



WoodLinks 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>
<b>Contact person</b>	Naomi Meerwald (Principal)

## From the Principal

### School overview

WoodLinks State School opened in 2011. Our school is part of Education Queensland's Public Private Partnership (PPP). The school is situated in a newly developing residential area. The **vision of WoodLinks State School is to develop a community hub that provides a safe, supportive environment where staff, parents and community groups collaborate to empower students to become successful today and for the future.**

WoodLinks State School provides a critical part of every child's educational journey, this journey is strengthened and enhanced when the school works in harmonious and constructive partnerships with the home and the wider community. The school explicit improvement agenda is focussed on the mantra: **'If you can read, you will succeed!'** High expectations for learning in a positive and supportive environment ensures that all students know and can demonstrate their reading goals and know how to improve their learning in reading. The school community supports students reading success and transfer of reading skills across all learning areas.

The 3B's: Be a safe, respectful learner is reflected in the super hero theme throughout the school. Superheroes for reading, behaviour and learning is evident throughout the school and the community.

The school is also part of the Stephanie Alexander Kitchen Garden program which is embedded into the Australian Curriculum and enables year 4 to year 6 to develop environmental education knowledge and skills.

At WoodLinks State School we are committed to delivering Only Our Best, Everyone. Everyday. A mantra adopted in 2011 and is an essential element of ensuring all students have success in their learning.

### School progress towards its goals in 2018

In 2018 WoodLinks improvement priority was teaching reading within the Australian Curriculum through an explicit Reading Framework. Unpacking reading through the Australian Curriculum was a focus in year level planning meetings and professional learning sessions. The school has continued to focus on the explicit teaching of reading through the 5 Reads Model in Guided Reading, Shared Reading, Independent Reading and Modelled Reading. Data walls, five week data cycles and collaborative data analysis have been a large component of this agenda.

To ensure quality teaching and learning the school has engaged a number of support staff to coach and mentor early career teachers and those new to the school to ensure consistency across the site.

### Future outlook

The school will continue the reading journey throughout 2019 with the focus now on the embedding the reading framework across the school. The work will extend into the writing framework of the school which will ensure the link between reading and writing across the curriculum are identified, and catered to across the curriculum areas. The writing framework will be completed by the end of Semester 1 for implementation in semester 2.

Mentoring, coaching and data analysis will continue to develop across the year. The addition of a HOSSES to the staff will also allow for curriculum adjustments and an inclusive lens to be applied throughout planning cycle, as well as a greater focus on successful transitions across the early years.

## Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	555	608	675
Girls	265	284	316
Boys	290	324	359
Indigenous	33	39	54
Enrolment continuity (Feb. – Nov.)	94%	93%	96%

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

WoodLinks is a multi-cultural community who work hard in harmony in the school and across the community. Parents and community members support the school in a variety of ways through volunteering, P&C events and sporting and cultural events. A strong working culture is adopted in the community who view WoodLinks as a great school in the community. The school population continues to have strong growth due to the property development that is continuing in the school catchment area. Students with disabilities are mainstreamed and supported by teachers who support teachers in the development of individual education plans and teaching within the classroom.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	26	25	24
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

- The school adopts and adapts the C2C (Curriculum to Classroom) curriculum units aligned to the Australian Curriculum
- Collaborative Planning days each term ensure teachers are backward mapping assessment for learning areas to the teaching and learning required for student success
- The explicit approach to the teaching of Reading is embedded throughout the school and a Whole School Reading Framework is embedded from prep to year 6.

- An embedded collaborative data enquiry model ensures teachers and the leadership team are identifying and developing differentiated programs for all students.
- Japanese is the language other than English that is taught in year 4-6.
- Students have specialist Music and PE classes each week from prep to year 6.
- Moderation of learning areas is an important aspect of the teaching cycle and ensures consistency of assessment and reporting across the year level.

## Co-curricular activities

- Each term students can apply to be part of the Sporting Schools Program. This is a very successful afterschool program.
- School Leaders are provided with the opportunity to develop their leadership skills through support of a teacher mentor.
- The Student Council is proactive in providing a student voice in the school and assisting in fundraising for charities.
- Instrumental music lessons are offered in both percussion and strings from Year 3 - 6
- Students in year 4-6 have the opportunity to be involved in sports Gala Days throughout the year.

## How information and communication technologies are used to assist learning

WoodLinks continues to provide iPads for reading and to support students with disabilities. The school continues to look for ways to embed technology into the learning environment to enhance learning in a meaningful way. All teachers have access to a class iPad and apps for learning.

Each classroom has an interactive whiteboard or interactive television to ensure all curriculum can be accessed for our students provide a descriptive account of your school's strategies, such as digital pedagogies, used to assist learning. The school is currently engage with STEAM club to identify new technologies to support learning and to engage students.

## Social climate

### Overview

Positive behaviour for learning (PBL) is adopted across the school and community. The superhero theme is evident throughout the school and on all documents. The 3B's: Be Safe, Be Respectful and Be a Learner and relevant posters are evident in all classrooms. Student's positive behaviour is recognized through the following: classroom prize box, classroom rewards, super hero of the day and week, end of term rewards day and superhero badges.

WoodLinks staff ensure that a transparent and consistent approach to positive behaviour for learning is adopted throughout the school.

### 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 <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	94%
• this is a good school (S2035)	100%	100%	99%
• their child likes being at this school* (S2001)	100%	100%	94%
• their child feels safe at this school* (S2002)	100%	97%	99%
• their child's learning needs are being met at this school* (S2003)	100%	97%	90%
• their child is making good progress at this school* (S2004)	96%	100%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%	93%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	100%	97%	94%
• teachers at this school treat students fairly* (S2008)	100%	92%	94%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
• this school works with them to support their child's learning* (S2010)	96%	100%	94%
• this school takes parents' opinions seriously* (S2011)	92%	94%	89%
• student behaviour is well managed at this school* (S2012)	100%	94%	92%
• this school looks for ways to improve* (S2013)	100%	100%	96%
• this school is well maintained* (S2014)	100%	100%	100%

\* 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)	94%	95%	95%
• they like being at their school* (S2036)	94%	92%	89%
• they feel safe at their school* (S2037)	95%	94%	94%
• their teachers motivate them to learn* (S2038)	97%	98%	98%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	98%
• teachers treat students fairly at their school* (S2041)	96%	93%	91%
• they can talk to their teachers about their concerns* (S2042)	89%	91%	91%
• their school takes students' opinions seriously* (S2043)	93%	89%	94%
• student behaviour is well managed at their school* (S2044)	85%	88%	88%
• their school looks for ways to improve* (S2045)	95%	98%	98%
• their school is well maintained* (S2046)	98%	92%	95%
• their school gives them opportunities to do interesting things* (S2047)	93%	94%	98%

\* 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%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
• they receive useful feedback about their work at their school (S2071)	98%	100%	98%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	97%	96%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	98%	100%	98%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	98%	98%	98%
• staff are well supported at their school (S2075)	100%	100%	98%
• their school takes staff opinions seriously (S2076)	100%	100%	98%
• their school looks for ways to improve (S2077)	100%	100%	98%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	98%	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

The explicit reading focus ensures that parents are welcomed into the school to support learning. A before school reading club encourages parents and students to attend and read each day. Guided Reading open classrooms brings parents and the community into the learning that is occurring in the classrooms.

The school adopts many avenues of communication to parents regarding their student learning. Parent interviews are organized twice a year to discuss learning, however parents are encouraged to make appointments with teachers when required.

Parents and community are encouraged to volunteer in the Kitchen Garden program each term.

Parents of students with additional needs and adjustments meet for formal meetings in term 1 each year and are invited to a parent afternoon tea each term. Regular contact is made through emails or meetings.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The PBL weekly lessons teaches students to be respectful of themselves and others. Zones of Regulation and a Growth Mindset are also taught and implemented throughout the school.

## 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	17	27	24
Long suspensions – 11 to 20 days	0	0	2
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

WoodLinks is a PPP school (Public Private Partnership) as part of this program the school has a 5 star rating. There are solar panels to ensure the environmental footprint is monitored.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	206,618	218,453	216,016
Water (kL)			5701 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.

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

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

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	46	31	<5
Full-time equivalents	43	21	<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	5
Graduate Diploma etc.*	4
Bachelor degree	37
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 \$61 995.

The major professional development initiatives are as follows:

- Capacity Building / Leadership Development of Aspiring and current school leaders and Early career teachers
- Australian Curriculum
- Reading
- Early Years including; Age Appropriate Pedagogies and AEDC Data sets
- Disability specific

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.	97%	96%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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%	94%	93%
Attendance rate for Indigenous** students at this school	92%	92%	91%

\* 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
Prep	93%	94%	93%
Year 1	93%	94%	92%
Year 2	93%	93%	94%
Year 3	94%	94%	93%
Year 4	95%	94%	93%
Year 5	92%	94%	92%
Year 6	95%	93%	93%

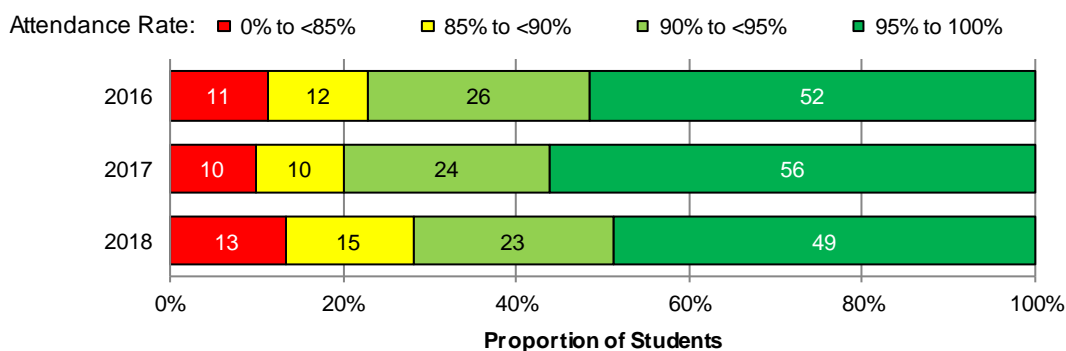
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

Teachers mark attendance rolls each morning and afternoon according to the school attendance policy. The Admin officer ensures that rolls are marked daily and follows up with teachers to ensure that this mandatory requirement is maintained. Student attendance is monitored by attendance officer, class teachers and leadership team. SMS messages are sent daily and unexplained and non-attendance is everybody's business at WoodLinks.

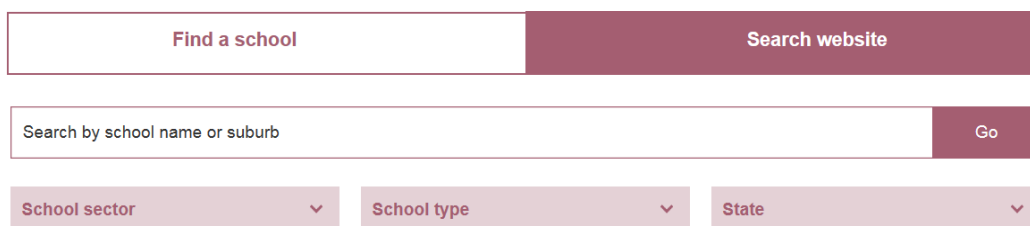
Relevant letters and phone calls are made to ensure student participation and engagement is monitored. An attendance teacher monitors attendance date and the school celebrates attendance success each week. Regular support and meetings with parents to develop strategies for success in attendance is monitored by all staff.

## 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.



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



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



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.