

***Woodford State School
Today's Effort
Tomorrow's Success:
Every Student Succeeding***

ANNUAL REPORT 2016

Queensland State School Reporting

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

*Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training*



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Woodford Prep-10 State School is a semi-rural school situated on the north-west boundary of the Moreton Bay Regional Council. We cater for the educational needs of students from Prep to Year 10. We aspire to develop positive and productive community partnerships, fostered by mutual respect and understanding. Our school vision of 'Today's Effort Tomorrow's Success' epitomises the attributes of a lifelong learner; the notion that strong commitment to being the best person you can possibly be coupled with an effective relevant engaging curriculum will generate a culture of acceptance, achievement and success. The staff at our school are uncompromising in their pursuit of providing excellence in education which encompasses an engaging relevant curriculum that encourages all students to reach their maximum potential. As we embed the foundations of the 'Responsible Behaviour Plan for Students' into the ethos of our school community we expect our students to embrace the School Rules of 'be safe, be respectful, be responsible, be an active learner'. We believe these attributes will prepare your children for life's challenges.

Principal's Foreword

Introduction

In 2016 Woodford P-10 State School we have focussed on building a culture of high expectations for student achievement through the collaborative development of clear, compelling, aspirational targets and timelines to drive the work of leaders and teachers.

Literacy and Numeracy continue to be the number one focus at our school with an explicit improvement agenda emphasis on reading as we develop "The Woodford Way of Reading" We believe that reading is the future for our children and be an accomplished reader will give them life choices.

Reading is a huge part of literacy and a compelling argument for teaching and immersing your child in reading from "Visible Learning for Literacy" Fisher, Frey Hattie

- Literacy is among the major antidotes for poverty
- Literacy makes your life better
- Literate people have more choices in work and personal life, leading to greater freedom
- Literacy is great at teaching you how to think successively- that is making meaning one step at a time to then build a story
- Literacy soon becomes the currency of other learning.

Our attendance strategies embraces the notion that "Every Day Counts" which aligns with our belief that engagement in learning allows students choices in their future.

Our commitment to the "Positive Behaviour for Learning" has enabled our school to focus on the positive behaviours we wish to engender in all students who attend our school.

The staff at our school is uncompromising in their pursuit to provide excellence in education which encompasses an engaging relevant curriculum that encourages all students to reach their maximum potential and embark on their journey as lifelong learners.

Dedicated staff

Great students

Caring families

Supportive community

School Progress towards its goals in 2016

2016 Headline Indicators show improvement in Attendance, Literacy and Numeracy against the National Minimum Standards, Upper 2 Bands, Mean Scale Score, Relative Gain dimensions and achieving C or better in English, Maths and Science. When looking at the 8 domains of Attendance and Literacy and Numeracy Woodford P-10 State School has shown significant improvement in 6 of these areas.

Literacy and Numeracy at Woodford has continued to improve each year. Whilst the NAPLAN data remains on the improve we particularly celebrate the individual efforts of all of our students and celebrate their persistent commitment to their individual improvement. This is recognised in their relative gains data once they have sat year 3 and year 5 NAPALN. In 2016 short and long term NAPLAN Data Cycles demonstrate ongoing improvement.

Junior Secondary

100% of students have nominated that the transition of year seven students into the high school has been very successful. The students also nominated that having high school electives made working in the high school enjoyable.

Prepare for National Curriculum Adopt/Adapt C2C

We continue to align and embed the Australian Curriculum as Health and Physical Education, Technologies, Language and The Arts become targeted curriculum areas.

High Standards of Behaviour across the School: Woodford Prep-10 has continued to develop supportive school environment through the implementation of the Positive Behaviour for Learning Program. Our school recognises and regularly rewards positive behaviour ensuring students and families feel valued. Progress has been recognised through the School Opinion Survey responses 2016. The Responsible Behaviour Plan for Students document is reviewed regularly to ensure remain focussed on school progress and align with community expectations.

Future Outlook

Every Student Succeeding- *Today's Effort, Tomorrow's Success*

At our school in 2017 we are committed to building a culture of high expectations for student achievement through the collaborative development of clear, compelling, aspirational targets and timelines to drive the work of leaders and teachers.

Explicit Improvement Agenda for 2017:

Reading: 85% of students achieve a "C" grade or above (C = at age appropriate level)

Writing: 2016 NAPLAN Data capture demonstrating a marked improvement in NALAN Writing

Attendance to remain above 90%

NMS: **Yr3** 87%-94% **Yr5** 92-94% **Yr7** 100%-100% **Yr9** 75%-80%

U2B: **Yr3** 26%-30% **Yr5** 24%-30% **Yr7** 11%-15% **Yr9** 8%-15%

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 10
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	449	207	242	28	90%
2015*	410	185	225	27	88%
2016	386	177	209	35	88%

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

In 2016 enrolment continuity remains at 88%. This provides stability within the school and supports students in building positive relationships which truly enhances their opportunity to access a rigorous curriculum based education. Our student population is of a semi-rural nature as the access to city and surf becomes more attainable for families.

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	22	21	22
Year 4 – Year 7	19	23	24
Year 8 – Year 10	16	16	18
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Woodford Prep-10 offers all KLA's from Prep to Year 10

- Early Years Prep-2
- Middle Years 3-6
- Junior Secondary 7-9
- Senior Secondary 10

Students have an opportunity to experience various pathways in Year 10 - Vocational/Academic/Work/Certificate Courses Hospitality/Construction.

Woodford P-10 State School also run a Pre-Prep Program in term 2016 to support stress free transitions for students entering the school system from C&K, Good Start, Family Daycare and Home.

Co-curricular Activities

Under 8's Day Celebrations

Easter Bonnet

Parade Footsteps

Footsteps Dance Program

Woodford Town Library Excursions

Valley Championships- Netball Rugby League (Interschool)

Gala Day- Touch Football (Interschool)

Spelling and Maths Competitions (Interschool)

Commonwealth Bank Smart Start

Debating/Public Speaking (Interschool)

Student Council Fund Raisers

Fun Run

Koban Japanese Exchange Program (in operation for 20 years)

Edge Café-Student Run Café through Hospitality

QUT Caboolture & Gardens Point

Lego Robotics

NAIDOC Week Celebrations

X Factor (School community talent quest)

ANZAC Commemorations

Book Week Celebrations

Community Carols

Early Bird Breakfast Program – Stanley River Ecumenical Council

Sporting participation and successes (interschool, district, regional and state)



How Information and Communication Technologies are used to Assist Learning

Students at Woodford have access to two computer labs, Library technologies and classroom technology with the introduction of interactive whiteboards in all teaching spaces. Technology is used in our everyday teaching and learning programs complementing the introduction of Laptops and iPads. Teachers and students access digital technologies to teach, research, assess, communicate and work in group activities. Technology is viewed as an everyday life skill and our priority is to ensure students are not disadvantaged in an ever increasing technological world.

Social Climate

Overview

At Woodford Prep-10 State School we promote:

A supportive school environment – parent/carer information afternoons, parent/carer interview evenings and student led conferences are strongly supported with parent/carers commenting on the availability/approachability of our staff.

“Anti -Bullying Policy”: Every report is taken seriously and follow up action is paramount, in alignment with the expectations Responsible Behaviour Plan for Students.

Positive Behaviour for Learning Expectations: **Being Respectful, Being Responsible, Being Resilient Seeing Results.** School is safe- Students: 73% in 2014 to 90% in 2016 Parents: 81% 2014 to 86% 2016

Positive responses in behaviour is rewarded through our weekly school recognition certificates and end of term reward activities, letters and postcards home, emails.

In supporting our students and wider community we offer Guidance Officer Counselling, access to a School Nurse. Woodford P-10 has a very supportive and caring School Chaplain who offers support and pastoral care. Staff also offer social lunchtime activities such as beading, Lego, craft, sport and technology. Supporting girls in year 10 was first introduced in 2015 was again a great success in 2017.

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)	88%	86%	90%
this is a good school (S2035)	94%	90%	90%
their child likes being at this school* (S2001)	81%	95%	86%
their child feels safe at this school* (S2002)	81%	95%	86%
their child's learning needs are being met at this school* (S2003)	75%	86%	86%
their child is making good progress at this school* (S2004)	75%	95%	86%
teachers at this school expect their child to do his or her best* (S2005)	88%	90%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	85%	86%
teachers at this school motivate their child to learn* (S2007)	88%	81%	90%
teachers at this school treat students fairly* (S2008)	60%	90%	86%
they can talk to their child's teachers about their concerns* (S2009)	88%	90%	95%
this school works with them to support their child's learning* (S2010)	94%	86%	95%
this school takes parents' opinions seriously* (S2011)	94%	90%	95%
student behaviour is well managed at this school* (S2012)	81%	62%	76%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school looks for ways to improve* (S2013)	80%	90%	95%
this school is well maintained* (S2014)	88%	100%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	87%	92%	92%
they like being at their school* (S2036)	82%	83%	87%
they feel safe at their school* (S2037)	73%	84%	90%
their teachers motivate them to learn* (S2038)	88%	93%	95%
their teachers expect them to do their best* (S2039)	96%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	89%	88%
teachers treat students fairly at their school* (S2041)	73%	80%	84%
they can talk to their teachers about their concerns* (S2042)	78%	82%	89%
their school takes students' opinions seriously* (S2043)	74%	84%	81%
student behaviour is well managed at their school* (S2044)	61%	71%	72%
their school looks for ways to improve* (S2045)	85%	91%	90%
their school is well maintained* (S2046)	77%	83%	87%
their school gives them opportunities to do interesting things* (S2047)	78%	91%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	97%
they feel that their school is a safe place in which to work (S2070)	97%	97%	97%
they receive useful feedback about their work at their school (S2071)	94%	100%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	82%	86%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	83%	93%	91%
staff are well supported at their school (S2075)	91%	100%	94%
their school takes staff opinions seriously (S2076)	94%	97%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	94%
their school gives them opportunities to do interesting things (S2079)	94%	97%	91%

* 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

At Woodford parents are always welcome to visit classrooms and meet with staff including members of administration and support staff.

Many classrooms have parents who support programs e.g. reading groups, book exchange.

Each year we hold a "Parent Information Evening" where the P & C run a welcome sausage sizzles.

Under 8's Day celebrations are always a huge family day along with classroom celebrations when sharing student/classroom achievements.

Our hospitality program is widely supported by families and community when they run picnic and dining events.

Throughout 2016 parents were invited to take part in "Sounds to Letters" and Support-a Maths Learner/Reader workshops to help them cope with the changing educational environment.

We find the involvement of parents and the community at our school, value ads, giving our students the opportunity to feel what it is to be part of caring and nurturing community.

The Woodford Prep-10 P&C is supportive of the school and our great tuckshop conveners with their community helpers provide great food to fuel the wellbeing of our students and staff.

Community invite our school to participate in Lion's Junior Citizen, ANZAC Day and other commemorative ceremonies, Woodford Show and Local Moreton Bay Regional Council Activities.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	162	51	30
Long Suspensions – 6 to 20 days	4	3	1
Exclusions	2	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

Woodford is steadily working towards a sustainable future with the use of grey water, placements of tanks, a dam, planting of native flora to conserve water as well as shade buildings, cooling rooms with blinds/tinted windows and the introduction of solar panels. Recycling is an initiative we will investigate in 2017.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	80,746	0
2014-2015	131,436	
2015-2016	157,077	

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.

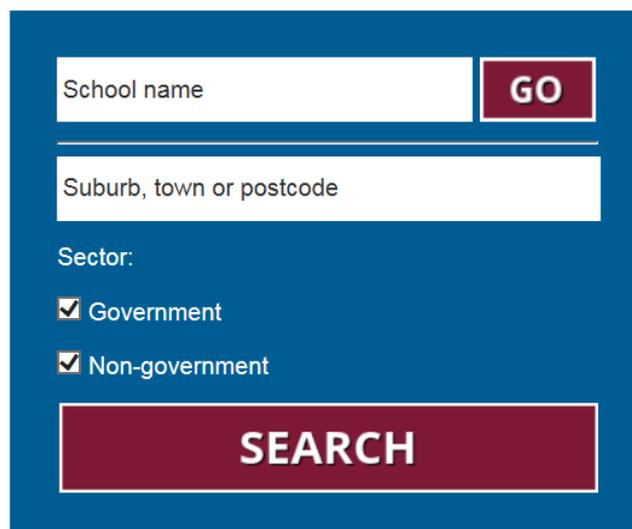
School Funding

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.

Find a school



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	42	31	<5
Full-time Equivalent	36	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	4
Bachelor degree	29
Diploma	1
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$27,224

The major professional development initiatives are as follows:

In 2016 staff engaged extensively with the Literacy Coach, Head of Curriculum and Head of Department in an intensive Professional Development around guided reading and unpacking the literacy components in the curriculum.

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.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016

Performance of Our Students

Key Student Outcomes

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).	88%	89%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	86%	91%

*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 P-10/P-12 schools was 90%.

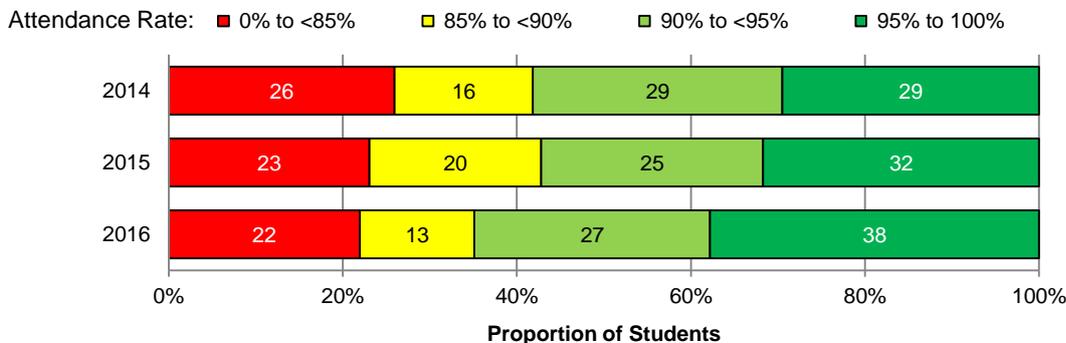
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	91%	90%	89%	91%	89%	87%	90%	87%	77%	83%		
2015	92%	91%	92%	92%	91%	91%	89%	86%	90%	86%	83%		
2016	91%	93%	93%	93%	91%	89%	92%	87%	82%	92%	88%		

*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.

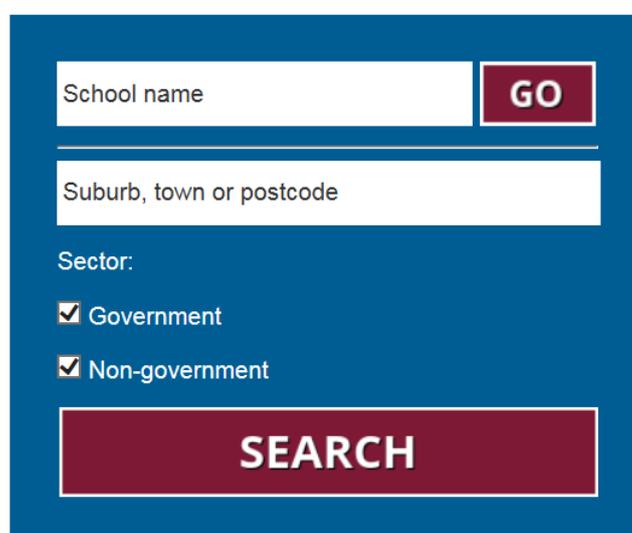
At Woodford P-10 we support the “Every Day Counts” strategy as one day missed is a day that will need to be caught up. We are committed to education for all and follow up with general enquiries when students are absent and not explained. Our greatest concern is students who have had large absences as these gaps in teaching and learning will have a detrimental effect on student outcomes. Primary rolls are marked in the mornings and afternoons to ensure students are adequately tracked whilst at school. Secondary rolls are marked at the beginning of every lesson. Woodford P-10 State School moved to same day notifications students who have unexplained absences. Classes monitor student attendance and students receive recognition for outstanding attendance.

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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