

Wooloowin State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Wooloowin State School has a long tradition of academic excellence within a multicultural community, with approximately 300 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 Wooloowin 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 100th 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 2014

Throughout 2014 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 2014

- Implementation of Pedagogical Framework (embedded)
- Student goal setting process (embedded)
- Teacher Feedback Program (implemented)
- School Wide Positive Behaviour Support (embedded)
- Pedagogical Coaching Practices (embedded)
- Gifted and Talented Framework (embedded)

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 2014 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 2015 year are:

- Developing and embedding instructional leadership and coaching
- Building and developing consistent data recording, analysis and differentiation within programing
- 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
- 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

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	262	121	141	92%
2013	287	130	157	93%
2014	301	129	172	89%

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

Characteristics of the student body:

Woolowin 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	20	22
Year 4 – Year 7 Primary	25	29	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	5	0	4
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- 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 2014 Years 6 and 7 students attended the annual camp to Tallebudgera. In the following years students from Years 5 and 6 will attend camps that rotate on a yearly basis, to provide different experiences for each cohort.

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 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.
- Green Guards – Students are provided with the opportunity to be a member of the Green Guards. Their role is to initiate, implement and promote sustainability initiatives in our school.
- High Achievers and Young Scholars – A number of Year 5, 6, 7 students were involved in these programs that operate with the cluster of schools. In future years this program will focus on Year 5 and 6 students
- 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 7 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 included: 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 and 7 to represent the students at school events. Our year 6 and 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 is held regularly within lunch breaks to provide students with a broad range of activities during breaks

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 and students to engage with the internet through classroom iPads and Tablets.

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, in the completion of set curriculum assessment tasks.

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
Respect Your School**

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	100%	95%
this is a good school (S2035)	100%	100%	95%
their child likes being at this school* (S2001)	100%	97%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	96%	94%	89%
their child is making good progress at this school* (S2004)	92%	94%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%	92%
teachers at this school motivate their child to learn* (S2007)	96%	100%	87%
teachers at this school treat students fairly* (S2008)	100%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	100%	97%	84%
this school takes parents' opinions seriously* (S2011)	96%	94%	89%
student behaviour is well managed at this school* (S2012)	100%	97%	97%
this school looks for ways to improve* (S2013)	100%	100%	97%
this school is well maintained* (S2014)	100%	100%	97%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	95%	100%	97%
they like being at their school* (S2036)	93%	98%	97%
they feel safe at their school* (S2037)	88%	98%	92%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	91%	94%	93%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they can talk to their teachers about their concerns* (S2042)	88%	98%	98%
their school takes students' opinions seriously* (S2043)	98%	95%	98%
student behaviour is well managed at their school* (S2044)	85%	87%	97%
their school looks for ways to improve* (S2045)	95%	98%	100%
their school is well maintained* (S2046)	91%	95%	97%
their school gives them opportunities to do interesting things* (S2047)	91%	98%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	89%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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;
- The use of class blogs to help keep parents informed of what is happening in their child's classroom;
- Class term curriculum overviews detailed on the school web site;
- Weekly assemblies to show case student achievement;
- Office foyer displays of student work;
- QSchools app to help keep parents informed of school events.

Reducing the school's environmental footprint

The school works continuously to develop programs to minimize our impact on the environment and maintain our commitment to an engaged and environmentally aware school community.

A number of initiative have been undertaken to reduce Woolloowin State School's carbon footprint, including:

- Composting food scraps and recycling them in worm farms;
- Recycling batteries, aluminium cans, paper, cardboard and plastic bags;
- Turning off light and fans in classrooms when not in use;
- Utilising water tanks for the watering of gardens;
- Mulching gardens to retain moisture and reduce weeds;
- Establishing and maintaining a community vegetable garden;
- Installation of solar panels;

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	159,152	1,345
2012-2013	148,993	1,383
2013-2014	156,775	1,573

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.

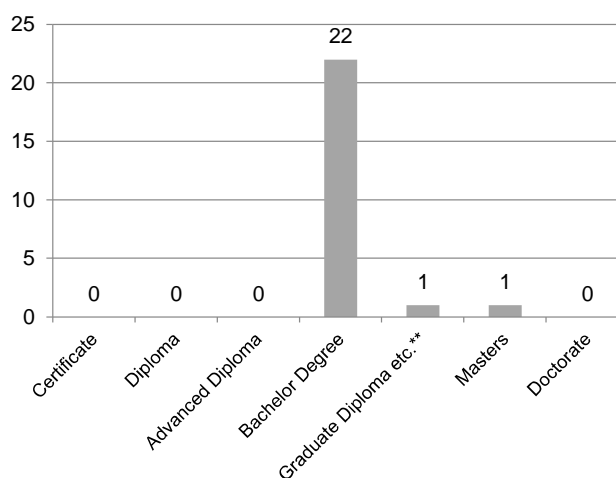
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	24	14	0
Full-time equivalents	18	8	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	22
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	24



*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 2014 were \$21,022.36

The major professional development initiatives are as follows:

Significant initiatives included

- School Wide Positive Behaviour Support Program
- ACARA engagement and understandings
- Development of whole school reading programs
- Instructional Coaching program

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

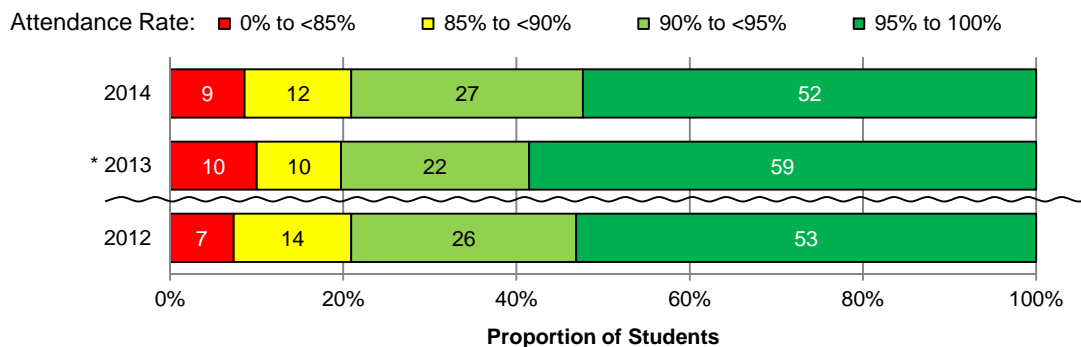
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	93%	95%	93%	95%	93%	95%					
2013	94%	92%	94%	94%	96%	96%	92%					
2014	92%	94%	89%	96%	95%	93%	95%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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 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

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Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

- ***Data withheld due to very small cohort of students and this is done to ensure confidentiality, if you would like more information specifically about this area please contact the school.***