School context statement
The student population of 335 students is diverse in its makeup. During 2012 approximately 30% of our students were from English as a Second Language (ESL) backgrounds. A further 9% of students identified as Aboriginal or Torres Strait Islander. 8% of our students were from refugee backgrounds.

Student information

Student enrolment profile

The school’s enrolment has fluctuated between 335 and 370 students. A slight reduction in enrolments is anticipated in the next few years consistent with demographic trends.

Student attendance profile

Attendance rates have shown pleasing improvements across the years 2012 – 2014 with the school attendance rate reaching 94% in 2014.

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

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>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>26.6</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school employs one member of staff who identifies as Aboriginal.

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>8</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The school conducts professional learning for all teaching staff. Four staff members are accredited new scheme teachers.

Beginning Teachers

One staff member is identified as a beginning teacher and is supported by the beginning teacher program as well as the Aboriginal Beginning Teacher Mentor Program.
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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>313096</td>
</tr>
<tr>
<td>Global funds</td>
<td>214829</td>
</tr>
<tr>
<td>Tied funds</td>
<td>263178</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>79744</td>
</tr>
<tr>
<td>Interest</td>
<td>9503</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8036</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>888386.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 15337      |
| Excursions                 | 41642      |
| Extracurricular dissections| 19891      |
| Library                    | 5454       |
| Training & development     | 113        |
| Tied funds                 | 268851     |
| Casual relief teachers     | 60727      |
| Administration & office    | 32369      |
| School-operated canteen    | 0.00       |
| Utilities                  | 45386      |
| Maintenance                | 22625      |
| Trust accounts             | 8931       |
| Capital programs           | 20575      |
| **Total expenditure**      | 541901.00  |
| **Balance carried forward**| 346485.00  |

A full copy of the school’s 2014 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 2014

2014 continued to see a positive trend in student performance data, with particular success being achieved in reading.

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)

NAPLAN Year 3 - Literacy

![NAPLAN Year 3 Reading Chart]
NAPLAN Year 3 - Numeracy

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 3 Numeracy
NAPLAN Year 5 - Literacy (including Reading,

Percentage in bands: Year 5 Reading

Percentage of students

Bands
- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

Percentage in bands: Year 5 Grammar & Punctuation

Percentage of students

Bands
- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

Percentage in bands: Year 5 Writing

Percentage of students

Bands
- Percentage in Bands
- School Average 2011-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014
 Significant programs and initiatives – Policy and equity funding

Aboriginal education
In 2014 the school participated in the Norta Norta tuition program with an Aboriginal Learning Support Officer employed to provide additional support to targeted students.

Multicultural education and anti-racism
The school operates a community language program as well as an English as a Second Language support program. Multiculturalism is celebrated across the school. In 2014 the school initiated a Beginning School Well Program to support families from non-English speaking backgrounds transition to school.

Aboriginal background
The school receives and applies funding to employ additional staff to support students of Aboriginal background. In 2014 this funding was used to employ an Aboriginal Learning Support Officer.

Socio-economic background
The school employs additional staff using equity funding to provide additional learning support for students. Additionally funds are set aside to provide financial assistance to families in accessing educational programs offered by the school.

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 student performance data
- Review of school programs and policies
- Consultation with the school community

In 2014 Woolgoolga Public School undertook an evaluation of the teaching of mathematics. This evaluation was undertaken in conjunction with the implementation of the new Mathematics Syllabus released by the Board of Studies and Teacher Education Standards (BoSTES).

A number of recommendations were made as a result of the evaluation. These included:

- Increasing the equipment available to support the teaching of mathematics;
- Implementing a monitoring process to track the amount of time spent on mathematics, with a particular focus on mechanical operations;
- Revising the scope and sequence documentation for each stage of schooling; and;
- Increasing the amount of student support teaching time dedicated to mathematics.

Teaching staff expressed an increased confidence in the teaching of mathematics.
School planning 2012-2014:

Reading
Outcomes from 2012–2014
In 2014 the school set the following targets:
To decrease the percentage of students in the bottom two bands of Year 3 NAPLAN Reading from a three year average of 18.66% (2011-2013) to 15% in 2014.

To decrease the percentage of students in the bottom two bands of Year 5 NAPLAN Reading from a three year average of 32.9% (2011-2013) to 20% in 2014.

Evidence of achievement of outcomes in 2014:
- The school exceeded the target for year three reading – reducing the percentage of students in the lower NAPLAN bands to 8.2%
- The school reduced the percentage of year five students in the lower NAPLAN bands from 32.9% to 24%.

Strategies to achieve these outcomes in 2014:
- Targeted student support programs
- Focused teaching of reading on a daily basis
- Staff professional learning

School priority 2
Numeracy
Outcomes from 2012–2014
In 2014 the school set the following targets:
To decrease the percentage of students in the bottom two bands of Year 3 NAPLAN Numeracy from a three year average of 12.53% (2011-2013) to 10% in 2014.

To decrease the percentage of students in the bottom two bands of Year 5 NAPLAN Numeracy from a three year average of 38.4% (2011-2013) to 30% in 2014.

Evidence of progress towards outcomes in 2014:
- 14.3% of year three students scored in the lower NAPLAN bands, however no students scored in the lowest band.
- The school reduced the percentage of year five students in the lower NAPLAN bands from 38.4% to 34%

Strategies to achieve these outcomes in 2014:
- Review of mathematics teaching across the school.
- Provision of additional resources for the teaching of mathematics.
- Implementation of the new mathematics syllabus.
- Staff professional learning.

School priority 3
[Aboriginal Education]
Outcomes from 2012–2014
In 2014 the school set a target to have 100% of Aboriginal students with a Personalised Learning Plan within four weeks of their enrolment at the school.

Evidence of progress towards outcomes in 2014:
- 100% of Aboriginal students were provided with a personalised learning plan.

Strategies to achieve these outcomes in 2014:
- Liaison with parents and carers.
- Employing an Aboriginal Learning Support Officer.

School priority 3
Attendance
Outcomes from 2012–2014
In 2014 the school set a target to increase the attendance rate from 92.6% to 94%.

Evidence of progress towards outcomes in 2014:
- The improved attendance rate of 94% was achieved by the school.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Through the revised school planning process the school will incorporate the following targets for 2015 and beyond.

- Increase Yr 3 student achievement in top NAPLAN bands in Reading from 84.6% to 90%
- Increase Yr 5 student achievement in top NAPLAN bands in Reading from 69.8% to 80%
- Increase Yr 3 student achievement in top NAPLAN bands in Spelling from 79.3% to 90%
- Increase Yr 5 student achievement in top NAPLAN bands in Spelling from 66.1% to 80%
- Increase Yr 3 student achievement in top NAPLAN bands in Numeracy from 89.1% to 95%
- Increase Yr 5 student achievement in top NAPLAN bands in Reading from 72.4% to 80%
- Increase the percentage of K-2 students achieving reading benchmarks from 68% to 80%
- Achieve an attendance rate of 95%
- Match Aboriginal attendance rate with whole-school attendance rate.
- Match the percentage of Aboriginal students achieving in the top NAPLAN bands in reading with whole-school percentage.
- Match the percentage of Aboriginal students achieving in the top NAPLAN bands in spelling with whole-school percentage.
- Match the percentage of Aboriginal students achieving in the top NAPLAN bands in numeracy with whole-school percentage.
- 100% of students participating in daily physical activity at school.
- Publish 25 positive news stories in the school year

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.

Paul Clark - Principal
Duan March – P and C President
Karen Enersen – Assistant Principal
Kerry Mallett – Assistant Principal

School contact information

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Fax: 02 6654 0028
Email: woolgoolga-p.school@det.nsw.edu.au
Web: www.woolgoolga-p.schools.nsw.edu.au
School Code: 3503

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: