



Wellcamp 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

Wellcamp State School has been established since 1899. It is located on the outskirts of Toowoomba and is surrounded by small-acreage rural properties. Wellcamp SS offers families the option of a small school environment with all of the benefits, which accompany this choice. The school has a Prep-1 class, a 2-3 class, a 4- and a 5-6 class. Small class sizes encourage a supportive environment to enhance student learning. The school aims to encourage the personal development of each student to reach his or her individual potential. Students are given access to a broad educational experience across all key learning areas. C2C and school-based programs are written to ensure that all curriculum areas are covered. They rotate on a 2 or 3-year cycle, so all students are exposed to all of the curriculum organisers and rotation ensures they are visited numerous times in a variety of contexts, allowing students maximum opportunity to demonstrate competency. Wellcamp State School has a history of good results for external testing. Technology is integrated into all areas. Each classroom has a computer pod and an electronic touch board. Classrooms are also fully air-conditioned to enhance student learning and maximise teaching time.

Wellcamp State School is a small rural school, which is the centre of the community. At Wellcamp, we provide a caring family atmosphere where children are treated as individuals and their different learning styles are taken into account by our experienced staff. Our mission is to provide a healthy balanced education where students strive to achieve academically whilst they work and play in harmony.

Our school fosters:

- Respect: treat others as you would like to be treated; we are all unique and we each bring something special to our school!
- Resilience: the ability to face challenges; to succeed and prosper
- Responsibility: for yourself, for others, your learning and your school
- Results: improve yourself; achieve your goals; strengthen your academic performance. We encourage respect for one another and a love of learning and this is encouraged and supported by our local community.

### School progress towards its goals in 2018

Our 2018 priorities: Capability Development – Provision of curriculum role at 0.1, coaching and mentor program with feedback cycle. Collaborative Work- Development in the teaching of writing and a school writing plan, additional teacher-aide support for the teaching of literacy and numeracy, collaborative teamwork to ensure school improvement. Consistency of Practice- Clarity of expectations and consistency of practice through PD in the areas of reading and writing, alignment of reading and writing programs. Community Engagement- Teacher parent communication identified early and parents welcomed into the school community, Facebook used to engage and update parent community.

- Progress was made towards all of our school improvement priorities.
- Providing enough staff release time to ensure change happened was a challenge.
- We continue to work on ensuring consistency of practice across the school.
- The completion of the school Writing program and its consistent use across the school was one of our achievements in 2018. Curriculum staff worked hard to ensure its successful implementation.

The school participated in the QSR process in 2018, with the following commendations:

- Staff members promote an inclusive school environment where all students and their families have a strong sense of belonging.
- Student health and wellbeing are viewed as a high priority for promotion across the school.
- The school leadership and members of the teaching team place strong emphasis on the use of data to track student achievement and improvement.
- A strong collegial culture exists in the school and there are formal and informal opportunities to share practice and stories of student achievement.
- The principal and members of the teaching team express a commitment to implementing curriculum units relating to the Australian Curriculum (AC).
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Other priorities included:

- Improved student outcomes defined through NAPLAN, meeting Regional Benchmarks and Whole School Assessment data.
- Ensuring that School Curriculum remains aligned with National Curriculum.

- Regular meetings examining data to improve student outcomes (purposeful use of data)
- Teachers participated in PD opportunities linked to our improvement agenda
- Continued and heightened emphasis on community communication and involvement in the school as outlined in the Parent and Community Engagement document.
- Continued rigorous consultation with P&C and other significant parties.
- Employing a curriculum coordinator one day a fortnight to ensure consistent implementation of the AC.
- Analysis of NAPLAN and other Whole School Assessment data to enable teachers to target areas for explicit teaching - for the whole class, small groups and individuals.
- Implement and reflect on Whole School Writing Program.
- Purchasing resources to enable productive implementation of STEM learning areas and increase student engagement in all Key Learning Areas.
- Discussions of data analysis to target teaching in Staff and Teacher Meetings.
- Build teacher capability in gathering and using evidence to determine the different year-level curriculum and individual curriculum plans.
- Ensuring frequent opportunities for positive parent/staff interactions.
- Regular positive and informative newsletters, Facebook and Website postings.
- Playgroup and transition programs to ensure smooth transitions in schooling.
- Continued partnerships with USQ and involvement in mentoring pre-service teachers.
- Student attendance at a variety of extracurricular activities including excursions, camp and sporting schools after school activities.
- P&C support and subsidy of transport costs for activities such as camps, excursions and swimming.

## Future outlook

Implement whole school writing program across all year levels. Align the teaching of reading and writing, enacting the Australian curriculum and improve student results.		
Strategies	Actions	Timelines
Learning Sprints	Implement learning sprints rapid action plans	Term 1
The teaching of writing	Focus on teaching of punctuation and grammar and development of a clear scope and sequence.	Term 3
Work collaboratively to ensure school improvement. Provide feedback on classroom practice. Conduct professional, meaningful discussion about student data and ways of improvement.		
Participation and implementation of strategies from 'Putting Faces on the Data'	Implementation class data booklets to be used in meetings and discussions about improvement.	Term 1
	Conduct learning walk and talks, looking for evidence of assessment 'for', 'as' and 'of' learning.	Term 2
	Implementation of learning intentions and success criteria as well and learning walls	Term 3
Coaching and feedback	Classroom visits and support with the teaching of writing.	Term 2
Work collaboratively to ensure school improvement. Provide feedback on classroom practice. Conduct professional, meaningful discussion about student data and ways of improvement.		
Staff to work together as a professional team in order to improve teaching and learning.	Teacher release time for year level planning	Ongoing

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	80	77	95
Girls	35	32	43
Boys	45	45	52
Indigenous	6	6	10
Enrolment continuity (Feb. – Nov.)	91%	100%	96%

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

Our student body consists of some local families, some who have lived in the area for many years. However the majority of our students come from Toowoomba as their families have chosen to send their children to a small rural school. Most parents work in town. We have a small number of indigenous students and one family of ESL students.

Many of our students will remain at Wellcamp for their entire primary education but we are seeing increasing numbers of students transferring in from other schools.

In 2018 our school became catchment managed, which will have implication for future enrolment numbers.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	19	24
Year 4 – Year 6	20	19	25
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

- Our curriculum, across Prep to Year Six, aligns our teaching and learning programs with the Australian Curriculum and the Queensland Curriculum. Our school curriculum framework is driven by school, local, state and national agendas. The students access specialist teachers for dance, PE, German and music.
- During 2018 the school had four composite classes - prep / year one, year two/ three, year four/five and year five/ six - offering quality curriculum programs across the key learning areas and covering the Australian Curriculum.
- Students have excellent access to IT with Interactive Touch Panels provided in each classroom and a computer ratio of 1:2. The school also has sets of iPads for use in each classroom. Teachers have also purchase other technology resources for the classes including robotics, drones, solar cars, green screen, stick bots, Matasticks, construction circuit and Cubetto coding robots.

### Co-curricular activities

- Students participated in an international day with the local CWA. Students were judged on their efforts and prizes awarded with the winners going to the next level.
- School leaders attended the National Young Leaders Day at Highfields.
- Students participated in the interschool athletics and swimming carnivals, demonstrating the skills they have learned, with several students attending Darling Downs trials.
- Students also held a concert where they all performed for families and the community.
- Students, staff and parents celebrated Book Week, Easter bonnet parade and ANZAC Day.
- A school camp was held at the Jacobs Well and Niminbah Valle during term three and all students from year 3-6 attended.
- Grandparents' Day was a great success, with the majority of students' grandparents participating in a variety of organised activities.
- Students participated in a programs run by school sporting programs using the sporting schools grant.
- Swimming lessons were offered for all students.
- All students attended a drama performance at the Empire Theatre.
- Reading Wall of Excellence and House Cup awards.
- Amaroo Environmental Education excursions for all grades.
- House swimming carnivals, athletics and cross country.

### How information and communication technologies are used to assist learning

Using technology is a high priority at Wellcamp. All classrooms and the hall and library are equipped with a Smart Board/ Touch TV and teachers regularly attend in-service activities. Each classroom has a computer pod with desktop PCs, printers, digital cameras, web cams and iPads. Two of our classrooms also have a sound field system used by teachers to ensure all students have equal access to verbal instruction. Students access a number of online learning opportunities to increase their skills in spelling, writing and math, including Spelling City, Reading Eggs, Reading Express and Study Ladder. Technology is used to support C2C units. We have used dash robots for coding in the upper school as well as websites such as code.org.

## Social climate

### Overview

Wellcamp has a family atmosphere. We aim to develop caring, responsible children. Children are encouraged to use good manners towards peers, teachers, parents and community members. Honesty in all aspects is encouraged. Children develop a sense of pride and confidence in their school, their family and their community. We continued to hold our weekly 'Buddies' sessions where older students get to know and help the younger ones in the school, fostering a sense of community and caring. Star Kids awards are given out to students each fortnight and points are given to each house for good deeds done by students. Attendance awards are given out each term to students who have been present each day. In 2018 we created a 'Chill out Zone' where student can go during break times. There are mindful colouring materials, plenty of book and Lego for students to use in this area. There is also a karaoke machine and music students can use.

The P & C Committee is a highly dedicated representation of our community that raises both our school's profile in the local area, as well as raising funds to support school development. It is through a combination of their efforts and the provision of quality engaging learning experiences and resources that we continue to achieve great success. They support the school disco each year as well as purchasing a book for each child at the end of the year.

## 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)	100%	80%	80%
• this is a good school (S2035)	100%	100%	80%
• their child likes being at this school* (S2001)	93%	100%	80%
• their child feels safe at this school* (S2002)	93%	100%	90%
• their child's learning needs are being met at this school* (S2003)	93%	80%	70%
• their child is making good progress at this school* (S2004)	100%	90%	70%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	80%	80%
• teachers at this school motivate their child to learn* (S2007)	93%	80%	80%
• teachers at this school treat students fairly* (S2008)	80%	80%	70%
• they can talk to their child's teachers about their concerns* (S2009)	100%	90%	90%
• this school works with them to support their child's learning* (S2010)	93%	90%	80%
• this school takes parents' opinions seriously* (S2011)	87%	80%	70%
• student behaviour is well managed at this school* (S2012)	73%	80%	80%
• this school looks for ways to improve* (S2013)	87%	80%	80%
• this school is well maintained* (S2014)	93%	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.

Table 4: Student opinion survey

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

Percentage of students who agree# that:	2016	2017	2018
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\* 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%	100%	91%
• 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%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	90%
• their school takes staff opinions seriously (S2076)	92%	100%	90%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	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

*Parents and the broader community play a vital role in supporting successful learning outcomes for our children. Parent and community participation in student learning and the school community is valued at Wellcamp. This involvement sends a clear signal to students about the value of education.*

*All families are invited to our weekly assemblies. Those unable to attend can find the parade notes, known as the 'Wellcamp Whispers' on our website by Monday evening and photographs from parade appear in the school newsletter and on our Facebook page.*

*The school website is up to date with events, news and push notifications are used as reminders of important events. Our Facebook page is successful in improving communication and publicising school events.*

*Professional Development (Homework & Reading, Asbestos, Code of Conduct) are on offer for parents and volunteers. Parent education sessions and information mornings are held for Prep parents prior to their students starting school and at the beginning of the school year for other year levels. Term overviews are sent home each term so that parents are aware of what their children are learn and what kinds of assessment they will complete. A monthly calendar with all school events is sent home as well as being displayed in the class. We encourage parents/ caregivers to share their talents with the school community. Our SEP teacher regularly communicates with parents on how to best meet the needs of students with diverse needs.*

Parents are involved in running our P&C, tuckshop and a variety of fundraising activities. They cater for cluster events, at inter school sports days and assist at other school's fundraisers. In turn the P&C are very supportive providing resources such as reading books and subsidising busses and activities for students.

## Respectful relationships education programs

Wellcamp school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. *Our school runs a regular weekly Buddies session where students are partnered with an older/younger buddy to look after. Buddies run programs and activities around special events such as NADOC week, White Ribbon day, 'Bullying No Way' etc. The school partners with Cabal medical centre who work regularly with students, visiting each term.*

*Zones of Regulation run across the school and has become an integral part of our school. The Zones are used to teach self-regulation by labelling all the different ways we feel and states of alertness we experience into four zones. The Zones curriculum provides strategies to teach students to become more aware of their emotions, improve controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.*

*Staff are trained in student protection each year and are aware of their responsibilities with regard to reporting any suspected abuse or domestic violence.*

## 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	0	1	4
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

*Wellcamp School now has solar panels, we recycle about 90% of our paper and large amount of the paper from the local community. We have rainwater tanks on all buildings. The solar panels were cleaned and repaired to ensure maximum effectiveness.*

*There are chickens, vegetable gardens, worm farm and compost bins. Students were educated in minimising the use of electricity by using natural light when possible and only using air conditioners when necessary. We have also replaced all of our lights with energy saving lighting. Our newsletter is now uploaded to our website and parents are send an email with the link each fortnight. Classroom air conditioners have high ratings for energy efficiency and staff and students monitor their use. This has led to a reduction of usage since 2016.*

Our water source is reliant our bore and the many tanks we have installed around the grounds.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	33,444	24,377	33,385
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.

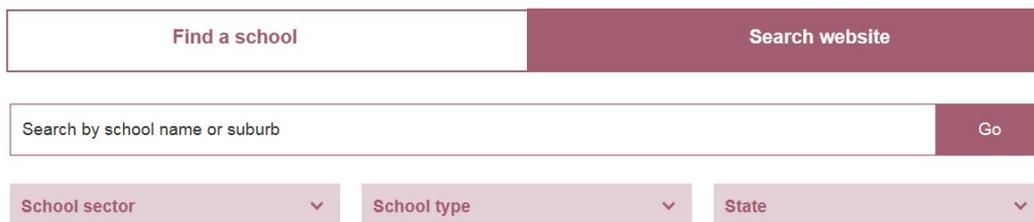
## School funding

### 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.



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.



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	4	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	5
Diploma	2
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 \$12345.24.

The major professional development initiatives are as follows:

- Cluster conference
- Teaching of writing
- Business meeting
- CPR, anaphylaxis and asthma training
- The Big Six of reading
- Beginning Teachers Workshop
- Breaksphere's Learning Sprints
- Lynne Sharratt Putting Faces on the Data
- Student Bullying and Wellbeing Conference

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.	94%	93%	94%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	95%	95%	95%
Attendance rate for Indigenous** students at this school	95%	96%	91%

\* 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	95%	93%	96%
Year 1	94%	94%	94%
Year 2	94%	96%	94%
Year 3	95%	94%	96%
Year 4	96%	95%	94%
Year 5	92%	94%	95%
Year 6	96%	98%	93%

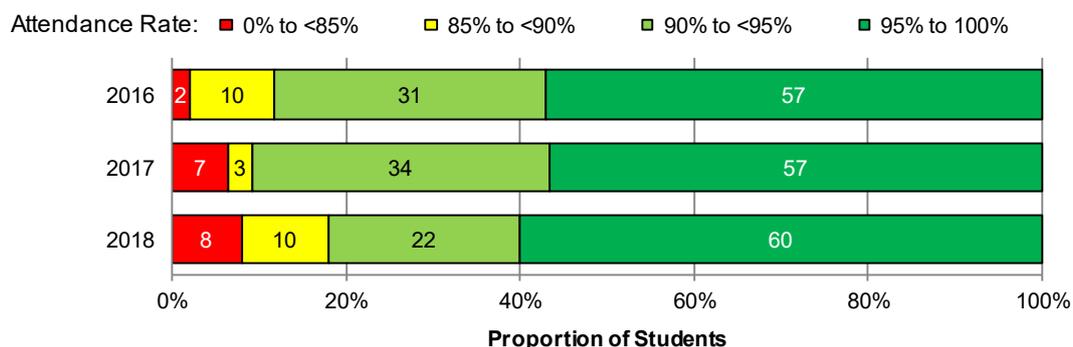
Year level	2016	2017	2018
Year 7	100%		
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Where students are not meeting attendance requirements contact is made by the principal and a meeting scheduled so that this can be investigated. The appropriate letters are sent according to timelines and help is offered to the parents to increase student engagement and attendance.

Roll marking occurs twice daily, once at 8.45am and again at 1.30pm. Parents of students who are away must communicate this with the school by phone call, email, in writing or by using the 24hr student absence hotline. If this doesn't happen the school follows this up with a phone call by 9.30am on that day. The appropriate letters are sent to parents of students who do not attend regularly and meetings are scheduled.

Students with excellent attendance are presented with a certificate, recognised on parade and published in our school newsletter at the beginning of each term.

## 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

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

#### Notes:

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