Walkamin State School (0760)
Queensland State School Reporting
2012 School Annual Report

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Webpages       Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.

Contact Person  David King – Teaching Principal

Principal’s foreword

Introduction

The 2011 School Annual Report is a summary of the school operations at Walkamin State School, the data which is distinctive to this school, and the details of our school progress in reaching the goals set by Education Queensland and our Annual Operational Plan.

School progress towards its goals in 2012

More clearly defined Curriculum – defining setting targets – particularly in Maths and reading – introducing the Australian Curriculum through C2C
Developing explicit teaching model – checking and enhancing – warm-ups
Using data to make decisions – following schedule of data collection
Defining and raising expectations – Preps & students

Future outlook

Our Focus areas as defined in our 2013 Annual Implementation Plan (AIP) are:
- Improved Teaching
- Refining and embedding data based decisions
- Refining and embedding Planning & Accountability Systems
- Connecting Parents & Caregivers with their children's learning
- Improving Literacy/English & Numeracy/Maths
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>23</td>
<td>13</td>
<td>10</td>
<td>74%</td>
</tr>
<tr>
<td>2011</td>
<td>34</td>
<td>14</td>
<td>20</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>37</td>
<td>16</td>
<td>21</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
Most students of Walkamin State School are drawn from the Mareeba District (with some from Tolga/Atherton area). The students are organized into two classes Prep-Yr 2 and Yr 3-7 (with an additional middle years class for two days per week – Yr3-5) It located on the gorgeous Atherton Tablelands between Tolga and Mareeba.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>14</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>16</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
Due to the size of the school we are readily able to identify, support and respond to individual students learning within the school context. We have the ability to develop close relationships with students and their families to provide an effective learning environment.

Extra curricula activities
Whole school (mixed groups) Curriculum days (i.e. science, arts & crafts)
Active student council (lead by students for students)
Sporting and Cultural Ambassadors program (including leadership camp)
Regular contact with outside groups and agencies (e.g. Greening Australia)
Excursions linked to curriculum to local businesses and sites (e.g. Tinaroo Environmental Education Centre)

How Information and Communication Technologies are used to assist learning
At Walkamin State School we use computers to assist our learning through research (e.g. internet), skills reinforcement (e.g. games), teaching (e.g. electronic whiteboard), manipulating and collecting information (e.g. Access) as well as presenting information (e.g. PowerPoint). Computer skills, knowledge and usage are developed within the learning units – students learn about computers through using computers.

Students have regular access to 8 desktops and three laptops (with data projector) for usage in class. We are developing a bank of laptops to allow us flexibility in usage around the school. Three electronic whiteboards, one in each classroom, are used to enhance learning through electronic presentation and manipulation of materials. Our school has two digital cameras and two digital video cameras for students collect many aspects of school life

Social climate
Our students are involved in a school based values program to develop social and academic skills and attitudes to enhance their learning. We regularly refer to our school based values when dealing with students (i.e. on parade, in-class, newsletter, noticeboard). Our school values itself on its family feel with particularly the older students supporting and helping the younger students.

The school obtained a chaplain at the end of the 2012 who has been working with a range of students in a variety of support programs.

Religious Education classes are offered every Monday in Combined denomination religious groups.
## Parent, student and staff satisfaction with the school

Generally we find that our parents, students and teachers are satisfied with our school. The teachers indicate they would prefer to have more preparation and resourcing from a systemic level with support Australian Curriculum Performance measure *(Nationally agreed items shown*)

### Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>93.3%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>86.7%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>93.3%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>93.3%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>93.3%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>93.3%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>86.7%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>93.3%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>93.3%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>86.7%</td>
</tr>
</tbody>
</table>

### Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>95.0%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>90.0%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Our school at a glance

- Teachers treat students fairly at their school: 100.0%
- They can talk to their teachers about their concerns: 94.7%
- Their school takes students' opinions seriously: 80.0%
- Student behaviour is well managed at their school: 95.0%
- Their school looks for ways to improve: 84.2%
- Their school is well maintained: 95.0%
- Their school gives them opportunities to do interesting things: 100.0%

Performance measure (Nationally agreed items shown)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>That they have good access to quality professional development</td>
<td>90.9%</td>
</tr>
<tr>
<td>With the individual staff morale items</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

*Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Our school at a glance

Involving parents in their child’s education

Our school issues report cards with parent teacher interviews two times a year at the end of each semester. Parents are regularly invited to curriculum days, arts and craft days, excursions and sporting events such as our “Cross country and Family Fun day” and inter-house sports day.

Parents are encouraged to involve themselves in our P&C committee which meets the second Tuesday of each month in the Library at 3.00pm. Our P&C regularly runs fundraising and social events as well as working bees to improve the facilities and resources of the school.

Due to the smallness of the school parents have an added advantage in their involvement in their child’s education in the classroom. We are aiming to involve our parents more through curriculum celebrations like our end of year concert.

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Walkamin State School is an Earth smart School. We have undertaken a number of initiatives to reduce our environmental footprint including; collecting food scraps to feed to our chooks; creating and maintaining a permaculture garden; sorting of rubbish into recyclables to reduce land fill; solar panels that feed back into the grid

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>14,700</td>
<td>4,279</td>
</tr>
<tr>
<td>2010-2011</td>
<td>10,210</td>
<td>288</td>
</tr>
<tr>
<td>2011-2012</td>
<td>15,169</td>
<td>678</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>3</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2.4</td>
<td>2.4</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- Doctorate: 0
- Masters: 0
- Bachelor degree: 3
- Diploma: 0
- Certificate: 0
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $3200.

The major professional development initiatives are as follows:

- Reading development
- Interactive whiteboard usage
- Explicit teaching and warm-ups
- Use of data to inform teaching
- Collecting and collating data
- Australian Curriculum – Science, Maths, English

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance</td>
<td>95.2%</td>
<td>95.7%</td>
<td>94.9%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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.
Key student outcomes

In this section delete those tables and paragraphs that are not applicable to your school, or simply enter ‘N/A’. Information published in the tables below must maintain the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. More information on privacy requirements is contained in Section 2 of the guidelines for the Annual Reporting Policy for all Queensland Schools. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

### Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>90%</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>93%</td>
<td>86%</td>
<td>97%</td>
</tr>
<tr>
<td>Year 2</td>
<td>81%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>Year 3</td>
<td>DW</td>
<td>90%</td>
<td>94%</td>
</tr>
<tr>
<td>Year 4</td>
<td>DW</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>Year 5</td>
<td>DW</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Year 6</td>
<td>DW</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93%</td>
<td>81%</td>
<td>DW</td>
<td>95%</td>
<td>DW</td>
<td>DW</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>86%</td>
<td>95%</td>
<td>90%</td>
<td>DW</td>
<td>95%</td>
<td>94%</td>
<td>DW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>97%</td>
<td>91%</td>
<td>94%</td>
<td>97%</td>
<td>94%</td>
<td>98%</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>11</td>
<td>14</td>
<td>72</td>
<td>9</td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
<td>12</td>
<td>26</td>
<td>47</td>
</tr>
<tr>
<td>2010</td>
<td>22</td>
<td>12</td>
<td>22</td>
<td>45</td>
</tr>
</tbody>
</table>

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

Non-attendance is managed in state schools in line with the DET 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.

This school maintains clearly stated high requirements for student attendance. This is maintained by:

- Working closely with each family to discuss and resolve school issues affecting student attendance.
- Providing pastoral support for families affected by health and significant home situations.
- Consistent adherence to Education Queensland guidelines of managing student absenteeism.
Performance of our students

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/](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](image)

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 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

Last year there was only one student identified in year three as indigenous. There were no students identified as indigenous in Year 5 and 7.

The gap between indigenous and non-indigenous students closed in all areas for the NAPLAN testing for Year Three. Attendance by indigenous students was greater than non-indigenous students.