

Wolumla Public School

Annual Report



2016



3479

Introduction

The Annual Report for **2016** is provided to the community of **Wolumla Public School** as an account of the school's operations and achievements throughout the year.

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

Danielle McGrath

Relieving Principal

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Message from the Principal

It has been a pleasure and a privilege to begin teaching at Wolumla this year and to have the leadership opportunity of Relieving Principal during terms 3 and 4. I look forward to continuing as Relieving Principal until we welcome our new Principal in 2017.

This year Wolumla has had motivated and engaging teaching staff in Anne Warbuton, Hayley Fragnito, Janette Crowe and Joy MacKley, who will all be returning to teach and inspire in 2017, thank you for your dedication and enthusiasm. We welcomed Linda Mallard as a part of our staff and benefited from her commitment and professionalism, we thank her for her contribution. This year has also seen the retirement of our Principal Jacquie Crockford who we all wished much health and happiness.

Our school has provided many exciting learning programs this year. Through our continued partnership with the Bournda Environmental Education Centre our students have had the opportunity to engage with environmental science, visual arts and outdoor education programs. Our extension of our school sporting program has meant we were able to provide swimming, athletics and netball programs. Elisha Myhill's contribution to our sporting program was appreciated and had a positive impact on student engagement and no doubt led to a joint win with Candelo PS at the Small Schools Athletics Carnival.

Our school continued to shine in the creative and performing arts. Hayley Fragnito led students through the music program and directed an amazing performance, 'The Jungle Book'. The musical piece performed at the SCLC Performing Arts Spectacular was a standout performance. We have enjoyed many opportunities to come together as a whole school to learn with; School Tree Day, Jump Rope 4 Heart, Science Week, Book Week and our sporting carnivals.

We are very fortunate to have Denise Rainbird as our School Administration Manager and appreciate all that she does. Denise goes above and beyond her job description to ensure the smooth running of our school. We also thank Christie Clarke and Tracy Stroud for the effort and professionalism that they bring to our school.

Our School Learning Support Officers (SLSOs) are incredibly important to student learning at Wolumla and we are lucky to have two of the best in Katherine Iacono and Lisa Griffin, so thank you Katherine and Lisa. Wayne Dunning always makes time for Wolumla PS to make sure we are technologically functioning, thank you. Our GA Dave Harvey continues to spread joy and happiness as well as manage the grounds and we also thank Graeme Stewart for his wonderful contribution to the Wolumla Public School while Dave was on leave.

This year our P&C continued to collaboratively work with the staff and students to enhance the school and learning experiences for all, their contribution to the open day was pivotal to its success. This year's work on our sensory garden has generated a huge interest from students who are mesmerised daily in sensory play.

Congratulations students, staff and community of Wolumla Public School in 2016 for making our school a great place to learn.

Danielle McGrath

Relieving Principal

Message from the school community

2016 – What a busy year. Thank you to the Students, Teachers and Carers and especially Mrs Rainbird for your support this year.

We were very excited to see such a fantastic turn out for this year's Open Day. It was wonderful to see visitors enjoying a tour around our school and joining us to watch our talented students at an assembly. This very successful event certainly showcased what a wonderful school we have.

Our annual end of term 1 Mad Hatters Celebration was once again a great success. Families, friends and students enjoyed a wonderful morning at our school where we saw some amazing hats paraded by the students. We are sure everyone enjoyed the lovely breakfast and canteen which raised \$340.00. This money was proudly donated to Jason Apps, a former student and uncle of a WPS student, who was in an unfortunate accident earlier this year. Jason, we hope you're doing well and wish you all the best.

Our cross country canteen is always our biggest fundraiser, and this year did not disappoint. We had a record profit of \$1,605.00, a fantastic result. Amazing home-made food was produced by our school community and many volunteers worked hard all day to serve hundreds of people. Thanks to everyone that helped with this event.

We held fundraisers for art calendars and the much loved Mother's and Father's Day stalls. We also held an entertainment/movie night. The Scholastic Book Club is a terrific fundraiser for our school with all credits earned being used to purchase book prizes for our students at our annual WPS Presentation Night. This year we were also able to present our 2017 Kindergarten students with a book as a welcoming gift to our school. The P&C has also supported families who had students represent our school at sporting events. We donated 10 new soccer balls and our volunteers made and filled our new long jump pit.

The P&C has donated nearly \$3,500.00 to the school during the 2016 school year which has been used by the school to purchase PM Readers to support the L3 literacy program, Sphero robots for the STEM program, sand to fill the new long jump pit and assist with funding the Year 6 shirts.

The Students, Teachers and P&C were very excited with the sensory garden installation over the Term 2 holidays and we look forward to it being expanded over the coming years.

With Uniform provider issues this year the P&C has been working on setting up our own Uniform Shop. This has been a very difficult and time consuming project but we're hopeful that the transition to the new suppliers will proceed smoothly.

The Canteen has had a small facelift with the Year 6 students producing some wonderful artwork for us to display and give a fun and colourful injection of character. We also ran a competition to name our canteen, our new name is "Just Bean Made". Thank you to our students who participate in our Kids in the Kitchen program, we appreciate that you give up some of your free time at recess, we hope you enjoy your experience and your freebie recess items. Thank you to the parents and carers for supporting the canteen every week.

As you can see it has once again been a very big year of helping out our wonderful school. A big thank you to our volunteers that always put in 100%.

Karen Ingram

P&C Secretary

Message from the students

This year Wolumla Public School has done lots of great fun activities. The SRC has supported the following charities in 2016 – Jeans for Genes Day, CanTeen's Bandanna Day, Jump Rope for Heart, Stewart House and held a mufti day to support an ex-Wolumla PS student. Other great activities that the school and its students have participated in are sporting carnivals and gala days, National Ride 2 School Day, Harmony Day, Schools Tree Day, Clean Up Australia Day, Science Week activities afternoon, our great performance of The Jungle Book, a movie night organised by the P&C, Sporting Schools swimming, athletics and netball programs, Education Week Open Day, a gymnastic display by some of our talented students, Life Education and Happy Harold visited, the annual Mad Hatter Parade, a working bee for our new sensory garden, class parties to celebrate our class successes, Stage 3 Jindabyne Camp and the Year 6 Peer Support Camp. These are some of the big highlights of 2016. Wolumla Public School is very lucky to have such great teachers and such a supportive community.

Casey Macrae and Ethan Ingram

2016 School Captains

School background

School vision statement

The vision at Wolumla Public School is to further develop students in becoming confident, friendly, reflective and engaged learners who take responsibility for their own learning and behaviour in order to become fully prepared learners for secondary education.

The vision for the staff at Wolumla Public School is to continue to develop as a professional, innovative team working collaboratively to provide a rich, positive and productive learning environment.

The vision for the Wolumla Public School parents, and immediate and wider community, is to be fully committed, contributing and connected to the school resulting in improvements in all learning, behavioural and well-being outcomes of its students.

School context

Wolumla Public School is an attractive well-resourced school fostering a happy, family-like atmosphere with an enrolment of sixty-four students. The school has three cross-stage classes. The school is situated close to the large centres of Bega and Merimbula. In 2010 school facilities were upgraded with two new classrooms.

Wolumla Public School is part of the Sapphire Coast Learning Community and has an enthusiastic and experienced staff. Our school currently attracts Equity funding.

Cooperative planning (assisted through Equity Funding) within the local small schools, as well as the broader Sapphire Coast Learning Community, brings a wide range of social, sport and cultural experiences to address rural isolation factors.

Parent and community support is actively encouraged and the Parents' & Citizens' Association perform an integral role in all aspects of school life.

At Wolumla Public School we are committed to providing quality education in a nurturing, learning environment where students are creative and critical thinkers supported to reach their full potential.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for learning. Students care for self, and contribute to the wellbeing of others and the wider community.

Curriculum programs and teaching practises effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Teachers involve students and parents in planning to support students as they progress through the stages of education. Curriculum provision is enhanced by learning alliances with the south Coast Learning community and other organisations.

Parents have an understanding of what their children are learning and receive regular information to support progression to the next level. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Students demonstrate expected growth, as we aim to achieve at or above minimum standards on external performance measures.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own

teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data.. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. The school identifies expertise within its staff and draws on this to further develop its professional community.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas. teachers are actively engaged in planning their own professional development to improve their performance. teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school solicits and addresses feedback on school performance and the school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. Physical learning spaces are used flexibly, and technology is accessible to staff and students. Practices and processes are responsive to school community feedback.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Expert teaching for engaged learning in the 21st century.

Purpose

To enrich quality teaching and learning through embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student engagement and educational outcomes.

Overall summary of progress

Kindergarten teachers implemented L3 pedagogy into the classroom, staff completed MBB4N training and completed SENA testing of students. PLAN data was entered through the support of collected evidence.

An updated Learning and Support Team Policy was completed to enhance how the school delivers learning and support.

One staff member was able to start the HOW2Learn training and share with other staff. The delay to implement TTFM surveys meant that the first student surveys were not completed in term 1. The subsequent surveys were completed in term 3 and staff reflected on the results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students will achieve growth that meets or exceeds state average in reading, spelling and mathematics from Years 3 to 5 as measured by NAPLAN results.	All students in Year 5 achieved growth in all areas measured by NAPLAN. Most students in Year 3 were at or exceeded the state average in all areas measured by NAPLAN.	\$0
Our school community is actively and authentically engaged in decision-making and school planning that enhances learning and wellbeing.	Community consultation through the P&C, parent meetings and community programs has ensured that a collaborative approach has been used to achieve the goals and purposes identified in the school plan	\$0

Next Steps

Continue implementing L3 in kindergarten and consider expanding L3 to include stage 1. Whole staff to engage with HOW2Learn training and repeat of the TTFM surveys to gain an insight into areas within the school that should be a focus and areas that have improved.

After completing modules in HOW2Learn we should be able to start to gather evidence of embedded practice throughout the school.

Strategic Direction 2

Ensuring student health and well-being for living rich and meaningful lives.

Purpose

To develop students who are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students will achieve growth that meets or exceeds state average in reading, spelling and mathematics from Years 3 to 5 as measured by NAPLAN results.	All students in Year 5 achieved growth in all areas measured by NAPLAN. Most students in Year 3 were at or exceeded the state average in all areas measured by NAPLAN.	\$0
Our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.	Initial training in Positive Behaviour for Learning (PBL) along with staff commitment to programs such as KidsMatter has ensured that all students are encouraged to feel a sense of connection and belonging to our school.	\$2000.00
Our school community is actively and authentically engaged in decision-making and school planning that enhances learning and wellbeing.	The P&C, along with the broader community are regularly appraised of school planning and programming through face to face consultation, newsletter our school website and Facebook page.	\$0

Next Steps

Strategic Direction 3

Growing effective partnerships and connections to enhance student development and performance.

Purpose

To encourage positive and respectful relationships across the school and wider community in order to underpin a productive learning environment, and support students' development of strong identities as learners.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students will achieve growth that meets or exceeds state average in reading, spelling and mathematics from Years 3 to 5 as measured by NAPLAN results.	All students in Year 5 achieved growth in all areas measured by NAPLAN. Most students in Year 3 were at or exceeded the state average in all areas measured by NAPLAN.	\$0
Our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.	Wolumla Public School uses a variety of contemporary, teaching methods to encourage student engagement and promote excellence in their learning including; technology based programs, robotics, project based learning and extracurricular activities.	\$1000.00
Our school community is actively and authentically engaged in decision-making and school planning that enhances learning and wellbeing.	The P&C, along with the broader community are regularly appraised of school planning and programming through face to face consultation, newsletter our school website and Facebook page	\$0

Next Steps

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Teaching resources purchased to support classroom programs. Casual teacher employed to run NAIDOC week activities. SLSO employed to provide extra support in class to Aboriginal students.	\$2448.00
Low level adjustment for disability	Salaries for teaching staff to provide extra learning and support interventions for students in need. SLSO in class support for	\$837.90
Quality Teaching, Successful Students (QTSS)	Extra release time provided to teaching Principal for lesson observation and staff coaching.	\$0
Socio-economic background	Funds contributed to costs for the school production of 'The Jungle Book', online learning programs, student levies to Sapphire Coast Learning Community regional school network and school cooking program. School Contributions to support student participation in excursions , camps and other extracurricular activities.	\$9061.00
Support for beginning teachers	Teaching staff provided with release time and participation fees to undertake professional learning in Non Crisis Intervention, behaviour management and curriculum studies. Casual salaries paid to provide extra release time for beginning teacher to participate in coaching and classroom observation.	\$3753.00

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	29	26	27	24
Girls	29	35	39	31

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	97.5	92.9	96
1	97.6	92.3	95.5	91.9
2	94.4	95.9	90.7	93
3	93.8	89.4	96.5	91.2
4	94.4	86.8	92.5	97.7
5	91.7	92.6	83.9	94.8
6	93.4	92.4	84	88
All Years	94.3	91.9	91.2	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K/1	18
YEAR 2/3/4	19
YEAR 4/5/6	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	1.12

*Full Time Equivalent

There are currently no staff at Wolumla Public School who identify as Aboriginal or Torres Straight Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff at Wolumla Public School have undertaken professional development throughout 2016 to support students outcomes and wellbeing. Teaching staff are currently all accredited with the National Education Standards Authority (NESA) with one teacher finalising the completion of her accreditation report in 2017.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	58 182.85
Global funds	114 936.01
Tied funds	172 554.67
School & community sources	13 494.63
Interest	1 875.79
Trust receipts	3 363.00
Canteen	0.00
Total income	364 406.95
Expenditure	
Teaching & learning	
Key learning areas	16 184.70
Excursions	3 404.64
Extracurricular dissections	11 149.12
Library	2 197.40
Training & development	4 421.92
Tied funds	137 836.56
Short term relief	38 268.45
Administration & office	37 977.89
School-operated canteen	0.00
Utilities	9 080.80
Maintenance	2 831.18
Trust accounts	3 237.00
Capital programs	0.00
Total expenditure	266 589.66
Balance carried forward	97 817.29

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

School performance

NAPLAN

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

The cohort data provided by NAPLAN testing is unreliable due to the size of the sample, however individual results revealed student growth in all areas.

The cohort data provided by NAPLAN testing is unreliable due to the size of the sample, however individual results revealed student growth in all areas.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

All students at Wolumla Public school are regularly assessed and data updated on the Planning Literacy and Numeracy (PLAN) database. Students are also tracked against the cluster markers of the NSW literacy and numeracy continuums. Students beginning Kindergarten were all benchmarked using Best Start Kindergarten assessment and plotted on PLAN.

Policy requirements

Multicultural and anti-racism education

Danielle McGrath is our Anti-Racism Officer and in her role she has completed all training requirements and communicated her role to staff and community.

Part of our whole school themes included 'Belonging' and 'Difference' where teachers embedded ideas of multiculturalism and anti-racism.

Wolumla Public School celebrates Harmony Day annually, where we acknowledge and celebrate multiculturalism as a whole school. We participate and celebrate annually NAIDOC week and Reconciliation week which includes acknowledging Australia's history and