



Townview State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Townview State School has been proudly serving the community of Mount Isa since 1965. Our motto is 'Together We Believe, We achieve, We succeed'. Our Prep to Year 7 curriculum is established using the essential learnings of the key learning areas including Japanese, and early intervention strategies. Our classroom-teaching programs are balanced and innovative but never lose sight of the foundations of English and Mathematics. We have a strong values program that is built around belonging, respect, communication and responsibility. Our school is active in the community, participating in Anzac Day, Eisteddfod competitions (choir, small group and individual singing, together with instrumental music), Rock Pop Mime and local sporting competitions. The value of the parental role in education is well-recognised at Townview. Parents are encouraged to become actively involved in the school, with our Parents and Citizens Association fostering cohesion within the school community and providing the advice and additional resources critical to our success.

Principal's Foreword

Introduction

Townview State School is a Band 8 primary school situated in Townview overlooking our prosperous remote city of Mount Isa. Townview is often described as "the best in the West". Our school has been providing quality education with a strong tradition of academic, sporting and cultural success since 1965. Townview is a proud school that promotes inclusivity and education for all learners. Sixty-five percent of Townview students are Aboriginal and/or Torres Strait Islander, thirty seven percent have English as a second language or dialect and six percent of the students have a verified disability.

Our school provides a partnership with parents in developing their child for the future. In particular we understand every parent values:

- warm and supportive environment in which their child can grow with confidence;
- focused curriculum to student's potential to the fullest;
- teachers who are committed to excellence in the teaching and learning process, who value the gift each child offers;
- fair, firm and consistent discipline that ensures that the teaching and learning process is not compromised;
- high expectations in uniform presentation that are upheld;
- extensive interaction with the school community;
- effective channels of communication ensuring all partners are well informed; and
- opportunities for active parent involvement.

School Progress towards its goals in 2016

During 2016, Townview State School continued to strive together as a community to attain quality learning outcomes for ALL students. We recognize that '*many hearts make a school*' and our focus is maximising learning as well as quality social and emotional outcomes for students. At Townview we believe in and value that our students are:

Responsible
Respectful
Safe

Our Prep to Year 6 curriculum is grounded in the basics of Literacy and Numeracy and focused on supporting and extending students to achieve their personal best across all the key learning areas of the Australian Curriculum.

2016 was a significant year for Townview with:

- a continued targeted approach to improve student outcomes and pedagogy in reading
- implementation of the Australian Curriculum using Curriculum 2 the Classroom (C2C) resources
- the alignment of explicit teaching, data tracking and student goal setting

Our school motto is 'Preparing students for the Future'. In partnership with families and the wider community, we are committed to preparing students with the knowledge and skills necessary for lifelong learning, and active and caring citizenship. We target the delivery of high quality educational experiences that are connected to students' lives, through a supportive and innovative learning environment.

Our aim is to provide a seamless education from Prep to Year 6, with a curriculum embedded in the excellent teaching of English, Mathematics, Science, History and Geography, as well as contextual learning in the remaining Learning Areas. We continue to develop an effective whole school approach to improving and enhancing learning in Literacy and Numeracy.

The school infrastructure features state-of-the-art technology embedded into the curriculum from Prep – 6 as such, we aim to equip our students with focussed skills and abilities for the 21st Century. We continue to work with our school community to deliver our supportive, safe and disciplined environment reflected in The Townview Way.

This report contains systemic data that highlights our continuing capacity to provide an educational environment that allows ALL children to succeed. Readers are encouraged to visit our school website on www.townviewss@eq.edu.au to learn more about Townview State School.

2016 was a year of improvement in all aspects of our school. Townview State School embraced best researched practice with the embedding of "Putting Faces on the Data" school framework of improvement (Lyn Sharratt and Michael Fullan) and also by adopting 'explicit teaching' pedagogy (Anita Archer). Townview State School employed a full-time Literacy Coach and Master Teacher three days a week to model explicit reading and decoding strategies in classrooms using the gradual release model (modelled, shared, guided and independent). The acquisition of these roles within the school provided teachers with the opportunity to receive coaching and feedback to improve their practices. We developed a strong, strategic instructional leadership team that focused on:-

- aligning curriculum implementation to student achievement and student learning
- best teaching practices/pedagogy
- developing whole school reading data walls and individual student goal setting
- developing evidence driven practices to lead the improvement agenda throughout the school.

In 2016 comprehensive programs of improvement were implemented to help achieve our annual goals.

Supportive school environment

We continued our focus on consistency and proactive measures within our 'responsible behaviour plan' for students. The plan was updated to reflect changes made. Our aim is to enable teachers to teach and students to learn in a safe environment. Our whole school social skills program continues to focus on raising awareness about bullying including cyber-bullying, and teaches students a range of strategies including words and actions that help address bullying related issues. Feedback from parents, P&C, staff and students continues to be very positive. The strategies are taught through weekly whole school demonstrations and class lessons and help promote consistency between home and school.

English, Maths, Science, Geography and History

Our staff were involved in professional development on explicit teaching, gradual release, literacy focus sessions, literacy demands of Meaning, Spoken and Visual within Australian Curriculum English strand and planning of units using these elements. There was also a focus on the implementation



the school Literacy Plan, with an emphasis on consistency across the school for planning and programming, teaching strategies and assessment and reporting. Planning days at the completion of each unit (twice a term) allowed cohort teachers to work together to unpack the curriculum content materials that were to be taught across the following term.

Information and Communication Technologies

In 2016 our school priorities included purchasing 20 I pads, a document reader, a swivel for the whole school. Upgrading the whole school wireless network and increasing bandwidth access as well as equipping all classrooms with operational smartboards and whole school booking system for accessing technology hardware and computer labs. A technical teacher was also employed two days a week to maintain the schools operational environment and provide support to class teachers through coaching and modelling the teaching of technology in the Australian Curriculum in the junior school. The school is transitioning to implementation of the technology curriculum. The school also implemented online communication of school newsletters to the parent community and staff as well as developed a 'shared staff portal' within the One Portal environment.

Townview State School students' achievement was demonstrated by strong improvements in:

- NAPLAN 2014 – 2016: Improved National Minimum Standard in Year 3 Reading 3.2%, Grammar & Punctuation 4.4%, Spelling 21.8%, Numeracy 7.3% and in Year 5 Writing 3.7%
- NMS Improvement relative to the Nation for Year 3 Reading was 17.0%, Writing 5.5%, Spelling 12.8%, Numeracy 15.9% and Year 5 Reading 14.8%, Writing 21.7%, Spelling 5.8%, Grammar & Punctuation 1.0% and Numeracy 15.9%
- The improvement percentage of students in the upper two bands for NAPLAN was also relative to that the nation in Year 3 Reading 10.0%, Writing 4.0%, Spelling 8.3%, Grammar & Punctuation 0.9% Numeracy 0.2% and in Year 5 Writing 2.9%, Spelling 2.6%, Grammar & Punctuation 1.1% Numeracy 2.3%
- NAPLAN 2014 – 2016: Improved 27 scores in the Mean, NMS and U2B
- Implemented SWPBS (School Wide Positive Behaviour Support). One School data indicates that minor behaviours decreased by 15%. Additionally, the number of disruptive incidences decreased by 18% and verbal misconduct decreased by 23%.
- Townview behaviour levels (gold, silver, bronze) have improved by 10.7%
- Students achieving PM benchmark from the end of 2015 to the end of 2016 improved from 52.1% to 55% (increase of 2.9%)
- Level of Achievement for 'C' or above in English improved: Year 1- 5.7%, Year 2- 8.9%, Year 3- 15.6%, Year 4- 4.6, Year 5- 0.7%,

The school improvement priorities were the subject of focused work across the school with evidence of:

- continuity and consistent attendance rates from 85.3% in 2016 with minimum change to
- implementation of Townview State School Reading Plan and establishment of a whole school approach to Reading based on research and evidence driven practices
- establishment of a whole school approach to building staff capability developed through whole school training and the Developing Performance Framework.
- the creation of data walls and student goals for improvement
- sharing of best practice

Townview State School is dedicated to 'Close the Gap' between our Indigenous and Non-Indigenous student performance.

- In 2016, Townview State School Aboriginal enrolment was approximately 65%. Attendance for all students was 84%. Aboriginal student attendance was 79% and non-Aboriginal student attendance was 91%. In 2015-2016, there was a steady consistency in the rate of attendance for Non-Indigenous students (increase of 2%) and a slight decrease of 2% in attendance of Indigenous students.
- Aboriginal student achievement on NAPLAN tests indicated that the gap remained between Aboriginal and non-Aboriginal student performance, however the gap decreased from 2015 -

2016 in Year 3 Reading 33 points, Writing 27 points and Numeracy 19 points and in Year 5 Writing 37 points.

- Universal improvements were achieved in Year 3 reading, Writing, Numeracy and Year 5 Reading Writing and Numeracy against the region.

Future Outlook

The school will continue to implement current initiatives as well as focus on new areas which support and foster Townview State School's vision. This will include the following:

- consolidating the implementation of guided reading processes across all year levels
- embedding reading comprehension strategies with a focus on explicit teaching
- fostering whole staff engagement in development and implementation of the Australian Curriculum
- consolidating the Townview State School curriculum and assessment framework/plan
- continuing to use data to inform teaching and learning with data walls
- consolidating goal setting and success criteria in Literacy and Numeracy (C2C units)
- developing personalised learning targets for students and celebrating achievement
- closing the gap in attendance & achievement for Aboriginal and Torres Strait Islander students
- embedding the use of ICT's as the way we do business at Townview and providing access to digital devices and E-learning opportunities
- further development of the school's information technology infrastructure to support ICT's
- developing a Pedagogical Framework: High Quality Teaching Practice
- enabling all staff to participate in professional development designed to meet targeted needs
- developing staff capacity through "Quality Teaching at Townview" and District processes
- embedding a culture of continuous learning and improvement for every child underpinned by data driven decision making
- internal monitoring and data collection to be embedded as a whole school process for short term data cycle evaluation and review
- transition from early childhood settings and to junior secondary settings.

Foster community partnerships and build positive relationships in our community by:

- build community partnerships to improve attendance and achievement
- building a high community profile and encouraging engagement with local businesses and organisations
- promoting community participation in school events and in everyday activities
- targeted communications through letter drops, changeable sign, newsletters, web page and email to celebrate achievement

Continue to implement Positive Behaviour for Learning (PBL) as a whole school approach to managing student behaviour.

Ensure:

- expectations for student behaviour are clearly defined throughout the school
- effective behaviour management is implemented consistently by staff and administration
- appropriate school behaviour is explicitly taught
- appropriate behaviours are publically acknowledged
- values and virtues program is developed and implemented across the school
- student behaviour is monitored and staff receive regular feedback
- effective behavioural support strategies are implemented at all levels. (School-wide, classroom and individual student)

Our School at a Glance

School Profile

| | |
|--|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Prep Year - Year 6 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 287 | 145 | 142 | 179 | 84% |
| 2015* | 295 | 152 | 143 | 184 | 90% |
| 2016 | 281 | 133 | 148 | 170 | 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 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

Townview State School student population is a diverse group of young people from a wide range of cultural and socio/economic backgrounds. The student population is approximately 62% Indigenous (both Aboriginal and Torres Strait Islander). The remaining 38% of our students come from a range of cultural backgrounds including but not limited to Anglo-Saxon, Maori, a range Pacific Islands, and Asian and Latin American origins.

Our student population is drawn from across the Mount Isa City region with a majority of our students living in the suburban area surrounding our school and within walking distance to the school. They come to us from families employed in a range of occupations including mining, industries that support mining, retail, banking, local and state government departments and self-employed business owners. A small number of our students come to us from welfare dependant families. The nature of Mount Isa's workforce created a high degree of transience across all year levels throughout the year.

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 | 22 | 23 |
| Year 4 – Year 7 | 22 | 25 | 23 |
| 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

Our distinctive curriculum offerings, including Music, Health and Physical Education, and Japanese, taught weekly by specialist teachers. A Special Education teacher and Guidance Officer are available weekly to support our students working in a collaborative approach with teachers, parents and school leaders.

Consistency is shown with district and state-wide policies and the Australian Curriculum, assessment and reporting. When reporting, Townview utilises learning and achievement statements developed collaboratively by a committee of department staff representing all state schools in the Mount Isa district.

All Key Learning Areas are offered: English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Languages Other Than English, The Arts, Technology.

Authentic learning

Through our curriculum we aim to promote learning with community links that will engage and re-engage students in learning. Teachers and students access community persons and resources to enhance the learning opportunities. The units are based on the Australian Curriculum as well as explicit teaching and investigative learning where real tasks are undertaken.

Co-curricular Activities

To develop the whole child Townview State School actively supports the following extra curricula events:

- Eisteddfod: Our school choir competes annually, as well as students enter many individual events
- Mardi Gras: Our school organises a float for the annual Rodeo Mardi Gras Street Parade
- Interschool Sport: Swimming, Athletics, Rugby League, Touch, Netball, Softball, Football, Cricket & AFL
- swimming, athletics, cross country
- combined Gifted and Talented Program with our feeder school Spinifex College
- bi-Annual Year 5, 6 and 7 camp
- annual NAIDOC Celebrations
- NAIDOC day, Harmony Day, Under 8's Day, Book Fair
- books in Homes supported by Mount Isa Mines
- instrumental music
- junior and senior choir
- student leadership and council
- Mount Isa Mine Expo
- community involvement including ANZAC Day service and march
- Townview's Leadership Program engages students at a number of levels and in a range of ways such as the Student Representative Council
- transition to Prep and secondary schooling

Townview State School offers a comprehensive curriculum program from Prep to Year 6 (2015), consistent with Education Queensland policies and focussed on learning for life. The school supports students in reaching their full potential across a variety of academic, social, physical and cultural areas. Extracurricular activities and support programs facilitated by the school include:

Instrumental Music Program

Lessons are provided by visiting music teachers and opportunities are provided for students to participate in String Ensembles and Junior and Senior Bands.

School Leadership

Each year the school community elects School Captains and Vice Captains, House Captains and Vice Captains from Year 6 and Student Council Representatives from every class in years 4 to 7.



Junior and Senior Choral Program

Students from year 3 to 6 are able to apply for a place in the choral program. Students in this program perform on assemblies and at school functions and compete at Eisteddfods.

Social and Emotional Learning programs

Townview implements the High 5 program, Australian Values Education Program, Bullying No Way and the schools Responsible Behaviour Plan to support student social and emotional development.

Aboriginal and Torres Strait Islanders Engagement Programs

Townview State School respects and celebrates local culture through NAIDOC, employment of a Community Education Councillor, Identification of English as Additional Dialect (EAL/D) learners and differentiation in the classroom to support student learning and success.

Interschool Sporting Program

Each year Townview State School offers the opportunity to participate in the interschool competition in a variety of sports.

How Information and Communication Technologies are used to Assist Learning

Townview State School has fibre-optic cabling to every building and each classroom is equipped with 3 computers to assist learning via digital pedagogies. There is also access in most classrooms to stand alone computers for the production of class presentations.

Information and Communication Technologies form an integral part of teaching and learning at our school. While it is a never ending challenge to keep up with such a rapidly changing area, we are proud of our current resourcing. We have:

- fully networked campus including four buildings with wireless capability
- laptop program shared with Yr 5 and 6 in the classroom
- 2 x computer labs: 26 desktop computers in each
- computers in every classroom including LOTE, Music and Special Education Unit
- 20 x iPads shared across school
- 21 x Smart Boards (interactive white boards)
- 4 x 60 inch interactive televisions
- digital video cameras
- digital still cameras
- scanners, document camera, document scanner/reader, webcams, swivel, microphones and data projectors

Our two computer labs facilitate 60 users at any one time and enable two classes to work there at once. The mini labs set up in the Resource Hub and Xstrata digital media room is accessed by all classes. Computing skills are also taught in the labs using data projectors and other electronic resources.

With the adoption of online assessment such as PAT Reading, students are explicitly taught how to work with digital assessment and how to apply the most efficient skills possible.

The school has a bank of Ipads accessed by teachers and students for specific teaching and learning purposes. These are transferable across classrooms to support learning. They can be borrowed as sets and can be used in group situations across all Key Learning Areas particularly enhancing differentiated instruction for individuals.

Interactive teaching and learning has been significantly enhanced with every classroom having access to an interactive whiteboard (IWB). Our conference room, Teachers Learning Hub and LOTE classroom have IWBs. The interactivity of these technologies has proven highly beneficial to learners' right across the school, regardless of age, enhancing support to the diverse range of learners. As this technology ages, we are transitioning to the installation of Interactive LED Touch Panels as less expensive, yet as effective, tools for information and communication technology to assist learning and teaching. The school currently has 4 of these devices being used in a range of settings (two in Prep, one in SEP and one in the Arts centre to support the teaching of the Arts Curriculum).

Other digital equipment is used as part of our digital pedagogies, supporting the teaching and learning process in this digital age, including digital cameras, Document Readers and Swivels. These all contribute to the successful presentation of the Australian Curriculum.

With C2Cs forming the basis from which teachers can access excellent resources to present the Curriculum, One School has become an integral aspect of planning, assessment, monitoring and reporting for staff. Ed Studios are highly valued tools to support learning and are used daily. Learning Pathways are also valued and all these are found stored and available via the safe portal of the Learning Place.

The school runs on Windows 8.1 operating system and MS Office 2013. Staff and students have had to update their skills' set in order to work in the new digital environments and online courses were created by our staff to assist them to develop the skills required. The school recently upgraded its bandwidth to 10Mbps for faster internet access.

The use of computers for learning is embedded within our integrated planning framework and in the collaborative whole school planning processes. Teachers are encouraged to use internet research and web quests as an integral part of the teaching and learning cycle.

Students in the early phase of learning use Learning Objects, Email and the use of websites as part of their program and middle phase students use a range of programs including the Internet for research, Email, Word and PowerPoint. The Learning Objects in conjunction with the Smart Boards are powerful teaching resources that motivate students and assist in engaging them in their learning. Whatever the activity, teachers plan for the use of ICTs within the context of their unit of work and design activities to engage students and enhance learning outcomes.

All students have an individual, secure log-in for email and saving their work.

Our network runs a wide variety of tools and curriculum specific software. Teachers and students have access to a vast number of Learning Objects - interactive computer activities designed to focus on the development of specific concepts or understandings.

Social Climate

Overview

Townview State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

We aspire, as part of Townview's nurturing of a *Supportive School Environment*, to develop increasing levels of self-reliance within children enabling them to behave appropriately and to problem solve interpersonal conflicts with minimal/appropriate adult intervention.

Our School Responsible Behaviour Plan is based on the philosophy of PBL (Positive Behaviour Learning) and supports a social skills program and proactive Anti Bullying Program based on "**Bullying No way!**" At Townview State School we believe in and value that our students are:

- Respectful, Responsible, Safe
- Active and Life Long Learners: Individuals participate in learning and seek challenges.
- Supportive School Environment: Individual success is provided by a sense of belonging and community. We support the academic, emotional, social, behavioural and physical growth of individuals.
- High Expectations: We believe all individuals can achieve their potential through a process of setting challenges, having a go, assessing progress and celebrating success.

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) | 100% | 100% | 83% |
| this is a good school (S2035) | 100% | 100% | 83% |
| their child likes being at this school* (S2001) | 100% | 100% | 86% |
| their child feels safe at this school* (S2002) | 100% | 100% | 86% |
| their child's learning needs are being met at this school* (S2003) | 100% | 100% | 86% |
| their child is making good progress at this school* (S2004) | 100% | 100% | 86% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 86% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% | 86% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% | 86% |
| teachers at this school treat students fairly* (S2008) | 100% | 100% | 71% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 86% |
| this school works with them to support their child's learning* (S2010) | 100% | 100% | 86% |
| this school takes parents' opinions seriously* (S2011) | 100% | 100% | 71% |
| student behaviour is well managed at this school* (S2012) | 100% | 100% | 100% |
| this school looks for ways to improve* (S2013) | 100% | 100% | 100% |
| this school is well maintained* (S2014) | 83% | 100% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 93% | 94% | 93% |
| they like being at their school* (S2036) | 92% | 92% | 92% |
| they feel safe at their school* (S2037) | 92% | 87% | 93% |
| their teachers motivate them to learn* (S2038) | 100% | 92% | 98% |
| their teachers expect them to do their best* (S2039) | 98% | 94% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 94% | 92% |
| teachers treat students fairly at their school* (S2041) | 87% | 89% | 93% |
| they can talk to their teachers about their concerns* (S2042) | 77% | 89% | 82% |
| their school takes students' opinions seriously* (S2043) | 83% | 86% | 81% |
| student behaviour is well managed at their school* (S2044) | 82% | 73% | 71% |
| their school looks for ways to improve* (S2045) | 95% | 91% | 97% |
| their school is well maintained* (S2046) | 95% | 86% | 92% |
| their school gives them opportunities to do interesting things* (S2047) | 93% | 91% | 91% |

Staff opinion survey

Performance measure

| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
|--|------|------|------|
| they enjoy working at their school (S2069) | 100% | 83% | 90% |
| they feel that their school is a safe place in which to work (S2070) | 95% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 95% | 83% | 86% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 93% | 56% | 79% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 95% | 100% | 97% |
| student behaviour is well managed at their school (S2074) | 84% | 100% | 93% |
| staff are well supported at their school (S2075) | 89% | 75% | 83% |
| their school takes staff opinions seriously (S2076) | 84% | 55% | 81% |
| their school looks for ways to improve (S2077) | 100% | 92% | 100% |
| their school is well maintained (S2078) | 95% | 92% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 68% | 83% | 93% |

* 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 Townview State School, positive and productive relationships with parents is integral. We develop co-operative relationships and productive partnerships in the following ways:

- Teachers foster and maintain relationships with parents and students as part of a 3 way feedback process (Parent, Teacher, Student)
- Parents actively engage with staff to devise Individualised Curriculum Plans and support plans for students to cater for students learning needs
- Indigenous Parent Group Morning Tea and meetings
- Fortnightly newsletters delivered in hard copy and online to keep parents in touch with school events and happenings.
- ANZAC Day Services and NAIDOC Celebrations
- Monthly P&C meetings
- Parent information evenings: At the beginning of each year, we offer a formal session where parents can learn about the teaching and learning that will be happening in each classroom.
- Education Week activities which include information sessions on relevant curriculum issues, choir performances and celebrations such as our annual Arts Excellence Nights
- Regular parent/teacher interviews
- Indigenous Liaison Committee Meetings
- School/home communication books/e-mail
- The support from our Indigenous Community Education Councillor (CEC)
- Under 8's day and transition program
- Piccanniny Playgroup (twice a week birth-5 years of age)

Parents are actively encouraged to volunteer. As well as fun school community activities, parents can become involved in their child's education by helping with homework, volunteering in class activities, joining the parent and citizens association, volunteering at school events and in the tuck-shop.

Our community is actively involved in all aspects of school life; our open-door policy encourages parents to spend time in their children's classrooms; parents and families are welcomed and encouraged to share their special skills with us.

Respectful relationships programs



The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Townview State School has been supported by a Positive Behaviour for Learning (PBL) Program for three years. A whole of school action plan is developed and weekly lessons are implemented in every classroom each week explicitly teaching the school's code of conduct. This is supported by a whole of school social and emotional learning curriculum.

The school chaplain is pivotal to the success of our pastoral care strategies. He is supported by the following specialist staff: Guidance Officer, Indigenous teacher assistants, Community Education Counsellor, Well-being Teacher.

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 | 46 | 52 | 42 |
| Long Suspensions – 6 to 20 days | 0 | 2 | 2 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

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

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

Environmental Footprint

Reducing the school's environmental footprint

Townview State School is proactive in developing energy and water saving strategies to ensure reduction in usage. Our staff, students and community are committed to energy saving strategies and actively promote sustainability. Strategies that have been implanted to encourage environmentally sustainable practices include:

- decreased in water usage due to repairs to the school bore and major water leaks
- paper shredding and recycling for mulch
- an active pursuit in the reduction and use of paper across the school
- monitoring of solar panels and consistent focus
- turning off lights and air-conditioning when not in use
- planting water resistant and native trees

Staff awareness was raised to 'rethink' the use of air conditioners on cooler days of the year to encourage reduction in electricity consumption and associated costs.

Staff and students continue to maintain links with the wider community in order to reduce our environmental impact. We maintain a strong relationship with Mount Isa City Council and HAST initiatives to create and participate in activities such as Walk/Ride to School and Safe Travel, which are strongly supported each year.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 227,408 | 29,268 |
| 2014-2015 | 212,283 | |
| 2015-2016 | 428,752 | 8,961 |

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

GO

Sector:

Government

Non-government

SEARCH

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 | 25 | 18 | <5 |
| Full-time Equivalent | 24 | 13 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |
| Masters | 1 |

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Graduate Diploma etc.** | |
| Bachelor degree | 24 |
| 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 2016 were \$47251.93

The major professional development initiatives are as follows:

- Quality Teaching and Learning of Early Reading
- CEC Coaching
- Age Appropriate Pedagogy
- Workplace Health and Safety Cert 4
- Spirit of Learning Conference
- Learning Fairs
- Business Services Manager Training
- Non Crisis Intervention
- Basic Chainsaw Course
- Chemical Accreditation
- Law for School Counsellors
- Cleaners Training
- One School Student Support Workshop
- Literacy Continuum Workshop
- Principals Conference
- Regional Roadshow
- ATSI Education Worker Workshop
- Master teacher Conference
- NQR Individual Curriculum Plan Day
- QSIL Disability Standards for Education
- CEC Conference
- Certificate IV Workplace Health and Safety
- Introduction to Leadership Coaching
- Practical Functional Behaviour Training
- First Aid
- Budget Training

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

Staff Attendance and Retention

Staff attendance

| Description | AVERAGE STAFF ATTENDANCE (%) | | |
|--|------------------------------|------|------|
| | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 98% | 97% | 96% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 64% 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). | 86% | 85% | 84% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 84% | 82% | 79% |

*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%.

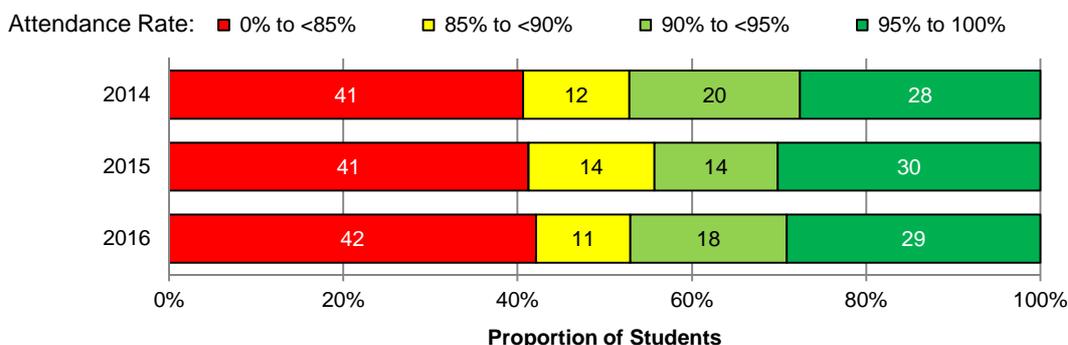
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 85% | 85% | 87% | 84% | 85% | 87% | 88% | 87% | | | | | |
| 2015 | 88% | 82% | 84% | 87% | 86% | 86% | 83% | | | | | | |
| 2016 | 82% | 82% | 82% | 85% | 86% | 86% | 82% | | | | | | |

*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.

The improvement of student attendance is a focused commitment of Townview State School. The schools Every Day Counts framework requires students to attend school every day and arrive on time. Class programs and activities are engaging and the school climate provides a safe and supportive environment, providing optimal conditions for attendance.

The 2016 Annual Implementation Plan target is 95%. The school follows the Regional Attendance Strategy. In conjunction with Every Day Counts, the school has a documented process to monitor, track and address student absenteeism. Class teachers track and monitor attendance using a class tracking sheets/data wall. High absences are monitored and tracked by the Principal and/or the

school's Community Education Councillor. Home visits are conducted to discuss absences and the Everyday Counts philosophy with families. Subsequently external agencies such as ICaPP work closely with the school to support case management. This is provided by home visits to re-engage students/families with school and other community agencies. Our School Chaplain is actively engaged also.

Student attendance is checked daily with letters, phone calls and home visits conducted to collect unexplained absence data. Teachers mark electronic rolls (One School) twice a day. Contact details of any absence enquiries are recorded as a contact on One School.

If students have a sustained period of unexplained absences, parents receive formal letters in conjunction with Departmental Absence Policy.

Additionally, Townview State School has formulated the following positive strategies designed to enhance student attendance:

- Weekly Attendance Award: Presented weekly on parade to the class with the least number of absences.
- End of Term Attendance Pizza Party for the class who wins the Weekly Attendance Award the highest number of weeks.
- End of Term Attendance Parade: certificates are presented to students with 100% for the Term, Semester or Year.
- End of Term Attendance Rewards Day: Students who attend >than 95% of the term (or have <than 5 school days absent), achieve a 'C' or above in English and an 'A' for effort attend this celebration.

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 screenshot shows a search form with 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 button labeled "SEARCH" 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

