



Cairns West State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Cairns West State School seeks to create an environment that provides success for all of our students. To do this, Cairns West has a culture of setting high expectations for student learning, professional accountabilities for the teaching and learning process, and by creating intentionally inviting classrooms. At Cairns West State School, we proudly recognise Indigenous cultures and traditions and seek to embed indigenous perspectives across all aspects of the schooling experience. We further seek to engage with parents and carers to empower them to better contribute to their children's education. In essence, our priority is to ensure every day, in every classroom, every student is learning and achieving. Cairns West State School is central to the tri-hub of Mooroolbool, Manunda and Manoora suburbs. Our school community is made up of diverse multicultural backgrounds, many of our 670 students being from non-English Speaking backgrounds, the approximate distribution being: Torres Strait Islander and Aboriginal students 70%, Cook Islanders 15%, Bhutanese and North African 7% and Caucasian 8%. One of the ways in which we achieve our aims is through our school's "Academic Success Guarantee". This is a program that was developed in response to the challenge of continual low attendance, low performance and low expectations for indigenous students. The hope was to develop schooling at Cairns West into a service that creates and expects academic success and who in partnership with parents, delivers on that success. As part of this guarantee, the school implemented a continuous improvement strategy of performance targets and reviews as well as a reorganisation of support resources. Put simply, our Academic Success Guarantee is a signed agreement between parents and the school that states and commits to our aspirations: Cairns West State School is committed to ensuring students who attend 95% or more of the school year will meet or beat their year level benchmarks. In partnership with parents, we are committed to doing whatever it takes at school and to individually case manage those students who do not meet these year level benchmarks. We believe all students can be successful when we work together and are committed!

Principal's Foreword

Introduction

This report highlights the continuing high quality of work from our staff and students as well as the support received by parents and the community. The dedication of our staff, our commitment to high expectations and the belief that every child in every classroom is learning and achieving everyday continues to drive the success of our students as they improve in both confidence and ability.

Cairns West State School is committed to ensuring students who attend 95% or more of the school year will meet or beat their year level benchmarks. In partnership with parents we are committed to doing whatever it takes at school to individually case manage the students who do not meet their year level benchmarks. We believe there are no excuses and that all students can be successful when we work together and are committed.

Several programs aimed at building community and supporting teaching and learning continued to strengthen throughout the 2017 school year. These include:

Academic Success Guarantee: Students who attend school 95% of the time are identified as for the ASG program focusing on literacy and numeracy support. Families are invited to sign their student onto the program with progress and attendance data reviewed every 5 weeks.

Commitment to Consolidation and Explicit Teaching: Implementation of explicit teaching and consolidation of all core curriculum elements embedded across the whole school ensuring a consistent delivery of high quality instruction for all students in all learning areas.

A continued commitment to professional development of all staff striving for excellence in teaching and learning supported by our Pedagogy Coach, Master Teacher and Head of Curriculum. All teaching staff engage with coaching to reflect on and refine best teaching practice.

1-4-1 Mentoring: 1-4-1 mentoring is based on strong commitment between a mentor and a student for 1 hour a week for 1 year. The program aims to build positive working relationships between adults and students, assisting students with higher level social and emotional needs to adjust to and succeed in an academic climate of the classroom and school life.

Positive Behaviour for Learning PBL: Implementation of Cairns West Positive Behaviour Support program empowering our students to make good decisions based on

- Being Respectful
- Being Safe
- Being a Learner

School Progress towards its goals in 2017

In 2017 Cairns West continued to implemented a school wide approach to explicit teaching and coaching with a specif focus on buliding staff capacity in the delivery of consolidation episodes.

Implementaion of a whole oral language framework based on research from John Munro on research was to inform school wide practice aimed at improving literacy standards for all students. This has provided opportunities for teachers to work collegially to embedd the explicit teaching of oral language across the curriculum and across the school.

Teachers continued to focus on delivering a balanced reading program implemening Cars and Stars as a focused approach to improving comprehension. Focused learing support for students close to benchmark.

Data informed decision making continued throughout 2017 with our 5 weekly data collection, discussion and analysis regime informing school benchmarks, class targets and decisions for teaching and learning to improve student outcomes

PBL process embedded as a whole school approach to focused lessons and the implementation of a positive reward system. Introduacion of Attendance reward system for students and classes with 100% attendance. Research into the development of a school wide approach to social emotional learning was undertaken with professional worlking parterships created.

Continued delivery of peadiatric services within the school context through More Support to identify and deliver programs based on identified needs

Results from 2017 reflected

- Continued increased number of students reaching year level benchmarks in reading
- Continued family support for Academic Success Guarantee with increase number of students eligible for ASG due to increased attendance.

Future Outlook

In 2018 Cairns West State School will continue in its pursuit of excellence achieving the best possible outcomes for every student through:

Development and introduction of school wide SSIS (Social Skills Improvement System) SEL program aligned with Australian Curriculum to empower students to be successful future citizens.

Continued focus on development and implementation of consistent school wide programs and expectations

Continued implementation and refinement of the whole school consolidation in reading writing and numeracy.

Support classroom teaching and improved positive behaviour through profiling

Continued professional development and implementation of reading practices to include the big 6 of reading for all students.

Continued focus on delivery of effective and consistent “learning to read” and “reading to learn programs” across the whole school

Development of school wide writing and problem solving process aimed at improving student outcomes in these areas

Implementation of school wide oral language framework and programs with assistance of Master Teacher

Implementation and refinement of school wide planning, assessment and moderation procedures

Continue to strengthen school and community partnerships focusing on positive engagement of students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	712	354	358	502	86%
2016	725	340	385	510	86%
2017	701	338	363	488	87%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

Cairns West State School is located in an established residential area and is central to the suburbs of Moorool, Manunda and Manoora. Our school community is made up of rich and diverse multi-cultural backgrounds including Aboriginal and Torres Strait Islander, Cook Islander, North African, Nepalese, Burmese, Sudanese and Caucasian. Many of our students speak one or more languages.

Classes at Cairns Wests consist of single level classes with an overall class size of 25 students.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	21	20
Year 4 – Year 6	26	26	24

Curriculum Delivery

Our Approach to Curriculum Delivery

Oral Language Framework underpinning literacy planning across the school

Consolidation and Explicit Teaching of all critical skills and content

Positive Behaviours Strategy explicitly taught and reinforced in everyday teaching and learning

EALD programs including intensive English and support for EALD students

Specialist ICT programs for all classes

Specialist Art and HPE programs for all classes

Special education programs for verified students

Support and specialist programs for hearing impaired students

Students have the opportunity to compete in the Australian Mathematics completion and the Rotary Speaking competition



Co-curricular Activities

Extracurricular offerings at CWSS include:

Big Breakfast every term open to family and community members,

Annual Multicultural festival – a much anticipated school and community event

Leadership Camps,

Interschool sports,

Robotics

Public Speaking

Chess Club

Participation in foundation Cup Football Competition,

Aspire to be Deadly Hockey

How Information and Communication Technologies are used to Assist Learning

The use of ICT is embedded into everyday teaching and learning in all classes across the school

Cairns West has two class sized computer labs accessed regularly by all classes from P-6, an ICT specialist teacher supports classroom learning and teacher planning.

Each prep student enrolled at Cairns West State School since 2012 has received their own XO Laptop computer which progresses with them from year to year.

Every classroom has data projectors and whiteboards and each teacher has an iPad to use for delivering quality instruction.

Social Climate

Overview

Cairns West has a positive tone generated by strong leadership, caring staff members, internal pride and low staff turnover. We claim to be the largest Aboriginal and Torres Strait Islander primary school in an urban setting in Queensland and possibly Australia and embrace our uniqueness and the additional challenge of identifying and addressing specific student's needs by implementing policies that facilitate and enhance student learning through innovative educational initiatives.

We offer many integrated programs to assist in supporting every child's individual learning journey including:-

School purchased increased Guidance Officer allocation

Student Support Services committee – which undertakes an individualised approach to case managing students at risk

Head of Student Services assisting new families and students transitioning into a new school

Head of Student Equity and Inclusion – supporting differentiated learning, learning goals and ICP development

Adopt a Cop Police Liaison Officer

Chaplaincy service

Religious Education Program

1-4-1 Mentors

Community Garden Project

School Leaders Program

Student Council

Purchased Teacher-Aide and Tutorial Support assisting teachers to improve student learning outcomes

Sound field systems in classrooms and regular hearing tests

Special Education Unit with specialist teachers and aides in Hearing Impairment

Early intervention for students below school age with difficulties

Big Breakfast Forums

Celebrating a variety of culturally significant days in the calendar

Our school encourages a variety of teaching practices embedding EALD and cultural perspectives into everyday teaching

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	64%	75%	89%
this is a good school (S2035)	64%	100%	89%
their child likes being at this school* (S2001)	73%	100%	100%
their child feels safe at this school* (S2002)	82%	75%	89%
their child's learning needs are being met at this school* (S2003)	64%	50%	94%
their child is making good progress at this school* (S2004)	82%	50%	89%
teachers at this school expect their child to do his or her best* (S2005)	82%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	64%	100%	94%
teachers at this school motivate their child to learn* (S2007)	82%	100%	94%
teachers at this school treat students fairly* (S2008)	82%	75%	83%
they can talk to their child's teachers about their concerns* (S2009)	73%	75%	94%
this school works with them to support their child's learning* (S2010)	82%	75%	78%
this school takes parents' opinions seriously* (S2011)	73%	50%	83%
student behaviour is well managed at this school* (S2012)	73%	75%	83%
this school looks for ways to improve* (S2013)	64%	75%	83%
this school is well maintained* (S2014)	82%	75%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	96%	91%
they like being at their school* (S2036)	98%	93%	87%
they feel safe at their school* (S2037)	93%	86%	92%
their teachers motivate them to learn* (S2038)	95%	96%	92%
their teachers expect them to do their best* (S2039)	98%	99%	93%
their teachers provide them with useful feedback about their school work* (S2040)	90%	92%	92%
teachers treat students fairly at their school* (S2041)	92%	84%	86%
they can talk to their teachers about their concerns* (S2042)	91%	82%	88%
their school takes students' opinions seriously* (S2043)	83%	81%	81%
student behaviour is well managed at their school* (S2044)	87%	78%	70%
their school looks for ways to improve* (S2045)	95%	95%	91%
their school is well maintained* (S2046)	94%	91%	89%
their school gives them opportunities to do interesting things* (S2047)	98%	91%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	97%	93%
they feel that their school is a safe place in which to work (S2070)	94%	93%	90%
they receive useful feedback about their work at their school (S2071)	86%	89%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	84%	97%
students are encouraged to do their best at their school (S2072)	100%	97%	97%
students are treated fairly at their school (S2073)	98%	96%	91%
student behaviour is well managed at their school (S2074)	79%	84%	71%
staff are well supported at their school (S2075)	85%	91%	82%
their school takes staff opinions seriously (S2076)	85%	89%	81%
their school looks for ways to improve (S2077)	91%	97%	91%
their school is well maintained (S2078)	90%	96%	99%
their school gives them opportunities to do interesting things (S2079)	92%	91%	85%

* 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 Cairns West State School we believe that parents are partners in education and that their involvement is critical to successful teaching and learning. Our Academic Success Guarantee insures that parents take an active role in setting academic goals in partnership with their child and the teacher. Parents are encouraged to maintain regular contact with the school and their child's teacher and are invited to attend parades, award afternoon teas with the Principal, sports days and other school events and celebrations.

One of the driving forces of our invitational approach is the continued funding and employment of a school community engagement officer who is responsible for promoting and enticing families into the school. A school chaplain is also employed to be a support service for families. The school will also continue to promote many and varied cultural, sporting, educational and social activities to further strengthen our school community. Case management teams including parents, specialists, class teachers and support personal are formed and meet on a needs basis to assist students with diverse needs to access and fully participate in school programs

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. We have embedded positive learning focusing on being Respectful, being Safe and being a Learner.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	155	178	331
Long Suspensions – 11 to 20 days	4	0	1
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint



Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	426,718	2,995
2015-2016	507,933	
2016-2017	396,829	4,365

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	60	41	16
Full-time Equivalents	57	27	13

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	5
Graduate Diploma etc.**	5
Bachelor degree	49
Diploma	
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 2017 were \$107,408

The major professional development initiatives are as follows:

- Building Capacity through Mentoring and Coaching of teachers
- Literacy and Numeracy, closing the gap
- Oral language

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	85%	85%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	81%	81%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

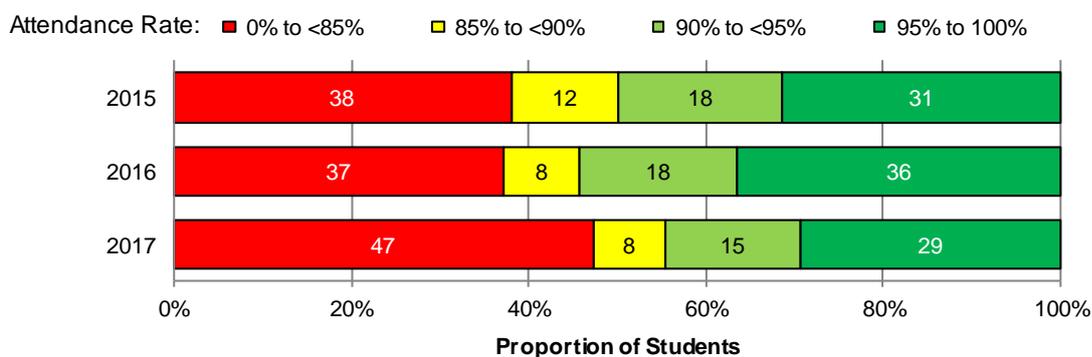
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	86%	81%	84%	85%	88%	88%	87%						
2016	84%	82%	81%	85%	86%	88%	88%						
2017	84%	81%	84%	81%	85%	87%	87%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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.

Cairns West works closely with families and the community to encourage everyday attendance at school. Signing families up to our Academic Success Guarantee which is an agreed partnership between home and school where families commit to sending students to school 95% of the time and our school commits to supporting and case managing students to achieve academic benchmarks.

Students attending less than 85% of the time are case managed by the Head of Student Services. The school has introduced a reward system for individuals and classes who achieve 100% attendance.

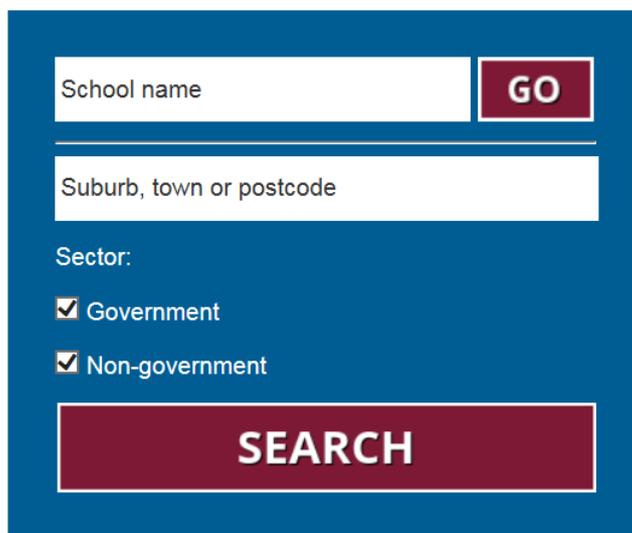
ID attend has been implemented into the school and parents receive a text message if students are absent reminding them to contact the school to explain.

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



The image shows a search form titled "Find a school" with a blue background. It contains 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 "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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.