2009 Annual School Report
Wolumla Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
With an enrolment of 58 students, Wolumla Public School continues to excel with many students achieving excellent results in all areas of education throughout 2009. Our students were in three classes: K/1/2, 3/4 and 5/6. The imbalance of boys and girls has eased with the enrolment of more girls at the school.

Staff
A dedicated, professional and loyal staff ensures all students have available to them educational opportunities of the highest standard. A part time music teacher enabled Wolumla students to participate in an excellent music program.

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

Significant programs and initiatives
Significant programs and initiatives during 2009 included:

- Classroom implementation of Quality teaching and learning and professional development
- Programs such as boys and girls groups in various KLA’s to target boys education and assist with the imbalance of girls in the school
- Organised playground competitions and activities
- Country Area Program initiatives
- Creative and Practical Arts initiatives such as whole school Circus Skills and music programs
- Participation in the Sapphire Coast Community of Schools initiatives such as the music festival.
- Stage 1 literacy support and stage maths groups

Student achievement in 2009

Literacy – NAPLAN Year 3
This particular Year 3 group have overall results just above State and Like School averages. An analysis of the writing data indicates the appropriate direction for improvement is through an emphasis on grammar and punctuation. This group will be given intensive studies in these aspects of writing to increase their skills.

Numeracy – NAPLAN Year 3
Our Year 3 results in 2009 show strength in many aspects of numeracy where the cohort group achieved greater than State and Like School average. The specialisation Wolumla School adopted to enhance numerical skills is proving a success with this group particularly in number patterns and algebra.

Literacy – NAPLAN Year 5
Year 5 achieved below the State average in many aspects of language conventions and reading although some students performed very well and were in the top bands for literacy. Consistent with small cohort groups, a number of personal weaknesses have been identified. Work will be done to increase some students’ grammar and punctuation skills. Reading results, generally, were better than writing results.

Numeracy – NAPLAN Year 5
Generally speaking, numeracy results are close to or slightly below State and Like School averages. We had some students performing very well scoring in the top two bands. Aspects of numeracy where students performed well in include number, number patterns and algebra. Work will be done to increase some students work in measurement, data, space and geometry.

Messages

Principal’s message
Wolumla Public School is a wonderful example of how a strong and effective partnership between the school and the community can produce excellent results. All stakeholders work together to achieve the best possible outcomes for every child.

Students are encouraged to participate in a broad range of activities that develop self confidence and emphasise leadership and independence. Students are taught a sense of responsibility and caring attitude for themselves, other people and the environment.

Student learning is supported by effective Literacy and Numeracy programs and students enjoy high
levels of access to Information and Communication Technologies.

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.

John Dransfield Principal

P&C Message

We are very lucky at Wolumla Public Primary School to have a dedicated school community who embrace the target of making the school the best it can be so that our kids get the best out of their time at the school.

During the past 12 months the P&C has donated a range of resources and contributed to several projects to improve the facilities at Wolumla Public School for our children. Special thanks to all of those people who have provided support to the P&C and our fundraising activities.

We are also indebted to the members who make up the P&C Executive for their great attitude, helpfulness, and willingness to undertake projects which allow Wolumla Public School to continue to prosper.

The working relationship between the school and the P&C is strong. I understand there are high demands with modern lifestyles; however it is imperative that everyone finds time to participate, encourage and assist the school where possible. Please feel welcome to attend the P&C meetings to help with important school initiatives.

The P&C actively promotes the growth of our school, and is well positioned to provide assistance for great outcomes for the school and its community throughout 2010 - and ultimately for the direct benefit of all our children.

Rod Smith
P&C President: 2009

Student representative’s message

During in 2009 students participated in a range of different class, sporting and cultural activities. The small school seniors combined for the ‘Kids Conference’ and for the first time went to Canberra on an excursion which was a great experience. Students from Wolumla participated in many Gala Days from NRL to AFL and represented the school at the zone level in all sporting carnivals.

Our support of different charities has continued and includes Life Education, the bushfire appeals and Bandanna Day.
Management of non-attendance

Non-attendance issues are discussed with parents and are then referred to the Home School Liaison Officer.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4</td>
<td>3</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>4</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

2009 saw a change in class structures due to a large number of students in the senior classes.

We had a K/1/2 composite class stage 1, a 3/4 composite class stage 2 and a 5/6 composite class stage 3 consistent with departmental stages.

Staff information

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

Staff establishment

<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></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.294</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.105</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.667</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meets 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>
</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>150 795.61</td>
</tr>
<tr>
<td>Global funds</td>
<td>73 103.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40 966.75</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>7 693.44</td>
</tr>
<tr>
<td>Interest</td>
<td>3 694.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 800.11</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>282 054.13</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15 959.31</td>
</tr>
<tr>
<td>Excursions</td>
<td>876.27</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>12 173.02</td>
</tr>
<tr>
<td>Library</td>
<td>2 097.32</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 244.33</td>
</tr>
<tr>
<td>Tied funds</td>
<td>73 179.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>9 212.07</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>18 105.15</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6 594.20</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2 193.52</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>72 585.15</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>215 219.36</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>66 834.77</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

Achievements

Arts

Throughout 2009, students at Wolumla experienced a very broad and dynamic Arts program. They participated in weekly music lessons delivered by a specialist music teacher.

In addition, students in Years 4, 5 & 6 had the opportunity to learn either guitar or piano in small group situations. This program has enabled an excellent musical culture to be further developed in the school.

The Wolumla School choir consists of over 30 students from Years 1 to Year 6. They meet each week to learn and rehearse new songs. This well respected group performed at our school assemblies, annual concert night and for the wider community.

The Wolumla School of Rock band that started in 2008 continued to enthral the imagination of all listeners with their outstanding skills and ability to perform in public, playing at the Sapphire Coast Learning Community’s music festival.

Our Arts area was enhanced by our visiting performers program and by the popular Circus Skills program during term 3. These programs were supported by the Country Area Program.

Sport

All students participated in healthy sporting activities 4 days a week as part of our fitness program, helping to develop fit and strong bodies and a commitment to an active lifestyle.

Our students took part in AFL, soccer and Rugby League & League Tag coaching clinics. They also participated in Gala days in these sports against students from other schools.

Wolumla students were successful in both the small schools and zone swimming and athletic carnivals.

Our Year 2 to 6 students took part in the Department of Education Special Swimming Scheme.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Literacy NAPLAN results for our year 3 students were quite pleasing. We had most of our students in or above band 3 in reading, writing, spelling and grammar and punctuation. Our students performed better in reading than writing. Overall literacy results saw Wolumla students perform at or above state average with some of our students placing in band 6.

Numeracy – NAPLAN Year 3

Numeracy NAPLAN results saw Wolumla students perform at or slightly above state average with some students placing in band 6. Most of our students overall were placed in or above band 3. Our students performed better in number, number patterns and algebra than measurement, data, space and geometry.

Literacy – NAPLAN Year 5

Most of our students were placed in band 5 and above for Literacy. We had some students performing outstandingly well placing in band 6 in all areas. Our students performed better in reading than writing. Our students overall literacy performance was below state average.

Numeracy – NAPLAN Year 5

Numeracy NAPLAN results saw Wolumla students placed from band 4 to band 8. We performed below state average however we had some students perform very well placing in band 7 and band 8. Our students performed better in number than measurement and space.

Progress in literacy

Some student’s progress in literacy from year 3 to year 5 was below state average.

Progress in numeracy

Some student’s growth in numeracy from year 3 to year 5 was below state average.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80%</td>
</tr>
<tr>
<td>Writing</td>
<td>90%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

Multicultural education

Multicultural Education is integrated across all Key Learning Areas being predominately in our HSIE curriculum.

Multicultural Education programs educate our students to be accepting and understanding in a culturally diverse society.

The Country Area Program supports our programs by assisting in enabling culturally diverse performers to visit our school.

Respect and responsibility

The promotion of Respect and Responsibility at Wolumla is through a number of programs that operate through the year. Our students are being taught to value their community and become active and caring citizens.

Our Quality Start to School program specifically targets school values, rules, respect and responsibility. Our school values of Have a Go, Do Your Best, Treat Others as You Would Like to be Treated and Be Friendly are all underpinned by respect and responsibility.

Our Student Welfare policy clearly indicates student, parent and staff responsibilities and the respect that goes with these responsibilities.

Significant programs and initiatives

Aboriginal education

Aboriginal education programs are integrated across all curriculum areas. Our Human Society and Its Environment scope and sequence chart across the school has integrated into units of work, content to educate all students about Aboriginal history, culture and current Aboriginal Australia.

Wolumla School is a member of the Dare to Lead program which supports our school with resources and training to promote effective teaching of Aboriginal content.

Country Area Program

The Country Area Program supplements our school with additional funds to support teaching and learning and provides us with high quality professional development leading to enhanced learning outcomes for our students.

During 2009, CAP funds enabled:

- Staff access to quality teaching and learning activities that have enhanced student outcomes through improved teaching & learning activities in the classroom
- Students access to quality creative & performing arts through the visiting performers program
- Year 5/6 students to visit and experience living in a large city. This program also enables our students to interact with students from nearby schools during the city visit
- Year 5/6 to participate in a Kids Conference that focussed on leadership and personal development
• Student training in digital storytelling, enabling selected students enhanced knowledge and skills to tutor other students in the processes & skills involved in digital storytelling

• Smoother transition programs for our Year 6 students entering High School.

• Peer support programs across several small schools

Progress on 2009 targets

Target 1
Increase levels of literacy achievement for every student in line with the State Plan targets.

Our achievements include:
In Literacy most of our students achieved ‘Sound’ or above in standard semester reports.
Most of our students in Stage 1 achieved Reading Recovery/Pm Benchmarks.
Teachers have enhanced their teaching skills by attending relevant professional development.

Target 2
Increase levels of numeracy for every student in line with the State Plan.

Our achievements in Numeracy include:
Most of our students achieved SENA 1 by the end of Stage One and most of our students achieved SENA 2 by the end of Stage Two.
Most of our students achieved ‘Sound’ or above in standard semester reports.
Staff attended numeracy professional development throughout the year.

Target 3
Engagement of students in learning through technology.

Our achievements include:
All staff evaluated ICT skills using on line program.
School technology plan reviewed to support the integration of technology. As a result support for technology has been strengthened; this included a teacher who specialises in integrating technology in the classroom.
Professional development of teachers through workshops increased.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of spelling and emergency procedures.

Educational and management practice

Background
Due to the number of new staff at Wolumla School and to departmental requirements the school conducted an evaluation of our emergency practices.

Findings and conclusions

After analysing the current plan we found that we needed to put all aspects of emergency procedures into an Emergency Management Plan document. We also found that new members of staff were unaware of emergency procedures and the emergency procedures action plan. Some aspects of the emergency procedures were now outdated as classrooms had changed. We also found that the new guidelines for emergency procedures now included many more emergency situations. These situations particularly bush fires had to be addressed.

Future directions
• Emergency Management Plan document to be in all classrooms and offices
• Emergency Management Plan includes all possible emergency situations
• New staff to be orientated as soon as possible after arriving at Wolumla PS
• Emergency drills to be carried out at regular intervals
• Emergency Management Plan to be reviewed as soon as possible after occupying the two new classrooms.

Curriculum
Spelling

Background
Over the past few years spelling has been a concern for the teachers as our school assessments and NAPLAN results have indicated a school weakness in spelling.

Findings and conclusions
Our standardised testing program has indicated that we have a great range of spellers in our school. We have some students that are above their age for spelling and a number who are slightly below. NAPLAN results indicate that we have some students who have a problem editing their spelling mistakes. We investigated what teachers were teaching in spelling and found out that there were many individual spelling and group programs with spelling lists from a variety of sources. Teachers then investigated a number of spelling programs from text books to internet programs.

Future directions
• Explicitly teach the phonological, visual, morphemic and etymological knowledge that students need to know in relation to their development.
• Refer to Teaching Spelling K-6 for strategies
• Plan for systematic school wide tracking of students in spelling
• Engage students with a range of quality spelling programs
• Individualised spelling programs for some students
• Emphasise the importance of correct spelling

Parent, student, and teacher satisfaction
In the past few years the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
All parents are appreciative of the efforts of all staff including non teaching staff to maximise the learning opportunities for all students.
Many additional learning, sporting and social opportunities are provided for students.

Students are generally happy to come to school and have formed happy and professional relationships with their teachers.

Professional learning
In 2009 staff participated in school, regional and CAP professional learning which included various workshops, courses, meetings and learning circles.

The Professional Learning funds of just over $6000 as well as $4000 from the Country Area Program were spent to ensure our teachers have knowledge of current teaching practices which support the learning outcomes of our students.

School Development 2009 – 2011
Our school has developed a comprehensive three year management plan that clearly outlines the school’s directions and priority areas.

Analysis of school and departmental data has enabled the school evaluation team to identify areas for development and to set targets and strategies to ensure improved learning outcomes for all students.

Targets for 2010
Target 1
Increase levels of literacy achievement for every student in line with the state plan

Strategies to achieve this target include:
• Explicit teaching strategies to meet appropriate syllabus outcomes
• Access professional development e.g. Regional Consultants, CAP, colleagues
• Engage students in a school reading program, tracking and monitoring progress, including Reading Recovery benchmark tracking, Best Start, NAPLAN, and standardised tests
• focus on writing and spelling with explicit teaching in these areas, supported by professional development and quality resources
• Review scope and sequence in spelling
• target literacy students at risk according to internal and external data

Our success will be measured by
• NAPLAN analysis indicates 71% students improved by 80 points from Year 3 to Year 5 in Literacy (2009 baseline = 0%)
• Improvement in pre and post test data as indicated in standardised testing
• Students achieve Sound or above in semester reports
• Numbers of staff accessing professional development increased

Target 2
Increase levels of numeracy achievement for every student

Strategies to achieve this target include:
• Maths programs catering for individual needs, using explicit teaching strategies focusing on problem solving skills and individual students needs
• Further implementation and review Numeracy Scope and Sequence K-6, eg North Coast Teaching and Learning Literacy and Numeracy Scope and Sequence
• Develop assessment rubrics and student self assessment scaffolds
• Access CMI, CMIT and regional numeracy professional development
• Purchase appropriate and specific resources to support numeracy targets
• Introduce the computerised program Mathletics

Our success will be measured by:
• NAPLAN analysis indicate 71% students improved at least 80 points in numeracy from Year 3 to Year 5 (2009 baseline=14%)
• Achievement of SENA 1 by end Stage 2 and SENA 2 by Stage 2
• Students achieve Sound or above in semester reports
• Numbers of staff accessing professional development increased

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.

John Dransfield Principal
Sue Jennings Teacher
Lynden Bartlett Teacher
Janette Crowe Teacher
Denise Rainbird School Administration Manager

School contact information
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Fax: 64949364
Email:wolumla-p.school@det.nsw.edu.au
Web: www.wolumla-p.schools.nsw.edu.au
School Code: 3479

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: