



WoodLinks State School

ANNUAL REPORT 2017

Queensland State School Reporting

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



Contact Information

Postal address:	WoodLinks Way Collingwood Park 4301
Phone:	(07) 3381 4666
Fax:	(07) 3818 9658
Email:	principal@woodlinksss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Vicki Caldwell 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.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

During 2017 WoodLinks SS continued its explicit focus on the teaching of Reading. The whole school reading framework was further embedded in practice. Teacher capacity in the teaching of reading was developed across the school through an explicit and focused coaching and beginning teacher model. Formal Guided and Modelled Reading observations were embedded to provide quality feedback to teaching staff. This feedback also guided the development of a focused professional learning plan to improve outcomes for all students.

Analysis of student reading data was further embedded in practice through the implementation of a whole school collaborative data inquiry process, coupled with a case management process. This enabled a deliberate focus on student reading goals, feedback to students on their progress, and differentiated teaching of reading across the curriculum.

WoodLinks SS has continued to be a showcase school for other schools to visit to engage in professional learning around the explicit teaching of reading. In 2017 the school made progress towards developing specific professional learning communities of teachers to share the explicit teaching of reading across the Region.

Future Outlook

In 2018 the WoodLinks improvement priority is teaching reading within the Australian Curriculum through an explicit Reading Framework. Unpacking reading through the Australian Curriculum is 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 4 Reads Model in Guided Reading, Shared Reading, Independent Reading and Modelled Reading. Data walls, five week data cycles and collaborative data inquiry meetings support consistency of practice and improved reading outcomes for all students.

2018 NAPLAN Reading Targets	Year	NMS- National Minimum Standard	U2B- Upper 2 Bands
	3	95%	40%
	5	94%	30%

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2017: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	489	248	241	33	90%
2016	555	265	290	33	94%
2017	608	284	324	39	93%

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

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

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	24
Year 4 – Year 6	24	26	25
Year 7 – Year 10			
Year 11 – Year 12			

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.
- The Strength and Shine was sponsored by Centro Church and enabled support for student's wellbeing and development.
- The Kid's Hope Program is also available to support individual students.
- The Better Buddy program assists prep and year 5 students through leadership and support.
- 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.
- 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. A whole school approach is being developed through a professional learning community approach. 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.

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: prize shop, 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	85%	100%	100%
this is a good school (S2035)	91%	100%	100%
their child likes being at this school* (S2001)	97%	100%	100%
their child feels safe at this school* (S2002)	97%	100%	97%
their child's learning needs are being met at this school* (S2003)	85%	100%	97%
their child is making good progress at this school* (S2004)	73%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	88%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	97%
teachers at this school motivate their child to learn* (S2007)	84%	100%	97%
teachers at this school treat students fairly* (S2008)	85%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	100%
this school works with them to support their child's learning* (S2010)	88%	96%	100%
this school takes parents' opinions seriously* (S2011)	72%	92%	94%
student behaviour is well managed at this school* (S2012)	76%	100%	94%
this school looks for ways to improve* (S2013)	91%	100%	100%
this school is well maintained* (S2014)	97%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree* that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	94%	95%
they like being at their school* (S2036)	93%	94%	92%
they feel safe at their school* (S2037)	93%	95%	94%
their teachers motivate them to learn* (S2038)	97%	97%	98%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	96%
teachers treat students fairly at their school* (S2041)	94%	96%	93%
they can talk to their teachers about their concerns* (S2042)	88%	89%	91%
their school takes students' opinions seriously* (S2043)	91%	93%	89%
student behaviour is well managed at their school* (S2044)	86%	85%	88%
their school looks for ways to improve* (S2045)	96%	95%	98%
their school is well maintained* (S2046)	93%	98%	92%
their school gives them opportunities to do interesting things* (S2047)	93%	93%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree* that:	2015	2016	2017
they enjoy working at their school (S2069)	90%	100%	98%
they feel that their school is a safe place in which to work (S2070)	95%	100%	98%
they receive useful feedback about their work at their school (S2071)	85%	98%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	87%	97%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	90%	98%	100%
student behaviour is well managed at their school (S2074)	97%	98%	98%
staff are well supported at their school (S2075)	80%	100%	100%
their school takes staff opinions seriously (S2076)	76%	100%	100%
their school looks for ways to improve (S2077)	95%	100%	100%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	80%	100%	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.

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.

Class parent reps are encouraged and assist teachers and parents in the learning process. 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 Stephanie Alexander 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 programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The Strength and Shine program has been implemented to assist students develop an understanding of themselves and relationships. The PBL weekly lessons also teaches students to be respectful of themselves and others.

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	39	17	27
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	199,377	
2015-2016	206,618	
2016-2017	218,453	

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

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	40	29	<5
Full-time Equivalents	37	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	4
Bachelor degree	34
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 \$44 460.

The major professional development initiatives are as follows:

- Anita Archer – Explicit Instruction
- Positive Behaviour for Learning
- Leadership
- Mentoring Beginning Teachers
- Collaborative Curriculum Planning
- Collaborative Data Inquiry
- Teaching of Reading
- Age-Appropriate Pedagogies

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.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% 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%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	92%	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%.

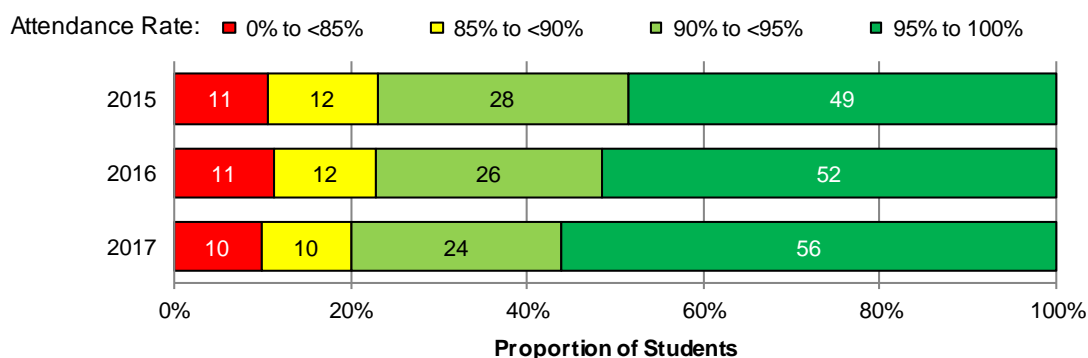
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	94%	94%	94%	93%	95%	92%						
2016	93%	93%	93%	94%	95%	92%	95%						
2017	94%	94%	93%	94%	94%	94%	93%						

*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.

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. The school adopt-a-cop works closely with parents and students to identify the barriers surrounding non-attendance.

An attendance teacher monitors and celebrated attendance success each week and awards classes with a trophy if they reach the school target of 95% or over. In the junior school attendance horses show parents and students which classes are winning the attendance race. The upper school has a superhero theme that shows classes reaching the school attendance goal.

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 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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