

Our school at a glance



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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 120 years. We provide quality education, in a multi-age setting, for children from Prep to Year 7. Student individuality in an environment of contemporary educational practices provides the foundation of 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 2011. 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 2012

The key priority areas for 2012 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 was seen as a priority 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 standardized tests was implemented to provide hard data evidence of students' skill development and align this data with that collected by neighbouring schools. 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 programmes. 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 commenced through the Embedding Aboriginal & Torres Strait Islander Perspectives in School (EATSIPS) initiative in addition to existing literacy and numeracy intervention and support programmes. 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

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to increase student access to a range of technological devices.

Future outlook

The key priorities for 2013 will continue to be reading comprehension and all aspects of writing. Staffing initiatives commenced in 2012 will be carried forward into 2013. 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 implemented to provide a consistent approach to the explicit teaching of lessons across all areas of the school. Teachers and Aides will take part in a programme of peer coaching of their teaching strategies which will be overlaid by individual coaching from the Principal. Standard testing data will be collated and manipulated through the creation of a computer data base designed for the purpose. Short term data cycles will monitor student development in reading comprehension through the implementation of the CARS and STARS Comprehension Framework 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 development of a standard range of setting out expectations. Implementation of the Australian Curriculum will continue with cluster unit analysis and assessment moderation sessions as commenced in 2012. A whole school curriculum framework detailing units of work in all KLAs on a two or three yearly cycle will be created to ensure appropriate curriculum coverage year to year in multi-age classrooms. Access to ICT devices will be further increased through the acquisition of a 'Laptop Lab' to be based in the library. Reading will be promoted as a leisure activity and student access to the school library resources will be increased through relocating the school library to a more central position and allowing students lunchtime access for quiet reading or work.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	53	21	32	98%
2011	60	22	38	94%
2012	72	32	40	93%

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

Characteristics of the student body:

The students of Woodstock State School are predominately English. Most students come from rural backgrounds with horse riding, sports and instrumental music being important parts of their lives. Generally Woodstock is a stable community but it is seeing a slow increase in the number of families joining or leaving the area each year. Of the total student population, 44.44% were girls and 55.55% were boys. Of this 5.5% have a verified disability.

Our school at a glance

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	17	22	18
Year 4 – Year 10	21	18	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	1	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Children work within multi-age groupings across all year levels.
- Individual and small group instructions occur on a weekly 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 across the school for targeted teaching at an instructional level.
- Workshops delivered by local sports associations to support the sports development of the students

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 provides a variety of extra curricula opportunities for students across 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, Instrumental Music (2-7), Spelling Bee, Fun Run, Sports Clinics, presentations at the bi-annual Country Fair, whole school end of year presentation and EarthSmart Soldiers Environmental group.

Our school at a glance

How Information and Communication Technologies are used to assist learning

Woodstock has a computer lab with whole class capability. All classrooms, including the Computer Lab and 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 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 computer lab. Computers are used in a range of learning experiences to enhance learning in all Key Learning Areas.

Social climate

Positive, enthusiastic and dedicated staff working towards a united goal: maximum outcomes for students. We have a supportive and positive atmosphere at our school where students feel safe and respected. We do not tolerate bullying or unfair treatment and any concerns are dealt with according to the School Responsible Behaviour Plan and School Code of Conduct. School Opinion Surveys provide evidence that 96% of students surveyed like being at school. Leadership and personal initiative is encouraged at all levels from all staff, students and community members.

Woodstock State School has an inviting environment both in and out of the classrooms. All members of the school community work hard to ensure that the students are the main focus of the school. 100% of parents surveyed feel this is a good school and would recommend it to others.

The school has well maintained facilities and resources. The grounds are well kept through the groundsman and working bees. 100% of parents surveyed believe the school is 'environmentally friendly'.

Students demonstrate a high level of respectful and responsible behaviour whilst at school. 96.3% of students surveyed feel safe at school. Staff and parents work in together to achieve improved outcomes for the students. 97% of parents surveyed agree that their child 'likes being at this school'.

Parent, student and staff satisfaction with the school

Woodstock State School and its community base key strategic directions and subsequent planning on the Quadrennial School Review. Parents, community members, staff and students are all encouraged to be involved in this process. As with all state schools an annual operational plan is drawn from the directions set by the school review. The school P&C is presented with a copy of the annual plan and budget for their approval. School annual reporting is publicised via the school website and copies are available at the school office.

Formal parent – teacher interviews are held at the end of Terms 1 and 3. Written report cards are provided at the end of each Semester. Additional interviews are held throughout the year on a needs basis, as required by the school or the parent. School Opinion data provides evidence that 93.8% of parents surveyed agree that the 'school staff are approachable when they want to talk about their child'. Weekly newsletters keep the community informed about current and forthcoming events and initiatives of the school. Given the high levels of community support, knowledge and involvement plus the very high return rates for opinion surveys credibility can be given to results found. The School Opinion Survey results showed the Performance measures listed below from 2012.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.5%
this is a good school	100.0%
their child likes being at this school*	97.0%
their child feels safe at this school*	97.0%
their child's learning needs are being met at this school*	96.9%
their child is making good progress at this school*	93.8%
teachers at this school expect their child to do his or her best*	96.9%
teachers at this school provide their child with useful feedback about his or her school work*	87.5%
teachers at this school motivate their child to learn*	90.6%
teachers at this school treat students fairly*	87.9%
they can talk to their child's teachers about their concerns*	93.8%
this school works with them to support their child's learning*	93.8%
this school takes parents' opinions seriously*	90.6%
student behaviour is well managed at this school*	84.4%
this school looks for ways to improve*	96.9%
this school is well maintained*	96.9%
Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	96.3%
they feel safe at their school*	96.3%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	88.9%
they can talk to their teachers about their concerns*	88.9%
their school takes students' opinions seriously*	96.2%

Our school at a glance

student behaviour is well managed at their school*	96.3%
their school looks for ways to improve*	92.6%
their school is well maintained*	96.3%
their school gives them opportunities to do interesting things*	92.6%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	97.5%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 at least once per term 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 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

Classroom windows with direct sunlight are tinted to aid cooling. Classroom doors are fitted with automatic door closers to minimize loss of air conditioned air as people enter or leave the room. Food scraps are composted on site then used in the school gardens as fertilizer. The school is fitted with solar electricity panels to reduce electricity consumption. Water used at the school is drawn from two sources. Rainwater collected from the rooves and stored in tanks is the primary source of water for the school. This is then supplemented with bore water drawn from subterranean water beneath the school. Water from both sources is passed through an elaborate filtration system to render it potable. Aluminium cans are recycled as a P&C fund raising initiative.

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	52,690	0
2010-2011	36,940	0
2011-2012	50,537	0

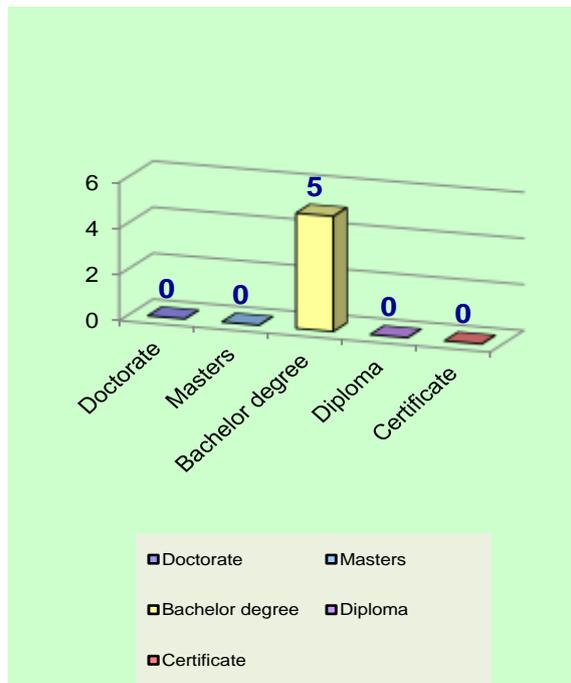
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time equivalents	4	3.5	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	5
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$8482.45.

The major professional development initiatives are as follows:

- Cluster based Australian Curriculum unit pre-teaching unpacking and moderation.
- Cluster based Australian Curriculum unit post-teaching assessment moderation.
- Staff skill development in the use of ICT equipment and devices in the classroom

The proportion of the teaching staff participating in professional development during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.5%	98.1%	96.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 54.9% of staff was retained by the school for the entire 2012 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

Search by school name

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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	88%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

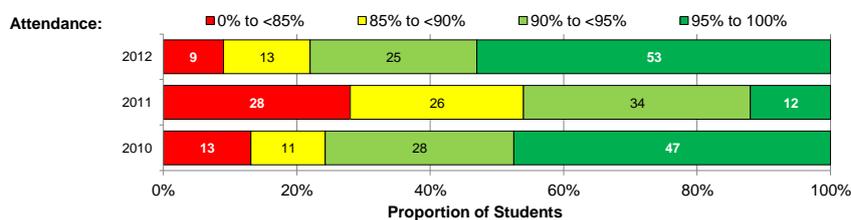
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	93%	93%	92%	93%	96%	95%	95%
2011	84%	88%	88%	89%	90%	91%	90%
2012	97%	93%	94%	94%	96%	91%	91%

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 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. The end of each term is celebrated with an Attendance Day lunch. All students who have attended school every day or have had one day absent are invited. There has been a steady increase in the number of students eligible to be invited. The attendance figures are heavily affected by the wet season as numerous students are restricted to their residential property.

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/>.

Performance of our students

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

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Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The number of Indigenous children at our school is very small. At all year levels tested by NAPLAN we have less than 5 children. In all year levels tested and in all strands but one our indigenous average was higher than our non-indigenous student average. Only year 3 numeracy saw a gap with indigenous average being lower. In 2012, 100% of our Indigenous children had attendance over 90%. Of those, 86% had attendance of over 95%.