



Woolloowin State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Wooloowin 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 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 2018

During 2018, 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 2018, 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 2018 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 2019, 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 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. Through community support there has been a significant increase in the number of students engaging in Arts programs across the school, and a similar increase in the number of students attaining nomination to represent at Regional levels sports and above.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	311	308	325
Girls	141	152	157
Boys	170	156	168
Indigenous	4	4	6
Enrolment continuity (Feb. – Nov.)	93%	93%	94%

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 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Woolloowin State School is a multicultural school with approximately 30% 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	25
Year 4 – Year 6	27	21	21

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 delivery

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 2018, Woolloowin State School continued the implementation of the Australian Curriculum with HASS, English, Mathematics, Science, HPE, The Arts, Languages (Japanese) and 2019 will include Technologies (Design and Digital).

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 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

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:	2016	2017	2018
• their child is getting a good education at school (S2016)	85%	93%	95%
• this is a good school (S2035)	84%	93%	95%
• their child likes being at this school* (S2001)	90%	100%	97%
• their child feels safe at this school* (S2002)	92%	98%	94%
• their child's learning needs are being met at this school* (S2003)	79%	89%	92%
• their child is making good progress at this school* (S2004)	79%	93%	97%
• teachers at this school expect their child to do his or her best* (S2005)	92%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	89%	92%
• teachers at this school motivate their child to learn* (S2007)	74%	93%	95%
• teachers at this school treat students fairly* (S2008)	80%	95%	89%
• they can talk to their child's teachers about their concerns* (S2009)	78%	93%	97%
• this school works with them to support their child's learning* (S2010)	78%	93%	95%
• this school takes parents' opinions seriously* (S2011)	77%	79%	92%
• student behaviour is well managed at this school* (S2012)	84%	82%	89%
• this school looks for ways to improve* (S2013)	83%	71%	95%
• this school is well maintained* (S2014)	74%	70%	83%

* 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:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	99%	99%
• they like being at their school* (S2036)	95%	99%	97%
• they feel safe at their school* (S2037)	95%	99%	97%
• their teachers motivate them to learn* (S2038)	99%	100%	95%
• their teachers expect them to do their best* (S2039)	98%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	97%
• teachers treat students fairly at their school* (S2041)	94%	93%	92%
• they can talk to their teachers about their concerns* (S2042)	92%	81%	91%
• their school takes students' opinions seriously* (S2043)	91%	93%	93%
• student behaviour is well managed at their school* (S2044)	94%	96%	92%
• their school looks for ways to improve* (S2045)	94%	97%	98%
• their school is well maintained* (S2046)	94%	93%	97%
• their school gives them opportunities to do interesting things* (S2047)	96%	92%	95%

Percentage of students who agree# that:	2016	2017	2018
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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:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	97%	91%
• they feel that their school is a safe place in which to work (S2070)	91%	97%	94%
• they receive useful feedback about their work at their school (S2071)	85%	90%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	100%
• students are encouraged to do their best at their school (S2072)	97%	100%	94%
• students are treated fairly at their school (S2073)	100%	93%	94%
• student behaviour is well managed at their school (S2074)	97%	97%	94%
• staff are well supported at their school (S2075)	88%	83%	82%
• their school takes staff opinions seriously (S2076)	82%	89%	87%
• their school looks for ways to improve (S2077)	94%	93%	91%
• their school is well maintained (S2078)	94%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	82%	93%	84%

* 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 the school
- Regular communication between classroom and home through class emails

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Linked to our School Values, the school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. As part of our Health and well-being curriculum, we explicitly teach personal and social capabilities which include identifying and responding to abuse and violence, developing students' knowledge and skills to be able to resolve conflict without violence and recognise, react and report when they, or others, are unsafe.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	5	11	4
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

Throughout 2018 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	161,068	168,958	158,442
Water (kL)	650	1,347	2,047

Note:

Consumption data is compiled from sources including ERM, Ergon 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.

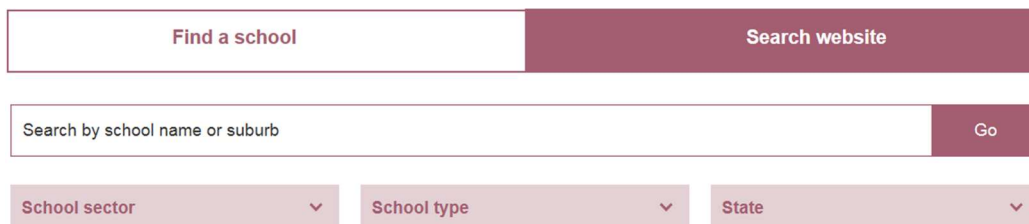
School funding

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 at.

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.



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	26	18	0
Full-time equivalents	22	9	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	21

*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 2018 were \$40,000.

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 Woolloowin 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
- Teaching Feedback and Editing – Sheena Cameron & Louise Dempsey
- Carol Dwecks' Growth Mindset and Positive Behaviour for Learning
- Consolidating and aligning efficacy with the CAFÉ Reading pedagogy
- Engagement and extension with the Professional Learning Units around the developmental processes of writing
- 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

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 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	79%	77%	79%

* 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

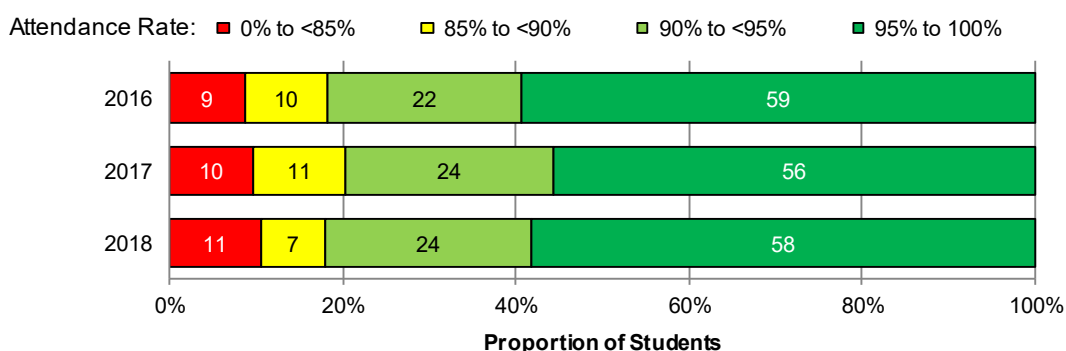
Year level	2016	2017	2018
Prep	94%	95%	95%
Year 1	94%	92%	95%
Year 2	94%	94%	94%
Year 3	93%	95%	92%
Year 4	94%	94%	94%
Year 5	93%	93%	94%
Year 6	95%	95%	93%

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.

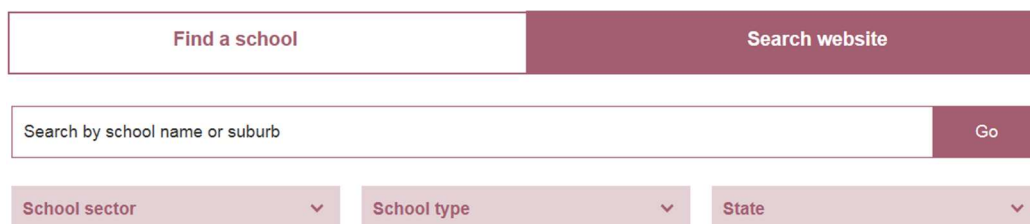
Non-attendance is managed in state schools in line with the Department of Education procedures, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Rolls 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 unsubstantiated 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 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.



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.