

Westmar State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to Westmar State School's 2015 Annual School Report. This document contains an overview of achievements of 2015, and goals of 2016.

Our school is a part of the Darling Downs South West Region within the Tara Cluster. Westmar is situated 189 km west of Dalby on the Moonie Highway. Westmar is a farming community with the majority of students living on properties. Our school is a small school which promotes a culture of acceptance, excellence and celebration of learning. Classes for 2015 included a P-2 and a Years 3-6. Our class arrangement changes annually based around student enrolments and staff availability. Staff consists of 2.6 teachers, 2 teacher aides across the week, cleaner, grounds person and Administration Officer.

The Principal is a teaching principal and is included in one of the full-time teaching positions at the school. Through a high staff to student ratio, students at our school have access to individual and small-group learning experiences, and a highly supportive multi-age learning environment wherein students provide peer support for one another.

Our school is a part of the Tara Cluster, therefore, we compete in the Tara and District Sports competition and are also part of the South West Sports competition. We are heavily involved in sport as well as academic and various cultural activities. Such programs and activities which are offered at our school include tennis, athletics, small schools sport, swim lessons, CWA events and Apex Goondiwindi Eisteddfod. All of our staff are well-trained and dedicated to the task of providing to all students the learning opportunities which they require to attain their highest potential and learning outcomes.

Our school is well-resourced and we ensure that facilities and resources are continuously updated and reflect the needs of the students and their learning requirements. Our community are wonderful supporters of our school. Their support never waivers, with all parents, staff and community members assisting whenever needed. The Westmar P&C play an integral role in the success of our school.

School progress towards its goals in 2015

With a focus on continual improvement, teachers analysed the NAPLAN performances of all students with the aim of refining their literacy programs. Improvements, as outlined in our Great Result Guarantee, were evident in the areas of reading, and spelling. Worthy of particular mention is the school's involvement in the Tara and McIntyre Clusters, provision of professional development opportunities which enable our staff to develop the knowledge, skills, understandings and attitudes necessary for working collaboratively in teams to become a learning organisation committed to and having ownership of the strategic direction of the school. With all classrooms having the inclusion of an interactive whiteboard, teachers were able to enhance their delivery of curriculum through the use of ICTs in all key learning areas.

Future outlook

Through 2016, Westmar Staff will continue to refine the focus within its literacy improvement agenda. With a sharp focus on 5 weekly cycles to enhance writing skills, teachers are looking to build on the successes of the previous Reading and Spelling improvement agendas.

Teachers will be working with colleagues to deliver focussed, targeted teaching of writing skills and behaviours. They will engage in goal setting with and for students around their writing, and will regularly review the specific teaching focus for all students.

To support our work within this constantly refocusing Writing agenda, the following will continued to be maintained:

- Continuing to deliver all aspects of the Reading Enrichment Program
- Continuously monitor student achievement and implement a data analysis aligned to regional and individual goals; Extend the capability of the Principal through implementation of a Principal Developing Performance Plan and related Professional Development;
- Work with all staff to discuss/implement a Developing Performance Plan, including specific Professional Development that needs to occur to extend performance
- Maximising attendance and achievement for students in all year levels
- Strengthen relationships with the Westmar Kindergarten staff and professional colleagues

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	30	13	17		92%
2014	21	11	10		73%
2015	22	10	12	3	84%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Students who attend Westmar State School come from a rural / remote background. Whilst some students live close to the Westmar centre, the majority live on surrounding properties. Some students travel for up to an hour to attend school. During heavy rain, students on certain properties are flooded; however, every attempt is made to attend school. For students who live on properties, some families own or manage the farms, whilst others work on the farms.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	15	9	8
Year 4 – Year 7 Primary	14		
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum delivery

Our approach to curriculum delivery

- Offering all Key Learning Areas in a Multi-age setting. Throughout 2015, there were two classes (P-2 and 3-7) –
- allowing students to focus on their learning at their individual level.
- A specialist trained music teacher, Del Jensen visited the school each week to teach classroom music to the students.
- Reading Enrichment Program offered to students before school on Monday to Friday.
- Teacher Aides are employed for both classes to assist students in all Key Learning Areas. These Teacher Aides are well-trained and work together with the classroom teachers to ensure that programs are delivered with quality and consistency.
- Strong sports program – supported by the Federal Sporting School Program
- Participation in local Eisteddfod
- Japanese cultural studies in years 3-6 through Distance Education

Westmar Staff share a core belief that:

- Teachers teach students
- Individual needs and varying learning styles are catered for through supportive, stimulating and inviting learning
- A rich variety of effective teaching practices emphasising explicit knowledge and skills, 'hands on' experiences, thoughtful discussion and precise recording promotes success in learning

Extra curricula activities

- Athletics training;
- Cultural Day;
- Under 8's Day;
- School Camps;
- Educational activities such as the Goondiwindi Apex Eisteddfod;
- Tennis training;
- Various Sporting clinics / NRL;

How Information and Communication Technologies are used to improve learning

ICT's are used throughout all Key Learning Areas to provide students with an interactive and interesting mode of learning. Students in both classes have access to Promethean Boards, enabling whole-class, student assessment and group activities to be carried out using one computer. By accessing the Computers for Teachers Programme, each full-time teacher is able to utilise their own laptop for class presentations and for access to the school network (especially necessary for OneSchool and Reporting Purposes). The students have access to the school network and have a ratio of 1 computer for every 2 students. The school also makes use of a interactive websites for students – leading to an increased ability to use digital pedagogies on a daily basis.

Social Climate

Overall, the social climate of Westmar State School during 2015 was very positive. The school had access to a

qualified Guidance Officer, who worked with both students and staff. Westmar State School continued to build links with other schools within the MacIntyre and Tara Clusters. Across the year, Staff and parents reviewed the Responsible Behaviour Plan, and refined a number of the positive rewards that are within the document to align with the great work that was occurring in the classrooms. Parents in 2015 noted through the School Opinion survey that they were satisfied with their child's wellbeing at school. In addition, 100% of parents thought that Westmar State School offered an education where their children felt safe. Also, all students (100%) enjoyed coming to school, and felt teachers expected them to do their best at Westmar State School. Children felt consistently included – with 100% of students believing teachers treat children fairly. With positive staff morale, Westmar State School fostered a good social climate in 2015.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	91%	100%	100%
this is a good school (S2035)	91%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	80%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	80%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	83%	100%
teachers at this school motivate their child to learn (S2007)	91%	100%	100%
teachers at this school treat students fairly (S2008)	91%	100%	80%
they can talk to their child's teachers about their concerns (S2009)	100%	86%	80%
this school works with them to support their child's learning (S2010)	100%	86%	80%
this school takes parents' opinions seriously (S2011)	82%	86%	80%
student behaviour is well managed at this school (S2012)	82%	100%	100%
this school looks for ways to improve (S2013)	82%	100%	100%
this school is well maintained (S2014)	91%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	DW	100%
they like being at their school (S2036)	100%	DW	100%
they feel safe at their school (S2037)	93%	DW	86%
their teachers motivate them to learn (S2038)	100%	DW	100%
their teachers expect them to do their best (S2039)	100%	DW	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	DW	100%
teachers treat students fairly at their school (S2041)	100%	DW	100%
they can talk to their teachers about their concerns (S2042)	93%	DW	100%
their school takes students' opinions seriously (S2043)	100%	DW	100%
student behaviour is well managed at their school (S2044)	93%	DW	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their school looks for ways to improve (S2045)	100%	DW	100%
their school is well maintained (S2046)	100%	DW	86%
their school gives them opportunities to do interesting things (S2047)	100%	DW	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	83%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	83%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Parents and guardians of students at Westmar State School have enjoyed a positive relationship with staff. The Parents and Citizens' Association at Westmar were fully committed to students' learning; participating in many fund raising events, such as catering. Funds were donated to support the whole school attendance of students at a Whole School Camp, and a number of P&C members regularly helped to maintain the facilities of the school. Such decisions were made at monthly meetings at regular times, suitable for the many caregivers to attend.

Additionally, parents and guardians were welcomed at School Learning Celebrations, Assemblies, Awards Events, Sporting Carnivals and School-Community Events such as ANZAC Day. A newsletter was also published and distributed to all families.

Through processes of Parent-Teacher Conferences (Interviews), parents were empowered to work with teaching staff, ensuring that a positive relationship exists to further student learning. It is envisaged that parents and guardians will continue to be actively involved in their child's education again at Westmar State School in 2016.

Reducing the school's environmental footprint

Westmar State School manages the use of electricity and water to teach students how to save resources.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	10,793	782
2013-2014	8,594	559
2014-2015	6,849	986

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

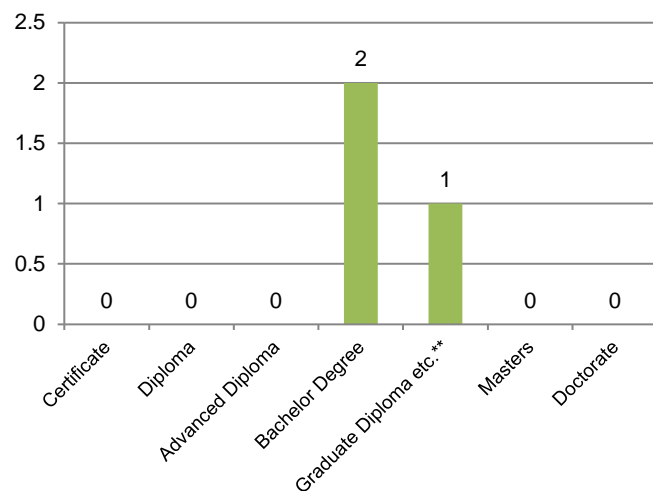
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	2	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	3



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$16,455.

The major professional development initiatives are as follows:

- Reading and early literacy intervention for the Early Years
- Data Literacy and Data analysis
- Principal and Cluster Meetings ;
- First Aid;
- Reading Workshops
- STRIVE, Behaviour Management and Coaching and Feedback
- OneSchool Workshops

Professional Development was undertaken in a variety of formats, with both external and internal personnel delivering and on-line courses accessed. This occurred on student free days, staff meetings and at other times. The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).			92%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

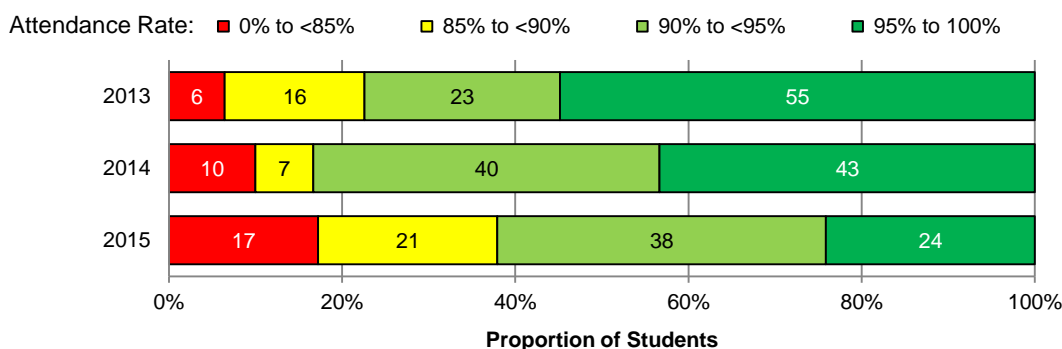
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	97%	96%	94%	97%	89%	94%	86%					
2014	94%	90%	95%	97%	96%	91%	81%	DW					
2015	89%	89%	93%	90%	94%	DW		DW					

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Parents are reminded through the school newsletter and at P&C Meetings, that Every Day Counts at school. Daily marking of the roll in both morning and afternoon sessions occurs at Westmar. If a student is absent for 3 consecutive days, attempts will be made to contact a parent to explain this absence. The school will contact parents to explain absences if a note is not provided or phone contact has not been made. Legitimate medical absences are exempt from this process. Where student absences are excessive, the school works with parents to resolve issues which may be impacting on attendance.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school

The image shows a search form titled "Find a school" with a blue background. It includes the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A section labeled "Sector:" with two radio button options: "Government" (checked) and "Non-government" (checked).
- A large red button labeled "SEARCH" at the bottom.

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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.