

Windsor State School

Queensland State School Reporting

2015 School Annual Report



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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 2015

The School 2015 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

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 2015 the school will continue with a strong focus on Literacy and Numeracy achievement. This will be supported by the implementation of a Master Teacher, 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 2015, we will focus on implementing the Australian Curriculum for Geography and HPE, adapting Education Queensland's C2C units to our unique school context.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	592	280	312	17	97%
2014	613	283	330	17	98%
2015	622	306	316	17	97%

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

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

Characteristics of the student body:

The school has experienced continual enrolment growth over recent years, the current enrolment of approximately 620 students is made up of 300 students in Years Prep to Two and 320 students in Years Three to Six.

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		
	2013	2014	2015
Prep – Year 3	24	23	24
Year 4 – Year 7 Primary	26	23	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	3	1
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum delivery

Our approach to curriculum delivery

The school offers a quality education in all keys 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 four to six participate in a variety of interschool sports in the summer and winter competitions.

Extra-Curricular activities offered in 2015 included:

- Enrichment Activities: Chess Club, Debating, STEAM, 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 improve 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
- Interactive Whiteboards in all classrooms
- Use of iPods and iPads
- Variety of software and learning programs.
- Learning Place edstudios.

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 2013-2015 School Opinion Surveys.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	94%	98%
this is a good school (S2035)	97%	97%	98%
their child likes being at this school (S2001)	100%	98%	98%
their child feels safe at this school (S2002)	100%	99%	99%
their child's learning needs are being met at this school (S2003)	97%	94%	96%
their child is making good progress at this school (S2004)	97%	92%	96%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school expect their child to do his or her best (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	93%	94%
teachers at this school motivate their child to learn (S2007)	97%	96%	96%
teachers at this school treat students fairly (S2008)	97%	94%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	96%
this school works with them to support their child's learning (S2010)	97%	92%	95%
this school takes parents' opinions seriously (S2011)	91%	91%	90%
student behaviour is well managed at this school (S2012)	100%	97%	95%
this school looks for ways to improve (S2013)	97%	94%	95%
this school is well maintained (S2014)	97%	99%	99%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	100%	97%
they like being at their school (S2036)	96%	100%	97%
they feel safe at their school (S2037)	98%	100%	99%
their teachers motivate them to learn (S2038)	98%	100%	99%
their teachers expect them to do their best (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	98%	99%	98%
teachers treat students fairly at their school (S2041)	98%	100%	92%
they can talk to their teachers about their concerns (S2042)	90%	97%	94%
their school takes students' opinions seriously (S2043)	96%	97%	97%
student behaviour is well managed at their school (S2044)	95%	100%	97%
their school looks for ways to improve (S2045)	99%	100%	98%
their school is well maintained (S2046)	97%	96%	95%
their school gives them opportunities to do interesting things (S2047)	98%	100%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	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)	91%	97%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	94%	91%
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%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
staff are well supported at their school (S2075)	100%	97%	98%
their school takes staff opinions seriously (S2076)	98%	97%	98%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	98%	97%	100%
their school gives them opportunities to do interesting things (S2079)	98%	97%	98%

'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

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 Twitter and Facebook accounts 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 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
2012-2013	216,030	1,450
2013-2014	222,317	1,428
2014-2015	218,068	2,221

*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.

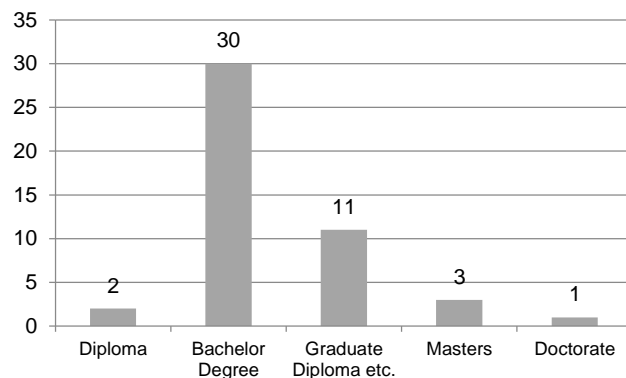
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	47	24	0
Full-time equivalents	40	15	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Diploma	2
Bachelor Degree	30
Graduate Diploma etc.	11
Masters	3
Doctorate	1
Total	47



*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 2015 were \$32 277.

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 and Writing
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 2015 was 100%.

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	83%

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

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

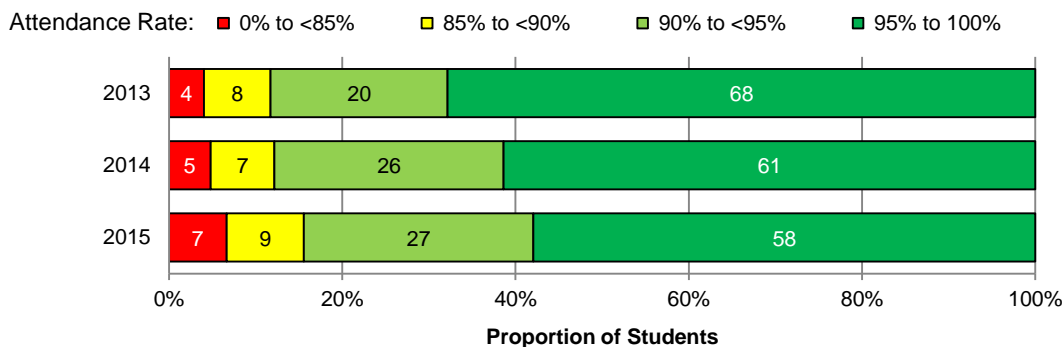
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	96%	95%	95%	94%	97%	96%	95%	96%					
2014	94%	95%	96%	93%	93%	96%	95%	96%					
2015	94%	94%	95%	95%	93%	93%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

At Windsor SS, rolls are electronically completed using OneSchool. Unexplained absences are followed up every day with a phone call to parents. Unexplained absence reports are regularly produced to identify regular absenteeism and a daily absentee report is emailed to all teaching staff. We also record late arrivals and track this data on OneSchool database.

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 Years 3 and 5 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.

Find a school

The 'Find a school' form includes the following elements:

- A text input field labeled 'School name' with a red 'GO' button to its right.
- A text input field labeled 'Suburb, town or postcode'.
- A 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'.
- A large red 'SEARCH' button at the bottom.

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

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