Our school at a glance

Wombat Public School is warm and welcoming with a strong sense of community. We provide a wide range of academic, cultural and sporting opportunities in a nurturing environment. Self esteem and leadership are promoted through engaging programs.

Messages

Principal's message

Wombat Public School promotes a happy, friendly, safe and inclusive learning environment, which recognises and encourages diversity, respect and caring for others.

It endeavours to provide a solid start and develop joy in and skills of how to learn, preparing students for the future.

Wombat Public School continues to enjoy the collegiality of the Young Small Schools group and the Murrinboola Learning Community. The networking provided within these organisations continues to provide vital professional support to the school staff and many learning opportunities for the students through educational, cultural and sporting activities.

This report is to give the Wombat school community an overview of events and activities that shaped the 2009 school year.

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.

Lynne French
Relieving Principal

P&C message

Wombat Public School P & C has had another busy year in 2009. With ongoing support from dedicated community members, families, teachers and parents we have been able to successfully complete many catering functions, allowing us to obtain a modest profit which has been reinvested back into the school.

Revenue raising functions have included:
- Hot school lunches- Term 2 &3
- Wombat Biscuit Sales
- Mothers day raffle / Fathers day raffle
- Garage sale
- Catering for 5 school training functions
- 'Grinch of Womville' Play

We were able to assist the students by making contributions toward:
- Tennis subsidy
- Sydney primary excursion
- Young leaders conference
- $400 “kick start” to the Kitchen Garden Program

This year also saw the development of the Kitchen Garden Committee, who successfully submitted an application to receive a grant of up to $60,000 from The Stephanie Alexander Kitchen Garden Foundation. The money will be used to refit the old library into a fully functional 4 bay kitchen, the expansion of our current veggie gardens and irrigation systems.

I would like to thank everyone for their continued support and huge efforts within our school.

Vanessa Lane
President

Student representative's message

This year at Wombat Public School we have participated in many things. This year our major Primary excursion was to Sydney. We stayed at Darling Harbour and visited places such as: the Airport Tarmac Tour; the Rocks Museum; the ANZ Stadium; the Observatory; Taronga Zoo; Hyde Park Barracks; Powerhouse Museum and the Maritime Museum. While the Primary were in Sydney the infants class went on the train to Cootamundra and had a look around.

In term Three all students from K to Year 6 were part of the school play – ‘The Grinch of Womville’. This was an experience we will remember for years to come.

Both the Primary and Infants classes participated in the Wagga Eisteddfod, with the Infants winning with their Marimba item. The Primary Marimba group were second in their group.

We participated in many sporting events which included athletics, swimming, cross country and netball. We always tried our best in sport and enjoyed competing against other schools.

We would like to thank the staff, students and school community for their support.

Megan Walker, Omar Hamdan and Sam Whitbread

P&c at the Young Leaders Conference
School context

Student information

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

Student enrolment profile

![Student enrolment profile graph](image)

Student attendance profile

![Student attendance profile graph](image)

Management of non-attendance

Enter a statement describing how student non-attendance is managed by your School.

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>3-6</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>

Staff information

Staff establishment

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

The school had 2.4 teaching positions allocated in 2009. This included the teaching principal, a classroom teacher and a part-time support teacher (two days a week). The teaching staff was supported by a part-time School Administrative Manager (SAM) and a part-time General Assistant (GA).

Staff retention

Staff leadership underwent change in 2009. Disruptions were experienced throughout the year with the school experiencing leadership from three Principal’s within the twelve month period. The SAM remained from 2008. Throughout the year there were two General Assistants in a part-time capacity.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Part-time support teacher</td>
<td>0.336</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.916</td>
</tr>
<tr>
<td>Total</td>
<td>3.252</td>
</tr>
</tbody>
</table>
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>67</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33</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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>45,525.26</td>
</tr>
<tr>
<td>Global funds</td>
<td>52,300.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25,162.72</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>29,984.93</td>
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<tr>
<td>Interest</td>
<td>1,563.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,354.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>155,891.08</strong></td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas: 25,186.66
- Excursions: 3,751.94
- Extracurricular dissections: 19,739.21

Library: 732.01
Training & development: 8,846.44
Tied funds: 25,219.51
Casual relief teachers: 1,427.04
Administration & office: 25,535.27
School-operated canteen: 0.00
Utilities: 8,067.48
Maintenance: 4,830.24
Trust accounts: 1,354.20
Capital programs: 0.00

**Total expenditure**: **124,690.00**

Balance carried forward: **31,201.08**

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.

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School performance 2009

Achievements

Arts
Highlights of the 2009 Arts program include the following:
- Wombat Public School’s Primary and Infants Marimba Ensemble’s enjoyed success once again. At the Wagga Wagga Eisteddfod the Infants Marimba Ensemble were placed first. The Primary Marimba Ensemble was placed second in a very close competition.
- The school produced ‘The Grinch of Womville’ for their whole school musical. This was performed at the end of Term Three with all students participating. Parents and community members assisted in this production.
- William Lane, Hayden Lee-Newall, Blake Bloor, Sienna Bloor, Mikaylah Roberson and Megan Walker were chosen to represent the school in the Young Small Schools Marimba Ensemble and Choir. They performed at both Cherry Jam and the Wagga Wagga Market Place during Education Week. They performed with distinction, representing their school with pride.
- Students once again submitted works of art to Harden Murrumburrah and Young Shows. Several students were rewarded for their efforts.

Sport
Wombat Public School students again enjoyed a successful year in the sporting arena. Highlights of sport in 2009 included:
- Wombat Public School participated in the Young Small Schools’ Swimming Carnival. Wombat students William Lane, Angus Rudd, Alan West and Sam Whitbread then went on to represent at the Young PSSA Carnival.
- Four students, Owen Attard, Blake Bloor, Sienna Bloor and Megan Walker represented at the Young PSSA Cross Country Carnival.

‘The Grinch of Womville’ cast
Following the Young Small Schools’ Athletics Carnival, Wombat students Jackson Pearse, William Lane, Blake Bloor, Brittany Johnson, Angus Rudd, Megan Walker and Sam Whitbread represented at the Young PSSA Athletics Carnival. Sienna Bloor (11 years high jump) then gained selection to the Regional Athletics Carnival in Albury. Sienna finished a very creditable seventh in this event.

Wombat Public School participated in the Phillips Shield, Baldry Shield and Brown Thackeray Shield in 2009. Whilst school success at these traditional small school carnivals was limited a number of notable individual performances were achieved. In the Phillips Shield held at Young, Megan Walker was crowned Senior Girl Champion. Sienna Bloor and Angus Rudd both won the Intermediate divisions. While Millie Bolger took out the Junior Girls division. Megan Walker performed exceptionally well at the Brown Thackeray Carnival winning the Senior Girls Cross Country, Senior Girl Champion and Most Successful Athlete. The 7 and 11 years age groups were both successful in winning the overall trophy for their respected age groups.

All Wombat students undertook weekly tennis lessons with a professional coach Mr Colin Maher in Terms Two, Three and Four. Four students, Sienna Bloor, Omar Hamdan, Megan Walker and Angus Rudd were then selected to compete in the Young Small Schools Tennis Gala Day.

The Infants class participated in the Boorowa Netball carnival. Although not successful great sportsmanship was shown on the day.

The Year 5 and 6 students participated in the Learning to Lead program with their peers from the Young Small Schools community.

Wombat students enjoyed coaching visits from the Country Rugby League.

Excursions

Wombat Public School students again enjoyed a variety of educational experiences.

The student leaders travelled to Sydney with other student leaders from the Young Small Schools Community to attend the Young Leaders Conference, an experience they will remember for years to come.

All students travelled to Murringo Public School to experience their Kitchen Garden program. This was such a success that the school community made the decision to apply for the Stephanie Alexandra Kitchen Garden Project.

The primary students joined their peers from Bribarree, Maimuru, Monteagle and Murringo Public Schools in a combined small schools’ excursion to Sydney.

The Infants class travelled to Cootamundra by train from Harden Railway Station. They had a picnic lunch in the park and toured the Heritage Museum. The train trip back to Harden was most enjoyable.

All students travelled to Wallendbeen Public School for both the Book Fair and Life Education Van activities.

Social and Cultural

Programs

The school community placed a great emphasis on celebrating days of social and cultural significance on both a national and local level.

Over the year special celebration days were held for Anzac Day, Clean Up Australia Day, Harmony Day, Pancake Day and Melbourne Cup Day.

All students cleaned around the school, along Rose Street and the local oval for the Schools’ Clean Up Australia Day.

A special ANZAC Assembly was held for the school and community members.

Kitchen Garden at Murringo PS
During the school holidays, six students marched with Mrs Bennett at the Young ANZAC Day March, while two students marched with Mrs Stevenson in representing the school at the Harden ANZAC March.

Wombat Public School supported Loud Shirt Day (The Shepherds Centre), Fit for Fun (Royal Children’s Hospital), Jeans for Genes (Children’s Medical Research) and Footy Colours Day (Fight Cancer Foundation) as part of their community service.

In Term Four Alan West, Hayden Lee-Newall, Jack Perrett and Omar Hamdan represented the school with distinction at the Warrongong Trophy, a general knowledge quiz held with other small schools from around the Young district.

**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)

The reporting of information must be consistent with privacy and personal information policies. It is recommended that the determination of appropriate reporting strategies for small schools or small student cohorts is made following consultation between the Principal and the School Education Director (SED). The professional judgements of both the Principal and the SED are valued as they are applied to the unique nature of the school and its community. Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students in the course or subject. Where there are fewer than 10 students, schools will report in the narrative form and ensure that due consideration is given to privacy and personal information policies.

**Progress in literacy**

In 2009 three Year 3 and six Year 5 students sat the National Assessment Program Literacy and Numeracy (NAPLAN). It is difficult to make substantial findings on such data. The DET has provided the school with school analysis on how students have progressed from Year 3 to Year 5 at Wombat Public School.

In Year 5 improvement occurred for the students sitting the NAPLAN in all literacy areas.

In Year 3 NAPLAN literacy results have shown students striving to achieve stage-based outcomes.

70% of students in Years K - 6 made substantial improvements in meeting sound stage-based outcomes.

The school will continue to highlight and support teaching/learning programs, the home-reading program and maintain adequate resources to meet learning needs.

Graphs showing the school performance against state and national benchmarks have not been shown due to privacy reasons.

**Progress in numeracy**

In 2009 three Year 3 and six Year 5 students sat the National Assessment Program Literacy and Numeracy (NAPLAN). It is difficult to make substantial findings on such data. The DET analysis data indicates that Year 5 students have continued to increase their understanding of concepts. Skill development in number, measurement and space continues to be a focus for 2010.

70% of students in Years K - 6 continued to achieve a sound level of stage-based outcomes.

Graphs showing the school performance against state and national benchmarks have not been shown due to privacy reasons.

**Minimum standards**

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

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 achieving at or above the minimum standard in 2009 |
|-----------------------------------------------|--------|
| Reading                                      | 100    |
| Writing                                      | 100    |
| Spelling                                     | 67     |
| Punctuation and grammar                      | 67     |
| Numeracy                                     | 67     |

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Wombat Public School provides programs and experiences designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

Aboriginal heritage is recognised through the daily flying of the Aboriginal Flag and The Acknowledgement of Country protocol at the commencement of school assemblies.

Multicultural education

The primary students engage in an Indonesian Language Program that is delivered by a specialist teacher using telephone voice point technology. These weekly activities are undertaken by the students under the direction of the Indonesian teacher with supervision being provided by the classroom teacher. The ongoing program has enabled students to increase their proficiency in the Indonesian language as they have moved through the primary class from Year 3 to Year 6.

Respect and responsibility

School participation in community events such as ANZAC Day and Clean Up Australia Day have fostered the children’s respect for their community and have developed their understanding of the responsibility they bear as citizens. The students fundraising events during 2009 was a great example of their practical understanding of responsibility.

The peer support system continued in 2009 with older students “buddied” with younger peers. Students assisted each other in the playground, classroom and Kitchen/Garden activities to enrich the family atmosphere of the school.

Other programs

Students have access to six computers in the infant’s classroom, ten computers in the primary and three in the school library. They also have access to 12 laptop computers. All computers are connected to the school and department networks, with each student having an individual school and a department account. Access to the internet is monitored by the Department’s system to ensure that only suitable material is presented to the students.

The acquisition of six iPod touches has further enhanced the available access to technology by the children.

An interactive whiteboard is located in each of the classrooms with video conferencing facilities also available in the primary classroom.

Students undertake specific instruction in Information Technology to enable them to undertake class work on the computer, complete research, and use computer based learning programs.

Progress on 2009 targets

Target 1

*All students achieving stage based outcomes in writing*

Our achievements include:

- All students from K-2 showed growth in writing and were able to perform a self analysis using an assessment rubric.
- Year Three and Year Five achieved the state average growth in writing.
- All Stage 1 students achieving stage appropriate outcomes in writing.

Target 2

*All students achieving stage based outcomes in Numeracy*

Our achievements include:

- Student’s results at the school level indicate that stage outcomes are being met.
- Count Me In Too has successfully been embedded into the teaching and learning in Stage 1.
- Consistent teacher judgement of student achievement is being used across the school.
Target 3

All students achieving stage based outcomes in Science

Our achievements include:

- Student’s results at the school level indicate that stage outcomes are being met.
- A greater student engagement in science activities has been noted in all stages.
- Practical science activities are utilising the localised Environmental Education Plot.

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 Science and Technology and School Leadership.

Educational and management practice

School Leadership

Background

Parents, staff and students were surveyed in Term 4, 2009 using a school created survey. The school wished to ascertain the parents’ perception of School Leadership at the school.

Findings and conclusions

Parents were presented with ten statements which required ratings ranging from ‘strongly agree’ to ‘strongly disagree’. Parents also had the opportunity to make comments. 37% of families responded.

45% of the responses were ‘strongly agree’ and 35% ‘agree’. The majority of parents were happy with the level of leadership undertaken at Wombat Public School. They believe that the school demonstrates an interest in and accountability to meet relevant student learning outcomes.

The student’s were presented with ten statements which required ratings from ‘agree’ to ‘disagree’. All students completed the survey in a positive way. They commented favourably on the Behaviour System and were positive in their responses to school life.

The staff was generally satisfied with the level of school leadership but commented on how difficult it had been with a frequent change in leadership.

Future directions

It is very important that the Principal and teachers have a good understanding of the school and have the expectations that all students will achieve to the best potential. This will continue if the Principal, teachers and parent body continually look for ways to improve what the school does and to have high expectations of and for the students.

Curriculum

Science and Technology

Background

Students, parents and staff were surveyed in Term 4, 2009 using a school created survey. We needed to find out what students thought about Science and Technology at Wombat Public School. We also wished to learn the parents’ perceptions of the teaching and importance of this subject.

Findings and conclusions

Parents were presented with seven statements which required ratings from ‘strongly agree’ to ‘disagree’. Parents also had the opportunity to comment. Only 50% of families responded.

75% of responses were ‘strongly agree’ or ‘agree’. One response was unsure of how Science and Technology was reported on. All respondents strongly agreed with the importance of technology in the school curriculum.

The student’s were presented with twelve statements to respond to which required a rating of ‘strongly agree’ to disagree. 75% of students responded with enthusiasm to the survey showing their enthusiasm for Science. All students ‘strongly agreed’ with learning new things on the computer and could name a favourite activity using technology.

Staff replied favourably to the survey indicating time restrictions as an issue.

Future directions

Although parents and students were positive about Science and Technology and how it is taught at Wombat Public School, the staff agreed that Science and Technology should remain a school focus for 2010.

Parent, student, and teacher satisfaction

In surveys conducted among students, teachers and parents all respondents’ expressed a satisfaction with the school. 87.5% of responses were ‘Strongly Agree’ to ‘Agree’ to the survey questions.

Parents commented that Wombat Public School is an attractive and well-resourced school. The majority of parent’s felt the school was connected to the community and that it was tolerant and accepting of all students.'
Professional learning
A total of $8846 was spent on professional learning at Wombat in 2009. This expenditure came from tied funds (specifically set aside for this purpose by the Department) and general school funds. This enabled staff to attend professional learning activities throughout the year. These included Count Me In Too and Best Start training, Small School Literacy planning, an Aboriginal Equity Conference and Principals’ Conferences.

School development 2009 – 2011
Wombat Public School has identified three school priority areas to be targeted over the next two years: Literacy, Numeracy and Science and Technology. Each of these areas has a specific target for 2010.

Target 1
80% of students achieve stage based outcomes in Literacy
Strategies to achieve this target include:

- Analysis of school based student assessment, including Best Start and NAPLAN Literacy results.
- Targeted support for individual learning needs as well as whole school areas for improvement.
- Staff professional learning in Accelerated Literacy techniques.
- Systematic and explicit teaching of spelling strategies.
- Explicit, modelled and scaffolded teaching of reading, spelling and text types.

Our success will be measured by:

- NAPLAN assessment data demonstrating student outcomes are being met.
- Feedback given to students is consistent and developmental.
- The quality teaching framework is evident within all literacy sessions.
- Accessing the resources of the Murrimboola Learning Support Coordinator and the Young Small Schools network to improve Consistent Teacher Judgement (CTJ).

Target 2
80% of students achieve stage based outcomes in Numeracy
Strategies to achieve this target include:

- Analysis of school based student assessment, including Best Start and NAPLAN Numeracy results.
- Targeted support for individual learning needs as well as whole school areas for improvement.
- Staff professional learning in Count Me In Too techniques.
- Systematic and explicit teaching of numeracy skills
- Explicit, modelled and scaffolded teaching of numeracy.
- Accessing the resources of the Murrimboola Learning Support Coordinator and the Young Small Schools network to improve Consistent Teacher Judgement.

Our success will be measured by:

- Student results in school based assessment tasks indicate stage outcomes are being met.
- Student results in Year 3 and Year 5 NAPLAN results indicate stage outcomes are being met.
- Feedback given to students is consistent and developmental.
- The quality teaching framework is evident within all literacy sessions.

Target 3
80% of students achieve stage based outcomes in Science
Strategies to achieve this target include:

- Rewriting school's Science and Technology Scope and Continuum.
- School resources purchased to supplement Scope and Continuum.
- Professional development activities undertaken by staff.
- Students to attend science activities at the Riverina Environmental Education Centre.

Our success will be measured by:

- Student results in school based assessment tasks indicate stage outcomes are being met.
- Greater student engagement in science activities throughout the school.
- Greater usage of the Environmental Education plot to complete localised practical activities.
- Implementation of Science and Technology Scope and Continuum.

**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.

Lynne French  Principal
Leonie Stevenson  Teacher
Angela Krebs-Tout  SAM
Vanessa Lane  P&C President

**School contact information**

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School Code: 3482

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: