



Small School
Big Heart

Townsville West State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training



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School Overview

We are a small inner-city school located at the foot of Castle Hill in Townsville and we have been operating for over 120 years. One of our strengths is that we offer our students the opportunity to connect with others and develop a strong sense of culture and community. At our school we value care, consideration, courtesy, co-operation and common sense through our 3 key rules of 'We are Safe', 'We are Respectful' and 'We are Learners'. We encourage and reward those who give their best efforts and we live by the philosophy 'small school; big heart'. Our classes are single and multi-age classes, which provide us with the opportunity to adjust our lessons and curriculum to meet the individual needs of our students. We believe in a holistic view of the learner, educating children socially emotionally and physically as well as academically.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

- 2016 saw our school complete a very successful Quadrennial School Review and the formation of our 4 year strategic plan giving the school direction and priorities for 2017 -2020.
- Our pedagogical framework was embedded.
- Our emphasis on improving children's reading skills continued with the teaching of 12 explicit comprehension skills throughout the school.
- Data and learning walls within every classroom allowed children to set goals for reading improvement while gaining deep understanding of knowledge and skills necessary to complete assessment tasks.

Future Outlook

In 2017 we will be:

- Continuing our emphasis on improving all children's reading skills.
- Implementing our new developmental approach to the teaching of spelling across the school.
- Focussing on improving children's recall and application of basis number facts.
- Implementing a 'Collegial Coaching' model for teachers and aides to refine their teaching practices to better cater to the learning needs of our diverse learners.
- Refining processes around promoting positive behavioural choices leading to consistent application of our Positive Student Behaviour Plan across the school.

- Using student report card A-E data combined with standard testing results, as 'lead data' to identify children at risk of not attaining a 'C' or better in the next reporting period to allow for appropriate intervention and support to be put in place.
- Continuing with established Year 6 – 7 transition processes with Townsville State High School.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	147	64	83	43	80%
2015*	105	50	55	24	82%
2016	115	52	63	21	93%

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

Characteristics of the Student Body

Overview

Our school community consists of families from right across Townsville. Many children 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 on the quality and support of our special education program. Culturally, about 25% of our students come from indigenous families. We also have 8% of our students with 'English as a Second Language or Dialect' in their family. Our families come from a broad range of socio/economic and cultural backgrounds.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	22	23
Year 4 – Year 7	28	19	22

*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

- 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, 'Levelled 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 support the sporting and physical development programmes offered to the students.
- Curriculum offerings provided by Specialist teachers include: Swimming, Physical Education, Music, LOTE, Special Education and Support in Literacy and Numeracy.

Co-curricular Activities

Student community service activities such as Cancer Fund Raising through the 'World's Biggest Morning Tea' and 'Jump Rope for Heart'.

Environmental, cultural, academic and team 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
- Coaching clinics including the sports; AFL and basketball
- LOTE speech competition
- Readers' Cup
- Premier's Reading Challenge
- Arts performances
- Year 5 & 6 overnight Excursion to Paluma Rainforest
- Pre-Prep open days to allow next year's Preppies and their parents to experience a morning of Prep

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 as well as reinforcing spelling skills and sight vocabulary.

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 and large screens in the planning, preparation, implementation and monitoring of learning experiences and curriculum achievement. Class teacher / parent communication is enhanced through the communication software on mobile phones of teachers and parents.

Social Climate

Overview

Our school has a small student population compared to many schools in Townsville. As a result our school has a strong family feel 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. When appropriate, outside agencies are utilized to support children's behaviour and participation in instructional programmes. Resilience and positive conflict resolution is developed in our students to support their development into young adolescents.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	88%	100%	93%
this is a good school (S2035)	88%	100%	93%
their child likes being at this school* (S2001)	100%	100%	93%
their child feels safe at this school* (S2002)	94%	100%	93%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	88%	100%	93%
their child is making good progress at this school* (S2004)	88%	100%	93%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	100%
teachers at this school motivate their child to learn* (S2007)	88%	100%	93%
teachers at this school treat students fairly* (S2008)	88%	93%	93%
they can talk to their child's teachers about their concerns* (S2009)	94%	93%	100%
this school works with them to support their child's learning* (S2010)	94%	100%	100%
this school takes parents' opinions seriously* (S2011)	94%	100%	93%
student behaviour is well managed at this school* (S2012)	94%	100%	79%
this school looks for ways to improve* (S2013)	94%	100%	93%
this school is well maintained* (S2014)	100%	87%	93%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	100%	96%
they like being at their school* (S2036)	97%	100%	88%
they feel safe at their school* (S2037)	97%	100%	100%
their teachers motivate them to learn* (S2038)	97%	100%	96%
their teachers expect them to do their best* (S2039)	94%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	100%	96%
teachers treat students fairly at their school* (S2041)	88%	93%	92%
they can talk to their teachers about their concerns* (S2042)	79%	100%	92%
their school takes students' opinions seriously* (S2043)	94%	100%	92%
student behaviour is well managed at their school* (S2044)	94%	100%	76%
their school looks for ways to improve* (S2045)	97%	100%	100%
their school is well maintained* (S2046)	91%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	94%	100%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	88%	100%	88%
they feel that their school is a safe place in which to work (S2070)	100%	100%	88%
they receive useful feedback about their work at their school (S2071)	100%	90%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	90%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
students are encouraged to do their best at their school (S2072)	100%	95%	100%
students are treated fairly at their school (S2073)	100%	95%	75%
student behaviour is well managed at their school (S2074)	88%	65%	75%
staff are well supported at their school (S2075)	88%	71%	82%
their school takes staff opinions seriously (S2076)	88%	90%	82%
their school looks for ways to improve (S2077)	88%	90%	82%
their school is well maintained (S2078)	88%	100%	88%
their school gives them opportunities to do interesting things (S2079)	88%	95%	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 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 members 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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school operates under the three broad rules of: 'Be Safe'; 'Be Respectful' and 'Be a Learner'. Children are encouraged to attempt to resolve minor issues themselves with the use of 'I Statements' when other students do or say things to them that they don't like. This statement clearly tells the child the issue and what the desired behavior is. Should the 'I Statement' not be taken notice of, children then report the incident to staff for follow-up. Social skills are actively taught with 'quiet spaces' offered as playtime alternatives.

Teachers actively monitor their children's daily well-being including cleanliness, provided food etc. Emergency lunches/ breakfasts are provided to children on an as needed basis. Cases of suspected family violence are reported to the Department of Child Safety.

Personal Safety programmes including 'A Day for Daniel' and 'Strong 6 Safety Circus' are presented to the children annually and followed up in classrooms.

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.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	30	1	10
Long Suspensions – 6 to 20 days	2	0	0
Exclusions	3	0	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.

Environmental Footprint

Reducing the school's environmental footprint

Air conditioning efficiency has been improved with internal doors and partitions installed to contain air conditioning in multiple space areas. Old inefficient air-conditioners have been replaced with modern efficient models in our Prep room and Library. Water usage has been greatly reduced through a City Council approved water management plan. The campus water supply piping has been modified to allow various areas of the school to be isolated to rapidly find leaks in the system.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	89,513	0
2014-2015	89,851	
2015-2016	67,557	3,484

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

Sector:
 Government
 Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	12	8	<5
Full-time Equivalents	8	5	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	9
Diploma	1
Certificate	

*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 \$11 352

The major professional development initiatives were as follows:

- Forming a whole school approach to the teaching of spelling through the formation of common knowledge of the stages and elements of teaching / learning spelling.
- Forming a cluster approach to the teaching and assessment of Mathematics through close examination of each year level's Mathematics curriculum and specific assessment tasks.
- Extending teachers' knowledge and skills regarding teaching children to be assessment literate learners.
- Each term, teachers received observations and feedback on their class pedagogy
- Teachers worked with teachers from neighbouring schools to moderate samples of students' assessment tasks.
- Newer teachers received formal mentoring from an experienced colleague.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	94%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	85%	83%

*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%.

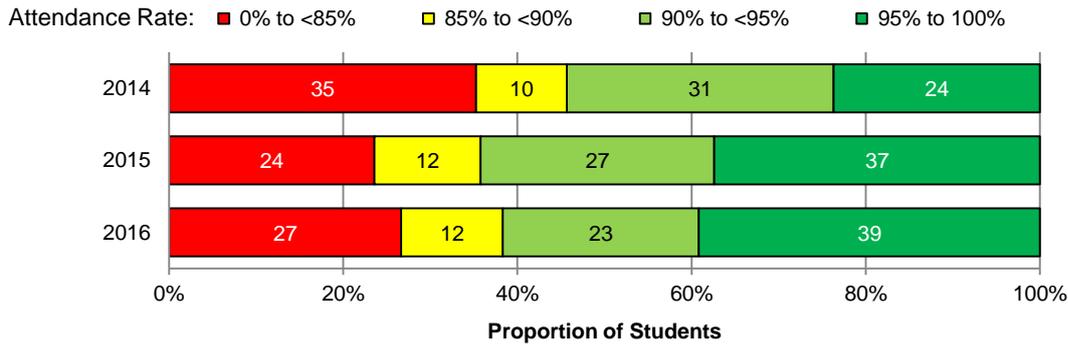
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	86%	89%	84%	92%	81%	82%	85%	84%
2015	89%	88%	90%	89%	91%	89%	91%	
2016	87%	89%	92%	92%	90%	88%	79%	

*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:



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.

At Townsville West State School, class rolls are marked twice daily. This year we introduced an automated 'Notification of student absence' Text message to parents whose children are absent at the start of the day without notification by the parent. 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 children to support their 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. On the last day of Term a Sausage Sizzle, is provided for that term's successful Gold Card Holders. Individual class teachers also reward class-members for high attendance. In 2016 a new Annual award was introduced for the child/ren with the highest attendance for the year. In 2017 a fortnightly competition which awards the students in the class with the highest attendance, is being introduced on a fortnightly basis.

NAPLAN

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

Sector:

Government

Non-government

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 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.

Conclusion

The Townsville West State School community is dynamic. We regularly see children move to and from our school due to changing family and living circumstances. We have a wide range of cultures and family circumstances. The needs of our children are many and varied and for this reason staff members are constantly changing or fine-tuning strategies to support children and their learning. Our motto of 'Small School , Big Heart' summarizes the family feel of the school where everyone knows everyone and staff feel a collective responsibility for the learning and well-being of every child regardless of whose class they may be in at the moment. Our Principal always meets new children and their parents / carers prior to enrolment to ascertain the needs and skills of the children and to personally welcome them to our school community.