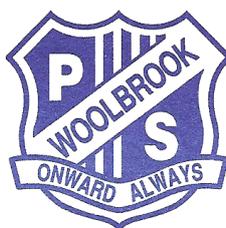


Woolbrook Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

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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 18 children in 2018—from a combination of both town and surrounding rural properties. In 2018, 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 Three.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

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

This year our school was externally validated. This validation process is an important component of a system–wide approach to school excellence. We regularly self–assess our improvement efforts using evidence to support our reflections and an external validation panel provides assurance that our evidence aligns with the standards articulated in the School Excellence Framework.

In the Domain of Learning curriculum has been a focus.

Individual Learning plans are created to meet each students learning needs through the planning of differentiated curricula. This differentiation allows students to achieve their full potential. Our teaching programs describe the assessments that measure student progression. Teachers are constantly reviewing their curriculum provision to meet the changing needs of their students. The introduction of Project Based Learning as an evidence based teaching practice, delivered within a high expectation framework, allows students to effectively develop their knowledge, understanding and skills. This evidence places us at Sustaining and growing.

In the Domain of Teaching our evidence in Data Skills and Use places us at Delivering. Data is collected every five weeks and is analysed by the teaching staff and the Instructional leader to develop the teaching focus for the next five weeks. The mapping of work samples against the Literacy and Numeracy Progressions enables teachers to make accurate judgements of student learning. This leads to informed future teaching directions and programming. By attending professional learning teachers deepen their knowledge and build skills in data analysis.

In the domain of Leading Educational Leadership has been assessed at Delivering. Performance and Development Plans drive the professional dialogue within the school. Staff participate in meaningful conversations with the Principal and are committed to continually striving to improve their practice by setting high expectations for themselves. Community engagement is a pivotal part of every school community. Building strong school and community partnerships provides a supportive environment in which learning thrives. Working with local Aboriginal Elders from within our community enables our students to gain an awareness of Aboriginal culture.

The new approach to school planning, supported by the new funding model to school, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self–assessment process will further 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

Excellence in teaching

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

The Instructional Leader has provided professional learning in using the Literacy and Numeracy progressions to track student progress. There have been regular meetings between teachers within the Wild Rivers Alliance and the Instructional Leader to discuss professional learning. Teachers are using data to inform and differentiate teaching by tracking student progress against the Literacy and Numeracy progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive results from effective collaboration, evidenced by consistent practice, high level professional conversation and regular evaluation of teaching programs.	Professional Learning Funds \$4,104	The regular meetings between teachers, Instructional leader and Wild Rivers Alliance have shown evidence of a change in teacher practice.
Increased understanding by teachers of how to analyse data, leading to more accurate plotting of student progress along the Literacy and Numeracy progressions.		Teachers have developed deep knowledge of the Literacy and Numeracy progressions and are more confident in entering accurate data.

Next Steps

- Systematic collection and analysis of data

Strategic Direction 2

Critical and confident learners

Purpose

To create an engaging learning environment underpinned by high expectations and differentiated curricula to inspire all learners to become confident, creative and critical individuals who are empowered to contribute to a civil society. Student centred learning will nurture and challenge students to achieve their full potential.

Overall summary of progress

Positive Behaviour For Learning and Kids Matter programs continue to be implemented so students can connect, succeed and thrive. Teachers have attended professional learning about Project Based Learning and these activities have been introduced to the students. The Instructional leader ran a Maths Workshop for parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students displaying confidence and resilience, resulting in an increase in student numbers attaining positive school awards and a decrease in negative incidents.	Funds for prizes for student welfare.	Students attaining weekly awards has increased and negative incidents have decreased.
All students will demonstrate an improvement in creative and critical thinking skills.	Professional learning funds	Through classroom observations, collection of worksamples and students' self reflection an improvement in students' creative and critical thinking skills has been observed.
High percentage of parents attending workshops.	Instructional Leader	33% of families attended the workshop, but 100% found the workshop informative.

Next Steps

- Continued professional learning on Project Based Learning
- Parent Mathematics Workshops

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4795	<p>Strategic Direction 2 Aboriginal students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums.</p>
Low level adjustment for disability	\$25304	<p>Strategic Direction 2</p> <p>All students requiring adjustments and learning support were catered for within class programs and LAST programs.</p> <p>All students showed growth on the literacy and numeracy continuums.</p>
Socio-economic background	\$18,989	<p>Strategic Direction 2 Two classes allowed the individualised delivery of differentiated curricula and the management of challenging behaviours.</p>
Rural and Remote	\$10930	<p>Strategic Direction 2</p> <p>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.</p>
Early Action For Success	Instructional Leader	<p>Strategic Direction 1 Teachers have attended training, particularly around implementing the Literacy and Numeracy progressions 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 achieved by 100% of K-3 students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	10	8	4	6
Girls	10	8	6	12

Student attendance profile

School				
Year	2015	2016	2017	2018
K	86.8	95.7		97.9
1	87.9	91.4	95.7	98.1
2	93.5	97.1	95	95.3
3	92.7	94.6	94.1	95.7
4	87.4	93.3		94.1
5	98.9	94.6	93.9	88.4
6	96.7		95.2	94.6
All Years	90.9	94.1	94.6	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4		93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9		93.4
5	94	93.9	93.8	93.2
6	93.5		93.3	92.5
All Years	94	94.1	93.8	93.4

Management of non-attendance

Woolbrook student attendance is above state average. Woolbrook School has a consistent approach to monitoring attendance. After two days of non attendance the school rings the parent/carer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Staffing entitlements remained stable in 2018, with the employment of a full time temporary teacher, thus being able to make two classes. The school had one full time teaching principal, a relief from face-to-face/library teacher, a part time LAST teacher, a classroom assistant position, a permanent part-time school administrative manager and a permanent part-time general assistant.

Position

Number

Principal

1.0

Deputy Principal(s)

0

Assistant Principal(s)

0

Head Teacher(s)

0

Classroom Teacher(s)

0

Teacher of Reading Recovery

0

Learning and Support Teacher(s)

0.2

Teacher Librarian

0.084

Teacher of ESL

0

School Counsellor

0

School Administrative & Support Staff

0.8

Other positions

0.34

Total

2.324

The Australian Education Regulation, 2018 requires schools to report on Aboriginal composition of their workforce.

There were no indigenous members on the school staff in 2018.

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 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, provided by our Instructional Leader, which focused on mapping student progress against the new Literacy and Numeracy progressions. All Staff participated in Eight Ways and Film Pond training. Teaching staff have introduced Project Based Learning as a result of professional learning. LMBR has continued to be a focus for the principal and SAM.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	67,791
Revenue	377,017
Appropriation	363,217
Sale of Goods and Services	-600
Grants and Contributions	13,357
Gain and Loss	0
Other Revenue	0
Investment Income	1,042
Expenses	-383,668
Recurrent Expenses	-383,668
Employee Related	-349,136
Operating Expenses	-34,531
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-6,651
Balance Carried Forward	61,140

- Woolbrook's financial management processes and governance structures meet financial policy requirements.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	280,526
Base Per Capita	1,934
Base Location	10,930
Other Base	267,662
Equity Total	49,089
Equity Aboriginal	4,795
Equity Socio economic	18,989
Equity Language	0
Equity Disability	25,304
Targeted Total	0
Other Total	20,433
Grand Total	350,047

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, four Year 3 students and one Year 5 student 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.

Reading – develop inferential comprehension skills by continued implementation of reciprocal reading and Procedure 3.

Writing – generate ideas with supportive evidence through floating learning on a sea of talk. Develop text structure and persuasive devices by explicit modelling and joint construction of texts.

Highlights in NAPLAN include 25% of Year 3 scored in the top two bands in Writing; while 100% of Year 5 achieved greater than expected growth in every subject, except Grammar.

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.

Numeracy –develop multi step problem solving skills through continued implementation of iMaths investigations to allow the application of mathematical concepts.

As an Early Action For Success school, Woolbrook is required to report student progress every five weeks

against the Learning progressions.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Two questions were asked of parents this year – What's going well at Woolbrook School? And Any ideas for what you'd like to see in 2019.

The main ideas around the first question were that the small class sizes allowed for more individualised and personal learning, that each child is cared for and that the school feels like a family. Parental helpers in class for Maths was an idea for 2019.

Parents felt this would give them the knowledge of what the children were doing in the class so they could help more at home.

The children were asked the same two questions.

The following activities were the most popular six answers as to what is working well here at Woolbrook School – tennis, art classes, dress-ups, sandpit, marimbas and rewards Friday.

The most popular ideas for 2019 included gardening, chook pen, toy cars for the sandpit, science experiments, have bikes at school, piano lessons, yoga, visitors eg. Community groups, War on waste grant to build recycling bins, 2 sleep overs per year, excursions and having school pets.

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 a range of indigenous activities, including story telling, art workshops and artefact displays presented by indigenous elders.

Students also travelled to Bendemeer to participate in NAIDOC activities.

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.

Other school programs

Excursions

As Woolbrook is a reasonably isolated community it is important for the students to be exposed to the wider world, therefore excursions are an integral part of their learning. The whole school went to Dubbo where they visited the Western Plains Zoo, Dubbo Goal, the Wellington Caves and many other local attractions.

Little Learners

Each Tuesday, beginning at the start of Term 2, the Pre-Kinders come to school for the whole day, as part of an extended transition program.

Achievements in the arts and sport.

Sport

- Alexi Ross was the SmallSchools Senior Girl Swimming champion and Molly Williams and Alexi Ross were equal Woolbrook Senior Girls Swimming champions, Iva Haling Senior Boy and Zoe Cas Junior Girl.
- At the Small Schools' Cross Country Levi and Arley Olsen were first in their respective age groups.
- At the Small Schools' Athletics carnival held at Niangala the Woolbrook Champions were Theo Coffey–Beale and Arley Olsen – Minor; Levi Olsen and Katie Williams – Junior; Iva Haling and Daisy O'Brien – Senior.
- Our relay team consisting of Iva Haling, Daisy O'Brien, Alexi Ross and Molly Williams finished 6th at Regional Athletics.
- 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 a Public Speaking day at Nowendoc, with students from Yarrowitch and Niangala.
- Community members have joined students in painting murals on buildings around the school.
- The Senior girls run their own art lessons weekly at lunch time for interested students.
- Community members ran Clubs over three weeks in term three delivering lessons to the students. Clubs included cricket skills, cooking and French knitting.
- Students participated in a Video conference through Broken Bay Environmental Education Centre with artist Ken Tucker and produced a piece of work on canvas, using various artistic techniques.
- Senior citizens have been entertained by the students playing marimbas when visiting our school.