Woolbrook Public School
Annual School Report

2012
Messages

Principal’s message

2012 has seen a tremendous growth in student numbers. When I arrived at Woolbrook last July there were 13 students and now we have 23 students. This increase has allowed us to employ a part time teacher. We have been able to have smaller Literacy and Numeracy groups three mornings a week, which has increased the individual attention given to each student in these basic skill areas.

At Woolbrook, there is a strong emphasis on positive, open interaction between parents, students and teachers which results in a cooperative and harmonious atmosphere within the school.

Once again, I would like to thank the school’s very committed staff for their efforts during the year. The school is very fortunate to have such positive and capable people. The welfare of the children is always at the forefront of their minds.

I would like to thank the P&C who, by their generosity, have provided marvellous experiences for our children. In particular, I would like to thank Kal Crossley and Tania Haling for their outstanding efforts in fundraising events.

Finally, all students at Woolbrook must be congratulated on their effort and achievement. All students have worked well and achieved success in both academic and sporting areas. I look forward to working with you in 2013 and to continue to provide opportunities for all students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Anne Hazlewood - Principal

P & C and/or School Council message

The Woolbrook P&C have had a very busy year in 2012. We would like to welcome all the new families to our school. It is wonderful to see our numbers growing.

We would like to thank all of the parents and friends who have donated their time to our fundraising events throughout the year.

We had two main fundraisers this year.

Firstly, we had our wood raffle which raised $2,000. Many thanks to Kal Crossley who sold a majority of those tickets. All of these proceeds went towards funding seven of the Woolbrook School students going to Sydney for a five day excursion with several other small schools, to play marimbas at the Entertainment Centre. This was thoroughly enjoyed by everyone. Thank you Mrs Hazlewood and Mrs Smith for taking the children to Sydney.

The second major fundraiser was the inaugural Woolbrook Horse Sports Day. Thank you to Mrs Haling for her organisation of this event. The day raised approximately $2000 and the children had a great day.

Woolbrook School hosted lunch and morning tea for the Small Schools’ Creative Arts Day. Thank you to Mr Airs for cooking the BBQ and to the parents who donated cakes and slices.

We look forward to another successful year in 2013.

Carley McLaren – P&C President.

Student representative’s message

During 2012 the SRC has held a few days to raise money for various causes. We held Loud Shirt Day, to raise money for the deaf and a school disco to put money back into the SRC. I was chosen as President of the SRC, Emily was chosen as Treasurer and Lilly was chosen as Secretary. It has been a good year for the SRC.

I would like to wish Ana, Phoebe, Heidi, Jack, Ruby, Georgia, Issacc and Belle all the best for 2013.

Ruby McDonall

Year 6
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>17</td>
</tr>
</tbody>
</table>

The school enrolment has grown to 23. Three new families arrived to the area and 4 Kindergarten students enrolled in January with only one Year 6 departure at the end of Term 4.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>na</td>
<td>93.1</td>
<td>88.7</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90.9</td>
<td>na</td>
<td>98.9</td>
<td>87.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.0</td>
<td>96.3</td>
<td>84.0</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>####</td>
<td>90.1</td>
<td>95.1</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.9</td>
<td>94.7</td>
<td>96.2</td>
<td>95.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.7</td>
<td>91.0</td>
<td>98.4</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.5</td>
<td>96.8</td>
<td>92.4</td>
<td>98.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.0</td>
<td>92.2</td>
<td>93.7</td>
<td>94.7</td>
<td>95.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

An attendance plan was developed in 2009 to address declining attendance rates. Strategies employed have impacted positively on student attendance. Parents are diligent with regard to school attendance and they are quick to inform the school when students have been absent or are going to be absent.

Staff information

Staffing entitlements changed in 2012, with the employment of a part time supplementary teacher for 9 hours per week, due to our enrolment of 23 students. The school had one full-time teaching principal, a relief from face-to-face/part-time/library teacher (one day per week), a permanent part-time school administrative manager (2.5 days per week) and a general assistant. A support teacher learning assistant was employed half a day per week commencing in Term 3, as a result of Every School, Every Student initiative. The school also had a classroom assistant (4.5 days per week) funded by the school and Departmental Second Adult in Small Schools program.

Staff establishment

<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></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.378</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.15</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.21</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.086</td>
</tr>
<tr>
<td>Total</td>
<td>2.824</td>
</tr>
</tbody>
</table>

Staff retention

There were no staff changes in 2012, other than the employment of a part time supplementary teacher.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There were no indigenous members on the school staff in 2011.

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>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary 30/11/2012

**Income**

- Balance brought forward $26,265.05
- Global funds $42,949.81
- Tied funds $6,757.20
- School & community sources $8,644.41
- Interest $1,202.84
- Trust receipts $1,773.25
- Canteen $0.00

Total income $87,592.56

**Expenditure**

- Teaching & learning
  - Key learning areas $15,870.07
  - Excursions $10,200.30
  - Extracurricular dissections $3,900.50
- Library $227.27
- Training & development $1,269.78
- Tied funds $7,684.48
- Casual relief teachers $0.00
- Administration & office $6,833.03
- School-operated canteen $0.00
- Utilities $7,187.36
- Maintenance $3,011.30
- Trust accounts $1,773.25
- Capital programs $0.00

Total expenditure $57,957.34

Balance carried forward $29,635.22

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

Once again, students benefited from a rich variety of activities during the year.

Senior students participated in a Public Speaking workshop in Tamworth and this prepared them for a Debating day at Nowendoc.

Students were involved in Lantern making, a night time street parade and concert as part of the Uralla Arts Festival.

Seven students participated in the NSW Schools’ Spectacular as part of the NSW Small Schools’ Marimba Ensemble. Students participated in several marimba busking opportunities during the year which gave them a chance to show case their talents.

Woolbrook School held a Creative Arts Day where Niangala, Yarrowitch and Nowendoc came. We were treated to some Chamber Music and we participated in art workshops with a local Walcha artist.

Woolbrook students travelled to Nowendoc to experience an author day with an illustrator, Ben Wood. By the end of the workshop he had the students drawing amazing characters.

Keyboard lessons with Mr Peter Stephens occur twice weekly with various students.

At the annual presentation night, students again displayed their confidence, versatility and talent when they entertained a receptive audience with their singing, drama and marimba playing at the Woolbrook Town Hall.

**Sport**

A swimming team of Heidi Matthews, Ana Haling, Belle Williams and Lilly Cummings participated in the District Carnival in Armidale in the small schools’ relay event and were placed third. They progressed to the Regional level where they were placed fourth. Jack McLaren and Heidi Matthews were Woolbrook’s swimming champions.

Four children competed at District Cross Country, which was a significant improvement on one the previous year. All participating students, Jack and Charlie McLaren, Georgia Payne and Ruby Watson finished in the first half of the field, which is an excellent effort.

At the Small Schools Athletics carnival held at Niangala Phoebe Uren was the Junior Girl Champion. Woolbrook’s athletics champions were Mimi McLaren and Lochlan Reibel – Minor Girl and Boy, Phoebe Uren and Jack McLaren – Junior Girl and Boy and Ruby McDonall – Senior Girl.

At District Athletics, Jack and Charlie McLaren, Heidi Matthews and Ruby Watson came third in the small schools’ relay. Phoebe Uren won the High Jump and Georgia Payne competed in Long Jump. The relay team placed a very creditable 6th at North West Athletics, while Phoebe jumped well in High Jump.
Other
Woolbrook students travelled to Yarrowitch to participate in a hands-on science day with the other schools from the Walcha Small Schools’ Cluster. The activities were provided by the Environmental School, near Armidale.

Academic
The school relies mainly on in-class assessment to determine the progress of individuals across the course of the year. NAPLAN tests were completed in early Term 2, and provided feedback on the progress of the four students who were involved.

In 2012 Years 3-6 participated in the University of NSW exams. Three students gained a Credit in the Writing paper.

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

In 2012, one Year 3 student and three 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. Nor is it possible the reveal results and trends over the 2010-2012 period for the same reason.

The NAPLAN results of the four 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 and elaborate, convincing ideas need developing in order to persuade the reader.
- Numeracy results were just below state average indicating working mathematically, patterns & algebra, fractions & decimals were areas to target.
- In Reading the skill of inferential comprehension needs developing.

Significant programs and initiatives

Aboriginal education
Aboriginal education is an integral part of the HSIE units which the school uses as the basis for its teaching program. During the year the students participated in Aboriginal music activities.

Multicultural education
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 the issues arising in the news such as racism, Australian cultural diversity and religions.

The children were involved in various activities learning about other countries. Each child had to complete a written project on other country and present it to the class.

French lessons were delivered by Mrs Jackson.

Sport Programs
This year Woolbrook entered the Small Schools Touch Football competition for the first time. We lost our first round game to Niangala but improved as the game progressed. We then practised our new skills by participating in a Touch Football Gala Day held at Uralla.

A five week Gymnastics program was held, where a qualified coach was employed to provide instruction to the students. The response from the children was very positive.

Student Leadership
The SRC again operated effectively to achieve its goals for the year. The manner in which the students conducted its business was a credit to them. The SRC organised a successful disco and school sleepover, where children were read to in support of National Year of Reading.
Once again, the SRC continued their project, by providing funds, to help establish village wells in developing countries.

Other Programs

There have been several day excursions to give the children opportunities to socially mix with similar aged peers.

A major excursion was organized for the whole school to attend Lake Keepit Fitness Camp for two nights. Children had the opportunity to mix with children from other small schools and to participate in various physical activities including, archery, canoeing, rock climbing and the giant swing. There was positive feedback from all the children.

PD/H/PE has been a focus this year with the children participating in emotional intelligence lessons delivered by Ann-Maree Kalz, a community nurse, through Hunter New England Health.

Progress on 2012 targets

Target 1

Outcome for 2012–2014

Improve literacy performance in the school so that students meet their expected growth on NAPLAN

2012 Target to achieve this outcome:

For students to meet their expected growth on the Reading aspect of NAPLAN at Year 5

Our achievements include:

• 33% of students achieved their expected growth on the Reading aspect of NAPLAN

• While the target for Reading was not achieved, classroom assessment indicated pleasing progress towards achieving the desired outcome.

School priority 2

Outcome for 2012–2014

Improve numeracy performance in the school so that students meet their expected growth on NAPLAN

2012 Target to achieve this outcome:

For students to meet their expected growth on the Numeracy aspect of NAPLAN at year 5

Our achievements include:

• 33% of students achieved their expected growth on the Numeracy aspect of NAPLAN

• While the target for Numeracy was not achieved, classroom assessment indicated pleasing progress towards achieving the desired outcome.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of Mathematics.

Background

Mathematics was evaluated as it is a School identified priority area on the School Plan.

Findings and conclusions

The parental response to the Mathematics survey showed a high level of satisfaction with the school in this KLA by 70% of the families surveyed. The most positive responses from parents were that they felt their child was learning appropriate mathematics concepts, homework was also appropriate and that the school kept them informed about their child’s progress. Less positive responses included that they did not know what was going on in Mathematics lessons and that they did not understand how Mathematics is taught.

Student responses to the Mathematics survey were also positive. The most positive responses related to the facts that they learnt a lot in lessons and this would help them in the future. They also felt technology was used effectively in Mathematics. Less positive responses were that
lessons weren’t always fun and 33% felt they weren’t progressing in Mathematics.

Future directions
- Implement a revised Mathematic scope and sequence, as identified in the School Plan
- Regularly provide feedback to the students about their work
- Schedule a parent/teacher information evening, early in 2013, to inform parents on how and what Mathematic concepts are taught.

Parent, student, and teacher satisfaction
In 2012 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 comment at a P&C meeting. 86% gave positive responses and felt all aspects of the school were operating well.

Students’ satisfaction levels were also very positive with 92% responding that they were very happy to come to school each day. Their responses included that they liked the variety of academic, creative and sporting activities as well as mixing with their friends at recess and lunch times.

All staff find it very rewarding working at Woolbrook school.

Professional learning
In 2012 the teacher professional learning expenditure was $669.00. The Principal attended the Small Schools’ Conference in Tamworth, the ITEC conference in Tamworth, ARCO training in Inverell and professional learning to improve NAPLAN results. Other professional learning activities included School Education Group meetings. The Principal and classroom assistant attended Positive Behaviour for Learning (PBL) training in Inverell.

The school administrative manager (SAM) and the classroom assistant were involved in the Small Schools’ Conference as well as the ITEC conference. The SAM is also a member of the RSRG committee and the Small Schools committee.

All staff were involved in school development day programs and the updating of mandatory training such as CPR, Emergency Care, Asthma, Anaphylaxis and child protection.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Improve literacy performance in the school so that students meet their expected growth on NAPLAN

2013 Target to achieve this outcome include:
For students to meet their expected growth on the Reading aspect of NAPLAN at Year 5

Strategies to achieve these targets include:
- analyse assessment data to identify students at risk and implement support strategies;
- creating reading assessment tasks that align with NAPLAN assessment;
- Implementing Focus On Reading into the teaching and learning program; and
- Emphasising to parents via formal and informal means, the way literacy is assessed in the school.
School priority 2

Outcome for 2012–2014

Improve numeracy performance in the school so that students meet their expected growth on NAPLAN.

2013 Target to achieve this outcome include:

*For students to meet their expected growth on the Numeracy aspect of NAPLAN at year 5*

Strategies to achieve these targets include:

- Create assessment tasks that align with NAPLAN assessment;
- Analyse assessment data to identify students at risk and implement support strategies; and
- Implement a revised scope and sequence in mathematics.

School priority 3

Outcome for 2012–2014

Improve school climate through improving student behavior.

2013 Target to achieve this outcome include:

*For the school climate to improve through improved student behavior*

Strategies to achieve these targets include:

- Implement PBL’s school wide approach to the management of student behavior.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Anne Hazlewood - Principal
Janelle Smith – P&C Representative
Janice Cross – Staff Representative

School contact information

Woolbrook Public School
Church Street, Woolbrook, 2358, NSW
Ph: 02 67775893
Fax: 02 67775917
Email: woolbrook-p.school@det.nsw.edu.au
Web: www.woolbrook-p.schools.nsw.edu.au
School Code: 3501

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: