

Woodford P-10 State School

ANNUAL REPORT

2018

Queensland State School Reporting

Today's Effort, Tomorrow's Success

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

Woodford Prep-10 State School is a semi-rural school situated on the north-west boundary of the Moreton Bay Regional Council. We cater for the educational needs of students from Prep to Year 10 and aspire to develop positive and productive community partnerships, fostered by mutual respect and understanding. Our school vision of 'Today's Effort, Tomorrow's Success' epitomises the attributes of a lifelong learner; the notion that strong commitment to being the best person you can possibly be coupled with an effective relevant engaging curriculum will generate a culture of acceptance, achievement and success. The staff at our school are uncompromising in their pursuit of providing excellence in education which encompasses an engaging relevant curriculum that encourages all students to reach their maximum potential. As we embed the foundations of the 'Responsible Behaviour Plan for Students' into the ethos of our school community we expect our students to embrace the school expectations of being respectful, responsible, resilient and seeing results. We believe these attributes will prepare your children for life's challenges.

School progress towards its goals in 2018

In 2018, Woodford P-10 State School remained focussed on building a culture of high expectations for student achievement through the collaborative development of clear, compelling, aspirational targets and timelines to drive the work of leaders and teachers.

Literacy and Numeracy continue to be the number one focus at our school with an explicit improvement agenda emphasis on writing. Writing is one of the corner stones of literacy and a compelling argument for teaching and immersing your child in writing

- Literacy is among the major antidotes for poverty
- Literacy makes your life better
- Literate people have more choices in work and personal life, leading to greater freedom
- Literacy is great at teaching you how to think successively- that is making meaning one step at a time to then build a story
- Literacy soon becomes the currency of other learning.

Our attendance strategies embraces the notion that “Every Day Counts” which aligns with our belief that engagement in learning allows students choices in their future.

Our commitment to the “Positive Behaviour for Learning” has enabled our school to focus on the positive behaviours we wish to engender in all students who attend our school.

The staff at our school is uncompromising in their pursuit to provide excellence in education, which encompasses an engaging relevant curriculum that encourages all students to reach their maximum potential and embark on their journey as lifelong learners.

Dedicated staff

Great students

Caring families

Supportive community

School Progress towards its goals in 2018

2018 Headline Indicators show improvement in Literacy and Numeracy against the NAPLAN National Minimum Standards and Mean Scale Score dimensions and achieving C or better in English, Maths and Science. When looking at the 8 domains of Attendance, Literacy and Numeracy Woodford P-10 State School has shown significant improvement in 4 of these areas.

Literacy and Numeracy at Woodford has continued to improve each year. Whilst the NAPLAN data remains on the improve we particularly celebrate the individual efforts of all of our students and celebrate their persistent commitment to their individual improvement. This is recognised in their relative gains data once they have sat year 3 and year 5 NAPLAN. In 2018 short and long term NAPLAN Data Cycles demonstrate ongoing improvement.

Junior Secondary

100% of students have nominated that the transition of year seven students into the high school has been very successful. The students also nominated that having high school electives made working in the high school enjoyable.

Prepare for National Curriculum

We continue to align and embed the Australian Curriculum as Health and Physical Education, Technologies, Language and The Arts become targeted curriculum areas.

The Secondary Department are working to introduce the Senior Assessment and Tertiary Entrance (SATE) processes across Year 10 to support transition for all students to Year 11 and 12.

High Standards of Behaviour across the School

Woodford Prep-10 has continued to develop a supportive school environment through the implementation of the Positive Behaviour for Learning Program. Our school recognises and regularly rewards positive behaviour ensuring students and families feel valued. The School Opinion Survey responses of 2017 have identified areas within the PBL process to be reviewed and refined in 2018. The Responsible Behaviour Plan for Students document is reviewed regularly to remain focussed on school progress and align with community expectations.

Future outlook

Today's Effort, Tomorrow's Success- *Every Student Succeeding*

At our school in 2019 we are committed to building a culture of high expectations for student achievement through the collaborative development of clear, compelling, aspirational targets and timelines to drive the work of leaders and teachers.

Explicit Improvement Agenda for 2019:

- *Implementation of the Australian Curriculum (AC)*
- *Writing- Text Cohesion, Sentence Level, Vocabulary*
- *Formalise Classroom Observation and Feedback.*

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	386	395	390
Girls	177	182	185
Boys	209	213	205
Indigenous	35	35	43
Enrolment continuity (Feb. – Nov.)	88%	89%	88%

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

In 2018, enrolment continuity is similar to previous years based at 88%. This provides stability within the school and supports students in building positive relationships that truly enhances their opportunity to access a rigorous curriculum based education. Our student population is of a semi-rural nature as the access to city and surf becomes more attainable for families. Woodford P-10 State School reflects the wider community, with a richness that reflects the diversity of people from many walks of life.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	22
Year 4 – Year 6	24	22	23
Year 7 – Year 10	18	15	18
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 Approach to Curriculum Delivery

Woodford Prep-10 offers all KLA's from Prep to Year 10

- Early Years Prep-2
- Middle Years 3-6
- Junior Secondary 7-9
- Senior Secondary 10

Students have an opportunity to experience various pathways in Year 10 - Academic/Vocational/Work/Certificate Courses Hospitality/Construction.

Co-curricular activities

- Under 8's Day Celebrations
- Easter Bonnet Parade
- Footsteps Dance Program
- Woodford Town Library
- Excursions
- Valley Championships- Netball/Rugby League (Interschool)
- Gala Day- Touch Football (Interschool)
- Spelling and Maths Competitions (Interschool)
- Commonwealth Bank Smart Start
- Debating/Public Speaking (Interschool)
- Student Council Fund Raisers
- P&C sponsored activities eg Discos
- Edge Café-Student Run Café through Hospitality
- QUT Caboolture & Gardens Point
- Lego Robotics
- NAIDOC Week Celebrations
- ANZAC Commemorations
- Book Week Celebrations
- Early Bird Breakfast Program – Stanley River Ecumenical Council
- Sporting participation and successes (interschool, district, regional and state)

How information and communication technologies are used to assist learning

Students at Woodford have access to two computer labs, Library technologies and classroom technology with the introduction of interactive whiteboards in all teaching spaces. Technology is used in everyday teaching and learning programs complementing the introduction of Laptops and iPads. Teachers and students access Digital Technologies and Design Technologies to teach, research, assess, communicate and work in group activities. Technology is viewed as an everyday life skill and our priority is to ensure students are not disadvantaged in an ever increasing technological world.

Social climate

Overview

At Woodford Prep-10 State School we promote:

A supportive school environment – parent/carer information afternoons, parent/carer interview evenings and student led conferences strongly supported with parent/carers commenting on the availability/approachability of our staff.

“Anti -Bullying Policy”: Every report taken seriously and follow up action is paramount, in alignment with the expectations set out in the Responsible Behaviour Plan for Students.

Positive Behaviour for Learning Expectations (PBL):

Being Respectful Being Responsible Being Resilient Seeing Results.

Positive Student behaviour recognised weekly through school recognition certificates and at the end of term with reward activities, letters and postcards home. Weekly PBL focus statements delivered each week on parades and within classes.

In supporting our students and wider community, we offer Guidance Officer Counselling, access to a School Nurse and Foundations Counselling services. Woodford P-10 has a supportive and caring School Chaplain

who offers support and pastoral care. Staff also offer social lunchtime activities such as beading, Lego, craft, sport and technology. The Shine Program was implemented with girls in Year 6 with future planning to develop a Rock and Water program for Year 6 boys.

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)	90%	92%	94%
• this is a good school (S2035)	90%	100%	94%
• their child likes being at this school* (S2001)	86%	92%	88%
• their child feels safe at this school* (S2002)	86%	92%	94%
• their child's learning needs are being met at this school* (S2003)	86%	92%	94%
• their child is making good progress at this school* (S2004)	86%	92%	88%
• teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	88%
• teachers at this school motivate their child to learn* (S2007)	90%	100%	94%
• teachers at this school treat students fairly* (S2008)	86%	85%	81%
• they can talk to their child's teachers about their concerns* (S2009)	95%	92%	94%
• this school works with them to support their child's learning* (S2010)	95%	85%	94%
• this school takes parents' opinions seriously* (S2011)	95%	92%	81%
• student behaviour is well managed at this school* (S2012)	76%	58%	81%
• this school looks for ways to improve* (S2013)	95%	83%	93%
• this school is well maintained* (S2014)	95%	100%	94%

* 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)	92%	87%	79%
• they like being at their school* (S2036)	87%	79%	74%
• they feel safe at their school* (S2037)	90%	80%	74%
• their teachers motivate them to learn* (S2038)	95%	95%	89%
• their teachers expect them to do their best* (S2039)	98%	97%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	89%	82%
• teachers treat students fairly at their school* (S2041)	84%	74%	69%
• they can talk to their teachers about their concerns* (S2042)	89%	75%	66%
• their school takes students' opinions seriously* (S2043)	81%	78%	66%
• student behaviour is well managed at their school* (S2044)	72%	66%	57%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	90%	88%	85%
• their school is well maintained* (S2046)	87%	86%	79%
• their school gives them opportunities to do interesting things* (S2047)	89%	77%	79%

* 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)	97%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	88%	97%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	90%	88%
• students are encouraged to do their best at their school (S2072)	100%	100%	96%
• students are treated fairly at their school (S2073)	100%	97%	96%
• student behaviour is well managed at their school (S2074)	91%	91%	92%
• staff are well supported at their school (S2075)	94%	100%	96%
• their school takes staff opinions seriously (S2076)	97%	100%	91%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	94%	100%	96%
• their school gives them opportunities to do interesting things (S2079)	91%	97%	84%

* 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

At Woodford P-10 State School, parents are always welcome to visit classrooms and meet with staff including members of Administration and support staff.

Many classrooms have parents who support programs e.g. reading groups, book exchange.

Each year we hold a "Parent Information Evening" where the P & C run a welcome sausage sizzles.

Under 8's Day celebrations are always a huge family day along with classroom celebrations when sharing student/classroom achievements.

Our hospitality program is widely supported by families and community when they run picnic and dining events.

Throughout 2018 parents were invited to take part in "Sounds to Letters" and Support-a Maths Learner/Reader workshops to help them cope with the changing educational environment.

We find the involvement of parents and the community at our school, value ads, giving our students the opportunity to feel what it is to be part of caring and nurturing community.

The Woodford Prep-10 P&C is supportive of the school and our great tuckshop conveners with their community helpers provide a healthy food menu to fuel the wellbeing of our students and staff.

Community groups and organisations invite our school to participate in ANZAC Day and other commemorative ceremonies, Woodford Show and Local Moreton Bay Regional Council Activities.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. With the Introduction of the Anti-Bullying programs, social media/cyber-bullying awareness and the Shine programs in Year 6, student wellbeing and resilience programs strongly connect to daily classroom programs. These programs aim to support student and community understanding and build a culture of resilience and acceptance for all.

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	30	58	79
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	2	1
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

Woodford is steadily working towards a sustainable future with the use of grey water, placements of tanks, a dam, planting of native flora to conserve water as well as shade buildings, cooling rooms with blinds/tinted windows and the introduction of solar panels. Recycling is an initiative we will continue to invest in 2018.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	157,077	156,773	157,422
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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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	42	28	<5
Full-time equivalents	34	17	<5

*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	4
Graduate Diploma etc.*	2
Bachelor degree	34
Diploma	2
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 \$93,260

The major professional development initiatives are as follows:

- Literacy Coach, Head of Department and Head of Curriculum in an intensive Professional Development around Guided Writing and unpacking the literacy components in the curriculum across P-10.

The proportion of the teaching staff involved in professional development activities during 2017 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.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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 P-10/P-12 schools was 90%.

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	91%	88%	90%
Attendance rate for Indigenous** students at this school	91%	89%	90%

* 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

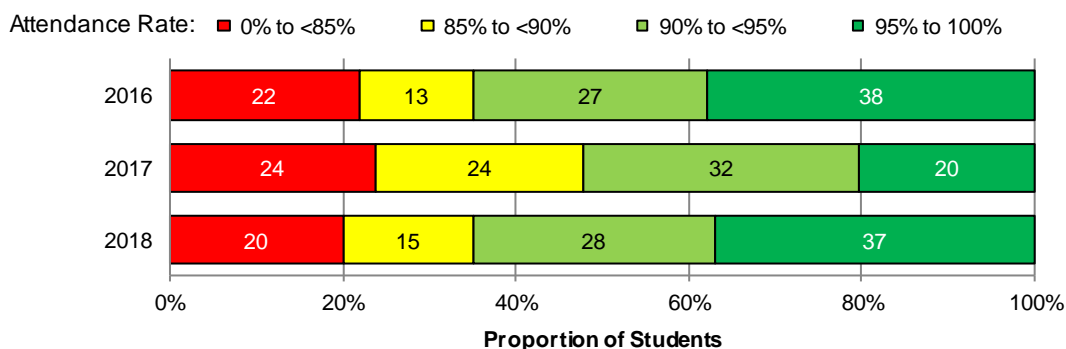
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	91%	91%	92%	Year 7	87%	86%	89%
Year 1	93%	88%	90%	Year 8	82%	87%	90%
Year 2	93%	88%	91%	Year 9	92%	79%	86%
Year 3	93%	90%	92%	Year 10	88%	90%	84%
Year 4	91%	91%	91%	Year 11			
Year 5	89%	90%	94%	Year 12			
Year 6	92%	86%	90%				

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.

At Woodford P-10 we support the “*Every Day Counts*” strategy as one day missed is a day that will need to be caught up. We are committed to education for all and follow up with general enquiries when students are absent and not explained. Our greatest concern is students who have a large absence record as these gaps in teaching and learning will have a detrimental effect on student outcomes.

Primary rolls are marked in the mornings and afternoons to ensure students are adequately tracked whilst at school.

Secondary rolls are marked at the beginning of every lesson.

Woodford P-10 State School moved to same day notifications utilising the Outreach MGM service, to notify parents/carers of student absences.

Utilising the PBL strategies, classes monitor student attendance and students receive recognition for outstanding attendance.

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.