



Wavell Heights 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

Wavell Heights State School is situated in a quiet location in the suburb of Wavell Heights. The school opened in 1948 following the post war expansion of Brisbane into the Northern Suburbs. Wavell Heights State School has an enrolment management plan and the majority of students live within Wavell Heights and Cherside.

Staff, students and parents hold a high regard for the value of learning and the staff have a strong belief that every student can learn. We provide an inclusive curriculum based on the Australian Curriculum. The teachers collaboratively planning for differentiated learning experiences, which empower students to take responsibility for their learning. The community at Wavell Heights has high expectations for student learning and standards of acceptable behaviour. Our Responsible Behaviour Plan for Students is taught to students. The staff possess and utilise skills and knowledge, and work collaboratively with parents, to ensure common understanding of the expectations of the behaviour that we are teaching

The staff at Wavell Heights State School use our Pedagogical Framework to inform teaching and learning practices within our school. Staff are regularly involved in researching and implementing innovative and evidence based teaching and learning techniques to assist students to achieve their best learning outcomes. Assessment is recognised as an integral and natural element of the teaching and learning cycle. We use the data collected to learn about and tailor our pedagogy and programs to enhance learning for the individual. Students are well prepared and aware of assessment criteria and expected standards, prior to the commencement of units. A variety of assessment opportunities cater for individual learning styles. Our staff meet regularly, at school and with teachers from cluster schools, to discuss the achievements of our students and help us make consistent judgments using state wide and national standards as a benchmark. We offer regular opportunities to meet with the students and their parents or caregivers, to discuss the student's achievements and progress.

Our Students, staff and parents at Wavell Heights State School share our vision of 'Every Child Matters'. Diversity is embraced and the school community appreciates and values the diverse backgrounds of the students and families. All staff and students live up to the high level of our shared school values. We celebrate the achievements of our students and promote these throughout the community. Our staff, students and parents are proud to be part of the Wavell Heights State School community.

School progress towards its goals in 2018

In 2018 our improvement agenda was to improve student learning outcomes in Reading, Writing and Mathematics using feedback and student goal setting.

To achieve these goals we implemented our pedagogical framework to inform our teaching and learning practices by

- Revisiting and implementing the Model of Feedback.
- Implementing the Model of Teaching and Learning focusing on Collaborative Learning.
- Implementing the Teaching and Learning expectations in English and Mathematics including
 - o Considered the planning for and recording of differentiation.
 - o Consolidated the use of Learning walls and word walls.
 - o Consolidated our planning and teaching for reading including the teaching of comprehension strategies.
 - o Continued our work with timetabled and teacher aide supported reading groups.
- Refining our year level collaborative plans across the Australian Curriculum subjects with consideration of the formative assessment tasks used for year level moderation.
- Refining our in-school and across school moderation processes providing opportunities for teachers to have discussions with colleagues about effective teaching and learning practices.
- Introducing the curriculum leader role for classroom teachers to focus on resourcing and effective pedagogical practices within specific curriculum areas providing an opportunity for teachers to work towards career aspirations.
- Revising the Year Level Team Leader role to ensure that year level colleagues were working consistently across the classes with the planning, implementation and assessment of the curriculum.



Future outlook

Our priorities for 2019 are:

To improve student outcomes in reading and writing by using feedback and student goal setting.

This is a continuation of the work that we have been doing for the past two years. We will focus on

- setting student goals in reading using diagnostic data and the literacy continua to assist.
- setting student goals in writing using the English unit marking guides.
- providing feedback to students on their goals in reading and writing following the Model of Feedback from the Pedagogical Framework.
- planning for, and recording differentiation.
- teaching students to use goals, feedback and writing examples to improve their work.
- teachers using the WHSS How to Teach Reading and How to Teach Writing overviews.

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.

Regards,



Graham Rickuss
Principal

Our school at a glance

School profile

Coeducational or single sex: Coeducational

Independent public school: No

Year levels offered in 2018: Prep to Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	462	464	490
Girls	230	217	238
Boys	232	247	252
Indigenous	41	47	53
Enrolment continuity (Feb. – Nov.)	93%	93%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.



Characteristics of the student body

Overview

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. Our student population comes from diverse cultural, linguistic and socio-economic backgrounds. Our families are characterised by a range of family structures and all our students bring with them a rich tapestry of prior learning experiences to our school. For 2018, 12% of students identified as Aboriginal and/or Torres Strait Islander and 37% of students with a language backgrounds other than English with over 42 language backgrounds represented. The positive relationships between students and staff is central to harmony and success in the classroom. The school community actively celebrates the diversity of cultures at 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	24	22	23
Year 4 – Year 6	26	28	23

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

In 2018 the implementation of the Australian Curriculum continued 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 expectations.

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:

- Advisory Visiting Teachers (as required)
- English as an Additional Language or Dialect (EAL/D) teacher
- Guidance Officer
- Japanese teacher
- Learning Support Teacher
- Music Teacher
- Physical Education Teacher
- Special Support Teacher (Students with Disabilities)
- Speech Therapist
- Support Teacher Literacy and Numeracy
- Teacher Librarian

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.

In 2018, we started our school readiness program for students and their parents that will be joining us for Prep in 2019. The program implemented by one of our prep teachers, focused on gross and fine motor skills, and early literacy and numeracy skills. Literature was provided to the parents regarding each activity and the research supporting the reasons for the activity and how it supports student learning development.



Co-curricular activities

In 2018, the school offered a range of extra-curricular and co-curricular activities including:

- Choirs (junior, senior and a specialist vocal group)
- An instrumental music program including concert bands and music camps
- Interschool house sports program including swimming, cross country and athletics carnival. Qualifying students represent the school in district sporting carnivals. Students who qualify go onto state and national events.
- Interschool sport program each semester for students in rugby league, netball, soccer, cricket and touch football.
- Kedron Wavell Cluster student leaders program facilitated by secondary school student leaders
- Student Council is represented by two students from each class. The Student Council plans and runs fundraisers predominately to support charities including Mimi's House and St Vincent's De Pauls.
- Peer support program between year 6 and prep students.
- Year 5 and 6 camp program is designed to promote team work and leadership amongst the students.
- District mathematics and literacy competitions organised by Wavell State High School.
- Dance Program run by one of our teachers working towards participation in the bi-annual musical production.
- Incursions and excursions to compliment the school curriculum program.

How information and communication technologies are used to assist learning

At Wavell Heights State School all students have access to computers (both laptops and desktop computers) and iPads to enhance curriculum teaching and learning. All teaching spaces have interactive whiteboards that are used throughout the day. Teachers and students are able to access the school's computer lab for whole class instruction and use. All computers are connected to Department of Education's network providing for safe internet access for students.

To support our learning in reading, the students have access to Sunshine online. During reading groups, the students work through the books and activities that the program provides. The students are able to access this program from home.

Our year 6 students use the Language Perfect program to support their learning in Japanese. Our Japanese teacher creates activities that the students can complete at their own rate. The students are able to access the activities at home to compliment the work that they do in class.

Students are taught to use the programs within the Microsoft Office suite of programs in particular Word, Excel and PowerPoint. These programs are used in a variety of ways to support student learning as well as providing the students with alternative ways to present their work. Students use Internet Explorer to complete research for concepts throughout the curriculum.

During 2018 one of our teachers provided coding lessons for interested students during lunch breaks. Students learnt about and created programs in scratch. Beebots were purchased for teachers to use with the students in preparation to implement the digital technologies curriculum in 2019.



Social climate

Overview

The results from the Annual School Opinion Survey demonstrates a strong support for the school. The staff, parents/caregivers and students of Wavell Heights State School are proud of the school's inclusive and positive social climate.

The school focuses on the promotion of the rules – Be Safe, Be Responsible, Be Respectful and Be a Learner. 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 consistent consequences. This inclusive and positive environment is also supported by the

- Extracurricular programs including sport, camp, music, dance and drama.
- Student leadership program within the school and with neighbouring schools.
- Buddy programs supporting our prep students settle into the school environment.
- Student council program support our school and those that are in need in our community.

Our school is fortunate to have access to Advisory Visiting Teachers, English as an Additional Language Teacher, Guidance Officer, Learning Support Teacher, Speech Language Pathologist Special Support teacher and Support Teacher Literacy and Numeracy. These staff members work with our parents and caregivers and teachers to ensure that the academic and social needs of the students are being met throughout the year.

During 2018, our P&C Association started a free breakfast for the students two days per week. Students were able to have some food before the start of the day. This supplemented the fruit break that classes have around 10am to sustain students through until our first break.

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)	96%	96%	96%
• this is a good school (S2035)	92%	96%	100%
• their child likes being at this school* (S2001)	96%	98%	96%
• their child feels safe at this school* (S2002)	97%	98%	98%
• their child's learning needs are being met at this school* (S2003)	97%	98%	96%
• their child is making good progress at this school* (S2004)	96%	96%	98%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	98%	96%
• teachers at this school motivate their child to learn* (S2007)	93%	98%	96%
• teachers at this school treat students fairly* (S2008)	91%	98%	98%
• they can talk to their child's teachers about their concerns* (S2009)	98%	98%	98%
• this school works with them to support their child's learning* (S2010)	93%	92%	94%
• this school takes parents' opinions seriously* (S2011)	91%	90%	91%
• student behaviour is well managed at this school* (S2012)	85%	94%	85%
• this school looks for ways to improve* (S2013)	92%	94%	93%
• this school is well maintained* (S2014)	97%	98%	100%

* Nationally agreed student and parent/caregiver items.

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



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Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	95%	97%
• they like being at their school* (S2036)	97%	92%	92%
• they feel safe at their school* (S2037)	97%	94%	96%
• their teachers motivate them to learn* (S2038)	98%	96%	96%
• their teachers expect them to do their best* (S2039)	99%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	93%	97%
• teachers treat students fairly at their school* (S2041)	94%	88%	87%
• they can talk to their teachers about their concerns* (S2042)	92%	89%	88%
• their school takes students' opinions seriously* (S2043)	92%	81%	91%
• student behaviour is well managed at their school* (S2044)	87%	64%	80%
• their school looks for ways to improve* (S2045)	95%	91%	93%
• their school is well maintained* (S2046)	99%	85%	90%
• their school gives them opportunities to do interesting things* (S2047)	98%	94%	95%

* Nationally agreed student and parent/caregiver items.

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

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	95%	90%	100%
• they receive useful feedback about their work at their school (S2071)	92%	90%	96%
• 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)	95%	95%	100%
• students are treated fairly at their school (S2073)	95%	100%	100%
• student behaviour is well managed at their school (S2074)	80%	85%	92%
• staff are well supported at their school (S2075)	85%	85%	96%
• their school takes staff opinions seriously (S2076)	87%	87%	98%
• their school looks for ways to improve (S2077)	90%	90%	98%
• their school is well maintained (S2078)	98%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	82%	90%	94%

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

During 2018, we implemented our Parents and Community Engagement Framework with initiatives to promote parent/caregiver and community involvement including:

- class curriculum newsletters are sent home to parents at the beginning of each term.
- fortnightly school newsletters
- parent information evening at the beginning for the year for parents to meet with the class teacher.
- weekly assemblies at which parents/caregivers and the community are welcome to attend. Classes are timetabled once during the year to do a curriculum based performance that parents are encouraged to attend.
- parent/teacher interviews conducted at the end of term 1 and as required throughout the year.
- the provision of written student progress reports to parents/caregivers throughout the year
- an effective Classroom Volunteers Program
- celebrations and special community activities, including; Harmony Day and parade, NAIDOC week activities and parade, book week parade, ANZAC Day parade and participation at the Kedron Wavell RSL march and ceremony on ANZAC Day.
- the school website which is regularly updated.
- Facebook site for parents/caregivers and the community to access. The Facebook feed is linked to our school website for those families that do not have a Facebook account.
- prep information sessions in term 2 and 3 with orientation days during term 4.
- an active Parents and Citizen's Association which supports the school in a variety of ways and runs the school tuckshop and uniform shop on behalf of the school.
- our student council which fundraises for a number of community charities including our yearly donation drive at Christmas for St Vincents de Pauls Society.
- participation in a variety of events hosted by Wavell SHS.

Respectful relationships education programs

Wavell Heights State School has developed and implements our (Health) units that focus on appropriate, respectful and healthy relationships. Students are exposed to age appropriate content for developing respectful relationships with their peers, family, the wider community and themselves.

Our school expectations from the Responsible Behaviour Plan for Students of Be Safe, Be Respectful, Be Responsible and Be a Learn are explicitly taught to the students. To assist students with resolving conflict in the playground we are implementing the High 5 program. The students are taught to follow each step including reporting ongoing problems to staff to be resolved.

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	3	10	9
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

To reduce our power consumption our school has a solar heating system for the pool and solar panels on one of our classroom blocks. 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 this is used to ensure that this area is kept in peak condition by varying how much and how often it is watered. We have a number of water tanks which are used on the gardens to ensure they are kept in good condition throughout the year. Our gardens are watered on a rotating system throughout the week.

We have engaged a recycling company to collect our paper and cardboard waste each week. Our printer and photocopier waste is collected by a company to be recycled and disposed of appropriately.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	87,883	141,151	140,398
Water (kL)	5,618	6,922	6,230
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.			



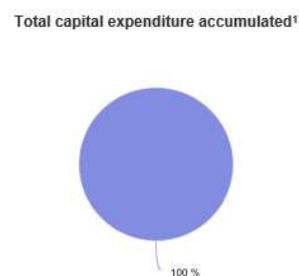
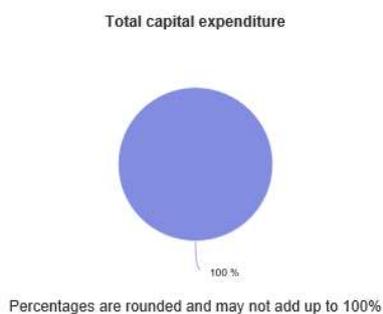
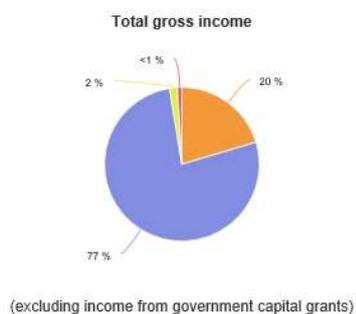
School funding

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.

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	1,046,986	2,256
State / territory government recurring funding	3,961,747	8,538
Fees, charges and parent contributions	83,128	179
Other private sources	47,739	103
Total gross income	5,139,600	11,077
Less deductions	0	0
Total net recurrent income	5,139,600	11,077

Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	0	0
State / territory government capital expenditure	162,815	302,002
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	0
Total capital expenditure	162,815	302,002



¹ Accumulated capital expenditure is the sum of three consecutive years.

This information is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.
3. Click on 'View School Profile' of the appropriate school to access the school's profile.
4. Click on 'Finances' and select the appropriate year to view the school financial information.

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Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	34	23	<5
Full-time equivalents	30	13	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	6
Bachelor degree	26
Diploma	1
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$9269

The major professional development initiatives are as follows:

- Collaborative Planning with colleagues and Head of Curriculum.
- Moderation of task fortnightly with year level colleagues and across school moderation in term 2 and term 4.
- Teaching of Reading
- Workshops on ASD and Inclusive Education
- Essential Skills for Behaviour Management for Teacher Aides
- Position specific professional development such as Coaching, EAL/D and Business Manager conferences.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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	93%	92%	92%
Attendance rate for Indigenous** students at this school	88%	88%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

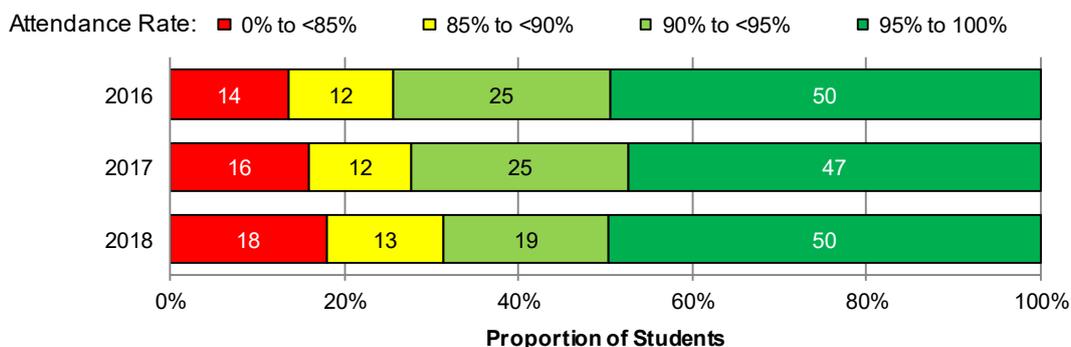
Year level	2016	2017	2018
Prep	91%	94%	92%
Year 1	93%	92%	91%
Year 2	93%	93%	92%
Year 3	94%	91%	94%
Year 4	92%	93%	91%
Year 5	93%	91%	93%
Year 6	95%	92%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

At Wavell Heights State School, class rolls are marked by 9am and 2pm 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, email address and the QParents app for parents/caregivers to inform the school of student absences.

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 the 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 and 5 NAPLAN tests are available via the [My School](#) website. Below is an overview of how our students have achieved against other students in the same year level.

The results for our students in year 3 indicates that they are achieving similar to all students throughout Australia for the same test in all areas. The results for our students in year 5 indicates that our students are achieving similar to all students throughout Australia for the same test in spelling, grammar and numeracy and that they are below in reading and writing.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	437	402	427	447	403
Year 5	493	447	515	501	486

Selected school's average when compared to all Australian students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

How to access our NAPLAN results

- Click on the [My School](http://www.myschool.edu.au/) link <http://www.myschool.edu.au/>.
- Enter the school name or suburb of the school you wish to search.
- Click on 'View School Profile' of the appropriate school to access the school's profile.
- Click on 'NAPLAN' to access the school NAPLAN information.

[View School Profile](#)

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

Notes:

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.



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