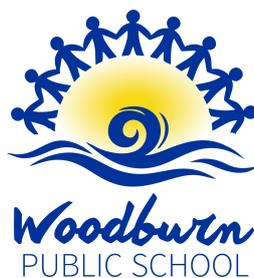


# Woodburn Public School

## Annual Report



2016



3490

## Introduction

The Annual Report for **2016** is provided to the community of **Woodburn 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.

The 2016 school year brought with it the establishment of a support class (Multi-Categorical) within the school, operating as a model of fully integrated support for students. The flexible use of this resource ensured additional teacher and student learning officer support across the school, benefitting all students and staff indirectly.

Our school continues to use flexible staffing resources to enhance the teaching and learning environment for all, helping to maximise the opportunities provided to students. I applaud the staff and community for their commitment and support to the successes and achievements of our school.

Shane Fletcher

**Principal**

### School contact details

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6682 2502

## School background

### School vision statement

Woodburn Public School is committed to providing all students with an inclusive education, that provides all students with opportunities to be academically, socially and culturally challenged.

Students are engaged within a dynamic learning environment that embraces 21st Century learning as the foundation for future success. Teachers provide a diverse and relevant curriculum tailored to the individual learning needs of students.

### School context

Woodburn Public School is firmly committed to developing the essential elements of Literacy and Numeracy skills for all students within the school. With these foundation stones to success embedded the school seeks to provide a rich and diversified curriculum for students, with engagement and enrichment activities continually being explored and undertaken to build high levels of student participation and community support.

Whilst only a 'small' school (approx. 125 students in 5 classes, plus a support class – MC), Woodburn Public School is a progressive school that embarks on challenges and new ideas to remain current and at the forefront of educational delivery and school based management. The school serves a Low SES community (ICSEA 968 – FOEI 131).

Woodburn Public School was part of the initial deployment of Learning Management and Business Reform (229 school) across NSW schools.

There is a mix of staff with a diverse range of skills, interests and experiences, who are committed to doing things better for our students and community. By drawing upon these skills and working in collaboration to make a difference for student's, staff are always active in the pursuit of the schools success. Staff have a strong commitment to the core focus of embedding strong foundation skills for all students in the key learning areas of Literacy and Numeracy and developing our school culture through the Positive Behaviour for Learning program.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

As part of the self evaluation process the following findings, among many others, were identified as evident within the school. The school evaluation process determined that across the three domains of Leading, Teaching and Learning, the school was predominantly Sustaining and Growing in terms of our performance.

#### **Learning:**

*Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.*

*The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.*

*Teachers involve students and parents in planning to support students as they progress through the stages of education.*

*Individual student reports include descriptions of students strengths and areas of growth.*

*Students are showing expected growth on internal school performance measures.*

#### **Teaching:**

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

*Data analysis informs the school's learning goals and monitors progress towards them.*

*Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.*

*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.*

**Leading:**

*Leadership development is central to the school capacity building.*

*The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.*

*Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.*

*The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.*

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

Raising expectations and raising the quality of student learning

### Purpose

Every student in our care is to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

### Overall summary of progress

School wide progress was made to set realistic but aspirational student learning goals across all classes in 2016. Teachers, parents and students worked together to formulate these goals and to track progress toward achieving these throughout the school year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of teachers are actively developing and implementing personalised learning plans/goals for all students.</li><li>• 75% of families are actively engaged in the collaborative development of personalised learning plans.</li></ul>	<p>All students have a personalised learning goal, while students who have additional learning needs have personalised learning plans.</p> <p>The school will continue to engage more families in the collaborative development of learning goals and personalised learning plans.</p>	<p>Goal Setting Meetings</p> <p><a href="http://www.schoolinterviews.com.au">www.schoolinterviews.com.au</a></p>
<ul style="list-style-type: none"><li>• 85% of students participating in L3/L3S1 classes will achieve at or beyond expected exit levels by the end of the year</li><li>• Student assessment data in Numeracy (Stepping Stones) will show growth across all classes during implementation year</li><li>• All students will have PLAN data recorded to track and monitor student achievement</li></ul>	<p>Student achievement in L3/L3S1 reached expected levels.</p> <p>Stepping Stones proved to be a challenging program to successfully implement. Alternative options will be sought as we enter 2017.</p> <p>Data Walls are used as a visual guide to student progress. PLAN data is accurately recorded for students K-2, with a little further achievement to occur for students in Years 3-6</p>	<p>L3/L3S1 professional learning</p> <p>Maths Plus considered for 2017</p> <p>Data Walls established</p>

### Next Steps

Future steps to strengthen the higher expectations of student achievement include:

- greater consistency of plans developed by staff across the school, potentially utilising Sentral as the tool for recording and monitoring all student personalised learning plans.
- Continued development with parents and students about setting aspirational personal learning goals, as well as how to evaluate the success in achieving these goals throughout the year.
- Strengthened communication to engage families who did not participate in the 2016 Student Goal Setting meetings.
- Greater utilisation of PLAN as the source of most literacy and numeracy data, with this data frequently reviewed and updated to maintain currency and accuracy of data records.
- Ongoing professional learning for teachers, particularly with new teachers engaging with the Language, Learning and Literacy (L3) program in 2017, as a tool for strengthening classroom teaching practice and using student learning data to drive teaching and learning programs.
- Review the school wide Mathematics program and implement programs that are manageable for all staff K-6.
- Determine whole school directions (Agents for Change) that are clearly understood and shared among staff, giving commonality of whole school goals and purposes in all KLA, but particularly in Literacy and Numeracy.

## Strategic Direction 2

Fostering quality teaching and leadership

### Purpose

Build workforce capacity through focused professional learning and development that creates a culture in our school where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

### Overall summary of progress

Teacher professional learning (L3, Maths Building Blocks 4 Numeracy, Beginning Teacher mentoring) has been accessible to all staff K-6, providing avenues for all teachers to deliver stronger teaching and learning programs. This has been complimented by peer lesson observations and ongoing professional dialogue among staff.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of teaching staff develop and implement the Professional Development Framework plans, with positive school based support.</li><li>• 100% of students participating in L3/L3S1 classrooms reached expected reading levels at the end of the school year</li></ul> <p>- Kinder – 8/9</p> <p>- Year 1 – 18/19</p> <p>- Year 2 – 21/22</p>	<p>All staff were supported in the implementation of the performance and development framework.</p> <p>The majority of students participating in L3/L3S1 reached anticipated levels. Ongoing support for those who experienced difficulties in 2016 will be considered in 2017.</p>	<p>Professional Learning funds to support L3 and L3S1 training.</p>
<ul style="list-style-type: none"><li>• All teachers will have a professional development plans (PDPs) developed, implemented and reviewed throughout 2016</li><li>• All teachers will receive written feedback on their performance and development throughout the year</li><li>• Teachers and leaders will be able to identify areas of their own personal growth and development</li></ul>	<p>All staff engaged successfully with the PDP processes in 2016.</p> <p>Termly feedback was provided to all teacher staff in line with whole school and personal goals and areas of identified growth.</p>	<p>TPL meetings</p> <p>Lesson Observations</p> <p>PDP feedback</p>

### Next Steps

Future steps to foster quality teaching and leadership include:

- Development and implementation of Performance and Development Plans for all teaching staff, allowing a focus on personal and professional growth, both at the individual and broader school levels.
- Ongoing provision of feedback to teachers, reflective of current practice and exploring areas for ongoing professional enrichment.
- Continued access for staff to professional learning opportunities that enhance teaching and learning, raise the expectations on both student and teacher achievement, whilst fostering the quality of the teaching and learning programs across the school.
- Changes to principal classification will enable a more focussed approach to school leadership, with expectations for enhanced communication, collaboration and feedback between the school executive and teaching staff.

## Strategic Direction 3

New and better ways of delivering public education (in Woodburn)

### Purpose

All staff demonstrate systems leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

### Overall summary of progress

Woodburn Public School continues to evolve through the transforming education environment of recent years. The school successfully operates within the new financial and administration practices (LMBR) that are currently being deployed across the state. The school was at the forefront of this change as one of the initial (229) implementation schools.

Through the ongoing implementation and enhancement of the Positive Behaviour for Schools program, staff, students and parents share a journey of creating an effective and supportive school culture. A revision of the schools core values and behaviour expectations commenced in 2016. To ensure effective implementation there were delays in the launch of these changes, with ongoing activities to continue into the new school year to support these changes.

The school's strategic directions are supported by the school's parent body (P&C), however this is a small group of parent representatives. The school will continue to publicise and promote our strategic directions and look at ways of strengthening the school and community partnership.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• <b>90% of students (and their parents) will have a strong understanding of the schools core values.</b></li><li>• <b>More than 80% of families will be supportive of the schools directions and purposes and share an understanding of the schools goals and directions.</b></li></ul>	<p>The revised school values are known and a general understanding is in place. Greater 'teaching' of expected behaviours will continue into 2017.</p> <p>The community understands the changing core values of the school and continues to support the school in its' endeavours.</p>	<p>P&amp;C Meetings</p> <p>Newsletter</p> <p>Facebook</p>
<ul style="list-style-type: none"><li>• 95%of students are aware of the schools core values and understand these values underpin student behaviour at school</li><li>• Parents and community members have a clearer understanding of the school's 'revised' strategic directions</li><li>• Student, parent and community feedback is gathered as part of the school review processes</li></ul>	<p>The core values of the school, as promoted through the Positive Behaviour for Learning program, are well embedded with students and families.</p> <p>Greater success is still to be achieved with engaging parents and community with the school's strategic directions.</p> <p>Participation in the Tell Them From Me feedback process in 2016 did not eventuate. This will be re-explored in 2017 as a means of gathering feedback regarding the progress of our school.</p>	<p>\$10000 for PBL</p>

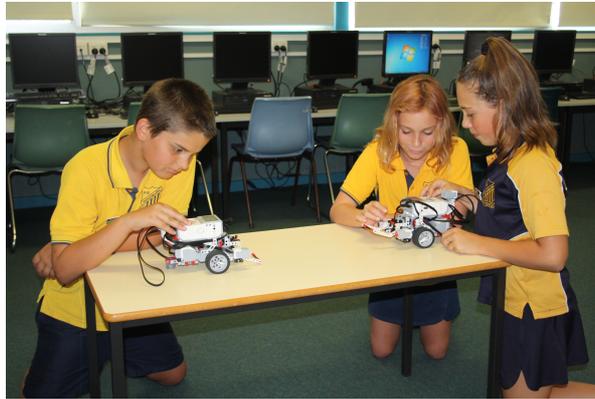
### Next Steps

Building on the successes of 2016, the school will continue to embrace new and better ways of delivering public education in Woodburn by:

- publishing and promoting the schools core values, beliefs and strategic directions to our wider school community. This will be achieved using a variety of communication tools that could include the school newsletter, website, Facebook page, communication App, school sign and other notices sent home from school.
- maintain a commitment to the professional learning of staff to support the delivery of an engaging, modern and

personalised curriculum.

- staff will continue to implement the school wide expected behaviours matrix, with development of expected classroom behaviours undertaken with new classes early in 2017.
- a review of the available funding the school has, and a focus on providing a quality learning environment for all students, has led to the creation of an additional class for the school in 2017. Taking this action is deemed beneficial as the school will have smaller class sizes in Kindergarten, Year 1 and Year 2, and more manageable class sizes across Years 3 to 6.
- 2016 saw the successful implementation of an integrated MC support class. All students were engaged in mainstream learning on a daily basis, with the additional support and expertise of the MC class staff shared across the school. The continued development of this class will take place in 2017.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The provision of personalised learning for students identified as Aboriginal remains a school priority in line with departmental expectations. Personalised learning plans were developed and reviewed, with plans to be revised again with new targets and directions established for the year ahead.	• Aboriginal background loading (\$4 610.00)
<b>Low level adjustment for disability</b>	During 2016 our school utilised a learning and support teacher allocation of 0.3. This was supplemented to provide 0.4 (2 days per week) of LaST support across the school.	• Low level adjustment for disability (\$42 714.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	With the introduction of the Quality Teaching, Successful Students initiative teachers were provided with mentoring and supervision support, in support of their professional learning and performance development. There was a focus on providing positive, but effective and meaningful feedback to support teacher development.	• Quality Teaching, Successful Students (QTSS) (\$4 081.00)
<b>Socio-economic background</b>	Socio-economic background funding was used in a variety a ways during 2016. This included subsidising the cost of events, employing additional teacher and student learning support officers, along with providing resources to support teaching and learning programs to be successfully implemented.	• Socio-economic background (\$55 241.00)
<b>Support for beginning teachers</b>	Access to professional learning, additional releases from face to face teaching for planning purposes and access to mentoring support was made available to beginning teachers during 2017.	• Support for beginning teachers (\$13 378.00)
<b>Integration Funding Support</b>	The provision of personalised learning for students assigned to the school's Multi-Categorical Support Class or who receive targeted funding support to engage more successfully with school, remains a school priority. Personalised learning plans were developed and reviewed, with plans to be revised again with new targets and directions established for the year ahead.	• Integration (\$69 769.00)



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	67	74	77	80
Girls	44	38	44	45

Student enrolment at Woodburn Public School has steadily increased in recent years, with numbers moving from just over 100 students to just over 120. This has been positive for the school, but has also seen an increase of class sizes as enrolment numbers move toward the entitlement of an additional classroom teacher.

In 2016 the school established a Multi-Categorical Support Class. The initial intake to this class included 7 students who had a substantive enrolment in our school already. The establishment did not therefore cause the positive growth in student numbers.

Over the past four years the number of male students has out weighed the number of female students on a ratio of almost 2 to 1. To support this initiatives to support boys and girls were implemented in 2016. These activities included a Girls Night in in Term 2 and a Boys Night In during Term 3. The Learning and Support Teacher also ran small group programs to help empower our female students in the male dominated classrooms.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.7	97.3	92.6	87.6
1	93.2	93.8	89.8	92.2
2	93.8	95.7	91.2	91.7
3	90.8	92.8	96.6	94.6
4	95.6	94.6	92.9	94.3
5	94.3	96.1	90.8	91
6	92.9	91.6	94.3	93.4
All Years	93	94.9	92.7	92.4
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.49
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	2.81
Other Positions	0.04

During 2016 the school had a Full Time Equivalent staffing allocation of 10.945 staff. No staff at this time identify as being of Aboriginal or Torres Strait Islander decent, however all staff are committed to the Equal Employment Opportunities provisions of the Department of Education.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

## Professional learning and teacher accreditation

During 2016 all teaching staff were able to access teacher professional learning to support the teaching and learning programs across the school. There continues to be a strong commitment to the Language, Learning and Literacy (L3/L3S1) professional learning program for students in Kindergarten, Year 1 and Year 2. During 2016 the school has two staff engaged with professional learning on a regular basis in the area.

With recent changes to staff, the school now has a blend of teachers who have maintaining accreditation, are completing accreditation and those who commenced employment before 2004. Beginning Teacher Support Funds have been used to allow additional mentoring and professional learning for staff who are early career teachers.

The implementation of the Professional Development Plans for teachers in 2016 has also guided the directions staff have taken to access professional learning.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	304 126
<b>Revenue</b>	1 505 179
(2a) Appropriation	1 431 066
(2b) Sale of Goods and Services	5 273
(2c) Grants and Contributions	49 351
(2e) Gain and Loss	0
(2f) Other Revenue	15 114
(2d) Investment Income	4 373
<b>Expenses</b>	-1 542 523
Recurrent Expenses	-1 542 523
(3a) Employee Related	-1 316 932
(3b) Operating Expenses	-225 590
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-37 344
<b>Balance Carried Forward</b>	266 781

Woodburn Public School incurred a deficit of \$37344.14 in 2016 as part of a planned approach to decreasing the annual roll over funds carried forward by the school. This figure grew during the initial years of deployment of Learning Management and Business Reform (LMBR) where a clear vision and understanding of our school finances was not easily identified.

Our school has taken a strategic approach to utilising these funds slowly over the coming years, so as not to simply waste the money on unnecessary resources and to make sure that whatever strategies we undertake do not create a financial reliance on the funding as it will steadily decrease. During 2016 the school employed additional teacher and student learning support officers over and above our staffing entitlement.

Employee related costs are the most significant expense incurred by the school. This expenditure increased during 2016 over 2015 as the staffing allocation for the school increased (MC Class teacher and student learning support officer).

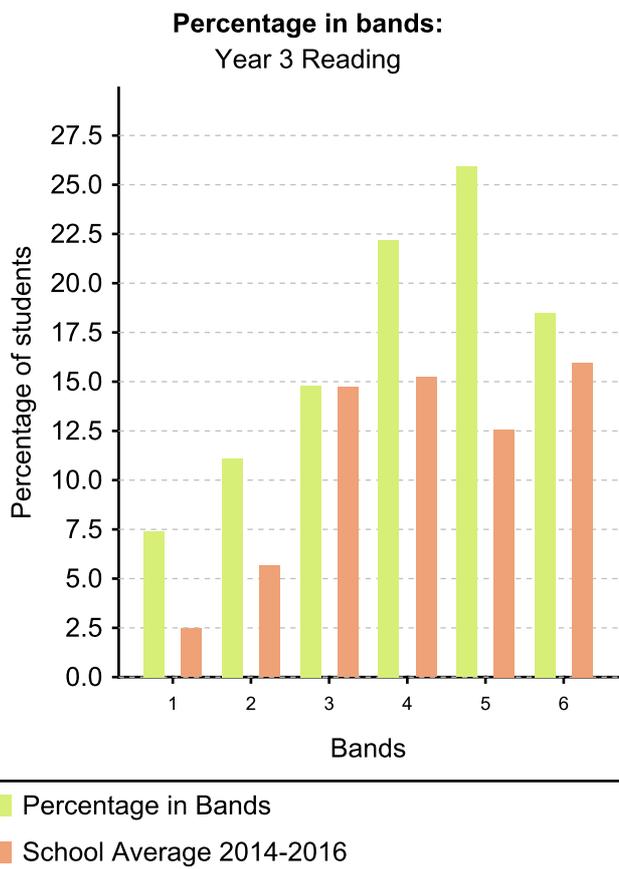
During 2016 the school was also able to undertake additional works at school. One of these projects included adding air-conditioning to the school hall.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	916 534
Base Per Capita	6 540
Base Location	9 518
Other Base	900 475
<b>Equity Total</b>	102 565
Equity Aboriginal	4 610
Equity Socio economic	55 241
Equity Language	0
Equity Disability	42 713
<b>Targeted Total</b>	238 745
<b>Other Total</b>	147 872
<b>Grand Total</b>	1 405 718

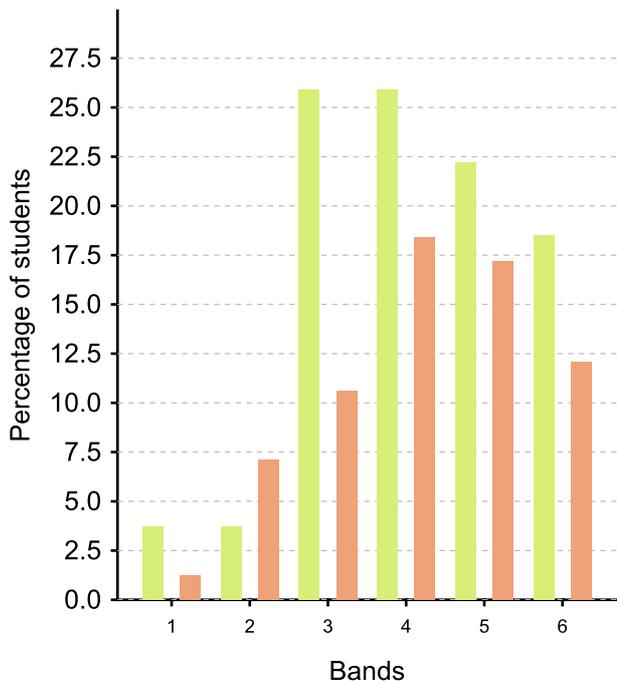
## School performance

### NAPLAN

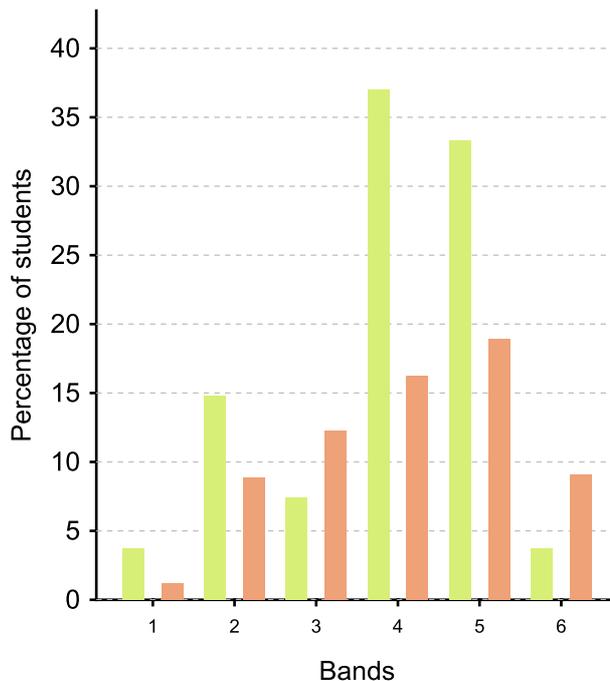
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



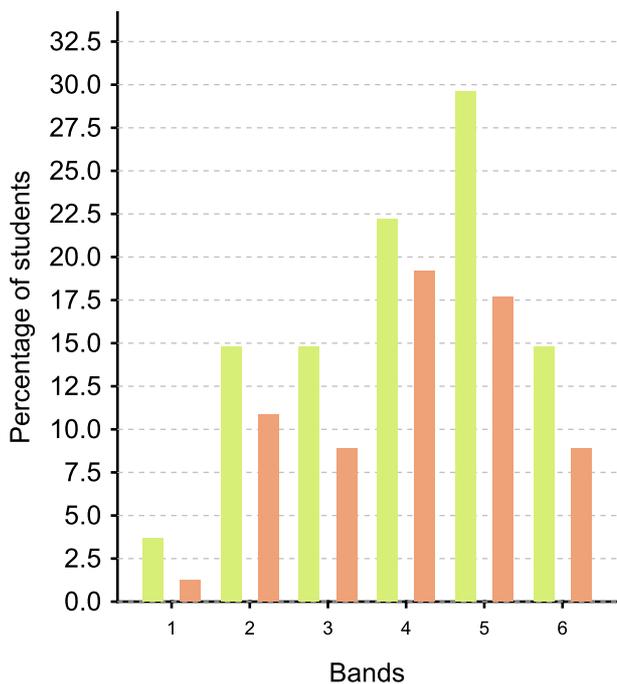
**Percentage in bands:**  
Year 3 Grammar & Punctuation



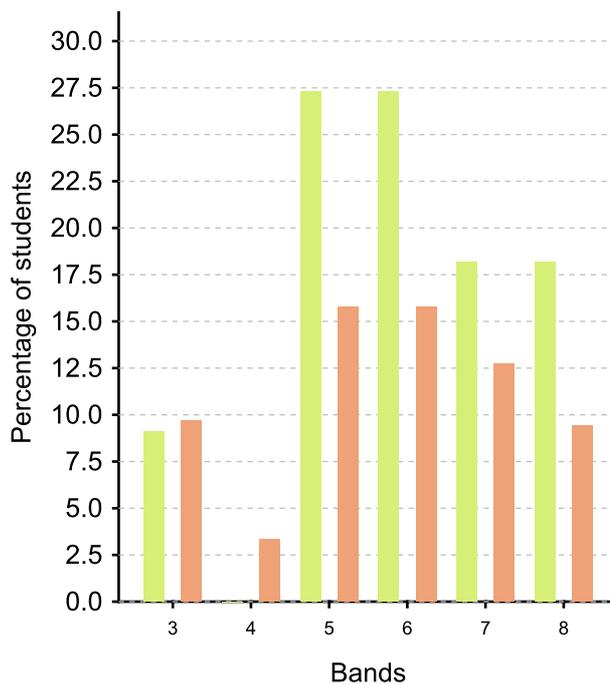
**Percentage in bands:**  
Year 3 Writing



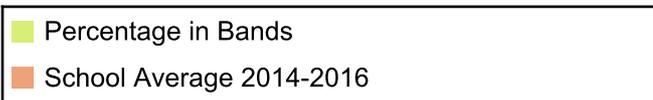
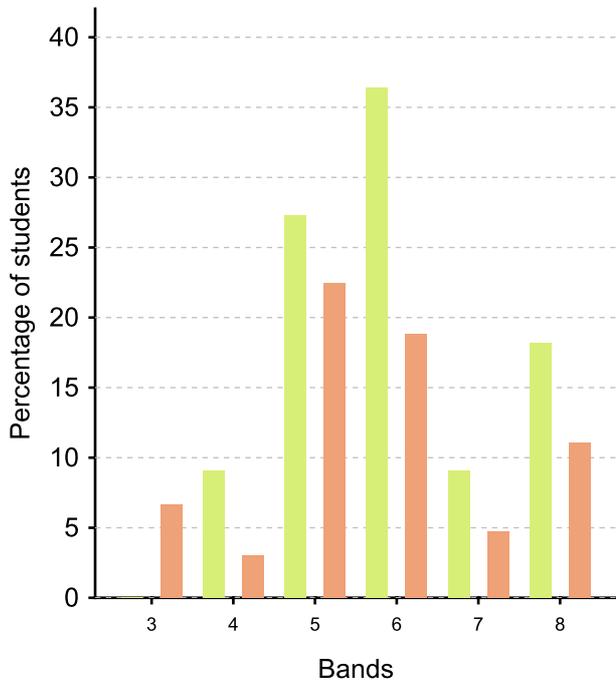
**Percentage in bands:**  
Year 3 Spelling



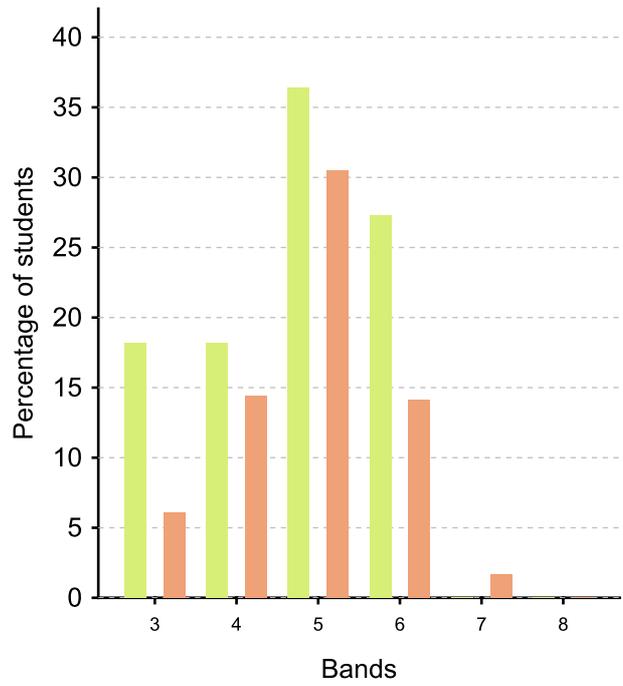
**Percentage in bands:**  
Year 5 Reading



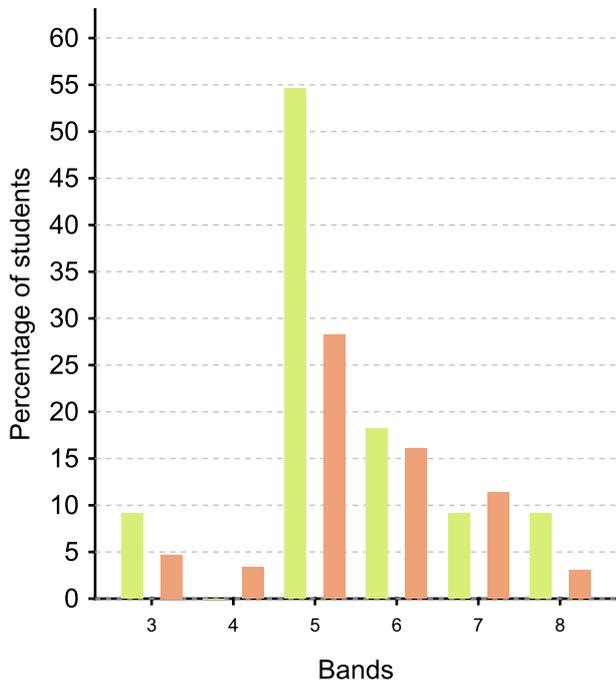
**Percentage in bands:**  
Year 5 Grammar & Punctuation



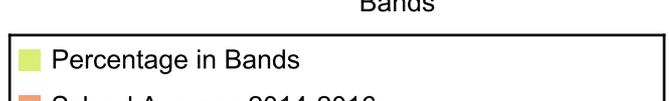
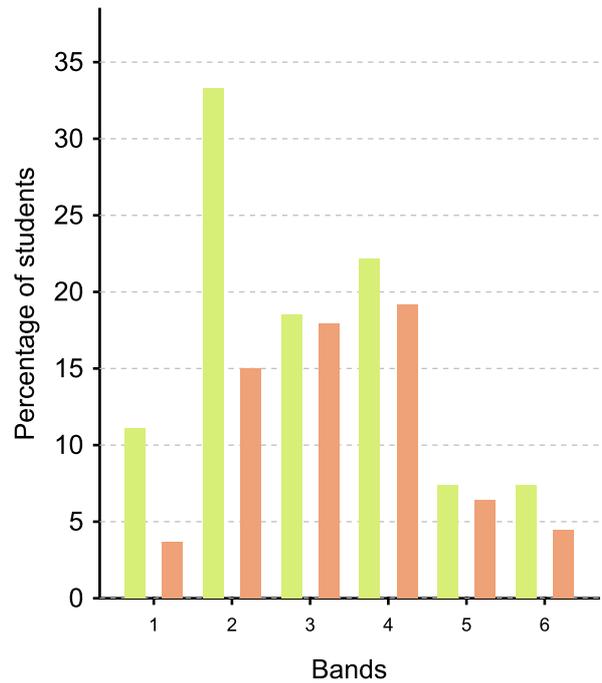
**Percentage in bands:**  
Year 5 Writing



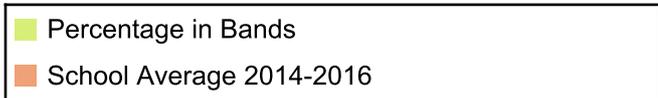
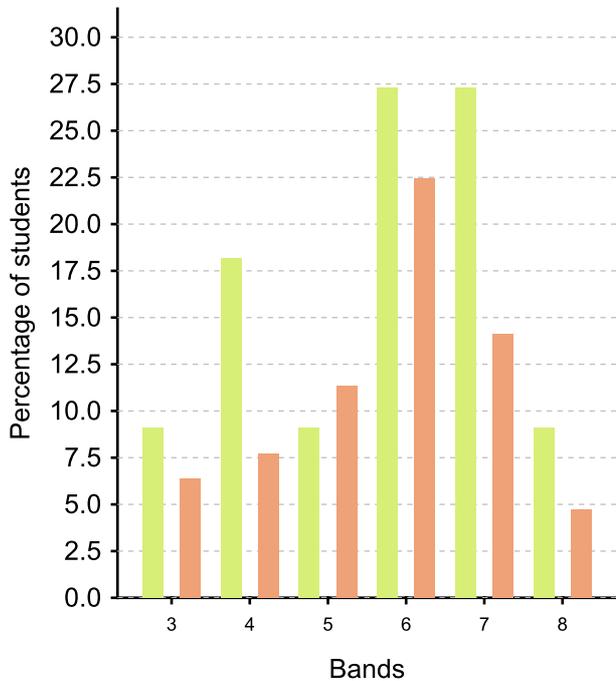
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



2016 - 91%, 2015 - 90%, 2014 - 80%

When considering the percentage of students achieving at or above the National Minimum Standards, school results for **Year 5 in Numeracy** have been as follows:

2016 - 91%, 2015 - 90%, 2014 - 90%

Woodburn Public School has a high level of achievement above expected minimum standards, however the opportunity exists to extend the number of children not just achieving above national minimum standards, but achieving results in the highest two skill bands.



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.

In accordance with the **Premier's Priorities: Improving Educational Results**, schools are required to report their student performance for the top two NAPLAN bands in reading and writing. In 2016, 44% of students in Year 3 at Woodburn Public School achieved results in these two bands, whilst for Year 5 students, 36% of students achieved results in the highest two skill bands.

Student achievement for Year 3 in the highest two skill bands was 15%, whilst for Year 5 it was 36%

A review of recent year results shows a fluctuation of students performing at the highest two skill band levels.

When considering the percentage of students achieving at or above the National Minimum Standards, school results for **Year 3 in Reading** have been as follows:

2016 - 93%, 2015 - 100%, 2014 - 100%

When considering the percentage of students achieving at or above the National Minimum Standards, school results for **Year 5 in Reading** have been as follows:

2016 - 89%, 2015 - 100%, 2014 - 100%

When considering the percentage of students achieving at or above the National Minimum Standards, school results for **Year 3 in Numeracy** have been as follows:

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A summary of their responses is presented as follows.

- The majority of students, parents and staff value the implementation of the Positive Behaviour for Learning program and are supportive of the revised values of Respect, Safety and Engagement
- Parents and students indicated that they have opportunities to participate as partners in the learning journey offered at Woodburn Public School.
- The staff, students and parents have valued the implementation of the MC Support Class during 2016, appreciating that the current model of integration and whole school support benefits many students across the school.
- Students express a desire to be successful learners.



## Policy requirements

### Aboriginal education

Woodburn Public School incorporates Aboriginal and Torres Strait Islander perspectives into the teaching and learning programs of the school. There is positive recognition of our nation's Indigenous history and in recent years our senior Aboriginal students have partnered with the Woodburn Preschool to lead a mentoring program. This involves our students working as mentors/peers to Aboriginal students of the preschool.

Each year our school celebrates NAIDOC, giving a stronger focus to the cultures and values of our initial Australians. In 2016 our school celebrated with a special guest and a recount of the NAIDOC theme of Songlines. (see cover photo)

Woodburn Public School utilised Aboriginal background funding to provide additional student learning support officers into classrooms, as well as developing personalised learning plans for all indigenous students.



### Multicultural and anti-racism education

Cultural diversity is recognised and appreciated across the entire school. All classes incorporate multi-cultural perspectives into teaching and learning programs. Students are encouraged to engage in multi-cultural public speaking to further extend their cultural appreciation.

Cultural awareness and understanding is fostered through the diversity of students, families and staff. The school had a trained anti-racism contact officer to help maintain our positive and respectful school culture.