Woolomin Public School
Annual School Report 2013
School context
Throughout 2013 there were 36 students at Woolomin Public School. Students were in three multigrade classes. As in past years students are active participants in both academic and extra curricular activities.

Principal’s message
At Woolomin Public School there are three permanent staff and two permanent part-time staff members.
All teaching staff meet the professional requirements for teaching in NSW public schools.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Theressa Miles

P & C and/or School Council message
Woolomin Public School has a very dedicated group of parents that support the school. The P&C actively fundraise to help resource the school. The P&C are a wonderful group of parents who when called upon will assist with any school events.

Bonnie Douglas President for 2013.

Student representative’s message
Students have been involved in a number of initiatives including:
• Animal Nursery at the local Tamworth Show, Kootingal Pumpkin Festival and Nundle Chinese Festival;
• Participation in various sporting events with other small schools;
• School fundraising events throughout the Year; and
• School excursions to support classroom learning.

Tara McIntosh and Sarah Thompson

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile
The enrolment at the end of Term 4, 2013 was 32 students across the whole school.

Student attendance profile
Attendance for 2013 was similar to previous years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
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<td>K</td>
<td>93.0</td>
<td>90.3</td>
<td>92.5</td>
<td>95.5</td>
<td>93.2</td>
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<td>81.9</td>
<td>94.4</td>
<td>94.4</td>
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<tr>
<td>6</td>
<td>94.3</td>
<td>91.8</td>
<td>94.9</td>
<td>93.8</td>
<td>90.5</td>
<td>94.0</td>
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<tr>
<td>Total</td>
<td>90.0</td>
<td>92.9</td>
<td>91.8</td>
<td>91.4</td>
<td>92.4</td>
<td>94.0</td>
</tr>
</tbody>
</table>

Management of non-attendance
Non-attendance is managed at the school by sending a letter of absenteeism to parents to be filled in and returned to the school. Where necessary the Home School Liaison Officer referrals will be made. In 2013 the Home School Liaison Officer was engaged to follow up student attendance.

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Woolomin Public School commenced 2013 with the allocation of two permanent teachers. Woolomin Public School also has one School Administration Manager.

We also have one School General Assistant. The school also has a Support Teacher Learning in the school for one day a week.
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

To my current knowledge there are no Indigenous staff members at Woolomin Public School.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>80175.96</td>
</tr>
<tr>
<td>Global funds</td>
<td>61389.91</td>
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<tr>
<td>Tied funds</td>
<td>41899.53</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10426.99</td>
</tr>
<tr>
<td>Interest</td>
<td>2659.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>645806.19</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>842358.26</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning          |            |
| Key learning areas           | 14559.57   |
| Excursions                  | 304.00     |
| Extracurricular dissections  | 8111.78    |
| Library                     | 513.36     |
| Training & development      | 0.00       |
| Tied funds                  | 39310.49   |
| Casual relief teachers      | 1021.92    |
| Administration & office     | 31722.91   |
| School-operated canteen     | 0.00       |
| Utilities                   | 14309.32   |
| Maintenance                 | 4876.58    |
| Trust accounts              | 662167.26  |
| Capital programs            | 0.00       |
| Total expenditure           | 776897.19  |
| Balance carried forward     | 65461.07   |

Woolomin Public School held funds, in a separate account, on behalf of the New England Region of the Department of Education and Training. Interest earned by these funds is used to support local school initiatives.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Due to the small cohort of students at Woolomin Public School, our individual student data cannot be published for privacy reasons.
NAPLAN Year 3 - Numeracy

Due to the small cohort of students at Woolomin Public School, our individual student data cannot be published for privacy reasons.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Due to the small cohort of students at Woolomin Public School, our individual student data cannot be published for privacy reasons.

Woolomin Public School in 2013 had an exceptional growth data for our matched children going from Year 3 through to Year 5. We are very proud of this growth data as it is reflective of both the student’s determination to learn and the exceptional teaching that occurs within the school by all Teachers.
Other achievements

Bursary Recipients

It was with great excitement that the school learnt at the end of 2013 that two of our Year 6 students, Tara McIntosh and Sarah Thompson were both winners to receiving the Nundle RSL Bursary for future education.

Arts

All students attended a performance of the children’s book, Emily Eyefinger, at the Capitol Theatre in Tamworth. The children thoroughly enjoyed the experience of seeing live theatre on stage and this has enhanced their understanding of different dramatic techniques used to convey a story to an audience.

Children were invited to enter their artworks into the Nundle CWA Art Show and the Currabubula Art Show.
CWA ladies contributed their handicraft skills to make Christmas craft items with the students from years K-6, at the end of the year.

The whole school choir rehearsed regularly and performed a number of songs and a dance item at the school’s Presentation Night in December, held in the local CWA Hall. Students have continued to learn and practice new songs on the marimbas on a weekly basis.

All children throughout 2013 were involved in drawing lessons each week to develop their drawing skills, the children have really enjoyed the drawing experiences and the pieces of work they are producing are of a very high standard.

During 2013 the school also linked up with the Conservatorium of Music Tamworth and children were offered the opportunity to attend music tuition based at the school each week with teachers from the Conservatorium. The cost of this tuition was paid for by the children’s own parents.

Sport
Students at Woolomin Public School were very busy this past year representing our school and competing in swimming, cross country and athletics carnivals at local, zone and regional competition levels.

100% of eligible children competed at the Cockburn Small Schools Swimming Carnival, held at the Nundle Pool.

Woolomin Public School had 3 children attend the Zone Swimming Carnival held at Tamworth this year.

100% of students competed at our annual Cross Country Carnival, held at Riverside Park, Woolomin, which was followed by a picnic lunch with family members who supported the event.

100% of students from Years 3-6 competed in the Dungowan Small Schools Athletics Carnival. Kaitlin Fisher won Junior Girl Reserve Champion.

Tennis
All children from years K-6 participated in tennis lessons provided by a professional tennis coach, Mitch Power. This program was made available for 8 weeks over term 4. All children displayed great improvement in their tennis skills during this time and a number of them have continued to play regularly on a social level at the local community tennis courts, each week.

School Swimming Scheme
95% of eligible students from years K-6 took part in swimming and water safety lessons each day for 2 weeks in term 3. Lessons were held at a heated indoor pool in Tamworth and were delivered by two qualified swimming instructors. Significant gains in water confidence, water safety and basic swimming skills were made by all the children involved.

Infants Sports Day
This year was the first time in a number of years that the school was able to host the Infants Sports Day for our small schools. The sports day was held at the Woolomin Recreation Grounds. The school hosted kindergarten, Year One and Year Two students from Bendemeer, Moonbi, Tintinhull, Dungowan and Nundle Schools.

Fitness and Hip Hop
The school with the support of funds from the P&C were able to run for the children a number of fitness and Hip Hop lessons by qualified instructors throughout the year.

Student Representative Council
This year the Woolomin Public School Student Representative Council hosted many events for
Significant programs and initiatives

Aboriginal education

There is a very small cohort of Aboriginal students at Woolomin Public School. It is important to encourage all students to appreciate and understand Aboriginal culture. Aboriginal perspectives are focused on in each Key Learning Area, and all teaching staff are expected to cover Aboriginal education perspectives in their teaching and learning programs.

During the year the children were involved in NAIDOC week activities at the school. These activities involved Aboriginal traditional art and storytelling. This event was hosted at our school and involved special visitors from the Aboriginal community and the Tamworth Regional Art Gallery.

Multicultural education

All students at Woolomin Public School are able to participate in lessons to raise their multicultural awareness. Students are involved in the Country Women’s Association (CWA) International Day. Students are given research assignments in class to reflect relevant cultural events and places.

Priority Schools Funding Program

Priority Schools Funding (PSFP) has helped our school support literacy and numeracy outcomes for our students. It has also allowed us to purchase long term resources for the school that can be accessed by all staff to reinforce lessons with a literacy and numeracy focus for the students. PSFP staffing allocation has allowed us to employ a casual teacher to help us focus on literacy and numeracy outcomes for our students.

Improving Literacy and Numeracy National Partnership (ILNNP)

During 2013 Woolomin School received funds through the ILNNP. With these funds the school engaged a School Learning Support Officer to work specifically with the children in kindergarten and Year one. The children were tutored on a daily basis in sounds, writing and reading.

L3 Program

The L3 program was implemented in Kindergarten for the third year. All students in Kindergarten were given the opportunity to learn and improve their literacy skills every day, in small groups of three, throughout the year. 100% of the kindergarten students exceeded the State average reading level of 6 and achieved Reading Recovery level of 6, by the end of the year. 100% of Year 1 students who completed the L3 program in 2013 exceeded the State average reading level of 16 and achieved Reading Recovery levels of between 16, by the end of the year.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of school NAPLAN data
- Teacher discussions
- Parent interviews
Focus groups with students  
Observation of lessons  
Document analysis of assessments and teaching programs

School planning 2012—2014: progress in 2013

School priority 1
Improve student reading.

Outcomes from 2012–2014
Increase student engagement within a safe and academically challenging learning environment. Increase the three year aggregate percentage of students achieving at and above minimum national standards in reading in Year 3 by 10% and Year 5 by 10%.

Evidence of progress towards outcomes in 2013:
- Exceptional growth data in Reading for 2013 NAPLAN.
- Increased reading levels in majority of students.
- Teacher anecdotal records indicating children are becoming more fluent and engaging with written texts higher.

Strategies to achieve these outcomes in 2014
- Teacher professional learning in reading;  
- Reward student attendance;  
- Implement best practice in school reading programs;  
- Explicit use of the school LAST to support individuals and groups of students with their reading;  
- Apply to have access to the NECOL program if required;  
- Engage children in interesting and fun learning programs;  
- Use regular running records to record student data improvement in reading; and  
- The school will continue to monitor and focus on improving student reading skills and knowledge throughout 2014.

Professional learning

Teacher Professional Learning Funds (TPL) is provided as a tied grant to the school to support professional learning for teachers. In 2013 the school again received this money for TPL. This money averages at approximately $568 per staff member.

Staff attended various TPL sessions, from music tuition, art tuition, CPR, emergency care, career development are just to name a few.

The remainder of the funds were carried over into the new financial period and were earmarked for TPL from the 2014 reporting period.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school by interviewing all parents. There were a small percentage of parents who did not come for an interview, this was only 4%.

94% of the parents interviewed were very pleased with the school and were positive about how the school is run and the programs that the children are involved in.

2% of parents who came for an interview were not pleased with how the school was progressing. However, after about three months one of these families returned to the school and clearly indicated they were pleased with the school.

Program evaluations

Background

Effective schools constantly strive to enhance its educational provisions through a process of self-evaluation, reporting and development within the resources available.

NAPLAN data indicates the school is performing well in regards to student growth data. Due to the small cohorts we can not comment on individual students.

During 2013 the school evaluated its management practices.

Findings and conclusions

During 2013 the school interviewed all parents who could commit to an interview time. From these interviews the following findings were found:
• The management structure of the school provided good information to parents with what is happening in the school through the school newsletter;
• The feedback also is that the newsletter is appreciated by members of the wider community as a communication tool for the small community;
• Parents indicated they would like an excursion plan;
• Some parents indicated they would like to know more on the reporting and comparisons of their children’s learning as compared to other children in other schools;
• Parents indicated that the management of students when issues raised were fair and appropriate to the children;

Future directions
With the feedback provided to the school it was evident an excursion plan was required, this developed. The school newsletter will continue to provide information to parents and the whole community. During 2014 the school will aim to conduct an information session about reporting to parents. Staff will continue in their positive approach to managing challenging behaviors’ that may arise in the school.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Theressa Miles Principal
Jennie-Ellen Pichler Class Teacher
Kerri-Anne Hubble Community Representative
Elizabeth Murray School Administration Manager

School contact information
Woolomin Public School
Frederick St Woolomin
Ph: (02) 67642274

Fax: (02) 67642307
Email: woolomin-p.school@det.nsw.edu.au
Web:
School Code: 3506
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: