WOODSTOCK

STATE SCHOOL

EACH DAY BRINGS A CHANCE TO DO BETTER

Woodstock State School

**Woodstock State School - Creating a
beautiful place to belong, inspire and grow.**

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Woodstock State School is a small rural school situated 40 km West of Townsville in Northern Queensland. The school has three multi-aged classes in modern, well-equipped facilities, including ready access to computer technologies. Cattle, orchards and market gardens form the basis of local industry with children coming from a 20 km radius around the school utilising one of our two bus services.

Our Vision is "Developing capabilities and values of students to be Lifelong Learners and active, responsible and respectful participants and citizens"
Optimizing every student's opportunity to achieve their potential lies at the heart of Woodstock State School's commitment to all students with our motto that "Each day brings a chance to do better!"
This vision also establishes our responsibility to ensure that students are able to learn at a pace, depth and level of complexity that suits their abilities. The school seeks to create a learning environment that challenges and supports students to pursue excellence and develop a passion for lifelong learning.

 A focus on literacy and numeracy through real-life learning, ensures a rich curriculum which includes hands-on activities at school as well as during field trips and camps. Sporting involvement is encouraged through our participation in the Townsville interschool sports, athletics and swimming competitions. Students access cultural and personal development immersion and experiences through artist in residence programs, presentations and visiting authors, presentations and specific events aligning to the full development of our children. We believe this is imperative to support our students to become active and engaged.

Community involvement in the school is high. An extremely active and supportive P&C Association ensures key school events are major community events as well.

Introduction

School Progress towards its goals in 2016

Woodstock State School is built upon a proud history of caring and catering for the children of Woodstock and surrounding areas for over 125 years. Last year we celebrated 125 years with a Reunion, a Centennial Ball as well as our Country Fair. We provide quality education in a multi-age setting for children from Prep to Year 6. In an environment of contemporary educational practices, student individuality 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.

The key priority areas for 2016 were the improvement of children's outcomes in the areas of reading, and the formal collation of data. Strategies included the creation and implementation of a whole school data wall, alignment of the reading data wall with regional targets, formalized reading strategies evident in classrooms, and updated our reading data wall. A spelling program and updated Curriculum Framework were implemented. Strategies to differentiate learning activities to suit the needs of each child and standardising general approaches to the teaching of reading across the school, were seen as priorities to support the key emphases of reading. Individual Support Plans were created and implemented. Professional development and networking opportunities for staff were implemented as necessary aspects of building capacity to achieve Literacy goals for the year. Formalised moderation and planning sessions for English and Mathematics units were reintroduced with surrounding schools on a planned and regular basis.

 A regime of standardised tests was implemented to provide hard data evidence of students' skill development and to align this data with that collected by neighbouring schools. A Learning Support Teacher and a Teacher were employed for an extra day per week as part of our Investing For Success funding, to provide students experiencing literacy difficulties with appropriate intervention programs, prepare for NAPLAN and improve Years 3 and 5 student reading levels. An Aide was also employed under this funding to assist at our Playgroup sessions. Full time Teacher Aides were allocated to the Prep/1 and 2/3 classes with additional Teacher Aide time provided to the remaining classes to work with children on intervention and support programs.

The whole school engaged in training and implementing Positive Behaviour for Learning Framework to develop a learning culture for all.

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. Additional ICT devices including Infinity XO's and Laptops were upgraded to increase student access to a range of technological devices.

Future Outlook

The key priorities for 2017 will continue to be Reading, Comprehension and Writing. A revised Spelling Program was created last year and professional development in the "Seven Steps to Writing" will occur during Student Free Days. A whole school approach to the teaching of the Four Steps Sequence to Early Reading and focus on the three cues for reading will be confirmed and implemented with appropriate staff professional development and the implementation of a Buddy Reading Program. The "Books In Homes" initiative will be implemented to support reading from Playgroup to Year 6 and our Transition to Prep playgroup will provide a Teacher Aide each week as part of our Investing for Success Agreement during 2017 to focus on oral language and reading.

"Coding and Technology" professional development will continue. Culture Days will be shared across our cluster schools to raise awareness of the Chinese Culture and as part of our small school cluster alliance and Junior Secondary Transition program.

Additionally our whole school pedagogical framework will continue to be embedded to provide a consistent approach to the explicit teaching of lessons across all areas of the school. Teachers and Teacher Aides will continue the peer coaching program which will be overlaid by individual coaching using the Co-Plan, Co-Teach, Co-Reflect Action Plan from the Principal and extend to interschool sharing.

Standard testing data will be collated and manipulated through OneSchool, our Data Walls and Student Data books so all agencies are involved in the Teaching and Learning cycle as we develop assessment literate students. 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 and Individual Support Plans will continue. Standards of student bookwork and data collation will continue through the expectations in the Teaching and Learning Handbook prepared in 2016. Implementation of the Australian Curriculum will continue with cluster unit unpacking analysis and assessment moderation sessions in English and Maths.

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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	72	32	40	11	80%
2015*	66	27	39	6	92%
2016	63	25	38	6	91%

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

- 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. We have three students identified with Special Needs and 11% of our population identify as Aboriginal and/or Islander.

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	20	23	20
Year 4 – Year 7	11	22	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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

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.

A whole school curriculum framework detailing units of work in all learning areas on a two or three yearly cycle, to ensure appropriate curriculum coverage year to year in multi-age classrooms, was implemented in 2016 to cater to our 3 multi-age classrooms. Access to ICT devices was further increased through the acquisition of additional 30 XO laptop 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 access for buddy reading, quiet reading or work.

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 yearly 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.

Co- Curricular activities

Woodstock State School provided a variety of extra curricula opportunities for all students, from Prep to Year 6. These include:

Interschool Sports, and Sports Clinics,
Transition to Prep and Playgroup each week,
Transition Program to William Ross State High school,
Leadership Camp and Leadership Development Days,
Premier's Reading Challenge,
Readers Cup Challenge,
Fun Run,
Book Fairs and Book Week,
Rejuvenation Planting of Adopted quarry site,
Art in a Suitcase and Artist in Residence programs,
Presentations at the bi-annual Country Fair,
Whole school end of year concert presentation, and
Woodstock Warriors Environmental group and workshops with Bunnings.

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 have access to XO's and laptops as required and students in the upper grades have both readily available in the room. Children use the internet to research information for projects, utilise internet learning websites, develop games using coding in programs, and access emails. They utilise available software programs to complete assessment tasks. Students also have access to the Robotics kits and have been engaging in STEM lessons utilising the BeeBots, and Robots.

- 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 6 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 and Numeracy 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

Overview

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. Our School Chaplain works each week for two days to support our school community and many volunteers enhance our learning environment.

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%	91%	89%
this is a good school (S2035)	100%	100%	89%
their child likes being at this school* (S2001)	100%	91%	95%
their child feels safe at this school* (S2002)	100%	91%	95%
their child's learning needs are being met at this school* (S2003)	100%	82%	89%
their child is making good progress at this school* (S2004)	100%	91%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	91%	89%
teachers at this school motivate their child to learn* (S2007)	91%	91%	89%
teachers at this school treat students fairly* (S2008)	91%	82%	79%
they can talk to their child's teachers about their concerns* (S2009)	100%	91%	89%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
this school works with them to support their child's learning* (S2010)	100%	91%	89%
this school takes parents' opinions seriously* (S2011)	80%	82%	74%
student behaviour is well managed at this school* (S2012)	80%	64%	84%
this school looks for ways to improve* (S2013)	100%	100%	84%
this school is well maintained* (S2014)	100%	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)	100%	88%	100%
they like being at their school* (S2036)	100%	94%	92%
they feel safe at their school* (S2037)	100%	94%	92%
their teachers motivate them to learn* (S2038)	100%	88%	100%
their teachers expect them to do their best* (S2039)	100%	88%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	85%
teachers treat students fairly at their school* (S2041)	100%	100%	85%
they can talk to their teachers about their concerns* (S2042)	94%	88%	92%
their school takes students' opinions seriously* (S2043)	94%	100%	85%
student behaviour is well managed at their school* (S2044)	94%	94%	85%
their school looks for ways to improve* (S2045)	100%	88%	100%
their school is well maintained* (S2046)	100%	88%	85%
their school gives them opportunities to do interesting things* (S2047)	100%	88%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	90%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

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.
- Parents are actively involved in EAP and ISP meetings
- Diaries have been used during 2016 as a form of communication
- Meet and Greets, Grandparents Days and invitations to parades and events
- Regular Parent/Teacher interview times are provided-both formal and informal.

Respectful relationships programs

The implementation of the Positive Behaviour for Learning Framework at Woodstock has aligned with our Parent and Community Engagement Framework and our Learning and Wellbeing Framework. Parents, community members, staff and students meet regularly to ascertain and track the learning culture of the school.
Woodstock State School's Complaints and Concerns Policy is available on the website to provide steps for open and honest communication and clarification as does the use of individual diaries.
A Peer Support program will be introduced during 2017 and 2018 as the philosophy underlies the principles of Positive Behaviour for Learning and engages all students in the process.
Whole school participation to raise awareness of wellbeing, safety, anti-bullying, tolerance and respect during free dress days and explicit teaching occurs during Day for Daniel, Strive to be Kind Day, White Ribbon Day, Harmony Day and National Day of Action Against Bullying and Violence.
Our student council, representing our student body meet regularly and organise activities as does our active P&C, classroom teachers and the school as a whole.
The school's Behaviour Expectation Matrix, based on areas of Safety, Learning and Responsibility focus on appropriate, respectful and healthy relationships and are explicitly taught each week, shared in the weekly newsletter and demonstrated by students on parade.

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	1	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

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 vegetable patch. Aluminium cans are also collected for recycling and a small fund raising activity.

An upgrade to our phone system has decreased costs and is providing a larger range of accessibility and efficiency in each learning area.

Partnerships with surrounding businesses have resulted in our gardens being upgraded and mulched to save watering . The installation of a waterfall, grasses, plants and bird boxes were provided as a wildlife corridor for the Black -throated Finch, a threatened species in our area.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	65,569	0
2014-2015	70,579	
2015-2016	48,424	

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.**

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Suburb, town or postcode	

Sector:

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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	7	5	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	7
Diploma	
Certificate	3

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $7, 883.00

The major professional development initiatives are as follows:

- Scratch coding workshops (Introduction and Next step)
- In house reading and writing skill development
- Jolly Phonics Spelling Grammar Workshops in Cairns
- Jolly Phonics Comprehension workshops
- Writing Success
- Reading Intervention workshop
- Mathematics Professional training
- Hearing Impaired Student workshop
- Age Appropriate Pedagogies
- First Aid and CPR Training
- School Budget workshops
- Principal conferences and forums
- School Business Managers Association Qld Inc

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	98%

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 2016.

Performance of Our Students

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).	93%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	95%

*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	93%	93%	95%	95%	91%	90%	88%	91%					
2015	94%	91%	94%	96%	97%	93%	91%						
2016	97%	95%	93%	94%	97%	98%	94%						

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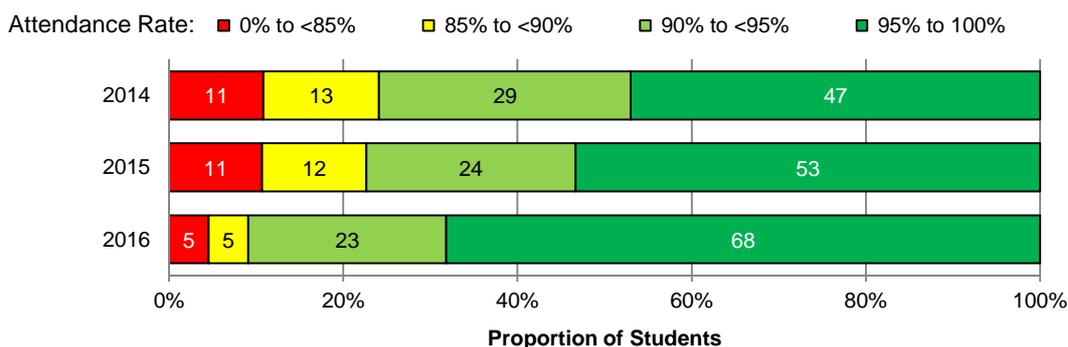
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording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

Electronic class rolls are marked twice daily. Teachers and/or the Administration Officer follow up unexplained absences by phone call to the parents. If a satisfactory explanation cannot be gained, the Principal will contact the parents/caregivers. Letters of unexplained absences are sent home regularly to be updated in OneSchool. 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. Students track their attendance in their individual data book to attain their goal for attendance. The school's 'Gold Card' Program and Attendance and Behaviour Certificates acknowledge children's behaviour, work effort and attendance. An end of Term Activity is provided for that term's successful Gold Card Holders. Overall attendance rate is equal or above the region target of 92%.
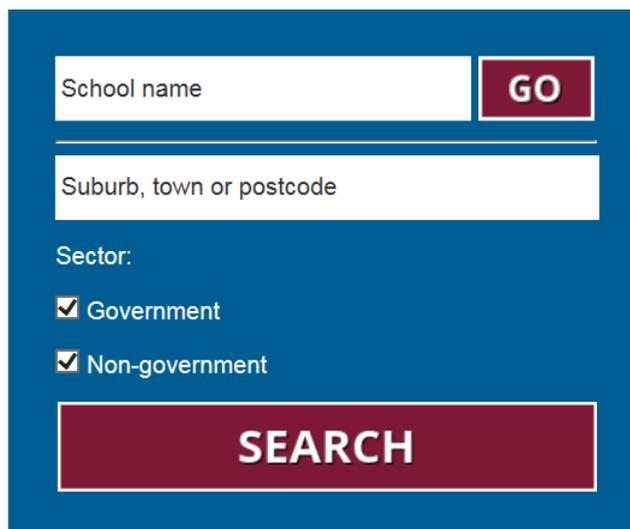
With the introduction of Same Day Student Absence Notification funding in term 4 our school has been more dedicated in tracking our attendance and this is displayed on the whole school data wall for analysis. An SMS communication system will be implemented during 2017.

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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/.

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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.

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