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## Principal's foreword

### Introduction

Woodridge North State School has a strong commitment to quality schooling. This is being articulated through a curriculum framework that incorporates productive pedagogies, valued education, responsible thinking and behaviour, the use of microskills in the classroom and the development of students as life long learners. This is being achieved through whole of school programs which have been outlined in documents such as the school Literacy, Numeracy, Intervention, Lifeskills, Early Phase and Middle Phase of Learning Action Plans. Collaborative planning of work units aligned with the Queensland Curriculum, Assessment & Reporting Framework, ensure work units are attuned to student and community needs and interests and provide curriculum relevance and accountability. The school Strategic Plan and the Annual Operational Plans provide continuity and cohesion across school operations.

Because of our social and cultural diversity, our school links into additional funding sources where possible to support student learning programs. Funding was accessed for a Living in Harmony project with Year 5 students which culminated in the production of a Multicultural Magazine. We also celebrate our diversity through special events such as Harmony, Multicultural and NAIDOC Days. Intercultural Investigations enable more in depth study of a range of modern and historical cultures. Parent support for special events is very high.

We had students arriving from Tonga, Tokelau, the Cook Islands, Samoa and our neighbour, New Zealand. We also had additional refugee families from Thailand and Africa, some of whom had had very little schooling before coming to Australia. By the end of 2008, they were an enthusiastic part of our culturally diverse population. It is this diversity that makes our school such an interesting and vital learning context.

The Literacy and Numeracy Enrichment Program, which is being funded through the Indigenous Parent School Partnership Initiative and the District Office, continues to receive very positive feedback from a wide range of community groups. The program coordinators have linked the program to many other Indigenous and community early childhood groups and programs. Participating parents are undertaking TAFE courses and some are now training as teachers and/or have obtained work as teacher aides in their school communities. Improved results for Indigenous students are now being achieved in standardised and systemic tests. There is a key focus on early childhood through playgroups and resource centres which allow parents to borrow items for home use. Parents are taught how to maximise the use of these resources interactively with their children. The project was presented by the original coordinator at the World Indigenous People's Conference held in Melbourne in December. It is seen as being a lighthouse project in terms of early childhood initiatives.

Further support of diverse learning needs is provided by the Special Education Program (SEP). We currently have 39 students with disabilities who are included in class groups from Prep to Year 7. All students access the school curriculum including appropriate essential learnings. Small group and individual support in the classroom and alternative settings assist the students to meet individual educational goals. We had great parent attendance at an afternoon tea displaying student work and parents joined their children to participate in learning activities. Community access excursions have exposed students to a range of transport, community and disability services. The specialist staff of the SEP work closely with EQ therapists and other community groups such as Cerebral Palsy Qld and CYMHS to provide appropriate support and adjustments to fulfil the needs of each child.

Our school has a very active Student Council which is elected by students, teachers and administrators. Students who nominate have to go through a merit selection process including a written application with specific criteria, a public address at a school parade and an interview if shortlisted. The Student Council includes 8 Year 7 students elected at the end of Year 6 to fill the School Captains, Cultural Captains and Student Council roles. One Year 6 student is elected from each Year 6 class to be part of the Student Council. The Council runs school discos, sports competitions, Red Faces and other special activities. A meeting is held once a week and members each have one or two classes to whom they report and request information.

In Year 6, up to 24 students can choose to commit to being trained as playground leaders who take P-3 students for games in the lunch breaks. They have an intensive 8 hour training period and then on-going meetings after school each Wednesday to develop their skills as leaders and role models.

The Health & Physical Education Program incorporated the essential learnings into the weekly lessons. Prep to Year 3 children participated in a Perceptual Motor Development Program. Year 4-7 engaged in Inter and Intra School Sports Programs, Lunchtime Sporting Competitions, Teacher V Student Games and Sports Development Officer run clinics. The school fielded 20 interschool teams across Logan District Netball, Rugby League and Softball Competitions. Seven of these teams were Premiers in their respective competition. The school was also represented at the Logan District Athletics and Cross Country Carnivals. Over 75 students had the opportunity to trial for representative teams with 31 children selected in Logan District teams and 3 children selected in Metropolitan East teams.

During 2008, the school library spent \$12000 providing up-to-date resources for the school community. This money was spent in consultation with teachers and program leaders to ensure target areas were being provided for. The library also provided on-going lunch time supervision throughout the school year, providing various activities and competitions for students. The students also have access to a bank of computers during school and lunch times to complete school related tasks or play educational games. The library provided access to recreational and academic resources for students to borrow. Second hand book sales provided funds for further purchases. Book Week was celebrated through a range of literacy activities and a dress-up parade.

The school participated in a range of competitions throughout the year including maths, science, spelling, reading, writing and computer with a number of students performing exceptionally well. All classes participated in a range of excursions and performances. KITE Theatre, through QPAC, provided artists who worked with a class of Year 3 students to produce a performance which played at the Performance Arts Centre at South Bank. Logan City Council supported this by providing funding for transport costs.

As in other years, 2008 was an extremely busy year for the musical students at the school. They had the opportunity to perform as part of a number of different ensembles. Our choirs rehearsed twice a week to produce entertaining performances at special events. The ANZAC day service saw the combined Competition and School Choirs perform. Harmony Day saw the school Recorder Ensemble perform at ceremonies held on the day. Our instrumental program continues to grow as our highest achieving students have the opportunity to extend their knowledge through study of specific instruments.

Continuing support has been provided to the school by Facilities Branch to undertake maintenance projects at the school which are beyond the minor works budget to provide. The major project this year was the resurfacing of the administration car park and the hand ball courts between Blocks C and D.

## Future outlook

The Focus Areas identified for 2009 included the learning, school and workforce dimensions listed below.

**Learning Dimension:** Develop inclusive curriculum in a learning community setting. Improve literacy and numeracy across the school. Develop an evidence based approach to school improvement. Embed QCAR. Develop strategies to improve school attendance rates. Provide mobility support services to reduce or support movement between schools. Develop use of ICT across the curriculum.

**School Dimension:** Develop school wide positive behaviour support strategies and systems. Extend partnerships with parents and the wider community including school marketing strategies. Enhance standard of grounds, buildings and other facilities. Enhance teaching and learning resources. Upgrade ICT equipment and resources.

**Workforce Dimension:** Increase leadership density with the school community (staff, students, parents). Encourage participation in innovative projects. Improve staff morale and ensure access to and participation in professional development activities that enhance school operations.

## Our school at a glance

### School Profile

Total student enrolments for this school: 572.

Year levels offered at this school are: Prep to Year 7.

This is a coeducational school.

### Curriculum offerings

#### Our distinctive curriculum offerings

- Early Literacy Foundations (ELF Program) to provide support for culturally diverse population
- Indigenous early childhood literacy and numeracy birth to five project which has been widely acknowledged
- Special Education Unit that caters for students with disabilities in general classroom contexts
- Gifted & Talented extension programs
- Instrumental Music programs and student choirs
- Intercultural Investigations, cultural games programs, multicultural celebrations
- Home work centre to support school learning programs
- Social, emotional learning programs including Student Counseling services, Enlighten Education and the Odyssey Programs for Year 6/7 students.
- Use of positive behaviour support including You Can Do It and Responsible Thinking Processes to enhance students' abilities to become independent, life-long learners.

#### Extra curricula activities

- Project clubs and lunch time activity programs to enable students to build on current interests and skills and to acquire new skills.
- Work related excursions, incursions and camps to broaden and extend students' learning experiences.
- Student Leadership Programs to develop leadership qualities, responsibility taking and access by younger students to good role models.
- Breakfast program to enhance health and well-being.
- Partnerships with range of external organisations and groups to enhance learning opportunities for students, eg. scholarships, early identification of needs and abilities.

#### How computers are used to assist learning

- On-going acquisition of interactive whiteboards with associated training for teachers and students.
- Computer laboratory for skill development and bank of computers in library for research.
- Computers in classrooms for day to day curriculum use.
- Acquisition of programs and resources across key learning areas.
- Employment of technical contractor to maintain and support school network. Release of ICT teacher 0.2.
- Establishment of staff bulletin to ensure teachers have awareness of a range of curriculum offerings.
- Use of computers by students for power point displays and for lunch time activities.
- Use of computer laboratory for TAFE Certificate courses.
- Use of stand alone computers for instrumental music programs.
- Use of laptops by teachers for planning, reporting, etc.

## Our school at a glance

### Social climate

The school is seen as being very supportive of its culturally diverse population. Partnerships with and linkages to early education and care facilities support the early identification of children with special needs. Reports from visitors to the school and from parents enrolling students at the school, indicate that this school has a good reputation in the wider community.

This school is also acknowledged for the quality of programs being provided for students with disabilities. On several occasions, students have been brought to this school because of the effectiveness of the unit and the staff commitment to these students.

Our student leaders take a very active role in the organisation and facilitation of special events both within and outside the school, eg. ANZAC Day ceremonies.

The participation rate of parents in special events at the school is very high. Attendance of parents at sporting events is particularly high. Parents with Indigenous students make extensive use of the Indigenous resource centre and many students attend the weekly homework centre. Parents are very appreciative of the two play groups which are provided at the school.

Our school is fortunate in being supported by a number of external agencies. One of the play groups is run by Save the Children. The YMCA provides the breakfast program three days a week. The Smith Family provides scholarships to support some students throughout their schooling and into university. QPAC funds the KITE Program, working with Year 3 students each year to produce a show which is performed at the Performing Arts Centre. Counselling is provided for students by Youth & Family Services through chaplaincy funding and through the school-based Guidance Officer.

Parent training programs such as Support a Talker are provided by the school and Certificate 3 and 4 courses are provided at the school through South Bank TAFE. Several parents who have undertaken Certificate courses have since obtained jobs as teacher aides and three are training as teachers.

Parents and students in general, feel that they are treated fairly at this school and feel comfortable speaking about their concerns or suggestions with staff members. Our P&C Association has a group of highly dedicated members who undertake a range of fund-raising activities to support learning programs.

The School Tuckshop and Uniform Book Shop operate daily and students are provided with a wide variety of healthy choice options for both lunch breaks. The Tuckshop also does catering for most of the special events and professional development activities which occur at the school.

Our Performance Centre is used on a daily basis for a wide variety of activities. It is also used at times by other education or community groups for specific purposes, including keyboard lessons.

### Involving parents in their child's education.

In addition to previously mentioned parent school partnership initiatives, P&C Association functions and parent/teacher interviews, meetings are held with various cultural groups to gain additional input into the goals parents have for their children and to identify ways in which school and home can work together.

Surveys and checklists are used sometimes to elicit information. When these are translated into the first language of ESL families, the response is better. Community Liaison Officers are also used to contact parents with communications and/or to attend meetings between parents and school staff.

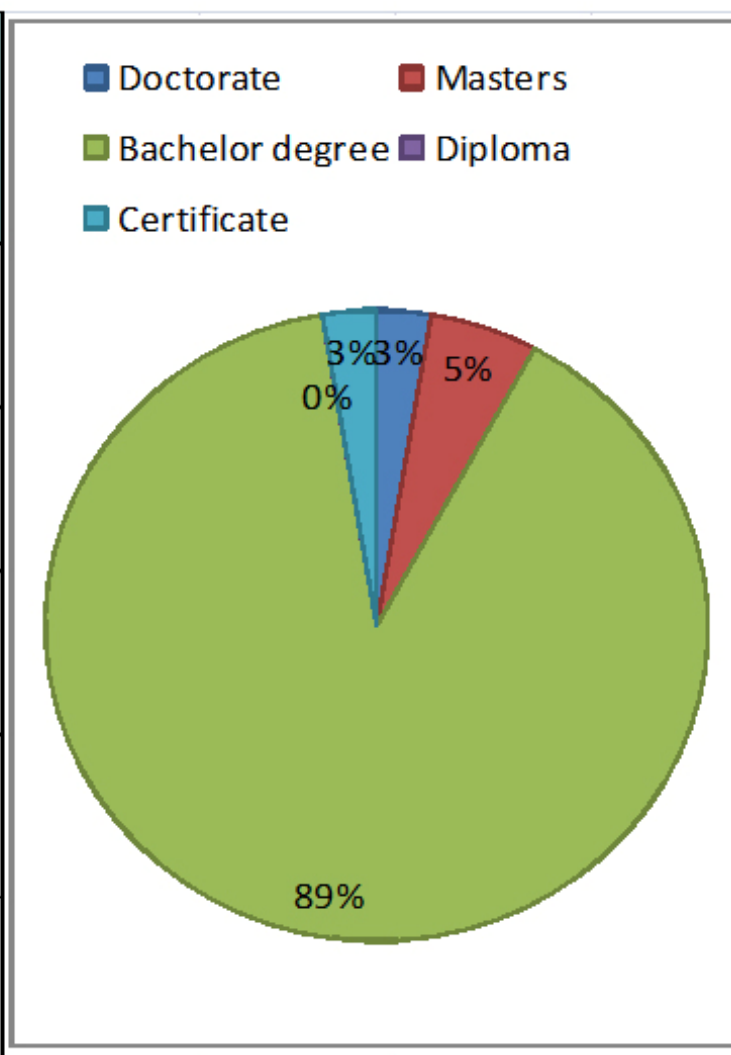
Newsletters are sent home fortnightly to ensure parents are aware of what is happening in the school. Teachers also send home information notices and some utilise communication books.

The Triennial School Review and the annual School Opinion Surveys are key tools for gaining data about and input into school operations. See also evolving website [www.woodnortss.eq.edu.au](http://www.woodnortss.eq.edu.au)

Parents are provided with school reports, systemic test results and invited to take up the offer of an individual interview with their child/ren's teacher/s.

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate                   | 1   |
| Masters                     | 2   |
| Bachelor degree             | 34  |
| Diploma                     | 0   |
| Certificate                 | 1   |



## Our staff profile

Of the 34 Bachelor Degree teachers, 14 of these also have one or more Post-Graduate Diplomas in a variety of relevant areas and several hold more than one Bachelor Degrees.

### Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$24297 (from LTRC, WPRO and WSPE).
- The major professional development initiatives are as follows:
- Social/Emotional Learning;
- Learning about Disabilities;
- Literacy & Numeracy;
- Aspiring Leaders;
- Beginning Teachers;
- Class Management; Finance;
- First Aid; Health & Well Being;
- Technology;
- School Marketing
- (see also RIS/School/2008/Professional Development)
- The involvement of the teaching staff in professional development activities during 2008 was 91%.

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

### Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 93% of staff were retained by the school for the entire 2008 school year.

## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2008 was 91%.

### Key outcomes

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.

| Domain                  | Measures   | Yr 3  | Yr 5  | Yr 7  |
|-------------------------|--|-------|-------|-------|
| Reading                 | Average score for the school   | 322   | 426   | 479   |
|                         | Average score for Queensland   | 371.1 | 466.1 | 528.1 |
|                         | For the school the percentage of students at or above the national minimum standard. | 2008  | 78%   | 72%   |
| Writing                 | Average score for the school   | 390   | 432   | 487   |
|                         | Average score for Queensland   | 391.8 | 468.9 | 522.7 |
|                         | For the school the percentage of students at or above the national minimum standard. | 2008  | 87%   | 78%   |
| Spelling                | Average score for the school   | 355   | 438   | 492   |
|                         | Average score for Queensland   | 366.7 | 462.0 | 528.0 |
|                         | For the school the percentage of students at or above the national minimum standard. | 2008  | 85%   | 83%   |
| Grammar and Punctuation | Average score for the school   | 329   | 430   | 460   |
|                         | Average score for Queensland   | 370.4 | 476.6 | 518.0 |
|                         | For the school the percentage of students at or above the national minimum standard. | 2008  | 85%   | 70%   |
| Numeracy                | Average score for the school   | 333   | 403   | 483   |
|                         | Average score for Queensland   | 367.9 | 458.2 | 539.0 |
|                         | For the school the percentage of students at or above the national minimum standard. | 2008  | 83%   | 70%   |

### Results in the Year 2 Diagnostic Net

|         | Percentage of students not requiring additional support |
|---------|---|
| Reading | 72%   |
| Writing | 74%   |
| Number  | 75%   |

## Performance of our students

### Value added

Age appropriate Brigance tests are undertaken at the beginning and end of Prep years and at the end of Year 1 to obtain baseline data about development during this two year period. From 2007, the longitudinal data will be collected and analysed where possible, from Prep to Year 7.

A cohort of 50 Prep children was tested at the beginning and end of Prep, 2007, then again at the end of Year 1 in 2008. Three different Brigance tests were used to ensure they were age appropriate. The results are an indication of the value added by the school over that 2 year period (see below). Another cohort of 20 children was unable to be tested because of language barriers as we have a very culturally diverse population.

Start Prep 2007 – 19 extremely low (<2%) 10 borderline (<10%) 9 low average 10 average 2 high average

End Prep 2007 – 6 extremely low (<2%) 5 borderline (<10%) 10 low average 23 average 3 high average 3 very high achievers (>98%)

End Year 1 2008 – 3 extremely low (<2%) 1 borderline (<10%) 2 low average 28 average 8 high average 8 very high achievers (>98%) with 2 of these designated as gifted

In 2008 a cohort of 59 Prep children was tested at the beginning, 11 children were unable to be tested because of language barriers. All 70 children were tested at the end of Prep. Results again give a clear indication of value added by the school (see below).

Start Prep 2008 – 11 N/A 23 extremely low (<2%) 10 borderline (<10%) 12 low average 13 average 1 high average

End Prep 2008 – 11 extremely low (<2%) 6 borderline (<10%) 19 low average 31 average 4 high average

The Indigenous Early Childhood Literacy and Numeracy birth to five project is also beginning to show an impact on Indigenous results. The project includes aspects of parent training and the use of a homework centre for school aged students. Indigenous test are above the school average.

Data from both internal and external sources is being analysed and used increasingly to support intervention programs and for the planning, implementation and assessment of learning programs.

Class meetings and year level meetings provide opportunities for students to have some ownership over what happens in their classrooms and for teachers to engage in professional dialogue.

Gifted and talented programs provide opportunities for high achieving students to participate in a range of competitions and conferences related to their areas of interest.

Our special events and celebrations throughout the year of our cultural diversity provide opportunities for students to demonstrate their artistic talents and for strong community participation.

Many of our students are talented in the area of sports. These students are supported through participation in local, district and regional events. Past students have gone on to make a career in these fields.

### Parent, student and teacher satisfaction with the school

In the 2008 school opinion survey, 82% of the randomly selected parents and 86% of the students who participated indicated that they were satisfied that this school is a good school. 81% of students said they are happy to go to this school. 76% of students said that they feel safe at this school. 74% of these parents and 76% of the students who participated indicated that they are satisfied that they are getting a good education at school.

While 83% of staff were officially identified as being engaged in professional development opportunities, in fact 100% of staff participated in activities that had a whole school focus, eg. SWPBS. 75% of the workforce indicated satisfaction with the professional development activities provided that were related to school and systemic initiatives. The standard of our current facilities is of concern to staff and this reflects on staff morale. While improvements are taking place continuously, the refurbishment of actual classrooms had yet to be commenced. This and other upgrades will be occurring in the near future through state SSOT funding and federal BER funding.