

# Woolloowin State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

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



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## School Overview

Woolloowin State School, constructed in 1914, is a multicultural community with 328 students from Prep to Year 6. It is located a few 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 Woolloowin 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, marching band and underwater hockey in the school pool. Instrumental musicians are encouraged to join concert bands in conjunction with other schools and regularly perform and compete in excellence programs. The P&C Association operates before- and after-school care, a uniform shop and a five-day-a-week tuckshop.

Through the years Woolloowin State School has grown and developed into a thriving and dynamic school community with a strong focus on academics and the development of students as individuals in a flourishing community minded environment. The school has a strong tradition of establishing successful pathways for students from their first day of Prep through to their graduation and transition to a broad range of High School opportunities.

The school is a proud member of the City Cluster of schools, and consistently engages with those schools to provide extension, support and access to programs to enhance the learning of all students. Programs that the school has embedded balance traditional expectations and preparation for the modern world through code club, 3D print program, robotics, and maker spaces. Woolloowin also encourages and promotes active engagement with the permaculture practises within our community garden, Woobegongs swim club, Instrumental music program, school choir and regular Arts Classes covering all aspects of the Arts.

The vision for Woolloowin State School is to create opportunities for all students, through strong foundations of learning within primary school, to continue their individual pathways to success. To do this we create a supportive and productive environment, that recognises and rewards students efforts to be their individual best in all areas of their development.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

During 2017, the school continued to increase enrolments and build on the successes of 2016. As a school community we came together to finalise and begin implementing our four-year strategic plan, that will guide the school and community in its ongoing development until 2021.

The plan clearly highlighted the community's commitment to developing opportunities for students to engage in curriculums that supported all members of the school community and also extend those students who were ready for new challenges. The plan also clearly highlighted that communication avenues with the community needed to continue to be expanded and more social media based, so that parents and carers could participate with the school on multiple levels and platforms. The school also reaffirmed its commitment in creating strong literacy and numeracy programs for students that allowed them to expand upon their learning experiences in primary school and create successful pathways and transitions to and from Woolloowin State School.

This report will provide a snapshot view of the school during the 2017 year and highlight some of the great teaching and learning that continues to occur on a day to day basis.

#### Future Outlook

As Woolloowin State School moves into 2018, it will continue to expand and grow its student numbers, programs and links with other City Cluster Schools. It is expected that the school will reach the requirements for a substantive Deputy Principal position, fourteen straight classes, and a range of full time support teachers and specialist teacher aides. The Department of Education has recognised the significance of the school to the community it serves and will be developing a long-term conservation management plan, so that the school will continue to do so for the coming decades.

We continue to consolidate the gains of the past few years, with extension in broader ranges of STEM programs in the classroom and also offered to students as extension. The instrumental music and Arts program continues to build momentum with yearly gains in student numbers, achievements and community events for them to participate in. 2018 will also see the return of Bunderra Sports house after an absence of over 26 years from the school, expanding sporting opportunities for all students.

# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	297	134	163	8	96%
<b>2016</b>	311	141	170	4	93%
<b>2017</b>	308	152	156	4	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

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	2015	2016	2017
Prep – Year 3	24	23	24
Year 4 – Year 6	26	27	21

## 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 four schools in the metropolitan area with its own marching band, which performed at public events, the Ekka 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 2017, Years 5 and 6 students attended the annual camp to Tallebudgera. In 2018 they will alternate to Midginbill Hill Outdoor Education Centre.
- **Underwater Hockey:** Underwater Hockey continues to grow in popularity, it is played in Terms 1 and 4.
- **Library Monitors:** Students from Years 3 to 6 had the opportunity to become library monitors. Monitors are 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 schoolmates and helping their fellow students.
- **Readers Cup:** Students from Years 4 to 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.
- **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 that provides the student voice and has 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 5 and 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 6 who are intending of becoming a school leader, are required to complete a leadership training program at school;
- **Mini Festivals:** With other City Cluster schools our Year 4 students are invited to engage in progressive and extension learning opportunities over a number of weeks in Term 3 of each year. Each year the program expands, and currently there are a diverse range of activities for students to build upon their foundational knowledge and understandings.

## 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.

With the support of the P&C the school was able to purchase and begin integrating class groups of laptops, for students to use during the construction and creation of assessment items. These laptops are used throughout the upper classes to allow students to engage digitally with work programs while working within the classroom environment.

The integration of 3D printing, Coding, Robotics and Tablet based apps, continues to expand students learning opportunities within the context of an ever increasing digital world. Students are able to utilise this hardware to explore, create and expand their understandings of the way in which they can craft the modern world and engage in new and innovative ways of working.

## Social Climate

### Overview

As a school we endeavour to develop, foster and promote a positive climate of teaching and learning with a strong focus on students engaging with learning around resilience, self-awareness, a growth mindset and building strong foundations with a future focus. As a community we have developed a number of positive whole school events that through the hard work of the P&C and parent volunteers show cases our commitment to building strong relationships across within the 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. This also helps to build stronger relationships across the student cohort, with younger students regularly interacting with older buddies to help guide and build confidence.

Our revised Responsible Behaviour Plan for Students was implemented in 2018. 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. This coupled with our whole school engagement with Carol Dweck's "Growth Mindset" program helps to build students efficacy with their own individual journey and the promotion of the "Not Yet" philosophy towards engaging with challenge and new learning.

## 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)	89%	85%	93%
this is a good school (S2035)	94%	84%	93%
their child likes being at this school* (S2001)	100%	90%	100%
their child feels safe at this school* (S2002)	100%	92%	98%
their child's learning needs are being met at this school* (S2003)	89%	79%	89%
their child is making good progress at this school* (S2004)	89%	79%	93%
teachers at this school expect their child to do his or her best* (S2005)	94%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	81%	89%
teachers at this school motivate their child to learn* (S2007)	92%	74%	93%
teachers at this school treat students fairly* (S2008)	97%	80%	95%
they can talk to their child's teachers about their concerns* (S2009)	97%	78%	93%
this school works with them to support their child's learning* (S2010)	94%	78%	93%
this school takes parents' opinions seriously* (S2011)	94%	77%	79%
student behaviour is well managed at this school* (S2012)	97%	84%	82%
this school looks for ways to improve* (S2013)	94%	83%	71%
this school is well maintained* (S2014)	94%	74%	70%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	98%	99%
they like being at their school* (S2036)	87%	95%	99%
they feel safe at their school* (S2037)	96%	95%	99%
their teachers motivate them to learn* (S2038)	94%	99%	100%
their teachers expect them to do their best* (S2039)	96%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	90%	96%	99%
teachers treat students fairly at their school* (S2041)	73%	94%	93%
they can talk to their teachers about their concerns* (S2042)	92%	92%	81%
their school takes students' opinions seriously* (S2043)	82%	91%	93%
student behaviour is well managed at their school* (S2044)	84%	94%	96%
their school looks for ways to improve* (S2045)	96%	94%	97%
their school is well maintained* (S2046)	92%	94%	93%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their school gives them opportunities to do interesting things* (S2047)	94%	96%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	91%	97%
they feel that their school is a safe place in which to work (S2070)	93%	91%	97%
they receive useful feedback about their work at their school (S2071)	71%	85%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	90%	100%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	100%	97%	97%
staff are well supported at their school (S2075)	75%	88%	83%
their school takes staff opinions seriously (S2076)	74%	82%	89%
their school looks for ways to improve (S2077)	89%	94%	93%
their school is well maintained (S2078)	96%	94%	100%
their school gives them opportunities to do interesting things (S2079)	86%	82%	93%

\* 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 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;
- School Social Media program integration Facebook, Twitter and School Website
- Application for integration of QParents as a useful app for parents to engage with
- Regular communication between classroom and home through class emails

### Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017

Short Suspensions – 1 to 10 days	4	5	11
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Throughout 2017 the school reviewed and developed strategies for greater integration of sustainable practises and processes in the way in which it interacts with the environment. The school's environmental footprint continues to grow as student numbers increase and we add more classrooms across the school. As part of our infrastructure planning the school is maintaining and developing foundational strategies for the way in which classrooms can be modernised within Heritage listing expectations, to reduce noise and air pollution associated with our inner city setting, whilst reducing our consumption, reliance and need for fossil fuel based energy supply. The school is also investing in long term projects to establish, maintain and expand, the green space footprint within the school grounds and integrates community projects within school curriculum, extracurricular and community based programs. As a school we value and prioritise the development of understandings within the student community of the necessity of all members of the human race, to minimise, reduce and recycle as a state of being and that all students are future custodians of our planet.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	152,483	826
2015-2016	161,068	650
2016-2017	168,958	1,347

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

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Sector:

Government

Non-government

SEARCH

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	26	15	0
Full-time Equivalent	21	9	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	21

\*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 \$44,350

As a school community of educational professionals, we strive to engage as lifelong learners and build our own efficacy to being the best educators we can be. All staff at Wooloowin State School are highly valued members of the learning team, and each member of staff is committed to developing their own skills and role understandings to provide the best possible outcomes for all students. All staff at the school no matter their role engage with professional learning plans to contextualise and respond to individual needs for learning and ongoing professional development.

The major professional development initiatives are as follows:

- Instructional Coaching Programs in Reading, Phonics and core foundational skills in literacy
- Engaging in cluster moderation and ACARA standards for student achievement
- Carol Dwecks' Growth Mindset and Positive Behaviour for Learning
- Establishing and building efficacy with the CAFÉ Reading pedagogy
- Engagement and extension with the Professional Learning Units around Lyn Sharrat's school improvement framework outlined in "Putting Faces on the Data"
- Digital Practises and Skills for classroom integration of ICT and Digital ways of working
- Foundational supports for students with disabilities

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.	95%	95%	96%

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

From the end of the previous school year, 100% 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%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	79%	77%

\*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%.

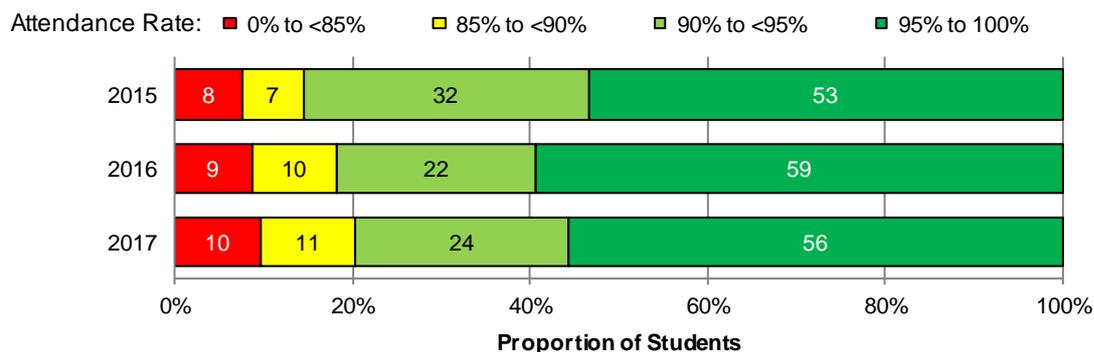
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	94%	94%	94%	94%	95%	95%	95%
2016	94%	94%	94%	93%	94%	93%	95%
2017	95%	92%	94%	95%	94%	93%	95%

\*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 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.

*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

Woolloowin 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. As the school continues to embrace modern ways of working and focused precision across many of the complex elements that create a successful school, we still hold on to the traditions and values that have made our school excellent for over a hundred years of education.