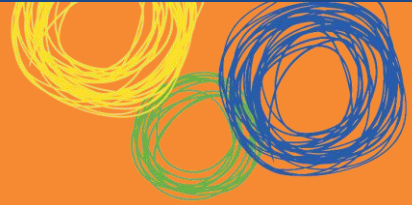


Townsville West State School

Queensland State School Reporting

2013 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 2013 our school continued to provide quality learning catered to the specific needs of all of our students. Staff have increased their commitment to focusing learning pathways on each student's needs, both short-term and long-term. One of our school priorities is the well-being of our students, their families and our staff. The result has been a school community and a more proactive outlook 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 2013

In 2013 the school community endeavoured to improve the capacity for our school to support the learning of our students. Strategies focused on enriching the curriculum with improved numeracy outcomes and differentiated learning for all students, and nurturing a culture of active citizenship and caring for others.

Our key priorities in 2013 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;

- *Develop and embed whole-school pedagogical framework.
- *Develop and commence school-wide reading, numeracy and writing programs with scaffolding for sequential learning and achievement and C2C/Australian Curriculum implementation.
- *Incorporate a OneStudent-OnePlan approach to support planning for students utilising OneSchool support provisions system.
- *Install access points and wireless infrastructure delivering connectivity to all school buildings.
- *Research, plan and commence 'tablet' style ICT connectivity and access to learning for students.
- *Plan, teach and assess Maths, English, Geography, History and Science using the Australian Curriculum.
- *Baseline student achievement, setup explicit goal setting for individual students and regularly assess and record achievement against learning goals utilising the [School-Wide Assessment and Internal Monitoring Schedule, Indicators and Targets 2012/13](#).
- *Track student data as a cohort to evaluate student learning and school pedagogy.
- *Support teacher capacity to differentiate learning for students and engage SEP students in classroom learning environments.
- *Access PD scaffolding differentiation of learning and supporting students with needs accessing learning in classrooms.

- *Develop and use Student Attendance Profile for students demonstrating chronic absenteeism.
- *Develop and implement an attendance marketing strategy aligned with the “Every Day Counts” initiative.
- *Liaise with ISSU, parent and community groups and external agencies to facilitate cultural connections in school operations and learning environments.

The school chaplain has had a positive effect on school community morale and well-being. He is an integral member of our school community supporting staff, parents and students in managing and coping with school and life challenges.

Future outlook

Our key priorities for 2014 are;

- **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 proposed to achieve against these key priorities are;

- *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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	120	51	69	83%
2012	128	64	64	82%
2013	135	70	65	86%

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; some 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		
	2011	2012	2013
Prep – Year 3	20	19	23
Year 4 – Year 7 Primary	24	19	17
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	19	35
Long Suspensions - 6 to 20 days	0	3	5
Exclusions	0	2	2
Cancellations of Enrolment	0	0	0

Curriculum offerings

Extra curricula activities

- Jump Rope for Heart.
- Inter-school soccer.
- Eisteddfod.
- Coaching clinics including the sports; AFL and basketball.
- School musical.
- Lunch time arts and crafts.
- Social responsibility through events including Go Blue for Autism and Cancer Foundation Morning Tea.
- Book week celebrations.
- School discos.

How Information and Communication Technologies are used to assist learning

- The school developed and implemented a digital literacies policy scaffolding learning incorporating ICT literacies.
- Computers are used by our students to learn both research and communication skills.
- Specialised software and peripherals are used to assist students with disabilities and impairments.
- Staff use computers in the planning, preparation, implementation and monitoring of learning experiences and curriculum achievement.

Social climate

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, and 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 (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	91%	100%
this is a good school (S2035)	91%	96%
their child likes being at this school* (S2001)	96%	100%
their child feels safe at this school* (S2002)	96%	100%
their child's learning needs are being met at this school* (S2003)	91%	96%
their child is making good progress at this school* (S2004)	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	96%	96%
teachers at this school treat students fairly* (S2008)	96%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	96%	96%
this school takes parents' opinions seriously* (S2011)	95%	100%

Our school at a glance

student behaviour is well managed at this school* (S2012)	96%	100%
this school looks for ways to improve* (S2013)	100%	96%
this school is well maintained* (S2014)	91%	100%

Performance measure (Nationally agreed items shown*)

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

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

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.

Our school at a glance

Involving parents in their child's education

Weekly newsletters kept parents informed of learning and events in the school. Parents were regularly invited to attend and participate in events in the school. Teachers conducted parent-teacher interviews each semester and invited parents to meet more regularly to discuss their child's learning.

Reducing the school's environmental footprint

The school engaged curricula foci that encouraged students to be aware of their environmental impact and usage of consumable resources.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	81,478	2,346
2011-2012	81,628	4,754
2012-2013	86,592	2,106

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

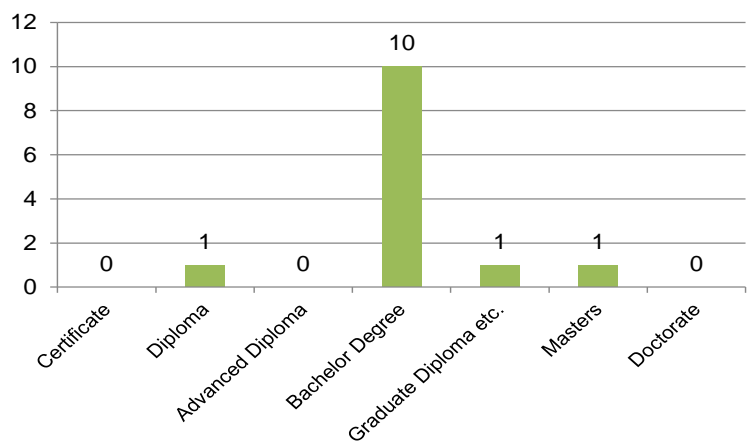
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	13	7	<5
Full-time equivalents	9	5	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.	1
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 2013 were \$9125.

The major professional development initiatives are as follows:

- Behaviour management
- Literacy teaching and learning
- Pedagogical framework, with particular focus on differentiation and assessment
- Delivery of the Australian curriculum
- ICT integration into teaching and learning
- Well-being of students
- Speech and language development
- Indigenous perspectives

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
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, 98% of staff was retained by the school for the entire 2013 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 web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	88%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

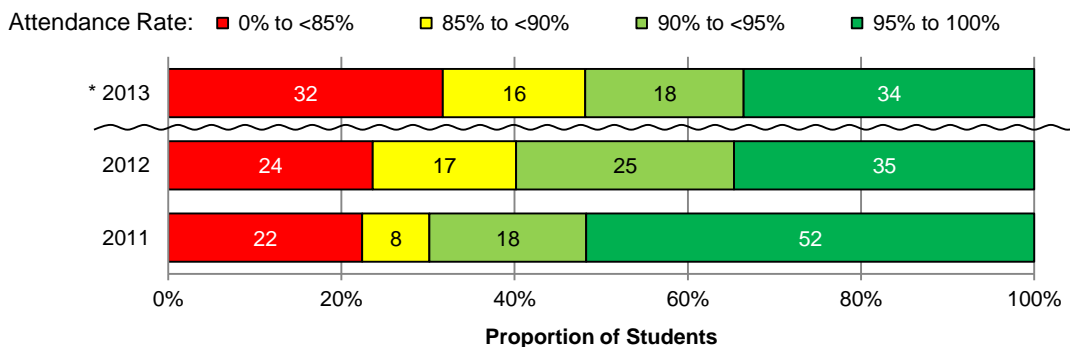
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	89%	93%	93%	85%	85%	94%	88%					
2012	92%	82%	92%	91%	85%	91%	89%					
2013	93%	91%	78%	82%	87%	89%	86%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 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 DET 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.

School roles are marked twice a day by supervising teachers. Roles are checked monthly and parents are sent a letter requesting information for any unexplained absences. In the event of an unexplained absence extending past three days the family is contacted by phone to seek information explaining the absence. Extended periods of absenteeism affecting the learning of the student are followed up by the Principal with a letter or letters to the parents inviting the parents to work cooperatively with the school to improve the student's attendance.

Performance of our students

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

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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

In 2013 the achievement of students in the key learning areas of English, Maths and Science were;

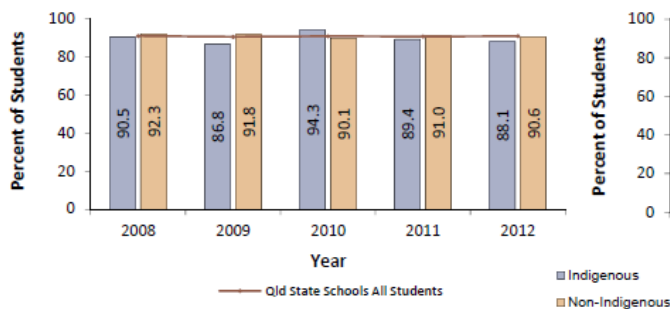
Year Level	%All students achievement of C or higher			%Indigenous students achievement of C or higher		
	English	Maths	Science	English	Maths	Science
1	56%	56%	68%	57%	71%	57%
2	74%	64%	63%	50%	75%	50%
3	87%	100%	100%	50%	100%	100%
4	72%	72%	72%	50%	50%	50%
5	84%	94%	94%	80%	80%	100%
6	100%	77%	88%	100%	100%	100%
7	100%	100%	100%	100%	100%	100%

Full and Part-Time Enrolments August 2013

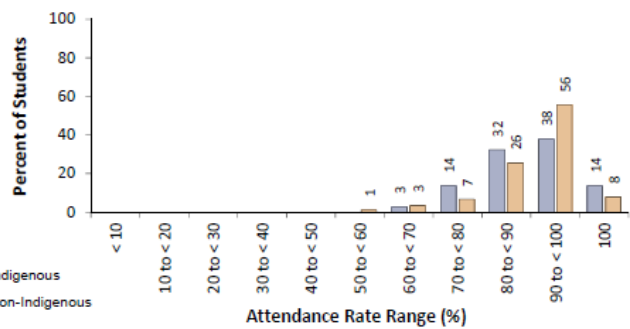
Indigenous Status	Year Levels in the School															Total
	Pre-Prep	Prep	1	2	3	4	5	6	7	8	9	10	11	12	Spec	
Indigenous		7	7	4	2	3	6	2	4							35
Non-Indigenous		16	16	22	4	8	14	8	12							100
Unknown																0
Total	0	23	23	26	6	11	20	10	16	0	0	0	0	0	0	135

Student Attendance

Student Attendance Rate Semester 1
Indigenous & Non-Indigenous Students



Proportion of Students by Attendance Range
Semester 1, 2012 - Indigenous & Non-Indigenous Students



% of All Student Attendance < 85%	23.6
% of Indigenous Student Attendance < 85%	32.4