



Woolloowin State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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School overview

Wooloowin State School, constructed in 1914, is a multicultural community with 335 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 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', taken from the early 1400's and relating to how we interact with the world around us. This has led to our commitment for creating our school goals of Respect for Self, Respect for Others and Respect for the School we share and learn in. Through building a strong respect for self, students are able to become their individual best and share their uniqueness with the wider community.

Extra-curricular activities include a choir, marching band and underwater hockey in the school pool, provide students of all interests and abilities to explore and build appreciation of working as a team and sharing unique childhood experiences. Instrumental musicians are encouraged to join concert bands in conjunction with other schools and regularly perform and compete in excellence programs. The school P&C association continues to support and develop the school arts program, equitably with the school's sports and athletics.

Through the years Wooloowin 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.

Wooloowin 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 Visual arts, drama and performance arts.

The vision for Wooloowin 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 student's efforts to be their individual best in all areas of their development.

School progress towards its goals in 2019

During 2019, the school continued to increase enrolments and build on the successes since 2015. As a school community we came together to further develop our school culture around a strong community committed to the success and engagement of students within our local area. Throughout 2019, we completed a number of core tasks within our strategic plan and specifically focused on embedding the programs and pedagogy that have contributed to students successfully reaching their independent potential.

A stronger emphasis and program of supporting the transitions of students to and from Wooloowin, has established systems for continuing and building links and pathways that have significantly enhanced students engagement and success. This report will provide a snapshot view of the school during the 2019 year and highlight some of the great teaching and learning that continues to occur on a day to day basis.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	308	325	339
Girls	152	157	167
Boys	156	168	172
Indigenous	4	6	4
Enrolment continuity (Feb. – Nov.)	93%	94%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	24	25	22
Year 4 – Year 6	21	21	22

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Our approach to curriculum delivery

At Woolloowin State School, we use research-based practices to adopt a whole school approach to teaching and learning. New learning is developed through Explicit Instruction, using the *gradual release of responsibility* model. Our teaching staff have a deep understanding of the Australian Curriculum Achievement Standards and content descriptors and use these understandings, in conjunction with the Queensland Curriculum into the Classroom resource, to align planning, pedagogy and assessment. Teaching teams collaboratively plan to develop a range of engaging, challenging learning experiences to cater for 21st Century learners. In 2019, Woolloowin State School continued the implementation of the Australian Curriculum within, English, Mathematics, Science, HPE, The Arts, Languages (Japanese), Technologies (Design and Digital) and a combined Social Sciences KLA of HASS

Our school leaders work with teachers to systematically collect and analyse relevant data sets in order to know and understand the learning achievement of all students. At Woolloowin, we believe that differentiation is an essential component of student success, and we differentiate as a school, across year level cohorts, class cohorts and for individuals. We have a dedicated support team who use a case management approach to support students with additional learning needs in either learning support, gifted education, students with disabilities or Indigenous students. A range of personnel with expertise in targeted areas work collaboratively with parents, staff and students to tailor educational programs to meet individual students' needs.

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 throughout the school year. Brass, woodwind, percussion and strings are catered for. Advanced members of the instrumental group are fully fledged members of different concert bands and instrumental groups.
- Camping Program: In 2019, Years 5 and 6 students attended the annual camp to Tallebudgera. In 2020 they will alternate to Midginbill Hill Outdoor Education Centre.
- Underwater Hockey: Underwater Hockey continues to grow in popularity and is played in Terms 1&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: students/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.

- OPTI-Minds: Each year our program continues to expand and again in 2019 we won our area division and also the state title in open competition
- 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.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Woolloowin State School has been proactive in purchasing computers for use in classrooms, the library and creating a dedicated computer and STEaM 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, 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

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	93%	95%	95%
• this is a good school (S2035)	93%	95%	93%
• their child likes being at this school* (S2001)	100%	97%	95%
• their child feels safe at this school* (S2002)	98%	94%	98%
• their child's learning needs are being met at this school* (S2003)	89%	92%	88%
• their child is making good progress at this school* (S2004)	93%	97%	98%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	92%	90%
• teachers at this school motivate their child to learn* (S2007)	93%	95%	93%
• teachers at this school treat students fairly* (S2008)	95%	89%	85%
• they can talk to their child's teachers about their concerns* (S2009)	93%	97%	95%
• this school works with them to support their child's learning* (S2010)	93%	95%	93%
• this school takes parents' opinions seriously* (S2011)	79%	92%	87%
• student behaviour is well managed at this school* (S2012)	82%	89%	93%
• this school looks for ways to improve* (S2013)	71%	95%	87%
• this school is well maintained* (S2014)	70%	83%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	99%	99%	97%
• they like being at their school* (S2036)	99%	97%	100%
• they feel safe at their school* (S2037)	99%	97%	96%
• their teachers motivate them to learn* (S2038)	100%	95%	100%
• their teachers expect them to do their best* (S2039)	100%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	97%
• teachers treat students fairly at their school* (S2041)	93%	92%	94%
• they can talk to their teachers about their concerns* (S2042)	81%	91%	93%
• their school takes students' opinions seriously* (S2043)	93%	93%	88%
• student behaviour is well managed at their school* (S2044)	96%	92%	97%
• their school looks for ways to improve* (S2045)	97%	98%	96%
• their school is well maintained* (S2046)	93%	97%	99%
• their school gives them opportunities to do interesting things* (S2047)	92%	95%	96%

Percentage of students who agree# that:	2017	2018	2019
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	97%	91%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	94%	100%
• they receive useful feedback about their work at their school (S2071)	90%	82%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	94%	100%
• students are treated fairly at their school (S2073)	93%	94%	100%
• student behaviour is well managed at their school (S2074)	97%	94%	97%
• staff are well supported at their school (S2075)	83%	82%	91%
• their school takes staff opinions seriously (S2076)	89%	87%	94%
• their school looks for ways to improve (S2077)	93%	91%	97%
• their school is well maintained (S2078)	100%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	93%	84%	97%

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	11	4	9
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	168,958	158,442	177,888
Water (kL)	1,347	2,047	2,913

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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

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



The image shows a rectangular button with the text "View School Profile" in a light blue font.

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



The image shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	28	17	0
Full-time equivalents	23	9	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

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

For more information, please refer to the following links

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

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	94%	94%	95%
Attendance rate for Indigenous** students at this school	77%	79%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

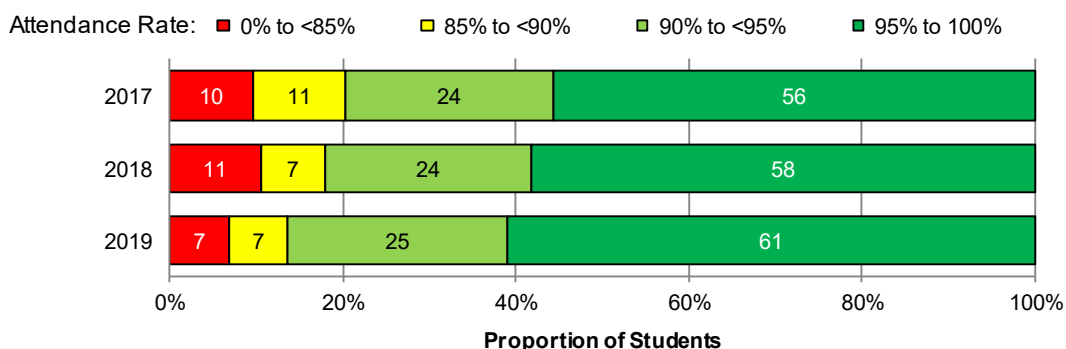
Year level	2017	2018	2019
Prep	95%	95%	95%
Year 1	92%	95%	95%
Year 2	94%	94%	95%
Year 3	95%	92%	95%
Year 4	94%	94%	95%
Year 5	93%	94%	95%
Year 6	95%	93%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb School sector School type State

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



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.