



Woodhill State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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# From the Principal

## 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.<sup>1</sup> 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.

## School progress towards its goals in 2018

Improvement agenda	Achieved	
Building an expert Teaching team.	ongoing	Continuing to move in visible learning, creative and critical thinking with intense work on creating valid marking guides.
Improve staff's capability in data analysis.	ongoing	All staff have improved their capability in the reading, interpretation, analysis and response to data to effectively improve learning outcomes.
Effective pedagogical practices for the teaching of Reading through the cycle of inquiry.	ongoing	Staff have improved their understanding of the workings and value of the cycle of inquiry.

## Future outlook

Improvement agenda	Timeline	
Building an expert Teaching team.	ongoing	Formalised timetabling for cohorts to meet across bands with specific goals in mind-e.g. moderating achievement and examining work samples; professional discussion on classroom practices and research.
Improve staff's capability in and use of data analysis.	ongoing	Improve data literacy and use of this data around the teaching of English with a focus on A-E results in English and Maths using the cycle of inquiry model.
Effective pedagogical practices for the teaching of Reading through the cycle of inquiry.	ongoing	Staff have improved their understanding of the workings and value of the cycle of inquiry.

## Our school at a glance

### School profile

**Coeducational or single sex** Coeducational

**Independent public school** No

**Year levels offered in 2018** Prep Year - Year 6

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	244	224	211
Girls	120	114	115
Boys	124	110	96
Indigenous	10	13	15
Enrolment continuity (Feb. – Nov.)	92%	91%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

#### 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	24
Year 4 – Year 6	25	21	22
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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.

We work with the neighbouring C and K in the areas of reading-having our senior students reading with the students at C and K.

In terms 3 and 4, we begin our transition to school program as well as age appropriate pedagogies.

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.

We ensure open communication in a variety of ways including: newsletters: sms: phone conversations, emails, internet program see saw.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	86%	89%
• this is a good school (S2035)	92%	86%	68%
• their child likes being at this school* (S2001)	92%	93%	95%
• their child feels safe at this school* (S2002)	83%	89%	79%
• their child's learning needs are being met at this school* (S2003)	92%	79%	79%
• their child is making good progress at this school* (S2004)	92%	79%	84%
• 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)	100%	93%	94%
• teachers at this school motivate their child to learn* (S2007)	100%	89%	95%
• teachers at this school treat students fairly* (S2008)	92%	89%	68%
• they can talk to their child's teachers about their concerns* (S2009)	100%	93%	95%
• this school works with them to support their child's learning* (S2010)	100%	93%	84%
• this school takes parents' opinions seriously* (S2011)	83%	77%	38%
• student behaviour is well managed at this school* (S2012)	92%	81%	53%
• this school looks for ways to improve* (S2013)	75%	83%	58%
• this school is well maintained* (S2014)	92%	96%	95%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	94%	88%
• they like being at their school* (S2036)	91%	88%	87%
• they feel safe at their school* (S2037)	96%	89%	88%
• their teachers motivate them to learn* (S2038)	96%	96%	92%
• their teachers expect them to do their best* (S2039)	97%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	87%	97%
• teachers treat students fairly at their school* (S2041)	88%	82%	88%
• they can talk to their teachers about their concerns* (S2042)	90%	90%	80%
• their school takes students' opinions seriously* (S2043)	86%	86%	83%
• student behaviour is well managed at their school* (S2044)	80%	72%	64%
• their school looks for ways to improve* (S2045)	94%	96%	85%
• their school is well maintained* (S2046)	95%	90%	83%
• their school gives them opportunities to do interesting things* (S2047)	92%	90%	88%

Percentage of students who agree# that:	2016	2017	2018
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\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	96%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
• they receive useful feedback about their work at their school (S2071)	93%	92%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	83%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	96%	100%
• student behaviour is well managed at their school (S2074)	100%	92%	100%
• staff are well supported at their school (S2075)	93%	92%	100%
• their school takes staff opinions seriously (S2076)	93%	92%	95%
• their school looks for ways to improve (S2077)	93%	96%	100%
• their school is well maintained (S2078)	100%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	100%	96%	95%

\* 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, 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.

We have also incorporated a growth mindset policy throughout the school which we are communicating to the parents.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	27	46	15
Long suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

We strive hard to diminish our environmental footprint by turning off aircons and lights when we are not utilising these rooms.

It is beginning to have an effect.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	948	64,898	55,828
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' search interface. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three filter dropdown menus: 'School sector', 'School type', and 'State'. The 'Find a school' button is highlighted in a dark red color.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	15	13	0
Full-time equivalents	13	8	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	14
Diploma	
Certificate	

\*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 2018 were \$1290.55

The major professional development initiatives are as follows:

Wellbeing programs

Respectful Relationships

Mindfulness

Coaching  
 Visible Learning and feedback strategies  
 Finance training  
 Abecedarian training  
 Teaching of Reading  
 Preservice inservice  
 Guidance Officer  
 Special education

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	93%
Attendance rate for Indigenous** students at this school	95%	92%	94%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

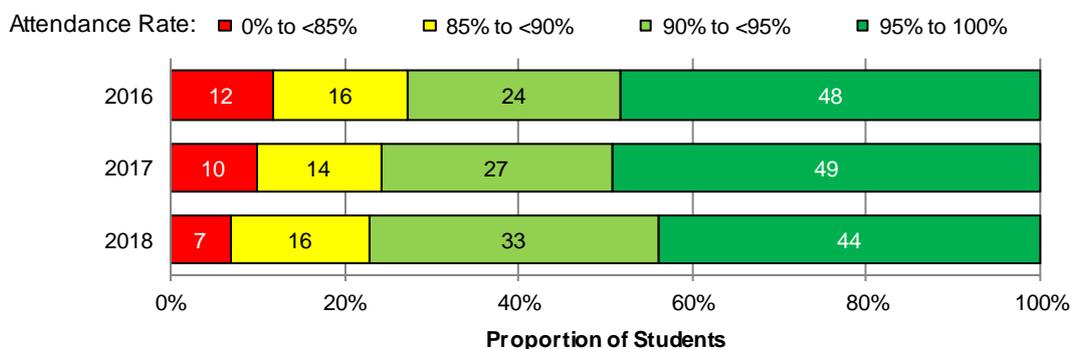
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	91%	93%	93%	Year 7			
Year 1	92%	93%	94%	Year 8			
Year 2	92%	92%	92%	Year 9			
Year 3	93%	93%	93%	Year 10			
Year 4	91%	93%	93%	Year 11			
Year 5	95%	92%	93%	Year 12			
Year 6	95%	95%	87%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

<b>Find a school</b>	<b>Search website</b>	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

<a href="#">View School Profile</a>
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4. Click on 'NAPLAN' to access the school NAPLAN information.

<a href="#">School profile</a>	<a href="#">NAPLAN</a>	<a href="#">Attendance</a>	<a href="#">Finances</a>	<a href="#">VET in schools</a>	<a href="#">Senior secondary</a>	<a href="#">Schools map</a>
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.