

Performance of our students



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Principal's foreword

Introduction

This annual report describes our College's progress towards goals published in the 2008 College Annual Operational Plan. The 2008 school year marks the middle year of the 2007-2009 College Strategic Plan which set 3 key priorities:

- Maximise opportunities provided by the P-12 Campus at Woodcrest State College
- Improve community communication, relations and engagement
- Improve staff satisfaction with emphasis on stability and morale

Substantial progress was made in all 3 areas with the College beginning to gain some traction from the local structural reforms introduced in 2007 and renewed executive leadership and college management teams. A renewed focus on the strengths of a P-12 campus through high levels of cooperation and partnership between the Junior, Middle and Senior subschools has resulted in a more cohesive P-12 curriculum which supports successful transitions of students between each of the learning phases at the college.

The College changed its name to Woodcrest State College in late 2008, proudly identifying it as a partner in the Queensland public education system, providing a quality education to the rich diversity of students in the greater Springfield community.

Future outlook

The final implementation stage of the 3 key strategic priorities identified in the 2007-2009 College Strategic Plan continues but more emergent state and federal government initiatives now impact upon college plans. These include:

- Develop and implement short and long term intervention strategies to improve the literacy and numeracy levels of our students as measured in NAPLAN testing
- Continue to implement the QCARF reforms across P-9
- Continue to develop and provide multiple pathways for students in the senior school with a focus on improved academic outcomes
- Develop a staff elearning agenda to maximise the opportunities provided by OneSchool, C4T and federal funding programs which significantly enhance staff and student access to ICTs
- Maximise advantage of federal funding programs to enhance college facilities via National School Pride, Primary Schools for the 21st Century, Science & Language Centres for 21st Century Secondary Schools, National Secondary Schools Computer Fund and Trade Training Centres programs

During 2009, the College will also undertake a self assessment using the Triennial School Review process and develop a new strategic plan for the 2010-2012 triennium.

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School Profile

Total student enrolments for this school	1877
Year levels offered	P-12
Coeducational or single sex	Coeducational

Curriculum offerings

Our distinctive curriculum offerings

- A seamless P-12 curriculum with a strong literacy and numeracy foundation geared towards seamless transitions across the Junior/Middle and Middle/Senior School interfaces
- Junior School – for prep to year 3, a focus on access with an emphasis on knowledge, understandings and skills for success at school. In years 4-6, the focus moves to engagement of students in learning which is structured around the essential learnings in each of the KLAS
- Middle School – 12 thematically based core curriculum units framed around an essential question based on the English, SOSE Maths & Science KLAS, supported by an elective program derived from the Arts, Technology and Health & Physical Education KLAS
- Senior School – flexible OP/VET pathways across years 10-12. VET programs include Certificates I/II/111 and school-based traineeships /apprenticeships. Wide range of OP subjects.

Extra curricula activities.

- The college offers a wide range of extra curricular programs which provide students with opportunities to engage in activities which extend their learning in the Arts, Sport and Academics
- Sport is very popular with students and WSC provides a large number of sporting teams to district carnivals and competitions
- An annual school musical, JRock, Wikakirri, Reading Cultures Day, dance groups, junior choirs and an instrumental music program are popular Arts activities with students
- A wide range of opportunities are provided to encourage students to enter the various local, state and national academic competitions

How computers are used to assist learning

A range of ICT devices assist improved learning outcomes across the campus ranging from interactive software and simple word processing to advanced computer programming and multimedia. Currently at the college, there is one internet enabled device to every 3.5 students. Introduction of laptop computers for teachers, the development of a wireless network across the campus, data projectors for most classrooms, a large increase in the number of computers available to students via the NSSCF program and an elearning professional development focus for teachers support making ICTs integral to innovative and challenging learning experiences for students .

Social climate

Students at Woodcrest State College enjoy being at school. Information provided by students in the Annual School Opinion Survey indicates that in all three subschools, students feel safe, are satisfied with the behaviour of other students, are treated fairly and are happy to go to Woodcrest State College. Parents surveyed are generally well satisfied with the college climate but have some negative perceptions about student behaviour.

There is a strong student focus at Woodcrest College with a vast array of programs and practices which support student resilience and well being. All three subschools operate a student support services committee to identify students in need and to provide appropriate support for their individual circumstances. The college is well served by school health nurses, guidance officers, indigenous student support person, Youth Support Counsellor and an

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Ipswich Youth Pathways youth worker. External government and non-government agencies are accessed as needed. A federal government grant has also enabled the college to employ a chaplain three days per week.

The Special Education Program staff support over 50 students with disabilities across the campus. An ESL support program also operates for students from a non English speaking background, mainly from Pacifica and Vietnam, but also supporting a small number of refugee students.

Involving parents in their child's education.

Parents are encouraged to take an active role in the life of the college. Traditionally, the level of active involvement decreases as students move from the junior to senior years.

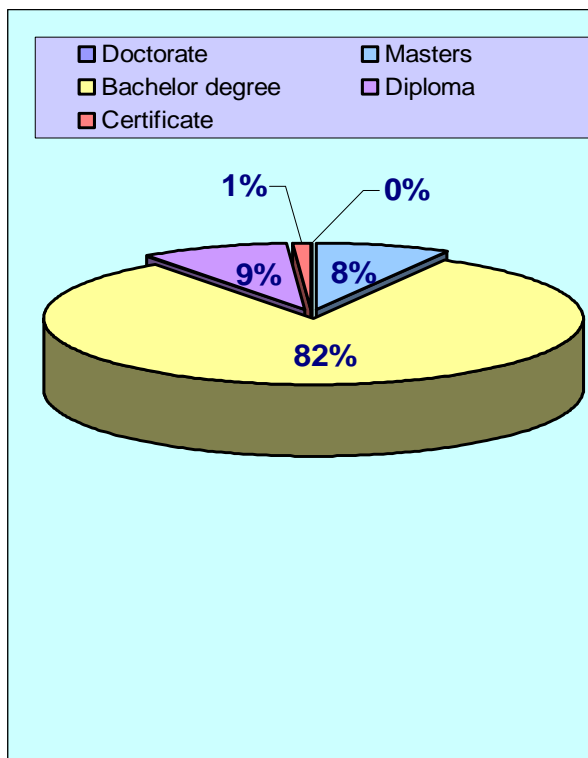
Each subschool holds parent teacher nights at least once each semester where parents may discuss issues raised in the student's report card or other issues relating to the student's education or well being. Parents are encouraged to maintain regular contact with their child's teachers throughout the year via telephone conversations, email communication or by physically meeting with the teacher at the college.

Parents show strong support for college functions and awards ceremonies. The College P&C has also re-emerged as a viable community group attracting strong parent support.

The college website and eNewsletter continue to provide a valuable link to parents.

Qualifications of all teachers

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Bachelor degree	82
Diploma	9
Certificate	1



Expenditure on and teacher participation in professional development.

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- The total funds expended on teacher professional development in 2008 was \$64 762
- The major professional development initiatives are as follows:
 - ✚ QCARF implementation
 - ✚ Literacy and Numeracy including First Steps in Mathematics and 5 day literacy training for Junior School teachers
 - ✚ School Wide Positive Behaviour (Junior School)
 - ✚ Crossing Cultures
 - ✚ elearning
 - ✚ subject specific curriculum initiatives
- 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, 90 % of staff were retained by the school for the entire 2008 school year.

Student attendance

The average attendance rate as a percentage in 2008 was 89.2 %

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	Yr 9
Reading	Average score for the school		346.0	453.7	503.7	543.5
	Average score for Queensland		371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008	86.7 %	83.8 %	88.2 %	83.0 %
Writing	Average score for the school		371.7	458.3	519.3	538.4
	Average score for Queensland		391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008	86.1 %	88.0 %	87.0 %	79.2 %
Spelling	Average score for the school		350.7	448.6	521.4	548.6
	Average score for Queensland		366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008	85.7 %	82.4 %	85.5 %	83.4 %
Grammar	Average score for the school		335.9	453.7	494.8	534.5

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and Punctuation	Average score for Queensland		370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008	85.0 %	85.9 %	86.2 %	74.6 %
Numeracy	Average score for the school		338.1	439.0	506.9	546.2
	Average score for Queensland		367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008	85.2 %	87.2 %	90.2 %	91.4 %

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	56.5%
Writing	82.4%
Number	70.6%

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	66.3 %

Outcomes for our Year 12 cohort of 2008	
Number of students awarded a Senior Statement.	115
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	61
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	73
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	12
Number of students receiving an Overall Position (OP).	41
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	41 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	83 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	98 %

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Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Value added

Literacy and numeracy testing across years 3, 5, 7 and 9 indicate improvement in student levels mirroring national trends. Eg The reading mean in year 3 was 346, 453.7 in year 5, 503.7 in year 7 and 543.5 in year 9. Similar gains occurred in writing, spelling grammar and punctuation and numeracy. Much work is now being done at the college to identify deficits in student learning, to provide targeted learning interventions leading to improved outcomes for students. New NAPLAN testing in 2008 make it difficult to determine longer term trends. The College aims to significantly improve the number of students achieving National Minimum Standards by Year 9.

Progress towards 2009 Performance Targets has been mixed. Year 12 outcomes are disappointing for OPs but closer to target in VET.

Progression rates of students from years 10 to 12 are starting to climb again after a decline during the previous three years.

Parent, student and teacher satisfaction with the school

Parent, teacher and student perceptions of the college as indicated in the annual School Opinion Survey remain very positive and continue to improve. Improved administration practices at the College have resulted in more reliable parent survey data almost 100 parent surveys being returned.

Parent satisfaction that their child is receiving a “good education” at Woodcrest State College has improved over 25 % in the last 3 years and now stands at 66%. Parents have identified student behaviour and discipline as an area which they believe warrants further attention by the college. 74% of parents are now satisfied/very satisfied with what their child is learning at school, up from 57% three years ago.

75% of students surveyed believe that they are receiving a “good education” at Woodcrest State College, a considerable improvement from 52% three years ago.

Both teaching and non teaching staff have expressed high levels of satisfaction in their work roles with staff morale measured at 78%.