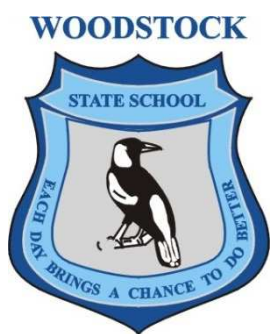


Woodstock State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

This report aims to inform the community of our commitment towards our motto, through identifying our progress in 2015. The staff, students and P & C Association of Woodstock State School School progress towards its goals in 2016.

Introduction

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. This 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. 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.

The key priority areas for 2015 were the improvement of children's outcomes in the areas of reading comprehension, 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. 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. 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 align this data with that collected by neighbouring schools. A Learning Support Teacher was employed for two extra days per week as part of our Greater Results Guarantee funding, to provide students experiencing literacy difficulties with appropriate intervention programs and improve Year 3 student reading levels. 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.

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, were upgraded to increase student access to a range of technological devices.

Future outlook

The key priorities for 2016 will continue to be reading comprehension and writing. A revised Spelling Program was created to implement during the year and professional development in the "Seven Steps to Writing" will occur during Student Free Days. A whole school approach to the teaching of 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 2016 to focus on oral language and reading.

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

Additionally a 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 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 and Individual Support Plans will continue. Standards of student bookwork will be raised through the implementation of a standard range of setting out expectations in the Teaching and Learning Handbook prepared for 2016. Implementation of the Australian Curriculum will continue with cluster unit unpacking analysis and assessment moderation sessions.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	85	36	49	13	93%
2014	72	32	40	11	80%
2015	66	27	39	6	92%

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 2015, 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:

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		
	2013	2014	2015
Prep – Year 3	20	20	23
Year 4 – Year 7 Primary	12	11	11

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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

* 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.

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 and will be in multi-age classrooms, will be implemented in 2016 to cater to our 3 multi-age classrooms. Access to ICT devices will be further increased through the acquisition of additional 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 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 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 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 Day,
- Premier's Reading Challenge,
- Readers Cup Challenge,
- Fun Run,
- 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 improve 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 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

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	100%	91%
this is a good school (S2035)	90%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child likes being at this school (S2001)	100%	100%	91%
their child feels safe at this school (S2002)	100%	100%	91%
their child's learning needs are being met at this school (S2003)	100%	100%	82%
their child is making good progress at this school (S2004)	100%	100%	91%
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)	95%	91%	91%
teachers at this school motivate their child to learn (S2007)	95%	91%	91%
teachers at this school treat students fairly (S2008)	86%	91%	82%
they can talk to their child's teachers about their concerns (S2009)	95%	100%	91%
this school works with them to support their child's learning (S2010)	95%	100%	91%
this school takes parents' opinions seriously (S2011)	86%	80%	82%
student behaviour is well managed at this school (S2012)	67%	80%	64%
this school looks for ways to improve (S2013)	90%	100%	100%
this school is well maintained (S2014)	95%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	88%
they like being at their school (S2036)	100%	100%	94%
they feel safe at their school (S2037)	92%	100%	94%
their teachers motivate them to learn (S2038)	100%	100%	88%
their teachers expect them to do their best (S2039)	100%	100%	88%
their teachers provide them with useful feedback about their school work (S2040)	92%	100%	94%
teachers treat students fairly at their school (S2041)	85%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	94%	88%
their school takes students' opinions seriously (S2043)	100%	94%	100%
student behaviour is well managed at their school (S2044)	62%	94%	94%
their school looks for ways to improve (S2045)	100%	100%	88%
their school is well maintained (S2046)	100%	100%	88%
their school gives them opportunities to do interesting things (S2047)	100%	100%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

[#] '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.

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
2012-2013	55,975	0
2013-2014	65,569	0
2014-2015	70,579	

*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.

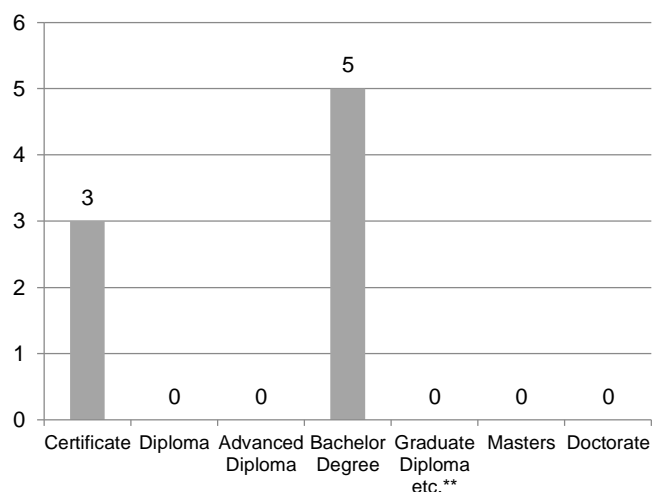
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	6	0
Full-time equivalents	5	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
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 2015 were \$9,740.00

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- Excellence in Teaching- Self Esteem, Motivation and Goal-setting Modules
- In house reading and writing skill development
- STRIVE word vocabulary and Jolly Phonics Education and Training
- Hearing Impaired Student workshop
- 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 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Steady growth and improvement in all NAPLAN Literacy areas occurred during 2015.

Focus areas of Reading, Writing and Grammar and Punctuation Year 5 data indicated an extensive growth for Mean Scale Scores and in the distribution comparison of 50% or plus in the middle 60% and 16.7% for the upper 20%. Relative gains for Years 3 to 5 from 2013-2015 indicate growth in the areas of Reading, Writing and Grammar and Punctuation.

Improvements above the Nation in the National Minimum Standards from 2008 to 2015 were noted in Year 3 Spelling and Grammar and Punctuation and Year 5 Reading, Writing, Spelling, Grammar and Punctuation, and Number. The biggest growth is noted in the improvement in Upper 2 Bands from 2008-2015 in the areas of Year 3 Spelling and Grammar and Punctuation and Year 5 Reading, Writing and Grammar and Punctuation, which will continue to be our focus area during 2016.

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	90%	94%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

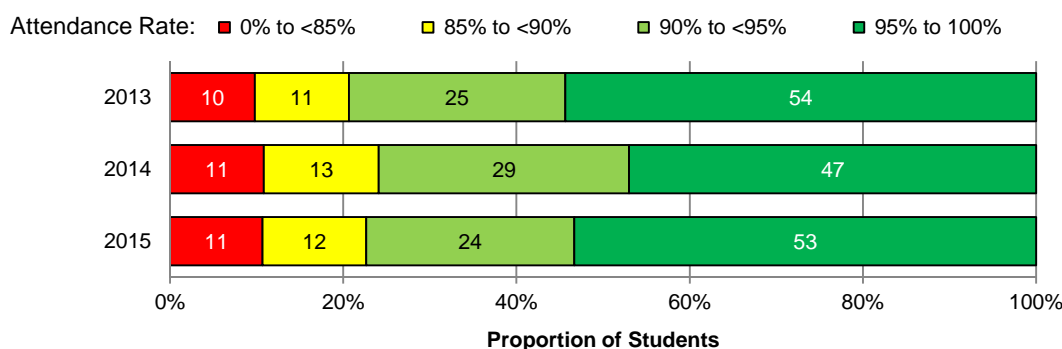
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	96%	97%	91%	94%	94%	96%	92%					
2014	93%	93%	95%	95%	91%	90%	88%	91%					
2015	94%	91%	94%	96%	97%	93%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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. 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%.

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/>.

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

Sector:

Government

Non-government

Where it says '**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.