**Contact Information**

<table>
<thead>
<tr>
<th>Postal address:</th>
<th>190 Toohy Road Wellers Hill 4121</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>(07) 3249 1333</td>
</tr>
<tr>
<td>Fax:</td>
<td>(07) 3848 0228</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:principal@wellhillss.eq.edu.au">principal@wellhillss.eq.edu.au</a></td>
</tr>
</tbody>
</table>

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

**Contact Person:** The Principal

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**School Overview**

Wellers Hill State School is located six kilometres from the Brisbane CBD. Wellers Hill is a school with a proud academic, sporting and cultural tradition, where all aspects of child development are respected, valued and nurtured. Wellers Hill SS has a strong academic programme focusing on the development of literacy and numeracy. This is supported through a dedicated visual arts programme, a Japanese language and culture programme, an instrumental music programme and a classroom music programme which also incorporates an award winning choral programme. A wide range of sporting activities is offered incorporating school and interschool sporting programmes. Wellers Hill SS maintains a friendship arrangement with the Yasugi International Exchange Association, whereby students visit Yasugi schools every year and Yasugi students visit Wellers Hill State School in the alternate year. A further strength of the school is the quality of relationships between the parent community and the administration and teaching staff. Students at Wellers Hill take joint responsibility for behaviour management and they treat each other with respect. Wellers Hill State School is an outstanding school.
School Progress towards its goals in 2016

Wellers Hill State School
2016 Improvement Agenda

“It is not about extraordinary people. It is about ordinary people working together to do extraordinary things.”
“Strive to Succeed”

The 2016 Improvement Agenda for Wellers Hill State School will focus on:

The Explicit Teaching of COMPREHENSION

The strategies to support our 2016 focus will include:
- Question and Answer Relationship (QAR)
- Identified comprehension strategies
- Explicit instruction model
- Differentiation
- Explicit professional development
- Support of staff through coaching
- Feedback

Targets:
2016 NAPLAN Reading Results
- 100% of students in Years 3 and 5 to reach NMS
- 60% of Year 3 students in the U2B
- 65% of Year 5 students in the U2B

Year 1-6 Students PAT-Reading
100% of students in Years 1-6 to reach year level mean scale score
Year 1—92.6 Year 4—120.9
Year 2—102.6 Year 5—125.9
Year 3—112.1 Year 6—128.7

60% of students at or above the following scale scores:
Year 1—94 Year 4—125
Year 2—108 Year 5—129
Year 3—117 Year 6—132

We will monitor and track student progress through:
- Our school data wall
- Formative assessment each term

We will celebrate our successes via:
- Newsletters, Parades, Facebook and Twitter

Bilingual Program:
- Investigate in 2016 targets to be set in 2017 for Japanese literacy acquisition for students in Years One to Four.

We will continue to embed:
- Word study at Wellers Hill
- Seven Steps to writing
- ASOT Pedagogical Framework
Future Outlook

Wellers Hill State School
2017

Improvement Agenda

The focus of our 2017 improvement includes:
- Reading Comprehension
- Writing
- Data and Differentiation
- Pedagogical Framework (ASOT)

Strategies to support our foci include:
- Question and Answer Relationship (QAR)
- Identified comprehension strategies
- Explicit instruction model
- Professional development
- U2B projects in Reading and Numeracy
- Coaching
- Feedback

Targets

2017 NAPLAN Reading Targets.
- 100% of students in Year 3 and Year 5 to achieve NMS.
- 60% of Year 3 students achieve the U2B
- 65% of Year 5 students achieve the U2B

2017 NAPLAN Writing Targets.
- 100% of students in Year 3 and Year 5 to achieve NMS.
- 55% of Year 3 students achieve the U2B
- 40% of Year 5 students achieve the U2B

Year 1 – 6 students PAT – Reading
- 100% of students in Years 1 – 6 reach Year Level Mean Scale Score.
  - Year 1 – 92.6
  - Year 2 – 102.6
  - Year 3 – 112.1
  - Year 4 – 120.9
  - Year 5 – 125.9
  - Year 6 – 128.7

- 60% of students at or above the following scale scores:
  - Year 1 — 94
  - Year 2 — 108
  - Year 3 — 117
  - Year 4 — 125
  - Year 5 — 129
  - Year 6 — 132

We will monitor and track student progress through:
- Our school data wall
- Formative assessment each term

We will celebrate our successes via:
- Newsletters, Parades, Facebook and Twitter

Bilingual Program:
- Investigate in 2017 targets to be set in 2018 for Japanese literacy acquisition for students in Years One to Four

We will continue to embed:
- Word study at Wellers Hill
- Seven Steps to writing
School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>865</td>
<td>410</td>
<td>455</td>
<td>6</td>
<td>98%</td>
</tr>
<tr>
<td>2015*</td>
<td>846</td>
<td>401</td>
<td>445</td>
<td>6</td>
<td>98%</td>
</tr>
<tr>
<td>2016</td>
<td>880</td>
<td>433</td>
<td>447</td>
<td>10</td>
<td>98%</td>
</tr>
</tbody>
</table>

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.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).
Characteristics of the Student Body

Overview
The student body at Wellers Hill State School is predominately made up of students who live within the school catchment area. The enrolment numbers have gradually been increasing over time due to the Japanese Bilingual Programme.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

<table>
<thead>
<tr>
<th>Phase</th>
<th>2014</th>
<th>2015*</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>20</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>22</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Year 8 – Year 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery
Wellers Hill State School maintains a strong curriculum focus utilizing the Australian Curriculum and the C2C Queensland Curriculum into the Classroom Units. WHSS has also implemented a Japanese Bilingual Programme. As at 2016, this programme operates across Years 1 – 3.

The Japanese Bilingual Program at WHSS operates on a 50/50 basis. The children spend 50% of their contact time with an Australian teacher and 50% with a Japanese teacher. It is the belief of the school, based on the Content and Language Integrated Learning (CLIL) philosophy, that in the early stages of the students' language acquisition, learning should occur in both languages every day. The Japanese teachers only speak Japanese to the children (this includes in the classroom and in the playground); this practice starts day one of Year One. From Semester One, Year Two the children are encouraged to only speak Japanese whilst with their Japanese teachers. As of Semester Two, Year 2 students are not permitted to speak English, even between themselves, when with their Japanese teachers. By Semester Two, Year Two, students are spontaneously speaking amongst themselves in Japanese during eating and play breaks.

Our distinctive curriculum offering – Japanese Bilingual Education
Queensland’s first Primary Japanese Bilingual program. This programme will continue to be implemented across all year levels by 2020.

Annual exchange with Shimane Prefecture in Japan, touring for approximately eleven days, gaining general cultural experiences and participating in a Home Stay experience.

Visitors to the school demonstrating aspects of Japanese culture when touring.

Students celebrate various cultural festivals.

Students exchange of letters and skype with students in Japan

What is Bilingual Education?
The concept of bilingual education refers to the dual focus of teaching a second language and teaching key learning areas through the medium of that second language. Immersion students use the second language as their language of work and
communication and develop intercultural competencies and multidimensional subject specific knowledge at the same time (Haataja, 2009, p.6).

**What are the benefits of bilingual education?**

Early literacy development is enhanced by early bilingual experiences (Goodz and Kodzopeljic 1991). Bilingual children have diverse linguistic and cultural knowledge, skills, resources and potential. The cognitive, social and linguistic gains from being bilingual are linked to:

- self-esteem and cultural identity.
- socio cultural knowledge.
- cognitive and linguistic advantages.
- cultural diversity and difference.

**Students in successful bilingual programs:**

- gain confidence in themselves and their learning.
- share new learning experiences with their families.
- become confident in their ability to use a new language at least in supported contexts, but probably independently and in ways that respect the culture of the language that they are learning.

**What are some of the positive outcomes of bilingual education?**

**For students**

- Ability in the language other than English for primary programs is roughly parallel to the levels currently achieved by Year 10 students in languages as object programs (i.e. non-bilingual programs).
- Acceptance by the students that ‘the other’ is normal and new experiences can be eagerly engaged with.
- Creative and divergent thinking across the curriculum.
- Performance on standardised English and Mathematics assessments that are consistently above ‘like school’ norms and frequently above state norms.
- A learning context in which students who have previously experienced ‘difficulties’ experience success (often for the first time in their schooling).
- Ability to confidently engage in extended interaction in their languages in public and with ‘strangers’.
- Sophisticated problem solving strategies.
- A sense of pathways and purpose and a sense that existing identities and experiences are accepted and built upon.

**CLIL is based on four key principles:**

1. Content - progression in knowledge, skills and understanding related to specific elements of a defined curriculum.
2. Communication - using language to learn - whilst learning to use language.
3. Cognition - developing thinking skills which link concept formation, understanding and language.
4. Culture - exposure to alternative perspectives and shared understandings.

The basic idea behind CLIL is the combination of mainstream curriculum with the learning of a second language. There are three main reasons for this approach:

1. The exposure too many more hours of the second language than is usual in simple language classes;
2. The mainstream classroom as an authentic situation where second language students have a real reason to use the second language; and
3. The added benefit in becoming proficient in a second language while learning the mainstream curriculum.

CLIL takes place in the normal classroom while students learn about science, history or maths. However, the teacher in the classroom uses a language other than English to present and speak about the topics. Students can use both English and the second language to speak to the teacher, but the use of the second language is encouraged. The classroom teacher, sometimes with the help of a teacher’s aide, helps the students with typical words and sentences in the second language that the students could use to speak about the topic of learning. This is usually referred to as ‘scaffolding’, as it gives the students something like a ladder to climb up on.

Research demonstrates that learning a second language can significantly enhance literacy skills development. ‘Learning a new language teaches the learner something about the nature of language and languages, and this is knowledge that needs to be developed by a literate person’ ‘Language teachers do not only teach a language, they also teach about language as a concept, and about communication, context and culture.’ ‘Second language learning is therefore a resource for enhancing literacy, not a problem for acquiring literacy. It forms part of the whole package for learning about language as a part of schooling and provides additional insights into the nature of language that are not available to the monolingual learner’. (Liddicoat, A., Learning a language, learning about language, learning to be literate. Babel, Vol 35, Number 3, 2000-2001, p.15)

Students learning another language develop understandings of language as a system by drawing on comparative language analysis.

**Will bilingual education affect my child’s English language skills?**

Research has shown that ‘the effect of learning a second language on first-language skills has been positive in all studies done.... [and] the loss of instructional time in English has never been shown to have negative effects on the achievement of the first language.’ (Bournot-Trites & Tellowitz, 2002)

The study of a second language provides students with another perspective on how languages work as systems, thereby enhancing literacy and language skills in English, as well as the language. (Board of Studies NSW, K-10 Languages syllabus, p. 23)

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Queensland Government
PHYSICAL EDUCATION AND SPORT
- Weekly Physical Education lessons – focus on athletics, game skills and motor skill development in Terms Two and Three; and water safety and swimming in Terms One and Four.
- Interschool and recreational sport is offered in the form of Gala Days in which WHSS participates with neighbouring schools in traditional and non-traditional sport.
- Private coaching occurs in a wide range of activities including Tennis, Australian Rules, Cricket, Soccer and Netball which is available before and after school on the school ovals and courts.
- The WHSS Athletics, Cross Country and Swimming Carnivals continue to provide an opportunity for students to showcase their skills to their families and wider community, build sports house spirit and provide a pathway for students to achieve at district and regional levels.
- A significant number of students are selected in district and regional sporting teams and are selected through attendance at district trials and on-field performances at interschool carnivals.
- Physical Education program is supported by Sports Support Group which holds regular fundraisers and help build the sporting profile of the school through their annual biathlon.
- Recognition of sporting success on parade – aiming to build a culture of sportsmanship and pride in our achievements.
- The Wellers Hill Swimming Club continues to successfully operate from the school pool with its members predominantly from WHSS.
- Extensive use of facilities including pool, tennis courts and hall by students and wider community.

VISUAL ARTS
- An Art teacher is employed at the school who coordinates activities and lessons.
- Whole school Professional Development for Art.
- Children’s workshops and art exhibition.
- Bi-annual Art Show to showcase talents of our students.
- Art for all Year levels that supports classroom topics.
- Children’s art displayed throughout the school and used as cards by the local council.
- Entry into various art competitions, exhibitions and displays.

ENRICHMENT
- Students offered the opportunities to participate in the National Assessment.
- Competitions in the areas of Mathematics, English, Spelling, Writing, Digital Technologies and Science.
- A working group formed to monitor and extend programs at Wellers Hill.
- Resources purchased for each classroom.

LIBRARY
The library provides the students and teachers with many opportunities to develop Information literacy and Literature skills through;
- Weekly library lessons in Literature skills and information technology.
- Organising and implementing teaching and learning experiences incorporating author and illustrator visits.
- Organising and supporting the Premier’s Reading Challenge and the MS Read – A –Thon enhancing students’ enjoyment of reading.
- Book Week activities, an annual themed week of activities and competitions incorporating the Children’s Book Week short listed Book of the Year.
- Book Club and Book Fairs run at regular intervals during the school year.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)
- Fully integrated Media Room and ICT lab for whole class use.
- ICT student group, this group competes in an annual computer graphics competition.
- FLTp iPad programme introduced in Year 4, 2016.

Extra Curricula Activities
The following extra-curricular activities occur at Wellers Hill State School:
- Writers’ Club
- School Musical and Talent Showcase
- Biathlon
- Bi-annual Japanese Tour for students in Years 6 and 7.
- Incoming Japanese tours with students from Yasugi & Noto Cho.
- Bi-annual fete – Harmonies on the Hill
- Jump Rope for Heart Skipping Team
- Gardening group
- Robotics

Co-curricular Activities
We are extremely proud to offer the following activities at WHSS:
- Specialist Instrumental Music lessons in the area of strings and woodwind / brass.
- High quality sporting programme.
- Queensland first primary specialist art programme.

How Information and Communication Technologies are used to Assist Learning
In 2016 WHSS introduced the FLTp programme. The acronym FLTP stand for Future Learning Technologies programme. This programme is an iPad programme introduced into Year 4. The programme will progress through the school culminating in a Year 4 to Year 6 programme.
All year levels in the school extensively use interactive whiteboard technology. However, the school is gradually phasing in Ricoh Interactive Panels. These panels allow for a range of pedagogical styles that are not available on general interactive whiteboards. The panels also intuitively connect to the iPads that teachers use. The panels are currently in all classrooms from Year 1 to Year 4. It is anticipated that all remaining whiteboards will be replaced by panels by 2019.

One Japanese bilingual class conducts Skype lessons as part of their learning with Japanese students. Skyping is currently in an introductory stage at WHSS. It is anticipated that this practice will expand across all bilingual classes in the coming years.

**Social Climate**

**Overview**

Wellers Hill State School is very proud of the high level of parent and community support. The school has an active P. and C. Association, with a vast array of support groups, including the Music Support Group, the Sports Support Group, the Services Committee, the Building Committee, the Amateur Swimming Club and the School Age Child Care Services.

Wellers Hill also has a resident Chaplain, attending four days per week. This service has been highly beneficial for staff, parents and students.

Wellers Hill State School scores very highly on the annual Parent and Student School Opinion Survey. 100% of children feel safe at school and 100% of parents believe their children feel safe at school. 89% of parents believe students are treated fairly, while 95% of children believe they are treated fairly at school. 98% of parents believe their child likes being at Wellers Hill State School with 99% of children feeling the same. 92% of parents and 97% of students feel behaviour is managed at Wellers Hill.

**Parent, Student and Staff Satisfaction**

**Parent opinion survey**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school* (S2016)</td>
<td>96%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>92%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>97%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>98%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>90%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>96%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>96%</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>94%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>93%</td>
<td>93%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>93%</td>
<td>91%</td>
<td>89%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>96%</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>87%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>77%</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>90%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>83%</td>
<td>84%</td>
<td>88%</td>
</tr>
</tbody>
</table>

**Student opinion survey**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>100%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>96%</td>
<td>95%</td>
<td>99%</td>
</tr>
</tbody>
</table>
**Performance measure**

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>99%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>99%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>95%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>98%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>96%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>98%</td>
<td>96%</td>
<td>98%</td>
</tr>
</tbody>
</table>

**Staff opinion survey**

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>100%</td>
<td>94%</td>
<td>98%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>96%</td>
<td>78%</td>
<td>88%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>96%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>88%</td>
<td>81%</td>
<td>91%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>88%</td>
<td>75%</td>
<td>89%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>96%</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>69%</td>
<td>59%</td>
<td>75%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>96%</td>
<td>81%</td>
<td>91%</td>
</tr>
</tbody>
</table>

* 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**

Wellers Hill State School staff and administration encourage a high level of parent participation in all aspects of school life. Parents, family members, and community members participate in activities such as:

- Class literacy and numeracy activities.
- PE support.
- Music support.
- Cultural activities and event days.
- Japanese Language and Culture days.

Parent and teacher communication is enhanced through:

- Parent information evenings.
- Parent Representative Network
- Biannual teacher interviews.
- Fortnightly school newsletter.
- Up to date web page & Face Book.
- Regular Friday whole school and lower school parade.
- Student communication diaries.
- Monthly P. and C. meetings
- Parents are kept up to date with their child’s progress through regular face to face meetings with classroom teachers. Parents are also asked to participate in all Individual Support Plan meetings with classroom teacher/s, AVT and Deputy Principal.

Respectful relationships programs

The school has developed and implemented a Responsible Behaviour Plan for Students that focuses on appropriate, respectful and healthy relationships. We also have a strong emphasis on student leadership with a number of groups operating through the school under the mentorship of school staff.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

<table>
<thead>
<tr>
<th>SCHOOL DISCIPLINARY ABSENCES</th>
<th>2014*</th>
<th>2015**</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions – 1 to 5 days</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Long Suspensions – 6 to 20 days</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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.

Environmental Footprint

Reducing the school’s environmental footprint

Wellers Hill State School operates a student Sustainability Committee. This committee has a focus on reducing the environmental footprint of the school. The school also has a student leader in the position of Sustainability Captain, ensuring students are aware of sustainability practices across the school. The Sustainability committee actively promotes reducing power consumption, the reduction of waste and recycling within the school.

<table>
<thead>
<tr>
<th>ENVIRONMENTAL FOOTPRINT INDICATORS</th>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>243,076</td>
<td>4,278</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>258,987</td>
<td>8,358</td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>282,712</td>
<td>1,983</td>
<td></td>
</tr>
</tbody>
</table>

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.

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 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

Where it states ‘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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2016 WORKFORCE COMPOSITION</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Teaching Staff</td>
<td>Non-Teaching Staff</td>
<td>Indigenous Staff</td>
</tr>
<tr>
<td>Headcounts</td>
<td>59</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>51</td>
<td>17</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>TEACHER* QUALIFICATIONS</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest level of qualification</td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>40</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders
**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 2016 were $48,147.
The major professional development initiatives are as follows:
The major professional development initiatives are as follows:
- Coaching
- Bilingualism - CLIL
- Words their Way
- Question Answer Relationship
- Pedagogical Framework – Marzano
- Pedagogical development.
The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

<table>
<thead>
<tr>
<th>Description</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95%</td>
<td>94%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance
The table below shows the attendance information for all students at this school:

<table>
<thead>
<tr>
<th>Description</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate* for the students at this school (shown as a percentage).</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>95%</td>
<td>91%</td>
<td>93%</td>
</tr>
</tbody>
</table>

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.
### Average Student Attendance Rate* (%) for Each Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>96%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>2015</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>2016</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

*Attendance rates effectively count 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:

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

<table>
<thead>
<tr>
<th>Year</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>2014</td>
<td>6</td>
<td>26</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>5</td>
<td>28</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>4</td>
<td>23</td>
<td>65</td>
<td></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 procedures, *Managing Student Absences and Enforcing Enrollment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Student rolls are electronically marked twice daily - at the commencement of school and after the lunch break. WHSS operates an Absence SMS system where parents are sent an SMS immediately following the first roll marking of the day if notification has not been provided to the school of the child's absence. Parents of students who are absent from school are required to provide a reason for the student's absence. If students are absent for more than one day, the parent is contacted by the school to obtain a reason for their absence. Absenteeism is monitored by the school Guidance Officer, who will contact parents to discuss absences greater than 3 days. Parents of students with high level absenteeism are invited to meet with the Year Level Deputy Principal to discuss strategies for improvement. If the high level of absenteeism continues, the Principal commences enforcement of the Compulsory School and Compulsory Participation provisions process.

To be proactive the school administration uses the noticeboard at the front of the school and the school newsletter to deliver messages about the importance of students being at school on time and every day.
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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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.