Woolbrook Public School
Annual School Report

2011
Messages

Principal’s message

I have only been at Woolbrook Public School for a short time but feel privileged to be a part of the children’s education. The children here are independent and motivated workers with a very good work ethic. I would like to thank Mr Airs for his hard work and dedication to Woolbrook and I wish him all the best in his retirement.

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.

The very substantial benefits of a single classroom arrangement have again been made abundantly apparent. Leadership for the older students is an aspect that develops naturally in a small school, the benefits of which our children will take with them through life. Individual needs are easily catered for in a K-6 classroom because of the flexible groupings employed - especially in literacy and numeracy.

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 the Uren and Matthews families for their financial support of the P&C.

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 2012 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 busy year in 2011.

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

The main fundraiser was our wood raffle which raised $2,000. Many thanks to Kal Crossley who sold a majority of those tickets. Thank you to Kerry Watson, Tanya Payne and Jane McLaren for selling tickets and cakes at the street stall in Walcha.

And another thank you to Daniel Matthews and Charlie Williams for chopping the wood.

All of these proceeds went towards funding seven of the Woolbrook School students going to Sydney on a five day excursion with several other small schools, to play the marimbas at the Entertainment Centre. This was thoroughly enjoyed by everyone.

Thank you Mrs Hazlewood and Mrs Smith for taking the children to Sydney.

Another fundraiser for the P&C was the Spring Festival in Woolbrook. Thank you to all family and friends who donated their time cooking the barbecue and serving and also cooking cheese cakes and slices. The weather did not keep the people away and thus this was another successful day.

Woolbrook School hosted lunch and morning tea for the Small Schools’ Multicultural Day. Thank you to Mr Airs for cooking the barbecue and to Kerry Watson and Tanya Payne for helping; also for the donations of cake and slice.
The money raised from these fundraisers helps to build funds. Thank you to the Uren and Matthews families for the use of their property to run cattle.

The P&C hosted a lunch for Mr Airs upon his retirement at the end of Term 2 this year. Fun was had by all who attended this function. We were all very sad to see Mr Airs leave the school and we wish him well in his retirement.

The P&C would like to welcome Mrs Anne Hazlewood, our new Principal to Woolbrook Public School and we wish her well in her new position. We look forward to another successful year in 2012.

Carley McLaren – P&C President

**Student representative’s message**


This year the SRC was made up of Kian, Connor and myself.

We held a few fundraising days to help us raise money for our Unicef focus, which is to provide clean drinking water for a village in Africa.

The days that we held were Character Day, where we dressed as a book character and wrote about who we were. We also held Loud Shirt Day, where we wore our most colourful shirts and made a donation to the SRC. The SRC also ran a Talent Quest for assembly day where family and community members were able to come and view our talent.

Thank you to all the members of the SRC in 2011 and I welcome the new SRC members, Emily Squires and Lillian Cummings.

Thank you

Ruby McDonall

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**School context**

**Student information**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>8</td>
<td>5</td>
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<tr>
<td>Female</td>
<td>9</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

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

**Student enrolment profile**

The school enrolment remained steady at thirteen during the year with one Kindergarten enrolment in January and one Year 6 departure at the end of Term 4.

**Student attendance profile**

The school’s attendance rate of 94.7 for 2011 was above the state mean attendance rate for the first time in several years.

**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.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the
2011 Class Size Audit conducted on Monday 21 March 2011.

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

In the 2011 class size audit conducted March 2011, Woolbrook School had one student in Kindergarten, one in Year 1, none in Year 2, six in Year 3, two in Year 4, two in Year 5 and one in Year 6.

Structure of classes

Woolbrook School operates as a single class - Kindergarten to Year 6. This provides powerful teaching and learning opportunities where students can be instructed at their appropriate level in the most flexible manner.

Staffing information

Staffing entitlements did not change in 2011. 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 one day per week in Term 4. 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>
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<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></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>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian/PT/SS</td>
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</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>2.346</td>
</tr>
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</table>

Staff retention

In July 2011 the principal, Mr Malcolm Airs retired and Mrs Anne Hazlewood took up the position. No other staff changes occurred.

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.

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

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>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
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<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2011</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas | 18624.58 |
- Excursions         | 3113.00  |
- Extracurricular dissections | 1429.29 |
- Library            | 421.70   |
- Training & development | 1125.32 |
- Tied funds         | 13744.10 |
- Casual relief teachers | 870.95  |
- Administration & office | 8130.97 |
- School-operated canteen | 0.00   |
- Utilities          | 6630.24  |
- Maintenance        | 2040.56  |
- Trust accounts     | 1902.50  |
- Capital programs   | 0.00     |

Total expenditure 58033.21

Balance carried forward 26265.05
A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

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

All students participated in an author workshop at school with author John Heffernan. Students were fascinated by his stories, the motivation for his writing and his strategies for writing. Year 4, 5 and 6 students were also involved in two debating workshops at Nowendoc where they acquitted themselves particularly well.

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.

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 in the school multipurpose building.

Sport

A very young swimming team of Heidi Matthews, Phoebe Uren, Belle Williams and Jack McLaren participated in the District carnival in Armidale in the small schools’ relay event. As a result, they qualified for the Regional trials and then progressed to the State Swimming Carnival at the Olympic Swimming Centre at Homebush in Sydney. Their wonderful effort in Homebush, attracted many favourable comments.

At District Cross Country, Phoebe Uren was successful with a sixth place in her age division. She qualified to compete at the North West Cross Country but was unable to attend due to illness.

At the Small Schools Athletics carnival held at Niangala Charlie McLaren was the Minor Boy Champion.

In athletics, Jack McLaren, Heidi Matthews, Phoebe Uren and Georgia Payne made it through to the District Athletics Trials in the small schools’ relay. Phoebe Uren also qualified for District in High Jump and Georgia Payne in Long Jump. Ruby Watson participated in the District 100m.

Other

Woolbrook students travelled to Niangala to participate in a Questacon hands-on science day with the other schools from the Walcha Small Schools’ Cluster. They were also privileged to be given the opportunity to participate in a science day at Kentucky which featured the Geodome – a hemisphere which allowed students to experience what would be seen if they could travel from the Earth to the edge of the visible Universe.

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.

Environmental matters featured prominently in 2011. Senior students were again involved in Murder Under The Microscope. They applied themselves well, coming close to solving the environmental challenge. Activities involving the school garden and worm farm were consolidated and developed this year. The children were also involved in a Landcare Project to improve the environmental health of their local river. Woolbrook students also planted trees at the local sportsground.

To fostered their love of reading the students also participated in the Premier’s Reading Challenge.

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 eight students who were involved.

Highlights from the NAPLAN results showed that the school was above state average in Reading and Grammar for Year 3 and that significant progress had been made in writing and spelling.
The results also indicated that the school was above state average in Reading and Spelling for Year 5.

In numeracy, 92 per cent of students attained their stage appropriate level with 8 per cent achieving significantly above their stage appropriate level.

**Literacy – NAPLAN Year 3**

In the National Assessment Program (NAPLAN), 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 2011, six 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. Nor is it possible the reveal results and trends over the 2008-2010 period for the same reason.

The NAPLAN results of the eight 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

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards cannot be reported because of the privacy protocols arising from the small number of students involved.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal education is an integral part of the Connected Outcomes Groups (COGs) units which the school uses as the basis for its teaching program. During the year the students experienced a visit from Garry Towney, a local Aboriginal entertainer. He spoke about his life and gave the children an insight into Aboriginal culture. Aboriginal activities were also included on Multicultural day. These were didgeridoo playing and boomerang painting.

**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 school promotes visits from people from other cultures. During 2011 the school was fortunate to have Mr Jeff Minks visit the school to talk about America and his life growing up in Washington State. A successful multicultural day was held in Term 4, where Nowendoc and Niangala visited. The children were involved in various activities learning about other countries.

**Respect and responsibility**

Respect and responsibility underpin all aspects of school life - the school rules, student expectations and behaviour.

Students had the opportunity to talk to, entertain and cater for the residents from Riverview who visited the school. Once again, the school participated in the Walcha Anzac March and also commemorated Remembrance Day at school in November.

The Senior students had the opportunity to participate in the student welfare program offered by Walcha Central School called *Hands In, Heads Up.*
Once again, the SRC initiated a fundraising project to help establish village wells in developing countries.

**Connected Learning**

Connected Classroom facilities are used on a regular basis for video conferencing with other schools. Video conferences have been conducted with Kentucky School as a means of rehearsing for the Schools Spectacular.

**Other programs**

There have been several day excursions to give the children opportunities to socially mix with similar aged peers. These have included a musical performance at Bendemeer, a Personal Development puppet show and multicultural dance performance at Moonbi Public School and a social visit from Rocky River Public School.

PD/H/PE has been a focus this year with the children participating in the *Kids On Walkabout* program which was delivered by Ann-Maree Kalz, a community nurse, through Hunter New England Health.

Jacqui Goodwin, the school counselor, presented a talk on *Cyber Safety* for all students.

**Progress on 2011 targets**

**Target 1**

*Increase the percentage of students achieving stage appropriate outcomes in reading from 92 to 100 per cent, writing from 92 to 100 per cent and spelling from 86 to 92 per cent.*

- The percentage of students who achieved their stage appropriate outcomes in reading, writing and spelling remained unchanged from the previous year –92, 92 and 86 per cent respectively.
- While targets for reading, writing and spelling were not achieved, classroom assessment indicated pleasing progress towards achieving the desired outcomes.

**Target 2**

*Increase student attendance rates for the year from 93.7 per cent to a level higher than the state mean*

- The target was achieved with student attendance rates improved from 93.7 to 94.7 per cent – a significant success as State mean was 94.3.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

This year, PD/H/PE was scheduled for evaluation as the curriculum area and *management* as the management area.

The self-evaluation involved consulting with parents, students and teachers informally during the year, and formally through surveys in September. A pleasing aspect of the surveying process was that 73% of the school’s families responded.

**Educational and management practice**

**Management**

**Background**

The quality of management is fundamental to the operation of an effective school. A modified Departmental School Map survey was used to determine perceptions of the quality of management in the school.

**Findings and conclusions**

The parental response to the management survey showed a high level of satisfaction.

The most positive responses from parents related to communication between home and school, the caring nature of the staff for their children, the fair discipline and the way that the school was always looking to improve what they did.

Student responses to the management survey were also very positive. The most positive responses related to the discipline being fair, that they felt the staff cared about them and that the teaching programs met their needs. Less positive responses related to the communication between the staff and students.
Future directions

- Maintain and develop the management strategies employed in the school.
- Regularly provide feedback to the students about their work.
- Communicate with the children about the general running of the school & include their input in the decision making process.

Curriculum

Background

PD/H/PE was due for evaluation in 2011 as determined by the school’s cyclical schedule of self-evaluation.

Findings and conclusions

The parental response to the PD/H/PE survey showed a high level of satisfaction with the school in this KLA. For all survey responses for all families, 50 per cent were positive of what the school was doing and another 50 per cent were strongly positive.

The most positive responses from parents related to the emphasis the school places on PD/H/PE, the opportunities the children receive to extend their ability through PSSA events and that their child/ren enjoy the activities.

Student responses to the PD/H/PE survey were also positive. The most positive responses related to students’ progress in and the enjoyment they gained from participating in the activities. 80% responded that they enjoyed the small schools sporting carnivals. The social questions about getting along with others and how others treated them were answered 100% positively. When asked ‘What could the school do better?’ 50% answered ‘Have more sport.’

Future directions

- Continue to develop the school’s PD/H/PE program.
- Provide students with the appropriate allocation of time for PD/H/PE, including an hour for weekly sport.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Parents indicated a high level of satisfaction with the school when asked to comment at a P&C meeting. 100% 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 a 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 2011 the teacher professional learning expenditure was $964. The Principal attended the Small Schools’ Conference in Moree, the ITEC conference in Tamworth and professional learning to improve NAPLAN results. Other professional learning activities included School Education Group meetings.

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

2012 Target to achieve this outcome:

*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

2012 Target to achieve this outcome:

*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
- Evaluate the scope and sequence in mathematics.

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

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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: