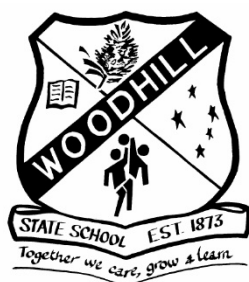


Woodhill State School

Queensland State School Reporting

2014 School Annual Report



Postal address	6027 Mount Lindesay Highway Woodhill 4285
Phone	(07) 5548 9222
Fax	(07) 5548 9200
Email	the.principal@woodhillss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Michelle Lucas

Principal's foreword

Introduction

This report outlines Woodhill State School's goals and aspirations from 2014 and our progress towards attaining them.

School progress towards its goals in 2014

Priorities from 2014	Achieved	Expected to be achieved in 2015
Maintain or improve the Year 3 achievement scores in Writing and Grammar and Punctuation.	Marginally improved also increase in Upper two bands	Continuation of improvement.
Improve the Year 3 achievement scores in Spelling and Numeracy to similar to or above the National Minimum Standard.	Yes	
Maintain or improve the Year 5 achievement scores in Reading.	We have more students in upper two bands	
Improve the Year 5 achievement scores in Writing, Spelling, Grammar and Punctuation and	Yes	

Numeracy to similar to or above the National Minimum Standard		
Continue to improve all areas in all grades to achieve the set targets to reach Decile 6 in the upper two bands.	Improving but not there	Continue in 2015
Continue the whole school improvement agenda across all grades in Reading, Writing and Numeracy.	Yes	
Establish and maintain Tier 2 in SWPBS	Yes	
Whole school and individual teachers' pedagogy.	Still some work to do.	Continued in 2015
Whole school and community well being.	Commenced	Established by the end of 2015
Maintain existing and create new partnerships with the community.	Developed.	Continuing to expand and consolidate.

Future outlook

Woodhill State School community plans the every student will either:

- *achieve the National Minimum Standard for literacy and numeracy for their year level;*
or
- *have an evidence-based plan, developed by the school, in place to address their specific learning needs.*
- Continue to improve the Year 3 achievement scores in Writing and Grammar and Punctuation and also increase % in Upper two bands.
- Maintain and improve the Year 3 achievement scores in Spelling and Numeracy to similar to or above the National Minimum Standard.
- Maintain or improve the Year 5 achievement scores in the upper two bands in Reading.
- Improve the Year 5 % of achievement scores in Writing, Spelling, Grammar and Punctuation and Numeracy to similar to or above the National Minimum Standard.

Priority Areas of Development (*Operational or organisational e.g. Behaviour, Pedagogy, Well-being, Partnerships*)

- Establish and maintain Tier 2 consistently across the school in PBL.
- Improve the Whole school and individual teachers' pedagogy.

- Streamline literacy blocks aligned with SER reading program
- Establish and maintain a staff wellbeing programme.
- Maintain existing and create new partnerships with the community.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	182	79	103	91%
2013	232	107	125	87%
2014	250	125	125	94%

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

Characteristics of the student body:

The majority of our students come from homes with two working parents. Many live on two to five acres in a semi-rural environment. Gradually, this is changing as more urban developments occur around the school. Our indigenous population is small with no ESL students at present. Many of our families have had generations attend the school. There is a strong community ambience about the school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	20	19
Year 4 – Year 7 Primary	18	17	16
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	11	18	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum offerings

Our distinctive curriculum offerings

- Dance Fever-offered annually
- Cluster Gifted and talented days.
- Class Plays.

Extra curricula activities

- Each year Woodhill hosts a Biloy cart derby fro the community. Many students and their parents/carers make their own billy cart to race down our hill. This is a well known event within the local community.
- We host an ujnder Eights Day for our local C and K as well as our own student and their families.
- School "rock" band.
- Each year, as a culmination event Woodhill hosts a commujnity Barbeque for our families where studetns are able to showcase man y examples of their efforts from throughout the year.

How Information and Communication Technologies are used to assist learning

Each class has five iPads for their use. These are used in Reading groups, as math's times and in LOTE. They are also used for individual learning programs. The school has an ICT lab where classes are timetabled to use the equipment. Our senior class has a class set of laptops. Use narrative to describe school strategies such as digital pedagogies.

Each class has an interactive whiteboard.

Students have access to the computer lab at second break.

Social Climate

Woodhill State School has a reputation amongst the community for being a "safe" and fair school that does not tolerate bullying. This is often the reason stated by parents/carers for wishing to enroll their child at our school. We are part of the Chaplaincy program and also offer parenting programs-run by our Guidance Officer, throughout the year.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	83%
this is a good school (S2035)	100%	95%	83%
their child likes being at this school* (S2001)	100%	100%	83%
their child feels safe at this school* (S2002)	96%	95%	83%
their child's learning needs are being met at this school* (S2003)	96%	86%	78%
their child is making good progress at this school* (S2004)	92%	95%	78%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	83%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	90%	72%
teachers at this school motivate their child to learn* (S2007)	100%	90%	56%
teachers at this school treat students fairly* (S2008)	100%	95%	67%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%	89%
this school works with them to support their child's learning* (S2010)	100%	90%	72%
this school takes parents' opinions seriously* (S2011)	91%	95%	61%
student behaviour is well managed at this school* (S2012)	100%	95%	67%
this school looks for ways to improve* (S2013)	100%	100%	83%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school is well maintained* (S2014)	100%	100%	83%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	87%	86%	96%
they like being at their school* (S2036)	96%	97%	94%
they feel safe at their school* (S2037)	96%	97%	94%
their teachers motivate them to learn* (S2038)	100%	97%	98%
their teachers expect them to do their best* (S2039)	91%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	98%
teachers treat students fairly at their school* (S2041)	87%	84%	85%
they can talk to their teachers about their concerns* (S2042)	83%	80%	89%
their school takes students' opinions seriously* (S2043)	91%	82%	87%
student behaviour is well managed at their school* (S2044)	91%	75%	85%
their school looks for ways to improve* (S2045)	96%	97%	94%
their school is well maintained* (S2046)	96%	89%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	89%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	95%
they feel that their school is a safe place in which to work (S2070)		100%	95%
they receive useful feedback about their work at their school (S2071)		94%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	95%
their school takes staff opinions seriously (S2076)		94%	95%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	95%

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

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents/carers are invited through parent/care information sessions and letters to assist in their or other student's classrooms throughout the year. Each term at least one classroom helper induction session is conducted. Communication is encouraged and maintained through newsletters, P and C Facebook page, sms messages, emails, letters and phone calls as well as incidental and organized meetings.

Reducing the school's environmental footprint

In 2013 the school introduced, through the student council, environmental warriors-who monitor the use of lights, air conditioners etc. They ensure that these are turned off when rooms are not in use and give out a weekly award to the class with the mosgt environmentally friendly use of electricity.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	39,761	0
2012-2013	51,213	0
2013-2014	44,077	0

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

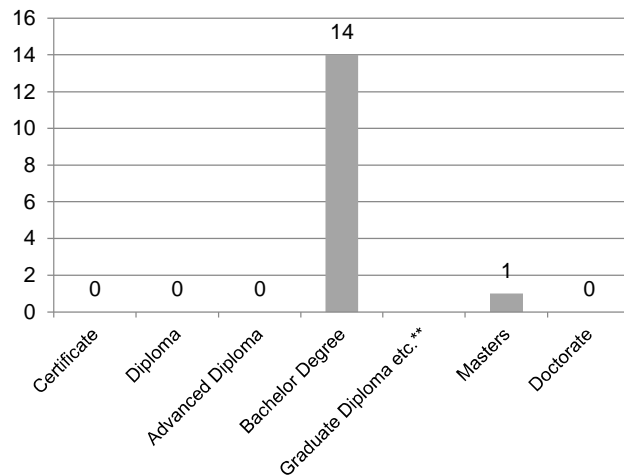
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	14	0
Full-time equivalents	15	8	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.**	
Masters	1
Doctorate	0
Total	15



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$7554.27

The major professional development initiatives are as follows:

- Effective classroom management strategies
- Moderation, mentoring and peer learning
- Coaching
- Dyslexia
- Non violent Crisis intervention
- Seven steps of Writing
- CPR
- SER reading program

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

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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 2014 school year.

School income broken down by funding source

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

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

Find a school

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%

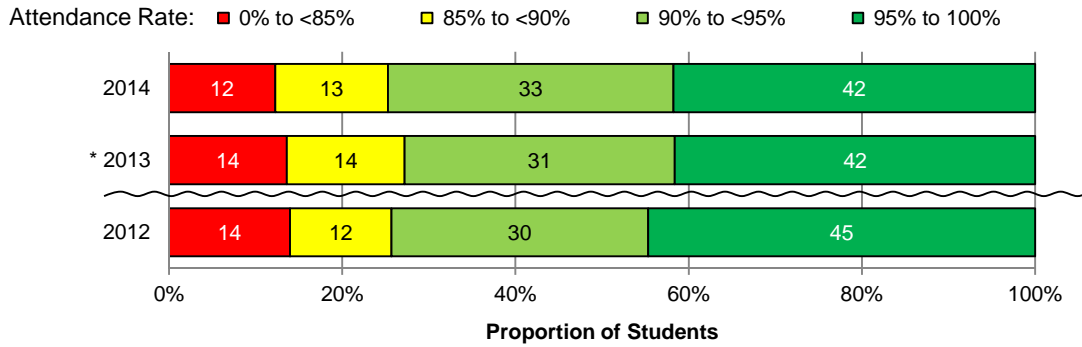
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	94%	93%	90%	94%	94%	90%					
2013	89%	92%	94%	92%	91%	92%	94%					
2014	91%	93%	94%	93%	93%	92%	91%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

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

Roll marking is completed through One School, as an online process and is monitored on a daily basis. Absences of three days or more are reported to the Principal and followed up with a phone call. Unexplained absences or identified “patterned” absences, are monitored twice per term a letter is sent home requesting a reason for these absences. Regular notification of attendance percentages are placed in the school newsletter. Public recognition of students who have attendance of more than 99% is completed on a five weekly basis.

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

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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

There is minimal difference between our indigenous and non-indigenous students in all areas. In most areas our indigenous students are outperforming our non-indigenous students.