



Wheatlands State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Wheatlands is a rural Band 6 school situated between the regional townships of Wondai and Murgon. Our philosophy and pedagogy focus on the achievement of each individual student in a multi-age classroom setting. We provide a safe, supportive and challenging environment in which our students learn. There is an expectation that students are respectful and responsible for their own learning and behaviour. The size of our school allows us to develop supportive and productive relationships with all students and their parents. The school operates using multi-age classes which enable teachers to develop programs that are based on students' ability levels. The school is constantly updating resources and facilities to further enhance the service provided to the students and the community. Students also experience a number of activities outside the classroom including a school camp, Cluster sport and STEM Gala days and an innovative swimming program.

School progress towards its goals in 2018

Priorities	Improvement Strategy	Addressed	Ongoing
WRITING	Analyse NAPLAN data to inform and guide teaching practices, early intervention as well as extension of capabilities in writing.	√	√
	Analyse diagnostic data and internal monitoring data to inform and guide teaching practices for early intervention and/or extension writing.		√
	Select student writing sample to be presented at student case management meeting to identify areas for future focus	√	√
Transition	Continue to host the Prep transition day for both parents and students.	√	
	Continue to promote gala days in STEM and sport as well as investigating an Arts Gala Day.	√	
	Ensure Murgon State High School's year 7 co-ordinate attends the year 6 Cluster camp to build relationships with new year's students.	√	
READING	Ensure reading strategies are being used consistently across the school as the primary strategy of teaching reading and reading comprehension		√
	Whole of school timetable reflects the minimum reading time requirements		√
	Provide professional development for teaching staff focused on Guided Reading, IPI and Running Records and Element 1.	√	√
	Continued utilisation of data to determine student learning progress and effectiveness of teaching strategies.		√



ATTENDANCE	Principal to discuss with parents/caregivers the effects of poor attendance and the importance of attending at least 94%	√	√
	BSM to collate attendance rolls and contact parents of all students before 11:00 am.	√	√
	Teachers and Teacher Aides to display and maintain class attendance data.	√	
	Attendance award presented on final parade each term to the class with highest attendance for the term.	√	√
	Use online rolls to strategically target areas of high absenteeism and the students who are on less than 92% attendance. Use data to inform conversations with parents		√

Future outlook

Improvement Priorities for 2019

- A whole school program for Problem Solving being implemented.
- Wheatlands State School teachers working with cluster teachers to ensure consistency in assessment reporting.
- Install STEM co-ordinate from teaching staff.
- All students' wellbeing and learning are maintained as they transition from primary to secondary schools and into the Prep year.
- 100% of students reaching end of year reading bench marks.

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	86	77	75
Girls	43	35	32
Boys	43	42	43
Indigenous		1	6
Enrolment continuity (Feb. – Nov.)	90%	89%	90%

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

Wheatlands State School is a rural school with a proud history. The achievements of Wheatlands students are impressive, and have been highly supported by the dedicated teaching staff and the Parents & Citizens Association. To improve student learning outcomes we demand high expectations in alliance with a strong and consistent approach to behaviour management, which includes a proactive rewards system that is highly valued by our community. This has supported the high quality of teaching and learning programs offered to all students. The professionalism & dedication of our staff, as well as our extensive community networks & support services, ensure students & their families are fully supported. The school community consists of families in the pig, beef and dairy industries as well as broad acre farming and small and medium business owners. The school currently has three indigenous or ESL students.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	20	21
Year 4 – Year 6	22	18	18
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

Wheatlands State School prides itself on quality teaching and learning. The school offers a strong curriculum program from Prep to Year 6. In 2018 the Key Learning Areas of Mathematics, English, Science, History and Geography, THE Arts, Technology, HPE and LOTE were implemented under the Australian National Curriculum. Wheatlands State School promotes the benefits of the multi-age classroom and a multi-age environment. Key Learning Areas are organised and taught in multi-age units of work in the juncture years of Prep, One/Two, Three/Four and a Five/Six class. In



this multi-age setting, all students are offered a differentiated curriculum. In addition Wheatlands State School offers:

- Individual learning programs with an ability based emphasis
- Mobile learning devices throughout using the schools wireless capabilities
- Personalised learning programs set against school and regional targets
- Vertical Timetable to cater for the needs of every individual

Co-curricular activities

Interschool sports carnivals in swimming, cross country and athletics

- Multiple sporting opportunities at district level, regional and state level
- Combined Annual small schools trip to Sydney and Canberra
- Participation in the cluster STEM Gala Day held at Murgon State High School (year five and six students)

How information and communication technologies are used to assist learning

Information and Communication Technologies are used to assist learning across all learning areas. ICT is an effective platform used to provide one form of differentiated curriculum. Students use a balance of technology and explicit teaching to research, record, investigate and demonstrate knowledge. Students use a mix of inquiry based research, web based sites and multi-media applications to enhance their learning opportunities. Every class is equipped with either a Interactive Whiteboard or digital projector. A fleet of laptops and access to tablet devices to facilitate the interactive demands of the Australian Curriculum. All staff have access to professional development opportunities both face to face and through online activities to develop the necessary skills and pedagogical processes demanded of a 21st century teacher. In 2019 an Arts teacher was engaged and has implemented Digital Technologies lessons to all classes.

Social climate

Overview

Students and teachers at Wheatlands State School use computers on a regular basis in a number of different contexts. First and foremost we uphold the vision that computers and technology are our future, hence a strong commitment to progressing the skills required to operate all types of ICT devices is paramount. Computers are used on a regular basis for research tasks and for consolidating learned procedures through games, vignettes, demonstrations and drills. Programs such as power point, movie maker, word, excel, publisher, Mathletics, Reading Eggs, C2C digital resources and e-mails are regularly used. Interactive Whiteboards are used in all classrooms and are now used to enhance and consolidate the curriculum. iPad Program continued to be integrated into the curriculum specifically in the development of literacy & numeracy skills.

Note:

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)	95%	93%	93%
• this is a good school (S2035)	100%	93%	100%
• their child likes being at this school* (S2001)	100%	93%	93%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child feels safe at this school* (S2002)	100%	100%	93%
• their child's learning needs are being met at this school* (S2003)	100%	93%	93%
• their child is making good progress at this school* (S2004)	100%	93%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	93%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	92%	93%
• teachers at this school motivate their child to learn* (S2007)	100%	92%	93%
• teachers at this school treat students fairly* (S2008)	89%	85%	93%
• they can talk to their child's teachers about their concerns* (S2009)	95%	93%	93%
• this school works with them to support their child's learning* (S2010)	100%	100%	93%
• this school takes parents' opinions seriously* (S2011)	89%	77%	67%
• student behaviour is well managed at this school* (S2012)	95%	85%	73%
• this school looks for ways to improve* (S2013)	100%	86%	80%
• this school is well maintained* (S2014)	100%	86%	87%

* 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%	97%
• they like being at their school* (S2036)	94%	89%	87%
• they feel safe at their school* (S2037)	100%	98%	94%
• their teachers motivate them to learn* (S2038)	100%	96%	100%
• 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%	86%	93%
• teachers treat students fairly at their school* (S2041)	100%	84%	77%
• they can talk to their teachers about their concerns* (S2042)	100%	89%	90%
• their school takes students' opinions seriously* (S2043)	100%	82%	81%
• student behaviour is well managed at their school* (S2044)	94%	87%	81%
• their school looks for ways to improve* (S2045)	100%	91%	93%
• their school is well maintained* (S2046)	100%	96%	84%
• their school gives them opportunities to do interesting things* (S2047)	94%	86%	88%

* 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%	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)	100%	89%	89%
• 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)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	89%	100%
• staff are well supported at their school (S2075)	100%	89%	89%
• their school takes staff opinions seriously (S2076)	100%	89%	100%
• their school looks for ways to improve (S2077)	100%	89%	100%
• their school is well maintained (S2078)	100%	89%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Wheatlands State School actively encourages parent volunteers in most aspects of school life. Our school grounds, tuckshop and uniform program all rely on the support of P&C and parent volunteers. Parades, newsletters, parent interviews and program information encourage parent involvement in student learning both at school and at home. The intimate nature of a small school lends itself to regular informal conversation and meetings with parents on a daily basis. Parents are highly encouraged to attend parades on Friday afternoons to celebrate the success of students throughout the week. Parents assisted the principal in formalising the relationship with community and school through the creation of a Parent and Community Engagement Framework during term 4 2018. Meetings are held with parents of all students you are having their curriculum delivery individualised in a formal process.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Some programs include a focus on the schools Positive Behavior Policy, Fun Friends Program and celebrating White Ribbon Day which focuses on stopping domestic violence and educating student to understand that domestic and family violence is not acceptable in any society.



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	6	4	3
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

Staff and students work to reduce electricity and water usage by turning off lights during breaks, shutting down computers each afternoon, only using air conditioning when necessary and turning off taps when hand washing. Students have access to a kitchen garden to educate students about the use of rainwater tanks and composting. Electricity consumption has increased significantly due to an aging water pipe pumped from the creek. Cracks and holes have led to water pump staying on resulting in an increase to electricity use

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	32,349	40,836	43,382
Water (kL)			

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	
Search by school name or suburb		
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
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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	7	5	0
Full-time equivalents	6	3	0

*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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	7
Diploma	
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 \$9398.43.

The major professional development initiatives are as follows:

Lyn Sharratt, putting faces on the data. Age appropriated pedagogy, Reading and Triad of schools implementation of the 14 parameters. Also with a graduate teacher joining the team in 2019 funds have been spent on New and Beginning teachers professional development.

The proportion of the teaching staff involved in professional development activities during 201 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%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% 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	97%	94%	94%
Attendance rate for Indigenous** students at this school			93%

* 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

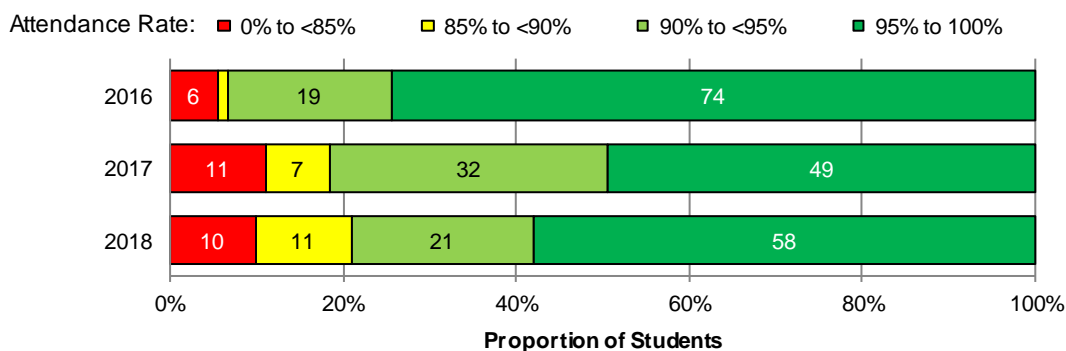
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	96%	90%	89%	Year 7			
Year 1	99%	94%	93%	Year 8			
Year 2	96%	95%	95%	Year 9			
Year 3	96%	96%	95%	Year 10			
Year 4	97%	94%	94%	Year 11			
Year 5	96%	94%	96%	Year 12			
Year 6	98%	94%	96%				

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.

Wheatlands State School operates a school wide positive behaviour program that also focus on attendance and engagement. All students are encouraged and rewarded to limit their time away from classes. The attendance roll is marked electronically, twice per day and absences recorded. Where student absences are unexplained by parents the administration staff or principal attempt to contact parents or care givers for explanations and to remind them of their responsibilities to ensure their children attend school. For longer absenteeism an official letter is sent home outlining the parent's legal responsibilities.

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

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	
<input type="text" value="Search by school name or suburb"/>	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 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes: