

# Woolloowin State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Wooloowin State School, constructed in 1914, is a multicultural community with 250 pupils from prep to Yr 7. It is located some five kilometres north of the Brisbane CBD on Lutwyche Road, a main arterial, and is in close proximity to Kedron State High School. Our purpose is to achieve the best educational outcomes for every pupil at Wooloowin State School and to enable each child to develop as an independent, knowledgeable individual who is socially responsible and positively motivated. Our motto is 'Manners Maketh Man'. Extra-curricular activities include a choir, recorder band and underwater hockey in the school pool. Instrumental musicians are encouraged to join concert bands at the local high school. The P&C Association operates before- and after-school care, a uniform shop and a five-day-a-week tuckshop.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

During 2016, Wooloowin State School made significant strides in academic engagement across all areas. The school also completed its Quadrennial school review, which outlines the targets and goals for the school community until 2021.

Some of the highlights for the 2016 year were:

- 1<sup>st</sup> and 2<sup>nd</sup> place in the National Children's Television Network Little Lunch Competition
- Increase in NAPLAN testing across all areas of two deciles
- Creation of Code Club across year level cohorts
- Consolidation of Café and Reading program across school cohorts
- Embedded effective intervention and case management programs for students
- Providing support for community based organizations to engage with the school in the area of early identification and intervention
- Integration of ICT apps within school and home programs, to allow 24/7 learning opportunities

#### Future Outlook

- Continual development of STEM programs within school environment
  - Development of Robotics Program
  - Development of 3D printing Program
  - Engagement with video and editing within classroom curriculum
- Greater engagement within school community to support school sports and coaching programs
- Greater development and partnership links with Early Childhood providers to support positive transitions to Prep

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	301	129	172	10	89%
<b>2015*</b>	297	134	163	8	96%
<b>2016</b>	311	141	170	4	93%

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 2016, 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

### Overview

Woolloowin State School is a multicultural school with approximately 25% 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	23
Year 4 – Year 7	22	26	27
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Woolloowin State School uses the Gradual Release pedagogy embedded within its core Curriculum and Programs. Students engage in learning experiences that reflect the Australian Curriculum as reflected through Education Queensland's Curriculum into the Classroom units of work. These units of work align planning, teaching and learning, assessment and report processes across the school. Differentiation is an essential component to student success, and we differentiate as a school, across year level cohorts, class cohorts and individuals.



## Co-curricular Activities

- School Marching Band - Our school is one of only six schools in the metropolitan area with its own marching band, which performed at public events and at band tattoos.
- Choir - Our choir practised weekly and performed at a multitude of school and community activities throughout the year.
- 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.
- Camping Program - In 2013, Years 6 and 7 students attended the annual camp to Tallebudgera.
- Underwater Hockey - Underwater Hockey was played, after school, two afternoons a week in Terms 1 and 4.
- Library Monitors – Students from Years 4 to 7 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 6 and 7 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.
- Community Garden, where students and families can regularly engage with our organic permaculture garden
- High Achievers and Young Scholars – A number of Year 5 and 6 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.. 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 and 7 to represent the students at school events. Our year 7 leaders attended a Youth Leaders' conference at the Southbank Convention Centre to gather further knowledge and skills of leadership. Students in year 6 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 – held weekly

## How Information and Communication Technologies are used to Assist Learning

Woolloowin has been proactive in purchasing computers for use in classrooms, the library and the computer lab. All classrooms have interactive whiteboards that are used as a tool for learning to engage students across all key learning areas. The interactive whiteboards provide access to up to date teaching resources using a range of multimedia tools. Wireless connectivity has also been installed throughout the school to allow teachers to have access for their laptop computers.

Students are engaged with technology through the use of digital cameras, iPads, iPods and podcasting. Computers in the classroom and laboratory are used for messaging, word processing, presentations and accessing and interpreting information and data. Our green room has been used by classes to support the use of multimedia presentations by students.

## Social Climate

### Overview

A very successful Mother's Day and Father's Day breakfast was held by the P&C to celebrate these significant family members. In general all families participated and enjoyed a positive start to the day as a school community.

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. They also link all students together within the school community and develop sharing, kinship and positive engagement across age groups.

Our revised Responsible Behaviour Plan for Students was implemented in 2015. Our 3 school rules are Respect Others, Respect Yourself and Respect Your School. These rules underpin our whole school reward programs, which recognise students for their sense of community and engaging towards their own individual potential.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that: their child is getting a good education at school (S2016)	95%	89%	85%



Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this is a good school (S2035)	95%	94%	84%
their child likes being at this school* (S2001)	100%	100%	90%
their child feels safe at this school* (S2002)	100%	100%	92%
their child's learning needs are being met at this school* (S2003)	89%	89%	79%
their child is making good progress at this school* (S2004)	89%	89%	79%
teachers at this school expect their child to do his or her best* (S2005)	95%	94%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	84%	81%
teachers at this school motivate their child to learn* (S2007)	87%	92%	74%
teachers at this school treat students fairly* (S2008)	92%	97%	80%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	78%
this school works with them to support their child's learning* (S2010)	84%	94%	78%
this school takes parents' opinions seriously* (S2011)	89%	94%	77%
student behaviour is well managed at this school* (S2012)	97%	97%	84%
this school looks for ways to improve* (S2013)	97%	94%	83%
this school is well maintained* (S2014)	97%	94%	74%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	96%	98%
they like being at their school* (S2036)	97%	87%	95%
they feel safe at their school* (S2037)	92%	96%	95%
their teachers motivate them to learn* (S2038)	100%	94%	99%
their teachers expect them to do their best* (S2039)	100%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	90%	96%
teachers treat students fairly at their school* (S2041)	93%	73%	94%
they can talk to their teachers about their concerns* (S2042)	98%	92%	92%
their school takes students' opinions seriously* (S2043)	98%	82%	91%
student behaviour is well managed at their school* (S2044)	97%	84%	94%
their school looks for ways to improve* (S2045)	100%	96%	94%
their school is well maintained* (S2046)	97%	92%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	94%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	91%
they feel that their school is a safe place in which to work (S2070)	100%	93%	91%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they receive useful feedback about their work at their school (S2071)	100%	71%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	88%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	97%
staff are well supported at their school (S2075)	100%	75%	88%
their school takes staff opinions seriously (S2076)	100%	74%	82%
their school looks for ways to improve (S2077)	100%	89%	94%
their school is well maintained (S2078)	100%	96%	94%
their school gives them opportunities to do interesting things (S2079)	89%	86%	82%

\* 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 input of parents is valued at Wooloowin 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;
- School Social Media program

### Reducing the Respectful relationships programs

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

### 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	4	4	5
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.

## Environmental Footprint

### 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;

### Environmental

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	156,775	1,573
2014-2015	152,483	826
2015-2016	161,068	650

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	26	15	<5
Full-time Equivalents	20	9	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	3
Graduate Diploma etc.**	1
Bachelor degree	22

\*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 2016 were \$46000.

The major professional development initiatives are as follows:

- Coaching Programs
- Moderation in and across schools
- Café Reading Program
- Putting Faces on the Data engagement with Professional Learning Units

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

# 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	84%	79%

\*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 2016 for all Queensland Primary schools was 93%.

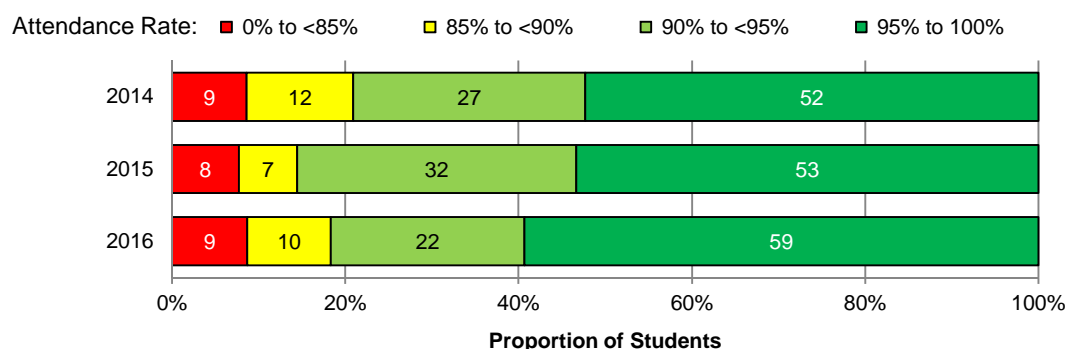
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	94%	92%	94%	89%	96%	95%	93%	95%
2015	94%	94%	94%	94%	95%	95%	95%	
2016	94%	94%	94%	93%	94%	93%	95%	

\*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 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.

## 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.

### Find a school

School name

Suburb, town or postcode

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 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.

## Conclusion

Wooloowin State School is a wonderful place of teaching and learning. It combines traditional values, with modern teaching tools and methods, while retaining a strong focus on individual student achievement. We welcome all families to engage with the school and continue to make it a great part of every student's educational journey.

