



The Willows State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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# From the Principal

## School overview

The Willows State School is a large co-educational primary school, founded in 1997 and situated in Townsville, North Queensland. Our school caters for the education of 955-1100 students in Preparatory to Year 6. We are a proud and great state school, committed to providing quality educational experiences aligned with 21<sup>st</sup> Century Learning and the Australian Curriculum. Our school motto is “Educational Excellence in an Information Age”.

At The Willows State School, we have a proud history and an excellent reputation in our educational and wider community. We place high value on developing the potential of each individual child through consistent and quality educational experiences across the Australian Curriculum and beyond. Additionally, we pride ourselves on the strong emphasis of supporting school staff to attain optimal teaching against the Australian Professional Standards for Teachers and Leaders.

We recognise that while we have a strong emphasis on the teaching and learning and curriculum requirements of the 21<sup>st</sup> Century, we also value the provision for many opportunities for students and staff to extend their learning in a variety of cultural, sporting and academic extra-curricular activities.

At The Willows State School, we have an extensive sporting and music program that allows students to pursue and excel in these areas. Our school music program consists of choirs, instrumental ensembles and our very own Rock Band. The music department also provides opportunity for students to perform in a range of school-based offerings such as FanFare, Eisteddfod and community based events. Once a semester our music and wider community gather for performances on Gala Nights.

Our sporting program includes Inter-House and Inter-School sport programs and excellent involvement in other sporting opportunities across our North Queensland Region that allow for students to aspire and achieve in their chosen sport/s. The Willows State School students proudly represent our school at Bill Nettle Cup, Gala Days for NRL and Netball and Garbutt Magpies AFL.

Our Student Leadership Program is well established. A range of vice-captains, environmental leaders and student councilors supports our Captains, allowing our students to drive fundraising at the local level and support a wide range of school initiatives and community causes.

Our school has a range of excellent facilities to facilitate teaching and learning in the classroom and school grounds including:

- Air conditioned learning environments;
- Purpose built Prep;
- The Arts Centre for Music;
- Special education areas;
- Supervised play areas;

- Library resource centre;
- Wireless connectivity and computer labs;
- Maker Space (technologies);
- Covered and adventure play areas;
- Hall; and
- Underground irrigation and two bores to our school ovals

The Willows State School teaching and non-teaching staff are an exceptional group of dedicated educators. The daily commitment and dedication of our staff is highly recognised and we place a great emphasis on keeping abreast of educational priorities and building our own professional learning through collaborative practices and teamwork. My staff and I are committed to the vision of the Department of Education. We are proud to be part of a strong public education system, which believes the purpose of education is to meet the needs of different students for high levels of educational support, progress and attainment. Our staff commitment to collaboration and internal and external professional learning is at a very high participation rate. All members of staff value and add to the teaching and learning agenda at The Willows.

As we strive to achieve our potential in a supportive school environment, our school has a strong sense of belonging through a range of pastoral care opportunities and Student Services. Our school framework aligns to Positive Behaviour Learning, which drives the student and staff wellbeing framework at our school.

We also offer an extensive and support base for quality delivery of curriculum, teaching and learning strategies for our students and staff. This professional support includes:

- Principal
- Deputy Principals (x3)
- Head of Special Education Services (HOSE) and 2.8 FTE teaching staff
- Heads of Curriculum: Teaching and Learning (x2) and 3.8 Support Teacher: Literacy and Numeracy
- Head of Curriculum: Student Services and 2.0 FTE Behaviour Support Teacher; Defense Mentor; Chaplain; Indigenous/Attendance Aide
- Guidance Officer 1.0
- Local Relief Teacher/s 2.8 FTE
- Advisory Visiting Teachers 2.15 FTE (based at The Willows and servicing North Queensland Region)
- Additional Administrative Support officers to assist with specialized health and administrative tasks under the Business Manager
- Additional Teacher Aide time to support whole of school priorities and safety of students before and after school

Our school has a range of volunteers that work to support the betterment of our students in their classrooms. A number of our parents volunteer regularly and routinely in classrooms and assist with daily reading, writing, sight word revision and homework procedures. Our school encourages

voluntary contributions and conducts volunteer induction and parent programs routinely throughout each school year.

We also have a significant value and appreciation for voluntary contributions through our Parent and Citizens Association who support our school with generous time and financial contributions that benefit all students and staff at our school. Our Parents and Citizens Association also operate full-time tuckshop and Outside School Hours Care facilities that support our families and in turn contribute significantly to the provision of resources for all students at our school.

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 grow with confidence;
- Respectful interactions with all members of our school community;
- A focused curriculum that develops a student’s potential to the fullest;
- Teachers who are committed to excellence in the teaching and learning process, who value the gifts each child offer;
- Fair, firm and consistent discipline aligned to our Responsible Behaviour Plan that ensures that the teaching and learning process is not compromised;
- High expectations that are upheld in all areas of our school and presentation including uniform;
- Extensive interaction with the school community that adds value to the learning of child/ren;
- Effective channels of communication ensuring all partners are well informed; and
- Opportunities for parent involvement.

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, the high school/s, local early years centres and our school. Our school partners with both Kirwan State High School and Thuringowa State High School allowing smooth transition from Primary to Secondary School at the end of Year 6.

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 our school is managed within the Enrolment Management guidelines. Please see the School Website for further details:

[www.thewillowsss.eq.edu.au](http://www.thewillowsss.eq.edu.au)

### School progress towards its goals in 2018

School Improvement Focus	Continued Progress 2018	Further Actions
<b>Literate and Numerate Learners</b> - Reading – progress and achievement in fluency and comprehension (PM, PAT, LOA English)	<ul style="list-style-type: none"> <li>• 100% of Teachers in Early Phase implementing Four Lesson Sequence (Guided Reading)</li> <li>• Focus on writing across all curriculum areas including handwriting/automaticity and literacy capabilities</li> </ul>	Continued focus in 2019

	<ul style="list-style-type: none"> <li>• Maintenance and analysis of data to build data literacy across all teaching staff</li> <li>• Resource Middle Phase Reading and monitor progress across curriculum</li> <li>• Identifying and continuing to monitor Aboriginal and Torres Strait Islander Students through the State-wide inquiry into Year 3 Reading</li> </ul>	
<p><b>Effective delivery of Australian Curriculum through quality pedagogy</b> enacted through Pedagogical Framework and measured through LOA across Learning Areas with a focus on English, Maths and Science</p>	<ul style="list-style-type: none"> <li>• Australian Curriculum enacted through Teaching with a Literacy Focus and measured through LOA and strong moderation processes</li> <li>• Significant progress in curriculum output evidenced through improvement in the LOA of English, Mathematics, Science and History/Geography</li> <li>• Whole School Curriculum Plan aligned to the full implementation of Australian Curriculum (8 Learning Areas)</li> <li>• Significant re-structure of student scope and sequence and access to units focussing on horizontal and vertical alignment</li> <li>• Significant resources provided for Teaching With A Literacy Focus and encompassed 93% of teachers engaging in the co-instructional coaching cycles</li> </ul>	<p>Continued focus in 2019 Version 8</p> <p>Implementation of final subjects to occur</p> <p>Strengthen moderation of portfolios</p>
<p><b>Positive Behaviour Learning</b> - measured through aligned data sets</p>	<p>Significant progress in PBL through a workforce reform (2017-2020) in Term 4 2017 and full year 2018 to drive the agenda has yielded significant results including:</p> <ul style="list-style-type: none"> <li>• Fully operational and functional PBL Team to inform data driven decisions</li> <li>• consistency across 40 classrooms and multiple play areas</li> <li>• High percentage of students following school routines, structures and expectations (more than 93%)</li> <li>• Informed school practices for Tier 1-3 supports required</li> <li>• greater confidence, understanding and consistency in school staff management of positive behaviour and of consequences</li> </ul>	<p>Continue Tier 1 and implement Tier 2 through provision of additional resources (2xBST; Chaplain, DM, Indigenous Aide led by HoC SS)</p>

<p><b>Positive Partnerships</b> – build the links from The Willows to Kirwan SHS and ECE</p>	<ul style="list-style-type: none"> <li>• Writing inquiry with Kirwan State High School to analyse areas of focus for Year 6 students/staff</li> <li>• ECE – focussed on top 8 and provided additional opportunities for transition</li> <li>• Embedded transition program/s and processes</li> </ul>	<p>Continued focus in 2019 and further strategies to be initiated around provision for early years and parental participation prior to school</p>
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In 2018, The Willows State School had significant success in a range of educational programs for students including:

Across our music program over 210 students, have opportunities to perform in The Townsville Annual Eisteddfod achieving first places in Junior and Senior Concert Band, Brass Ensemble, Senior String Ensemble and Folk Singing. We also achieved four other second places, two third places and two highly commended.

The instrumental ensembles performed at “Creative Generations Instrumental Fanfare” with 80 students participating. The Willows Concert Band conducted by Miss Ruby Johnson, achieved a gold award and was one of the top five primary schools to represent North Queensland in the State Finals in Brisbane.

The Willows State School had 18 students selected to represent Thuringowa in 2018. These sports being Rugby League, Touch Football, AFL, Netball, Basketball and Hockey.

Eleven students excelled at their chosen sports and represented the school and the Northern Region at the State Championships for AFL, Rugby League, Hockey and Track and Field

The Willows NRL Development Cup coached by Mr Bradley Theodore and supported by Mrs Jenny Deuble, placed runners up with a narrow loss in the final.

The Willows entered the AFL Garbutt Magpies Cup and was afforded 3 teams to play. The Willows State School won the AFL Garbutt Cup and solidified itself as a significant participant in years to come.

Mr Bill (William) Armit was awarded 20 Years of Service Townsville Football (Soccer)

The Willows State School Parents and Citizens Association provided significant funding of \$242,000 to upgrade junior and senior playgrounds. Additionally, the Parents and Citizens Association supported the cultural and sporting achievements of students through financial contribution to FanFare (\$10,000) and a supplementary contribution to students representing North Queensland sport.

## Future Outlook: Explicit School Improvement Agenda 2019

In 2019, the Willows State School will continue to work in the following areas, with specified strategies across the School Strategic Plan, outlined in the Annual Implementation Plan.

School Improvement Focus	2019 Focus
<p><b>Reading and Writing across the Australian Curriculum</b></p>	<ul style="list-style-type: none"> <li>• 100% of Teachers in Early Phase implementing Four Lesson Sequence (Guided Reading)</li> <li>• Focus on writing across all curriculum areas including handwriting/automaticity and literacy capabilities</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintenance and analysis of data to build data literacy across all teaching staff</li> <li>• Resource Middle Phase Reading and monitor progress across curriculum</li> <li>• Provide support through coaching to deliver high quality lessons through pedagogical framework</li> </ul>
<b>Quality Teaching and Learning across the Australian Curriculum</b>	<ul style="list-style-type: none"> <li>• <b>Effective delivery of Australian Curriculum through quality pedagogy</b> enacted through Pedagogical Framework and measured through LOA across Learning Areas with a focus on English, Maths and Science</li> <li>• Improvement of data literacy in the LOA of English, Mathematics, Science and History/Geography</li> <li>• Whole School Curriculum Plan aligned to the full implementation of Australian Curriculum (8 Learning Areas) – enacted curriculum matches intended curriculum</li> <li>• Significant resources provided for teachers engaging in the co-instructional coaching cycles</li> </ul>
<b>Positive Behaviour Learning</b> - measured through aligned data sets	<p>Embed Positive Behaviour Learning by:</p> <ul style="list-style-type: none"> <li>• Fully operational and functional PBL Team to inform data driven decisions</li> <li>• Consistency across 40 classrooms and multiple play areas</li> <li>• High percentage of students following school routines, structures and expectations (more than 93%)</li> <li>• Informed school practices for Tier 1-3 supports required</li> <li>• Greater confidence, understanding and consistency in school staff management of positive behaviour and of consequences</li> </ul>
<b>Positive Partnerships across our community</b> build the links from The Willows to Kirwan SHS and ECE	<ul style="list-style-type: none"> <li>• Writing inquiry with Kirwan State High School to analyse areas of focus for Year 6 students/staff</li> <li>• ECE – focussed on top 8 and provided additional opportunities for transition; Peek at Prep and Pre-Prep 0.2 allocation</li> <li>• Embedded transition program/s and processes</li> </ul>

In 2019, The Willows State School staff are looking forward to an increased confidence in the delivery of Australian Curriculum across all learning areas. Staff have acknowledged that there is a need for consolidation and as a team, we have sharpened the focus to reading and writing and in turn acknowledged that these capabilities are necessary across all areas of the Australian Curriculum and student learning.

Our staff are also more confident and clear on the behavioural expectations and implementation requirements of Positive Behaviour Learning and the frameworks of support for all students through inclusive education policy and procedures. In 2019, we head into the second year of implementation and embedding our universal systems of practice.

As a school, this is the first time in a significant number of years that leadership is substantive at The Willows. A significant amount of work is required to align systems and response to data, professional formalised feedback structures and enactment in a large context, which in turn will provide a greater workforce satisfaction, and clarity in years to come.

The wellbeing of our staff is of high priority. As a direct result, in 2019 have provided additional support through the Employee Assistance Program (EAP) and departmental resources to assist with staff possible external factors affecting our staff because of the 2019 Natural Disaster.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1014	1007	975
Girls	525	486	478
Boys	489	521	497
Indigenous	122	127	151
Enrolment continuity (Feb. – Nov.)	95%	94%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### 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 955-1015 students during the 2018 school year. There is some movement of students associated with 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 school community whereby a range of academic, sporting, cultural and musical initiatives are embedded to cater for a diverse range of learner's needs and emerging interests. The school community has high expectations about the involvement of the students in these extra-curricular and co-curricular 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.

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. An emerging focus with closing the gap on attendance, academic performance and enhancing the educational experience through accessing cultural initiatives through resourcing appropriate personnel to cater for the needs of students and their families.

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 Mentor who works in conjunction with a number of external support agencies to assist with smooth transitions to and from The Willows State School.

The majority of our students perform academically well at our school, achieving 'C' standard or above across all learning areas of the Australian Curriculum. Students who are requiring additional support are case managed through their Deputy Principal/Line Manager and the Student Services Support Team. At The Willows, the first intervention always begins with quality first teaching and learning and high attendance at school.

## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	24	24	23	The <a href="#">class size</a> targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	26	26	26	

## Curriculum delivery

### Our approach to curriculum delivery

In 2017 and 2018, 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 Learning Areas through using resources provided through Curriculum 2 Classroom Resources (C2C, Department of Education) provided significant professional development and renewal.

The Whole School Curriculum Plan was developed and implemented after significant feedback from the State Schools Review processes in 2017. Within this plan, the Learning Areas and delivery timelines are determined in collaboration and consultation with leaders and 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 GTMJ's 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
- Prep Transition and Open Days
- Athletics, Colour Explosion Fun Run and Swimming Program (Years 1-3)
- Fire Education Program
- Buddy Reading
- Book Week
- Student Council Initiatives such as School Discos and free dress days to support community initiatives (e.g. Harmony Day)
- Day for Daniel
- Life Education
- NAIDOC celebration
- Commemorative Services: ANZAC, Remembrance Day
- Science Technology Expo
- 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
- Bill Nettle Cup, Netball and NRL Gala Days, Garbutt Magpies Cup
- Boys to Men Garbutt Magpies Mentoring
- Charters Towers Excursion (Year 5)
- School Leadership Camp (Year 6)
- Leadership Induction Day (Year 5)
- Book Week
- ATSIAP
- Global Tropics Future (STEM – selection process)
- Student Council Initiatives such as School Discos and free dress days to support community initiatives (e.g. Harmony Day)
- Athletics, Colour Explosion Fun Run, Cross Country, Swimming Carnival and Swimming Program (Year 4)
- Reader's Cup
- Relay for Life
- 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. Our school is fully committed to full implementation of the Australian Curriculum by 2020 and the staff and students engaged in the implementation of design technologies in 2017 and full implementation of 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. In partnership with the P and C and Telstra, we have been able to update a significant number of our school resources to enhance ICT's at The Willows State School through increased access.

## **Social climate**

### **Overview**

A supportive school environment that considers the students' intellectual, physical, emotional, social and cultural wellbeing is a priority for our school. In accordance with the Responsible Behaviour Plan for Students, proactive, positive and responsive strategies and universal systems are in place along with additional support provisions for students who require assistance 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.

Our school has a range of support structures in place for all students and a large team of professionals to support student's social and emotional wellbeing. In 2018, our Behaviour and Engagement Team commenced significant Tier 1 and Tier 2 programs to support the emerging needs of learners. These actions resulted in the following:

- Establishment of a Breakfast/Toast Program (donated by Foodbank)
- Establishment of Before School Walking/Physical Activity Program
- Establishment of consistent systems to manage classroom behaviour
- Establishment of supervised play areas
- Establishment of Indigenous Support Room and cultural connection through ATSIAP and other programs
- Younger Smarter Stronger Boys and Girls Yarning
- Establishment of Chaplaincy Program to support students requiring help with friendships
- Continued Kids Club through our Defence Mentor

The traction of Positive Behaviour Learning and the levels of support for students is evident by:

- Parent Response: teachers at this school treat students fairly\* (S2008) 90%
- Parent Response: their child feels safe at this school\* (S2002) 96%
- Student Response: teachers treat students fairly at their school\* (S2041) 96%
- Student Response: they feel safe at their school\* (S2037) 91%
- Staff Response: they feel that their school is a safe place in which to work (S2070) 91%
- Staff Response: students are treated fairly at their school (S2073) 92%

Comparatively the response that behaviour is well managed at our school fell below 90% for all respondents, yet the School Disciplinary Absences increased in 2018.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	96%	94%
• this is a good school (S2035)	93%	95%	91%
• their child likes being at this school* (S2001)	97%	94%	91%
• their child feels safe at this school* (S2002)	91%	95%	96%
• their child's learning needs are being met at this school* (S2003)	91%	93%	89%
• their child is making good progress at this school* (S2004)	94%	94%	90%
• teachers at this school expect their child to do his or her best* (S2005)	99%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	92%	90%
• teachers at this school motivate their child to learn* (S2007)	93%	95%	90%
• teachers at this school treat students fairly* (S2008)	94%	91%	90%
• they can talk to their child's teachers about their concerns* (S2009)	97%	95%	91%
• this school works with them to support their child's learning* (S2010)	91%	94%	91%
• this school takes parents' opinions seriously* (S2011)	89%	92%	85%
• student behaviour is well managed at this school* (S2012)	87%	91%	86%
• this school looks for ways to improve* (S2013)	94%	95%	94%
• this school is well maintained* (S2014)	96%	95%	99%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	97%	95%
• they like being at their school* (S2036)	92%	93%	92%
• they feel safe at their school* (S2037)	93%	97%	91%

Percentage of students who agree# that:	2016	2017	2018
• their teachers motivate them to learn* (S2038)	98%	95%	96%
• their teachers expect them to do their best* (S2039)	100%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	97%
• teachers treat students fairly at their school* (S2041)	96%	93%	93%
• they can talk to their teachers about their concerns* (S2042)	88%	90%	93%
• their school takes students' opinions seriously* (S2043)	90%	96%	87%
• student behaviour is well managed at their school* (S2044)	73%	81%	78%
• their school looks for ways to improve* (S2045)	98%	96%	96%
• their school is well maintained* (S2046)	91%	93%	88%
• their school gives them opportunities to do interesting things* (S2047)	93%	94%	94%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	88%	79%
• they feel that their school is a safe place in which to work (S2070)	100%	88%	91%
• they receive useful feedback about their work at their school (S2071)	88%	84%	70%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	93%	94%
• students are encouraged to do their best at their school (S2072)	99%	97%	96%
• students are treated fairly at their school (S2073)	96%	88%	92%
• student behaviour is well managed at their school (S2074)	84%	78%	78%
• staff are well supported at their school (S2075)	91%	72%	58%
• their school takes staff opinions seriously (S2076)	90%	75%	58%
• their school looks for ways to improve (S2077)	97%	99%	93%
• their school is well maintained (S2078)	100%	95%	95%
• their school gives them opportunities to do interesting things (S2079)	95%	80%	84%

\* 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 2018, we continued to work on the following:

- Establishing relationships with other government organisations (Townsville City Council, Fire and Rescue, Life Education and Police Liaison Officers)
- Encouraging community participation at various school functions
- Increasing the number of volunteers supporting learning at our school

- Engaging with our feeder early childhood centres 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 the work of inclusive schooling. We have active partnerships and clear communication protocols with parents, students, regional, specialists and external agencies. These partnerships enable stakeholders to discuss and plan for reasonable adjustments to facilitate access and participation at school. Our SSST (Student Support Services Team) meet weekly to identify the support diverse, ongoing and emerging needs of student's behaviour, academics, attendance and social/emotional wellbeing.

### **Respectful relationships education programs**

In 2018, The Willows State School implemented in its' entirety, Positive Behaviour Learning Tier 1. Positive Behaviour Learning supported and resourced through a team led by Head of Curriculum: Student Services and a Behaviour Support Teacher. The implementation of Positive Behaviour Learning in its first year, took a great deal of effort, training and persistence to raise the behavioural standards of all members at The Willows State School. Through Positive Behaviour Learning at the Willows State School, we offer a wide range of support for universal, tier two and three behaviours including:

- Explicit regular teaching of universal school expectations through classroom, before school routines and weekly year level parades
- Celebrations of learning, behaviour and attendance each week and every 5-10 weeks through the reward system outlined in the Responsible Behaviour Plan for Students
- Chaplaincy programs and the provision of Toast Room and small group programs designed to support and engage students of all ages
- Peer mentoring
- Mediation processes using restorative justice processes
- Supervised play
- Daniel Morecombe Education
- National Day against Bullying
- Younger Smarter Stronger
- Stanton Lodge

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships delivered not only through Positive Behaviour Learning, but also through Health Education and Life Education Programs.

Significant work has also commenced to ensure that parents/community are respecting our staff and school decisions. In 2018, there was significant programs offered by school staff including:

- Positive Behaviour Learning Workshops
- Positive Parenting
- 123 Magic (parenting program)

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	109	89	128
Long suspensions – 11 to 20 days	2	2	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

At The Willows State School, we actively promote sustainable use and maintenance of services such as electricity and water through communication in our weekly staff newsletter and teamsite (staff intranet).

Our students actively recycle weekly to reduce the carbon footprint and all classes are encouraged to use digital technologies as a strategy to minimise waste.

In 2018, our school actively engaged staff and members of the Local Consultative Committee to design excessive heat and wet weather play to assist in addressing our environmental footprint and Workplace Health and Safety Practices.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	321,840	464,657	471,530
Water (kL)	6,604	3,644	1,981

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	72	33	<5
Full-time equivalents	66	23	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Please note that there are a number of Part-Time Teachers included in these counts.

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	9
Bachelor degree	68
Diploma	3
Certificate	0

\*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 2018 were \$45,000.

A significant number of Teacher Relief Days and purchase of additional staffing contributed to the high quality and ongoing professional development for Teachers and Teacher Aides at The Willows

State School (refer to Investing for Success Strategy and documentation on [www.the.willowsss.eq.edu.au](http://www.the.willowsss.eq.edu.au) )

In 2018, our school Business Manager and administration office staff are routinely involved in a number of key professional development including SMBAQ Conferences, workshops and one Administrative Officer engaged in Cert 3 in Business Administration (TAFE).

Our school ancillary staff receive ongoing training through regional services for cleaners and grounds officers. These opportunities occur on a regular and ongoing basis. Additionally, staff receive on the job training allowing learning and updated skills in the use of new equipment.

At The Willows State School, we provide significant professional development with staff meeting time and release our Teacher Aides each week to engage in professional learning. We use a range of internal and regional providers to engage our staff in the strategic and school based agendas linked specifically to the explicit improvement agenda.

The major professional development initiatives for teaching and classroom support staff were 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 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 including provision for collaborative inquiry
- Positive Behaviour Learning Universal Systems
- Younger Smarter Stronger (6 staff members)
- First Aid and Diabetic Training (Teacher and Teacher Aides)
- Staff Wellbeing and Learning Framework
- Age Appropriate Pedagogies Framework for Teachers
- Early Start
- Literacy and Numeracy Continua
- Gradual Release of Responsibility
- Data Literacy Processes
- Australian Curriculum (Technologies, The Arts, Music, LOTE, HPE)
- Student Services Support Model including Learning Support Model
- 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
- Personalised Learning Plans
- National Consistency of Data Collection
- Individual Curriculum Planning
- Induction Processes for new, returning or transferring teachers/staff

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key Student Outcomes

Students at The Willows State School successfully access all areas of the Australian Curriculum through quality teaching and learning. As a school in every subject, we pride ourselves on strong academic success within the classroom and beyond our school.

The Willows State School provided students with opportunities for extension in various subject areas including Digital Technology, The Arts, English and Science. In 2018, 50 students were involved in “Art in a Suitcase” providing artwork 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. Ten students also participated in the Global Tropics Future Young Scholars Project through the Queensland Virtual STEM academy.

In Music, The Willows State School had exceptional success. Our students performed in The Townsville Annual Eisteddfod achieving first places in Junior and Senior Concert Band, Brass Ensemble, Senior String Ensemble and Folk Singing. We also achieved four other second places, two third places and two highly commended. The instrumental ensembles performed at “Creative Generations Instrumental Fanfare” with 80 students participating. Our concert band was successful in achieving a gold award and invited to Brisbane as one of the top five primary schools to represent North Queensland in the State Finals. 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 often entertain our school community across the year.

We highly encourage and support students to participate and represent our school in their chosen sports. In sport, The Willows State School had 18 students selected to represent Thuringowa in 2018. These sports being Rugby League, Touch Football, AFL, Netball, Basketball and Hockey.

Eleven students excelled at their chosen sports and represented the school and the Northern Region at the State Championships for AFL, Rugby League, Hockey and Track and Field.

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	92%
Attendance rate for Indigenous** students at this school	91%	90%	88%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

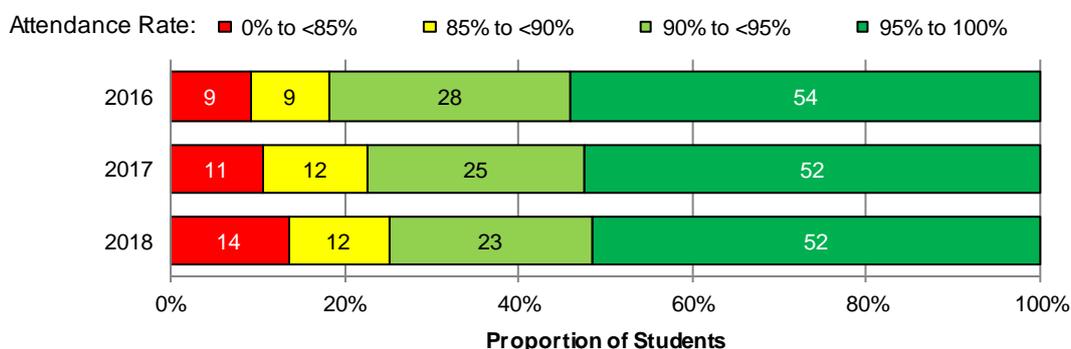
Year level	2016	2017	2018
Prep	94%	93%	93%
Year 1	93%	93%	93%
Year 2	94%	92%	92%
Year 3	94%	94%	93%
Year 4	94%	94%	92%
Year 5	94%	94%	92%
Year 6	94%	93%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



### Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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. High expectations for attendance are 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.

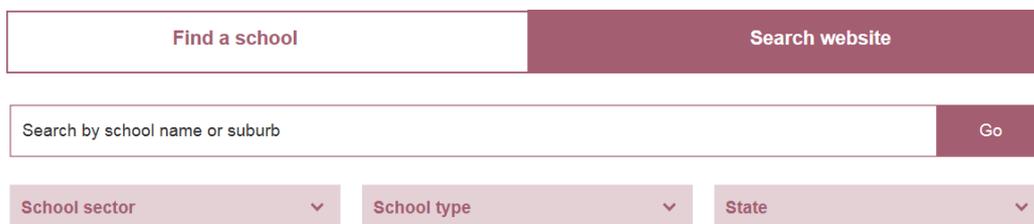
The Willows State School uses a clear roll marking policy for teachers aligned to *the roll marking process of State Schools*. Our office staff monitor all daily attendance and an automated SMS is sent to families whose children are not at school. When patterns of absences are noticed, the school works 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.