

Woodhill State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

At Woodhill State school we consistently strive to meet and exceed all of our students' needs in all areas of learning, social and emotional development through the delivery of a consistent and explicit curriculum.

We aim to provide students with an innovative, successful and safe platform which promotes the value of learning, self-worth quality performance and a smooth transition for students to become productive, responsible, confident and successful participants in high school and ultimately in society.

This report contains information pertaining to: progress on attaining 2015 goals: key areas for improvement in 2016: average class sizes: investment in professional development: disciplinary absences; our procedure for dealing with other absences; curriculum offerings: school opinion survey results and social climate..

School progress towards its goals in 2015

Priorities from 2015	Achieved	Expected to be achieved in 2016
Continue to improve the Year 3 achievement scores in Writing and Grammar and Punctuation and also increase % in Upper two bands	Yes	Working on further improvement.
Maintain and improve the Year 3 achievement scores in Spelling and Numeracy to similar to or above the National Minimum Standard.	Yes	Working on further improvement.

Maintain or improve the Year 5 achievement scores in the upper two bands in Reading.	Yes	Working on further improvement.
Improve the Year 5 % of achievement scores in Writing, Spelling, Grammar and Punctuation and Numeracy to similar to or above the National Minimum Standard.	Yes	Working on further improvement.
Establish and maintain Tier 2 consistently across the school in PBL.	Yes	Working on further improvement.
Improve the Whole school and individual teachers' pedagogy	Yes	Working on further improvement.
Streamline literacy blocks aligned with SER reading program	Yes	Dedicated teacher aides in each class for two hour literacy blocks three days per week.
Establish and maintain a staff wellbeing programme		Established in Term One- working on further improvement.
Maintain existing and create new partnerships with the community	Yes-PACE,Chaplaincy	Included-Beaucare and Family Connect

Future outlook

Improvement agenda	Timeline	
Maintain achievement of National Minimum Standards for literacy and numeracy for Years 3 and 5	ongoing	Extra human resources in all classes during literacy and numeracy blocks.
Improve numeracy outcomes for all year levels	ongoing	Extra human resources in all classes during numeracy blocks.
Improve writing-grammar, punctuation and spelling- across the school	ongoing	Extra human resources in all classes during literacy blocks.
Improve science achievements to meet NMS and all students improving their achievements	ongoing	Dedicated Science teacher for Years 1-6.
Improvement in % attaining Upper two bands	ongoing	Extra human resources in all classes during literacy and numeracy blocks.
Improve the use of ICT throughout the school.	Ongoing-ICT teacher and targeted lessons introduced.	Whole school improvement evidenced.
Maintain the well being and mental health of the school community	Well being team established and action plan in place.	Variety of activities and events offered to all staff members.

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	232	107	125	10	87%
2014	250	125	125	11	94%
2015	247	122	125	10	95%

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:

Our students come from a wide variety of cultural and religious backgrounds. Most students reside on small acreages within 20 kilometres of the school. We have a range of domestic situations with: double income families: stay at home parents: single parents and kinship placements with less than 2% of students in care.

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	19	16
Year 4 – Year 7 Primary	17	16	19
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	18	3	30
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* 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

Curriculum offerings

Our distinctive curriculum offerings include a Pre Prep program: Higher order thinking groups for junior and senior student groups: sustainability through a school community vegetable garden as well as drama and interest clubs on a Friday afternoon.

Assessment is ongoing, formative and summative including across the grades moderation to assist in consistency.

Extra curricula activities

We run a "Woodhill's Got Talent" competition in term 3.

Kingfishers Rugby league and netball competition.

ICAS participation.

How Information and Communication Technologies are used to assist learning.

Each class has the use of 5 iPads to assist in delivering a differentiated curriculum across all areas but in particular Maths and English. These are also used by SWD, Literacy, Numeracy, LOTE and music teachers. Years 5 and 6 share a class set of laptops between two classes. There is a computer lab, with 25 computers-either laptops or desktops in the Resource centre, which is accessed by the remainder of the school. Each room, including the support room and Resource centre have interactive whiteboards.

Each class is timetabled in to use the computer lab with the assistance of an ICT teacher and teacher aide. An ICT passport, with targeted goals for each year level is used to ensure consistency and success for every student.

Our PBL is supported by class dojo-also used throughout the school.

Social Climate

Our school motto: "Together we care, grow and learn" is integral to our school community's commitment to work together to provide the best possible outcomes for every student enrolled at Woodhill State School.

Our expectations are high and we, together with our parents and carers provide as much support as we can to all of our students to assist them in attaining their best possible social, emotional and educational outcomes. We are consistent and explicit in our approach.

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)	100%	83%	83%
this is a good school (S2035)	95%	83%	79%
their child likes being at this school (S2001)	100%	83%	88%
their child feels safe at this school (S2002)	95%	83%	88%
their child's learning needs are being met at this school (S2003)	86%	78%	73%
their child is making good progress at this school (S2004)	95%	78%	80%
teachers at this school expect their child to do his or her best (S2005)	95%	83%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	72%	89%
teachers at this school motivate their child to learn (S2007)	90%	56%	87%
teachers at this school treat students fairly (S2008)	95%	67%	75%
they can talk to their child's teachers about their concerns (S2009)	90%	89%	90%
this school works with them to support their child's learning (S2010)	90%	72%	75%
this school takes parents' opinions seriously (S2011)	95%	61%	56%
student behaviour is well managed at this school (S2012)	95%	67%	64%
this school looks for ways to improve (S2013)	100%	83%	76%
this school is well maintained (S2014)	100%	83%	93%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	86%	96%	98%
they like being at their school (S2036)	97%	94%	98%
they feel safe at their school (S2037)	97%	94%	96%
their teachers motivate them to learn (S2038)	97%	98%	100%
their teachers expect them to do their best (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	98%	93%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	84%	85%	89%
they can talk to their teachers about their concerns (S2042)	80%	89%	87%
their school takes students' opinions seriously (S2043)	82%	87%	84%
student behaviour is well managed at their school (S2044)	75%	85%	81%
their school looks for ways to improve (S2045)	97%	94%	96%
their school is well maintained (S2046)	89%	94%	93%
their school gives them opportunities to do interesting things (S2047)	89%	92%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	95%	85%
they feel that their school is a safe place in which to work (S2070)	100%	95%	95%
they receive useful feedback about their work at their school (S2071)	94%	95%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	93%
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%	90%
staff are well supported at their school (S2075)	100%	95%	85%
their school takes staff opinions seriously (S2076)	94%	95%	95%
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%	95%	90%

[#] '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

Our school staff work closely with our parents and carers as well as our P&C executive and School Chaplain.

We provide parent information sessions, parent induction sessions, parenting courses, an area for parents to sit and talk to each other.

We ask each parent/carer to provide their child's class teacher of a "snapshot" of their child to assist us in better understanding the unique characteristics of each student.

Each week a Student needs action committee meets to discuss specific student's needs. The class teacher always consults with the parents/carers before this meeting occurs. The committee consists of Principal, HOC, BAT, Guidance Officer, Senior Teacher and Students with Special Needs teacher.

This collaboration is reflected in the harmonious and salubrious atmosphere that is our school.

We strive to provide a safe, inclusive and supportive environment which maximises student learning through a wide range of academic, cultural and sporting activities that occur as well as adhering to our PBL guidelines and consequences grid.

These include: Literacy and numeracy blocks supported by additional teacher aides to ensure at least two extra adults in each class during these times; tuckshop; book club; banking; clubs; bush dancing; Pyjama Days-for Kids in Care; Harmony Day; Woodhill's got Talent; participation in district sporting

events; Days of excellence and Innovation days; market days and our major fundraiser-our Billy Cart Derby.

Our school was established in 1873 and has families who have attended our school through the generations.

Reducing the school's environmental footprint

We have class weekly awards which target the environment including energy conservation.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	51,213	0
2013-2014	44,077	0
2014-2015	14,235	

*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.

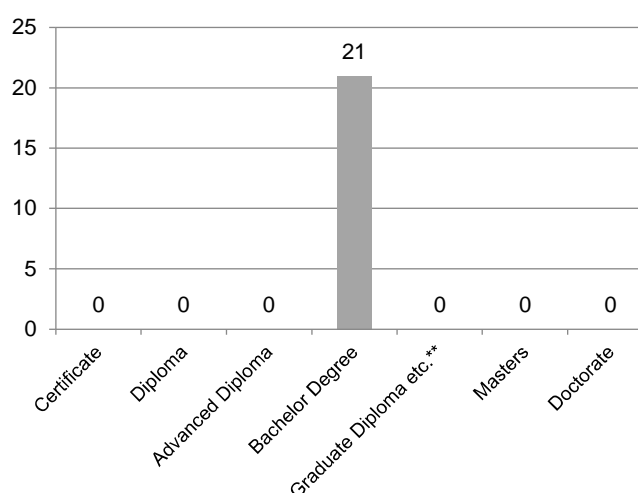
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	13	0
Full-time equivalents	16	8	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	21
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	21



*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 \$5,862.75.

The major professional development initiatives are as follows:

- MSSWD online courses
- Moderation
- Mentoring
- Professional courtesy-Class Act-online
- First Aid-CPR full course
- ICP's
- Qld curriculum workshops
- Magic and emotion training-Guidance officer
- Seven Steps writing program
- Child Protection
- Friends For Life
- Beginning teachers workshop
- I.T
- SERSON Days
- Early Years Training
- Petra-well being seminar/workshop
- Hatch, match and dispatch
- Principal's conference/Regional Days.
- Coaching Training-PBL
- Cleaners training
- Asset and electrical inspection
- Facilities
- Guaranteed and viable curriculum
- Effective Skills Classroom management
- FBA training
- Subscriptions

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.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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

GO

Sector:

Government

Non-government

SEARCH

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

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	93%	97%

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%.

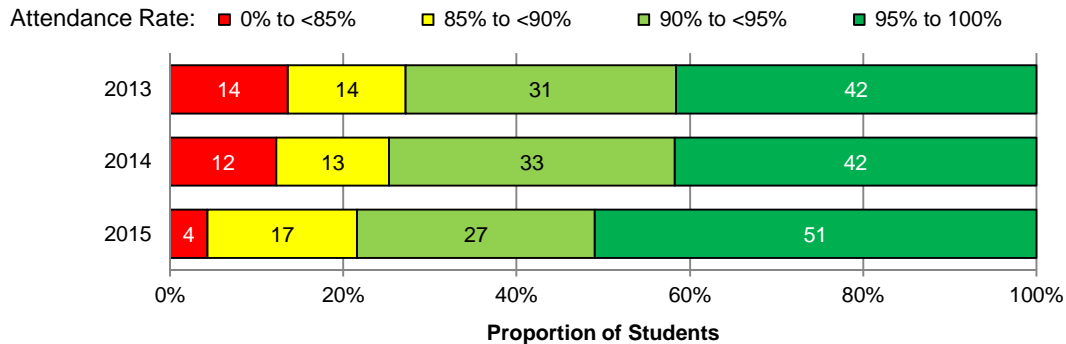
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	89%	92%	94%	92%	91%	92%	94%					
2014	92%	91%	93%	94%	93%	93%	92%	91%					
2015	94%	94%	94%	94%	95%	94%	96%						

*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.

Rolls are marked digitally twice a day.

When a pattern of lateness, early departures or absences become apparent, parents/carers are contacted for an explanation.

If students arrive after the first bell or leave before 3 p.m. their parents are required to sign them in/out at administration.

Each newsletter publishes class percentages of attendance.

Every five weeks students who have not been absent for this period are acknowledged at the weekly Parade.

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

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Government

Non-government

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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.