Woolbrook Public School
Annual Report

2015
Introduction

The Annual Report for 2015 is provided to the community of Woolbrook as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Anne Hazlewood
Principal

School contact details:
Woolbrook Public School
Church Street
Woolbrook 2354
Website: www.woolbrook-p.schools.nsw.edu.au
email: woolbrook-p.school@det.nsw.edu.au
Phone: 02 67775893

School background

School vision statement

At Woolbrook School, we believe that every student should have the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

School context

Woolbrook Public School is located in the village of Woolbrook in the southern New England Tablelands. The school has an anticipated enrolment of 18 children in 2015—mostly from surrounding rural properties. In 2015, it is expected that there will be enrolments in all years. Staff includes a full-time teaching principal, a release from face-to-face teacher, a school administrative manager, a classroom assistant, a cleaner and general assistant. The school benefits greatly from involved parents and a supportive community. There is an operational Parents and Citizens Association, where meetings attract a good attendance. There is a strong and relentless focus on literacy and numeracy, with flexible groupings and differentiated curriculum utilised to optimise the learning of students across all stages. Technology is an integral part of each day’s learning, seamlessly supporting the teaching of all Key Learning Areas. As an Early Action for Success school, an instructional leader has been appointed, additional resources allocated and professional learning provided that enable the school to provide tiered interventions that focus on Literacy and Numeracy outcomes for all students in Kindergarten to Year Two.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of Learning we have focused on wellbeing. We have continued our focus on Positive Behaviour for Learning (PBL) across the school to support our wellbeing approaches and learning culture. Our focus on embedding PBL across the school has provided a consistent language and message about appropriate behaviour and is building stronger positive and respectful relationships across the school.

Our major focus in the domain of Teaching has been Learning and Development. Teachers have focused on improving their teaching methods in literacy and numeracy through the knowledge gained by participating in L3 training provided by the Early Action For Success initiative.

The Wild Rivers Alliance has been established between Niangala, Nowendoc, Woolbrook and Yarrowitch. This leadership strategy promotes, planning, distributed leadership and consistent teacher judgement, to build the capacity of each school to use data and evidence for strategic student improvement.

The new approach to school planning, supported by the new funding model to school, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Quality teaching to maximize student outcomes

Purpose

To build teacher capacity to deliver consistent, high standard educational practices to students. We aim to achieve a school culture in which staff members take responsibility for their own learning, being lead learners striving for innovation and improvement in teaching pedagogy to maximise outcomes in a broad range of curricula.

Overall summary of progress

Teachers have attended L3 and TEN training and have worked closely with an Instructional Leader. These initiatives are having a significant impact on student learning, particularly in the early years of schooling. Programs have been monitored and classrooms observations have been conducted to ensure improved teaching practice.

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that has guided their planning and implementation of their individual Performance Development Plan.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will demonstrate evidence at Proficient or above in all areas against the seven elements of the Teaching Standards. Staff will have achieved and maintained Proficient credentialing.</td>
<td>Staff continue to work towards their Proficient credentialing. Constructive feedback, program monitoring and lesson observations have resulted in improved teaching practice, which lead to student growth on the literacy and numeracy continuums viewed on PLAN. At the end of 2015 all staff have a Performance Development Plan based on the new Department Policy. Staff members are developing an understanding of how to best drive their own plans.</td>
<td>$17,000 Early Action For Success</td>
</tr>
</tbody>
</table>

Next steps

- Continue to build staff capacity through provision of further professional learning including L3 Stage One and TOWN training.
- Set goals for 2016 Performance Development Plans
- Ensure successful implementation of the new History and Geography curricula through participation in training.
- Complete OLT Personalised Learning course.
## Strategic Direction 2

High expectations developing holistic learners.

### Purpose

To maximise student outcomes by personalising student learning through the delivery of quality educational practices. We strive to develop and implement quality differentiated curricula for 21st century learners to enable students to reach their potential in all areas.

### Overall summary of progress

A scope and sequence for the new Science curriculum was developed and successfully implemented. Teachers regularly entered data on PLAN. L3 was implemented in the Infants classroom, with all children showing growth on the Literacy continuum. Students engaged with Gyoha School in South Korea through video conferencing and learnt about their way of life. The Writing Rubric for self and peer assessment was developed, but not explicitly taught to students. More work needs to be done in this area.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students achieve growth on the English and Mathematics continuum, measured by their external performance data and school based performance data. 100% of students achieve their growth from Year 3 to Year 5 in NAPLAN</td>
<td>All students showed growth on the literacy and numeracy continuums. The growth target for Years 3 to 5 was not achieved.</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Next steps

- Explicitly teach students to use the Writing Assessment Rubric to self and peer assess work samples.
- Implement L3 Stage One in Infants classroom
- Continue with Korean video conferencing, extending it to include e mail interaction with the Korean students.
Strategic Direction 3

School and community working as one

Purpose

A Community of learning that connects Parents, Teachers, students and the Wild Rivers Alliance of schools to develop a positive school culture with increased community involvement. By strengthening the working relationship between schools and within our community we will develop students’ social conscience and global citizenship leading to their well-being and resilience.

Overall summary of progress

Our continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school contexts. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

The Wild Rivers Alliance members, through a collaborative learning culture, deepened their knowledge and understanding of Consistent Teacher Judgement (CTJ) through participating in a writing project. This effectively established a process using criteria based marking to build the capacity of each school to use data and evidence for strategic student improvement. Post-testing work samples clearly indicated students’ improvement in writing.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased percentage of students from 88% to 100% showing positive behaviours for effective learning.</td>
<td>All students are showing positive behaviours for effective learning.</td>
<td>$830</td>
</tr>
<tr>
<td>Parent satisfaction at 100% in the school satisfaction survey, up from 92%. Increased parent participation in the planning process to develop school programs.</td>
<td>Parent satisfaction was 100% in the recent survey of the returned surveys. However, only 79% of the surveys were returned. Parents were involved in excursion planning and planning sporting programs.</td>
<td>Nil</td>
</tr>
<tr>
<td>Increased targeted disciplined professional learning collaboration within The Wild Rivers Alliance evidenced by progression against the Collaborative Inquiry Continuum.</td>
<td>A distributed leadership model was developed to align with the DoE reforms with specific roles allocated. However, the members of the Alliance focused on professional learning collaboration for CTJ, with a writing project implemented across all schools. In Term 4, Wild Rivers members re-evaluated their practice of professional learning using the Collaborative Inquiry continuum demonstrating their progress from beginning to developing.</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Strategic Direction 3

Next steps

- Continue the PBL program and Introduce the Kids Matter program.
- Develop and consolidate a deeper understanding of CTJ in Semester 1 using NAPLAN writing samples, other examples and criteria based marking. Commit to continuous improvement in writing to build on embedding sustained student improvement in outcomes.
- Promote individual and collective practice for the ongoing development of the alliance through completing OLT Personalised Learning course.
- Parents and Community members to be involved in delivering activities to students.
Key initiatives and other school focus areas

This section includes:
- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong>&lt;br&gt;Used to support establishment of K/1 class to implement individual learning programs</td>
<td>Strategic Direction 2&lt;br&gt;Aboriginal students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums.</td>
<td>$3880</td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong>&lt;br&gt;Used for the establishment of K/1 Early Intervention class to support challenging behaviours.</td>
<td>Strategic Direction 2&lt;br&gt;Two classes allowed the individualised delivery of differentiated curricula and the management of challenging behaviours.</td>
<td>$4104</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong>&lt;br&gt;Used for teacher release to write ILPs for children with learning adjustments.</td>
<td>Strategic Direction 2&lt;br&gt;All students requiring adjustments and learning support were catered for within class programs and LAST programs.&lt;br&gt;All students showed growth on the literacy and numeracy continuums.</td>
<td>$1600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Action for Success</strong>&lt;br&gt;Implement L3 and TEN practices in the Infants classroom.</td>
<td>Strategic Direction 1&lt;br&gt;Teachers have attended L3 and TEN training and have worked closely with an Instructional Leader. These initiatives are having a significant impact on student learning, particularly in the early years of schooling.</td>
<td>$17000</td>
</tr>
<tr>
<td><strong>Community Engagement</strong>&lt;br&gt;Parents and Community members to be involved in delivering activities to students.</td>
<td>Strategic Direction 3&lt;br&gt;As the grant money came through late in the year this project has been targeted for 2016.</td>
<td>$2400 to be used in 2016</td>
</tr>
</tbody>
</table>
**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>17</td>
<td>14</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2015 requires schools to report on Aboriginal composition of their workforce.

There were no indigenous members on the school staff in 2015.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

All teachers at Woolbrook School participated in professional learning throughout the year.

Staff Development days included a combined small schools day where mandatory training was addressed, that is, CPR, emergency care, code of conduct and child protection. The small schools have formed The Wild Rivers Alliance, participating in combined professional learning around Consistent Teacher Judgement. Schools have delivered writing tasks to their children and then marked each others, followed by collegial discussion to arrive at an agreed assessment. Another staff development day was held at Woolbrook School where all staff participated in online learning about the new Science and History curricula.

The Infants teacher has been trained in L3 Kindergarten as part of our commitment to Early Action for Success.

The Principal has attended planning days around the new school plan, including milestones and the new Performance and Development Framework.

**Workforce information**

Staffing entitlements remained stable in 2015, with the employment of a full time temporary teacher, thus being able to make two classes. The school had one full time teaching principal, a relief from face-to-face/library teacher, a part time LAST teacher, a classroom assistant position, a permanent part-time school administrative manager and a general assistant.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
</tbody>
</table>
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>30217.68</td>
</tr>
<tr>
<td>Global funds</td>
<td>45247.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>46945.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>7388.31</td>
</tr>
<tr>
<td>Interest</td>
<td>1106.45</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1551.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>130905.45</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: 4472.30
- Excursions: 9414.35
- Extracurricular dissections: 16980.54

Library: 61.82
Training & development: 250.0
Tied funds: 45005.12
Casual relief teachers: 1413.18
Administration & office: 9068.36
School-operated canteen: 0.00
Utilities: 4813.47
Maintenance: 1933.79
Trust accounts: 1551.10
Capital programs: 0.00
Total expenditure: 93412.93

Balance carried forward: 37492.52

School performance

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

In 2015, four Year 3 students and two Year 5 students sat for the NAPLAN tests. Because of the requirement to avoid identifying individual students, it is not possible to give specific results for the school.

The NAPLAN results of the students involved gave some valuable information about aspects of their work. An analysis of NAPLAN results, along with school based assessment, indicated some issues for the school as a whole.

- In Writing the effective use of persuasive devices, the elaboration of ideas, vocabulary and identifying the audience still need developing in order to persuade the reader.
- Numeracy results indicated working mathematically, fractions and decimals, 3D objects, time and data were areas to target.
- In Reading the skills of inferential comprehension and interpretation of texts need developing.
- Highlights in NAPLAN include the number of students who achieved above the national average. One Year 3 student achieved above the national average in all areas and one achieved above the national average in all Literacy areas. In Year 5 one child achieved higher than expected growth in Reading, Grammar and Numeracy.

**Parent/caregiver, student, teacher satisfaction**

In 2015, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents indicated a high level of satisfaction with the school when asked to complete a recent survey. The parents felt the school was safe and engaging and that the students are the school’s main concern. Parents felt the reporting process was detailed and they felt comfortable to approach the staff with any concerns. The only area where a minority felt there was an issue was the social interaction between the students.

Students’ satisfaction levels were also very positive. Over 89% enjoy coming to school, are happy with their progress and feel that the teacher helps them with their work. A minority felt they weren’t comfortable approaching the teachers to discuss things and that other students didn’t accept them for themselves.
All staff find it very rewarding working at Woolbrook school.

Policy requirements

Aboriginal education

Aboriginal education is an integral part of the HSIE units which the school uses as the basis for its teaching program.

Niangala, Yarrowitch and Nowendoc participated in a multicultural day hosted by Woolbrook School. Walcha Central high school indigenous students, with their teacher, ran workshops on Aboriginal artefacts and told dreaming stories.

Equity funding has allowed the employment of a second teacher to reduce class sizes which has led to increased participation and engagement in learning for Aboriginal students. An improvement in learning outcomes has been achieved for our Aboriginal students.

Multicultural Education and Anti-racism

Multicultural education continued to be a priority as a means of broadening students’ perspective on the nature of Australian society and the world generally. Regular classroom discussions focused on issues arising in BTN such as racism and cultural diversity.

Niangala, Yarrowitch and Nowendoc participated in a multicultural day hosted by Woolbrook School. The children rotated through stations learning about other countries. Children learnt about the culture in Italy, India and France, through activities such as, yoga, language and cooking.

Other school programs

Student leadership

- Year 5 and 6 students attended a Leadership Conference in Tamworth, learning about the qualities displayed by good leaders.
- Once again the SRC have been active, raising money for various charities. The SRC organized a Crazy Hair Day for Cystic Fibrosis, held a pirate day for Teen Cancer and participated in the Biggest Morning Tea.

Achievements in the arts and sport.

Sport

- Woolbrook entered the Small Schools Touch Football competition for the fourth year. We lost our first round game to Duri 7-2, but played very well.
- All students are involved in the ten day Intensive Swimming Program run in Walcha at the end of the year.
- A swimming relay team of Charlize Haling, Michael Stevens-Drew, Jason and Troy Pendlebury came 1st in the small schools’ relay event at the District Carnival in Armidale. Charlize Haling was Woolbrook’s senior girl swimming champion.
- Five children competed at District Cross Country, with Troy Pendlebury finishing 5th qualifying for Regional Cross Country, where he finished a creditable 24th.
- At the Small Schools’ Athletics carnival held at Niangala Charlize Haling, Jason and Troy Pendlebury were Senior runners-up champions. Woolbrook’s athletics champions were Lilly Rule and Billy Avis – Minor, Mackenzie Keyes and Molly Williams – Junior and Charlize Haling and Jason/Troy Pendlebury – Senior.
- At District Athletics Jason Pendlebury came 1st in Long Jump and our small schools’ relay team, consisting of Jason and Troy Pendlebury, Charles Coggan and Charlize Haling came first. At North West level we continued to gain excellent results with our relay team coming 5th.

- Woolbrook entered a Twenty 20 Cricket Competition in Tamworth for the third year.
Arts

- Senior students participated in a Public Speaking day at Nowendoc, with students from Yarrowitch and Niangala.
- Woolbrook students travelled to Nowendoc to work with Kim Toft, an artist and author. The children produced outstanding silk paintings.
- Tamworth Regional Arts Council provided students with an opportunity to appreciate Art of various mediums through the delivery of the ‘Art In A Suitcase’ exhibition.
- The children produced projects on Italy to participate in the CWA International Day in Walcha.
- At the annual presentation night, students again displayed their confidence, versatility and talent when they entertained a receptive audience with their singing, dancing, drama and marimba playing at the Woolbrook Hall.