

Townsville West State School

Queensland State School Reporting

2015 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.
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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 2015 our school continued to provide quality learning catered to the specific needs of all of our students. Staff members have continued their commitment to focusing learning pathways on each student's needs, both short-term and long-term with a priority to reading skills. 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 2015

Our key priorities for 2015 were

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

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

- Use 'Great Results Guarantee' funding to increase Support teacher Literacy and Numeracy time and provide greater teacher support to the implementation of Literacy intervention programmes.
- Introduced a Reading Comprehension Framework to improve reading.
- Review and clarify the teaching and assessment practices used in Mathematics across the school.
- 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 6 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.
- 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 2016 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:

- Continue to implement the Australian Curriculum
- Continue to improve reading comprehension across the school
- Improve Spelling across the school
- Improve recall and application of basic Maths facts across the school
- Embed whole school pedagogical practices
- Continue to use data to inform teaching practice
- Embed workforce performance monitoring and improvement practices
- Embed the use of OneSchool for Teacher planning and student records
- Continue to plan for Year 6 transition to High School
- Continue to develop productive partnerships with students, staff, parents and community Conduct a Quadrennial School Review

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	135	70	65	35	86%
2014	147	64	83	43	80%
2015	105	50	55	24	82%

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 2015, 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://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 25% 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 middle.

Average Class Sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	21	19
Year 4 – Year 7 Primary	17	28	19

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	35	30	1
Long Suspensions - 6 to 20 days	5	2	0
Exclusions	2	3	0
Cancellations of Enrolment	0	0	0

* 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.

Curriculum Delivery

Our approach to curriculum delivery

- 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

- Student Leadership opportunities through involvement in our Student Community Council
- 'Gardening Club'
- Jump Rope for Heart.
- Inter-school soccer & netball
- Interschool Swimming
- Eisteddfod.
- Coaching clinics including the sports; AFL and basketball.
- LOTE speech competition.
- Readers' Cup
- Arts performances

How Information and Communication Technologies are Used to Improve 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 2015 School Opinion Survey 100% of parents identified that they believed their child was safe in our school. 100% of parents felt their child liked being in our school. 100% of parents were satisfied with behaviour and discipline in the school. 100% 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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	88%	100%
this is a good school (S2035)	96%	88%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	94%	100%
their child's learning needs are being met at this school (S2003)	96%	88%	100%
their child is making good progress at this school (S2004)	100%	88%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	94%	100%
teachers at this school motivate their child to learn (S2007)	96%	88%	100%
teachers at this school treat students fairly (S2008)	96%	88%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	94%	93%
this school works with them to support their child's learning (S2010)	96%	94%	100%
this school takes parents' opinions seriously (S2011)	100%	94%	100%
student behaviour is well managed at this school (S2012)	100%	94%	100%
this school looks for ways to improve (S2013)	96%	94%	100%
this school is well maintained (S2014)	100%	100%	87%

Performance Measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	94%	100%
they like being at their school (S2036)	100%	97%	100%
they feel safe at their school (S2037)	91%	97%	100%
their teachers motivate them to learn (S2038)	97%	97%	100%
their teachers expect them to do their best (S2039)	100%	94%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	94%	100%
teachers treat students fairly at their school (S2041)	100%	88%	93%
they can talk to their teachers about their concerns (S2042)	100%	79%	100%
their school takes students' opinions seriously (S2043)	97%	94%	100%
student behaviour is well managed at their school (S2044)	94%	94%	100%
their school looks for ways to improve (S2045)	94%	97%	100%
their school is well maintained (S2046)	100%	91%	100%
their school gives them opportunities to do interesting things (S2047)	97%	94%	100%
Performance Measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	88%	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%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	83%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	100%	88%	65%
staff are well supported at their school (S2075)	100%	88%	71%
their school takes staff opinions seriously (S2076)	100%	88%	90%
their school looks for ways to improve (S2077)	100%	88%	90%
their school is well maintained (S2078)	100%	88%	100%
their school gives them opportunities to do interesting things (S2079)	100%	88%	95%

'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 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 keep 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. Air conditioners are generally only used in terms 1 & 4 in an effort to conserve electricity.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	86,592	2,106
2013-2014	89,513	0
2014-2015	89,851	

*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.

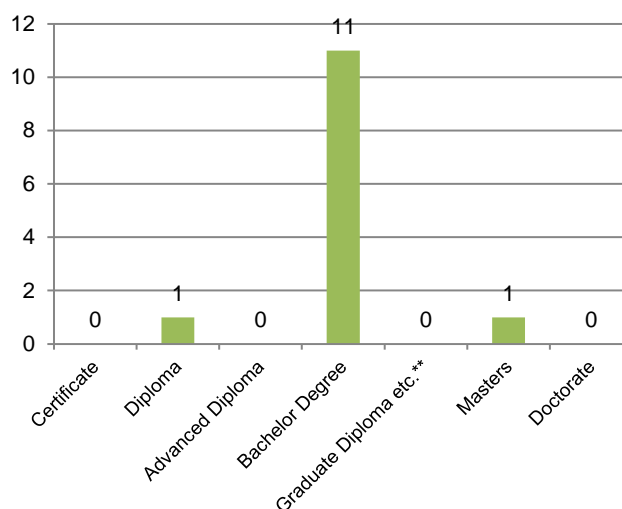
Our Staff Profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	13	8	<5
Full-time equivalents	8	6	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	11
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	13



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$7876.40

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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key Student Outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	86%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	81%	85%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

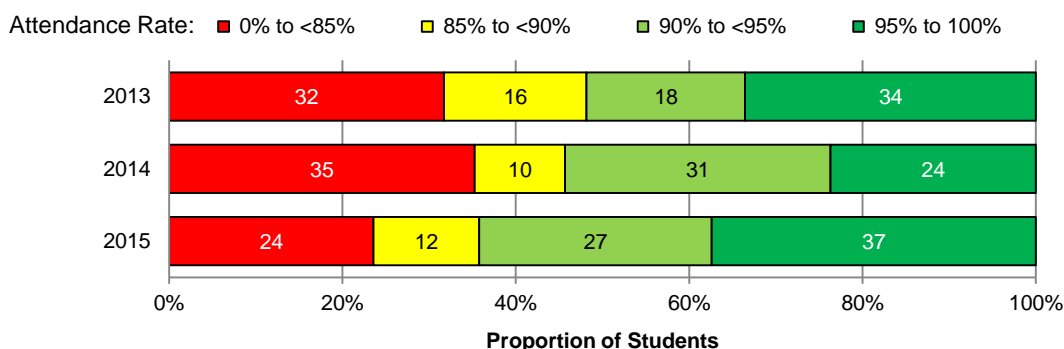
Student attendance rate for each year level (shown as a percentage)								
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	88%	93%	91%	78%	82%	87%	89%	86%
2014	86%	89%	84%	92%	81%	82%	85%	84%
2015	89%	88%	90%	89%	91%	89%	91%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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.



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 Enrolment and Attendance at State Schools* and *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. On-going contact is made with the parents of regular non-attendance to support the child attending school regularly. 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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '**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.

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