

Woolloowin State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Woolloowin State School has a long tradition of academic excellence within a multicultural community, with approximately 315 students from Prep to Year 6. The school has a strong focus and emphasis on the development of Literacy, Numeracy and Individual Student Potential.

Across the school students enjoy a rich educational journey through their time at Woolloowin State School. Our highly professional teachers and staff support each child with data driven, differentiated instruction, from the first day of Prep to their final day of Year 6. This small community atmosphere, provides an excellent nurturing environment that acts as a solid springboard into High School with strong transition programs and leadership programs.

This report provides parents and interested stakeholders with a glimpse of our school and its progress towards excellence for our 101st year of achievement. To find out more about our wonderful school, please contact our professional Administration staff to arrange a visit.

School progress towards its goals in 2015

Throughout 2015 the school developed and consolidated key improvement agenda items that formed the solid basis for improvement in 2015. The key areas of improvement, had a direct impact on the teaching and learning programs of students, and focusing on building solid foundations for student centered learning, early and consistent intervention programs, differentiated curriculum experiences and productive transition within the senior cohort.

Key Goals 2015

- Implementation of Research Based Reading Framework
- Development and engagement with explicit student case management
- Development and use of whole school/individual tracking tools
- School Wide Positive Behaviour Support
- Pedagogical Coaching Practices linked to school frameworks and aligned across Coaches
- Gifted and Talented Framework enacted and reviewed

Each of our school goals are reviewed each term for ongoing pursuit of excellence in execution. Our school team framework, provides for considerable consultation and feedback across all areas of expertise to ensure quality implementation of strategies and outcomes for all students.

Future outlook

Throughout 2015 the school continued to work through its long term strategic plan and prepare for the next step in its evolution as a community. The school continues to review these programs in consultation with students, parents and staff and throughout 2015 will consolidate its gains and build towards its next strategic plan in 2016.

Some of the highlights for the 2016 year are:

- Engagement with the National School Improvement Framework, through a full school review and report
- Developing and embedding instructional leadership and coaching across the school
- Building and developing consistent data recording, analysis and differentiation within classroom programming
- Building consistent classroom teaching and learning strategies across the whole school
- Development of effective intervention and case management programs for students
- Ongoing development of relationships with parents, caregivers and significant stakeholders
- Providing support for community based organizations to engage with the school
- Developing long term plans for more productive use of school oval
- Engagement with feedback tools to build clearer contextual understandings of programs
- Integration of ICT apps within school and home programs, to allow 24/7 learning opportunities
- Developing relevant and effective transition programs for students entering Prep and transitioning to High School

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	287	130	157	11	93%
2014	301	129	172	10	89%
2015	297	134	163	8	96%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Woolloowin State School is a multicultural school with approximately 29% of our students coming from various cultural backgrounds including Afghanistan, Burma, Colombia, England, Fiji, Hong Kong, India, Japan, Korea, Nauru, Nepal, Netherlands, New Zealand, Norfolk Island, Papua New Guinea, Philippines, Russian Federation, Saudi Arabia, South Africa, Sri Lanka, Sudan, Thailand, United Arab Emirates, United Kingdom, Wales and Zimbabwe. The school provides an open and conducive environment for learning within its pluralistic society, and dedicates individual teaching programs to students who are engaging in English for the first time. This program combined with our student focused differentiation program, allows all students to reach their individual potentials.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	22	24
Year 4 – Year 7 Primary	29	22	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	4	4
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

At Woolloowin State School we focus on the gradual release model of curriculum delivery, that supports students engaging with skills or concepts in a scaffolded manner, before creating or demonstrating their knowledge and understandings independently. This process revolves around explicitly teaching concepts and skills, guiding the development of those skills and concept application, and then independent demonstration and creation of learning.

We aim to develop and construct alignment between the Australian Curriculum, School wide policies, classroom differentiation in teaching and learning, consistent assessment and clear reporting to parents and students. This process is supported through explicit coaching within the school frameworks and ongoing development of consistency in programs across each students journey from Prep to Year 6.

Our distinctive curriculum offerings

- **School Marching Band**
 - Our school is one of only five schools in the metropolitan area with its own marchingband, which performed at public events and at band tattoos.
 - The band marches regularly at school, leads the school during assemblies and encourages participation in the wider community
- **Choir**
 - Our choir practised weekly and performed at a multitude of school and community activities throughout the year.
 - Through 2015 the school choir increased its range of community engagements and broadened its membership considerably.
- **Instrumental Music**
 - The school had an active instrumental music program with musicians attending classes both at Woolloowin State School and at Kedron State High School. Brass, woodwind, percussion and strings are catered for.
 - Advanced members of the instrumental group are fully fledged members of different Kedron State High School concert bands and instrumental groups.
 - The school commits to providing greater numbers of places for students than normal for a school of our size.
 - The school encourages and supports the commitment of students and families in this regard and enables attendance to honors programs as well as extension opportunities
- **Camping Program**
 - All camping programs are supported and subsidised by the P&C and School to ensure students have equitable access to attending and support all families in this regard.
 - In 2015, Years 5 & 6 students attended the annual school camp to Tallebudgera
 - In 2016, Years 5 & 6 students will attend a bush experience camp.

Extra curricula activities

- Underwater Hockey – Underwater Hockey was played, after school, two afternoons a week in Terms 1 and 4.
- Library Monitors – Students from Years 4 to 6 had the opportunity to become library monitors. Monitors were trained in and assisted in areas such as working at the circulation desk, organising loans from the games cupboard, re-shelving books and tidying bookshelves, reading to younger students and helping their fellow students.
- Readers Cup – Students from Years 5 and 6 were involved in the CBCA Readers Cup. The Woolloowin team qualified for the final in the Brisbane North Regional Competition. Students from Years 4 and 5 competed in an interschool competition with six other local schools.
- High Achievers and Young Scholars – A number of Year 5, 6 and 7 students were involved in these programs that operate with the cluster of schools.
- Student Council – The Student Council is an executive body with management responsibilities at Woolloowin State School. Student leaders are selected to represent the wider student body at a meeting coordinated by a year 6 teacher and the Principal. The Student Council raises funds for bettering the well-being of students in the school and charities in the wider community. Fundraising activities include: free dress days, face painting activities and a talent quest. The Student Council also organises lunch time activities such as soccer and handball competitions.
- Leadership – School Captains and Vice-captains are selected from Year 6 to represent the students at school events. Our year 6 leaders attended a Youth Leaders' conference at the Southbank Convention Centre to gather further knowledge and skills of leadership. Students in year 5 who are intending of becoming a school leader, are required to complete a leadership training program at school;
- Mini Writer and Mini Scientist Festival for Year 3 and 4 students;
- Chess Club meets regularly through the week and students are welcome to come and learn as well as match skills in mini tournaments

How Information and Communication Technologies are used to improve learning

Woolloowin State School continues to develop proactive placement of ICT resources within classrooms and dedicated access areas across the school and library. All classrooms have interactive whiteboards for use by students and teachers as a tool for learning in all key learning areas. As a school we made a commitment to developing and engaging with new LCD technology as we strategically replace items in all classrooms. This integrates our multi media approach to learning, and provides a greater depth of tools for students and staff to access to create authentic and rich learning environments.

As the school continues to develop its connectivity program, our wireless access points and depth of coverage is now across all classrooms with multiple classrooms accessing it every moment of the school day. This has led to increased engagement with using tablets for learning, and students creating texts and documents utilizing the latest applications and resources.

Our students continue to work digitally through the integration of digital tools in each unit of work, and students engaging with age appropriate information communication technology daily. We also have access to a "green room" with students engaging in specific set tasks in the creation of presentations utilizing modern production technologies.

Social Climate

A school chaplain is employed, to work with the school community, three days a week. Our Chaplaincy program enhances the development and implementation of initiatives that improve the wellbeing, participation and achievement of students through the provision of pastoral care. A very successful Mother's Day morning tea and Father's Day breakfast was held by the school Chaplain to support and celebrate the contribution of parents in the school.

A buddy system is utilized throughout the school for older students to assist students in the Early Phase of Learning classes. Buddies assist in the classrooms with literacy and numeracy programs. Our revised Responsible Behaviour Plan for Students was implemented in 2013. Our 3 school rules are Respect Others, Respect Yourself and Respect Your School.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	95%	89%
this is a good school (S2035)	100%	95%	94%
their child likes being at this school (S2001)	97%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	94%	89%	89%
their child is making good progress at this school (S2004)	94%	89%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	92%	84%
teachers at this school motivate their child to learn (S2007)	100%	87%	92%
teachers at this school treat students fairly (S2008)	100%	92%	97%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	97%
this school works with them to support their child's learning (S2010)	97%	84%	94%
this school takes parents' opinions seriously (S2011)	94%	89%	94%
student behaviour is well managed at this school (S2012)	97%	97%	97%
this school looks for ways to improve (S2013)	100%	97%	94%
this school is well maintained (S2014)	100%	97%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	97%	96%
they like being at their school (S2036)	98%	97%	87%
they feel safe at their school (S2037)	98%	92%	96%
their teachers motivate them to learn (S2038)	100%	100%	94%
their teachers expect them to do their best (S2039)	98%	100%	96%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	90%
teachers treat students fairly at their school (S2041)	94%	93%	73%
they can talk to their teachers about their concerns (S2042)	98%	98%	92%
their school takes students' opinions seriously (S2043)	95%	98%	82%
student behaviour is well managed at their school (S2044)	87%	97%	84%
their school looks for ways to improve (S2045)	98%	100%	96%
their school is well maintained (S2046)	95%	97%	92%
their school gives them opportunities to do interesting things (S2047)	98%	98%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	93%
they receive useful feedback about their work at their school (S2071)	100%	100%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	75%
their school takes staff opinions seriously (S2076)	100%	100%	74%
their school looks for ways to improve (S2077)	100%	100%	89%
their school is well maintained (S2078)	100%	100%	96%
their school gives them opportunities to do interesting things (S2079)	100%	89%	86%

'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 input of parents is valued at Woolloowin and the school recognises the importance of building open and honest communication, linking school with home and the wider school community.

We undertake a variety of measures to encourage members of our school community to become involved in school life, whether that involves helping out in the classrooms, attending weekly assemblies, remaining informed about their child's progress or participating in school strategic decision making.

Some initiatives we have introduced to foster parent involvement include introducing:

- An eNewsletter that is emailed directly to parents each week;
- Parent/Teacher interviews which are held at night and conducted twice a year. An online booking system has been introduced to make the process simpler for parents.
- Report cards are provided at the end of Term 2 and Term 4;
- Class term curriculum overviews detailed on the school web site;
- Weekly assemblies to show case student achievement;
- Office foyer displays of student work;

Reducing the school's environmental footprint

- Recycling batteries, aluminium cans, paper, cardboard and plastic bags;
- Developing IT tools to ensure that our digital engagement does not impact our energy consumption
- Utilising water tanks for the watering of gardens, and oval areas;
- Mulching gardens to retain moisture and reduce weeds;
- Establishing and maintaining a community vegetable garden;
- Integration of solar panels;

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	148,993	1,383
2013-2014	156,775	1,573
2014-2015	152,483	826

*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.

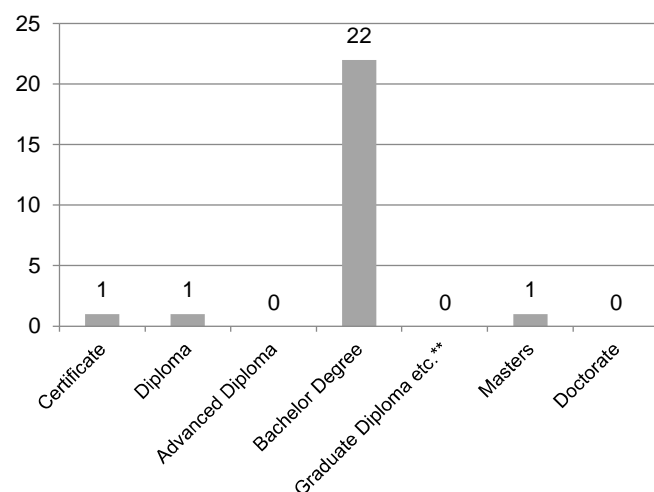
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	15	<5
Full-time equivalents	19	9	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	1
Advanced Diploma	0
Bachelor Degree	22
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	25



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$17,000.

The major professional development initiatives are as follows:

- Development of pedagogical coaching
- Whole school development of Big 6 Reading research and practical implementation
- GEMS program and contextualisation
- Beginning Teacher Induction, Mentoring and Metro conferences
- ACARA curriculum and practical engagement at classroom level

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
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).	89%	79%	84%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

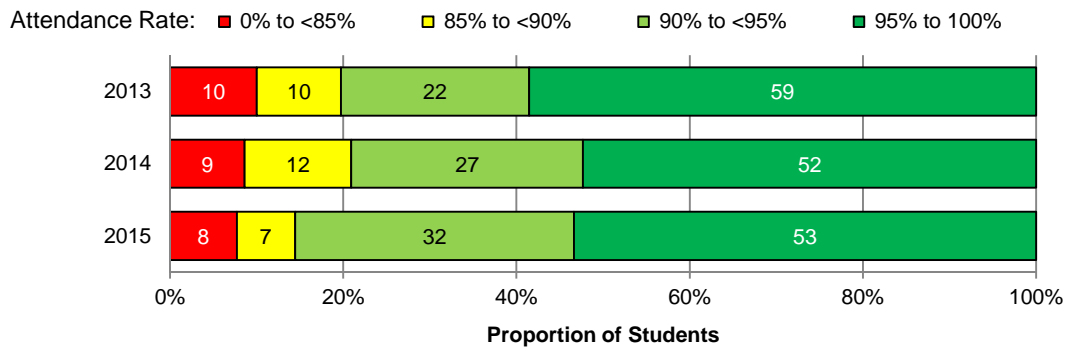
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	93%	94%	92%	94%	94%	96%	96%	92%
2014	94%	92%	94%	89%	96%	95%	93%	95%
2015	94%	94%	94%	94%	95%	95%	95%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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 at 9:00am and 12:00pm each day. Students who arrive late report to the office and receive a late slip. When the school is not notified of student absence, a phone call is made to parents asking them to contact the school. Continued unexplained or unsubstantive absences are referred to the Principal, who will contact the parents to establish the reason for absence.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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.

Find a school

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '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 NAPLAN information is available by selecting 'NAPLAN' 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 our school's NAPLAN results.