



# Woodhill State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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## School Overview

We are a semi-rural school located between Jimboomba and Beaudesert and currently have an enrolment of just under 220 students across Years Prep to Year 6. The teaching of English and Maths is our core business and is linked to all key learning areas. Classroom and specialist teachers cover all key learning areas. We offer a range of distinctive curriculum activities including ICT skills, music bus, instrumental music, dance, gymnastics, athletics, mind and well being. Our two senior classes share 24 laptops and the rest of the school has access to a dedicated computer lab. We also offer a school leaders' program for our school captains, house captains and senior students. This gives students the opportunity to run parade, be play leaders for our junior students and build their skills in public speaking and playground leadership. We collaborate with our neighbouring C and K for reading activities as well as inclusion in activities such as Under 8's Day and Read aloud days. We are renowned in the area for our annual Billy Cart Derby which involves our school and wider community. Each morning our students, some teachers and parents participate in a morning walk/run around our school.

### Our Vision

- To consistently strive to meet and exceed all of our students' needs in all areas of learning whilst taking into consideration, and catering for, their social, emotional and mental well-being.
- To provide students with an innovative, successful and safe platform which promotes the value of learning, self-worth, quality performance, mutual respect, responsibility and positive relationships. This will enhance a smooth transition for students to become productive and responsible participants in high school and eventually, society.
- To continually build the capacity and accountability of all staff around our Pedagogical Framework based on the Dimensions of Teaching and Learning.
- To provide a creative and rewarding work environment for our employees which promotes self-worth and quality performance.
- To provide a safe, welcoming and inclusive environment for the school community in which everybody's input is valued.

### Our Values

- At Woodhill State School we:
- Respect the right of others to teach and to learn by consistently implementing Focus Forty, following our consequence grid and Tier 2 PBL.
- Respect the right of others to have and to express opinions in a respectful manner by following our "Class Act" Focus Forty and You can Do It! programs.
- Care for ourselves and others by enacting our Wellbeing Framework and Focus Forty.
- Always strive to do our best by enacting our Wellbeing Framework, Focus Forty, P.B.L. rules and reward system.
- Are honest and sincere by holding everyone accountable for their professionalism and having high expectations of all staff and students.
- Show tolerance of others and their viewpoints via through our Class Act program and Focus Forty.
- Are mindful of others' emotions, wellbeing and varying needs by following our Wellbeing Framework.

# Principal's Foreword

## Introduction

At Woodhill State school we consistently strive to meet and exceed all of our students' needs in all areas of learning, social and emotional development through the delivery of a consistent and explicit curriculum.

We aim to provide students with an innovative, successful and safe platform which promotes the value of learning, self-worth quality performance and a smooth transition for students to become productive, responsible, confident and successful participants in high school and ultimately in society.

This report contains information pertaining to: progress on attaining 2016 goals: key areas for improvement in 2017: average class sizes: investment in professional development: disciplinary absences; our procedure for dealing with other absences; curriculum offerings: school opinion survey results and social climate.

### School Progress towards its goals in 2017

| Priorities from 2017  | Achieved | Expected to be achieved in 2018  |
|---|----------|--|
| Building an expert Teaching team.   | Ongoing  | Leadership team completed the Growth coaching process. Whole staff moving into visible learning, creative and critical thinking. |
| Improve staff's capability in data analysis.  | Ongoing  | Moving into visible learning, creative and critical thinking with more intense work on creating valid marking guides.            |
| Effective pedagogical practices for the teaching of Reading through the cycle of inquiry. | Ongoing  | Ongoing  |

### Future Outlook

| Improvement agenda  | Timeline |  |
|---|----------|--|
| Building an expert Teaching team.   | ongoing  | Moving into visible learning, creative and critical thinking with more intense work on creating valid marking guides.  |
| Improve staff's capability in data analysis.  | ongoing  | All staff will improve their capability in the reading, interpretation and analysis of data to effectively improve learning outcomes.                                |
| Effective pedagogical practices for the teaching of Reading through the cycle of inquiry. | ongoing  | Staff will engage in specific educational 'readings' and subsequent professional discussions during staff meetings and PODs to improve data literacy around reading. |

# 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 2017:</b> | Prep Year - Year 6 |

### Student enrolments for this school:

|             | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| <b>2015</b> | 247   | 122   | 125  | 10         | 95%                              |
| <b>2016</b> | 244   | 120   | 124  | 10         | 92%                              |
| <b>2017</b> | 224   | 114   | 110  | 13         | 91%                              |

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Our students come from a wide variety of cultural and religious backgrounds. Most students reside on small acreages within 20 kilometres of the school. We have a range of domestic situations with: double income families: stay at home parents: single parents and kinship placements with approximately 2% of students in care.

More students are now coming from small suburbs in the surrounding areas on normal house block sizes.

#### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES |      |      |      |
|---------------------|------|------|------|
| Phase               | 2015 | 2016 | 2017 |
| Prep – Year 3       | 23   | 24   | 22   |
| Year 4 – Year 6     | 25   | 25   | 21   |
| Year 7 – Year 10    |      |      |      |
| Year 11 – Year 12   |      |      |      |

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our distinctive curriculum offerings include a Pre Prep program: well-being framework, Higher order thinking groups for junior and senior student groups: sustainability through a school community vegetable garden as well as drama and interest clubs on a Friday afternoon.

Assessment is ongoing, formative and summative including across the grades moderation to assist in consistency.

### Co-curricular Activities

We run a "Woodhill's Got Talent" competition in term 3.

Kingfishers Rugby league and netball competition.

ICAS participation.

Cluster days of Excellence participation in all grades.

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

Each class has the use of 5 iPads to assist in delivering a differentiated curriculum across all areas but in particular Maths and English. These are also used by SWD, Literacy, Numeracy, LOTE and music teachers. Years 5 and 6 share a class set of laptops between two classes. There is a computer lab, with 25 computers- either laptops or desktops in the Resource centre, which is accessed by the remainder of the school. Each room, including the support room and Resource centre have interactive whiteboards.

Each class is timetabled in to use the computer lab with the assistance of an ICT teacher and teacher aide. An ICT passport, with targeted goals for each year level is used to ensure consistency and success for every student.

Our PBL is supported by class dojo-also used throughout the school.

## Social Climate

### Overview

Our school motto: "Together we care, grow and learn" is integral to our school community's commitment to work together to provide the best possible outcomes for every student enrolled at Woodhill State School.

Our expectations are high and we, together with our parents and carers provide as much support as we can to all of our students to assist them in attaining their best possible social, emotional and educational outcomes. We are consistent and explicit in our approach.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

| Performance measure  | 2015 | 2016 | 2017 |
|--|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:      |      |      |      |
| their child is getting a good education at school (S2016)          | 83%  | 92%  | 86%  |
| this is a good school (S2035)                                      | 79%  | 92%  | 86%  |
| their child likes being at this school* (S2001)                    | 88%  | 92%  | 93%  |
| their child feels safe at this school* (S2002)                     | 88%  | 83%  | 89%  |
| their child's learning needs are being met at this school* (S2003) | 73%  | 92%  | 79%  |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:  | 2015 | 2016 | 2017 |
| their child is making good progress at this school* (S2004)  | 80%  | 92%  | 79%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 89%  | 100% | 93%  |
| teachers at this school motivate their child to learn* (S2007)   | 87%  | 100% | 89%  |
| teachers at this school treat students fairly* (S2008)   | 75%  | 92%  | 89%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 90%  | 100% | 93%  |
| this school works with them to support their child's learning* (S2010)                                 | 75%  | 100% | 93%  |
| this school takes parents' opinions seriously* (S2011)   | 56%  | 83%  | 77%  |
| student behaviour is well managed at this school* (S2012)  | 64%  | 92%  | 81%  |
| this school looks for ways to improve* (S2013)   | 76%  | 75%  | 83%  |
| this school is well maintained* (S2014)  | 93%  | 92%  | 96%  |

### Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                               | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048)                               | 98%  | 96%  | 94%  |
| they like being at their school* (S2036)  | 98%  | 91%  | 88%  |
| they feel safe at their school* (S2037)   | 96%  | 96%  | 89%  |
| their teachers motivate them to learn* (S2038)                                    | 100% | 96%  | 96%  |
| their teachers expect them to do their best* (S2039)                              | 100% | 97%  | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 93%  | 95%  | 87%  |
| teachers treat students fairly at their school* (S2041)                           | 89%  | 88%  | 82%  |
| they can talk to their teachers about their concerns* (S2042)                     | 87%  | 90%  | 90%  |
| their school takes students' opinions seriously* (S2043)                          | 84%  | 86%  | 86%  |
| student behaviour is well managed at their school* (S2044)                        | 81%  | 80%  | 72%  |
| their school looks for ways to improve* (S2045)                                   | 96%  | 94%  | 96%  |
| their school is well maintained* (S2046)  | 93%  | 95%  | 90%  |
| their school gives them opportunities to do interesting things* (S2047)           | 98%  | 92%  | 90%  |

### Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:  | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069)   | 85%  | 100% | 96%  |
| they feel that their school is a safe place in which to work (S2070)   | 95%  | 100% | 96%  |
| they receive useful feedback about their work at their school (S2071)  | 95%  | 93%  | 92%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 93%  | 100% | 92%  |
| students are encouraged to do their best at their school (S2072)   | 100% | 100% | 100% |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:                | 2015 | 2016 | 2017 |
| students are treated fairly at their school (S2073)                    | 100% | 100% | 96%  |
| student behaviour is well managed at their school (S2074)              | 90%  | 100% | 92%  |
| staff are well supported at their school (S2075)                       | 85%  | 93%  | 92%  |
| their school takes staff opinions seriously (S2076)                    | 95%  | 93%  | 92%  |
| their school looks for ways to improve (S2077)                         | 100% | 93%  | 96%  |
| their school is well maintained (S2078)                                | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 90%  | 100% | 96%  |

\* 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

Our school staff work closely with our parents and carers as well as our P&C executive and School Chaplain. We provide parent information sessions, parent induction sessions, parenting courses as well as an area for parents to sit and talk to each other.

We ask each parent/carer to provide their child's class teacher of a "snapshot" of their child to assist us in better understanding the unique characteristics of each student.

Each week a Student needs action committee meets to discuss specific student's needs. The class teacher always consults with the parents/carers before this meeting occurs. The committee consists of Principal, HOC, BAT, Guidance Officer, Senior Teacher and Students with Special Needs teacher.

This collaboration is reflected in the harmonious and salubrious atmosphere that is our school.

We strive to provide a safe, inclusive and supportive environment which maximises student learning through a wide range of academic, cultural and sporting activities that occur as well as adhering to our PBL guidelines and consequences grid.

These include: Literacy and numeracy blocks supported by additional teacher aides to ensure at least two extra adults in each class during these times; tuckshop; book club; banking; clubs; bush dancing; Pyjama Days-for Kids in Care; Harmony Day; Woodhill's got Talent; participation in district sporting events; Cluster Days of excellence and Innovation days and our major fundraiser-our Billy Cart Derby.

Our school was established in 1873 and has families who have attended our school through the generations.

### Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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                             | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 30   | 27   | 46   |
| Long Suspensions – 11 to 20 days | 0    | 0    | 1    |
| Exclusions                       | 0    | 0    | 0    |
| Cancellations of Enrolment       | 0    | 0    | 0    |

## Environmental Footprint

### Reducing the school's environmental footprint

#### ENVIRONMENTAL FOOTPRINT INDICATORS



| Years     | Electricity kWh | Water kL |
|-----------|-----------------|----------|
| 2014-2015 | 14,235          |          |
| 2015-2016 | 948             |          |
| 2016-2017 | 64,898          |          |

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

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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

| 2017 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 18             | 12                 | 0                |

| 2017 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Full-time Equivalents      | 16             | 8                  | 0                |

### Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      |   |
| Masters                        | 1   |
| Graduate Diploma etc.**        |   |
| Bachelor degree                | 12  |
| Diploma                        |   |
| 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 2017 were \$25,225.

The major professional development initiatives are as follows:

Well being

Moderation

Planning

Trauma

Mentoring

Data analysis

STEAM

First Aid-CPR

Qld curriculum workshops

Magic and emotion training-Guidance officer

Child Protection

Friends For Life

Beginning teacher's workshop

I.T

SERSON Days

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%)   |      |      |      |
|--|------|------|------|
| Description  | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 95%  | 96%  | 96%  |

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

From the end of the previous school year, 81% of staff was retained by the school for the entire 2017.

## 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 2017   |      |      |      |
|---|------|------|------|
| Description   | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 94%  | 93%  | 93%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 97%  | 95%  | 92%  |

\*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 2017 for all Queensland Primary schools was 93%.

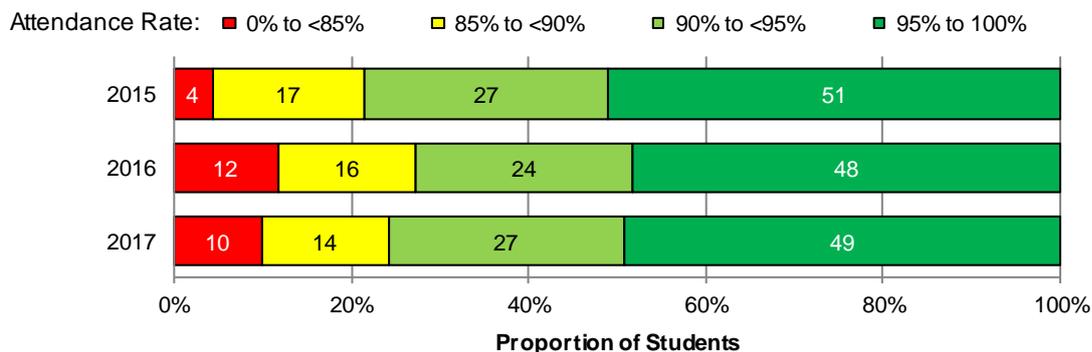
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 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 |
| 2015   | 94%  | 94%    | 94%    | 94%    | 95%    | 94%    | 96%    |        |        |        |         |         |         |
| 2016   | 91%  | 92%    | 92%    | 93%    | 91%    | 95%    | 95%    |        |        |        |         |         |         |
| 2017   | 93%  | 93%    | 92%    | 93%    | 93%    | 92%    | 95%    |        |        |        |         |         |         |

\*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 Department of Education 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.

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.

Rolls are marked digitally twice a day.

When a pattern of lateness, early departures or absences become apparent, parents/carers are contacted for an explanation.

If students arrive after the first bell or leave before 3 p.m. their parents are required to sign them in/out at administration.

Each newsletter publishes class percentages of attendance.

Every five weeks students who have not been absent for this period are acknowledged at the weekly Parade.

We have a 'house' competition for the most students attending school each day.

## 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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