Wombat Public School
Annual School Report

2011
Our school at a glance

Students

In 2011 the student population of the school continued to be drawn from the local township and surrounding farms as well as from Young. Students were organised into two classes, K-2 and 3-6, with 18 and 13 students respectively.

Staff

The substantive principal of Wombat Public School commenced leave at the end of term 1 2011 and the position was filled in a relieving capacity for terms 2-4. The substantive class position was also filled for the year in a relieving capacity. A full time teacher was appointed to the classroom position following merit selection in term 4. The role of release/librarian was filled in a temporary capacity throughout the year. The support staff remained unchanged from 2010.

Significant programs and initiatives

The Stephanie Alexander Kitchen Garden Program continued to operate at Wombat Public School during 2011. Considerable resources were applied to the renovation of the old library building to create a state of the art 3 bay kitchen, as well as the establishment of new garden beds and other facilities to support the program.

The school continued to benefit from specialist teaching of the music program, with a visiting tutor attending the school each week to support lessons in both the infants and primary classrooms.

Wombat Public School continued its close association with both the Murrimboola and Young Community of Schools, undertaking many shared programs and activities and also benefitting from the Schools Learning Support Coordinator visits in both classrooms each week.

Student achievement in 2011

Wombat Public School students were regularly assessed against stage appropriate outcomes both at a school and national level. All students achieved a higher standard of work by the end of 2011. NAPLAN results continue to show strengths and areas to further develop.

Messages

Principal’s message

Wombat Public School has continued to promote the core values of the NSW Department of Education and Communities and its motto of “We’re friends”.

There were some significant changes to the staffing arrangements of the school with the appointment of a relieving principal and a relieving classroom teacher as well as the appointment of a new temporary teacher to take the release and library position.

The school welcomed Ms Kieran Read to the full time position of classroom teacher in term 4. Ms Read will take up the infants teaching position at the school for 2012 and replaces Ms Leonie Stevenson, who took extended leave for 2012. The school and community wishes Ms Stevenson well in her future career.

After a long and distinguished period of service with Wombat Public School the community bid a fond farewell to Margaret Atkinson, who had for many years been the release teacher and librarian at the school. Margaret’s skills, especially in the creative and practical arts, will be missed by both the staff and the students of the school.

Students from the school participated in many academic, cultural and sporting activities in 2011. Of particular note was the achievement of Sienna-Rose Bloor, who attended the State Athletics Carnival at Homebush and placed third in the state for the high jump event.

The Stephanie Alexander Kitchen Garden Program continued to provide exceptional learning experiences for all students and the school looks forward to expanding this program in 2012.

All students at the school should be very proud of their achievements in 2011.

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.

Jaemie Bennett – Relieving Principal 2011
P & C message

Firstly, on behalf of the Wombat Public School P&C I would like to thank the community for their continued support of our school and its students. This year has been a very busy one for the P&C and we are happy to be able to report that we have provided the school with a number of resources and contributed to the payment of many activities that have allowed our children to participate in a wide range of experiences.

In particular we supported the primary and infants excursions and also took great pleasure in supporting our students to attend regional and state carnivals.

I would like to personally thank those parents that took executive and other roles with the P&C; it is sometimes not easy to be able to devote the time that you would like to roles such as this, so it is with great appreciation that I recognize your efforts on behalf of our school.

Our school is indeed a place that we can all be rightly proud of. It is well maintained and in a beautiful setting, and has this year seen many changes, not the least of which was the establishment of the kitchens for the Stephanie Alexander Program.

Finally, I would like to thank the staff, both teaching and support, for their efforts and their genuine care for our children.

I look forward to the challenges and the successes of Wombat Public School in the future.

Stacey Hambrook – P&C President 2011

Student representative’s message

We would like to thank the school and the parents for giving us the opportunity to take part in all of the great activities that happened this year.

We really enjoyed going away on the School Camp to Broken Bay with all of the students from the other Young Small Schools, and we also enjoyed the other sporting and cultural activities that we took part in too.

We had great fun being part of the school performance of “Charlie and the Chocolate Factory” and we would like to thank Miss Sanderson for organising this for us.

We have also enjoyed working in the kitchen and the garden and eating all of the food that we prepare at school. It has been a good year for us and we will miss Wombat Public School when we go to high school.

Sienna Rose Bloor and William Lane

Infants Excursion to Wagga Wagga – 2011.

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 enrolments at Wombat Public School continue to be relatively stable. There has been a trend towards increased enrolment of girls and in 2011 only 33% of the school were boys.
Management of non-attendance

Wombat Public School will continue to closely monitor the attendance patterns of the students and work with the community to encourage the full attendance of students at the school.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes

<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>INFANTS CLASS</td>
<td>K</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>INFANTS CLASS</td>
<td>2</td>
<td>7</td>
<td>19</td>
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<tr>
<td>PRIMARY CLASS</td>
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<td>3</td>
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<tr>
<td>PRIMARY CLASS</td>
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<tr>
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<td>15</td>
</tr>
<tr>
<td>PRIMARY CLASS</td>
<td>6</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

Structure of classes

There were two classes at Wombat Public School during 2011. The principal was the class teacher for the 3-6 class.

Student attendance profile

Student attendance rates at Wombat Public School remain at a high level.
Staff information

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

Mrs Angela Bennett commenced leave at the end of Term 1 and was replaced by Mr Jaemie Bennett. Ms Leonie Stevenson took extended leave and was replaced by Miss Nicole Sanderson on the K-2 class. Mrs Jacqui Bolger was employed in the release/librarian position.

Staff establishment

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There were no indigenous staff members at Wombat Public School during 2011.

Staff retention

Whilst the substantive principal was on leave for 3 terms during 2011 she will return to her position in 2012. The classroom teacher position that was filled temporarily during 2011 was substantively filled in term 4 by Ms Kieran Read. Mrs Jacqui Bolger replaced Mrs Margaret Atkinson in the part time positions of library and release.

Teacher qualifications

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

[Enter text here.]

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>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.05</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.7</td>
</tr>
<tr>
<td>Total</td>
<td>3.15</td>
</tr>
</tbody>
</table>

Date of financial summary: 30/11/2011

Income

Balance brought forward 83753.00
Global funds 51425.08
Tied funds 24244.00
School & community sources 12541.90
Interest 1313.38
Trust receipts 4066.40
Canteen 0.00
Total income 177343.76

Expenditure

Teaching & learning
Key learning areas 15832.72
Excursions 4616.70
Extracurricular dissections 56099.48
Library 982.50
Training & development 6372.15
Tied funds 27310.64
Casual relief teachers 5947.28
Administration & office 21487.07
School-operated canteen 0.00
Utilities 9172.19
Maintenance 3195.28
Trust accounts 4224.90
Capital programs 0.00
Total expenditure 155240.91
Balance carried forward 22102.85

Major expenditure in the 2011 school year was the establishment of the kitchen facility at the school as part of the Stephanie Alexander grant.

A full copy of the school’s 2011 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 2011

Achievements

Arts

The entire school took part in the production of a musical: “Charlie and the Chocolate Factory” during Term 4. This event was carefully rehearsed and was performed to the school community at the Memorial Hall. It involved all of the students in a variety of roles and in some cases needing to learn many hundreds of lines of dialogue.
All students participated in the creation of a very large mural for the front wall of the school building that depicts aspects of the Stephanie Alexander Kitchen Garden Program. This mural was designed by Mrs Katie Attard. Musically all students were able to participate in specific lessons with a tutor from the Young School of Music. Students variously learned how to play the ukulele, the marimba, and completed a short course in drumming. As an integration activity the students also formed a ‘pot and pan’ band and played kitchen equipment for percussion.

**Sport**

Students were given the opportunity to take part in many activities throughout the year. Wombat Public School participates in the Baldry Shield, the Brown Thackeray Carnival, the Philips Shield and all relevant PSSA competitions for athletics. Additionally, the school participated in the Young Small Schools and PSSA swimming carnivals and the Arabin Cup for T-ball.

Notably, several students were selected to attend the Riverina Regional Athletics Carnival in Albury, and one student, Sienna-Rose Bloor, was then selected to attend the State Athletics Carnival for the 100m and high jump. Sienna-Rose was unable to compete in the 100m semi-final, where she had qualified 3rd fastest, as it clashed with the high jump event. She went on to come 3rd in the state for high jump and was an excellent representative of the school and the region. Sienna-Rose was awarded a “Riverina Blue” for her outstanding achievement in sport.

**Excursions**

All primary students attended the Broken Bay Sport and Recreation Centre for a week-long excursion during Term 3. This excursion took place with other students in the Young Small Schools Learning Community and was widely enjoyed by all participants. Much of the cost of this excursion was subsidised by the Wombat P&C association and they are to be thanked for their efforts and commitment in relation to making sure each and every student was able to attend should they so wish.

All infants students attended a day excursion to Wagga Wagga via Junee and enjoyed their experiences whilst away from the school.

Additionally, primary and infants students participated in the Impact Leadership Program in Canberra, the Community of Schools Personal Development Day and the Aboriginal for a Day activities at Greenethorpe Public School, the Life Education Program at Wallendbeen Public School and the Warrangong Trophy at Young North Hall.

**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 these 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**

As student numbers fall below the reporting threshold, results are unable to be published.

**Numeracy – NAPLAN Year 3**

As student numbers fall below the reporting threshold, results are unable to be published.

**Literacy – NAPLAN Year 5**

As student numbers fall below the reporting threshold, results are unable to be published.

**Numeracy – NAPLAN Year 5**

As student numbers fall below the reporting threshold, results are unable to be published.

[Enter your text and graph from Electronic Data Summary Sheet where appropriate.]

**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 achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>66.7</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>66.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>50.0</td>
</tr>
<tr>
<td>Writing</td>
<td>75.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>75.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>75.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75.0</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

Aboriginal Education perspectives were incorporated into the teaching and learning programs of the school throughout the year. The school participated in the “Aboriginal for a Day” program at Greenethorpe Public School during which all aspects of the cultural practices of Aboriginal society were demonstrated. Works stemming from this program included indigenous art, indigenous music and other activities that were gender-specific for boys and girls.

#### Multicultural education

As part of an integrated approach to the Stephanie Alexander Kitchen Garden Program all the students of the school had the opportunity to grow, prepare and consume foods from other countries.

Primary students participated in Indonesian Language lessons each week via the voicepoint unit and undertook many activities directly related to the culture and practices of Indonesia. Students have participated in this program for a number of years and are proficient at speaking functional Indonesian.

All students participated in Harmony Day at the school in Term 1. This day is aimed at providing students with an understanding and tolerance of other cultures and their beliefs.

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**“Chopsticks & lunch” – Stephanie Alexander Program**

**Stephanie Alexander Kitchen Garden Program**

A major program in operation at Wombat Public School during 2011 was the Stephanie Alexander Kitchen Garden Program. This program operated for the whole year.

Each Friday all students from the school would either be in the kitchen or in the garden of the school during second session. Students in the kitchen would be preparing food grown from the gardens and supplemented by food from other sources and donations from the community. Students in the garden either harvested food for the kitchen group, maintained the gardens or completed lessons centred on the environmental aspects of the program.

The groupings of the students changed in a week-about format, so that if the primary cooked one week, they would be in the garden the next.

Significant parent and community support was required to maintain this program, with at least 3 parents being required every Friday to support the teachers and the program.

### Progress on 2011 targets

#### Target 1

80% of students achieve stage based outcomes in Writing.

Our achievements include:

- 66% of all students in year 3 were in band 4 or above for writing.
- All students were above the minimum standard for writing in year 3 and 75% were above the minimum standard in year 5.
• 90% of all students achieved stage based outcomes in Writing.

**Target 2**

**80% of students achieve stage based outcomes in Numeracy.**

Our achievements include:

- All students were above the minimum standard in Year 3 and 75% were above the minimum standard in Year 5.
- All students experienced growth in their Numeracy results.

**Target 3**

**80% of students achieve stage based outcomes in HSIE.**

Our achievements include:

- 100% of students achieved stage based outcomes in HSIE.

**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 2011 our school carried out evaluations of [Enter text here.]

**Educational and management practice**

**School Culture**

**Background**

In 2011 an evaluation of school culture took place to provide information around the attitudes of the community to the school.

**Findings and conclusions**

The vast majority of students believed that Wombat Public School was a school where they were able to learn in a happy and safe environment. The prevailing view was that there were expectations placed on the children to succeed by staff and that whilst some of the work was challenging, it was clearly explained to the students why they were being asked to complete it.

All staff believed that they were supported in their roles and that their teaching and learning programs were valued by the students. Staff felt comfortable with their professional development and indicated that the school was well resourced and effectively managed. Staff expressed the view that they were supported by the leadership of the school.

The community indicated that information about the school was easy to obtain and that they were well informed about the policies and the procedures of the school. Whilst it was apparent that there was a lessening in support with respect to the P&C there were a core group of parents who continued to support the school very effectively.

**Future directions**

The school will continue to provide as much information to the community as possible and will undertake to revise and strengthen procedures to make sure that all information regarding the operation of the school continues to be provided in a timely and efficient manner.

**Curriculum**

**Mathematics**

**Background**

The school conducted and evaluation of the teaching of mathematics.

**Findings and conclusions**

Students from both classes were very positive about their experiences in mathematics at Wombat Public School. All students indicated that they understood the importance of learning the skills relating to mathematics and were able to explain why they found these skills important. Some students indicated that they found activities in mathematics to be quite challenging but all students felt that teachers helped them when they asked for it.

Teachers indicated that they were generally happy with the teaching of mathematics, but that in some areas of the school the resources that were available needed to be supplemented with more up-to-date materials. Teachers felt that they could satisfactorily program for mathematics and that their professional development in mathematics was also satisfactory.

The community was generally positive about the teaching of mathematics with it being noted that
the approaches to the teaching were quite different between the infants and the primary.

Future directions
Wombat Public School will continue to develop its programs for teaching and learning and will look carefully at the mathematics program as part of a larger review in line with the impending release of the Australian Curriculum.

Other evaluations
Professional Learning

Background
The school reviewed its professional learning programs and planning practices.

Findings and Conclusions
Students responded to questions around the professional learning of staff overwhelmingly positively. All students believed that their teachers knew the subject content they were teaching and that it was generally interesting and engaging.

Teaching staff believed that they were well catered for in respect of their professional learning and that the leadership of the school was responsive to their requests for additional learning opportunities. Staff cited a clear understanding of the priorities of the school in relation to their professional learning as the driving factor behind decisions to attend professional learning activities. An area for continued support was however identified in terms of the Stephanie Alexander Kitchen Garden Program, where professional learning was available but was difficult to attend because of its venue locations.

SASS staff believed that they were well catered for with professional learning opportunities and had attended specific and targeted training that was very beneficial to their position requirements.

The community believed that the teaching staff were attending appropriate training and development opportunities and that they staff had good knowledge of the subjects and the content that was taught.

Future Directions
The school will continue to develop plans for learning opportunities that are targeted to the stated requirements of the school, using the school management plan and the professional development plans of the staff as a guide to implementation.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Overall the parents expressed the opinion that the school was well resourced and that the students were happy and felt safe attending. Parents were pleased with the variety of opportunities that their children were able to access and that they were well informed as to the operation of the school. Whilst there was some concern around the changes in staffing the overwhelming majority of parents expressed happiness with the way the year had progressed and the general tone of the school.

The students reinforced the view that the school was a happy and safe place to be with all students indicating that they enjoyed the activities that they had been exposed to. All students believed that they were learning skills that would help them in the future and that the teachers cared about them and their learning.

Teachers were of the belief that the school afforded its students opportunities that they may not be able to access in other, larger schools. They believed that the level of resourcing was very pleasing and that the school ran in an orderly and efficient manner with clearly defined targets. Staff also indicated that they valued the collegiality offered by the Young Small Schools Learning Community and that it was important the school remain a part of this group. All staff believed that they were supported by the school leadership.

Professional learning
All teachers participated in professional learning activities during 2011. These activities included Stephanie Alexander training days, Best Start and Count Me In Too days, Principal Essential Training, ARCO training, Merit Selection Panel training and specific training around library procedures.
The average expenditure per teacher on professional learning, at the school level was $2124.5 and the total school expenditure on teacher professional learning was $6372.15.

All staff participated in the required Staff Development Days throughout 2011.

There were no new scheme teachers working towards accreditation and there were no new scheme teachers maintaining accreditation at Wombat Public School in 2011.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

90% of students achieving above national minimum standards in NAPLAN Literacy and Numeracy data.

2012 Targets to achieve this outcome include:

- Increase to 80% the number of students in Early Stage 1 and Stage 1 achieving at or above stage level outcomes in Literacy.
- Increase to 80% the number of students in Year 5 showing growth in NAPLAN Reading that is at or above state average.
- To increase the number of students in Year 4 and Year 5 achieving above national minimum standards in all strands of NAPLAN Literacy to 100%

Strategies to achieve these targets include:

- Analyse Best Start, NAPLAN reading, writing, spelling and grammar results and students’ work against syllabus outcomes.
- Benchmark all students at beginning Term 1 and end of Term 3. Students organised into smaller cross-stage literacy focus groups.

School priority 2

Outcome for 2012–2014

90% of students achieving at or above Stage level outcomes in literacy and numeracy.

2012 Targets to achieve this outcome include:

- To increase to 80% the number of students in Early Stage One and Stage One achieving at or above Stage level outcomes in Numeracy.
- To increase to 80% the number of students in Year 5 showing growth in NAPLAN Numeracy that is at or above State average.
- To increase the number of students in Year 3 and Year 5 achieving above national minimum standards in all strands of NAPLAN Numeracy to 100%. [Enter text here as required.]

Strategies to achieve these targets include:

- Analyse Best Start, NAPLAN numeracy results and students’ work against syllabus outcomes.
- Based on school assessment, students organised into smaller cross-stage numeracy groupings.
- Staff Professional learning in the use of the K-10 Numeracy continuum.

School priority 3

Outcome for 2012–2014

Partnership established with the local Aboriginal community and school Aboriginal education policy developed.

2012 Targets to achieve this outcome include:

- All teaching and learning programs show evidence of Aboriginal education being embedded into the curriculum, as per the Aboriginal Education and Training Policy and Aboriginal and Torres Strait Islander Education Plan 2010-2014.
- School Aboriginal Education Policy developed with community consultation.

Strategies to achieve these targets include:

- Principal to engage support from Aboriginal Education Officers in Regional office.
• School becomes a member of the Dare to Lead coalition
• School develops partnership with local AECG.

School priority 4

Outcome for 2012–2014

New NSW syllabuses implemented from 2014.

2012 Targets to achieve this outcome include:

• All staff will successfully implement the new Australian curriculum by 2014.

Strategies to achieve these targets include:

• Staff receives professional development in the features of the new Australian curriculum.

• Updates on the stages of implementation of the new curriculum are communicated clearly to staff.

• Resources accessible on-line are made available to staff.

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.

Mr Jaemie Bennett – Relieving Principal
Miss Nicole Sanderson – Classroom Teacher
Mrs Jacqui Bolger – Teacher/Librarian
Mrs Stacey Hambrook – P&C PResident
Ms Jane Armstrong - SAM

School contact information

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Web: www.wombat-p.schools.nsw.edu.au
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: