

Westwood State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report provides an overview of the achievements, developments and challenges for Westwood State School during the 2015 school year. The report is written in three sections; our school at a glance, our staff profile and student achievement.

Our school at a glance details the school profile, curriculum offerings, school climate and parent, student and staff satisfaction with the school. This section also describes how parents are involved in their child's education.

Our staff profile outlines the composition of the staff at Westwood, teacher qualifications, expenditure on professional development, staff attendance and retention.

The section about student achievement provides information on student attendance and student achievement on systemic measures in years 3, 5 and 7.

As well as being published on the school website, this report is presented to the P&C Association at their July meeting. It is also published as part of the school newsletter and provided as a hardcopy, available in the foyer at school.

School progress towards its goals in 2015

Explicit Improvement Agenda – Writing

Westwood State School Explicit Improvement agenda focused on improving students writing. A number of pedagogies, professional development opportunities and programs were initiated to improve writing results at the school. The schools aspirational goals are listed below along with an outline of achievement.

Aspirational Goals

- Year 5 Student achieves a result at Mean Scale Score for writing. (Developing)
- Year 2-6 Students are achieving results similar to the Mean Scale Score of the nation (2014) in all 5 NAPLAN Strands or meeting the guaranteed standards as outlined in students Individual Learning Guarantees. (Developing)
- Increase the percentage of students in Prep to year 6 who are achieving a "C" standard or equivalent in English from 70% to 80% by the end of 2014. (Achieved)

Annual Implementation Plan

Westwood State Schools Annual Implementation Plan (AIP) had a number of different focuses based around students retention, implementing the Australian Curriculum, developing productive partnerships and improving student vocabulary. Plans implemented around these areas of focus were successful particularly student retention and enrolment growth. Two areas of the AIP

Future outlook

Westwood State School is dedicated to improving student learning outcomes in all areas, with a short, sharp narrow focus driven by student data and an Explicit Improvement Agenda and simple Annual Improvement agenda. School priorities are chosen and developed through detailed analyses of student data with pedagogies, programs and professional development chosen through evidence based research and collaboration with other schools within Westwoods designated cluster area.

The Westwood State Schools foci for 2016 are:

- Literate Learners
- Numeracy: Problem Solving
- Quality Teaching

These Priorities align with our schools Investing for success plan as outlined below.

This funding will be used to

- Improve literacy outcomes for lower school students (P-2), 100% of students will be reading at their chronological age level.
- Lift student results in numeracy, 100% of students will be above NMS in NAPLAN numeracy testing and 75% of students above the NAPLAN mean scale score.
- Continue quality teaching, with 100% of teaching staff engaging in PD based around initiatives in place.
- Improve student writing practices (P-2), with 70% of students achieving age appropriate milestones based of the Literacy Continuum.

Our initiatives include

- Improve NAPLAN results in 2016 and 2017 by continuing with the Seven Steps Writing Program and building staff capacity to explicitly teach literacy as outlined in the Annual Implementation Plan.
- Compliment the school reading program with data, feedback driven reading program (Lexia Reading).
- Resource additional teacher aide time to provide one-on-one and/or small group support focused on meeting targets set in the Investing for Success agreement and the schools 2016 Annual Implementation Plan.
- Better prepare and support teacher aides to consolidate student learning in numeracy and literacy (including oral language and metalinguistic programs).

Our school will improve student outcomes by

- Providing focused literacy and numeracy intervention differentiated for each student, utilising increased Teacher Aide time in the school (\$3560).
- Purchasing computer licensing and providing professional development for the online reading program (Lexia Reading) to continue literacy intervention (\$1500).

Our school Explicit Improvement Agenda focuses on improving students problem solving ability in Numeracy and through evidence based research we are using the 'Bar Modelling' pedagogy from the Singapore Maths program. Below are our aspirational goals and performance measures:

Aspirational Goals:

- Improvement in NAPLAN resits from baseline data in selected items based around problem solving.
- Percentage of students achieving improvement/relative gain in selected items from PAT-M testing and NAPLAN
- All students at or above the 40th percentile in PAT-M
- NAPLAN students above NMS, and achieving around the MSS.
- Number facts data improvement. Students working out simple number facts at an age appropriate level.

Performance Measures:

- In consultation with Westwood State School teaching staff, develop a pedagogy around explicitly improving problem solving in relation to word questions in numeracy.
 - o Singapore Maths – Bar Modelling implemented as a regular practice in Maths Block
- Evidence based research conducted on a suitable method for problem solving.
- Develop a visual artefact for all rooms outlining how we teach and engage numeracy problems
- Construct visual artefacts around the metalanguage of numeracy in regards to multiplication, division, addition and subtraction.
- Implement Maths Mentals as part of regular maths block activities
- Scheduled meeting and professional conversations about the 'Westwood Bar Model'.

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	10	8	2		69%
2014	9	6	3		100%
2015	11	6	5		100%

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:

Westwood State School is located 58 kilometres west of Rockhampton along the Capricorn Highway. The majority of students come from rural backgrounds living in properties around the area or from the township of Westwood where parents may work in the local regional centre of Rockhampton, primary production or in the mining industry. Our school currently has one multi-aged classroom with a large cohort of girls in our total school enrolment. Our school 2014 ICSEA (Index of Community Socio-Educational Advantage) value (888) measures below the average scale score (1000) which is slightly lower than what has been in previous years.

Westwood has a highly effective Responsible Behaviour Plan and there have been no School Disciplinary Absences in the past eight years. The behaviour program focuses on celebrating positive behaviour and developing students social skills around the key 'Westwood Winning Values' which are caring, respect, responsibility, fairness, trustworthiness and citizenship. Students also participate in a social and emotional wellbeing program (You Can Do It!), focusing on resilience and productive relationships.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	5	4	6
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	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.

Curriculum delivery

Our approach to curriculum delivery

- The Australian Curriculum is taught for English, Math, Science, Geography and History.
- Literacy and Numeracy blocks of learning each day.
- School reading program (CAFÉ reading) focusing on comprehension, accuracy, fluency and extended vocabulary strategies.
- School writing Program (Seven Steps to Writing Success) focusing on constructing interesting persuasive and narrative texts.
- Individual programs for students with learning difficulties including increased teacher aide time.
- Specialist teachers for Music and Physical Education for Prep to Year 7 and specialist teachers for LOTE for Year 5,6 and 7 students.
- Effective internal monitoring and mapping for each student.
- Information Communication Technologies integrated into all KLA areas

All of these programs focused on curriculum delivery are supported by the Westwood Way of teaching based on the structure outlined in an Explicit Instruction lessons,

Extra curricula activities

- Students attend swimming lessons in Rockhampton each year. This occurred in term 4.
- Interschool Swimming Carnival hosted by Gracemere State School.
- Year 5 and 6 students attended a leadership camp on the Sunshine Coast with other upper school students from Jambin and Wowan.
- Small schools in the Highway Cluster meet annually for the highway athletics carnival with students meeting qualifying standards competing at a district level.
- Participation in the Community ANZAC Day service.
- Science Day at Gogango State School with demonstrations from accredited Science teachers.
- Students participate in an annual cross country event at Gracemere State School with students given the opportunity to compete at the next level.
- Students in Prep to Year 2 participated in under 8's day activities.
- Students have been engaging in different sports which include Archery, AFL and soccer facilitated by Football for Kids.

How Information and Communication Technologies are used to improve learning

Westwood State School uses a number of different ICTs to deliver effective learning outcomes. Students used ICTs for a range of learning purposes including targeted learning experiences, communication, research and publication. They developed their skills in using computers to learn within a whole-school developmental framework.

The school has a total of 15 iPads with each student allocated their own iPad consisting of specific applications to suit their learning needs. A bank of iPads dedicated to literacy and numeracy activities are available during literacy and numeracy blocks, in particular, students have been using Lexia Core 5 Reading program on computers to improve their understanding of spelling, reading and phonics. Students and teachers also used Learning Place tools in order to access information and to gain teaching and learning ideas.

Our student to computer ratio at Westwood is very high. We have three interactive whiteboards that are used on a daily basis as well as an interactive TV connected to apple TV devices. Students are able to interact with the interactive TV using their iPads and demonstrate their work as well as their knowledge.

Programs like Study ladder and Sunshine Online are used in the early years and beyond and assist with the teaching of Math and English.

Social Climate

Students have a strong sense of pride for their school as well as the wider community of Westwood. We advocate and model Westwood's vision of "Working together to give our best" throughout the school. Students develop positive learning attitudes through setting their own goals, fast and effective feedback from teachers and programs developed to meet the needs of student emotional and social growth. Students are also taught Westwood Winning Values based on Caring, Respect, Trustworthiness, Fairness, Citizenship and Responsibility. Students' behavior is tracked with students receiving behavior awards on a term by term basis based on the Westwood Winning Values.

Students are recognised by 'Student of the Week Awards' on Parade. Parents are encouraged to attend Parade to view their child receiving the award. Parents are also encouraged to share in their child's learning journey through parent information sessions, interviews, attendance in class for events and presentations at the completion of units of work.

Our school participated in many community based events aimed at promoting a positive school climate. We sustained open and positive communication channels between staff, students, parents and the community through newsletters, parades, staff meetings and parent information nights.

There is minimal bullying at Westwood State School. All bullying incidents are addressed and consequences are dealt with in a systematic way in accordance to Westwood SS Bullying Response Table. Bullies are placed on different steps with different consequences each time. This table is available from the administration on request. We also employ vigorous anti-bullying strategies and this forms part of our Responsible Behaviour Plan. Strategies include: Team building activities and Constant reminders about forms of bullying, our expectations and actions to be taken by students who may be bullied.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	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%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	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%	100%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	DW	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they like being at their school (S2036)	DW	100%	71%
they feel safe at their school (S2037)	DW	100%	86%
their teachers motivate them to learn (S2038)	DW	89%	86%
their teachers expect them to do their best (S2039)	DW	89%	100%
their teachers provide them with useful feedback about their school work (S2040)	DW	100%	100%
teachers treat students fairly at their school (S2041)	DW	89%	86%
they can talk to their teachers about their concerns (S2042)	DW	89%	71%
their school takes students' opinions seriously (S2043)	DW	100%	86%
student behaviour is well managed at their school (S2044)	DW	67%	57%
their school looks for ways to improve (S2045)	DW	89%	100%
their school is well maintained (S2046)	DW	100%	86%
their school gives them opportunities to do interesting things (S2047)	DW	100%	86%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	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%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	80%	75%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

[#] '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

The parent and community members at Westwood are greatly valued and are encouraged to be actively involved with their child's education. Parents/caregivers are involved in reading groups, sports days, excursions and other extra-curricular activities with transport to events provided by parents/caregivers. Parents regularly volunteered for fundraising events and general celebrations around the school particularly in the organization of awards nights and break up days. Parents and community members were involved in formal structures as well including the P&C.

In line with our Explicit Improvement Agenda we have been educating parents and carers on reading strategies and techniques they can use at home through the 'Support a Reader' program. Parents and carers have been regularly attending these meetings putting into practice the strategies they have learnt. At Westwood State School we also run a community playgroup with a large number of active members attending playgroup session on a weekly basis. In line with the requirements of 'Early Start', young

students from birth to the age of five are engaging in one on one conversational reading and learning games delivered through the Australian Abecedarian Approaches strategies and pedagogies.

Parent and carer involvement is also encouraged through regular parent-teacher interviews and written student reports are issued at the end of term two and four. Parents are kept informed of curriculum initiatives through a school newsletter. Parents and community members are invited to open days, school assemblies, sport days and other special events or performances to celebrate student successes and share events.

Reducing the school's environmental footprint

Westwood State School is educating students about sustainability and reducing its environmental footprint in a number of different ways. Westwood reduced its impact on the environment by implementing the following strategies:

- Development of vegetable patch. Food grown in the vegetable patch will be organically grown and eaten by students with students learning about 'nude food'.
- Planting native plants throughout the school to celebrate 'Tree Planting' day.
- Students designed and developed a sustainable citrus orchard that will produce fruit for the school and reduce packaging through lunch boxes.
- Continued work on the school's worm farm. Students placed organic scraps into the worm farm and use the waste created by the farm on the garden.
- Ensured staff and students are reminded to switch off lights and fans when leaving a room.
- Students engaged in Science lessons outlining the alternative energy sources as well as how to reduce their impact on the environment.
- Continue to recycle paper waste through the local recycling program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	14,481	0
2013-2014	11,712	0
2014-2015	14,594	

*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.

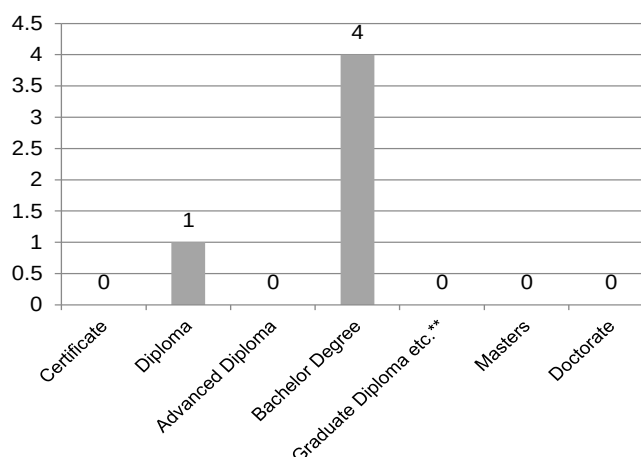
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	5



*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 \$5125.

The major professional development initiatives are as follows:

- Explicit Teaching – School visits, observations and PD conducted by John Munro
- ICTs Training – Use of iPads in the school
- First Aid – Annual updates regarding CPR, Asthma and Standard First Aid
- Principals Conference – Brisbane
- Budget, Facilities and OneSchool Training – Developing the capabilities of the school administration team

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.	97%	97%	95%

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 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

Sector:

☒ Government

☒ Non-government

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).	92%	93%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	67%		DW

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%.

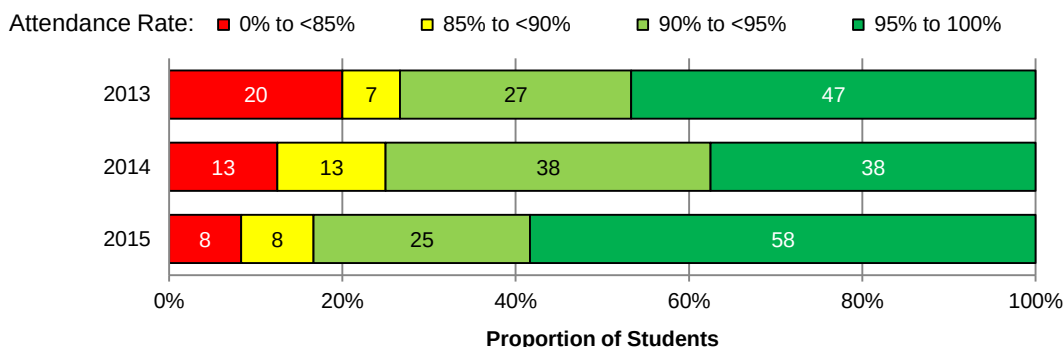
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		DW	95%	81%	DW	90%	DW	96%					
2014	93%		DW	96%	DW	DW	DW						
2015	96%	95%			96%	85%	DW						

*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.

Should a student be absent from school, parent/carers are required to contact the school by note or phone to state the child's name and the reason for the absence. School Rolls are marked twice daily at approximately 9am and 12pm using electronic role marking found on one school.

Attendance problems are best managed by early identification and intervention. The school targets maximum attendance by emphasising the academic benefit to students, in the newsletters for parent awareness. The school newsletter is utilised to inform parents of term starting dates as well as age requirements to attend Prep in respective years.

Posters showing data on the impact of students missing school and being late to school have also been placed around the school at key entrances and exits.

Chapter 9 of the *Education (General Provisions) Act 2006* is about *Compulsory schooling*. Part 1 Division 1 explains the parents' obligations.

Section 176 "Obligation of each parent" of the legislation states:

(1) "Each parent of a child who is of compulsory school age must –

(a) ensure the child is enrolled at a State school or non-State school; and

(b) ensure the child attends the State school or non-State school, on every school day, for the educational program in which the child is enrolled; unless the parent has a reasonable excuse."

If a child/ren are collected during the school day they are required to sign the early departure register in the office. This register is vitally important in the event of an emergency so the school is able to account for all.

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

Sector:
☒ Government
☒ Non-government

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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.