



Cairns West State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 Mooroolbark, 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!

School progress towards its goals in 2018

In 2018 Cairns West continued to implement a school wide approach to explicit teaching and coaching with a specific focus on building staff capacity in the delivery of consolidation episodes in reading writing and numeracy.

Implementation of a whole school approach to the teaching of reading researching best practice and engaging the expertise of John Fleming to inform school wide practice aimed at improving reading outcomes for all students. This has provided opportunities for teachers to work collegially utilising coaching and feedback to build capability and improve student reading outcomes.

Data informed decision making continued throughout 2018 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

The research based social skilling program SSIS was introduced and embedded as a whole school approach with weekly focused lessons and the implementation of a positive reward system. The school's attendance reward system for students and classes with 100% attendance saw an improvement in the attendance rates of students across all year levels.

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

Results from 2018 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 2019 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 based HUB for disengaged students working collaboratively with departmental and community stakeholders.

Implementation and refinement 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 researched based reading practices to build teacher capacity and deliver high quality learning programs to students.

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

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

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

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. All students form year 4 and above have their own infinity laptop computer.

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-

- 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 Engagement supporting students to engage positively in academic and social learning
- Head of Student Equity and Inclusion – supporting differentiated learning, learning goals and ICP development
- Purchased EALD support to assist transition to school for refugee students and families
- Positive working partnerships with departmental, and community experts to support families and students for school success
- 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	75%	89%	96%
• this is a good school (S2035)	100%	89%	92%
• their child likes being at this school* (S2001)	100%	100%	94%
• their child feels safe at this school* (S2002)	75%	89%	92%
• their child's learning needs are being met at this school* (S2003)	50%	94%	92%
• their child is making good progress at this school* (S2004)	50%	89%	96%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	92%
• teachers at this school motivate their child to learn* (S2007)	100%	94%	94%
• teachers at this school treat students fairly* (S2008)	75%	83%	94%
• they can talk to their child's teachers about their concerns* (S2009)	75%	94%	98%
• this school works with them to support their child's learning* (S2010)	75%	78%	92%
• this school takes parents' opinions seriously* (S2011)	50%	83%	90%
• student behaviour is well managed at this school* (S2012)	75%	83%	90%
• this school looks for ways to improve* (S2013)	75%	83%	94%
• this school is well maintained* (S2014)	75%	94%	94%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	91%	91%
• they like being at their school* (S2036)	93%	87%	95%
• they feel safe at their school* (S2037)	86%	92%	91%
• their teachers motivate them to learn* (S2038)	96%	92%	95%
• their teachers expect them to do their best* (S2039)	99%	93%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	92%	88%
• teachers treat students fairly at their school* (S2041)	84%	86%	87%
• they can talk to their teachers about their concerns* (S2042)	82%	88%	89%
• their school takes students' opinions seriously* (S2043)	81%	81%	84%
• student behaviour is well managed at their school* (S2044)	78%	70%	80%
• their school looks for ways to improve* (S2045)	95%	91%	87%
• their school is well maintained* (S2046)	91%	89%	89%
• their school gives them opportunities to do interesting things* (S2047)	91%	89%	96%

Percentage of students who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	93%	100%
• they feel that their school is a safe place in which to work (S2070)	93%	90%	88%
• they receive useful feedback about their work at their school (S2071)	89%	84%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	97%	97%
• students are encouraged to do their best at their school (S2072)	97%	97%	98%
• students are treated fairly at their school (S2073)	96%	91%	88%
• student behaviour is well managed at their school (S2074)	84%	71%	73%
• staff are well supported at their school (S2075)	91%	82%	88%
• their school takes staff opinions seriously (S2076)	89%	81%	86%
• their school looks for ways to improve (S2077)	97%	91%	97%
• their school is well maintained (S2078)	96%	99%	97%
• their school gives them opportunities to do interesting things (S2079)	91%	85%	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 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 divers needs to access and fully participate in school programs

Respectful relationships education programs

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

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	178	331	242
Long suspensions – 11 to 20 days	0	1	2
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	507,933	396,829	407,407
Water (kL)		4,365	3,284

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	59	42	14
Full-time equivalents	55	28	12

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	4
Graduate Diploma etc.*	5
Bachelor degree	49
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$55 109.

The major professional development initiatives are as follows:

- Building Capacity through Mentoring and Coaching of teachers
- Literacy and Numeracy, closing the gap in reading
- SSIS

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	85%	84%	81%
Attendance rate for Indigenous** students at this school	81%	81%	76%

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

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

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

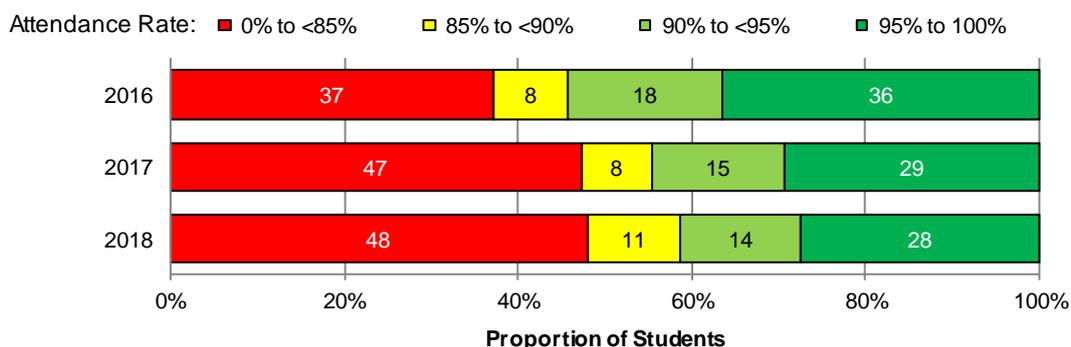
Year level	2016	2017	2018
Prep	84%	84%	82%
Year 1	82%	81%	77%
Year 2	81%	84%	79%
Year 3	85%	81%	79%
Year 4	86%	85%	80%
Year 5	88%	87%	85%
Year 6	88%	87%	83%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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

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

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

Notes:

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