

Woolbrook Public School Annual Report



2016



3501

Introduction

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

Anne Hazlewood

Principal

School contact details

Woolbrook Public School

Church St

Woolbrook, 2354

www.woolbrook-p.schools.nsw.edu.au

woolbrook-p.School@det.nsw.edu.au

6777 5893

School background

School vision statement

At Woolbrook School, we believe that every student should have the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

School context

Woolbrook Public School is located in the village of Woolbrook in the southern New England Tablelands. The school has an anticipated enrolment of 19 children in 2016— mostly from surrounding rural properties. In 2016, it is expected that there will be enrolments in all years. Staff includes a full-time teaching principal, a release from face-to-face teacher, a school administrative manager, a classroom assistant, a cleaner and general assistant. The school benefits greatly from involved parents and a supportive community. There is an operational Parents and Citizens Association, where meetings attract a good attendance. There is a strong and relentless focus on literacy and numeracy, with flexible groupings and differentiated curriculum utilised to optimise the learning of students across all stages. Technology is an integral part of each day's learning, seamlessly supporting the teaching of all Key Learning Areas. As an Early Action for Success school, an instructional leader has been appointed, additional resources allocated and professional learning provided that enable the school to provide tiered interventions that focus on Literacy and Numeracy outcomes for all students in Kindergarten to Year Two.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

In the domain of Learning we have focused on student wellbeing. We have continued our focus on Positive Behaviour for Learning (PBL) across the school consistently implementing a whole-school approach to wellbeing that has clearly defined behavioural expectations creating a positive learning culture. The school has begun to implement the Kids Matter framework. A Kids Matter Launch involved the staff, students, parents and community members. There has been an increased engagement of students in their learning, with a building of stronger positive and respectful relationships across the school.

Our major focus in the domain of Teaching has been Learning and Development. Teachers have focused on improving their teaching methods in literacy and numeracy through the knowledge gained by participating in L3 and TEN training provided by the Early Action For Success initiative. Changes in teacher practice, from working closely with the Instructional Leader, have resulted in increased levels of student learning and engagement. There is a staff culture at Woolbrook school of life-long learning and the sharing of learning between staff to build their knowledge and capacity to improve student outcomes.

In the domain of Leading parents and community members have had the opportunity to engage in a wide range of school related activities. The school led an initiative where parents and community members were able to deliver lessons to the students over a period of time. Students, parents and community members thoroughly enjoyed these sessions, already with an enthusiasm for these sessions to continue in 2017. Through work being done in History, the school involved community members in leading the children on historical walks around the village to impart their local knowledge. The feedback from a Community Engagement Survey indicated that use of technology was limited as a means of communication between school and home. In response to these findings the school introduced Seesaw to enhance home/school connectivity.

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.

Strategic Direction 1

Quality teaching to maximize student outcomes

Purpose

To build teacher capacity to deliver consistent, high standard educational practices to students. We aim to achieve a school culture in which staff members take responsibility for their own learning, being lead learners striving for innovation and improvement in teaching pedagogy to maximise outcomes in a broad range of curricula.

Overall summary of progress

Teachers have attended Stage One L3 training and have worked closely with an Instructional Leader. The on line BOSTES courses Building Blocks for Numeracy and NAPLAN 2015 Writer Marker Training were completed by all staff. These initiatives are having a significant impact on student learning, particularly in the early years of schooling. Teacher attendance at a History/Geography course has led to the development of a Scope and Sequence.

The new Performance Development Framework has led to staff engaging in a much deeper reflective process that has guided planning and implementation of their individual Performance Development Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff will demonstrate evidence at Proficient or above in all areas against the seven elements of the Teaching Standards. Staff will have achieved and maintained Proficient credentialing.	Staff continue to work towards their Proficient credentialing. At the end of 2016 all staff have a Performance Development Plan based on the new Department Policy. Staff members are developing an understanding of how to best drive their own plans. Classroom observations and program monitoring ensure improved teaching practice and include constructive feedback, resulting in improved outcomes for students. Teacher capacity was enhanced through participation in professional learning resulting in improved outcomes for students	Attendance at various courses. • (\$0.00) Professional learning opportunities.

Next Steps

- Continue to build staff capacity through provision of further professional learning including Ongoing Professional Learning L3 Stage One.
- Set goals for 2017 Performance Development Plans.

Strategic Direction 2

High expectations developing holistic learners

Purpose

To maximise student outcomes by personalising student learning through the delivery of quality educational practices. We strive to develop and implement quality differentiated curricula for 21st century learners to enable students to reach their potential in all areas.

Overall summary of progress

A History/Geography Scope and Sequence has been developed.

Teachers regularly entered data on PLAN. L3 and TEN continued to be implemented in the Infants classroom, with all children showing growth on the Literacy and Numeracy continuums.

Students engaged with Omcheong Elementary School in Jeonnam Province, South Korea through video conferencing and learnt about their way of life.

The Writing Rubric for self and peer assessment was developed, but not explicitly taught to students. More work needs to be done in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students achieve growth on the English and Mathematics continuum, measured by their external performance data and school based performance data. 100% of students achieve their growth from Year 3 to Year 5 in NAPLAN	L3 has been effectively implemented in Infants group leading to progress along the Literacy Continuum. All students showed growth on the literacy and numeracy continuums. The growth target for Years 3 to 5 was not achieved.	

Next Steps

- Explicitly teach students to use the Writing Assessment Rubric to self and peer assess work samples and for teachers to engage with The Writing Tool
- Continue to implement L3 Stage One in Infants classroom
- Ensure successful implementation of the new geography and history curricula by following the new scope and sequence.
- Develop common assessment tasks for data analysis and future planning with regards to pedagogy and programming in all KLA's to accurately track students' progress with consistent teacher judgement.
- Continue to develop the Maths Scope and Sequence by working with the Instructional Leader.

Strategic Direction 3

School and community working as one

Purpose

A Community of learning that connects Parents, Teachers, students and the **Wild Rivers Alliance** of schools to develop a positive school culture with increased community involvement. By strengthening the working relationship between schools and within our community we will develop students' social conscience and global citizenship leading to their well-being and resilience.

Overall summary of progress

Our continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. Our Kids Matter Launch involving staff, students and parents was a very successful event. As part of our Kids Matter implementation, children have been participating in gardening, painting and school beautification projects led by parents. Staff has received training in the Kids Matter framework and are beginning to create a scope and sequence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increased percentage of students from 88% to 100% showing positive behaviours for effective learning.</p> <p>Parent satisfaction at 100% in the school satisfaction survey, up from 92%.</p> <p>Increased parent participation in the planning process to develop school programs.</p> <p>Increased targeted disciplined professional learning collaboration within The Wild Rivers Alliance evidenced by progression against the Collaborative Inquiry Continuum.</p>	<p>Progress achieved this year</p> <p>All students are showing positive behaviours for effective learning. Children have developed resilience and are demonstrating connectedness and cohesiveness in peer relations.</p> <p>Parent satisfaction was 100% in the recent survey of the returned surveys. However, only 62% of the surveys were returned.</p> <p>Parents were involved in excursion planning, sporting programs and delivering extra-curricula activities to students. Children and community members have built relationships through the delivery of and participation in these lessons.</p> <p>In Term 4, Wild Rivers members re-evaluated their practice of professional learning using the Collaborative Inquiry continuum demonstrating their progress from developing to sustaining.</p>	<p>\$830 PBL training.</p> <p>\$2000 community engagement money to buy materials.</p>

Next Steps

- Continue the PBL program and implement the Kids Matter framework through the development of a scope and sequence based on the personal and social capabilities curriculum.
- Parents and Community members continue to be involved in delivering activities to students.
- Create a student media team to publish articles for newsletters, newspapers and the website to develop their writing, editing, publishing and graphic design skills and to enhance their engagement in the wider community.
- Implement an effective transition program for pre-school students ensuring a successful transition to Big school, commencing Term Two.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All indigenous students had ILPs and showed progress along the Literacy and Numeracy continuums. The establishment of the K/1/2 class allowed the effective implementation of individual learning programs.	\$10700
Low level adjustment for disability	All students requiring adjustments and learning support were catered for within class programs and LAST programs. All children showed growth along the Literacy and Numeracy continuums.	\$2840
Socio-economic background	Two classes allowed the individualised delivery of differentiated curricula and the effective management of challenging behaviours.	\$8320
Early Action For Success	Teachers have attended L3 and TEN training and have worked closely with an Instructional Leader. These initiatives are having a significant impact on student learning, particularly in the early years of schooling, where growth was significant in 78% of students.	\$23000
Rural and Remote	Students showed increased engagement as the small size of the group allowed individual learning programs to be delivered at the student's point of need.	\$11400
Community Engagement	Parents and community members confidently interacted with students and built relationships through delivering lessons over a four week period, twice during the year.	\$2000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	8	6	10	8
Girls	14	11	10	8

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	94.6	86.8	95.7
1	96.9	91.6	87.9	91.4
2	95.5	95.7	93.5	97.1
3	98.9	92.9	92.7	94.6
4	98.9	97.8	87.4	93.3
5	96.3	96.7	98.9	94.6
6	94.1	93.6	96.7	
All Years	96.6	94.5	90.9	94.1
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	
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.99
Other Positions	0

There were no indigenous members on the school staff in 2016.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	

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. The Wild Rivers Alliance participated in combined professional learning, including Online Personalised Learning and 2015 NAPLAN Writer Marker training. Woolbrook staff participated in the BOSTES online course Building Blocks for Numeracy; Kids Matter; PBL; implementing the new Geography syllabus; L3 Stage One; Oliver training; Community Engagement Course. All Woolbrook staff attended the Small Schools Conference in July.

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	37 492.52
Global funds	42 806.14
Tied funds	66 535.32
School & community sources	32 220.43
Interest	1 417.73
Trust receipts	848.00
Canteen	0.00
Total income	181 320.14
Expenditure	
Teaching & learning	
Key learning areas	8 228.15
Excursions	8 624.25
Extracurricular dissections	23 244.72
Library	0.00
Training & development	307.50
Tied funds	60 769.00
Short term relief	1 259.96
Administration & office	8 743.96
School-operated canteen	0.00
Utilities	4 479.88
Maintenance	1 836.27
Trust accounts	848.00
Capital programs	0.00
Total expenditure	118 341.69
Balance carried forward	62 978.45

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.

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 2016, one Year 3 student 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.

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 ideas need more varied sentence structure and vocabulary in order to engage the reader more.
- Numeracy results indicated problem solving was the area to target, by using more hands on activities to demonstrate new concepts.
- In Reading the skill of inferential comprehension needs developing, by continuing to implement the Super Six comprehension strategies and L3 strategies.
- Highlights in NAPLAN include one child in Year Five achieving higher than expected growth in Spelling and Numeracy.

Parent/caregiver, student, teacher satisfaction

In 2016, 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 comfortable to approach the school and felt they were encouraged to be involved in school activities. 100% indicated that their child/ren enjoyed being at school. As noted last year, the only area where a minority felt there was an issue was the social interaction between the students. However the minority was reduced from 2015.

Students' satisfaction levels were also very positive. 100% felt the teachers help them with their work when needed. A large majority felt what they learn is important and that the teachers encourage them to do their best. There has been an increase in the percentage of students who are now comfortable approaching the teachers to discuss things. The staff feel this is due to the work being done in our student welfare programs building a culture of trust.

All staff find it very rewarding working at Woolbrook school.

Policy requirements

Aboriginal education

Aboriginal education is an integral part of the HSIE units which the school uses as the basis for its teaching program.

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. It has also allowed for the implementation of personal learning plans for each Aboriginal student.

Students were involved in Aboriginal Art and Story telling with Mr Christopher Reid, a practicum teacher.

Multicultural and anti-racism education

Multicultural education continued to be a priority as a means of broadening students' perspective on the nature of Australian society and the world generally. Regular classroom discussions focused on issues arising in Geography, History and Current Affairs, such as racism and cultural diversity, have broadened students' knowledge. The Korean Video Conferences also provided opportunities for students to develop their cultural awareness.

Other school programs

Student leadership

- Year 5 and 6 students attended a Leadership Conference in Tamworth, 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 the Biggest Morning Tea.
- The SRC organized the annual school Sleepover. They were responsible for the dinner and breakfast preparation and serving and the night time activities before bed.

Achievements in the arts and sport.

Sport

- All students are involved in the ten day Intensive Swimming Program run in Walcha at the end of the year.
- A swimming relay team of Iva Haling, Michael Stevens–Drew, Troy Pendlebury and Molly Williams came 1st in the small schools' relay event at the District Carnival in Armidale.
- At the Small Schools' Athletics carnival held at Niangala Troy Pendlebury was the Senior Boy champion. Woolbrook's athletics champions were Lilly and Cooper Rule – Minor, Iva Haling and Sarah Oneil – Junior and Troy Pendlebury – Senior.
- At District Athletics our small schools' relay team, consisting of Troy Pendlebury, Ty Pittman, Iva Haling and Daisy O'Brien came first. At North West level we continued to gain excellent results with our relay team coming 3rd in their heat.
- Woolbrook entered a Twenty 20 Cricket Competition in Armidale for the fourth year.
- A professional tennis coach has been employed for sport lessons over three terms, with the students improving greatly in their tennis skills.

Arts

- Senior students participated in an Author day at Nowendoc, with students from Yarrowitch and Niangala.
- The children produced projects on Mongolia to participate in the CWA International Day in Walcha.
- The Senior girls run their own art lessons weekly at lunch time for interested students.
- Community members ran Clubs over four weeks in terms two and three delivering lessons to the students. Clubs included knitting, french knitting, music (marimba playing), cooking, science experiments and magic tricks, leatherwork, candlemaking and athletics.
- 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, with the evening being hosted entirely by the senior students.

