

# Wolumla Public School

## Annual Report



2017



3479

## Introduction

The Annual Report for 2017 is provided to the community of Wolumla 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.

Peter Claxton

Principal

## School contact details

Wolumla Public School

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## Message from the Principal

Wolumla Public School is a special place, with a student body who collectively strive to support one another to bring out the best each individual has to offer. Wolumla PS also has a committed staff and community, who regularly collaborate to ensure that our students get the most out of their education to allow each child to reach their personal best. In 2017 I was welcomed to the school in the Principal role and have been amazed by the desire for achievement held across the entire school community. The year has also seen changes occurring in our staff. After 17 years of dedicated service, David Harvey retired as the schools General Assistant, we also had the departure of Mrs Joy Mackley in semester 2 and Ms Danielle McGrath was successful in being appointed to the role of relieving Principal of Tilba Public School in Term 4.

2017 was a year of great highs for our sports and performing arts program with the School's performance of the Lion King being a huge success under the guidance of Mrs Fragnito. It was also the first time in 17 years that Wolumla Public School took out the mantle of small schools sports champions, a result influenced by the dedication of Mrs Myhill to ensuring that our students were equipped with the right mix of skills and attitude. The school also had the expansion of its French languages program with Mrs Talbot driving the program. Mrs Crowe and Ms Warburton continued to develop the staffs understanding of the Berry St Education Model, while Mrs Rainbird developed her skill and understanding of the new LMBR financial system. We also went skiing for the first time and the Year 6 students involved were given the opportunity to develop a new skill, while having some fun along the way. The Stage 3 Canberra excursion was also a highlight of the year and all of the students involved came away with important new knowledge about our nation and its capital.

2018 will see the school engaged in a new 3 year planning process, which is intended to enhance the great work already being done by our students, staff and community.

Peter Claxton

Principal

## 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.

In 2017 Wolumla Public School focussed on improving upon the achievements it had made in previous years. Wellbeing, a priority area targeted for improvement became a key focus in the learning element and in 2017 wellbeing across the school showed marked improvement, underpinned by implementation of Positive Behaviour for Learning (PBL) and adoption of the Berry St model of education. This will continue through 2018 and has become a feature initiative of the new school plan. School planning implementation and reporting also improved with teaching staff taking a collaborative and consultative approach to planning across the school. In the teaching domain, improvement was visible in student learning and development with L3 being implemented in the K/1 class along with goal based student learning and the introduction of project based learning.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

Small group learning through L3 and TEN are implemented to strengthen the teaching and learning of English. Completion of online training for all classroom teachers in the pedagogy will ensure consistency across the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$4250	Student achievement in NAPLAN is unreliable due to cohort size, however individual results revealed positive growth for all students relative to Year 3 results.
Our school community is actively and authentically engaged in decision-making and school planning that enhances learning and wellbeing.	\$5000	Consultative decision making is evident in all areas of the school with school community members, staff and students participating in open discussions and forums regarding a variety of issues including the 2018–2020 school plan, school infrastructure, extracurricular activities and flexible curriculum delivery.

### Next Steps

In literacy, L3 will continue to be implemented in the K1 class with all teaching staff eventually becoming proficient in curriculum delivery underpinned by the L3 pedagogy. Targeted Early Numeracy (TEN) will also feature as a core component in the delivery of the number strand in mathematics. Professional learning in HOW2 Learn has been undertaken by 2 staff members to focus on building students' capacity to learn. Success in HOW2 Learn has been achieved by explicitly teaching habits within existing programs and practices to develop a positive learning culture.

## 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

Students at Wolumla Public School are consistently taught the values of being informed citizens and life long learners. All staff and the school community work together to ensure student success.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		Student achievement in NAPLAN is unreliable due to cohort size, however individual results revealed positive growth for all students relative to Year 3 results.
Our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.	\$3000	Teaching staff are trained in Kidsmatter, HOW2 Learn, the Berry St Education Model and PBL which has had a positive impact on student and wellbeing by promoting personal expectation and excellence along with positive health and wellbeing.
Our school community is actively and authentically engaged in decision-making and school planning that enhances learning and wellbeing.	\$500	The school has engaged in a consultative decision making process which encouraged the entire school community to play a part in developing a school plan which reflects the educational expectations and shared values across the community.

### Next Steps

Differentiated programming will continue to be a feature of educational practices at Wolumla Public School in order that all students are given the opportunity to personally excel and thrive at school. The HOW2 Lean pedagogy will continue to underpin classroom practice in which student goal setting will be a priority. Consultative decision making will be further developed and encouraged to ensure that all school community members are given a legitimate voice in school practices and processes.



### 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

Connections across the community, schools network and interagency partners have been established, or further developed, to ensure that a broad range of services are available to support student learning and wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$3500	Student achievement in NAPLAN is unreliable due to cohort size, however individual results revealed positive growth for all students relative to Year 3 results.
Our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.	\$500	Wolumla Public School students are active participants in the schools SRC, positively contributing to school culture and wellbeing. Our School Captains are respectful and supportive role models who represent the school in a positive and welcoming manner. Students are engaged with goal setting and can independently map personal progress and expectations.
Our school community is actively and authentically engaged in decision-making and school planning that enhances learning and wellbeing.	\$1500	Staff regularly liaise with parents to ensure that the learning needs of students are being met. Wolumla Public School actively networks with outside agencies and community groups including the Lions Club, the RSL and a variety of charity organisations.

#### Next Steps

Wolumla Public School will be engaged in further developing community partnerships through extracurricular opportunities in 2018 including a school fete, along with developing closer associations with interagency partners and liaising with service providers accessed through the NDIS. A close association with our school network partners through involvement with the Sapphire coast Learning Community has provided greater access to a broad range of regional opportunities.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3402	Students from Wolumla Public School were involved in an educational program focussing on local traditions and customs of the Aboriginal people from the Far South Coast at Jigamy Farm.
<b>Low level adjustment for disability</b>	\$37,563	Funds were used in this area to provide extra hours for non-teaching support staff and extra Learning and Support hours for casual teaching staff.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$5000	Expenditure for QTSS was focused on providing release time for the Principal to engage in Community of Schools meetings, Sapphire Coast Learning Community network meetings and regional network meetings. It also provided funds for collegial mentoring and coaching in learning and Support.
<b>Socio-economic background</b>	\$29,587	Wolumla Pubic School used the funding allocation for socio economic background to provide support to families through reducing costs to ensure equity in participation at events such as excursions, sporting events, camps and learning opportunities.
<b>Support for beginning teachers</b>	\$13,000	Support for beginning teacher funding was used to pay for two beginning teachers to undertake L3 training, and provide additional off class hours for professional learning.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	26	27	24	26
Girls	35	39	31	40

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.5	92.9	96	94.8
1	92.3	95.5	91.9	95.7
2	95.9	90.7	93	87.2
3	89.4	96.5	91.2	94.6
4	86.8	92.5	97.7	92.5
5	92.6	83.9	94.8	94.3
6	92.4	84	88	93.1
All Years	91.9	91.2	93.2	93.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance at Wolumla Public School has remained stable since 2015 with a .1 per cent drop in 2017. Attendance is monitored on a daily basis with notifications sent home if students do not submit details outlining the reasons for their absenteeism. In 2017 the Home/School Liaison Officer was involved in monitoring the attendance of students with high rates of habitual absenteeism. Collaboration between the HSLO, school and families resulted in increased attendance and removal of all enrolled students at Wolumla Public School from the HSLO caseload.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	1

\*Full Time Equivalent

At present no staff members at Wolumla Public School identify as Aboriginal community members.

### 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

In 2017 two new scheme teachers were supported in completing the accreditation process for professional competence. Wolumla Public School also supported teaching staff to undertake L3 training in literacy, along with Positive Behaviour for Learning (PBL) and Berry Street Education Model training. 2017 also saw the implementation of the LMBR Finance model, in which the Schools Administrative Manager (SAM) and Principal received extended professional development. All mandatory training for the school staff was also completed.



## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

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Receipts	\$
<b>Balance brought forward</b>	<b>97,817</b>
Global funds	55,916
Tied funds	97,807
School & community sources	13,683
Interest	867
Trust receipts	1,496
Canteen	0
<b>Total Receipts</b>	<b>169,769</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	5,068
Excursions	0
Extracurricular dissections	15,745
Library	736
Training & Development	1,287
Tied Funds Payments	57,678
Short Term Relief	3,544
Administration & Office	11,043
Canteen Payments	0
Utilities	4,043
Maintenance	10,444
Trust Payments	1,882
Capital Programs	0
<b>Total Payments</b>	<b>111,470</b>
<b>Balance carried forward</b>	<b>156,117</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	297,419
Appropriation	276,359
Sale of Goods and Services	182
Grants and Contributions	20,679
Gain and Loss	0
Other Revenue	0
Investment Income	198
<b>Expenses</b>	-156,362
Recurrent Expenses	-156,362
Employee Related	-100,835
Operating Expenses	-55,527
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	141,057
<b>Balance Carried Forward</b>	141,057

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Wolumla Public School uses the School Plan to inform and drive financial planning across the school. The Principal is responsible for all matters relating to the distribution of funds and accountancy for all decisions is available for public viewing in the schools Annual Financial Statement (AFS).

In 2017, Wolumla Public School carried forward \$141,057 in residual funding which did not account for outstanding CEPS statements or savings for planned capital expenditure including a new ride on mower, lawn edger, air compressor and establishment of a workshop for woodworking.

The remaining balance is due to a number of factors which included instability in the Principal role, with a number of staff members taking on the relieving role over a two year period. Uncertainty in this position

resulted in a conservative approach to financial management in order to ensure successful operation of the school.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	612,663
Base Per Capita	8,405
Base Location	12,378
Other Base	591,879
<b>Equity Total</b>	70,552
Equity Aboriginal	3,402
Equity Socio economic	29,587
Equity Language	0
Equity Disability	37,563
<b>Targeted Total</b>	48,570
<b>Other Total</b>	143,599
<b>Grand Total</b>	875,384

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

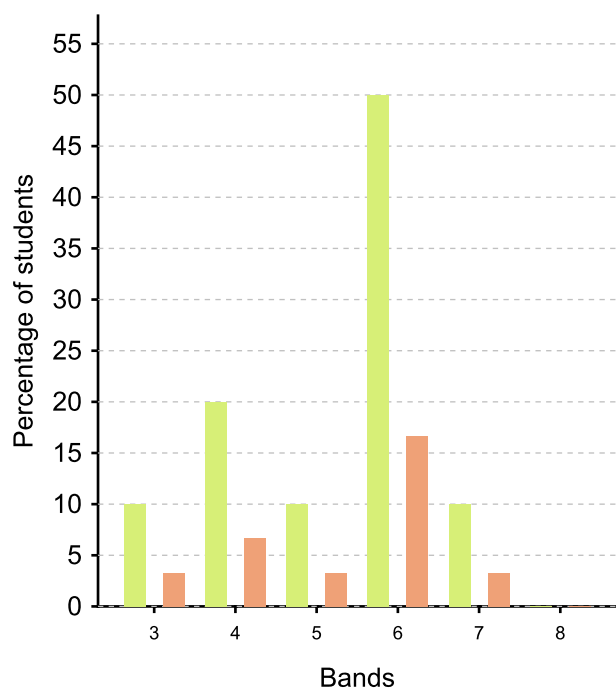
## School performance

### 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.

Students in Years 3 and 5 completed NAPLAN in 2017, with comparative results unreliable due to the size of the cohorts in both year groups (8 students in Year 3 and 10 students in Year 5). All students revealed growth from Year 3 to year 5.

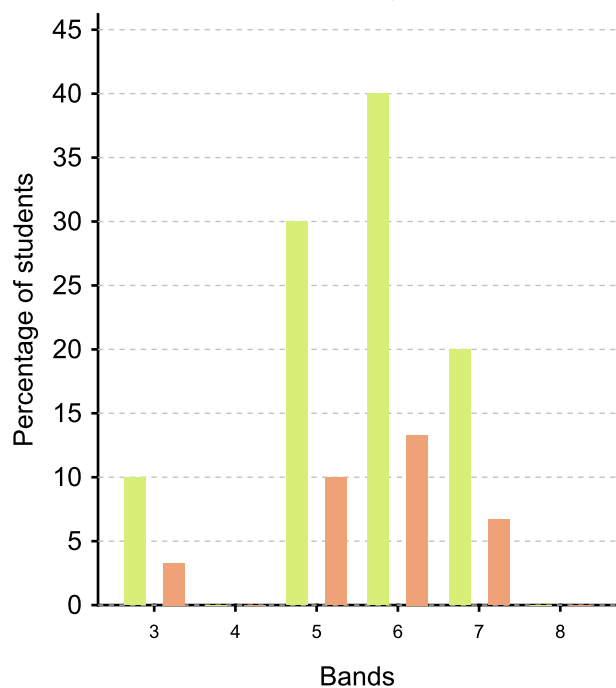
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	10.0	20.0	10.0	50.0	10.0	0.0
School avg 2015-2017	3.3	6.7	3.3	16.7	3.3	0.0

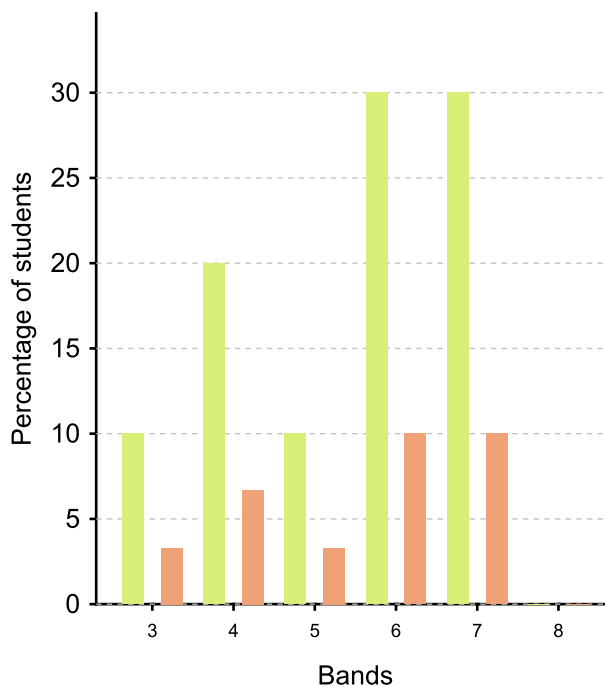
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	10.0	0.0	30.0	40.0	20.0	0.0
School avg 2015-2017	3.3	0.0	10.0	13.3	6.7	0.0

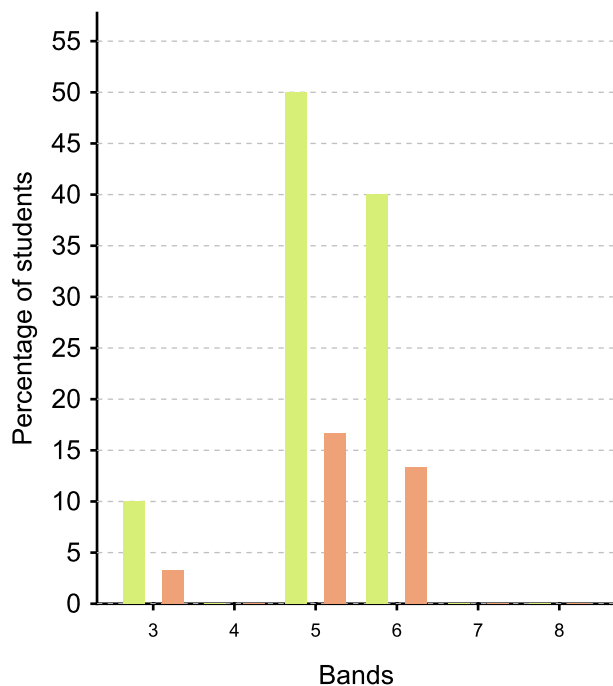
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	10.0	20.0	10.0	30.0	30.0	0.0
School avg 2015-2017	3.3	6.7	3.3	10.0	10.0	0.0

**Percentage in bands:**  
Year 5 Writing

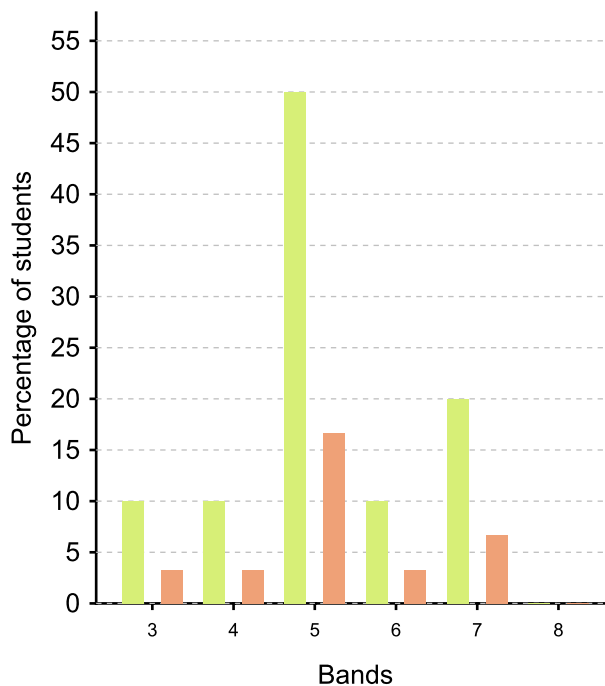


Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	10.0	0.0	50.0	40.0	0.0	0.0
School avg 2015-2017	3.3	0.0	16.7	13.3	0.0	0.0

Students in Years 3 and 5 completed NAPLAN in 2017, with comparative results unreliable due to the size of the cohorts in both year groups (8 students in Year 3 and 10 students in Year 5). All students revealed growth from Year 3 to year 5.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	10.0	10.0	50.0	10.0	20.0	0.0
School avg 2015-2017	3.3	3.3	16.7	3.3	6.7	0.0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Aboriginal students involved in NAPLAN testing in 2017 were provided with extra classroom support to assist them in both literacy and numeracy. The Learning and Support Team also provided small group and one on one support to provide students with additional targeted tuition in reading, and mathematics.

## Parent/caregiver, student, teacher satisfaction

Parents, students and teachers are provided with opportunities to discuss all matters relating to the operation of the school, performance of staff and outcomes of students. Parent-teacher nights and student reports are organised each semester, however parents are encouraged to regularly liaise with staff to ensure their knowledge of student needs is current. In 2017 there were no reports made about poor staff performance and parents expressed satisfaction with the direction and administration of school programs and practices.

# Policy requirements

## Aboriginal education

Wolumla Public School has 4 students enrolled who identify as Aboriginal. Aboriginal perspectives are imbedded in school programs as mandatory requirements and all staff and students are committed to ensuring that Aboriginal cultural knowledge is a priority in learning. In 2017 students attended the Jigamy Farm cultural centre to broaden their knowledge of local Aboriginal traditions and customs.

## Multicultural and anti-racism education

All staff, students and community members at Wolumla Public School are committed to ensuring that multicultural perspectives are valued. Wolumla Public School actively promotes and encourages students to gain a wide understanding of the world they live in and the people they share it with. Wolumla Public School has a French languages program for all students from K–6 and students learn about French and European culture.

Racism in all forms is discouraged at Wolumla Public School and all staff remain vigilant at all times to ensure that students are educated to be inclusive and accepting of difference.