



WOODTHORPE
SCHOOL

Woodthorpe School
Annual Report
2015

Learning to Learn

Board Report

Regional Principal Report

2015 brought many challenges and more growth and development for Woodthorpe School and our staff and students. The *Learning 2 Learning Framework* and Self-Directed Learning model grew some legs and our online Learning Management System, Moodle, developed extensively through the tireless work of our outstanding and dedicated teachers. It appears Woodthorpe School is at the forefront when comparing our progress with other OneSchool schools along the SDL journey.

The next phase of development will continue focus to on upskilling staff and students in their Information and Communication Technology (ICT) capabilities, as well as continuing to develop best practice with the Moodle platform and imbedding the *Learning to Learn Framework* and *Graduate Aims* into our school culture. Consolidation and crystallisation of current best-practice will also be a major focus.

It was pleasing to see 100% WACE and VET achievement from our 2015 Year 12 cohort. The overall ATAR results were pleasing, and the effort of the Year 12 students who sat the WACE examinations cannot be questioned. On behalf of the Board and staff, I would like to wish all the students from the 2015 graduating class all the very best in their future endeavours.

NAPLAN again yielded good results for our students with the Year 3, 5, 7 and 9 students achieving above the national mean in 18 of the 20 assessments. NAPLAN results are analysed annually by teachers and used to guide change to their programs for the following year.

The *Pre-Primary Literacy Screening Program* which was again conducted through Fremantle Speech Pathologists. This is an important process for early recognition and intervention relating to literacy issues, as well as informing our staff of any areas of strength and areas of support required for our incoming students. We look forward to this program having a significant impact on the learning journey of our future students.

2015 also saw some exciting new structural changes with the launch of the Australian Student Leadership Management Team (ASLMT). The team included one leader from each region of AU combining forces to be the voice and driver for student-led initiatives and events. Woodthorpe & Meridian School began to work together as a collaborative team, as OneSchool look to increase student interaction across the regions nationally and indeed globally. While this cross-state collaboration presents many challenges, OneSchool are confident of seeing rewarding opportunities and outcomes for students moving forward.

For 2016 Woodthorpe School is looking to further develop our collaborative teamwork with Meridian School and continue to focus on developing students 21st century skills to ensure they are well prepared for the workforce when they graduate. We will continue to take a well-rounded approach to develop the students in the three key areas of our future OneSchool students – Academic Achievement, Personal Interest and Personal Development.

In closing, I would like to recognise and commend the outstanding effort and commitment from all key stakeholders of the school community including staff, students, parents, Board members and the myriad of volunteers who give some much time and effort to making Woodthorpe School a school at the forefront of education.

Mr Paul Maher
Regional Principal
Woodthorpe School

Item A

Contextual information about the school, including the characteristics of the students at the school;

Woodthorpe School is an independent co-educational school of the Brethren community with campuses located in Albany, Cunderdin, Dalwallinu, Gnowangerup and Willetton. It caters for students from Years 3-12 in different campuses with a total student population not exceeding 330.

The school has a rich academic program which is supported by an extensive ICT blended mode of teaching and learning. The School also offers a vibrant co-curricular program which includes sport, music and community involvement.

School Ethos

At this School, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs.

The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education – curriculum, teachers, facilities, management and discipline – in a safe and caring environment.

Values Statement

- Integrity - uprightness, honesty and decorous conduct, governed by the Holy Bible;
- Care & Compassion - kindness, consideration and generosity to all;
- Respect - for all people, property, opinions and authority;
- Responsibility - for our actions, progress and the environment;
- Commitment - to self-discipline and the pursuit of excellence.

Learning to Learn Statement

The School is committed to creating and delivering learning programs that meet the educational needs of each student, and to nurture the attitudes and skills necessary for continual learning and personal growth throughout life.

“Learning to Learn” means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfil their true potential.

Graduate Aims

- To learn how to learn.
- To become a positive contributor to community, family and workplace.
- To learn the skills to become self-directed, life-long learners.
- To explore and develop personal potential.
- To gain employability skills.
- To demonstrate qualities of leadership.
- To articulate thoughts and ideas effectively using a range of communication skills.
- To be critical users of information and technology.
- To uphold Christian values.

Further information about the school is available at Woodthorpe School’s listing on the My School website <http://www.myschool.edu.au>

The School prides itself on its academic achievement and the level of Academic Care on offer. The staff at Woodthorpe School is deeply committed to offering the students the highest quality education possible. For more information, please visit our website at www.woodthorpe.com.au or our Learning Management System, Moodle, at learning.woodthorpe.wa.edu.au.

Item B

Teacher Standards and Qualifications;

All teachers hold relevant university qualifications with some at Masters level. Teachers undertake annual performance appraisal reviews and meet professional learning hours and quality as required by Teacher Registration Board WA.

Item C

	Non Indigenous		Indigenous		Total FTE
	Male FTE	Female FTE	Male FTE	Female FTE	
Principal	1.0		0	0	1.0
Teaching Staff	14.7	20.0	0	0	34.7
Non teaching staff	0.6	7.0	0	0	7.6
Total FTE	16.3	27.0			43.3

Item D

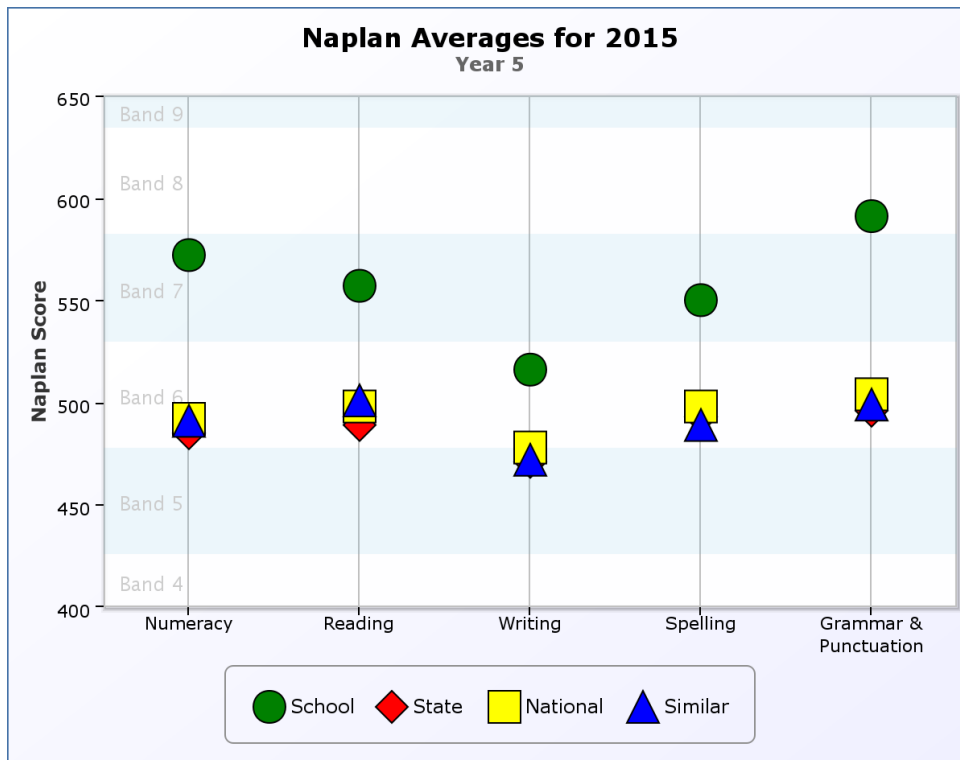
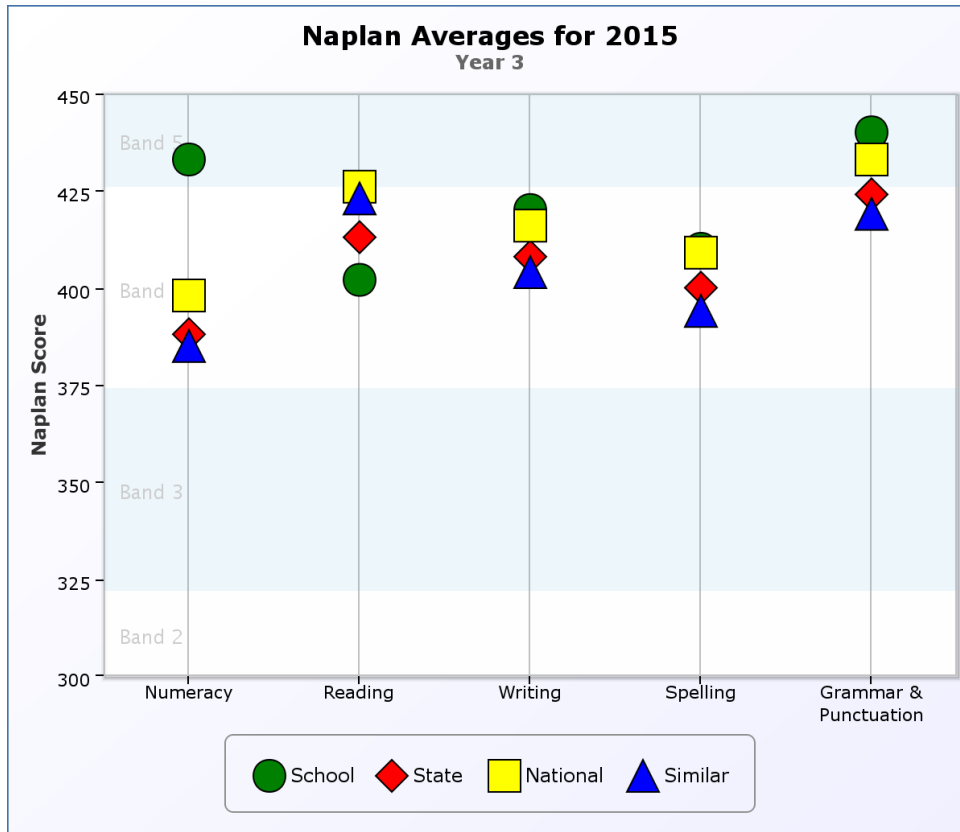
Student attendance at school, including

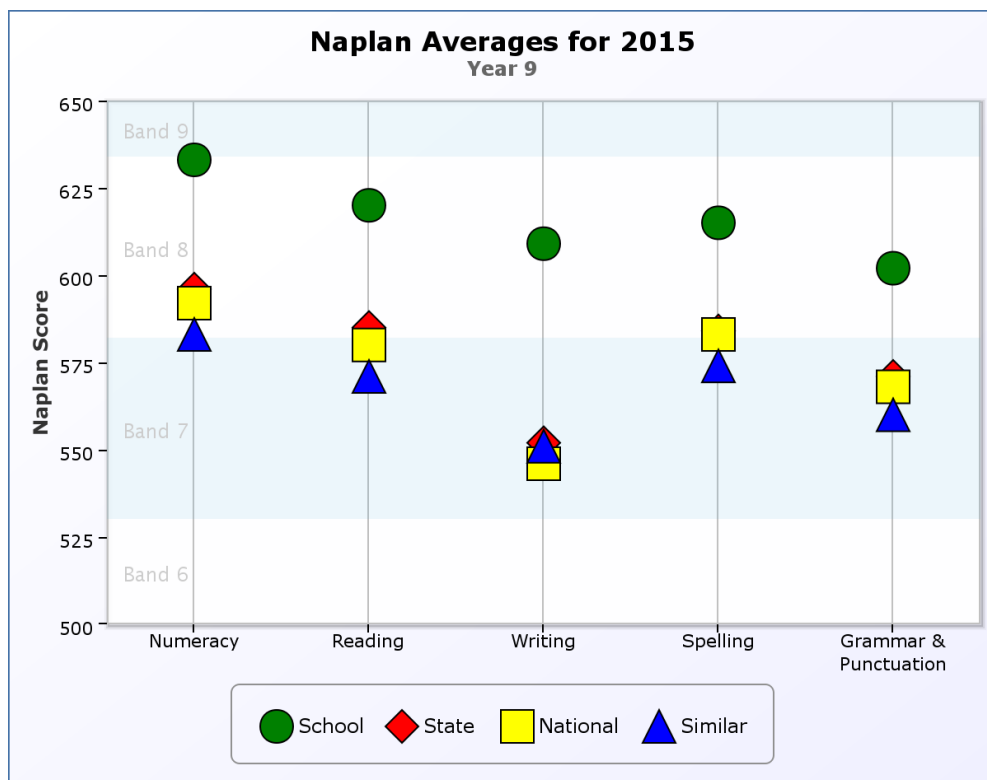
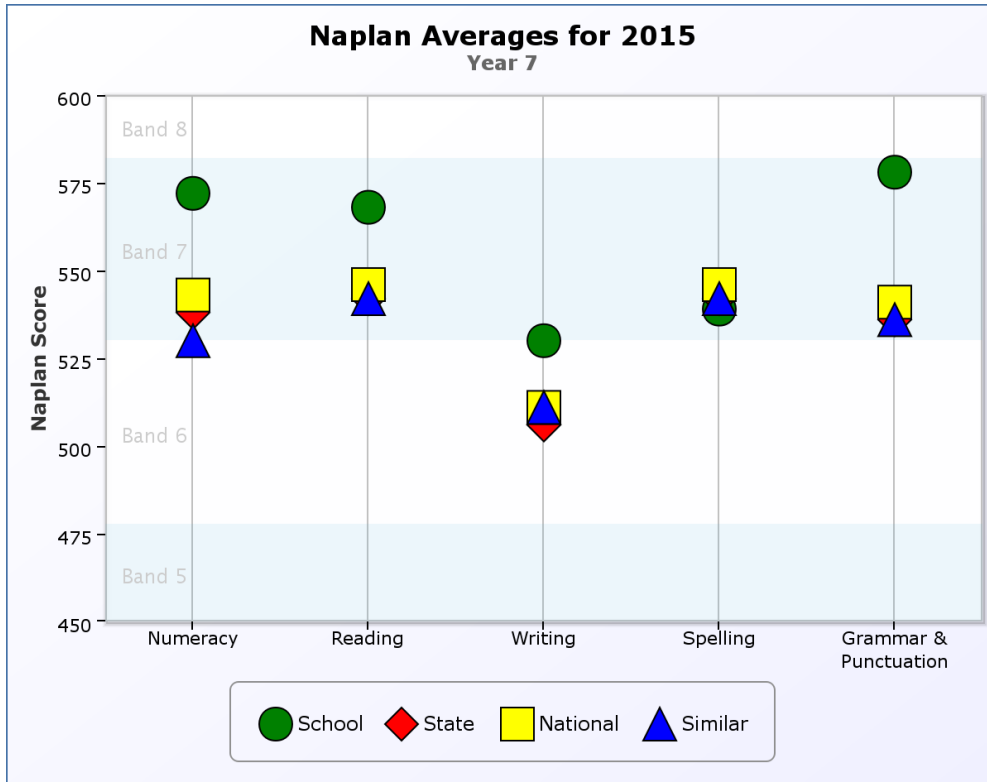
- (i) *the attendance rates for each year of schooling; and*
(ii) *a description of how non-attendance is managed by the school.*

- (i) The School's attendance rate is 96.14% averaged over all years, all campuses.
(ii) See attached attendance policy **Appendix A** and letter to parents for extended absence **Appendix B**.

Item E

Students results in NAP annual assessments;





Year	National	Woodthorpe School	% of students who achieved the minimum benchmark
Year 3			
Numeracy	402	428	100
Reading	419	471	94
Writing	402	428	100
Spelling	412	441	100
Grammar & Punctuation	426	498	94
Year 5			
Numeracy	487	560	100
Reading	501	549	100
Writing	468	505	100
Spelling	498	520	100
Grammar & Punctuation	504	545	100
Year 7			
Numeracy	539	581	100
Reading	546	546	100
Writing	512	526	96
Spelling	545	538	100
Grammar & Punctuation	544	559	100
Year 9			
Numeracy	588	641	100
Reading	580	600	100
Writing	550	613	100
Spelling	596	582	92
Grammar & Punctuation	574	587	100

Item F

Parent, student and teacher satisfaction with the school, including (if applicable) data collected using the National School Opinion Survey;

Overall, parents, students and teachers are very satisfied with Woodthorpe School – this is confirmed through:

- The high retention rate we have with staff and students.
- Minimal concerns or issues are raised by parents with School Administrators.
- Improved attendance and behaviour.

Item G

School income broken down by funding source;

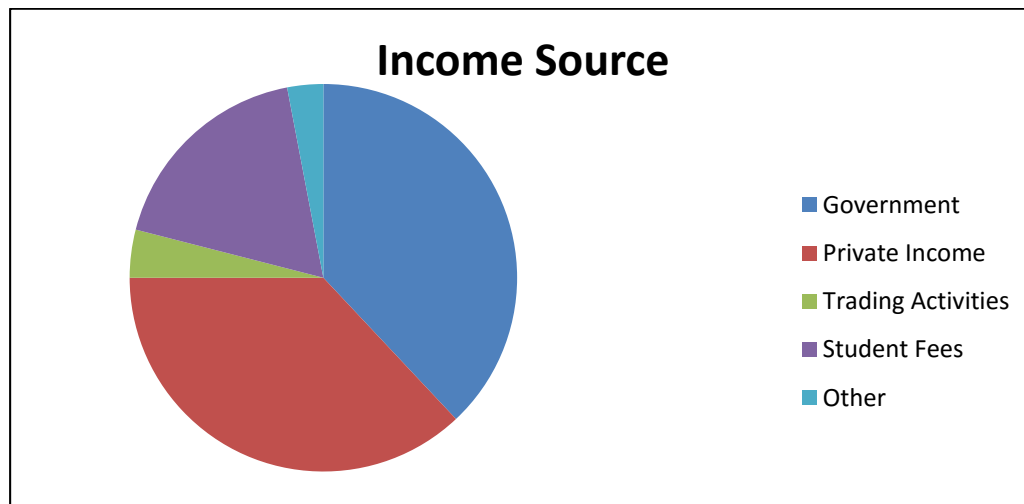
Government: 38%

Private: 37%

Student Fees: 18%

Trading Activities: 4%

Other: 3%

**Item H**

For a school that provides secondary education:

(i) Senior secondary outcomes, including the percentage of Year 12 students undertaking vocational training or training in a trade; and the percentage of Year 12 students attaining a Year 12 certificate or equivalent vocational education and training qualification; and

(ii) Post-school destinations.

- (i) Percentage of VET Students – 28.6%
- 100% of VET students achieved a Certificate II, III or IV in 2015
- 100% WACE Achievement by Year 12 Cohort in 2015
- 55% of the Year 12 cohort achieved an ATAR score in 2015;
- **Highest School ATAR score** – Larissa Flintoff
 - **Median School ATAR score** – 65.75
 - **Median State ATAR score** – 79.10
 - **Dux of School:** Larissa Flintoff

Course	Woodthorpe School Results					State Results				
	A%	B%	C%	D%	E%	A%	B%	C%	D%	E%
Mathematics 3AB	22.2	11.1	66.6	-	22.2	17.0	24.8	41.2	13.9	3.1
Modern History 3AB	22.2	33.3	44.4	-	-	14.0	25.4	48.5	10.6	1.6
Accounting & Finance 3AB	40.0	20.0	30.0	10.0	40.0	21.0	25.1	36.3	13	4.6
Physics 3AB	-	-	100	-	-	62.5	25.0	12.5	-	-
Chemistry 3AB	50.0	-	-	50.0	-					
Mathematics 2AB	80.0	20.0	-	-	-	11.4	22.6	46.4	13.1	6.5
Literature 2AB	36.4	36.4	18.2	9.1	-	36.4	36.4	18.2	9.1	-
Business Management 2AB	-	28.6	42.9	28.6	-	25.2	35	28.8	8.0	8.5
Geography 2AB	33.3	66.7	-	-	-	11.1	33.3	36.1	13.9	5.6
Physics 2AB	-	-	100	-	-					
English 1CD	33.3	11.1	55.5	-	33.3					
Mathematics 1DE	33.3	66.6	-	-	33.3					
Applied Information Tech 1CD	-	-	100	-	-					
Design Tech Graphics 1CD	-	50.0	50.0	-	-					
Food Science & Tech 1CD	100	-	-	-	100					
Materials, Design & Tech 1CD	-	100	-	-	-					

Year 12 achievement in WACE Courses (School-Based)

- (ii) 100% of students are employed in the workplace with many undertaking post graduate studies.

2015 Academic Award Winners

Learning Area	Subject	TOP Student
Year 3	Academic Achievement	Harleigh Lewis
		Ryder Draffin
		Lars Dartnall
		Yolande Whiffin
		Branden Vos
Year 4	Academic Achievement	Romain Draffin
		Tyneale Draffin
		Chantelle Fawkes
		Albert Sharpe
		Diego Sivewright
Year 5	Academic Achievement	Aleisha Fawkes
		Crawford Slack
		Declan Fawkes
		Jordana Richardson
		Kaleisha Smith
Year 6	Academic Achievement	Dawson Davies
		Tayla Bagshaw
		Marcello Hill
		Oceana Slack
		Makayla Draffin
MATHEMATICS	Year 7 Mathematics	Maddison Davies/ Hudson Slack
	Year 8 Mathematics	Fletcher Davies
	Year 9 Mathematics	Selina Slack /Florence Draffin
	Year 10 Mathematics	Melody Buggins
	Mathematics Essentials	Tegan McEwen
	Mathematics Applications	James Wibberley
	Mathematics 1DE	Sheldon Lewis
	Mathematics 2AB	Winona Fawkes
Mathematics 3AB	Darwin Judd	
ENGLISH	Year 7 English	Maddison Davies
	Year 8 English	Fletcher Davies
	Year 9 English	Marilla Dartnall
	Year 10 English	Leana Bagshaw
	11 General English	Leroy Davies / Tegan McEwen
	Year 11 Literature	James Wibberley
	English 1CD	Larissa Flintoff
Literature 2AB	Darwin Judd	
SCIENCE	Year 7 Science	Maddison Davies
	Year 8 Science	Fletcher Davies
	Year 9 Science	Florence Draffin/Fleur Draffin
	Year 10 Science	Melody Buggins
	Year 11 Physics	James Wibberley
HUMANITIES & SOCIAL SCIENCES	Year 7 HASS	Maddison Davies
	Year 8 HASS	Liam Slack
	Year 9 HASS	Michelle McEwen/Florence Draffin
	Year 10 HASS	Lavinia Fawkes
	Year11 Politics and Law	Callum Craddock/Jasmine Sivewright

	Year 11 Geography	Sheryl McEwen
	Year 11 Modern History	James Wibberley
	Geography 2AB	Caitlyn Morren
	Modern History 3AB	Darwin Judd
BUSINESS	Year Accounting and Finance	Megan Fawkes
	Accounting and Finance 3AB	Darwin Judd
	Cert II Business	Lavinia Fawkes
	Cert III Business	Caitlin Wibberley
	Business Management and Enterprise	Winona Fawkes
INFORMATION TECHNOLOGY	Year 7 Information Technology	Micah McEwen
	Year 8 Information Technology	Fletcher Davies
	Year 9 Information Technology	Indiana Trewarn
	Design: Technical Graphics	Julia Dowell
	Design: Technical Graphics 1CD	Brodie Jackson
VISUAL ARTS	Year 7 Art	Maddison Davies
	Year 8 Art	Lilli Clarkson
	Year 9 Art	Kristina Painter
	Year 10 Art	Carolyn Davies
	Year 11 Visual Art	Bronte Pollard
HOME ECONOMICS	Year 7 Home Economics	Stella McEwen
	Year 8 Home Economics	Jaimee Richardson
	Year 9 Home Economics	Indiana Trewarn
	Year 10 Home Economics	Melody Buggins
	Year 11 Food Science and Technology	Caitlin Wibberley

2015 OneSchool Award Winners

2015 OneSchool Awards		
	Gold	Silver
Year 3/4	Romain Draffin	Taskia Draffin
Year 5/6	Britttany Buggins	Acacia Wallis
Year 7/8	Kirsten Sprigg	Laurena McEwen
Year 9/10	Charlotte Imberti	Annalise Dowell/Michelle McEwen
Year 11/12	Callum Craddock	Marcelle Smith

Behaviour, Attendance & Academic Key Performance Indicators

KPI	Target	Result
Days absent per student	< 4	3.70
Censures per student	< 4	3.1
House Points	100000	94454
Grade Point Average	3	2.74

Major Fundraising Events

- The WA/SA Athletics Carnival raised over \$300,000 through the Business Sponsorship Scheme.
- Year 6 Students raised over \$8,367.42 from their Big Business ventures
- Students raised almost \$12,757.04 for the Heart Foundation with the *Jump Rope for Heart* skipping event
- Students raised over \$47,792.35 for the *Bike-a-thon* event

Appendix A

Woodthorpe School

ATTENDANCE

Author: P Maher
Updated: 2016
Due for review: 2017

POLICY

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues.

BACKGROUND

It is widely recognised that students need to attend school on a regular basis to gain the maximum benefit from schooling in order to optimise their life opportunities. It is also widely recognised that attendance problems are best managed by early identification and intervention.

The School Education Act 1999 requires compulsory aged students, as defined in the Act, to attend school, or participate in an educational program of a school, on the days on which the school is open for instruction unless an arrangement in writing has been entered into for a student.

Prosecution for non-attendance is only to be used as a last resort.

PROCEDURES

Recording Attendance

The School Principal is to ensure that accurate attendance records are kept for each student enrolled at the school. This includes recording attendance at both morning and afternoon sessions.

NB: A continuous attendance by a child of not less than two (2) full hours' secular instruction is to be recorded as a half day's attendance. Students who arrive late but still meet this requirement are not to be included as a half day absence.

Students who are on an excursion, participating in an off campus program or in some other school-approved activity are not to be counted as absent.

Students on suspension are to be recorded as absent during the period of suspension.

Attendance records (eg, attendance registers, class rolls) must be kept for a period of seven years post graduation, ie until the student turns 25 years of age.

Absentee notes that are separate from the student's records are to be kept for two (2) years from the date of receipt and then destroyed. This includes details recorded by the school when a parent provides the school with a verbal reason.

Monitoring Attendance

Schools are responsible for developing and implementing an attendance monitoring and action system for systematic, consistent and effective identification and action for all students with attendance issues.

When a student has been absent from school and an acceptable explanation has not been forthcoming, the school is to send to the student's family a written request for an explanation to establish the reasons for non-attendance.

If it is established that the student was absent from school for a legitimate reason, the school need not do anything further unless the frequency and or number of absences gives the school cause for concern.

As there is no requirement in the School Education Act 1999 for the reason to be provided in writing, schools must record all details when a parent or caregiver provides the school with a verbal reason, either in person or over the telephone, that the school believes is an acceptable reason in the context of the school.

If a student's attendance rate falls below 90% over a ten-week period, the school must further investigate the reasons why the student is not attending school.

If a school is having difficulty or little success with restoring a student's attendance, the Principal may make informal contact with the school attendance officer who may be able to provide advice or alternative intervention strategies.

To be consistent with Education Department records management policies, the school must keep detailed records of all contact, or attempts to make contact, with the student's family and the intervention strategies implemented to restore a student's attendance. This documentation will need to be made available to the school attendance officer and/or the School Attendance Panel if the student is subsequently formally referred to the school attendance officer and/or the School Attendance Panel.

Referral to School Attendance Officer

If a school has identified a student as being a regular or chronic non-attender, and the intervention strategies implemented by the school have not been successful in restoring the student's attendance, the student is to be referred to the school attendance officer by the school Principal.

The appropriate referral form must be obtained and completed by the school Principal and forwarded to the school attendance officer along with all documentation demonstrating the school has made reasonable and repeated efforts to restore the student's attendance.

The school is to work collaboratively with the school attendance officer, the student's family and other community groups and agencies to restore the student's attendance at school. If the school attendance officer considers it to be appropriate, he or she will facilitate inter-agency access and support through structures and or protocols established by the district office.

Children Whose Whereabouts Are Unknown – Student Tracking System

If all attempts to locate a student have failed after fifteen (15) school days and the school has not received advice that the student has enrolled at another school, the school Principal is to report the student to the DOE Attendance Office in the local District Office who will advise whether or not the student needs to be referred to the STS Officer in DOE. The STS Officer will authorize the removal of the student's name from the school's Enrolment Register. Further information is available at the <http://www.det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/behaviour/student-attendance>.

Referrals to School Attendance Panels

If the student's attendance at school has not been successfully restored the school Principal, in collaboration with the school attendance officer, is to refer the student to the School Attendance Panel.

The District Director is to establish a School Attendance Panel in accordance with the Procedures for School Attendance Panels.

The School Attendance Panel is to fully consider the issues that contribute to the student's non-attendance at school, and establish strategies to ensure the reengagement of "the student in an appropriate educational setting.

The School Principal is to implement the relevant strategies established by the School Attendance Panel and monitor the subsequent attendance of the student.

Data Collections

All schools are required to comply with requests from district and central office to provide information on attendance, school attendance panels, school attendance officers, suspensions, truancy, children whose whereabouts are unknown list, attendance, absence explanations and so on.

School Procedures

The Year Form teacher is responsible for the accurate maintenance of the Register of Attendance for their year group.

All information related to any student's absence from school must be recorded in the School Diary.

Absentee slips are sent to the office during period 1 and period 6 each day. Any absentees are recorded on the school database by the receptionist. Form teachers then record these absentees in their Attendance Registers.

Students who arrive late must report to the receptionist to have the database records amended.

It is incumbent upon the form teacher to check the published daily absences so that this information may be recorded in the respective Attendance Register. It should be completed in accordance with the instructions set out at the beginning of each register.

All attendance registers must be completed fully, signed off and handed to the principal on the last day of each term.

New Enrolments

When a student is enrolled from a primary school or another secondary school, it is incumbent upon the Principal to advise that school that the student is now enrolled in Woodthorpe School. Where a student was previously on Home Study, the principal should advise the respective District Office.

Appendix B

Sample letter to parents re extended absence

Date

Mr & Mrs

Dear Mr & Mrs

RE: Student Name

It has come to my attention that name has been absent from school number of days this semester and has been late to school on number of occasions. It is clearly unacceptable for him to be missing important lesson time to this extent and this will have a detrimental affect on his learning.

The school has a legal responsibility to monitor absence and refer any concerns about persistent absences to the Trustees, who will then inquire into the child's attendance record.

Can you please address this matter with student name in the first instance and seek support from school staff if you have any concerns.

Yours sincerely



Paul Maher
Regional Principal



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