



Small School
Big Heart

Townsville West State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

Postal address:	Wilson Street West End Townsville 4810
Phone:	(07) 4750 7222
Fax:	(07) 4750 7200
Email:	principal@townwestss.eq.edu.au
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

School Overview

We are a small, inner-city school located at the foot of Castle Hill in Townsville and have been operating for over 130 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 mostly 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 2017

Our 2017 overarching goals were:

Successful Students:

Continue to strengthen levels of achievement outcomes for English, Mathematics and Science.

Quality Teaching:

Introduce collegial Coaching of Pedagogical Practice and strengthen staff data literacies to establish evidence driven instruction.

School Performance:

Create a positive learning environment through consistent targeted positive learning procedures and consequences.

In 2017 we further refined our support programmes for children experiencing difficulties in the areas of literacy and numeracy as well as our support for children with a range of disabilities. Additionally classroom aide time was provided according to the needs of the children within each class and co-ordinated by our 'Learning Support' and 'Students with Disabilities' teachers. As a result we are seeing steady improvement in reading and writing levels. Our more able students are offered opportunities to challenge themselves with activities such as 'Readers' Cup'. All teachers and aides received quarterly feedback on specific areas of their teaching, reinforcing and strengthening successful strategies throughout the school. Positive student behaviours have been reinforced through weekly recognitions and awards as well as our Student 'Gold Card' for consistent positive effort in class and the playground.

Future Outlook In 2018 we will:

Successful Students:

Continue to strengthen levels of written achievement outcomes for English, Mathematics and Science through reviewing and revising our whole school approach to the teaching of writing across all learning areas.

Quality Teaching:

Continue collegial Coaching of Pedagogical Practice and strengthen staff data literacies to establish evidence driven instruction through regular collation and analysis of achievement data for each child..

School Performance:

Create a positive learning environment through consistent targeted positive learning procedures and consequences.

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

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	105	50	55	24	82%
2016	115	52	63	21	93%
2017	133	65	68	39	85%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 centre 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, a number of our students come from indigenous families as well as other national groups. We also have some 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	2015	2016	2017
Prep – Year 3	22	23	18
Year 4 – Year 6	19	22	23
Year 7 – Year 10			
Year 11 – Year 12			

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 (Japanese), Special Education and Support in Literacy and Numeracy.

Co-curricular Activities

Student community service activities such as fund raising Cancer 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 Kinchant Dam Outdoor Education Centre
- Pre-Prep open days allow next year's Preppies & their parents to experience mornings 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.
- Weekly newsletters are provided to parents & carers electronically including student photos.

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. Our greatest priority this that children both are safe and feel safe at all times at school. The Principal takes personal action to resolve all incidents of bullying through open communication with the children and their parents with thorough investigation of incidents and appropriate consequences.



Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	93%	100%
this is a good school (S2035)	100%	93%	100%
their child likes being at this school* (S2001)	100%	93%	95%
their child feels safe at this school* (S2002)	100%	93%	95%
their child's learning needs are being met at this school* (S2003)	100%	93%	100%
their child is making good progress at this school* (S2004)	100%	93%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	93%	100%
teachers at this school treat students fairly* (S2008)	93%	93%	100%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	93%	91%
student behaviour is well managed at this school* (S2012)	100%	79%	86%
this school looks for ways to improve* (S2013)	100%	93%	90%
this school is well maintained* (S2014)	87%	93%	95%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	96%	95%
they like being at their school* (S2036)	100%	88%	95%
they feel safe at their school* (S2037)	100%	100%	93%
their teachers motivate them to learn* (S2038)	100%	96%	98%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	92%
teachers treat students fairly at their school* (S2041)	93%	92%	83%
they can talk to their teachers about their concerns* (S2042)	100%	92%	84%
their school takes students' opinions seriously* (S2043)	100%	92%	85%
student behaviour is well managed at their school* (S2044)	100%	76%	78%
their school looks for ways to improve* (S2045)	100%	100%	93%
their school is well maintained* (S2046)	100%	100%	87%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	93%

Staff opinion survey

Performance measure

Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	88%	90%
they feel that their school is a safe place in which to work (S2070)	100%	88%	81%
they receive useful feedback about their work at their school (S2071)	90%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	92%
students are encouraged to do their best at their school (S2072)	95%	100%	95%
students are treated fairly at their school (S2073)	95%	75%	76%
student behaviour is well managed at their school (S2074)	65%	75%	57%
staff are well supported at their school (S2075)	71%	82%	71%
their school takes staff opinions seriously (S2076)	90%	82%	71%
their school looks for ways to improve (S2077)	90%	82%	95%
their school is well maintained (S2078)	100%	88%	95%
their school gives them opportunities to do interesting things (S2079)	95%	100%	95%

* 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, equitable 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 daytime 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	2015	2016	2017
Short Suspensions – 1 to 10 days	1	10	10
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

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
2014-2015	89,851	
2015-2016	67,557	3,484
2016-2017	39,030	7,965

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.

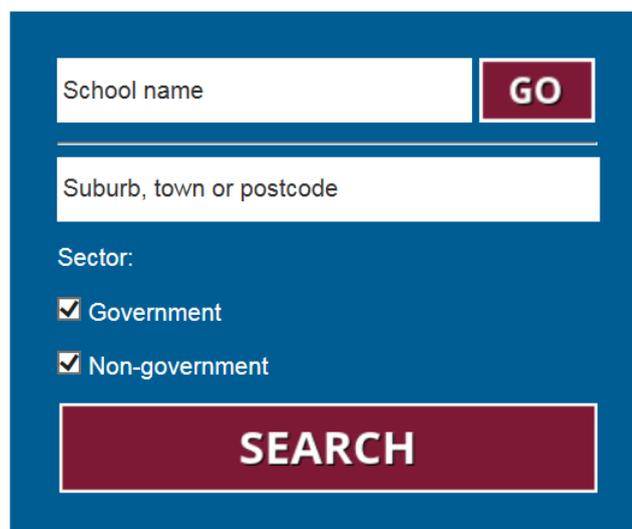
School Funding

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



The image shows a search form titled "Find a school" on a blue background. It contains 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 labeled "SEARCH" at the bottom.

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	10	<5
Full-time Equivalent	9	6	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	10
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 major professional development initiatives are as follows:

- Providing teachers and aides with knowledge and skills to support children with disabilities or with issues related to trauma.
- Quarterly feedback to teachers and aides on their pedagogy within classrooms through peer observation and feedback.
- Contemporary strategies to provide children with the strategies to be 'assessment literate' to achieve maximum possible levels in assessment tasks.
- Training in current approaches to the teaching of Science and writing across all subject areas.
- Annual first aid and resuscitation training for all staff.
- Annual Code of Conduct, Workplace Health & Safety and Child Safety training.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 59% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	83%	83%

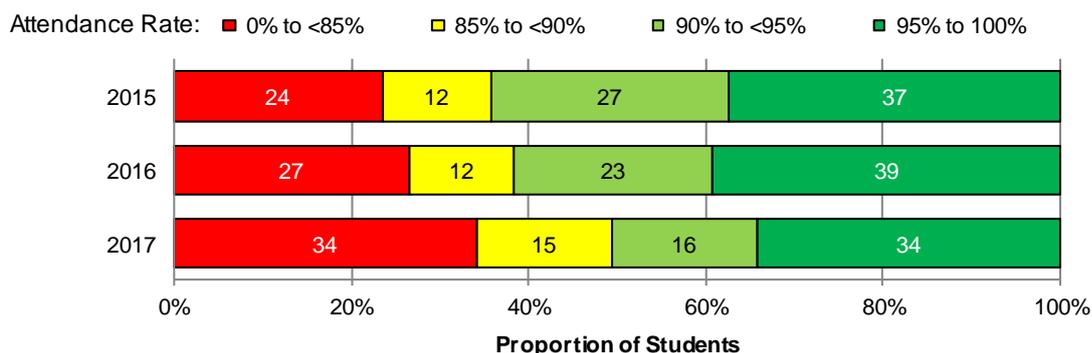
*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	89%	88%	90%	89%	91%	89%	91%
2016	87%	89%	92%	92%	90%	88%	79%
2017	86%	85%	89%	81%	92%	90%	92%

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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Townsville West State School, class rolls are marked twice daily. We send 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 competition which awards the students in the class with the highest attendance, was 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 <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

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

Townsville West State School continues to offer a well-rounded education for our students. Generating a culture of tolerance of difference in people with a love of reading and learning underpins everything at our school. We welcome new students and their families to our school community and immediately work to establish quality relationships. Our mantra "Small School, Big Heart" perfectly summarizes school life at Townsville West.