

Wishart 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

Wishart State School has students from over 40 different cultural backgrounds. Here, students feel success, have positive self-image, excel and confidently master new skills. Our Prep to Year 6 curriculum is established using the ACARA National Curriculum, the essential learnings of the key learning areas, including Japanese and French, and is augmented with a gifted and talented program, early intervention strategies and learning and special needs support. Our special education program plays a pivotal role in providing support to students with disabilities. Classroom teaching programs are balanced and innovative but never lose sight of the foundations, English and Mathematics. Our school is active in the community participating in Harmony Day, Anzac Day, eisteddfod competitions (choir and instrumental music), and local sporting competitions. Our chaplain addresses the religious, spiritual and/or ethical needs of students. The value of the parental role in education is well-recognised at Wishart. Parents are encouraged to become actively involved in the school, with our vibrant Parents and Citizens Association fostering cohesion within the school community and providing the advice and additional resources critical to our success.

School progress towards its goals in 2018

- The School Strategic Plan 2017 - 2020 was developed during 2016 for implementation each year from 2017 to 2020. In 2018 the school spent much time and effort on professional development of staff to support 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 and our 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.
- The school's interschool sporting program continues to experience success with students being encouraged to "have a go" - the focus being on team participation and encouragement.
- 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.

ALIGN SCHOOL CURRICULUM PROGRAMS WITH P-12 CURRICULUM GUIDELINES

- Regular year level meetings, planning days, regular meetings with the Master Teacher & Acting Deputy Principal Curriculum; Student Support (Literacy and Numeracy) teacher, English as an Additional Language/Dialect EALD teacher and Special Education Program Manager were established as part of the planning procedures for teaching staff to implement 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

- 2018 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, reading comprehension, oral language, writing, and spelling. All teachers further refined their knowledge in the Seven Steps to Writing Program. Staff also participated in Oral Language and Reading Comprehension workshops. Staff also had the opportunity to learn more about teaching children with an EALD background. Committee members of the Literacy and Numeracy committees monitored the progress of literacy and numeracy and provided advice on further refinement of strategies to support the consistent implementation of literacy and numeracy across the school.

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

- All staff accessed professional development to support their increased knowledge of the National curriculum and Curriculum to the Classroom (C2C) units, literacy and numeracy professional development provided by the department, the school and other providers. Reporting procedures are implemented via the department's One School digital reporting system.

PROVIDE EFFECTIVE INTERVENTION AND ENRICHMENT PROGRAMS IN LITERACY AND NUMERACY

- Year three, five, intensive intervention/extension was developed for literacy and numeracy using data provided by the National Testing. Focussed intervention continued for students: EALD students; Indigenous students; refugee students; and students requiring learning support. Individual enrichment programs continued for those students who required extension. The School implemented the strategies identified in the Investing for Success plan.

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, VI or PI. The SEP Manager/Head of Special Education Services has made excellent inroads at building strong relationships within the cluster e.g. Nursery Road Special School and is managing 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 are participating in a range of ICT professional development. Technical assistance has been continued to deliver support for staff. Interactive Whiteboards (IWB) have been installed in all classrooms and staff have participated in workshops to develop their IWB skills.

ENHANCE THE SCHOOL IMAGE THROUGH THE GROUNDS AND FACILITIES

- The continued maintenance of the school, grounds and facilities is ensuring that the school image of a clean, safe and engaging school is maintained. We continue to enjoy the Resource Centre which houses the Library, Media room, and a bank of computers for students to use. The Learning Hub activities continues to be well supported and frequented by many students. The Multipurpose Hall is used by the School and the Parents & Citizens Association (P&C) for numerous school events and functions. The 'Environmental Garden' is tended to by a team of students and staff and the OSHC team continues to take a lead role in supporting this initiative. Produce from these gardens is used by the School Tuckshop and OSHC. The P&C and the school have created a Nature Based Playground for the Junior School and the Junior Playground was refurbished by Wishart OSHC.

Future outlook

- The school will continue to focus on curriculum improvement with a focus on literacy, numeracy, implementation of the ACARA curriculum using C2C units, and embedding of ICTs in the curriculum. Staff will continue to participate in professional development/mentoring/coaching programs that focus on reading and writing and digital technologies. In 2019 and 2020 emphasis will be placed on continued implementation of the English, Maths, Science, History and Geography National Curriculum and the full implementation of Digital Technologies.
- 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 including continued improvement in the Year 3 and 5 NAPLAN Upper Two Band results. The provision of quality intervention and differentiated programs for students will continue in 2019 and 2020 as well as the implementation of the Investing for Success strategies. Staff will receive professional support in developing their understandings and skills in this area.
- 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. Teachers will participate in professional development that supports their knowledge and skills in the use of Interactive Whiteboards, Ed-Studio; use of iPads; coding and robotics.
- We will continue to explicitly teach a social skills program by implementing a Whole School P-6 social skills program: "You Can Do It". The Peer Mediator Program will continue with Year 5 & Year 6 students.
- Another priority for 2019 and 2020 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 agenda 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 increased variety in the Lunchtime activities.
- Greater student involvement in decision making processes will continue with the student leadership program, including Student Council to be supported.
- Staff Professional Development will continue to be a priority. Targeted professional development, mentoring for all staff and leadership coaching for identified staff will be a focus in 2019 and 2020. Teachers and teacher-aides will be involved in professional learnings related to numeracy, literacy and digital technologies.
- **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
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	650	683	754
Girls	310	332	382
Boys	340	351	372
Indigenous	24	14	16
Enrolment continuity (Feb. – Nov.)	98%	98%	97%

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

Our enrolments have increased over the last few years. Our current 2019 student population is at 836 students. Our student enrolment is increasingly becoming culturally diverse (there are students from over 40 cultural backgrounds including 16 Indigenous students. Students from a range of suburbs other than Wishart also attend the school.

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	27	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

Our Approach to Curriculum Delivery

Our school offers all Key Learning Areas: English, Mathematics, Science, History/Geography (Humanities and Social Science), Languages Other than English (Years 5 and 6), Technology, The Arts, and Health and Physical Education.

We offer two languages in Year 5 and 6 - 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 – Coding Club; Drawing; Photography; Chess; Circuit Training Term 2;

Talent Quest Term 2; Skipping; Dance; Drama; Movie Making.

How Information and Communication Technologies are used to improve 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. We have a class set of laptops which teachers in Years 5-6 can access for their students. The school has 6 iPads that are used in the 6 Prep classes and 5 iPads that are used by students with disabilities. A further 6 iPads are being purchased for Year 3; 4; 5; & 6 in 2019.

Students learn to use websites, PowerPoint, Word and other programs such as Typing Tutor and Kid Pics. We access/purchase a range of Software including Reading Eggs, Sunshine on Line and Mathletics.

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 as well as installing IWBs in the Resource Centre and ICT LAB and Learning Hub. 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

Overview

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 1-2 and then move to integrate with Year One students in Term 3-4. The large oval and play spaces provide great opportunities for fun and interaction during lunch.

The school works closely with the P&C Association and a number of workshops are delivered to inform parents/community of strategies being implemented in literacy and numeracy. The school welcomes parent helpers and volunteers. There is very active parent participation in supporting the Healthy Schools agenda.

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%	97%	100%
• this is a good school (S2035)	98%	98%	99%
• their child likes being at this school* (S2001)	100%	98%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	98%	97%	97%
• their child is making good progress at this school* (S2004)	96%	97%	99%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	92%	97%
• teachers at this school motivate their child to learn* (S2007)	96%	95%	95%
• teachers at this school treat students fairly* (S2008)	89%	94%	96%
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	95%
• this school works with them to support their child's learning* (S2010)	93%	95%	97%
• this school takes parents' opinions seriously* (S2011)	93%	92%	93%
• student behaviour is well managed at this school* (S2012)	96%	95%	96%
• this school looks for ways to improve* (S2013)	96%	95%	99%
• this school is well maintained* (S2014)	96%	100%	94%

* 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)	98%	98%	99%
• they feel safe at their school* (S2037)	99%	99%	97%
• their teachers motivate them to learn* (S2038)	100%	99%	99%
• 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%	99%	99%
• teachers treat students fairly at their school* (S2041)	100%	99%	96%
• they can talk to their teachers about their concerns* (S2042)	100%	97%	92%
• their school takes students' opinions seriously* (S2043)	99%	100%	97%
• student behaviour is well managed at their school* (S2044)	100%	97%	90%
• their school looks for ways to improve* (S2045)	99%	100%	99%
• their school is well maintained* (S2046)	100%	100%	99%
• their school gives them opportunities to do interesting things* (S2047)	100%	99%	99%

Percentage of students who agree [#] that:	2016	2017	2018
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* 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%	97%	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%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	97%	96%
• 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%	97%	100%
• their school takes staff opinions seriously (S2076)	100%	97%	97%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	100%	97%	94%

* 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

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 to improve our playgrounds.

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 provided with some training in supporting reading

Information sessions are also provided throughout the Year for parents/carers and include: Information about the importance of Oral Language; 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

The School has partnered with the P&C to support the Healthy Schools Agenda

Oral reporting sessions are made available twice per year.

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

Respectful relationships education programs

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

We implement the "You Can Do It" Program and within our curriculum units we address matters such as: getting along; respecting others and their cultures and staying safe.

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	11	4	19
Long suspensions – 11 to 20 days	0	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

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 the period of time specified in the Table below there has been the refurbishment of buildings and building of new classrooms, Resource Centre and extension to the Multipurpose Hall. We have established an Environmental Sustainability team and included 2 school captains in the Student Leadership team who focus on environmental sustainability. Our school participates in the Eco-Marine Program which is led by 4 of our Year 6 Eco-Marine Warriors. We have established a Vegetable Garden; a Compost program; Wrapper-Free Food Days; & Active School Travel activities.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	187,957	186,814	212,007
Water (kL)	3,719	3,400	3,969

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

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	52	36	1
Full-time equivalents	43	21	1

*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	1
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	48
Diploma	1
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 \$80506.

The major professional development initiatives are as follows:

- The teaching of spelling, reading and comprehension, writing
- Oral Language workshops
- Reading Comprehension workshops
- Seven Steps to Writing
- Support-A-Talker; Support-A-Writer; Essential Skills in Behaviour (Teacher aides)
- Assessment and Reporting
- ACARA National Curriculum
- One School Training – in particular using the Class Dashboard
- Information Communication Technologies (ICT) – Coding
- Use of Interactive Whiteboards
- Special Education
- Coaching and Mentoring in the teaching of Reading and Writing; Warm-Ups; “I Do; We Do and You Do” Explicit Teaching Framework; the use of IWB; understanding Coding

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.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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	95%	95%	95%
Attendance rate for Indigenous** students at this school	92%	92%	90%

* 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	95%	95%	95%
Year 1	95%	95%	96%
Year 2	95%	96%	96%
Year 3	95%	96%	96%
Year 4	96%	95%	95%
Year 5	95%	97%	95%
Year 6	94%	95%	94%

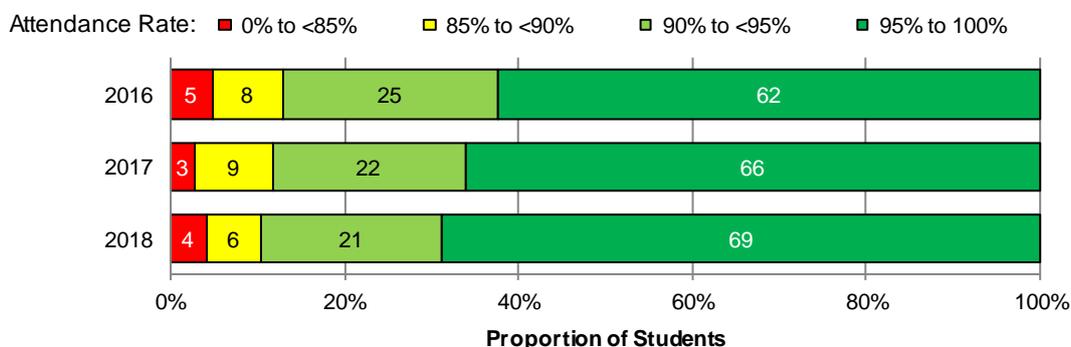
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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

- Click on the *My School* link <http://www.myschool.edu.au/>.
- Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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
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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.