School context

Woolbrook School is located 26 kilometres from Walcha, where the children go to high school. Woolbrook has grown in numbers from 23 at the end of 2012 to 28 at the beginning of 2013. This has enabled the school to employ a second teacher on a temporary basis for the year. However, there are times when the school comes together as one group, for example, Daily PE, Craft, Music and Sport. Woolbrook is a small rural community, where the students come from both properties and the township. Fourteen percent of our students are indigenous. At present there is a high ratio of girls to boys, with 14 girls and 8 boys making our total enrolment.

Principal’s message

2013 has again seen a tremendous growth in student numbers. With the enrolment of 28 we had at the beginning of the year we were able to employ Mrs Smith as the second teacher on a full time temporary basis for the year. The two smaller groups have allowed for more individual attention.

Once again, I would like to thank the school’s very committed staff for their efforts during the year.

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, Tania Haling and Kellie Madden 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 2014 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

Woolbrook P & C have had a very busy year in 2013. We would like to welcome all the new families to our school and 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 have had quite a few fundraising events this year namely:

- Wood Raffle held in April
- Various cake stalls/BBQs
- Horse Sports Day held November

The money raised from these events went to the following:

- Sydney trip for three children to attend Entertainment Centre
- Dubbo excursion
- Purchasing iPads for school
- Students representing State level at swimming, cross country and running
- Subsidised uniforms

The P & C thanks the support of Toni Griffiths who drove the bus for the children for the first part of the year and to Kal Crossley who sold a majority of the tickets for both the wood and horse sports raffles. Special thanks also goes to Kellie Madden for the stalls and Voting Day BBQ she organised throughout the year. Well done to everyone for all their contributions of food and to the time involved in organising these events.

We look forward to another successful year in 2014.

Tania Haling – P & C President
**Student representative’s message**

During 2013 the SRC has held several events to raise money. We held crazy hair day for Cystic Fibrosis, Footy Colours Day to raise money for the Cancer Council, Jump Rope for Heart for the Heart Foundation and we also had a school sleepover. Emily was elected treasurer, Lilly was elected secretary and I was elected president. It’s been a good year for the SRC.

I would like to wish Ana, Phoebe, Heidi, Jack, Ruby, Belle, Georgia and Jason all the best for next year.

**Lizzy Pendlebury, President SRC.**

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>4</td>
<td>4</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>18</td>
</tr>
</tbody>
</table>

The school enrolment continued to grow to 28. Four new families came to the area. Two 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>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>na</td>
<td>93.1</td>
<td>88.7</td>
<td>95.9</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90.9</td>
<td>98.9</td>
<td>87.0</td>
<td>96.9</td>
<td></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>95.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>100.0</td>
<td>90.1</td>
<td>95.1</td>
<td>100.0</td>
<td>98.9</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>98.9</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>96.3</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>94.1</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>
<td>96.6</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.

**Workforce information**

Staffing entitlements changed in 2013, 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/part-time/library teacher, a part-time LAST teacher, 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></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian/RFF/Part-Time</td>
<td>0.336</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.886</td>
</tr>
<tr>
<td>Total</td>
<td>3.322</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. There were no indigenous members on the school staff in 2013.

**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>
<tr>
<td>NSW Institute of Teachers Accreditation</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>29635.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>71690.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>8275.41</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13425.14</td>
</tr>
<tr>
<td>Interest</td>
<td>1155.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2322.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>126504.50</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 15558.30   |
| Excursions                 | 16614.19   |
| Extracurricular dissections| 4651.72    |
| Library                    | 453.52     |
| Training & development     | 1318.16    |
| Tied funds                 | 8046.75    |
| Casual relief teachers     | 1876.02    |
| Administration & office    | 8894.02    |
| School-operated canteen    | 0.00       |
| Utilities                  | 5569.08    |
| Maintenance                | 1897.35    |
| Trust accounts             | 2322.90    |
| Capital programs           | 0.00       |
| **Total expenditure**      | 67202.01   |
| **Balance carried forward**| 59302.49   |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Achievements

Arts

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

Senior students participated in a Debating day at Nowendoc, with students from Yarrowitch and Niangala.

Three students participated in the NSW Schools’ Spectacular as part of the NSW Small Schools’ Marimba Ensemble. Students participated in several marimba busking/performance opportunities during the year which gave them the chance to show case their talents. Busking at the local Farmers’ Markets in Walcha received many favourable comments, as did the playing for the Day Care group from Walcha. A group of students were invited to play at a wedding in Tamworth.

Once again, the students were able to experience some Chamber Music, provided by the Armidale Music Conservatorium. Nowendoc were able to join us for this day.

Woolbrook students travelled to Nowendoc to work with an author Craig Smith. The workshops were inspiring for the children.

Woolbrook seniors entered the Waste To Art competition run by the local Council. Our entry – “Recycle Bot” won second prize.

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, dancing, drama and marimba playing at the Woolbrook Town Hall.
Sport

A swimming relay team of Heidi Matthews, Phoebe Uren, Jack McLaren and Issacc Elford came 3rd in the small schools’ relay event at the District Carnival in Armidale. They progressed to Regional level where they were placed second, entailing them to travel to Homebush to compete at the State Championships. For the first time in years, the relay team swam a fast enough time to qualify for the State Final. Jack McLaren and Heidi Matthews were Woolbrook's senior swimming champions and Charlize Haling and Charlie McLaren were the Junior champions.

Six children competed at District Cross Country. Again, all children, Jack and Charlie McLaren, Lizzy and Troy Pendlebury, Georgia Payne and Heidi Matthews finished in the first half of the field. Charlie and Lizzy qualified for Regional Cross Country, placing 3rd and 1st respectively. Lizzy finished a creditable 41st and Charlie finished 5th. Charlie represented Woolbrook School at the State Cross Country finishing 60th, but improving on his regional placing by coming 2nd out of the North West boys.

At the Small Schools’ Athletics carnival held at Niangala Jack McLaren and Lizzy Pendlebury were the Senior champions and Mimi McLaren was the Minor girl champion. Woolbrook’s athletics champions were Mimi McLaren and Iva Haling – Minor, Charlize Haling and Charlie McLaren – Junior and Jack McLaren and Lizzy Pendlebury – Senior.

At District Athletics Phoebe Uren was the 11 year Girl Champion. Lizzy Pendlebury won her 100m and our small schools’ relay team, consisting of Ruby Watson, Georgia Payne, Jack McLaren and Lizzy Pendlebury came first. At North West level we continued to gain excellent results. Our relay was 4th, Phoebe 4th in High Jump and Lizzy 1st in 100m. Lizzy competed in 100m at the State Championships and ran very well in her heat, only just missing qualifying for the final.

Woolbrook entered a Twenty 20 Cricket Competition in Armidale for the first time and came runners-up in our division.

Other

Woolbrook students travelled to Yarrowitch to participate in a hands-on Science day with the other schools in our cluster. The activities were provided by the Environmental School, near Armidale.

This year the Senior class participated in an energy saving project run by Thalgarrah Environmental Centre. The children were in two groups – one group made an iMovie using the iPad and the other group published a book. Both projects promoted energy saving practices.
Academic achievements
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 twelve students who were involved.

In 2013 Years 3-6 participated in the University of NSW exams in Writing, English and Mathematics. Heidi Matthews gained a Credit and Ruby Watson and Georgia Payne gained Distinctions in the Writing paper.
Ruby Watson placed 3rd in the Regional final of the Premier’s Spelling Bee.

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 2013, four year 3 students and eight 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 and the elaboration of ideas still need developing in order to persuade the reader.
• Class numeracy results were just below the national average indicating working mathematically, fractions and decimals, 3D and 2D shapes were areas to target.
• In Reading the skill of inferential comprehension needs developing.

Highlights in NAPLAN include the number of students who achieved above the national average in certain subjects. One Year 3 student achieved above the national average in Reading, Writing and Numeracy. In Year 5 four students achieved above the national average in Reading, Writing and Language Conventions, while there were three in Numeracy.

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. Woolbrook school were fortunate to have Les Townsend, an Aboriginal Elder, visit our school and share his knowledge with the students.

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 issues arising in BTN such as racism and cultural diversity.

Niangala, Yarrowitch and Nowendoc participated in a multicultural day hosted by Woolbrook School. Woolbrook’s diverse cultural heritage was the theme of the day. The children rotated through stations learning about the Scottish, Chinese and Aboriginal settlers of the local area.

Sport Programs
Woolbrook entered the Small Schools Touch Football competition for the second year. We lost our first round game to Bendemeer but improved our skills as we participated in the Gala Day held in Uralla, even winning two games.

Children practised their skipping skills and entered the Jump Rope For Heart fundraising competition.

A cricket and soccer clinic was held at Woolbrook school where the children rotated through skill development sessions in both Cricket and Soccer. These were run by the respective Junior Development Officers.

All students are involved in the ten day Intensive Swimming Program run in Walcha at the end of the year.
Student Welfare

2013 saw the establishment of a Positive Behaviour For Learning program (PBL). The children worked together to decide upon our values – Safe, Respectful Learners. A matrix was developed outlining expected behavior and misbehaviours. Rewards and consequences were agreed upon.

Student Leadership

Once again the SRC have been active, raising money for various charities. The SRC organized a Footy Colours Day for Childhood Cancer, Crazy Hair Day for Cystic Fibrosis and Jump Rope For Heart for the Heart Foundation.

Other Programs

Excursions have once again had a high priority at Woolbrook School as they provide the children with many opportunities to, not only socially mix with similar aged peers, but to experience the wider world.

There have been several day excursions to other schools and to Tamworth, where children visited the Library and Art Gallery.

A major excursion to Dubbo was organized for the whole school. Children had the opportunity to experience many educational venues. These included the Old Dubbo Goal, Taronga Western Plains Zoo and Wellington Caves.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of our new Student Welfare program, Positive Behaviour For Learning (PBL) as it is a School identified priority area on the School Plan.

The parental response to the PBL Survey showed that all families felt their children actively enjoyed participating in the new Merit Scheme. 78% felt that expected behavior was positively reinforced. However, only 33% agreed that problem behaviours received consistent consequences, although 56% neither agreed nor disagreed. It should be noted that Woolbrook students rarely exhibit problem behavior and this could account for the indifference in the results.

Student responses were very positive to the PBL Survey. 100% of children felt that both the expected and problem behaviours were clearly defined. 94% agreed that expected behaviours were positively reinforced and that they enjoyed participating in the new Merit Scheme.

In 2014 Woolbrook School will continue to implement the PBL Program with particular attention to ensuring that any problem behaviours are dealt with consistently.

School planning 2012—2014: progress in 2013

School priority 1

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

Outcomes from 2012—2014

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

Evidence of progress towards outcomes in 2013:

- 50% (up from 33% last year) of students achieved their expected growth on the Reading aspect of NAPLAN
Strategies to achieve these outcomes in 2014

- Analyse assessment data to identify students at risk and implement support strategies, including support from the LAST teacher;
- Create reading assessment tasks that align with NAPLAN assessment; and
- Implement Focus On Reading, including the Super Six Comprehension strategies, into the teaching and learning program.

School priority 2

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

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- 88% (up from 33% last year) of students achieved their expected growth on the Numeracy aspect of NAPLAN

Strategies to achieve these outcomes in 2014:

- Create assessment tasks that align with NAPLAN assessment;
- Analyse assessment data to identify students at risk and implement support strategies, including support from the LAST teacher; and
- Continue to implement the revised scope and sequence in Mathematics.

School priority 3

To improve school climate through improving student behaviour

Outcomes from 2012–2014

To improve school climate through improving student behaviour

Evidence of progress towards outcomes in 2013:

- The PBL’s school wide approach to the management of student behavior has been implemented.

Strategies to achieve these outcomes in 2014:

- Continue to consistently implement the PBL’s school wide approach to the management of student behaviour

Professional learning

In 2013 the teacher professional learning expenditure was $2612. The Principal attended the Small Schools’ Conference in Tamworth, the ITEC conference in Tamworth and courses in the implementation of the new English and Mathematics syllabuses. Other professional learning activities included School Education Group meetings.

The school administrative manager (SAM) and the classroom teacher 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. The classroom teacher has attended an iPad course and Best Start training. She has also been involved in training for the new English and Mathematics syllabuses.

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.

Parent/caregiver, student, and teacher satisfaction

In 2013, 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. 80% or higher felt the school was safe, engaging, encouraging and enjoyable. The areas where they felt there was room for improvement included fairness when dealing with behaviour, parent input in decision making at school and having high expectations for their children.

Students’ satisfaction levels were also very positive with above 80% responding that they felt safe and that their teachers encouraged them and provided interesting lessons. They enjoyed both learning and being with their friends. The only two areas with less than 80% favourable
response were that their opinions weren’t valued and that they didn’t feel comfortable to approach teachers.

All staff find it very rewarding working at Woolbrook school.

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 – Classroom Teacher
Janice Cross – Staff Representative

School contact information

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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: