



The Willows State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

## Contact Information

|                 |   |
|-----------------|---|
| Postal address: | PO Box 563 Thuringowa Central 4817  |
| Phone:          | (07) 4799 1333  |
| Fax:            | (07) 4723 4665  |
| Email:          | <a href="mailto:principal@thewillowsss.eq.edu.au">principal@thewillowsss.eq.edu.au</a>  |
| Webpages:       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website. |
| Contact Person: | Principal   |

## School Overview

The Willows State School, a co-educational school has been proudly serving the community since 1997 with an opening enrolment of approximately 500 students. The school has grown over the years and currently caters for over 1100 students in Years Prep to Six. 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](http://www.thewillowsss.eq.edu.au)). The Willows has excellent educational facilities including flexible, air conditioned learning environments, wireless connectivity in classrooms, purpose built prep, music and performing arts buildings, a resource centre with an additional two computer labs, administration facilities, covered play areas, hall, a P & C run canteen, adventure playgrounds, basketball court, cricket nets and two school ovals.

The Willows State School is committed to providing a quality educational experience to improve the progress of every student. We address the unique needs of students with an explicit focus on improving reading, writing and numeracy in all learning areas of the Australian curriculum. Our school motto is "Educational Excellence in an Information Age" and 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.

Our school prides itself on our partnership with parents in developing their child for the future. We parallel our parent values and provide a warm and supportive environment in which their child can grow with confidence and a focused curriculum that develops a student's potential to the fullest. Teachers who are committed to excellence in the teaching and learning process, and a fair but firm behaviour support policy which includes explicit and consistent language. We have extensive interaction with our school community and provide our students with educational opportunities in and outside the classroom. We encourage our families to interact with our school community and continuously seek their feedback to establish effective communication and opportunities for parent involvement. We also encourage our students to be active members in the school community with students assuming significant levels of responsibility and leadership roles within the school.

# Principal's Foreword

## Introduction

School Progress towards its goals in 2016

In 2016 The Willows State School focussed on a “dynamic lift” to address the key improvement areas of:

- Improving Student Results in the Levels of Achievement with a Regional Target of 85%
- Teachers' Clarity of Curriculum
- Teachers' delivery of Reading
- Teachers' delivery of Reading Comprehension
- Teachers' delivery of Writing
- Student Individual Goal Setting and Assessment Literacy

The school experienced significant changes in the leadership team throughout 2016 and the progress of the key improvement areas identified will be reviewed and reported on in alignment with the School Strategic Plan 2013-2017 as part of the 2017 quadrennial school review year.

## Future Outlook

In 2017 a newly appointed substantive Principal commenced at The Willows State School. 2017 is a Quadrennial School Review Year for The Willows SS. The School will engage with the School Improvement Unit and the school community as part of this review process.

Using a collaborative inquiry approach to prioritise the school's direction for 2017, the following Explicit Improvement Agenda aligned to the School Strategic Plan was determined:

- Reading – progress and achievement measured through Levels of Achievement English & Diagnostic assessment (PM/Probe)
- Writing – Progress and achievement measured through Levels of Achievement English/Across Curriculum; 90% C<sup>+</sup>, 20% A.
- Clarity of Australian Curriculum enacted through Teaching with a Literacy Focus (Gradual Release of Responsibility)
- Positive Behaviour Learning, Engagement and Attendance (95%)

# 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 2016:</b> | Prep Year - Year 6 |

### Student enrolments for this school:

|              | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| <b>2014</b>  | 1099  | 545   | 554  | 107        | 94%                              |
| <b>2015*</b> | 1002  | 513   | 489  | 105        | 94%                              |
| <b>2016</b>  | 1014  | 525   | 489  | 122        | 95%                              |

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 2016, 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

### Overview

The students at The Willows State School come from a range of diverse socio-economic, cultural and family backgrounds. Our school has an Aboriginal and/or Torres Strait Islander student population of 13%. 25 % of our student body has one or more family members actively serving in the Australian Defence Forces. Our catchment is still developing with many new housing developments bringing new families to our area constantly.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES |      |       |      |
|---------------------|------|-------|------|
| Phase               | 2014 | 2015* | 2016 |
| Prep – Year 3       | 22   | 23    | 24   |
| Year 4 – Year 7     | 24   | 26    | 26   |
| Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

In 2016 the curriculum was delivered to students using parts of the Australian Curriculum (English, Mathematics, Science, Geography and History). The remaining Key Learning Areas were taught using a combination of Queensland Curriculum and Australian Curriculum guidelines.

### Co-curricular Activities

A range of co-curricular activities are offered at The Willows State School across prep through to year 6.

Support programs facilitated by the school include:

- Writing Excellence Workshop (create, publish written work), Students News (publication for students)
- Reading including morning story time, Reader's Cup, Reading buddy programs, Book Week
- Science Extension including partnerships with CSIRO, Science & Technology Expo
- Environmental Projects including Green Army, Reef Guardians, National Tree Planting
- Music including Eisteddfod, Rock Band, Choral Workshops, String ensembles, Junior and Senior band
- Technology including Stem projects, Young ICT Explorers,
- Culture including ATSIAP Challenge
- Sport including interschool sports, Rugby League Challenge, Bill Nettle Cup, Soccer mentors with the lower school
- Health including Life Education, Talk about it, Walk Safely to School,
- Social and Emotional Learning programs including meditation, Rock and Water, Stanton Lodge, supervised play, Daniel Morcombe, National Day against Bullying.

### How Information and Communication Technologies are used to Assist Learning

The Willows State School has fiber-optic cabling to every building and wireless access points situated around the school. Each classroom is equipped with at least 4 computers to assist learning via digital pedagogies. Our two computer labs facilitate 60 users at any one time. With the adoption of online assessment tools such as PAT Reading.

Interactive teaching and learning with interactive whiteboards has been significantly enhanced in every classroom including our conference room, Knowledge Centre and LOTE rooms. Other digital equipment is used as part of our digital pedagogies, supporting the teaching and learning process in this digital age, including digital cameras, digital video cameras, point to view cameras, ipads and microphones. With the Australian Curriculum forming the basis from which teachers can access excellent resources to present the curriculum, OneSchool has become an integral aspect of planning, assessment, monitoring and reporting for staff. EdStudios are highly valued tools to support learning and are used daily.

## Social Climate

### Overview

The Willows State School is committed to providing a safe, respectful, disciplined and fully inclusive learning environment. Students are given every opportunity to engage in quality learning experiences and acquire values supportive for their lifelong wellbeing. Strategies for differentiating teaching are used to meet the specific learning needs of students across the full range of abilities.

We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. At The Willows State School we believe that everybody should enjoy our school quality and feel safe, secure and accepted regardless of appearance, colour, race, gender, popularity, athletic ability, intelligence, religion and nationality. We implement procedures for eliminating bullying in alignment with 'The Code of School Behaviour'.

The school provides a wide range of recognition and reward systems to reinforce positive behaviour choices, including cumulative 'happygrams' with incentives and prizes, awards at assembly for participation and academic improvement, and our Principal Excellence Awards. Our parents are encouraged to work closely with the school to support and encourage positive student growth. Pastoral care is also an integral part of our school. We have our school chaplain who builds quality relationships with students, staff and families.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that:  | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016)  | 88%  | 95%  | 93%  |
| this is a good school (S2035)  | 94%  | 93%  | 93%  |
| their child likes being at this school* (S2001)  | 89%  | 96%  | 97%  |
| their child feels safe at this school* (S2002)   | 92%  | 95%  | 91%  |
| their child's learning needs are being met at this school* (S2003)                                     | 88%  | 93%  | 91%  |
| their child is making good progress at this school* (S2004)  | 82%  | 93%  | 94%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 95%  | 98%  | 99%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91%  | 93%  | 89%  |
| teachers at this school motivate their child to learn* (S2007)   | 92%  | 93%  | 93%  |
| teachers at this school treat students fairly* (S2008)   | 92%  | 91%  | 94%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 92%  | 93%  | 97%  |
| this school works with them to support their child's learning* (S2010)                                 | 91%  | 87%  | 91%  |
| this school takes parents' opinions seriously* (S2011)   | 90%  | 87%  | 89%  |
| student behaviour is well managed at this school* (S2012)  | 84%  | 84%  | 87%  |
| this school looks for ways to improve* (S2013)   | 92%  | 91%  | 94%  |
| this school is well maintained* (S2014)  | 95%  | 95%  | 96%  |

### Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree# that:   | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048)                               | 88%  | 96%  | 99%  |
| they like being at their school* (S2036)  | 84%  | 89%  | 92%  |
| they feel safe at their school* (S2037)   | 90%  | 90%  | 93%  |
| their teachers motivate them to learn* (S2038)                                    | 95%  | 96%  | 98%  |
| their teachers expect them to do their best* (S2039)                              | 97%  | 97%  | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 96%  | 91%  | 95%  |
| teachers treat students fairly at their school* (S2041)                           | 84%  | 88%  | 96%  |
| they can talk to their teachers about their concerns* (S2042)                     | 80%  | 83%  | 88%  |
| their school takes students' opinions seriously* (S2043)                          | 81%  | 83%  | 90%  |
| student behaviour is well managed at their school* (S2044)                        | 71%  | 68%  | 73%  |

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                     | 2014 | 2015 | 2016 |
| their school looks for ways to improve* (S2045)                         | 92%  | 91%  | 98%  |
| their school is well maintained* (S2046)                                | 85%  | 77%  | 91%  |
| their school gives them opportunities to do interesting things* (S2047) | 84%  | 91%  | 93%  |

### Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:  | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069)   | 97%  | 97%  | 100% |
| they feel that their school is a safe place in which to work (S2070)   | 100% | 97%  | 100% |
| they receive useful feedback about their work at their school (S2071)  | 91%  | 89%  | 88%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 95%  | 88%  | 98%  |
| students are encouraged to do their best at their school (S2072)   | 100% | 97%  | 99%  |
| students are treated fairly at their school (S2073)  | 97%  | 95%  | 96%  |
| student behaviour is well managed at their school (S2074)  | 83%  | 81%  | 84%  |
| staff are well supported at their school (S2075)   | 88%  | 85%  | 91%  |
| their school takes staff opinions seriously (S2076)  | 82%  | 85%  | 90%  |
| their school looks for ways to improve (S2077)   | 99%  | 95%  | 97%  |
| their school is well maintained (S2078)  | 100% | 98%  | 100% |
| their school gives them opportunities to do interesting things (S2079)   | 96%  | 86%  | 95%  |

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

Research tells us that the most meaningful partnerships are those where schools, parents, students and the community work together to focus on student learning. Parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. This is why at The Willows State School we value effective community with our families. We encourage active participation in our school and offer information sessions on reading, writing and social issues of importance. We encourage parent volunteers and we have a close working relationship with our P & C to ensure that our parents are well informed and have a voice. Parents/guardians are encouraged to actively participate in stakeholder's meetings to formulate and review adjustments and where relevant develop plans and/or support provisions. These include students requiring extension, students from defense families, student from indigenous families, students with disabilities, students with learning difficulties and students with English as a second language. Consultation with external organisations such Child Youth Services & Mental Health, Me Too, Evolve, Centacare and Relationships Australia are also used to provide quality services for students and families with diverse needs.

The Willows has a very positive reputation within the wider community. Over a number of years strong partnerships have been developed with a range of partners including the Australian Defense Forces, James Cook University, CSIRO, GBRMPA (Great Barrier Reef Marine Park Authority), Adopt a Cowboy, Stories Galore, Out of Hours School Care and our neighbourhood transition high schools. Students are encouraged to become involved in a range of activities such as representative sports, Fanfare, Eisteddfod and community fundraising projects. Similarly the wider community is invited into the school at various times including Under 8s day, Life Education, NAIDOC, Science & Technology and Leadership development days. The Willows Continues to

further expand its involvement with community partners to provide learning opportunities for our students.

### Respectful relationships programs

In 2016 the school community was involved in a collaborative inquiry regarding the School's Responsible Behaviour Plan and structures. This was in response to the School Opinion Survey and communication between parents, students and staff.

The key areas of concern were:

- student behaviour is well managed at their school\* (S2044) Parent Survey 87% 2016
- student behaviour is well managed at this school\* (S2012) Student Survey 73% 2016
- student behaviour is well managed at their school (S2074) Staff Survey 84% 2016
- students lacked skills and strategies to deal with and solve conflict and report when necessary

From the inquiry the Responsible Behaviour Plan for Students was rewritten to promote and embed a safe, respectful culture of learning.

The school has developed and implemented a program or programs that focus on appropriate, respectful 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                            | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 76    | 73     | 109  |
| Long Suspensions – 6 to 20 days | 0     | 0      | 2    |
| 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.

## Environmental Footprint

### Reducing the school's environmental footprint

The Willows State School is committed to limiting the use of power and water in an endeavor to reduce utilities charges. We do this by requesting staff and students to do the following:

- Shut down computers and power at the end of the day
- Turn off lights and power if not required
- Including window tinting on refurbished buildings to cut down on heat in classrooms and reduce the stress on air-conditioners.
- Limit the use of air-conditioners during cooler weather, open windows and use fans
- Close doors and window when air-conditioning is on
- Report leaking taps or inappropriate water use.
- Use bore water for ovals and gardens
- Follow the guidelines regarding water restrictions

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2013-2014                          | 523,886         | 95,998   |
| 2014-2015                          | 531,823         | 8,348    |
| 2015-2016                          | 321,840         | 6,604    |

## ENVIRONMENTAL FOOTPRINT INDICATORS

| Years | Electricity<br>kWh | Water<br>kL |
|-------|--------------------|-------------|
|-------|--------------------|-------------|

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

| 2016 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 70             | 36                 | <5               |
| Full-time Equivalent       | 62             | 24                 | <5               |

## Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      | 1   |
| Masters                        | 3   |
| Graduate Diploma etc.**        | 2   |
| Bachelor degree                | 62  |
| Diploma                        | 2   |
| 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 2016 were \$57,992.94.

The major professional development initiatives are as follows:

- Year level Curriculum Planning, Clarity and Teaching with a Literacy Focus.
- Reading Comprehension
- Case Management
- Data Literacy to inform practice (Short term data cycles)
- Regional leaders workshops
- Beginning Teachers and mentoring
- Sue Larkey ASD workshop
- Thinking & Learning Conference
- Fierce Conversations
- Kids Writing Workshops
- Writing for Success
- Seven Steps to Writing Success
- Positive Behaviour Positive Schools
- Dyslexia Training
- First Aid training
- SCIS Product Training
- Autism Workshop
- Computer Coding for schools
- STEM

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%)   |      |      |      |
|--|------|------|------|
| Description  | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 95%  | 96%  |

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016   |      |      |      |
|---|------|------|------|
| Description   | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 93%  | 94%  | 94%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 89%  | 90%  | 91%  |

\*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 2016 for all Queensland Primary schools was 93%.

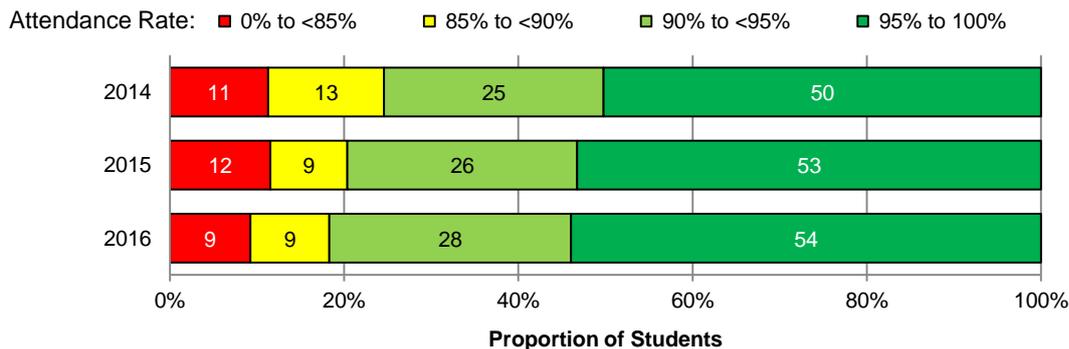
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 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 |
| 2014   | 94%  | 94%    | 93%    | 93%    | 93%    | 94%    | 94%    | 90%    |        |        |         |         |         |
| 2015   | 95%  | 93%    | 93%    | 94%    | 94%    | 93%    | 94%    |        |        |        |         |         |         |
| 2016   | 94%  | 93%    | 94%    | 94%    | 94%    | 94%    | 94%    |        |        |        |         |         |         |

\*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 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.

Procedures to manage student attendance include:

- Twice daily roll marking
- Positive reinforcement of students attending 95% or above (Positive Postcards, Attendance bands)
- Class attendance monitoring charts and reward systems
- 'Every Day Counts' policy and Student Wellbeing Framework
- Roll out of 'QParents'
- SMS School alert text home when students are absent.
- Teachers contact home when students have 3 days unexplained absences
- A letter is sent home for students with 5 days consecutive unexplained absence.
- Weekly absence reports and follow up. OneSchool attendance alert system.
- Specific Student monitoring to close the gap including home visits.
- Interview with parents re attendance concerns
- 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

---

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.