



Woodcrest State College

School annual report

Queensland state school reporting

2020



The 2020/2021 has been a very different twelve months for all in the Woodcrest State College community. The COVID pandemic created massive change for staff and students in the school in how we conducted business for the majority of 2020. Most notably was the five week period at the end of term one and start of term two, where the students were learning at home. I want to thank and acknowledge our parents who as partners in educating the 1800 students at Woodcrest helped guide, support, coach and teach the students during the 2020 school year. On behalf of the school community I want to express gratitude and publicly acknowledge our staff for the way they transitioned their delivery of learning to the student body. The 1800 Woodcrest students deserve the highest praise for the way they adapted and showed resilience through all the changes in 2020. It is great to have the school community return and partake in school events again in 2021, now we are in the 'COVID normal' phase.

In 2020 the College sharpened and narrowed the explicit improvement agenda of the college to focus on Quality Teaching. This is to ensure a high standard and consistent approach to teaching is evident in every classroom of the college every day for every student. Quality teaching at Woodcrest ensures there is a consistent delivery of teaching throughout the college which is known as our Pedagogical Framework (RESPECT). Quality Teaching is also underpinned by four pillars of Culture, People, Alignment and Ingenuity. Over 2020 the college introduced several other programs which are designed to enhance the learning outcomes for our students and variety of learning experiences to ensure that Woodcrest State College is the school of choice in Greater Springfield. This work is incorporated in the College Strategic Plan and Annual Implementation Plan for 2021 which are both highlighted below.



Last year was the first year that students in Queensland received an ATAR and the first time that Year 12 students have sat for external exams since 1974. Despite the difficulties that occurred during the year, the cohort achieved some amazing results, which all in our school community should be exceptionally proud. These include:

- The sixth consecutive year that 100% of our year 12 Students achieved their Queensland Certificate of Education (QCE). State Average 89%
- 4 students were between 91.5 – 99 for ATAR outcomes. (OP 1-5 old system – only 6037 students in the state achieved in this range).
- 23 students between 60.5 – 99.5 for ATAR outcomes (70% of Woodcrest Year 12 ATAR students, this equates to OP 1-15 in the old system).
- One student received a certificate of Academic Commendation for receiving six straight As.
- One other student was only one subject away from the above achievement.
- The highest achieving student at Woodcrest received an ATAR of 98.75 (This would have been an OP1 under the old system).
- 100% of students completed a Certificate II, III or IV.
- 43% of students achieved greater than 30 QCE points (24 required for a QCE).

The College strategic completed its fourth and final year of implementation:

- The ICT strategic plan is in its fifth year of implementation.
- A BYOD program is now in its fourth year of operation and more than 800 students are now part of the program. Two classes of BYOD were launched in the Primary School in the 2020 school year and that has grown to six classes this year.
- The College Awards Night was revamped due to Covid and was a virtual event (recorded).
- Inter and Intra school sport was significantly impacted by COVID in 2020 with only a limited amount of sport occurring over the year. Both the primary schools (Greater Springfield Sports District) and the Secondary School (Jagera District) resume in 2021.
- The Community hub which hosts the Woodcrest OSHC opened at the start of Term 2 2020 the College received \$350,000 from the State Government in order to proceed with this project.
- 38 students earned their jerseys for completing the journey from Prep to Year 12 in 2019.
- Significant work was undertaken to continue the Pre Prep Programs which is a key feature of the Early Years Transition Approach. The programs included Little Possums reading time, Little Possums Playgroup and the Little Possums Pre Prep Program.
- WestEC Trade Training Centre now has an enrolment of over 400 students from 6 partner schools and has seen a significant growth to 13 courses offered to students. The facility attracted a 2.25 million dollar grant to cater for the expansion of the facility to meet demand. A facilities brief has been prepared to advance this project.
- The school is currently preparing to be a part of the NAPLAN online program this year having been part of a feasibility trail in 2019.
- The first stage of the Early Years Precinct has been completed and the school is hopeful that funding for the second stage will part of the 2021/2022 State Budget.

- The Primary School launched nature play activities to help with the engagement of students in the playground and this has resulted in a reduction of behaviour issues at lunch time.
- The College has entered into a number of significant partnerships with the University of Southern Queensland. These partnerships will prove beneficial for both parties with the highlight for Woodcrest College being the opportunity for our year 12 students to gain direct entry into Education, Nursing, Music and Aviation Courses.
- Brendan Barlow took over as the Principal of the Secondary School at the beginning of Term 2 replacing Darren McGregor.
- Air-conditioning has been installed and is operational in all classrooms, libraries and staffrooms across the campus.
- A new Student Code of Conduct was developed that commenced in 2021.
- Significant Facilities Upgrades occurred over the year.

The Covid-19 virus did throw operations at all schools into a day by day proposition for a significant part of 2020. Planning for events was at the discretion of medical authorities.:-

- The College made the decision to suspend the majority of school assemblies.
- The parent teacher nights were held by phone and this will continue for the first six months of this year.
- ANZAC Day parades and our involvement in community ANZAC Day events did not occur in 2020.
- Graduations were held but with limited numbers.
- School events during term two and three were largely cancelled, however small events recommenced in term four 2020.
- The Year 12 formal did take place, at a new COVID safe venue with heavy restrictions.
- The College postponed the Woodcrest Community Network Breakfasts.
- Additional cleaners have been rostered on at lunchtimes to clean toilets and wash basins and door knobs during the day.

I would like to recognise and thank all of the staff of Woodcrest State College who have worked to advance the educational outcomes for the students over 2020. The College has a dedicated team of staff of which the school community should be immensely proud. The staff continue to look for better ways to challenge and motivate the students and the results achieved are a reflection of this effort. Behind our teachers are a dynamic group of support staff who ensure Woodcrest looks and functions highly effectively every day.

It is my pleasure to deliver this report to the school community to demonstrate another year of achievement in different circumstances. The work of staff, parents and students is ensuring Woodcrest State College is moving forward to achieve our aim of being the school of choice in Greater Springfield. It is a great honour to lead such a great school and help shape the student's future who will drive the vibrant city of Springfield.

Regards



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Executive Principal
Woodcrest State College

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School context

Coeducational or single sex Coeducational

Independent Public School No

Year levels offered in 2020 Early Childhood – Year 12

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	103	107	115	103	109	114
Year 1	99	105	104	101	107	96
Year 2	125	103	105	124	105	100
Year 3	112	126	108	112	127	104
Year 4	125	117	129	127	117	126
Year 5	116	120	114	115	123	114
Year 6	119	118	122	118	119	124
Year 7	192	168	188	195	167	190
Year 8	165	189	170	158	185	177
Year 9	184	152	188	184	156	188
Year 10	170	182	156	161	173	152
Year 11	93	141	167	88	139	155
Year 12	117	84	135	108	83	132
Total	1,720	1,712	1,801	1,694	1,710	1,772

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	23	23	23
Year 4 – Year 6	28	28	27
Year 7 – Year 10	24	25	25
Year 11 – Year 12	15	17	19

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree¹ that:	2018	2019	2020
My child is getting a good education at this school.	88.1%	91.0%	
This is a good school.	88.9%	89.7%	
My child likes being at this school. ²	83.6%	92.1%	
My child feels safe at this school. ²	83.6%	91.0%	
My child's learning needs are being met at this school. ²	88.2%	85.4%	
My child is making good progress at this school. ²	86.8%	91.0%	
Teachers at this school expect my child to do his or her best. ²	94.1%	94.4%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	91.2%	87.5%	
Teachers at this school motivate my child to learn. ²	86.6%	88.8%	
Teachers at this school treat students fairly. ²	78.5%	86.0%	
I can talk to my child's teachers about my concerns. ²	95.6%	92.0%	
This school works with me to support my child's learning. ²	91.0%	89.7%	
This school takes parents' opinions seriously. ²	80.6%	81.9%	
Student behaviour is well managed at this school. ²	67.6%	73.9%	
This school looks for ways to improve. ²	89.1%	92.9%	
This school is well maintained. ²	88.2%	94.3%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	91.2%	92.3%	
I like being at my school. ²	90.4%	92.9%	
I feel safe at my school. ²	89.0%	91.6%	
My teachers motivate me to learn. ²	94.1%	90.4%	
My teachers expect me to do my best. ²	97.4%	97.1%	
My teachers provide me with useful feedback about my school work. ²	94.6%	87.5%	
Teachers at my school treat students fairly. ²	81.4%	77.8%	
I can talk to my teachers about my concerns. ²	83.5%	74.9%	
My school takes students' opinions seriously. ²	74.7%	81.5%	
Student behaviour is well managed at my school. ²	72.5%	66.0%	
My school looks for ways to improve. ²	86.5%	90.8%	
My school is well maintained. ²	81.4%	84.7%	
My school gives me opportunities to do interesting things. ²	93.2%	91.1%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	93.5%	89.3%	
I feel this school is a safe place in which to work.	91.0%	88.5%	
I receive useful feedback about my work at this school.	87.9%	78.6%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	83.3%	85.1%	
Students are treated fairly at this school.	95.0%	86.2%	
Student behaviour is well managed at this school.	70.2%	62.7%	
Staff are well supported at this school.	77.2%	67.7%	
This school takes staff opinions seriously.	79.3%	67.4%	
This school looks for ways to improve.	93.5%	86.7%	
This school is well maintained.	81.5%	82.3%	
This school gives me opportunities to do interesting things.	86.2%	79.7%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	326	295	239
Long Suspension	18	21	11
Exclusion	10	4	11
Cancellation	7	0	1
Total	361	320	262

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

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* to access the school's profile.

[View School Profile](#)

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



Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	137	137	141	76	76	76	5	7	<5
FTE	129	128	132	55	54	57	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	90%	90%	90%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	91%	92%	91%
Year 1	92%	88%	88%
Year 2	93%	92%	87%
Year 3	91%	93%	91%
Year 4	90%	93%	92%
Year 5	91%	89%	92%
Year 6	92%	91%	88%
Year 7	92%	92%	93%
Year 8	88%	90%	90%
Year 9	89%	88%	92%
Year 10	85%	88%	88%
Year 11	88%	89%	90%
Year 12	88%	89%	90%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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



4. Click on *NAPLAN* and select a year to view 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.

Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2018	2019	2020
Number of students who received a Senior Statement at the end of Year 12	107	81	130
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	0	2	2
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	100%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	99%	98%
Number of students awarded one or more VET qualifications (including SAT)	107	80	127
Number of students who were completing/continuing a SAT	10	10	7
Number of students awarded a VET Certificate I	7	8	2
Number of students awarded a VET Certificate II	107	80	125
Number of students awarded a VET Certificate II+	107	80	127
Number of students awarded a VET Certificate III+	55	43	63

Notes

1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations

The results of the 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <https://woodcrestsc.eq.edu.au>.

Post-school destinations information is also available via the [My School](#) website.