



# Warwick West 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

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## School Overview

Warwick West State School, in the Southern Downs Region, was established in 1956 to serve the community needs of the western section of Warwick. It is an Independent Public School since 2016, with an ICSEA value of 960. Warwick West State School is a Band 9 school. Warwick West State School campus comprises the George Street complex servicing Years Prep to 6, the Special Education Unit and Early Childhood Development Centre, a Student Services Centre (housing Guidance Officers, Speech Language Pathologists, and other Support Personnel who provide a district service). Warwick West State School is the largest primary school in Warwick. As a Band 9 school with 525 students the school provides quality learning opportunities for students from Prep Year to Year 6. While most of the families live in Warwick, the school also draws students from rural and rural residential areas. Although many families have a long history in the Warwick area the school continues to welcome new families to the Southern Downs. The students come from various social and cultural backgrounds. Children whose parents identify as being Indigenous or from the Torres Strait Islands make up approximately 13% of the student body. Approximately 1.7 percent of students identify as a student whose language background is other than English.

## Principal's Foreword

### Introduction

It is with great pride that I present the 2016 Warwick West State School Annual Report. The school annual report produced each June reflects on the school performance over the previous calendar year. This report contains information about the school, students, programs, staff, performance and goals for the future.

The school motto 'Honour before Honours' underpins our vision 'Excellence in education through Security, Health Relationships, Integrity, Nurturing, Excellence: We value students, quality and accountability!'

Throughout 2016 the school community worked together to make our vision a reality.

At Warwick West State School, we recognise and celebrate diversity while maintaining high expectations in curriculum, student academic achievement and behaviour, thus maintaining a safe and supportive learning environment

### School Progress towards its goals in 2016

#### Delivery of 'Every Student Succeeding—State Schools Strategy 2016-2020'

- **Successful learners:** Engagement, Achievement and Transition.
- **Great People:** High quality, evidenced based teaching practices. High-quality leadership. Sustained improvement and achievement.



- **High Standards:** Intentional approaches. Improved progress for every student.
- **Engaged Partners:** Schools engaging communities. Autonomy and accountability.

#### **Achievement of the Warwick West 'Investing for Success' ensuring**

- All students achieve the national minimum standard in Literacy and Numeracy or be on an evidence-based plan.
- Improved results of all children in Reading Comprehension using the *Warwick West Explicit Teaching of Reading Program*.

#### **Achievement of the DDSW Region Charter of Expectations**

- *Strong Curriculum and Pedagogy: Pedagogical Framework* embedded within all teaching practices and disciplines.
- Coaching and Feedback: Unrelenting focus on *WWSS - Pedagogical Framework* with support from our *Master Teacher*.
- Purposeful Use of Data: Differentiated learning episodes for all students across all disciplines.

#### **Delivery of the Warwick West State School Pedagogical Framework ensuring all teachers are**

- Using the agreed pedagogical approach across all classrooms and disciplines.
- *Pedagogical Framework* (I Do, We Do, You Do and Archer & Hughes) as the foundation for all coaching and feedback to be assisted by the *Master Teacher*.
- Delivering a differentiated curriculum ensuring all children experience success.

#### **Providing a safe and supportive environment for all learners**

- Full implementation of the Warwick West State School Positive Behaviour for Learning Philosophy.
- Full implementation of the 2014 School Discipline Audit.

#### **Implementation of all findings from the School Improvement Unit - Full School Review**

Develop Quadrennial School Review from findings. Commence implementation in 2016 –2020.

### **Future Outlook**

Key areas identified for future development have been identified and continue to be the focus of our school improvement agenda over the 2017 school year and beyond. It is anticipated the work in the following areas will be ongoing establishing a cycle of continued improvement.

#### **Higher Expectations Per adua ad astra (through hard work the stars)**

Higher expectations continue to drive our school culture. This improvement agenda continually challenges everyone. It challenges ...

Students to raise their expectations of their learning achievement.

- Teachers to raise expectations around their pedagogy and their capacity to improve their teaching through coaching.
- Our staff to raise their expectations around our pride in our school and our standing in the wider community.
- Our community to identify this, celebrate this and actively support us in our endeavours. We will SHINE in the community.

Higher Expectations will be demonstrated through:

- Curriculum Framework
- Pedagogical Framework
- Performance, capability and capacity building of our employees
- School and community relations

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Early Childhood - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	607	284	323	63	93%
<b>2015*</b>	521	261	260	59	93%
<b>2016</b>	511	249	262	64	91%

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

Situated on the western entrance to Warwick on the Southern Darling Down, 80 kilometres from Toowoomba and 165 kilometres from Brisbane, our school provides co-educational education from Prep to Year 6 for approximately 530 students. Our school has a Special Education Program which provides support for 40 children with a disability and 3.6 (FTE) early intervention students in 2016. It also provides outreach services to a number of small children.

The school is characterised by students from a variety of family backgrounds including farming, retail, education, mining and service related industries. The school's diversity is also evident in the range of social, economic and cultural aspects within the students and parent body. This diversity is expressed within a positive and safe learning environment.

Warwick West State School has an excellent reputation in the community of Warwick. This has been achieved and is maintained via its committed staff members, engaged students and supportive parent group. At west everyone will 'SHINE'.

### 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	18	20	18
Year 4 – Year 7	18	23	20
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



Warwick West State School provides an educational program based on the Australian Curriculum (ACARA) as interpreted using Education Queensland's *Curriculum into the Classroom (C2C)* teaching units for English, Mathematics, Science, History and Geography, as well as the Essential Learning's for the other KLAs. Our focus is on maintaining high standards in literacy and numeracy as well as building on each child's strengths.

In addition to set curriculum requirements, Warwick West State School offers a range of other programs including:

- Explicit Teaching of Reading Program for every child in our school.
- Special Education Program which is recognised as a provider of best practice for students with Disability and Learning Support needs. Our SEP emphasises the importance of Literacy, Numeracy and Communication. A large percentage of students are integrated into our regular classrooms with support provided from our Special Education staff. Our programs start from birth and continue through to Year 6.

A very strong Prep Year Program that focuses on being a 'child' whilst developing literacy.

## Co-curricular Activities

Extra-curricular activities are designed to enhance the learning engagement of students and extend their experiences beyond the classroom setting.

- **Community Events:** Throughout the year, Warwick West State School is involved in a number of community events. Of particular importance is ANZAC Day where our student body is represented in large numbers. Our school is also equally represented in the annual Jumpers and Jazz in July Festival, Remembrance Day, Warwick Show and the Rose and Rodeo Festival.
- **Instrumental Music Program:** Our school has a very successful and vibrant instrumental music program with students being invited to participate from Year 5. Our bands regularly perform at many venues across the Southern Downs.
- **Choir:** We have a large choir encompassing year levels from Year 3 - 6 who meet each Thursday morning. The 60 children who participate perform at many school and local events.
- **Sporting:** Warwick West has many outstanding sporting individuals and teams. Our students represent our school zone (Southern Downs), Region and State representative honours. Students have experienced success at these levels across the following sports and disciplines: Track and Field, Swimming, Cricket, Rugby League, Soccer and Cross Country.
- **Academic:** Students who attend Warwick West State School are offered entry in a wide range of academic competitions. These include the University of NSW Competitions in English, Mathematics, Science, ICT's as well as a number of other others. The Readers Cup Challenge provides an opportunity for our students to compete against neighbouring schools around a literary theme.

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

At Warwick West we embed the use of computer technology or Information Communication Technologies (ICT's) in our teaching and learning programs by:

- Two fully equipped computer labs 'The Zone' each containing 30 computers. Additional computers are located in the school library.
- Students and teachers have access to Ipads, digital cameras and other ICT equipment. These facilities and recourse allow the students to engage in a digital rich learning environment.
- Our teachers regularly access PD to develop their ICT skills and a number have achieved their Digital Licences. Our teachers are reliant on their C4T's to deliver the curriculum expectations.

## Social Climate

### Overview

The Warwick West State School community enjoys very healthy positive and respectful relationships between its members. We recognise that the social-emotional aspect of schooling is very important for students' development. We provide a range of programs/activities to ensure students can achieve their potential.

**Breakfast Club:** Breakfast Club is offered to ensure students have a healthy start to the school day every Thursday and Friday morning. Members of a local church group and the Chaplain offer this support.

**Nit Wit:** Nit Wit (student alter ego) reinforces our SHINE Values and behaviour expectations at regular parade presentations. His presentations are witty, thought provoking, educational and enjoyed by students, staff and community members.

**Daily Parades:** For over three decades Warwick West has been holding daily parades that commence with the playing of music to a theme. Our parades are always positive, encouraging and entertaining and are watched by a wide representation of the school community.

**Chaplaincy Program:** Our Chaplain employed by Scripture Union provides a listening ear, caring voice and provides assistance to many children and families within our school community.

**School Wide Positive Behaviour Support (SWPBS):** Warwick West commenced implementation of the SWPBS process across the school in 2014. SWPBS is a process that is focussing on the building of social skills and behaviours both in and outside the classroom. Teachers focus on developing student behaviours in accordance with a 'matrix' of expected behaviours.

**Student Council:** Members of Year 5 and 6 participate in a student committee that raise funds for the school, local and global charities, coordinate social activities and provide leadership opportunities for students.

## 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)	96%	90%	100%
this is a good school (S2035)	96%	87%	100%
their child likes being at this school* (S2001)	96%	97%	100%
their child feels safe at this school* (S2002)	100%	97%	100%
their child's learning needs are being met at this school* (S2003)	94%	90%	100%
their child is making good progress at this school* (S2004)	96%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	87%	100%
teachers at this school motivate their child to learn* (S2007)	98%	93%	100%
teachers at this school treat students fairly* (S2008)	96%	83%	98%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	100%
this school works with them to support their child's learning* (S2010)	94%	90%	99%
this school takes parents' opinions seriously* (S2011)	94%	83%	99%
student behaviour is well managed at this school* (S2012)	93%	80%	99%
this school looks for ways to improve* (S2013)	96%	84%	99%
this school is well maintained* (S2014)	100%	90%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	98%	97%
they like being at their school* (S2036)	86%	91%	90%
they feel safe at their school* (S2037)	98%	96%	93%
their teachers motivate them to learn* (S2038)	100%	98%	98%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	96%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	86%	90%	87%
they can talk to their teachers about their concerns* (S2042)	93%	93%	91%
their school takes students' opinions seriously* (S2043)	89%	90%	88%
student behaviour is well managed at their school* (S2044)	89%	86%	84%
their school looks for ways to improve* (S2045)	95%	95%	91%
their school is well maintained* (S2046)	93%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	93%	91%	90%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	95%	100%
they feel that their school is a safe place in which to work (S2070)	98%	98%	100%
they receive useful feedback about their work at their school (S2071)	88%	91%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	94%	91%
students are encouraged to do their best at their school (S2072)	98%	98%	100%
students are treated fairly at their school (S2073)	98%	96%	97%
student behaviour is well managed at their school (S2074)	94%	97%	98%
staff are well supported at their school (S2075)	88%	93%	95%
their school takes staff opinions seriously (S2076)	84%	92%	97%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	98%	98%	98%
their school gives them opportunities to do interesting things (S2079)	88%	94%	88%

\* 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

At Warwick West the development of the partnership between the school, parents and the wider community is of paramount importance. Parents play valuable roles in supporting their child's education. Parents have numerous opportunities to become involved in the life of the school through a range of activities.

Our school is well supported by the P&C Association. The P&C raises a significant amount of money each year to support the school curriculum and facility enhancements throughout the school. Warwick West State School become an *Independent Public School* in 2016.

A number of P&C functions were held during the year including Mothers and Father's Day Stalls, Book Fair and the Spring Spectacular. Our parents assist with classroom activities, excursions and camps as well as volunteering in the Tuckshop and Uniform Shop. Many parents assist with classroom activities, Tuckshop, library support, excursions and sporting activities.

### Respectful relationships programs

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	20	15	15
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

All staff and students are encouraged to adopt strategies to reduce the school's environmental footprint. Requests are made to ensure no lighting, air conditioning, fans or data projectors are left on when the room is not in use, overnight or weekends. Where possible we have water saving devices fitted to all toilets and taps and use water from tanks to maintain our gardens and grass. We also have solar panels operating to feed back into the electricity grid, reducing our overall consumption as indicated below.

All staff and students are encouraged to recycle paper and cardboard which is collected by the Endeavour Foundation. As well as this staff and students are encouraged to only print/photocopy when the resource is required.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	232,275	5,322
2014-2015	244,923	2,372
2015-2016	238,553	1,187

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

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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	46	37	<5
Full-time Equivalents	37	22	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Graduate Diploma etc.**	10
Bachelor degree	24
Diploma	5
Certificate	

\*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 \$20,621.

The major professional development initiatives are as follows:

- Education Queensland Mandatory training: Asbestos Awareness, Code of Conduct, Student Protection and Right to Information.
- Australian Curriculum in the areas of English, Maths, Science, History and Geography.
- Use of Student achievement data – collection, analysis and use in teaching.
- Teaching of Reading Development
- Unpacking C2C Units via teacher release model.
- Supporting Students with a Disability.
- Maximising Achievement Program, Regional Business Meeting, City Links and Cluster Meetings.

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%	94%	96%

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

From the end of the previous school year, 93% 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).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	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 2016 for all Queensland Primary schools was 93%.

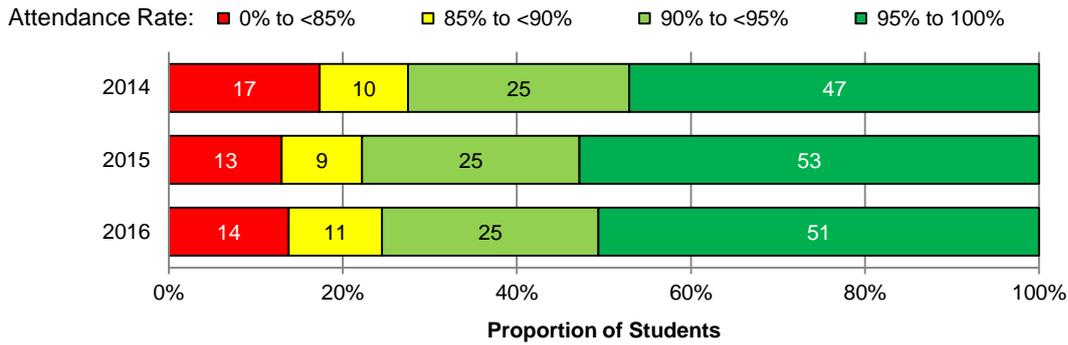
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	90%	94%	93%	92%	91%	91%	91%					
2015	92%	94%	93%	93%	94%	93%	93%						
2016	93%	92%	94%	92%	94%	94%	93%						

\*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 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.

Warwick West State School has adopted the following process for student non-attendance:

- OneSchool attendance rolls are marked twice per day.
- Parents are required to notify the school of any absences either by phone, email, written note or in person.
- Five day unexplained absences referred to administration for follow up.
- Patterns of non-attendance referred to administration for follow up.
- Correspondence to parents or phone contact made to families whose children are non-attenders.
- 'Every Day Counts' message regularly included in school newsletters.
- Guidance Officer provides assistance to 'at-risk' children and families.

## 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.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.