The Year 7 students are involved in a Senior Leadership Program and the students are involved in community support projects.

Our regular assemblies provide a time to learn together and share work across the school.

<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>73%</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>76%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>90%</td>
</tr>
</tbody>
</table>

DW – Data withheld

A cooperative partnership between school, home and the community fosters a positive and productive learning environment. At Wishart State School we actively promote parent participation in school development, planning and activities. Many of our parents are involved on a daily basis in classrooms supporting teachers and students in the teaching and learning process. Parent volunteers are regular at sporting events, band and choir performances and at assemblies.

Parent/carer participation strengthens the link between home and school enriching the school and fostering a climate of care and support. This is reflected in the retention rate of students across key junctures at Wishart.

The Parents and Citizens Committee is active and make significant contributions to the school. The P&C has pledged to target money for airconditioning in our Resource Centre and shade for the playground.

To strengthen parent/carer and community members involvement in the school, Wishart State School offers a range of activities including the following activities:

- Parent/carer volunteers are trained in a range of programs e.g. Support-a-Reader, Support-a-Writer;
- Information sessions are also provided throughout the Year for parents/careers and include: information about the Year Two Net, Guided reading, Enrolment information days
- Prep Open Days; Prep Special Occasion Days for Parents/Carers and Grandparents
- Parent and community groups are invited to participate in school ceremonies, Assemblies; Talent Quest; Public Speaking
Granfriends Program

Oral reporting sessions are made available twice per year

We thank our parents/carers for their commitment to and involvement with our school

Reducing the school’s environmental footprint

The school has installed Solar Panels and every class has Student Energy Monitors. The Energy Monitors switch lights off when classes leave the room during the day. During this period of time there were refurbishments of buildings and building of new classrooms, Resource Centre and extension to the Multipurpose Hall. As a result of an increase in the number of facilities in the school there has been an increase in the use of Electricity. We have established an Environmental Sustainability team and included 2 School Captains in the Student Leadership team who focus on environmental sustainability.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>157,376</td>
<td>2,092</td>
</tr>
<tr>
<td>2010</td>
<td>126,178</td>
<td>3,824</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>25%</td>
<td>-45%</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>41</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>34</td>
<td>13</td>
<td>0</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>1</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>26</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $27316.

The major professional development initiatives are as follows:
- The teaching of spelling, reading and comprehension, writing
- Grammar workshops
- Science Sparks
- Support-A-Talker; Support-A-Writer (Teacher aides)
- Assessment and Reporting
- ACARA
- QCATs
- One School
- Information Communication Technologies (ICT)
- Use of Interactive Whiteboards
- Coaching and Mentoring in the teaching of Reading, Writing, and the use of IWB;

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 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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/.

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

Search by school name

Search by suburb, town or postcode

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 94%.
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</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>95%</td>
<td>93%</td>
<td>95%</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

[Bar chart showing attendance distribution]

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.

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

Achievement – Closing the Gap

At the time of the Closing the Gap Report Wishart State School had a total of 19 Indigenous students. There were no Indigenous students in Year 3 or Year 4. The Indigenous student attendance was at 90% with 94% being the non-Indigenous attendance rate.