2010 Annual School Report
Mumbil Public School

NSW Public Schools – Leading the way
Principal’s Message

During 2010 Mumbil Public School continued to prosper and grow. At the end of Term 4 the school numbers rose to 26, this enrolment being the highest for many years.

The positive impact of the National Partnerships Program was felt during the year with many new initiatives being introduced to support the existing literacy and numeracy programs. More teacher professional development was undertaken, additional staff employed and individualised learning plans developed for the majority of students. The National Partnerships Program has also provided a system of mentors for schools in the Western Region which provided our small school with additional assistance for the management of the program. Craig Renneberg, provided guidance in his role as the National Partnership’s mentor and invaluable access to up to date support was given to the school by technology mentor, Mrs. Pam Davis.

Students at the school were provided with access to the latest in technology applications with the purchase of ipods and a document camera both of which promoted student engagement and enhanced delivery of all aspects of the curriculum. Students were provided with a computer each in the senior classroom to supplement all literacy and numeracy programs. The school subscribed to online educational programs including Mathletics, Reading Eggs and Studyladder to support the teaching programs developed by staff.

The BER became a functional room and has been in constant use for dance, assemblies, school community meetings and as an additional quiet space for staff to work. The COLA and sandpit were completed which provided play opportunities, additional shelter for students and an undercover place to eat. As well the toilets received a much needed upgrade, with a disabled toilet being installed.

Landscaping was commenced to improve the school surrounds after all of the building works had been completed and this is an ongoing project to continue in 2011.

I would personally like to thank the P&C for their support and hard work during the year. The school canteen is very popular amongst the children and provides a service totally run by volunteers. The fundraising effort towards playground equipment has continued and many hours of voluntary labour has been spent raising funds towards this cause.

Finally I would like to thank all the staff for their hard work during 2010. Your dedication and extra hours has meant the school has delivered quality teaching and efficient administration practices to benefit the children of Mumbil.

Helen Rutherford - Principal

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.

P & C Message

2010 was a very active and productive year. The P&C raised $1566 with raffles (Easter, Wood, Gulgong Harness Club, Fathers Day, Election and Christmas) along with two very busy catering days which raised $1570. This helped increase to our bank balance to $6500.

The P&C, while continuing towards our long term goal of the purchase of play ground equipment, has this year supported the school and students by providing gazebos, seating for the playground $500 for the primary excursion, $500 for pots and
plants for playground, funding for the home reading program in 2011, shelving in the canteen and providing lollies and drinks for the visit from Santa.

The hard work and dedication of our members means we have been able to give extra support to the students.

The Canteen is going strongly with volunteers reporting that the number of lunch orders has steadily increased, and of course the students enjoy the buying of treats. Thank you to all volunteers, husbands and teenage children of members that always assist and give a hand when ever needed. Also, thank you to the staff for the extra little things like helping at the BBQ. This help is vital to the survival of our P&C.

I would like to give a special mention to Vice President, Jenny Stokes, who after many years as an active committee member leaves us as her youngest child moves on to high school. A huge thank you to Jenny. Also, we would like to thank her husband Gary for all the years you have helped, with numerous BBQ’s and projects around the school. Jenny and Gary will greatly missed by all. With the help of grandparents, parents and the wider community I look forward to 2011.

Karon Wotton, President Mumbil P & C 2011

Our School at a Glance

Mumbil Public School is a small rural school providing a quality education for the children of Mumbil village and surrounds. The school offers a wide range of programs with the core focus on literacy and numeracy and individual student programs. The students have excellent access to technology. The school is well supported by a strong local community and caring supporting staff.
Jesse and Aleea enjoy Book Week Activities

Mr. Tim East from CSU Bathurst completed his teaching Internship at Mumbil

Staff

The school has one full time principal supported by a strong network of casual staff that is responsible for various curriculum areas and administrative duties.

Helen Rutherford - Teaching Principal
Christine Campion- Teacher
Katrina Kenworthy-Teacher
Simone Campbell- Teacher
Monica Forgione- School learning support Officer
Cheryl Klein- School learning Support Officer
Shannan Clark- School learning Support Officer
Senior Administrative Manager
Barbara Eades- Senior Administrative Manager
Bob Boland- General Assistant

During 2010 there were no Indigenous staff members at Mumbil Public School.

Staff retention

There were no staff changes from 2009 to 2010.

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>20%</td>
</tr>
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Students

Student Enrolment

<table>
<thead>
<tr>
<th>Sex</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>10</td>
</tr>
</tbody>
</table>
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

Mumbil Public School

Note: Class size data are as provided by schools in the annual class size audit.

<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>ALLKIDS</td>
<td>K</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>1</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>2</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>3</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>4</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>5</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>6</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>

Management of non-attendance

Mumbil Public School follows DET guidelines and requires a written explanation for non attendance. Attendance rates are satisfactory and parents are contacted if absence notes are needed.

Structure of classes

Additional staffing has been provided to the school during 2010 through a small school staffing supplement because of larger numbers in the lower stages. Furthermore, funds provided through the Priority Schools Program and the National Partnerships Program has enabled separate stage classes to operate on a fulltime basis.
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>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tied funds</td>
<td>87057.08</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4535.30</td>
</tr>
<tr>
<td>Interest</td>
<td>3415.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2128.31</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>203463.72</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>12229.38</td>
</tr>
<tr>
<td>Excursions</td>
<td>2361.40</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2325.32</td>
</tr>
<tr>
<td>Library</td>
<td>1500.22</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>989.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>76002.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>14985.96</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>12780.03</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7572.03</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4493.86</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2516.54</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>137757.29</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>65706.43</strong></td>
</tr>
</tbody>
</table>

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

In 2010 only 3 students in Year 3 sat for the National Assessment program in Literacy. NSW Department of Education and Training protocols do not allow us to comment in this area for privacy reasons.

Numeracy – NAPLAN Year 3

In 2010 only 3 students in Year 3 sat for the National Assessment program in Numeracy. NSW Department of Education and Training protocols do not allow us to comment in this area for privacy reasons.

Literacy – NAPLAN Year 5

In 2010, only two students in Year 5 sat for the National Assessment program in Literacy. NSW Department of Education and Training protocols do not allow us to comment in this area for privacy reasons.

Numeracy – NAPLAN Year 5

In 2010, only two students in Year 5 sat for the National Assessment program in Numeracy. NSW Department of Education and Training protocols do not allow us to comment in this area for privacy reasons.

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 and 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>At or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Year 3 students achieving at or above minimum standard</strong></td>
</tr>
<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>

| **Percentage of Year 5 students achieving at or above minimum standard** |
| Reading                               | 100 |
| Writing                               | 100 |
| Spelling                              | 100 |
| Punctuation and grammar               | 100 |
| Numeracy                              | 100 |

**Progress in numeracy**

Results of all NAPLAN data and school based numeracy and measurement tasks indicated students needed core basic numeracy and measurement facts consolidated and further programs implemented to improve problem solving skills.

The average mark in Year 3 for all aspects of numeracy was above similar school groups and state averages in 2010.

The average mark in Year 5 for all aspects of numeracy was above like school groups and state averages in 2010.

**Achievements**

**Arts**

Liam dressed as a fierce pirate

**Creative and Practical Arts**

Mumbil Public School continued its proud tradition of offering students the opportunity to participate in a wide range of creative arts activities.

The school exhibited at the annual Wellington Show showcasing the extensive art and craft program offered by the school under the guidance of Mrs. Simone Campbell.

The school was awarded first place in the Two Dimensional section in the Waste to Art Competition run by Wellington Council.

Mumbil students were also the recipients of many individual awards for their art work in the Gould League Centenary Celebrations held at Wellington Primary School.
Mumbil was the coordinating school for the Small Schools' Dance Workshop which was funded by a Western Region Performing Arts grant. Mrs Kylie Guisti, a professional dance tutor was employed and she was able to coordinate two dance routines performed by Stuart Town, Geurie, Goolma and Mumbil schools. The highlight of this initiative was the entry into the Wellington Eisteddfod with students being given an opportunity to create and perform in an area previously not available to all students.

The school continued to be a strong supporter of the Wellington Eisteddfod with entries in verse speaking and percussion.

Collegiality between our neighbouring schools was also promoted through the Musica Viva program where the children were given the opportunity to watch live ensembles. Musica Viva is the basis for the schools music program and is incorporated into all aspects of performing.

The CWA Country of the Year Competition was featured in the Creative Arts and HSIE program offered by the school promoting cultural diversity through dance, food and music. Each year the children participate in performances at this local community event and in 2010 the cultural focus was Scotland. Students wrote an information report, danced highland jigs, sang Scottish nursery rhymes and created traditional Scottish crafts.

![Jazmine, decked out in traditional Scottish Highland gear.](image)

The school librarian, Mrs. Christine Campion organized a very successful Book Week in August with all students reveling in the opportunity to dress as their favourite book character.

![Andrew, Gregory and Clayton became different characters for a day](image)

**Sport**

A varied sports program was provided in 2010. The primary students travelled to Dubbo to participate in the Dubbo Small Schools’ Swimming Carnival and all participating students showed great school spirit by entering across a wide range of swimming events.

Geurie Public School hosted the Wellington Small Schools’ Cross Country event as a preliminary trial for the district cross country. Students who were successful at progressing to district level were, Isabelle Gallop Jamie-Lee Allen Brooke Stokes and Christian Cole. These four students worked very hard to improve their individual times during training and in the competition.

The annual Athletics Carnival was held in Dubbo during August and while no students progressed to further stages the children were to be commended for their spirit of participation on the day and their excellent behaviour.

**Other**

Years 3-6 were given the opportunity to attend a combined Small Schools Excursion to Camp Wolstoncroft which is run by the Department of Sport and Recreation. This provided a wonderful chance for students to socialize within our small schools network as well as develop valuable teamwork strategies over a variety of physical challenges.

Early Stage One and Stage One students attended a performance of *Wombat Stew* in Dubbo with a combined small schools group. Unfortunately their other planned activity was cancelled due to inclement weather and resulting road closures during the end of year floods.
Significant programs and initiatives

Priority Schools Program

During 2010 Mumbil Public School received significant support from the Priority Schools Program. The school budgeted for additional staffing time through this initiative, which, in combination with DET staffing, enabled the splitting of stage groups to deliver age-appropriate literacy and numeracy lessons. Resources were also purchased using PSP funds to foster the delivery of numeracy and literacy programs.

National Partnerships

During 2010 the school was a recipient of the Federal Governments’ National Partnerships Funding initiative. This meant a significant injection of funds into the school to support literacy and numeracy programs. The funding enabled the school to develop individual learning plans for targeted students as well as the employment of a School Learning Support Officer to facilitate the delivery of these programs.

In addition, funds were allocated towards the strengthening of the Dubbo Wellington Small Schools’ Network and as a result the WEDU alliance of small schools was formally established.

Aboriginal education

Mumbil Public School recognises prior ownership of the land on which the school stands by the Wiradjuri people. In 2010 the school attended an Aboriginal Cultural Awareness Day held in conjunction with other small schools at Geurie Public School.

Throughout the year all relevant classroom lessons incorporated an Aboriginal perspective. The students have enjoyed access to a wide range of library and class resources which include an Aboriginal and multicultural focus.

Multicultural education

Each year the school enters the CWA Country of the Year Competition. This involves extensive study of another country and its culture. During 2010 the students studied Scotland and this encompassed studying traditions such as dance, music, art, food, dress and special celebrations.

A multicultural focus is also presented to the students through a wide range of literacy resources which is inherently introduced through everyday classroom practice.

Respect and Responsibility

Be Safe, Respect Others and Show Responsibility

These are the three core rules underpinning the student behaviour code at Mumbil Public School.

Each year the students march on ANZAC Day. Mumbil has a proud tradition of nearly all students attending a very local and moving ceremony run by the Mumbil Progress Association, who provide the school with the opportunity to view a diverse and hands on display.
Connected learning

All staff has been provided with professional learning opportunities in connected classroom training. Online training has become available to staff through the use of the connected classroom initiative.

Mrs. Pam Davis, the National Partnerships Mentor, has trained students and staff to set up classroom blogs as an additional technology tool to support classroom programs. Her newsletter, with the inclusion of lists of internet sites, has provided a valuable tool for staff to support classroom teaching practice.

Progress on 2010 targets

Target 1

80% of students in Early Stage 1/Stage 1 will progress a minimum of 6 reading recovery levels from March 2010 to November 2010.

1. Significant progress has been made towards achievements of the target with 73% of students progressed 6 or more Reading Recovery levels during this period.

2. Some students achieved well beyond these levels and exceeded district benchmarks.

3. Targeted Classroom interventions were proven to be successful and will continue during 2011. Professional development was undertaken by two staff members in early language intervention strategies.

Target 2

90% of students in Stages 1 2 and 3 will improve their measurement score in a school based assessment by a minimum of 10% from a baseline in March to a final assessment in November.

1. Results of testing indicated this target was achieved. Resources were purchased, technology was embedded in the program and more time was allocated to measurement.

2. Analysis of test results indicated further intensive programs need to target problem solving in measurement.

3. Analysis of NAPLAN data and classroom assessment indicate problem solving strategies need to be targeted across all aspects of numeracy.

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 2010 our school carried out evaluations of school management and student engagement in literacy and numeracy programs.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

School Management

- 90% of parents indicated through school surveys that school management was strong. A minority of parents indicated they were not aware of major changes that had been undertaken by the school to improve what it does. This could be a communication issue which the school could address by information disseminated through the P and C and through the school newsletter, as, 2010 has seen more significant shift in programs than any year for the past 5 years.

Student engagement

Students completed surveys on Learning, Numeracy and Literacy. Students were very positive in their attitude to school and the all strongly agreed that they were expected to do their best. 42% of students surveyed perceived themselves as non proficient readers. All students thought they had access to good equipment while 25% thought that it was only their teacher who helped them to learn. It can be deduced that there is as a strong level of student engagement but
further development needs to be targeted in parents as partners programs, and reading targeted as a curriculum area for future focus.

**Professional learning**

- During 2010 100% of designated Teacher Professional Learning funds, 10% of National Partnership funds and 8% of funding support monies were expended upon staff professional learning.
- During 2010, teacher professional learning to work towards achieving literacy targets was supported by staff attendance at Literacy on Track, Speech, Language Communication Disorders online training and funds expended to release the teaching principal to develop, plan and organise reading resources and programs in the school.
- The support teaching staff need additional access to literacy training opportunities and provision will be made for this in the 2011 school plan.
- There have been no TPL opportunities directly aligned with numeracy targets for 2010 but training has been provided for staff in technology applications which have enhanced the delivery of lessons and levels of student engagement in line with the quality teaching framework.
- Teacher professional learning funds have been expended from National Partnership funds to hold meetings with Stuart Town PS to plan for the development of Wedu the Dubbo Small Schools’ network, plus the attendance at meetings that have been held after the planning.
- Staff surveys indicate that staff believe the whole school approach to Literacy and Numeracy and NAPLAN Data analysis is contributing towards improving students outcomes.

**School development 2009 – 2011**

**Targets for 2011**

1. **At least 80% of students in Early Stage 1 and Stage 1 will achieve Regional Reading Benchmarks.**
2. **At least 80% of all students will increase spelling age by at least 18 months using the SA Spelling test.**
3. **80% of Early stage 1/ Stage 1 students will reach TEN Targeting Early numeracy benchmarks by November 2011**

**Target 1**

At least 80% of Early Stage 1 and Stage 1 students will achieve Regional Reading Benchmarks.

Strategies to achieve this target include:

1. Strengthen the home reading program targeting texts to engage students.
2. Conduct a workshop for parents to target reading strategies for younger children.
3. Continue with existing initiatives set up during 2010 which include pre learning strategies for students experiencing difficulties in literacy and numeracy.
4. Provide further professional learning opportunities for part time staff so all staff are employing quality teaching strategies.

Incorporate spelling into Reading to Learn strategies already existing in the school.

Our success will be measured by:

1. More students participating on a regular basis in the home reading program.
2. Students identified, targeted and undergoing the pre-learning activities and demonstrating growth in class assessment and district benchmark data.
3. Staff attending relevant courses offered and this training reflected in classroom practice and teaching programs.

**Target 2**

At least 80% of all students will increase spelling age by at least 18 months using the SA Spelling test.

Strategies to achieve this target include:
1. Incorporation of Reading To Learn Strategies in everyday classroom practice
2. Children provided with individual spelling lists to ensure core basic words are learnt and retained
3. Multiple strategies being used in classroom practice to ensure all learning styles are catered for in relation to spelling outcomes.

Our success will be measured by:
1. Students increasing spelling ages in regular testing on the South Australian Spelling Test.
2. Evidence of more accurate spelling in classroom writing tasks and in Naplan spelling and writing tasks.
3. Teaching programs and practice to include a wide variety of strategies focused on Spelling

**Target 3**

80% of Early Stage 1/ Stage 1 students will reach TEN Targeting Early numeracy benchmarks by November 2011

Strategies to achieve this target include:
1. Use of regional personnel to help embed thinking mathematically strategies into everyday classroom practice in line with the quality teaching framework. Early stages should be the target group.
2. Links established with Wellington Primary School to help initiate the Targeting Early Numeracy strategies.

Our success will be measured by:
1. Links established with Wellington Primary School and staff trained in TEN strategies
2. TEN strategies embedded in classroom programs.
3. Baselines developed to establish growth expectations in early stage students in TEN assessments.

**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.

Helen Rutherford, Principal
Shannan Clark Administration Officer(Relieving)
School learning Support Officer
Chris Campion, Teacher RFF
Simone Campbell, PSP Support Teacher
Karon Wotton President Mumbil P&C

**School Contact Information**

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School Code: 2669

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: