School context statement

Woolbrook School is located 26 kilometres from Walcha, where the children go to high school. Woolbrook began the year with 21 students. This 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, Creative Arts and Library. Woolbrook is a small rural community, where most of the students come from rural properties. Seventeen percent of our students are indigenous. Our current enrolment of 18 is made up of 12 girls and 6 boys. Almost one third of the school is in Year 6.

Principal’s message

2014 has seen numbers drop slightly due to families moving from the area. With our enrolment of 21 at the commencement 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 instruction.

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 have subsidized excursions and uniforms and purchased equipment for the school. These subsidies have greatly benefitted our children.

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 message

We have had a great year thanks to everybody’s help.

This year we have raised money from

- Cake stalls and BBQ’s
- ISHE Horse Sports Day
- Farmers Market
- And a Wood raffle

These events helped to fund the excursion to Lake Keepit and support the school in many ways.

Special thanks goes out to Mrs Fiona Uren who has held the purse strings for many years and is retiring as Treasurer now that Phoebe is moving into high school.

I would like to thank the committee for all their help this year and look forward to another successful year in 2015.

Anne Pendlebury

P&C - President

Student Representative’s message

During 2014, we have raised money by holding several events. We held Crazy Hair day and also sold Cancer Council merchandise at our assembly. We also recently had a school sleepover which was thoroughly enjoyed. I would like to thank Belle, the Treasurer and Phoebe, the Secretary for all their help this year. 2014 was a great year for our SRC. I would like to wish Jason, Charlize and Michael all the best for 2015.

By Ruby Watson, 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>
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The school enrolment dropped as three families moved, however two new families came to the area. Two new Kindergarten students enrolled in January, with three Year 6 departing at the end of Term 4 in 2013.

Student attendance profile

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<td>94.2</td>
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<td>94.8</td>
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</table>

Workforce information

Staffing entitlements remained stable in 2014, 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

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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian/Part time/RFF</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.086</td>
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<tr>
<td>Total</td>
<td>2.774</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There were no indigenous members on the school staff in 2014.

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>

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. Another staff development day was held at Woolbrook School where all staff participated in online learning about the new Mathematics curriculum. The Small Schools’ Conference at Inverell was attended by both teaching and office staff.

All teaching staff participated in the Adobe Connect series of presentations on the new NSW syllabuses for the Australian curriculum in English, Mathematics, Science and History.

The Principal has attended Focus On Reading training and Principal planning days around the new school plan.
All teaching staff participated in an Online Inclusion course on Speech. The Adobe courses on the new curricula were viewed.

The yearly total spent on teacher professional learning in 2014 was $2,497.

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>30/11/2014</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: 59302.49
- Global funds: 51667.67
- Tied funds: 16762.74
- School & community sources: 5113.43
- Interest: 1016.50
- Trust receipts: 1325.50
- Canteen: 0.00

**Total income**: 135188.33

**Expenditure**

- Teaching & learning
  - Key learning areas: 6299.30
  - Excursions: 8905.91
  - Extracurricular dissections: 10822.43
- Library: 231.82
- Training & development: 288.71
- Tied funds: 16037.19
- Casual relief teachers: 377.42
- Administration & office: 14229.97
- School-operated canteen: 0.00
- Utilities: 6461.98
- Maintenance: 3880.42
- Trust accounts: 1325.50
- Capital programs: 36110

**Total expenditure**: 104970.65

**Balance carried forward**: 30217.68

A full copy of the school’s 2014 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 2014

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 three students who were involved.

In 2013 Years 3-6 participated in the University of NSW exams in Writing, English and Mathematics.

Ruby Watson placed 4th 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 2014, two Year 3 students and one Year 5 student 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 shape 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 in certain subjects. One Year 3 student achieved above the national average in Writing and Numeracy. In Year 5 100% achieved higher than expected growth in Reading and Numeracy.

Other achievements

Arts

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

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

Students participated in several marimba busking/performance opportunities during the year which gave them the chance to show case their talents. Performing at the local Farmers’ Markets in Walcha and at the Woolbrook Bridge Opening received many favourable comments.

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

Students thoroughly enjoyed a creative writing video conference with John Heffernan. They even sent their stories to John, who returned them with constructive feedback.

A visiting artist, David Dolahenty, lead an art workshop with the children. The children enjoyed working with the artist.

Keyboard lessons with Mr Peter Stephens occur 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 Hall.

Sport

A swimming relay team of Heidi Matthews, Phoebe Uren, Jack McLaren and Georgia Payne came 1st in the small schools’ relay event at the District Carnival in Armidale. They progressed to Regional level where they were placed second, entitling them to travel to Homebush to compete at the State Championships. For the second consecutive year the relay team swam a fast enough time to qualify for the State Final, where they came a creditable 8th. Jack McLaren and Heidi Matthews were Woolbrook’s senior swimming champions and Charlize Haling and Charlie McLaren were the Junior champions.


At the Small Schools’ Athletics carnival held at Niangala Phoebe Uren was the Senior girl champion and Troy Pendlebury was the Junior boy champion. Woolbrook’s athletics champions were Molly Williams and Billy Avis – Minor, Charlize Haling and Charlie McLaren/Troy Pendlebury – Junior and Jack McLaren and Phoebe Uren – Senior.

At District Athletics Phoebe Uren was the Senior Girl High Jump and 800m Champion. Ruby Watson came 2nd in her 100m and our small schools’ relay team, consisting of Ruby Watson, Georgia Payne, Phoebe Uren and Jason Pendlebury came first. At North West level we continued to gain excellent results. Our relay was 3rd. At the State Championships our relay made it to the final for the first time in at least 10 years, finishing 8th.

Woolbrook entered a Twenty 20 Cricket Competition in Armidale for the second consecutive year and came runners-up in our division.
Significant programs and initiatives – Policy and equity funding

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. The Senior girls led an indigenous station which included researching indigenous games.

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 Australia and its’ neighbours. Children learnt about the culture in Papua New Guinea, New Zealand and Indonesia. The seniors ran an indigenous games station.

Socio-economic background

Equity funding has allowed the employment of a second teacher to reduce class sizes which has increased the level of students’ participation and engagement in learning. This has improved students’ learning outcomes.

Equity funding has also allowed the subsidizing of excursions. This enhances the students’ access to participate in a wider range of curriculum learning experiences.

There have been several day excursions to other schools and to Tingha, where we visited Green Valley Farm.

A major excursion to Lake Keepit was organized for the whole school. Children had the opportunity to experience many sporting and recreation activities.

Learning and Support

Our Learning and Support teacher provides individual assistance to children who have been identified as having a particular learning need. Children on the program are varied during the year.

Sport Programs

Woolbrook entered the Small Schools Touch Football competition for the third year. We lost our first round game to Bendemeer 7-11, but played very well.

A cricket clinic was held at Woolbrook school where the children rotated through skill development sessions in Cricket. This was run by the Junior Development Officer.

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

Ana Haling competed at the State Equestrian Championships, where she placed 6th in Working Hunter, 8th in 3.1 Dressage and 8th in Combined Training. Ana, Charlize, Iva Haling and Ruby Watson competed at the Interschool Horse Extravaganza at the AELEC. This relay team won the primary school MUG race. Charlize was reserve champion and Ana was placed 3rd in dressage.
Student Leadership

Year 5 and 6 students attended a Leadership Conference in Armidale, 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 and participated in Jeans for Genes day. The SRC held a school sleepover where they organized the evening meal followed by activities.

Science Education

Students travelled to Yarrowitch to participate in a Science day run by staff from Thalgarrah Environmental Centre. Students thoroughly enjoyed being involved in the experiments.

Students were involved in a video conference with Sydney Questacon about Mars. They had to research rocks on the surface of Mars before driving the Mars Rover on a simulated Mars surface, taking photos of the surface. Driving the Mars Rover was a complicated process, challenging the students.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out an evaluation of the curriculum area Reading as it is a School identified priority area on the School Plan.

The parental response to the Reading survey showed that 88% of families were happy with their child’s progress in Reading and that the teachers placed an appropriate emphasis on the teaching of Reading, encouraging their child in Reading. 100% would like to learn more about how Reading is taught at school. As a result of this interest an information session will be held in 2015.

Student responses were also positive. 87% of children were pleased with their progress in Reading, felt the teachers encouraged them to do their best in Reading and helped them when they were having difficulty in Reading. 20% felt the teacher did not tell them how they were going in Reading or how they could improve their reading. In 2015 teachers will be more aware of providing feedback to students.

School planning 2012-2014:

School priority 1

For students to achieve their appropriate level on the Literacy Continuum

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- 100% (up from 50% last year) of students achieved their expected growth on the Reading aspect of NAPLAN
- 66% of students are achieving at their appropriate level on the Literacy continuum.

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
- Continue to implement Focus On Reading, including the Super Six Comprehension strategies, into the teaching and learning program.

School priority 2

For students to achieve their appropriate level on the Numeracy Continuum

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 2014:
- 100% (up from 88% last year) of students achieved their expected growth on the Numeracy aspect of NAPLAN
- 66% of students are achieving at their appropriate level on the Numeracy continuum.

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.

Parent/caregiver, student, and teacher satisfaction
In 2014, 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. The areas where a minority felt there was room for improvement included teachers responding to parent concerns and that the school did not know about the families and community in which it serves.

Students’ satisfaction levels were also very positive. Over 85% enjoy coming to school, are happy with their progress, feel they get along with the other students and that the teacher helps them with their work. A minority felt the teacher was not fair and that learning was not fun.

All staff find it very rewarding working at Woolbrook school.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Each school is to identify their three strategic directions for the next three years.

Our three strategic directions are:
- Quality teaching to maximize student outcomes – to build teacher capacity to deliver consistent, high standard educational practices to students.
- High expectations developing holistic learners – to improve student outcomes by personalizing student learning through the delivery of quality educational practices.
- School and community working as one – to develop a positive school culture with increased community involvement.
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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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: