

Woodstock State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Woodstock State School is built upon a proud history of caring and catering for the children of Woodstock and surrounding areas for over 124 years. We provide quality education, in a multi-age setting, for children from Prep to Year 7 in 2014, and Year 6 in 2015. Student individuality, in an environment of contemporary educational practices, provides the foundation for effective programs within the school.

Our school community is dedicated towards achieving excellent results for our students and school. Our school motto, 'Each day brings a chance to do better' is indicative of the philosophy of our strong school community to support our students in the development of the whole child. Open communication and active participation are vital to the well-being of our school and student achievement.

This report aims to inform the community of our commitment towards our motto, through identifying our progress in 2014. The staff, students and P & C Association of Woodstock State School welcome you and trust that your involvement with us will be an enriching experience.

School progress towards its goals in 2014

The key priority areas for 2014 were the improvement of children's outcomes in the areas of reading comprehension and writing skills including spelling, grammar and punctuation. Implementation of strategies to differentiate learning activities to suit the needs of each child as well as standardising general approaches to the teaching of reading across the school, were seen as priorities to support the key emphases of reading and writing. Professional development and provision of networking opportunities for staff was implemented as a necessary aspect of building capacity to achieve Literacy goals for the year.

A regime of standardised tests was implemented to provide hard data evidence of students' skill development and align this data with that collected by neighbouring schools. A Learning Support Teacher was employed for two days per week to provide students experiencing literacy difficulties with appropriate intervention programs. A full time teacher aide was allocated to the Prep 1 class with additional teacher aide time provided to the remaining classes to work with children on intervention and support programs.

Implementation of the Australian Curriculum was carried out in conjunction with unit analysis sessions and assessment moderation processes with teachers from similarly sized schools in the area. Processes in achieving 'Closing the Gap' targets were continued through the Embedding of Aboriginal & Torres Strait Islander Perspectives in School (EATSIPS) initiative. Strategies to strengthen partnerships with parents were implemented to increase student attendance.

An additional ten ICT devices, including laptops, desktop computers and iPads, were purchased to increase student access to a range of technological devices.

Future outlook

The key priorities for 2015 will continue to be reading comprehension and all aspects of writing. A whole school approach to the teaching of reading will be confirmed and implemented with appropriate staff professional development. Additionally a whole school pedagogical framework will be embedded to provide a consistent approach to the explicit teaching of lessons across all areas of the school. Teachers and Aides will continue the peer coaching program which will be overlaid by individual coaching from the Principal and extend to interschool sharing.

Standard testing data will be collated and manipulated through a computer data base designed for the purpose. Short term data cycles will monitor student development in reading comprehension through the continued implementation of the CARS and STARS Comprehension Framework and CAMS and STAMS Maths development in partnership with school generated specific skill tests. Individual Differentiation Plans will be implemented for all students. Standards of student bookwork will be raised through the implementation of a standard range of setting out expectations. Implementation of the Australian Curriculum will continue with cluster unit analysis and assessment moderation sessions.

A whole school curriculum framework detailing units of work in all subject areas on a two or three yearly cycle, to ensure appropriate curriculum coverage year to year in multi-age classrooms, will be modified in 2015 to cater to the restructuring of classrooms. Access to ICT devices will be further increased through the acquisition of additional laptops and XO machines to increase our 'Laptop Labs'. Reading will be promoted as a leisure activity and student access to the school library resources will be increased for formal research lessons and allowing lunchtime access for quiet reading or work.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	72	32	40	93%
2013	85	36	49	93%
2014	72	32	40	80%

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

Characteristics of the student body:

Most of our students are from rural families who live in a 20km radius of the school. They are involved in farming activities including, cattle, horses and crops. In many cases one adult in the family may have a job in addition to the farming activities of the family farm. English is the first language spoken in almost 100% of the families. Generally the student population is very stable, with the majority of students completing all of their primary education at our school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	18	20	20
Year 4 – Year 7 Primary	22	12	11
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Children work within multi-age groupings across all year levels.
- Individual and small group instructions occur on a daily basis.
- Individualised intervention programs including: a phonemic awareness program, support-a-reader, one-to-one instructions with teacher aides and support teachers, levelled age appropriate reading resources.
- School-wide reading program involving students being grouped for targeted teaching at each child's instructional level and targeting specific reading and comprehension skills.
- Workshops delivered by local sports associations to support the sports development of the students
- Our older class is involved in a two year cycle of 3 day camps including self-discovery, leadership and environmental study.

Curriculum offerings provided by Specialist teachers include: Swimming, Physical Education, Instrumental Music, Music, LOTE, Special Education, Support in Literacy and Numeracy and Dance.

Extra curricula activities

Woodstock State School provided a variety of extra curricula opportunities for all students, from Prep to Year 7. These include:

- Interschool Sports,
- Transition Program to William Ross State High school,
- Leadership Camp and Leadership Development Day,
- Premier's Reading Challenge,
- Readers Cup Challenge,
- Fun Run,
- Sports Clinics,
- Presentations at the bi-annual Country Fair,
- Whole school end of year concert presentation and
- EarthSmart Soldiers Environmental group.

How Information and Communication Technologies are used to assist learning

Woodstock has a laptop computer lab with whole class capability. All classrooms, including the library have interactive whiteboards. All classrooms have internet connectivity and all students have passwords that enable them to work on our network. All classes utilize the laptop lab throughout the week. Children use the internet to research information for projects, utilise internet learning websites and access emails. They utilise available software programs to complete assessment tasks.

Teachers are undertaking continued professional development in digital pedagogies to assist with implementing technology tools in key learning areas. All students from Prep to Year 7 have daily access to computers either within the classroom setting or the laptop computer lab. Computers are used in a range of learning experiences to enhance learning in all Subject areas. Literacy web-based software is also utilised, allowing children to access their work from either school or home. In addition to computers and laptops, children have access to 'IPads' with 'apps' geared to support and intervention purposes on a 1-1 student basis.

Social Climate

Being a small rural school where everyone knows everyone, there is a real 'family' feel about the school. Older children will automatically offer help to younger students who may be in distress over an issue. Parents are likely to 'pop in for a quick chat' when picking up their child. The P&C is very active and supportive of the belief that activities involving payment should be subsidized to ensure affordability to all families. To this end they often provide part or full payment for excursions and camps.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	95%	100%
this is a good school (S2035)	100%	90%	100%
their child likes being at this school* (S2001)	97%	100%	100%
their child feels safe at this school* (S2002)	97%	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	100%	100%
their child is making good progress at this school* (S2004)	94%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%	91%
teachers at this school motivate their child to learn* (S2007)	91%	95%	91%
teachers at this school treat students fairly* (S2008)	88%	86%	91%
they can talk to their child's teachers about their concerns* (S2009)	94%	95%	100%
this school works with them to support their child's learning* (S2010)	94%	95%	100%
this school takes parents' opinions seriously* (S2011)	91%	86%	80%
student behaviour is well managed at this school* (S2012)	84%	67%	80%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school looks for ways to improve* (S2013)	97%	90%	100%
this school is well maintained* (S2014)	97%	95%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	96%	100%	100%
they feel safe at their school* (S2037)	96%	92%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	100%
teachers treat students fairly at their school* (S2041)	89%	85%	100%
they can talk to their teachers about their concerns* (S2042)	89%	100%	94%
their school takes students' opinions seriously* (S2043)	96%	100%	94%
student behaviour is well managed at their school* (S2044)	96%	62%	94%
their school looks for ways to improve* (S2045)	93%	100%	100%
their school is well maintained* (S2046)	96%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	93%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to be involved in their child's education through a range of activities. Open communication between school staff and parents is seen as pivotal. Parents are encouraged to contact classroom teachers or the Principal in the early stages of a problem. The school has a clear process by which this is done. Staff make constant efforts to ensure positive involvement with the parents and community, by welcoming them into the school for whole school planned activities or simply inviting them into the classroom for a quick chat about their child. Parents and community members are also encouraged to participate in a range of 'hands on' activities including:

- P & C activities
- P&C meetings as a forum to discuss initiatives of the school or issues raised by parents.
- Tuckshop
- In class support
- School /class presentations
- Attendance at school camps and excursions if needed as additional supervision personnel
- Reading groups
- Fundraising activities
- Spectators / assistants for sporting events
- Participation in school planning through the Quadrennial School Review Process.
-

Reducing the school's environmental footprint

Our school is completely self-sufficient in terms of our water supply and our waste water treatment. Water from bores and rain are both treated and used for all normal purposes including, drinking, irrigation, cleaning and waste water treatment. Rainwater is captured and stored in a total of 7 tanks. Bore water is treated and stored in 2 tanks, one of which is on a tall stand providing a 'head' for gravity feed water should the power be cut off. Food and garden waste is recycled through compost bins and worm farms for use in the junior school's vege patch. Aluminium cans are also collected for recycling and a small fund raising activity.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	50,537	0
2012-2013	55,975	0
2013-2014	65,569	0

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

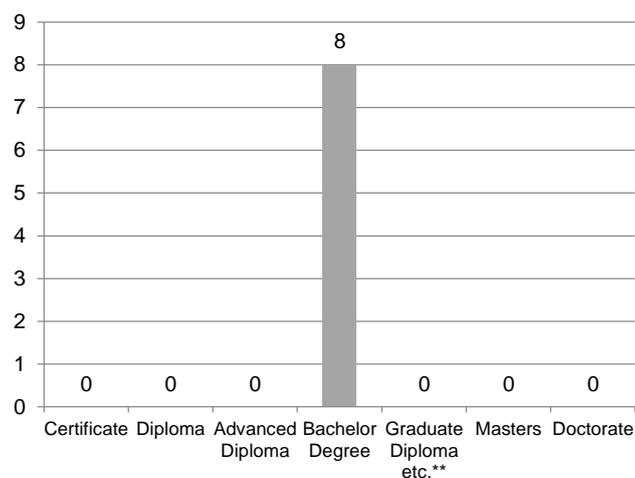
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	8	6	0
Full-time equivalents	5	4	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	8



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$10, 807.00

The major professional development initiatives are as follows:

Peer Coaching with ETAC model presented by Adrienne Griffith and TRS associated for the delivery of professional development

The ET program

In house reading and writing skill development

Jolly Phonics Education and Training

First Aid and CPR

BehaveAbility workshops-

John Oliver

Fitzgerald State School- Peer Coaching Sessions in Mackay.

And School Business Managers Association Qld Inc

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

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

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

Find a school

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Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

Steady growth and improvement in all NAPLAN areas occurred during 2014.

Comparing the 2011-2013 and 2012-2014 relative growth, the Relative gain in Year 3 to 5 Spelling data indicates an increase of 50% to 83%. In most areas the lowest 20% was progressed to the middle 60% of achievement in all but 2 areas of Numeracy and Grammar and Punctuation, where the percentages lowered considerably.

In all areas of the year 5 to 7 data the lowest 20% was increased to the middle 60% and demonstrated an extensive growth in all areas for the upper 20%, as much as 83%.

Year 3 and 5 NAPLAN results in all areas are similar to the Nation and most of Year 7 results are equal or above the Nation with Writing the most improved to the upper 2 bands.

Improvements above the Nation in the National Minimum Standards were noted in Year 3 Spelling, Year 5 Reading and Spelling and Year 7 Reading, Writing, Spelling, and Grammar and Punctuation, and equal or above the Nation in Year 3 Grammar and Punctuation, Year 5 Grammar and Punctuation, and Year 5 and 7 Numeracy.

The biggest growth is noted in the improvement in Upper 2 bands which will be our focus area during 2015.

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

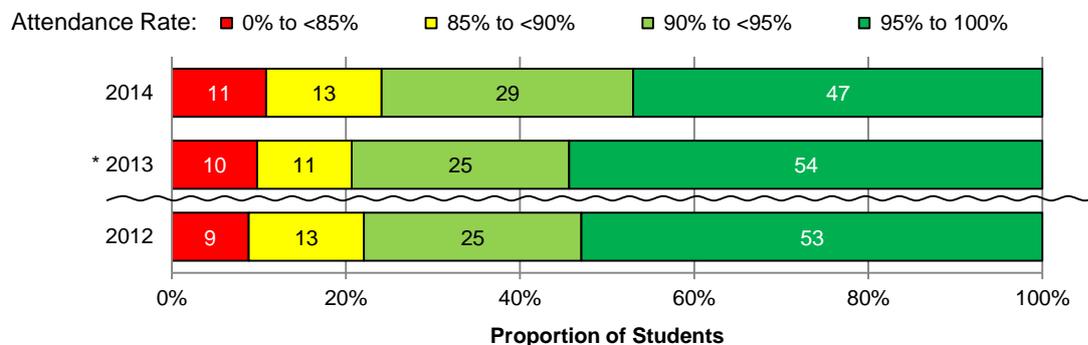
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	97%	93%	94%	94%	96%	91%	91%					
2013	96%	97%	91%	94%	94%	96%	92%					
2014	93%	95%	95%	91%	90%	88%	91%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

Class rolls are marked twice daily. The Administration Officer follows up unexplained absences by phone call to the parents. If a satisfactory explanation cannot be gained, the Principal will contact the parents/caregivers. If a satisfactory resolution to the child's attendance is still not reached, formal notifications as per the Northern Region's Attendance Policy, are issued. The attendance figures are heavily affected by the wet season as numerous students are restricted to their residential property due to flooding creeks and roadways. The school's "Gold Card" Programme acknowledges children's behaviour, work effort and attendance. An end of Term Sausage Sizzle, is provided for that term's successful Gold Card Holders. Overall attendance rate is equal or above the region target of 92%.

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

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

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Achievement – Closing the Gap

The number of Indigenous children at our school is very small. In 2014, we only had five indigenous child participate in NAPLAN testing and so data for five students and under is withheld. In 2014, our Indigenous children had attendance of 90%.