



# Woodridge North State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



## Contact Information

Postal address:	PO Box 881 Woodridge 4114
Phone:	(07) 3380 6333
Fax:	(07) 3380 6300
Email:	principal@woodnortss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Mr Michael McMahon - Principal

# School Overview

We are proud of the rich cultural diversity of our school community. We are proud of our highly dedicated staff and of our students, who have wide recognition from secondary schools regarding their behaviour and learning commitment. We are proud of our parents and helpers who give of their time to support additional services for the students. We work in partnership with individuals and groups both within and beyond the school, to provide the best possible learning opportunities for our students. We have high expectations of both staff and students and believe that every child can learn successfully. Staff regularly upgrade their knowledge and skills to ensure high standards. We believe in leadership density, so that the skills of those in the school community are able to contribute to the quality of teaching and learning. Our HOC, Master Teacher and our Support Teacher for Literacy and Numeracy, work with teachers to maintain and improve the quality of services being provided for students. Our specialist teachers extend the huge talent we already have in our school in music and the visual and performing arts. Many students excel in a range of sporting activities and the Sports Excellence program provides additional opportunities for students in sporting fields. We have a Kindergarten on our school site and play groups and club activities operate during the week. Our early childhood initiatives and our Community Hub are providing links between home and school for parents and children from birth to school age. We have links to universities and secondary schools which help in providing programs that help students move successfully from primary to secondary education. Our rules are: Be Safe, Be Respectful, Be Responsible and Be a Learner; we explicitly teach skills for developing social-emotional well-being and positive behaviour for learning. At Woodridge North we strive to excel.

## Principal's Forward

### Introduction

This report provides a snapshot of our school during 2016. It includes:

- The priority areas outlined in the Annual Improvement Plan (AIP) for 2016 which were aligned with regional priorities.
- Progress towards the goals outlined in the 2016 AIP and in the Four Year Strategic Plan 2014-2017.
- Our future outlook: supported by audit recommendations, school data profile, school opinion survey and internal school data.
- What has made our school unique in 2016.

### School Progress towards its goals in 2016

In 2016 the school had the priority areas of: Literacy and Numeracy, Attendance and Early Childhood. Evidence of progress in these areas can be explored in the following table:

	Strategies	Results
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Connecting data identified students with high yield, high order thinking strategies</li> <li>• Continue to embed Reading program</li> <li>• Implement Read, Write Inc.: a systematic phonics program (including intervention)</li> <li>• Implement a new Writing program – supported by current research and QUT Action Research P-3 Project</li> <li>• Engage with professional development providers to model and coach key teachers and establish Writing Leaders (and Seven Steps Coaches)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase from 2015 to 2016 in Year 3 U2Bs Reading (19.0 to 23.4), Writing (10.5 to 32.3), Spelling (22.8 to 43.9) and Grammar and Punctuation (14.0 to 25.8).</li> <li>• Increase from 2015 to 2016 in Year 5 U2Bs Reading (8.5 to 14.8), Writing (4.3 to 6.6) and Grammar and Punctuation (12.8 to 16.4).</li> <li>• Increase from 2015 to 2016 in Year 3 National Minimum Standard for Reading (91.4 to 96.9), Writing (91.2 to 98.5) and Grammar and Punctuation (91.2 to 93.9).</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Connecting data identified students with high yield, high order thinking strategies</li> <li>• Continue to embed Maths program</li> <li>• Master Teacher, supported by Choose Maths, to build leadership density around Numeracy through coaching and modelling</li> <li>• Engage Fly-in-Squad for differentiated instruction and intervention informed by data</li> </ul>	<ul style="list-style-type: none"> <li>• Increase from 2015 to 2016 in Year 3 U2Bs Numeracy (10.5 to 17.5).</li> <li>• Increase from 2015 to 2016 in Year 5 U2Bs Numeracy (8.7 to 10.0).</li> <li>• Increase from 2015 to 2016 in Year 3 National Minimum Standard for Numeracy (93.0 to 95.3).</li> </ul>

	capture tools	
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Embed intentional engagement and marketing strategies to build connections with school community around the attendance target of 95%</li> <li>• Establish Rising Stars: a mentor system for key students with identifiable absence concerns via OneSchool</li> <li>• Frequently acknowledge and celebrate high attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing attendance rate from 2014 to 2016 (91.4% to 91.7%).</li> <li>• Decreasing rate of students with attendance below 85% from 2014 to 2016 (22.7% to 19.1%).</li> <li>• Significant reduction in short term suspension incidents from 2014 to 2016 (94 days to 73 days).</li> </ul>
<b>Early Childhood</b>	<ul style="list-style-type: none"> <li>• Establish the Woodridge Early Childhood Educators Network</li> <li>• Accessing Abecedarian Approach training</li> <li>• Community Hub to provide onsite services and referral assistance to support the health and well-being of pre-school aged children and their families</li> <li>• Employ additional Speech Language Therapist hours to support PrepStart and early intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Increased referrals to external medical/health agencies.</li> </ul>

## Future Outlook

After a review of the 2016 AIP and relevant data sets, Woodridge North State School has narrowed its improvement agenda. The improvement priorities for 2017 will be on:

### ***Literacy and Numeracy***

The school will continue to focus on maintaining and refining the existing programs for Reading, Writing and Numeracy from 2016. Like previous years, our HOC, Master Teacher and curriculum leaders, in hand with the additional allocation in release time to run PLTs, will be key in building capacity and leadership density as well as quality assuring school wide practices.

### ***Attendance***

The school will continue to focus on maintaining and refining the existing intentional engagement and marketing strategies from 2016. The school will collaborate with the school community, including the student body, to explore areas of opportunity to make more meaningful connections and to deliver a clearer message that *every day counts*.

### ***Transitions***

Early years transition support will continue to operate out of the Community Hub and the WECEN with the aim of growing the number of families engaging with (and being supported by) these services. The school will create productive partnerships externally and locally to increase the connectedness between primary and high school systems and improve our approach.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	520	249	271	56	92%
<b>2015*</b>	500	250	250	53	91%
<b>2016</b>	518	250	268	59	91%

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

Woodridge North State School has a culturally diverse student population. In 2016 this was reflected not only in the 11% of students identifying as either Aboriginal and/or Torres Strait Islander, but also by the 51% of students from a language background other than English. Our school is situated in a district which has a significant number of families from low socio-economic backgrounds; the 2016 ICSEA rating was 913 with an over representation in the bottom quartile at 61%.

### 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	25	23	23
Year 4 – Year 7	28	28	27
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Whole school programs for prioritized areas which provide data and research informed, consistent practices.
- Professional Learning Teams – teachers collaborate to inform the teaching and learning cycle for the purpose of improving student outcomes.
- Fly-In-Squads – a strategic, coordinated and targeted literacy and numeracy approach involving the classroom teacher, a curriculum leader and teacher aide.
- School Wide Positive Behaviour / Positive Behaviour for Learning – a whole school approach to explicitly teaching productive and positive behaviours to support classroom learning.
- PrepStart – an oral language development program for students in the Early Years.
- Read, Write Inc. – a phonemic awareness program contextualized across Prep to Year 3 (whole class and intervention).
- Specialist staff, that includes a HOSES, deliver expert curriculum support for our students with disabilities (28.3% of the school population receiving adjustments) as well as experienced staff providing for those students with EAL/D needs.
- Other recognizable approaches to curriculum delivery include the one-to-one laptop program across Years 4 – 6, an onsite Kindergarten, community playgroups, and pre-Prep program through the Community Hub.

### Co-curricular Activities

- Sports Excellence
- Instrumental Music
- School Choirs
- Math Club
- Arts Club
- Homework Club
- Cultural activities, including those showcased during Harmony Day, Multicultural Day and NAIDOC Week
- School Council

### How Information and Communication Technologies are used to Assist Learning

Every teaching room has connectivity to the internet and the network via cable and wireless. Every classroom teacher has an interactive whiteboard, interactive media panel or smart TV to enhance teaching and learning. The school has an above average ratio of computers to students; our laptop classes span across Year 4 – 6. Increasing use is being made of a range of ICTs including iPads, additional laptops and online programs.

More broadly the school utilizes social media platforms, electronic notice boards and SMS texting to manage attendance, disseminate information and enhance communication. ICTs are increasingly used to support reflective practice and showcase aspects of whole school priorities in staff meetings.

## Social Climate

### Overview

Woodridge North State School prioritises time and resources in the first and middle sessions of the day to deliver focused literacy and numeracy blocks. The school encourages transparency and an open dialogue with parents and caregivers, however formal parent – teacher interviews are set for terms 1 & 3 as they are off-set against the reporting periods in terms 2 & 4.

The school consistently achieves very high ratings for audits relating to the implementation of PBL: 98.6% in 2015 and 98.2% in 2016. Our committee approach to PLB involves a broad cross-section of school community tiers and representatives, all collaborating in the decision-making process to inform responses to data-informed concerns. Strong, safe and supportive relationships are also fostered by a Guidance Officer, School Chaplain / Youth Support Worker and Community Hub.

A growing presence within the community is strengthened by our Parents and Citizens Committee actively supporting school-based events as well as volunteers at the PCYC Breakfast Club and Tuckshop. The school hall also hosts community events such as Citizenship Ceremonies and Electoral Commission polling stations.

## 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)	87%	96%	83%
this is a good school (S2035)	92%	96%	83%
their child likes being at this school* (S2001)	97%	98%	94%
their child feels safe at this school* (S2002)	97%	98%	83%
their child's learning needs are being met at this school* (S2003)	90%	96%	100%
their child is making good progress at this school* (S2004)	90%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	95%	94%
teachers at this school motivate their child to learn* (S2007)	90%	95%	100%
teachers at this school treat students fairly* (S2008)	87%	91%	100%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	100%
this school works with them to support their child's learning* (S2010)	87%	96%	100%
this school takes parents' opinions seriously* (S2011)	81%	93%	88%
student behaviour is well managed at this school* (S2012)	95%	93%	82%
this school looks for ways to improve* (S2013)	95%	96%	78%
this school is well maintained* (S2014)	95%	98%	78%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	96%	91%
they like being at their school* (S2036)	96%	97%	97%
they feel safe at their school* (S2037)	93%	91%	90%
their teachers motivate them to learn* (S2038)	98%	97%	98%
their teachers expect them to do their best* (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	95%
teachers treat students fairly at their school* (S2041)	94%	91%	87%
they can talk to their teachers about their concerns* (S2042)	91%	88%	91%
their school takes students' opinions seriously* (S2043)	91%	94%	90%
student behaviour is well managed at their school* (S2044)	91%	86%	76%
their school looks for ways to improve* (S2045)	100%	99%	96%
their school is well maintained* (S2046)	100%	97%	91%
their school gives them opportunities to do interesting things* (S2047)	94%	98%	90%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	92%	96%
they feel that their school is a safe place in which to work (S2070)	98%	94%	93%
they receive useful feedback about their work at their school (S2071)	93%	90%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	87%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	94%
students are treated fairly at their school (S2073)	98%	100%	91%
student behaviour is well managed at their school (S2074)	98%	92%	87%
staff are well supported at their school (S2075)	93%	90%	96%
their school takes staff opinions seriously (S2076)	95%	90%	92%
their school looks for ways to improve (S2077)	100%	96%	98%
their school is well maintained (S2078)	91%	86%	81%
their school gives them opportunities to do interesting things (S2079)	93%	90%	93%

\* 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

Woodridge North State School works collaboratively with families and the community to support the needs of all students. Forums for involvement include the P&C, Community Hub, School Opinion Survey, school-based surveys, special events such as Maths Night, transition events, as well as electronic forums.

Parent consultation is also sought to support teaching and learning processes tied to ICPs, IEPs, IBSPs, re-entries and temporary attendance agreements. Student progress, behaviour, health and well-being have also been linked with home visits to ensure engagement is supportive and timely.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our response to harm or abuse, likely harm or abuse, or students at risk of harm or abuse is consistent with the Student Protection Procedure and those actions recommended in the Queensland Child Protection Guide. This includes but is not limited to reporting concerns to the Ethical Standards Unit when relating to staff.

## 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	94	81	73
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	1	2	1
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





In 2016, staff and students were encouraged to make environmentally-minded decisions in terms of their electricity, paper and water use within the school. The installation of water tanks and solar panels continues to provide more sustainable usage of resources. Our environmental footprint indicators continue to reduce.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	112,109	2,941
2014-2015	90,914	1,655
2015-2016	83,147	1,325

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

Sector:

Government

Non-government

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	43	36	<5
Full-time Equivalents	37	21	<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.**	13
Bachelor degree	27
Diploma	0
Certificate	1

\*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 \$23,381.69 ex gst.

The major professional development initiatives are as follows:

- Read, Write Inc.
- PLT release
- PrepStart
- AUSLAN
- Beginning Teachers
- Seven Steps
- Coaching release

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.	94%	95%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% 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).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	90%	88%

\*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 Primary schools was 93%.

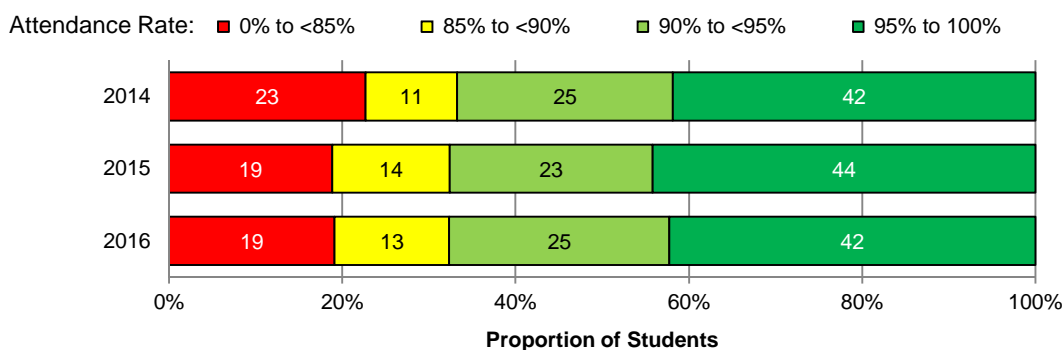
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	89%	91%	91%	93%	94%	91%	93%					
2015	91%	92%	91%	93%	93%	93%	93%						
2016	92%	90%	91%	92%	93%	92%	94%						

\*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 Woodridge North State School attendance requirements and expectations are outlined on enrolment and throughout the year during formal and informal communications with all parents and caregivers. We believe in the evidence that correlates higher rates of attendance with higher rates of improvement in terms of positive school outcomes. Our processes in terms of managing and addressing attendance include:

- Marking OneSchool rolls twice daily (providing paper copies to TRS when required).
- Assigning a staff member to run attendance reports daily (AM) to identify absences and report and notify on the same day using an electronic notice system (SMS/phone).
- Applying the Departmental “5 Step Approach” – Develop a positive school culture, Communicate high expectations of attendance, Record and follow-up student absences, Monitor student non-attendance, and Provide intervention and support, as well as in some instances executing home visits where contact by a parent cannot be obtained.
- Notification when student attendance is less than 95%.
- Notification when there are three or more absences.
- Engagement of internal and external attendance support personnel.
- Execution of Managed/Compulsory Attendance processes.

Proactively, the school encourages, acknowledges and rewards high attendance habits on a frequent basis. Strategies include:

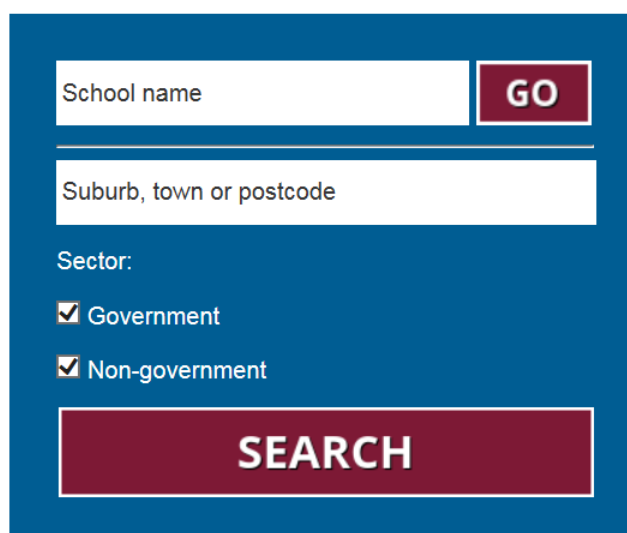
- 100% attendance certificates at the end of each term.
- Awarding a trophy on a weekly basis across classes from Prep to Year 6 for the highest and most improved attendance rates (Term 2 & 4).
- Rewarding classes with the highest attendance with a classes experience (Term 1 & 3).

## 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/>.

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.

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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.