

Townsville West State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report is a point in time snapshot of our school. It provides details about our school size, enrolment trends, performance in comparison to other schools and our progress in meeting the challenges faced in our particular educational setting. In 2014 our school continued to provide quality learning catered to the specific needs of all of our students. Staff members have increased their commitment to focusing learning pathways on each student's needs, both short-term and long-term. One of our school's ongoing priorities is the well-being of our students, their families and our staff. Therefore the school continues to provide a supportive and understanding school community with a proactive approach to the engagement of students in learning. There is a high commitment of our school community to providing the best in learning for each and every student at our school.

School progress towards its goals in 2014

Our key priorities for 2014 were;

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop workforce performance including instructional leadership
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Plan to transition Year 7 to high school

Some of the key strategies engaged to achieve against these key priorities were;

- Embed processes conducive to productive partnerships with students, staff, parents and community.
- Develop and implement a learning and well-being framework.
- Embed actions to improve attendance.
- Plan to transition Year 7 to high school.
- Implement the Australian Curriculum.
- Embed differentiation within the whole school curriculum, assessment and reporting plan.
- Implement actions to improve indigenous outcomes in line with the EATSIPs framework.
- Embed actions to improve reading, writing, numeracy and science learning.
- Continuously monitor student achievement.
- Focus on high quality teaching practices (including ICTs).
- Implement and manage collaborative teaching practices.
- Embed whole school pedagogical framework.
- Embed processes for school-wide positive behaviour including reviewing and implementing the responsible behaviour plan.

Future outlook

During 2015 our school will continue to build upon the progress to date. Key priorities based upon student data and current research in educational practice are as follows:

- Improve reading comprehension across the school
- Continue to implement the Australian Curriculum
- Review and refine whole school pedagogical practices
- Develop workforce performance monitoring and improvement practices
- Use data to inform teaching practice
- Further develop productive partnerships with students, staff, parents and community
- Continue to plan for Year 6 transition to High School

Key strategies to achieve these priorities include:

- Implement the Australian Curriculum utilizing C2C units
- Develop Whole School Curriculum Framework including whole school overviews for specific skills, such as handwriting and speaking
- Develop and implement an annual whole school standardised assessment plan
- Develop a whole school data base to collate and sort standard testing data to inform decision making
- Review the existing Reading Framework to ensure standard approaches to the teaching of reading across the school
- Introduce the 'C.A.R.S.' framework to support reading comprehension across the school
- Facilitate student owned personal reading goals
- Provide focussed intervention to identified students' reading weaknesses
- Utilize student centred 'Data Walls' of reading goals / progress in classrooms, staffroom and office
- Ensure teachers / aides have deep knowledge in processes of reading & writing including comprehension skills and grammar / spelling rules.
- Formalize a 3 tier approach to differentiation of instruction for all students.
- Implement a personal professional plan for all staff.
- Continue with a partnership with Townsville State High School to facilitate a smooth transition of our Yr 6 students into High School in 2016.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	128	64	64	82%
2013	135	70	65	86%
2014	147	64	83	80%

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

Characteristics of the student body:

Our school community consists of families from right across Townsville. Many come from residential areas close to the school, others have parents who work in or near the city and others travel across suburbs to attend the school due to its values, philosophy and size.

We have a larger than average percentage of students with disabilities within the school and we pride ourselves in the quality and support of our special education program.

Culturally, about 27% of our students come from indigenous families. We also have 6% ESL enrolments.

Our families come from a broad range of socio/economic backgrounds ranging from very low to very high.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	19	23	21
Year 4 – Year 7 Primary	19	17	28

School Disciplinary Absences

Note that SDA figures represent those students recommended for an SDA. Recommendations are subject to appeal and may therefore be upheld or set aside.

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	19	35	30
Long Suspensions - 6 to 20 days	3	5	2
Exclusions [#]	2	2	3
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Children work within multi-age groupings across most year levels.
- Individual and small group instruction occurs on a daily basis.
- Individualised intervention programs including: a phonemic awareness program, 'Language Literacy Intervention', one-to-one instruction with teacher aides and support teachers, levelled age appropriate reading resources.
- School-wide reading program involving students being grouped for targeted teaching at each child's instructional level and targeting specific reading and comprehension skills.
- Workshops delivered by local sports associations to support the sports development of the students
- Curriculum offerings provided by Specialist teachers include: Swimming, Physical Education, Music, LOTE, Special Education, Support in Literacy and Numeracy.

Extra curricula activities

Student community service activities such as Cancer Fund Raising through the 'World's Biggest Morning Tea'

Environmental activities such as

- 'Gardening Club'
- Jump Rope for Heart.
- Inter-school soccer.
- Interschool Swimming
- Eisteddfod.
- Coaching clinics including the sports; AFL and basketball.
- LOTE speech competition.

How Information and Communication Technologies are used to assist learning

Web-based software, accessed both at school and at home is utilized to motivate reading and support improved comprehension. Computers are used by our students to learn both research and communication skills.

Software such as 'Word' or 'Powerpoint' is used for the publishing and / or presentation of completed student work.

Specialized software and peripherals, including 'ipads', are used to assist students with disabilities and impairments.

Staff members use computers in the planning, preparation, implementation and monitoring of learning experiences and curriculum achievement.

Social Climate

In the 2014 School Opinion Survey 94% of parents identified that they believed their child was safe in our school. 100% of parents felt their child liked being in our school. 94% of parents were satisfied with behaviour and discipline in the school. 97% of students felt they were safe and liked being in our school.

Our school has a small student population compared to many schools in Townsville. As a result our school has a strong community that promotes the well-being of all members of our school community. Positive behaviours are expected and taught. Bullying of any kind is not tolerated. Resilience and positive conflict resolution is developed in our students to support their development into young adolescents.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	91%	100%	88%
this is a good school (S2035)	91%	96%	88%
their child likes being at this school* (S2001)	96%	100%	100%
their child feels safe at this school* (S2002)	96%	100%	94%
their child's learning needs are being met at this school* (S2003)	91%	96%	88%
their child is making good progress at this school* (S2004)	96%	100%	88%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	94%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
teachers at this school motivate their child to learn* (S2007)	96%	96%	88%
teachers at this school treat students fairly* (S2008)	96%	96%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
this school works with them to support their child's learning* (S2010)	96%	96%	94%
this school takes parents' opinions seriously* (S2011)	95%	100%	94%
student behaviour is well managed at this school* (S2012)	96%	100%	94%
this school looks for ways to improve* (S2013)	100%	96%	94%
this school is well maintained* (S2014)	91%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	100%	94%
they like being at their school* (S2036)	91%	100%	97%
they feel safe at their school* (S2037)	91%	91%	97%
their teachers motivate them to learn* (S2038)	95%	97%	97%
their teachers expect them to do their best* (S2039)	100%	100%	94%
their teachers provide them with useful feedback about their school work* (S2040)	90%	100%	94%
teachers treat students fairly at their school* (S2041)	85%	100%	88%
they can talk to their teachers about their concerns* (S2042)	85%	100%	79%
their school takes students' opinions seriously* (S2043)	86%	97%	94%
student behaviour is well managed at their school* (S2044)	68%	94%	94%
their school looks for ways to improve* (S2045)	100%	94%	97%
their school is well maintained* (S2046)	100%	100%	91%
their school gives them opportunities to do interesting things* (S2047)	95%	97%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	88%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	88%
staff are well supported at their school (S2075)		100%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
their school takes staff opinions seriously (S2076)		100%	88%
their school looks for ways to improve (S2077)		100%	88%
their school is well maintained (S2078)		100%	88%
their school gives them opportunities to do interesting things (S2079)		100%	88%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to be involved in their child's education through a range of activities. Open communication between school staff and parents is seen as pivotal. Weekly newsletters kept parents informed of learning and events in the school. Parents are encouraged to contact classroom teachers or the Principal in the early stages of a problem. Staff make constant efforts to ensure positive involvement with the parents and community, by welcoming them into the school for whole school planned activities or simply inviting them into the classroom for a quick chat about their child. Teachers conducted formal parent-teacher interviews each semester. Parents and community members are also encouraged to participate in a range of 'hands on' activities including:

- P & C activities
- P&C meetings as a forum to discuss initiatives of the school or issues raised by parents.
- Morning / Afternoon teas such as 'Mothers' Day' and 'World's Biggest Morning Tea'
- Tuckshop
- In class support
- School /class presentations
- Attendance at excursions as additional supervision personnel
- Reading groups
- Fundraising activities
- Spectators / assistants for sporting events
- Participation in school planning through the Quadrennial School Review Process.

Reducing the school's environmental footprint

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

The school engaged curricula foci that encouraged students to be aware of their environmental impact and usage of consumable resources. Activities such as 'Gardening Club' encourage children to plant and care for plants in general for both environmental and aesthetic reasons.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	81,628	4,754
2012-2013	86,592	2,106
2013-2014	89,513	0

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

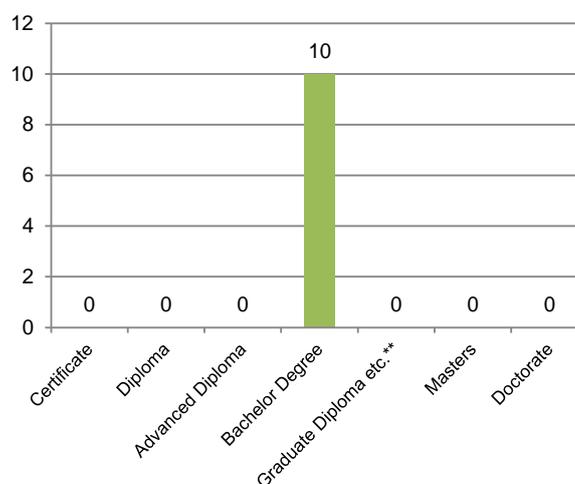
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	13	8	<5
Full-time equivalents	9	6	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	10



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$4 957.04.

The major professional development initiatives are as follows:

- Pedagogical Framework & high yield strategies
- Supporting children with special needs
- Behaviour management
- Intervention processes and strategies

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	94%

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 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	88%	86%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

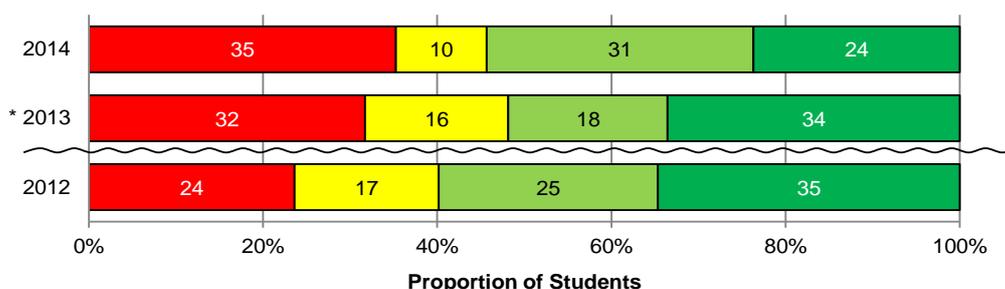
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	92%	82%	92%	91%	85%	91%	89%
2013	93%	91%	78%	82%	87%	89%	86%
2014	89%	84%	92%	81%	82%	85%	84%

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%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

Class rolls are marked twice daily. The Administration Officer follows up unexplained absences by phone call to the parents. If a satisfactory explanation cannot be gained, the Principal will contact the parents/caregivers. If a satisfactory resolution to the child's attendance is still not reached, formal notifications as per the Northern Region's Attendance Policy, are issued. The attendance figures are heavily affected, in some years, by illness due to epidemics such as the flu. The school's "Gold Card" Programme acknowledges children's behaviour, work effort and attendance. An end of Term Sausage Sizzle, is provided for that term's successful Gold Card Holders.

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/>.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Results from 2104 NAPLAN show variations in the 'Gap'. In year 3, indigenous children were at or above the School and State average score in all NAPLAN areas. Year 5 indigenous students were below the school average and approximately in line with the State 'Gap' across all NAPLAN areas. Year 7 Indigenous children were either at or above the school and State average. In reading they were at National Mean and above the school mean. Attendance was an area of concern for some children.