



The Willows State School

ANNUAL REPORT 2017

Queensland State School Reporting

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



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School Overview

The Willows State School was established as a co-educational school, which has been proudly serving the community since 1997. The school has grown over the years and currently caters for approximately 1000 students in Years Prep to Six with excellent facilities that provide flexible, air conditioned learning environments, and fully integrated fibre-optic computer cabling linking all classrooms and 2 mobile laptop labs. Purpose built prep, music and inclusive education classrooms; a library resource centre and two fixed computer labs are complemented by administration facilities, covered play areas, hall, tuckshop, adventure playgrounds, yarning circle, basketball court, cricket nets and two school ovals. The grounds are landscaped with underground irrigation and two bores.

Our school provides a partnership with parents in developing their child for the future. In particular we understand every parent values:

- A warm and supportive environment in which their child can learn and grow with confidence
- A focused curriculum that develops a student's academic progress, improvement and achievement to the fullest
- Teachers who are committed to excellence in the teaching and learning process
- Fair, firm, transparent and consistent discipline that ensures that the teaching and learning process is not compromised
- High expectations that are upheld in uniform presentation
- Valuable interaction with the school community
- Effective channels of communication ensuring all partners are well informed
- Opportunities for parent involvement.

The Willows State School is committed to providing quality educational experiences aligned to the systemic requirements of 21st Century Learning through the Australian Curriculum. Our school motto is "**Educational Excellence in an Information Age**". We believe that the values and characteristics of our families are reflected in the feeling of the community and in productive partnerships between the community, our early years and family day care providers, the secondary school and our school. Our students are active members in the school community, with students assuming significant levels of responsibility and leadership roles within the school. Our aim is to help provide a seamless education, initiating a curriculum embedded in the excellent teaching of all Key Learning Areas of the entitled Australian Curriculum subjects, capabilities and cross curricula priorities.

The school infrastructure features state-of-the-art technology embedded into the curriculum from Prep. We believe that through the use of technology we equip our students with the skills and abilities to be active and informed citizens of the 21st Century. We continue to work with our school community to deliver our supportive environment reflected in The Willows Way. The alignment of our values and behaviours is paramount to the success of our school and community. The Willows State School genuinely seeks to engage parents as full partners in their children's education. The increasing demand for student placement at the school is managed within the Enrolment Management guidelines. Please see the School Website for further details: www.thewillowsss.eq.edu.au

Principal's Foreword

Introduction

The School Annual Report has been developed through collaborative reviews of the school Annual Implementation Plan each term. In 2017, our school conducted the Quadriennial School Review over three school terms, directly following the School Review Process in Term 1. Involved in this review were significant partners across our school including staff, students, parents and key community personnel and destination secondary schools.

In 2017 and as a direct result of the School Review, the Local Consultative Committee agreed to make significant progress towards the realignment of our school curriculum, assessment and reporting towards the State School Strategy and systemic curriculum requirements (Australian Curriculum full implementation by 2020). This consultation also involved the complete review of the Responsible Behaviour Plan to align to Positive Behaviour Learning and drive high expectations of student, staff and community/visitors and parents.

School Progress towards its goals in 2017

School Improvement Focus	Progress 2017	Further Actions
Reading – progress and achievement (4LS) measured through LOA English and diagnostic assessment (PM benchmarks Early Phase)	<p>100% of Teachers in Early Phase implementing Four Lesson Sequence (Guided Reading)</p> <p>100% of Teachers in Early Phase offered and/or accepted coaching in How To Teach Reading and Monitor Progress</p> <p>Establishment of Data Walls and data sets to monitor and resource reading accordingly</p> <p>Some progress in Middle Phase Reading was evident in data</p> <p>Identifying and continuing to monitor Aboriginal and Torres Strait Islander Students through the Statewide inquiry into Year 3 Reading</p>	Continued focus in 2018
Writing – progress and achievement and measured through LOA English and LOA cross curricula	Significant progress in curriculum output evidenced through improvement in the LOA of English, Mathematics, Science and History/Geography	Continued focus in 2018
Australian Curriculum enacted through Teaching with a Literacy Focus and measured through LOA and strong moderation processes	<p>Whole School Curriculum Plan aligned to the full implementation of Australian Curriculum (8 Key Learning Areas)</p> <p>Significant re-structure of student scope and sequence and access to units focussing on horizontal and vertical alignment</p> <p>Significant resources provided for Teaching With A Literacy Focus and encompassed 93% of teachers engaging in the co-instructional coaching cycles</p>	Maintenance and continued familiarisation in 2018, 2019
Positive Behaviour Learning, Engagement and Attendance (CTG) measured through data sets	Significant progress in PBL through a workforce reform (2017-2020) in Term 4 to drive the agenda	Continued focus in 2018

Future Outlook: Explicit School Improvement Agenda 2018

- **Literate and Numerate Learners** - Reading – progress and achievement in fluency and comprehension (PM, PAT, LOA English)
- **Effective delivery of Australian Curriculum through quality pedagogy** enacted through Pedagogical Framework and measured through LOA across Key Learning Areas with a focus on English, Maths and Science.
- **Positive Behaviour Learning** - measured through aligned data sets
- **Positive Partnerships** – build the links from The Willows to Kirwan SHS and ECE

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	1002	513	489	105	94%
2016	1014	525	489	122	95%
2017	1007	486	521	127	94%

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

The Willows State School is the largest state primary school in North Queensland. Our school catered for a student population of 980-1015 students during the 2017 school year. There is some movement of students through the Australian Defence Forces throughout the year and the increasing availability of rentals within the school enrolment catchment. Students With Disability are catered through the inclusive education model complemented by the Special Education Program who provide support to students.

The Willows State School proudly represents a growing school community whereby a range of academic, sporting, cultural and musical initiatives are embedded to cater for a diverse range of learners needs and emerging interests. The school community has high expectations about the involvement of the students in these extra-curricula and co-curricula initiatives and there is high interest and success in these areas.

The large student leadership body work in collaboration to support and provide additional activities for students and engage in fundraising for internal and external causes including Cancer Council, Reef HQ and the Townsville Hospital. In 2017, this group donated Buddy Benches to our school to support students in their playground.

The Willows State School caters for all students within a supportive and inclusive school environment. Students come from diverse socio-economic, family and cultural backgrounds. Our school caters for a growing Aboriginal and Torres Strait Islander community. From the commencement of 2017 a steady enrolment increase has been observed and the identification of two Aboriginal and Torres Strait Islander Teacher Aides have been appointed to respond to the emerging cultural needs of these students. An emerging focus on closing the gap on attendance, academic performance and enhancing the educational experience through accessing cultural initiatives was reinvigorated.

Our school is the largest Defence Primary School in North Queensland with an approximate student population of 200 or more defence students at any given point within the school year. The Willows State School has a designated Defence Support Teacher Aide who works in conjunction with a number of external support agencies to assist with smooth transitions to and from The Willows State School.

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	23	24	24
Year 4 – Year 6	26	26	26

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2017, The Willows State School undertook significant curriculum reform and renewal to align itself to the systemic requirements of delivering the Australian Curriculum by 2020. The installation of all Key Learning Areas through the use of the Curriculum 2 Classroom Resources (Department of Education) provided significant professional development and renewal.

The Whole School Curriculum Plan was developed in Term 2, after significant feedback from the State Schools Review processes. Within this plan, the following Key Learning Areas were explicitly mapped in collaboration and consultation with teachers at The Willows State School.

Systematic Curriculum Delivery based on:

- Whole School Curriculum Plan (horizontal and vertical alignment of Australian Curriculum)
- Year level snapshots of curriculum (Curriculum at a Glance)
- Adoption of C2C unit achievement standards, content descriptors and GTMJs to deliver Australian Curriculum
- All Australian Curriculum subjects taught except Media studies (to be introduced by 2020)
- Clarity of curriculum through collaborative planning in year level teams (release for each teacher of 1 day per term to complete alignment process in teams)
- Adaption of lessons based on curriculum clarity and the individual learners through Age Appropriate Pedagogies
- Data monitoring and clarity check-ins in 5 week cycles
- TWSS Pedagogical Framework based on The Dimensions of Teaching and Learning
- Balanced use and range of teaching strategies guided by Age Appropriate Pedagogies Framework
- Delivery of curriculum through a Gradual Release of Responsibility
- Ongoing monitoring of learning through student evidence and feedback
- Differentiation of planning to meet individual student needs
- Moderation of judgements at the end of each unit to ensure consistency
- Reporting aligned with P-12 Curriculum, Assessment and Reporting Framework
- Student Learning Support delivered through instructional coaching cycles

Co-curricular Activities

EARLY YEARS

- Under 8's Day
- Athletics, Fun Run and Swimming Program (Years 1-3)
- Fire Education Program
- Buddy Reading
- Stories Galore (Year 2)
- Book Week
- School Discos
- Free Dress Days to support community initiatives (e.g. Harmony Day)
- Day for Daniel

- Life Education
- NAIDOC celebration
- Commemorative Services: ANZAC, Remembrance
- Choir

MIDDLE PHASE

- Instrumental Music (Brass, Percussion, Strings)
- Choir
- Musical performances and participation in Choral Workshops, Gala Evenings, FanFare, Eisteddfod, Community Events
- Inter-school Sport (2 Seasons) and Intra-school Sport
- Charters Towers Excursion (Year 5)
- School Camp (Year 6)
- Leadership Induction Day (Year 5)
- Book Week
- Stories Galore
- Global Tropics Future (STEM – selection process)
- School Discos
- Athletics, Fun Run, Swimming Carnival, Swimming Program (Year 4)
- Book Week
- Reader's Cup
- Opti-Minds
- Relay for Life
- Free Dress Days to support community initiatives (e.g. Harmony Day)
- Day for Daniel
- Life Education
- NAIDOC celebration
- Commemorative Services: ANZAC, Remembrance
- ICAS Competitions
- Science Technology Expo
- Art in a Suitcase

How Information and Communication Technologies are used to Assist Learning

At the School Review of 2017 to formulate the 2018-2021 School Strategic Plan and subsequent Annual Implementation Plans, the review team provided explicit feedback around the ICT components of our school being a significant barrier to the delivery of teaching and learning of the Australian Curriculum.

The Willows State School is committed to enhancing the ICT capabilities of all its learners. The school has been through a complete wireless upgrade giving the school community greater access to the school network in more learning spaces. As the school moves towards the full implementation of the Australian Curriculum in 2020 the staff and students were familiarised with and implemented the design technologies in 2017 and look to familiarise and implement digital technologies in 2018.

The Willows State School along with the support of the P and C continue to make significant investments in expanding the technologies the school has to further student capabilities and learning. The purchase of additional iPads for every classroom and 2 mobile computer labs has enabled students and staff access to more technology across our school in addition to the school's already heavily used computer labs.

The school is always looking to the future to ensure the students and school community is exposed to the most current technologies available, to make certain the students capabilities are always being developed and engaged to create lifelong successful learners.

In Term 4, 2017, our school upgraded the Wireless Network allowing for full access to digital resources across the school. 20 Interactive Whiteboards were upgraded across the teaching and learning areas at our school. The Willows State School Parents and Citizens Association demonstrated a commitment to the support of quality teaching and learning with their donation of \$100 000 to our school to provide 2 mobile laptop labs for student learning in 2018.

Social Climate

Overview

A supportive school environment is a priority for our school. The Willows State School is committed to ensuring that student's intellectual, physical, emotional, social and cultural wellbeing is nurtured within a supportive school environment. Students who display inappropriate behaviours are supported with a range of strategies to develop their social and emotional wellbeing. It is our aim that the social and emotional environment of The Willows State School maximizes student learning and success.

Our school also believes it is essential to recognise and celebrate the positive behaviours and achievements in our school community. Our 'Responsible Behaviour Plan for Students' outlines clearly our expectations for conduct at school and provides support and assistance to all children to make positive choices.

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)	95%	93%	96%
this is a good school (S2035)	93%	93%	95%
their child likes being at this school* (S2001)	96%	97%	94%
their child feels safe at this school* (S2002)	95%	91%	95%
their child's learning needs are being met at this school* (S2003)	93%	91%	93%
their child is making good progress at this school* (S2004)	93%	94%	94%
teachers at this school expect their child to do his or her best* (S2005)	98%	99%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	89%	92%
teachers at this school motivate their child to learn* (S2007)	93%	93%	95%
teachers at this school treat students fairly* (S2008)	91%	94%	91%
they can talk to their child's teachers about their concerns* (S2009)	93%	97%	95%
this school works with them to support their child's learning* (S2010)	87%	91%	94%
this school takes parents' opinions seriously* (S2011)	87%	89%	92%
student behaviour is well managed at this school* (S2012)	84%	87%	91%
this school looks for ways to improve* (S2013)	91%	94%	95%
this school is well maintained* (S2014)	95%	96%	95%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	99%	97%
they like being at their school* (S2036)	89%	92%	93%
they feel safe at their school* (S2037)	90%	93%	97%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers motivate them to learn* (S2038)	96%	98%	95%
their teachers expect them to do their best* (S2039)	97%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	91%	95%	97%
teachers treat students fairly at their school* (S2041)	88%	96%	93%
they can talk to their teachers about their concerns* (S2042)	83%	88%	90%
their school takes students' opinions seriously* (S2043)	83%	90%	96%
student behaviour is well managed at their school* (S2044)	68%	73%	81%
their school looks for ways to improve* (S2045)	91%	98%	96%
their school is well maintained* (S2046)	77%	91%	93%
their school gives them opportunities to do interesting things* (S2047)	91%	93%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	100%	88%
they feel that their school is a safe place in which to work (S2070)	97%	100%	88%
they receive useful feedback about their work at their school (S2071)	89%	88%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	98%	93%
students are encouraged to do their best at their school (S2072)	97%	99%	97%
students are treated fairly at their school (S2073)	95%	96%	88%
student behaviour is well managed at their school (S2074)	81%	84%	78%
staff are well supported at their school (S2075)	85%	91%	72%
their school takes staff opinions seriously (S2076)	85%	90%	75%
their school looks for ways to improve (S2077)	95%	97%	99%
their school is well maintained (S2078)	98%	100%	95%
their school gives them opportunities to do interesting things (S2079)	86%	95%	80%

* 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

School community partnerships are important and serve a significant function at The Willows State School. We use the 'Community and Partnerships Framework' to establish strategies for parent and community engagement. In 2017 we continued to work on the following:

- encouraging community participation at various school functions
- increasing the number of volunteers supporting learning at our school
- engaging with our feeder early childhood centers to develop a better understanding of incoming learners and transition
- engaging with transition high schools to support our outgoing students including the initiation of the middle phase writing inquiry

- developing learning partnerships with external organisations including James Cook University, Stories Galore, Perc Tucker Gallery and Science in Residence programs to support and extend student learning.
- Consulting our community, seeking and acting on their feedback
- Supporting the professional development of our future teachers and contributing to the system of Department and Education Training

The Willows State School commits to continuing our journey towards a more inclusive school. We work very closely with all stakeholders (parents, students, specialist and external agencies) to ensure that adjustments are made so that students with diverse needs can access and participate fully at school. Our SSST (Student Support Services Team) meet weekly to identify the support needs of students with regards to behaviour, academics, attendance and social/emotional wellbeing.

Respectful relationships programs

At the Willows State school we offer a wide range of support for universal, tier 2 and 3 behaviours.

- Explicit teaching of universal school expectations
- Celebrations of learning, behaviour and attendance
- Chaplaincy programs
- Peer mentoring
- Mediation
- Supervised play
- Daniel Morcombe
- National Day against Bullying
- Stanton Lodge

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	73	109	89
Long Suspensions – 11 to 20 days	0	2	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	531,823	8,348
2015-2016	321,840	6,604
2016-2017	464,657	3,644

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	74	32	<5
Full-time Equivalents	68	23	<5

Qualification of all teachers

(Please note that Headcounts and actual teachers counted include the provision of part-time teachers)

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	68
Bachelor degree	9
Diploma	3
Certificate	0

*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 2017 were \$106 358

The major professional development initiatives are as follows:

- Collaborative Planning Days (6 per teacher and leaders)
- Instructional Coaching Cycles (5 weeks cycles of co-plan, co-teach, co-reflect) with a focus on Teaching With A Literacy Focus (Gradual Release of Responsibility), Age Appropriate Pedagogies, Differentiation, Teaching Reading, Cross Curricula Priorities (85% of staff)
- Teaching Writing (Seven Steps Writing)
- Teaching Reading (4 Lesson Sequence and Reading Comprehension)
- Leading professional development within and beyond school in Coaching Framework, Instructional Leadership, Age Appropriate Pedagogies, Scaling up the work of coaching, learning support
- Inclusive Education Practices
- Quadriennial School Review
- Positive Behaviour Learning
- First Aid and Diabetic Training (Teacher and Teacher Aides)
- Staff Wellbeing and Learning Framework
- Technology ambassadors
- Age Appropriate Pedagogies Framework for Teachers
- Early Start
- Literacy and Numeracy Continua
- Gradual Release of Responsibility
- Data Literacy
- Australian Curriculum (Technologies, The Arts, Music, LOTE, HPE)
- Student Services Support

- Learning Support Model
- State School Strategy
- Classroom Profiling
- Beginning Mentoring Teachers Mentor Program
- Beginning Teachers Conferences and Support Network
- Curriculum, Assessment and Reporting Framework
- Australian Professional Standards for Teachers
- Mandatory Training – Code of Conduct, Student Protection, Mandatory Reporting, Asbestos Awareness, Information Sharing, Anaphylactic
- Hattie’s Effect Sizes and the impact of high yield teaching and learning strategies
- Complex Management of Trauma
- Complex Case Management
- Induction Processes for new, returning or transferring teachers/staff
- Professional Development (30 minutes per week provided to Teacher Aides with a focus on behaviour and reading)

The proportion of the teaching staff involved in professional development activities during 2017 was 92%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Students at The Willows State School successfully access Key Learning. As a school in every subject we pride ourselves on strong academic success within the classroom and beyond our school. In 2017 the following school data was recorded:

Students Levels of Achievement in Academic Area

2017 ENGLISH, MATHS AND SCIENCE COHORT LOA DATA– C and ^						
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
	English	English	Maths	Maths	Science	Science
Year 1	92%	93%	91%	92%	91%	98%
Year 2	89%	88%	92%	89%	96%	96%
Year 3	85%	93%	91%	95%	93%	99%
Year 4	77%	90%	77%	88%	88%	93%
Year 5	85%	85%	90%	88%	82%	85%
Year 6	85%	91%	91%	92%	87%	91%

In Music The Willows State School had exceptional success. Our students performed in Fanfare and Eisteddfod achieving 1st places in Junior and Senior Concert Band, Brass Ensemble, Senior String Ensemble and Folk Singing. We also achieved 4 other 2nd places, 2 3rd places and 2 highly commended. At Fanfare, The Willows had 80 students participating. Our school community is often entertained by over 210 students with performances from our school rock band, junior and senior choirs and various instrumental bands at assemblies and School Gala Nights, End of Year Concerts and other community functions across the year (Fanfare – 80; Eisteddfod - 200; Choral Workshops 22; School performances all students in total 210).

The Willows State School had 15 students selected to represent Thuringowa in 2017. These sports being Rugby League, Touch Football, Football (Soccer), AFL, Netball, Basketball and Hockey. Three students excelled at their chosen sports and represented the school and the Northern Region at the State Championships for AFL, Rugby League and Touch Football. The Willows celebrated the success of 1 student representing the school at the State level for Touch Football which saw them travel to Adelaide with the Queensland School Sport Team. Representing the school at any sporting level is something that The Willows State School continues to highly encourage and support students to do, in their chosen sport.

The Willows State School provided students with opportunities for extension in various subject areas including Digital Technology, The Arts, English and Science. In 2017, a number of students had the opportunity to write and publish their own creative stories. 50 students were involved in “Art in a Suitcase” providing art work for an exhibition at the Perc Tucker Gallery. Students also did activities in the science of circuitry, visual programming with Scratch and Lego Robotics, data logging, design technologies and engineering workshops at James Cook University. 10 students also participated in the Global Tropics Future Young Scholars Project through the Queensland Virtual STEM academy.

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).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	90%

*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%.

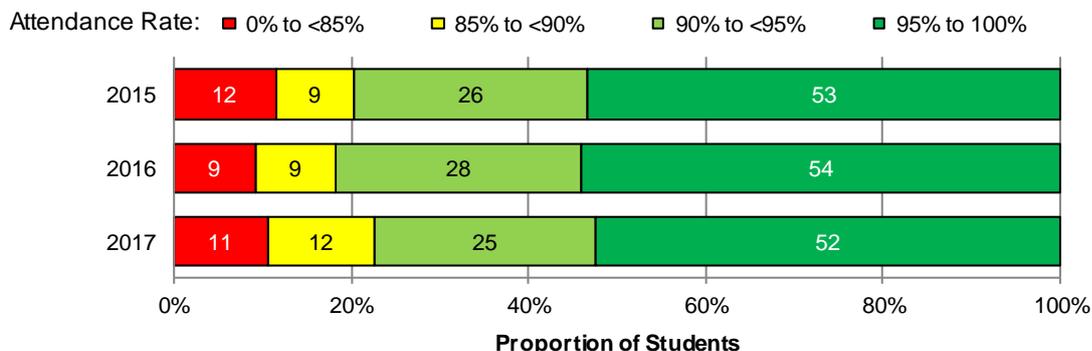
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	93%	93%	94%	94%	93%	94%						
2016	94%	93%	94%	94%	94%	94%	94%						
2017	93%	93%	92%	94%	94%	94%	93%						

*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 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 the Willows State School the *Queensland State Schools 5 step approach* is implemented. We promoted our high expectations of 'Every Day Counts', and students attending 100% with a minimum target of 95%. We supported student attendance by developing a positive school culture through the implementation of Positive Behaviour Learning Tier 1. Our high

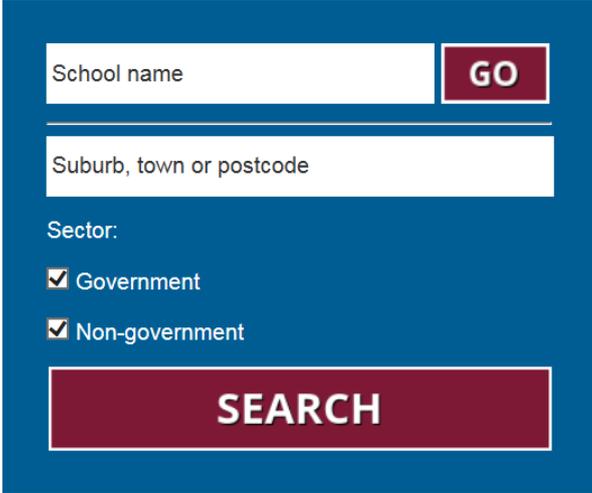
expectations were communicated clearly to students and the community through year level parades and school newsletters. Organisations in the wider community were encouraged to support our school messages of 'Every Day Counts' and assist us with incentives. Students who were meeting the attendance target received certificates as recognition. The Willows State School uses a clear roll marking policy for teachers aligned to *the roll marking process of State Schools*. Our office staff monitor all daily attendance and an automated SMS is sent to families whose children are not at school. When patterns of absences are noticed, the school works to engage with families through a range of communication methods (phone calls, home visits, letters) explaining the importance of school attendance and support options available. If absenteeism is ongoing the school follows the legal process and enacts Enforcement of Attendance Procedures through OneSchool.

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



School name

Suburb, town or postcode

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.