

# Wombat Public School

## Annual Report



2016



3482

## Introduction

The Annual Report for **2016** is provided to the community of **Wombat Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Angela Bennett

Principal

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# School background

## School vision statement

Enable children to reach their potential as successful learners and citizens through quality teaching and a strong community partnership.

## School context

Wombat Public School is located in the South West Slopes of the Riverina NSW. It is set in the rural village of Wombat which has a population of approximately 250 citizens. The school serves a diverse population within a low socio-economic context. There are currently 25 students enrolled at the school. The school works very closely with the local community, the Young Small School's Network and local High Schools of Young and Murrumburrah so to deliver innovative and outstanding academic and social curricula for every student. We work closely with our community of Schools to ensure the best interests of each individual student is cared for.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of 'Learning', our school focused on the strand of 'Learning Culture' in 2016. We believe that we can justify a rating of 'Sustaining and Growing' in this area. We have demonstrated a commitment to strength and deliver on school learning priorities. We have taken the time to develop the school plan in partnership with all stake holders and monitor our progress as a collective within the school. We have also focused on positive, respectful relationships among students and staff. This is to promote student wellbeing and ensuring good conditions for student learning. Staff in 2016 have taken the time to get to know every individual in the school within their learning environment and also including their home and social environment. Students have felt a connection with the staff and have therefore responded positively to learning activities in both the infants and primary classroom.

In the domain of 'Teaching', our school focused on the strand of 'Learning and Development' in 2016. We believe that we can justify a rating of 'Sustaining and Growing' in this area. As part of our School Plan and our Professional Development Plans, all staff have been focusing on our development and the sharing of our learning with other staff. Our Infants teacher has participated in L3 and Count Me In Too learning in 2015 which focuses on Literacy and Numeracy and has since embedded this learning into the classroom in 2016. All staff have regular meetings to discuss their own professional learning development to ensure continued improvement in their performance.

In the domain of 'Leading', our school focused on the strand of 'Management Practices and Processes. We believe that we can justify a rating of 'Sustaining and Growing' in this area. Our entire school community is encouraged to give feedback on school practices and procedures through newsletters, informal interview, P&C meetings and formal meetings. In 2016 we focused on flexible and streamline processes to deliver services and information to the school and wider community to strengthen parental and community engagement. We achieved this through our continued weekly newsletters which are also delivered throughout the community as well as a whole page section in the local Wombat Words Community newsletter each month. We also encourage parents to feel at 'home' in the school environment and they have increased their involvement in the school activities by 100% in the Kitchen Garden and school activities such as Easter Hat making and Sporting Carnivals. The wider community have been invited to attend lunches and tours as well as open day for perspective kindergarten students from local Preschools

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

**For schools participating in external validation processes:**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Engaged and successful learners

### Purpose

Engage students to achieve their potential in a personalised learning environment.

### Overall summary of progress

Infants staff for 2015 and 2016 were trained in L3 and TEN. This was then embedded into the infants classroom daily learning programs. Personalised Learning was focused on in both the primary and infants classroom with students assessments used to plan future learning. Primary children were provided with opportunities for differentiated learning through Genius Hour projects selected by individuals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individualised learning delivered through innovative teaching and learning with assessment tracking along with continuum and directing future practice. This will result in all students will achieve at appropriate outcomes on Evidence Based Assessment Tools.	Professional Learning in L3 and TEN were embedded into the infants classroom with results showing improvement at a high level in most cases. Infants staff continued to attend L3 2nd Year training with the focus on assessment, reading and writing. Data walls were designed and discussed in details during staff meetings. Plans have been made to display whole school continuum data walls in the principal's office for both literacy and mathematics. Bump it up data walls for reading and writing were constructed for the primary room for use in 2017. The primary students worked through individual learning programs based on Genius Hour projects.	Early Action for Success Intervention Allocation: \$8498.86  Early Action for Success Training Grant: \$2000  RAM Equity Loading for Aboriginal Background: \$2146.64

### Next Steps

In 2017 the newly appointed infants teacher, along with the primary teaching principal, will undertake L3 training to improve student learning through a more personalised learning environment. Students in the primary and infants will also be given the knowledge and feedback necessary for them to plot themselves on the Literacy and Numeracy continuums to ensure ownership and understanding of 'where to next' for their learning development. Teachers will also undertake professional learning in TEN and TOWN (numeracy initiatives based on individual learning) as soon as possible after L3 training is complete. Staff will also be engaged in professional learning of Class Dojo as a tool for engagement during the school day. This will be used both in the classroom and the playground to ensure every student is achieving their potential academically and socially. This will also be used to communicate with parents regarding individual student activity during the day.



## Strategic Direction 2

Highly accomplished and competent staff.

## Purpose

Build the capacity of staff to deliver high quality teaching and learning.

## Overall summary of progress

In 2016 all staff were able to utilise the strategies for Early Action for Success and technology for effective communication, teaching and learning, as well as appropriate administrative systems.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school has processes in place for staff development through strategic professional learning opportunities. As evidenced by implementation of quality process and procedures both in and outside the classrooms.	Infants staff attended second year L3 training to assist in embedding L3 into the classroom. Principal was able to attend most Cootamundra Network meetings to keep abreast of new administrative procedures. Principal also attend the Primary Principal Start Up Conference and the LMBR initial meeting to ensure knowledge of current practices and programs was up to date and accurate. The Senior Administration Manager attended local network meetings and received support from Wagga District Office and Forbes Small School Finance throughout the year.	Early Action for Success Innovation Grant:  \$2044.55  RAM Equity Loading for Socio – economic Background \$11909.57  Computer Coordinator 4656.00

## Next Steps

In 2017 the staff will be looking at developing a professional framework for development of school improvement in teaching practice, leadership and management processes. Teaching staff will all undertake L3 training to enhance individual student outcomes and will also become members of the Yama internet group for up to date technology innovations in education. The administration staff will attend the biannual Administration conference with other Young Small School Senior Administration Managers to participate in current learning in practices within the administration of schools as well as networking with other Senior Administration Managers from the Young Small Schools and wider education area. The principal, along with the administration staff, will attend and engage in professional learning in the lead up to our LMBR live date in Term 4. Staff will continue to use the school's Facebook site to communicate information to parents. We will also move forward in using Class Dojo to enhance this communication process for individuals.







### Strategic Direction 3

Dynamic and inclusive community culture.

### Purpose

Enable strong and inclusive community relationships.

### Overall summary of progress

Students have engaged in various local and wider community events showing their commitment to becoming global citizens. The staff have developed a strong, supportive and successful working relationship which is, in turn, assisting in developing in students as the culture of the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student staff and the broader school community understand the behaviours, attitudes and expectations that contribute to the wellbeing of self and others. Through the development of positive community relationships students are positive and respectful members of the local and wider community. This is evidenced by community involvement .	In 2016 staff and students of Wombat Public School participated in Jeans for Genes Day( genetic disseses research) , Crazy Hair Day (Cystic Fibrosis research), Stewart House and a Motor Neuron Disease Foundation. This gave students a boarder understanding of their impact on assisting the wider community. Students also participated in Behind The News lessons and surveys to ensure a wider view on current affairs for each child. The school was supported by many community volunteers including, but not limited to, Kitchen Garden helpers and donations, reading assistance, sporting coaching, school banking, assemblies and open days.	RAM Location Loading: \$1688.00  RAM Per Capita Loading: \$1273.05

### Next Steps

Students and staff will continue to participate in local and wider community activities and fundraising events. Staff will attend Wombat Progress and Wombat Social Club meetings when able and support these groups wherever possible. The school will implement a social skills program in Term 3 and this will carry forward for the remaining of 2017. Staff will engage with members of their profession though the bi annual School Administration Staff conference and the Primary Principal conferences for 2017. The principal will also attend all Young Small School meetings to participate in decision making for the network and gain knowledge in other programs and practices used across the schools.



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	7	7	9	12
Girls	19	10	14	15

The School Enrolment was enhanced by an enrolment of 9 kindergarten children in 2016. Growth in enrolment has been made through community support and positive parent discussions.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	98	87	95.7	96.8
1	90.4	94.2	96.7	94.5
2	96.6	92.8	95.3	93.5
3	94.8	95.2	95.6	90
4	97.1	93.3	100	92.5
5	90.7	98.9	96.7	98.9
6	97	92.4	97.8	94.6
All Years	94.8	93.2	96.2	94.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

When non-attendance is at a point of concern, either through the number of whole days, number of partial days or pattern of absence, these individuals are referred to the School Attendance Liaison Officer. In 2016 no students were in need of referral due to absences.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.82
Other Positions	0.63

\*Full Time Equivalent

In 2016 no staff employed were of Aboriginal or Torres Strait Islander background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

In 2016 the infants teacher undertook L3 training to complete her accreditation in this area. The primary principal attended all principal conferences and network meetings to undertake professional learning in leadership and administration. Our budget of \$8 545.50 (drawn from Tied Funds and Professional Learning Allocation) was used to support these processes of professional development.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>38 144.38</b>
Global funds	68 713.87
Tied funds	63 313.35
School & community sources	20 908.83
Interest	1 041.90
Trust receipts	429.27
Canteen	0.00
<b>Total income</b>	<b>192 551.60</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	21 163.80
Excursions	21 302.73
Extracurricular dissections	9 951.64
Library	284.00
Training & development	0.00
Tied funds	62 984.91
Short term relief	0.00
Administration & office	27 845.73
School-operated canteen	0.00
Utilities	8 499.20
Maintenance	4 433.54
Trust accounts	400.27
Capital programs	0.00
<b>Total expenditure</b>	<b>156 865.82</b>
<b>Balance carried forward</b>	<b>35 685.78</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

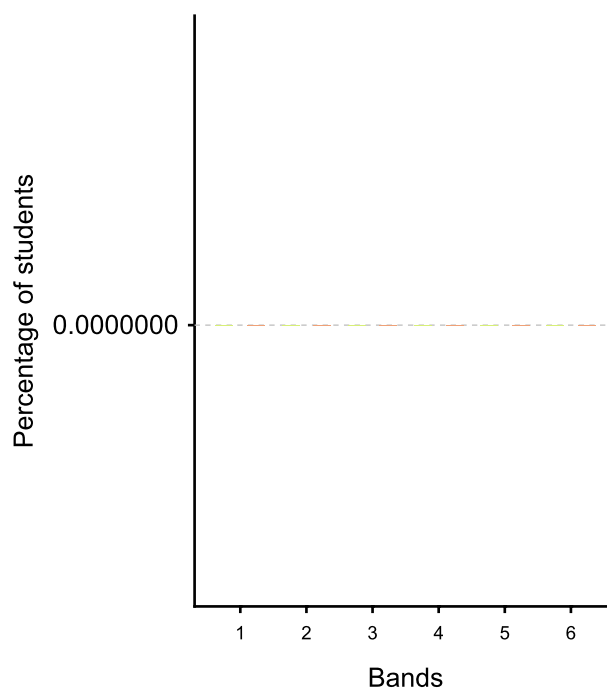
## School performance

### NAPLAN

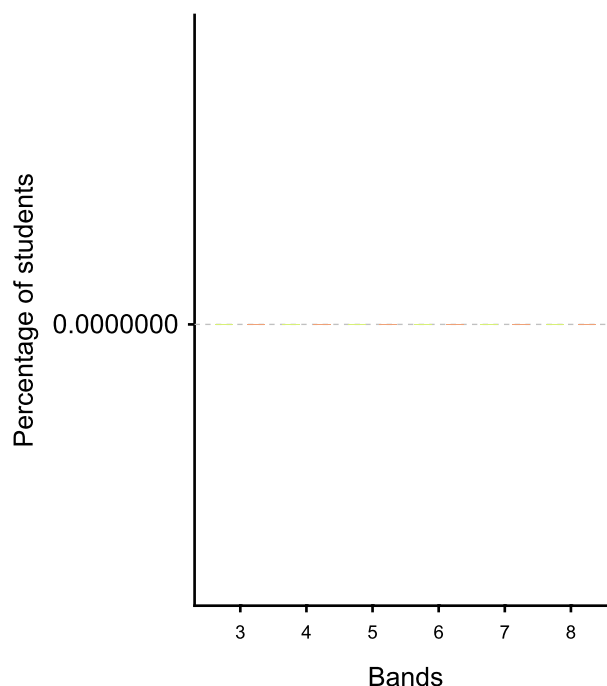
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

With the cohort of Year 3 and Year 5 at a level below the number so not to break any confidentiality, NAPLAN results can not be displayed or commented on outside generalisations.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



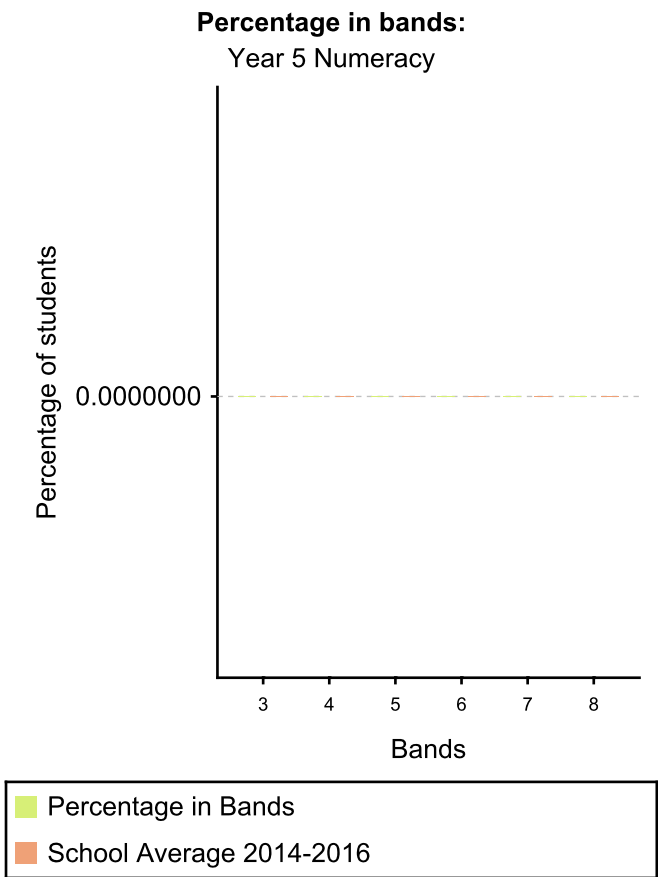
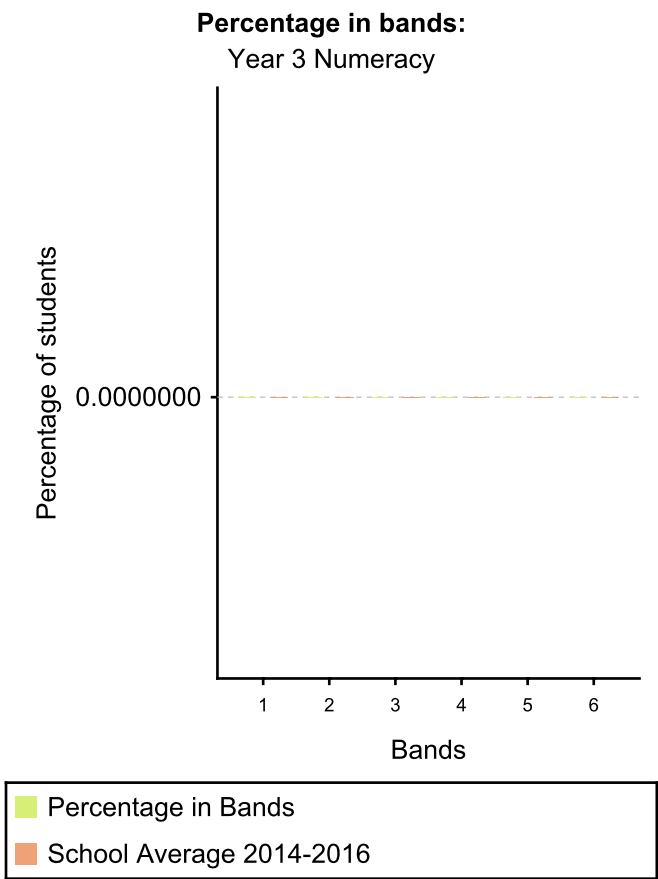
**Percentage in bands:**  
Year 5 Grammar & Punctuation



In 2016 all students who participated in the Grammar and Punctuation NAPLAN assessments achieved a result above National Minimal Standards.

All students in Year 5 achieved proficiency in Reading and Writing and students growth from Year 3 to Year 5 was at or beyond state average.

All students in Year 3 and Year 5 in 2016 achieved above National Minimal Standards in Numeracy with 33% achieving proficiency.



The My School website provides detailed information and data for national literacy and numeracy

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

Though Wombat Public School did not have any Aboriginal or Torres Strait Islander students enrolled for the majority of the year the school still offered small group assistance to all students. There was one on one assistance given to students in need through Support Teachers and volunteers. Results from previous NAPLANs and in school assessments were used to pin point areas of development needed and Individual Educational Programs were designed to assist all students in these areas.

### Parent/caregiver, student, teacher satisfaction

Opinions on learning from students of Wombat Public School in 2016:

100% of students agreed that they were seeing improvement in their literacy.

90% of students agreed that they knew where they were at in their learning and knew what they needed to do to improve.

95% of students agreed that they enjoyed learning.

Opinions on teaching from students of Wombat Public School in 2016:

90% of students agreed that their teacher makes learning interesting and engaging.

100% of students agreed that their teacher respected them as individuals.

100% of students agreed that their teacher knew where their learning was at as well as knowing how to move them onto the next cluster on the Literacy and Numeracy Continuums.

Opinions on Teaching and Learning from staff of Wombat Public School in 2016:

100% of staff felt they knew where each student was at in their individual learning.

100% of staff agreed that their teaching was improving through evidence of student learning.

100% of staff were happy in their teaching role at the school.

50% of staff felt supported by the parent body in their teaching role.

100% of staff felt supported by their collegial body in their teaching role.

Opinions on Teaching and Learning from parents of Wombat Public School

100% of responders agreed that the principal and teachers demonstrate an expectation that all students and learn and perform well at school.

100% of responders agreed that teacher provide assistance to students when they don't understand what is being taught

100% of responders agreed that their child is being taught basic skills, critical thinking skills and problem solving skills at school.

100% of responders agreed that they were aware of the schools assessment procedures.

100% of responders agreed that they feel comfortable communicating with their child's teacher and that the communication sends a clear message that each one wants the best for the students at the school.

The school is very well supported by the parent community through the Stephanie Alexander Kitchen Garden Program. Students engage in both kitchen and garden lessons on a rotational basis each fortnight. Parent volunteers, alongside staff, organise and teach these lessons. Outcomes in Literacy, Mathematics, Science and Personal Development and Physical Education are all being taught through this hands on program. The students have been able to provide assistance to fundraising cooking for various P&C events such as the Wombat Bike Rally, the Wombat Swap Meet and the Young Cherry Festival. They have also been able to provide a three course meal to various local groups and nursing home visitors.

## Policy requirements

### Aboriginal education

Aboriginal Education at Wombat Public School is engrained into the daily teaching and learning programs. From the use of Aboriginal readers and novels in literacy time to the learning about Aboriginal Culture through the Key Learning Area of History. Students at Wombat Public School begin each assembly with an Acknowledgement of Country and the Aboriginal Flag is proudly flown alongside the Australian Flag each day. Students of Aboriginal Heritage are given small group instruction in the classroom and if an area of need is identified through qualitative or quantitative means, then individual assistance is provided in that area. All Aboriginal students are provided with an Individual Educational Program which is implemented within the classroom. All students with both the primary and infants classroom are provided with this which is due to the small size of each class and therefore, more attention to individual needs.

### Multicultural and anti-racism education

Wombat Public School participated in the 2016 Harmony Day in March. During this day the students engaged in Multicultural activities ranging from art through to learning games and locating different countries in the world. Students also brought in Multicultural food to share in a whole school lunch. During the year the students participated in learning about other cultures within their Geography studies as well as through ongoing Behind the News research to delve into current topics around the world. Students also learn to respect cultural diversity through the use of multicultural resources in maths and literacy. Students undertake Personal Development lessons in anti-racism and the school adopts the Departments Anti-racism Policy when required.

### Other school programs