

# Windsor State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	Harris Street Windsor 4030
Phone	(07) 3866 4333
Fax	(07) 3866 4300
Email	<a href="mailto:Principal@windsorss.eq.edu.au">Principal@windsorss.eq.edu.au</a>
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	The Principal

## Principal's foreword

### Introduction

This report provides parents and prospective parents an overview of Windsor State School and the academic standards of its students.

The report illustrates the outstanding achievements of our school, the quality of our staff and a comparison of our students' achievement against the state norms and national benchmarks.

### School progress towards its goals in 2014

The School 2014 Strategic Plan Identified the following key priorities.

Improving learning outcomes for all students

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice

Maintaining a skilled workforce

- Develop instructional leadership with a focus on workforce performance
- Develop an instructional and peer coaching framework

Enhancing our positive school culture

- Improve school performance
- Develop productive partnerships with students, staff, parents, and the community
- Plan to transition Year 7 to high school

Providing a high standard of facilities and resources

Planning for growth

The School made substantial progress in the areas of pedagogical reform and staff professionalism. This resulted in quality achievement for all students with the school meeting identified targets in Literacy & Numeracy in many areas.

The positive school culture continues to support student learning and is recognised in the high levels of satisfaction provided in School Opinion Surveys.

The Schools enrolment growth has demanded that only enrolments from the School's Catchment Area can be considered.

### Future outlook

In 2014 the school will continue with a strong focus on Literacy and Numeracy achievement. This will be support by the implementation of a Lead Teacher and Instructional Coaches in all Year Levels. The Coaching model adopted by the school will focus on the explicit teaching of reading.

In 2014, we will focus on implement the Australian Curriculum for Geography, adapting Education Queensland's C2C units to our unique school context.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7 (Year 7 transition to Secondary 2015)

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	539	258	281	97%
2013	592	280	312	97%
2014	613	283	330	98%

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

### Characteristics of the student body:

The school has experienced continual enrolment growth over recent years, the current enrolment of approximately 600 students is made up of 400 students in Years Prep to Three and 200 students in Years Four to Seven. Our students come from a range of different backgrounds but all share a very positive attitude to education and families have high expectations for their children in both the areas of academic competence and social competence.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	24	23
Year 4 – Year 7 Primary	25	26	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	3	3
Long Suspensions - 6 to 20 days	0	1	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

The school offers a quality education in all key learning areas. The school's curriculum plan allows for a strong focus on Literacy and Numeracy across all key learning areas. Music, Health and Physical Education and Japanese (Language Other Than English) are taught separately by specialist teachers.

### Extra curricula activities

The School Extra-Curricular Program the school aims to provide students with a wide array of sporting, cultural and enrichment activities to support the individual needs of students.

All students in year five to seven participate in a variety of interschool sports in the summer and winter competitions.

Extra-Curricular activities offered in 2014 included:

- Enrichment Activities: Chess Club, Debating, STEM, ICAS Testing, Brisbane City Cluster High Achievers Program; IMPACT and Booster programs; Qld Academy on-line courses.
- Choir: Junior, Senior and Chamber Choir (Audition Choir)
- School Band
- String Ensembles
- Swimming Club

### How Information and Communication Technologies are used to assist learning

The school has a focus on the integration of ICT's into all learning areas. This is supported by the schools variety of access to ICT's including

- A fully equipped computer laboratory.
- Pods of computers in all classrooms
- Inter-active Whiteboards in all classrooms
- Use of i-Pods and iPads
- Variety of software and learning programs. The Learning Place edstudios are in most year levels.

## Social Climate

Our culture continues to be a central focus on the development of a positive school community. The School's Code of Behaviour is seen as our School Culture. Built on the schools vision and values statement of:

- Respect for self,
- Respect for others and
- Respect for the school.

Our Pastoral Care program that groups students into multi-age Pastoral Care groups, based on the schools sport houses, provides the opportunity to teach values, friendship skilling, teamwork and strategies to overcome and prevent negative behaviours. A social skilling program based on the keys for success and the habits of mind support the achievement of high levels of social and emotional development for our children.

The success of these programs and the extra-curricular activities enable the very high levels of support for school as demonstrated in results from the 2012-2014 School Opinion Surveys.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	97%	94%
this is a good school (S2035)	100%	97%	97%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	99%
their child's learning needs are being met at this school* (S2003)	94%	97%	94%
their child is making good progress at this school* (S2004)	94%	97%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	93%
teachers at this school motivate their child to learn* (S2007)	97%	97%	96%
teachers at this school treat students fairly* (S2008)	94%	97%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	100%	97%	92%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
this school takes parents' opinions seriously* (S2011)	100%	91%	91%
student behaviour is well managed at this school* (S2012)	100%	100%	97%
this school looks for ways to improve* (S2013)	100%	97%	94%
this school is well maintained* (S2014)	100%	97%	99%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	99%	100%
they like being at their school* (S2036)	99%	96%	100%
they feel safe at their school* (S2037)	97%	98%	100%
their teachers motivate them to learn* (S2038)	96%	98%	100%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	99%
teachers treat students fairly at their school* (S2041)	91%	98%	100%
they can talk to their teachers about their concerns* (S2042)	88%	90%	97%
their school takes students' opinions seriously* (S2043)	89%	96%	97%
student behaviour is well managed at their school* (S2044)	94%	95%	100%
their school looks for ways to improve* (S2045)	97%	99%	100%
their school is well maintained* (S2046)	89%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	96%	98%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		91%	97%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	97%
their school takes staff opinions seriously (S2076)		98%	97%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		98%	97%
their school gives them opportunities to do interesting things (S2079)		98%	97%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Many Windsor parents generously volunteer their time to participate in the life of the school whether it be assisting in the classroom, being a member of the P&C, helping on excursions, classroom activities or just supporting the school. Windsor State School has a Twitter account and the P&C has a Facebook page where school activities are regularly celebrated. The school web page features information that allows parents the opportunity to know what is happening in the school. A school newsletter is produced each fortnight.

Twice a year the teachers offer "official" parent teacher interview opportunities to discuss student progress but parents take advantage of our teacher's invitations to regularly have less formal conversations about their student's learning. The Parents and Citizens Association is an active group of parents who meet monthly to participate in the management of the school. Their contribution is highly valued. The P&C contributes to enhance the school facilities and in the past 12 months held a number of working bees to beautify the school grounds.

The school community is actively working towards the 150 Year Celebrations in 2015.

## Reducing the school's environmental footprint

Windsor SS makes every effort to reduce its environmental footprint (as based on electricity and water usage rate provided in the table below).

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	236,927	2,270
2012-2013	216,030	1,450
2013-2014	222,317	1,428

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.

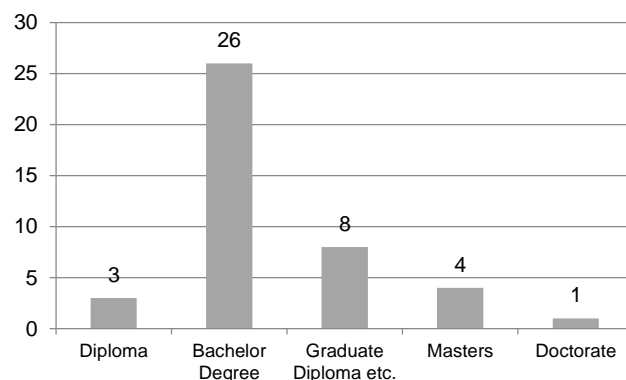
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	47	26	<5
Full-time equivalents	42	16	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Diploma	3
Bachelor Degree	26
Graduate Diploma etc.	8
Masters	4
Doctorate	1
<b>Total</b>	<b>42</b>



\*Teaching staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$24063.

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

1. Social and Emotional Development of Students
2. Support students with diverse learning needs
3. Preparation for National Curriculum Learning Areas
4. The Teaching of Reading
5. The teaching of Spelling and a whole school approach
6. Instructional Coaching

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2014 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.

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.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

#### Student attendance rate for each year level (shown as a percentage)

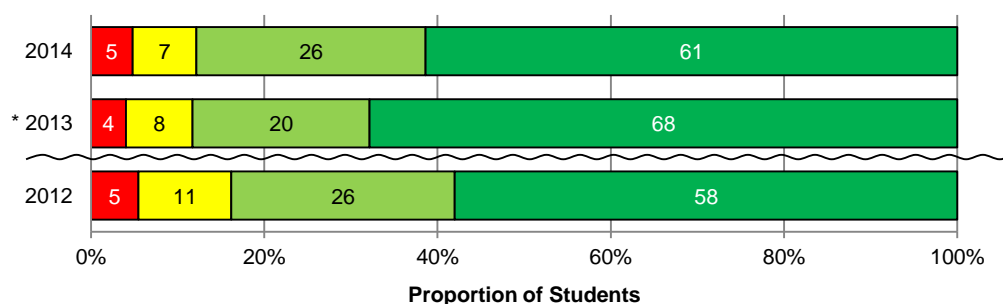
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	95%	96%	94%	96%	94%	94%					
2013	95%	95%	94%	97%	96%	95%	96%					
2014	95%	96%	93%	93%	96%	95%	96%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.

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



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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

Non-attendance is managed in state schools in line with the DETE 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/>.

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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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

**Achievement – Closing the Gap**

Windsor State School is monitoring the performance of indigenous students and works towards maximising the achievement of all students. Results for indigenous students are not reported as the cohort is very small and data could therefore be attributed to individual students.