Our school at a glance

School profile

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 but maintains a strong focus on literacy and numeracy and individual programs to meet the needs of specific students. The students have excellent access to technology. The school is well supported by a strong local community and a caring staff.

Students

25 students attend Mumbil Public School. There are 10 girls and 15 boys in the current cohort. Students have a range of abilities and specific learning needs- including extension for areas of gifted and talented and specialized speech and language programs. Students access excellent programs catering for individual difference. Students are generally enthusiastic, friendly and keen to learn.

Staff

Mumbil Public School is staffed by a mix of experienced and early career teachers bringing a wonderful balance of deep knowledge based on extensive experience and knowledge based on current pedagogies. Staff members are highly motivated and show a strong commitment to ongoing professional growth. SASS and SLSO staff members are included in professional learning ensuring teaching practice is informed by research-based best practice models. Staff members continually demonstrate their commitment to the school and community by volunteering to be involved in community events. The staff consists of:

- Dianne Farley- Teaching Principal
- Christine Campion- Teacher
- Alyce Baker -Teacher
- Roslyn Craig- Teacher
- Anya Errey- School Learning Support Officer
- Cheryl Klein- School Learning Support Officer
- Shannan Clark- School learning Support Officer
- Senior Administrative Manager
- Barbara Eade- Senior Administrative Manager
- Bob Boland- General Assistant

Significant programs and initiatives

Mumbil Public School has been fortunate to be involved in The National Partnership and Priority Schools Program. These programs have provided funding enabling flexible staffing, innovative programs and initiatives including:

- Reading to Learn involving all students
- Multilit for Individual students
- Speech and language assessment of K – 2 students by a specialist who then provided individual and whole class intervention.
- Maths Matters and Targeting Early Numeracy strategies were implemented in classrooms following intensive staff training.
- Best Start and NAPLAN data was used to inform planning of specialised small student groupings for aspects of Literacy and Numeracy.
Messages

Principal’s message

2011 was a great year for Mumbil Public school. It was my privilege to be given the opportunity to lead the school in my role as relieving Principal.

My initial impressions were reinforced throughout the year. I found the school community to be enthusiastic and supportive, students are conscientious, the school has amazing facilities and beautiful grounds.

During 2011 Mumbil Public School continued to prosper and grow. The National Partnerships Program had a positive impact through enabling many new initiatives to support the existing literacy and numeracy programs. More teacher professional learning was undertaken, additional staff members were 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 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. 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.

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 and Books in Homes has been amazing.

Finally I would like to thank all the staff for their hard work during 2011. Your dedication and extra hours has meant the school has delivered quality teaching and efficient administration practices to benefit the children of Mumbil.

Dianne Farley – Principal

P & C and/or School Council message

2011 was a very active year for the P&C. Fundraising activities included raffles (Easter, Wood, Mothers and Fathers Day, Christmas), can collection for recycling, chocolate drive and Market Day. The Canteen has settled into two days a week providing a great service to students and staff members while raising further funds.

These activities contributed to an approximate Bank Balance of $11,419.11

The long awaited Playground Equipment is here! What a wonderful sight to have the students enjoying the equipment, and this would not have happened without all of your support, thank you everyone. The P&C while reaching our long term goal of Playground Equipment this year also supported the school and students by:

Playground Equipment - $7,900
Reading Program for 2011-$500
Year 6 gifts -$135.00
End of each term BBQ -free for students. Visit from Santa providing lollies and drinks for students.

Total donations-$ 8,535.00
We also received a grant for the veggie garden.

The hard work and dedication of our members shows in the support that we have been able to give to the students. We have been blessed in our school (and would be envied by most P&C’s and schools) as we had 100% participation from parent, carers and grandparents. This only proves that we all share the same goal ‘to help and support our children where ever we can.’ Thank you to all volunteers, family members and friends; also to the staff for the extra little things you do to support our initiatives (helping at the BBQs and Market Day) this help is vital to the survival of our P&C. With help and support of parents, grandparents and the wider community I look forward to another successful year in 2012.

I leave you with something my grandfather told me many years ago.

“Sometimes the ONLY thing you have is your time but the most valuable thing you can ever give is YOUR TIME.”

Colin Arthur Jones 10 February 1902 - 1990

“Eaglesfield”Appin

Karon Wotton - P&C President

Student representative’s message

In 2011 the student leaders have done many things. We participated in the Mumbil Village ANZAC day ceremony. We prepared speeches and led the younger students in the march. We also led the weekly school assembly and the school performance at Bell Haven Home for the elderly. We organized a fundraising event to raise money for one of our fellow students who was receiving medical treatment. We held a Crazy Hair Day and raised $47.00.

The staff members have given us a magnificent chance to learn. Mrs Farley was only new but it seemed like she had been here for ages. She liked everyone equally and gave us lots of opportunities. Mrs Campion organised many extra activities such as: Books in Homes, book week parade, eisteddfod and Library. Miss Baker made infants fun with hermit crabs, the Easter Bunny and American treats.

We have developed many skills and learnt about leadership and responsibility. We will miss Mumbil Public School when we are at High School.

Angel Eade and Kane Valiukas - School Leaders

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

During 2011 there were 25 students attending Mumbil Public School during semester one and 23 students during the remainder of the year. Based on current knowledge of the village population it is expected that enrolments will continue to increase over the next few years.
Student attendance profile

Attendance of students at Mumbil Public School is consistently above the state attendance rates. Data for 2011 is slightly lower due to the regular and prolonged absence due to illness and treatment in Sydney of one student who we are delighted to note has now returned.

Management of non-attendance

Mumbil Public School follows DEC guidelines and requires a written explanation for non attendance. Attendance rates are satisfactory.

Attendance requirements are included in newsletters and presented each term in parent information sessions. If students are away and no reason has been given the Principal will contact the parent or carer for an explanation.

Class sizes

Primary class sizes are included to provide parents with as much local information as possible. The class size table shows class sizes as reported at the 2011 Audit conducted on Monday 21 March 2011.

Structure of classes

Students were divided into two home class groups. A Kindergarten to Year2 class of 15 students and a Year2 to Year6 class of 10 students. Students moved into groups for Literacy and Numeracy. All students were combined for some Creative Arts and Sport activities.

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>MUMBIL</td>
<td>K</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>MUMBIL</td>
<td>1</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>MUMBIL</td>
<td>2</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>MUMBIL</td>
<td>3</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>MUMBIL</td>
<td>4</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>MUMBIL</td>
<td>5</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>MUMBIL</td>
<td>6</td>
<td>2</td>
<td>25</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers (casual part time)</td>
<td>4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
</tr>
</tbody>
</table>

During 2011 there was one Indigenous staff member at Mumbil Public School. An indigenous teacher completed her final internship at Mumbil and was employed as a casual teacher during Term 4.

Staff retention

During 2011 there was a large turnover of staff as many of the long term staff gained employment in other schools. Two long term staff members remained and all other staff members were temporary or casual.

Teacher qualifications

All teaching staff members 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></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.

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.

<table>
<thead>
<tr>
<th>Balance brought forward</th>
<th>65706.43</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global funds</td>
<td>46108.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42833.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2155.15</td>
</tr>
<tr>
<td>Interest</td>
<td>3362.85</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2823.22</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>162989.11</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7063.24</td>
</tr>
<tr>
<td>Excursions</td>
<td>1443.53</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>814.21</td>
</tr>
<tr>
<td>Library</td>
<td>1883.53</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>272.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>52818.49</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2315.95</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>20182.94</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7993.67</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5090.05</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1358.59</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>101236.93</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>61752.18</strong></td>
</tr>
</tbody>
</table>

School Performance 2011

Achievements

Arts

Mumbil Public School continued its proud tradition of offering students the opportunity to participate in a wide range of creative arts activities. We began the year by winning our section in the NETWASTE competition with our life sized sculpture of Recycle Man built from timber offcuts. Recycle Man went to the regional finals and was exhibited gaining a highly commended. Students again came home from the Wellington show with a bevy of prizes- some including a monetary prize. We continued our success by winning and gaining places in the Wellington Eisteddfod in choir, dance, readers’ theatre and recorder. Finally, students performed an Icelandic dance for the CWA international day, a play for ANZAC Day and numerous songs and dances for the Mumbil Christmas Concert.

Sport

Students participated in weekly sport and fitness activities that focused on skill development, sportsmanship and modified games. All students participated in the Dubbo Small Schools cross country carnival at Geurie, athletics carnival at Dubbo and swimming carnival at Dubbo. For the first time our stage 3 students were given the opportunity to participate in PSSA sports during Term 2 in Dubbo.

Other

Mumbil students were involved in many community events throughout 2011. Our school was heavily involved in fundraising activities for one of our fellow students ‘Jasper’ who was in Sydney receiving medical treatment. We also
supported the local Biggest Morning Tea event at the Mumbil Store - helping to raise the largest amount to date! We held a party at school to celebrate Gita’s 80th Birthday. Gita has been a long term supporter of Mumbil School. Students performed for residents of Bell Haven Home in Wellington and then conducted interviews about the resident’s memories of school. Senior students enjoyed an educational excursion to Sydney and Red Hill in Gulgong. K-2 students enjoyed a visit to the Gem and Fossil museum in Bathurst. A highlight of the year was the Melbourne Cup luncheon and the inaugural Mumbil Cup event held in the Mumbil Hall. Finally the realisation of two areas of play equipment, a worm farm and six vegetable gardens has provided all students with great options during play time.

**Student achievement in 2011**

Based on data collected from the 2011 NAPLAN all students in Year 5 exceeded the national minimum standards and the growth between Year 3 and Year 5 for these students was above the national average. Seventy-eight percent of students in Year 3 met or exceeded the minimum standard in Reading and Maths.

**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**

In 2011 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 2011 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 2011 only 1 student 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 2011 only 1 student 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.

**Progress in literacy**

![Progress in Reading between Year 3 and 5](image)
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. In 2011 only 3 students in Year 3 and 1 student in Year 5 sat for the National Assessment program in Numeracy and Literacy. NSW Department of Education and Training protocols do not allow us to comment in this area for privacy reasons.

Significant programs and initiatives

Priority Schools Program

During 2011 Mumbil Public School received support from the Priority Schools Program. The school budgeted for additional staffing time through this initiative, which, in combination with DEC staffing, enabled a School Learning Support Officer to implement a Jolly Phonics program for Kindergarten students and MULTILIT for targeted students.

National partnership programs

During 2011 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.

Aboriginal education

Mumbil Public School stands on land where the Wiradjuri people were traditional custodians. In 2010 the school attended an Aboriginal Cultural Awareness Day held in conjunction with other small schools at Wongarbon Public School. On behalf of the school community I signed the Partnership agreement with members of the Aboriginal community (AECG). We joined with Wellington School to celebrate NAIDOC week.

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 2011 the students studied Iceland and this encompassed studying traditions such as dance, music, art, food, dress and the Viking history.

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

Progress on 2011 targets

All students at Mumbil Public School have made significant progress towards reaching the targets with 30% of students exceeding the targets.

Target 1
At least 80% of K-2 students will achieve Regional Reading Benchmarks by November 2011.

Our achievements include:
Reading to Learn strategies are embedded in classroom practice and evident in teaching programs.

Students are working towards reaching Regional Reading Benchmarks and are well equipped to succeed in school based and national testing.

Small cohort size means that information on percentages achieving the benchmarks does not clearly reflect student achievement.

Nine out of sixteen students performed above regional benchmark levels. Several of the other students showed evidence of strong personal growth, although their overall achievement was below benchmarks.

Target 2
80% of students (K-6) will increase their spelling age from March 2011, to November 2011 by at least 18 months (South Australian Spelling Test).

Our achievements include:
Writing samples of some students show an increase in correct spelling of core base words.
One student participated in Premiers Spelling Bee. Standardised assessment using South Australian Spelling Test conducted in November showed that 30% of students had increased their spelling age by 18 months, 40% by 12 months and 30% made gains of at least 6 months.

Target 3
At least 80% of K-2 students will reach TEN (Targeting Early Numeracy) benchmarks by November 2011.

Our achievements include:
Staff members are being trained in Targeting Early Numeracy Strategies and Maths Matters. Targeting Early Numeracy strategies are beginning to be embedded in classroom practice and evident in teaching programs. A consultant is working with staff to fulfill this goal. Students are being assessed in Targeting Early Numeracy and will be benchmarked in November to ensure they are well equipped to succeed in school based and national testing.
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 Parent, Student and Teacher satisfaction with school operating procedures and academic performance in literacy.

Educational and management practice

Background

In 2011 the school sought the opinions of parents, students and teachers about the school operating procedures.

As relieving principal, one of my first duties was to evaluate the current structures for classes and teaching timetables. After extensive discussions with the previous principal, teaching staff and some parents it was decided to replace the existing structure of three casual teaching staff with one teacher. This provided increased consistency and focus on student learning. All teachers and parents were interviewed to gain insights into their views about our school.

Findings and conclusions

It is with pleasure that I report high levels of satisfaction in all areas of school functioning. Parents are consistently praising the school and the opportunities provided for students. All staff have a very high level of satisfaction in their work. Students reported enjoyment in learning and a belief that staff members were fair, friendly and helpful.

Future directions

The whole community will be informed in our priority areas of literacy and numeracy. A visible and vibrant focus on our priority areas will be maintained. Continued accurate and regular student assessment will be used to inform planning. Best practice will be evident in classrooms. All staff members will be involved in setting clear goals for their students. High expectations will be kept in all areas of Mumbil Public School.

Curriculum

Evaluations were conducted in the areas of literacy and numeracy. Data was collected from standardized tests including PM Benchmarks, Waddington Reading Tests, South Australian Spelling, Targeting Early Numeracy assessment and NAPLAN.

Background

Students were not achieving the growth in literacy and numeracy expected from kindergarten to year 2. Instruction of students was fragmented as a result of changing casual staff. There was not a clearly articulated goal focused on student improvement in these areas.

Findings and conclusions

Western region reading benchmarks were not met by over 35% of students. Year 3 NAPLAN results indicated areas of weakness in numeracy. Class structures and disruption to key learning times to accommodate extra-curricular activities had a negative impact on student learning. Young and inexperienced teaching staff were unclear of syllabus expectations and were not utilizing best practice in the classroom. Class and school timetables were adjusted to ensure uninterrupted learning blocks. Teaching and support staff were given extensive opportunities for professional learning- including Targeting Early Numeracy, Maths Matters, Best Start, MULTILIT and connected learning technology.

Future directions

Flexible groupings of students utilizing teacher and support staff expertise will be used in numeracy and literacy time. Reading to Learn and L3 strategies will be evident in programming and classroom practice. Professional learning will continue and expand to include L3 (Literacy, Language and Learning), Reading 3-6 and technology in the classroom.
Professional learning

Teachers have undertaken professional learning in: Maths Matters, Targeting Early Numeracy, Best Start and OASIS.

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

- Literacy - Raise Literacy standards of all students, with a particular focus on comprehension

2012 Targets to achieve this outcome include:

- Increase individual student growth in matched students to meet or exceed expected growth in NAPLAN reading and writing 2012 – 2014.
- Increase the average growth of each student in benchmark levels from the current average of 6 levels by the end of 2012.

Strategies to achieve these targets include:

- Use National Partnership funding to employ a classroom teacher to maintain stage appropriate grouping of students and to allow staff members to engage in professional learning related to National Partnership strategies.
- Implement ‘Focus on Reading’
- Employ SLSO 2 days a fortnight to implement individual ‘Multilit’ programs and ‘Jolly Phonics’
- Including explicit teaching of intensive strategies related to spelling, grammar, writing and comprehension in all Key Learning Areas.
- Continue Language programs for K-2 classes.
- Utilise Best Start data to plan individual programs for K-2 students. Implement professional learning for staff to analyse and interpret SMART, Best Start and school based data to produce programs catering for students in all aspects of Literacy.
- Implement ‘Reading to Learn’ Years2-6

School priority 2

Outcome for 2012–2014

Numeracy – Raise the numeracy standards of all students.

2012 Target to achieve this outcome is:

- Increase individual student growth in matched students to meet or exceed expected growth in NAPLAN numeracy 2012 – 2014.

Strategies to achieve this target include:

- Continue training and implementation of ‘Maths Matters’.
- Continue training and implementation of ‘Targeting Early Numeracy’.
- Staff trained in unpacking SMART and BEST START DATA.
- Utilise DATA to inform teaching.
- Employ classroom teacher (as above) to group students appropriately in multistage classroom and allow greater access to professional learning related to numeracy strategies.
• Implement a daily focus on basic number facts and mental strategies.
• ‘Mathletics’ interactive computer program will be utilised in the 3-6 classroom.
• Plan for the implementation of the new Maths Syllabus.

School priority 3
Engagement- Increase student engagement by further utilising technology within the classroom.

Outcome for 2012–2014
• Increase student engagement by further utilising technology within the classroom in all Key Learning Areas.
• Join with other schools to employ a connected learning coach.
• Implement quality teaching practice in all Key Learning Areas.

2012 Targets to achieve this outcome include:
To improve student participation and achievement in all Key Learning Areas by the end of 2012

Strategies to achieve these targets include:
• Embed technology in all teaching programs and classroom practice.
• Join with other schools to create a Connected Learning position at AP/HT level to facilitate professional learning focused on the effective integration of interactive technology into classroom practice and partnership mentor

About this report
In preparing this report I have consulted with the P& C, and have gathered information, analysed data and conducted interviews about the school's practices and student learning outcomes. These consultations have informed target setting. 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.

Dianne Farley

School contact information
Mumbil Public School
Apsley Cres Mumbil
Ph: 68467436
Fax: 68467438
Email: [Enter here.]
Web: [Enter here.]
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: