2010 Annual School Report
Murrumburrah Public School

NSW Public Schools – Leading the way
**Principal’s message**

The Annual School Report is a summary of the school’s achievements in 2010 and provides information regarding our priorities for 2011.

It is with pleasure I take this opportunity to congratulate the students, staff and parents of Murrumburrah Public School on their endeavours and achievements throughout 2010.

The focus of the school is on ensuring all students are encouraged and supported in their efforts and hard work, enabling them to achieve and experience success academically, socially, with physical activities and emotionally. Our Quality Improvement Program has as its’ focus Literacy, Numeracy, Integrating Technology into Learning and providing students with positive strategies to manage behaviour to maximise learning outcomes.

Our Literacy programs integrate Accelerated Literacy and Best Start. Two staff members accessed professional development in Accelerated Literacy in 2010. Accelerated Literacy was implemented in Kindergarten, Year 3/4M and Year 5 in 2010. The Best Start Program was used in Kindergarten as an important strategy in our transition to school program.

Our Technology Program has allowed every classroom to have an interactive whiteboard and The Connected Classroom usage has been utilised to access programs for student learning and for professional development for staff. Technology is used extensively in every classroom as part of the teaching/learning program. Students access both desktop and laptop computers, enabling rotational group work to be used as part of the learning cycle. New desktop computers for student use were acquired in the Technology For Learning Rollout.

Our school had an excellent sporting year with many highlights. The school became very excited when our Senior Girls Soccer Team was successful in the State Knockout and were grand finalists in this competition. A journey to Manly for the team, with amazing parent support, saw this very talented team defeated in a competitive match, after playing against very large schools to reach this level. The whole community was very proud of their sportsmanship, teamwork and commitment.

Our staff is dedicated and their commitment to the school is very high. We had one new temporary full-time teacher and one part-time temporary teacher join our staff. We have two permanent classroom teachers leaving at the end of 2010 due to a promotion and a transfer.

The P&C are a dedicated and hardworking group who planned a major fundraising event for the year. “So You Think You Can Paint” was an exhibition with contributions by invited community members, amateur and professional artists and sculptors. This evening was a major financial and social success for the whole community.

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.

_Zita McLeod_  Principal

**School Council message**

The MPS School Council continues to work with the leadership group of the school with an aim of continual improvement. Our role as a link between the school community, staff and Zita McLeod along with her Assistant Principals is taken very seriously. We are sharing responsibility for key objectives by appointing members who liaise with the principal in regard to:- staffing and training, finances, school promotion, buildings and grounds and interaction with the P&C.

The promotion of Murrumburrah Public School to parents and the community as a leader in advanced teaching highlights that we should be seen as the schooling option of choice for families in Harden-Murrumburrah.

Some key issues in 2010 included development with the P&C on our future direction, the building of our new Hall under Federal BER Funding, staff professional development.

The executive continue to work hard in staff development and are facing some significant changes for 2011. We are working closely with the executive to ensure staff and their allocation
across classes and additional needs are maximised for the benefit of learning for all children.

The classroom teachers, Learning Support Teachers, School Learning Support Officers, and the Administrative team in the Office should all be recognised for the significant contributions they make to the success of our school. Whilst everyone is busy with their individual roles, the extra effort staff contribute makes MPS more appealing to prospective families as their preferred choice of learning for their young children. Thank you so much to all of you.

I would like to thank the members of the Council for their hard work and commitment. Their input has been significant and positive. Angela Field, Shelley Barker, Kirsty Kemp, David Young, Letitia O’Callaghan, Zita McLeod and George Cowden have all given up valuable personal time to the school. Positions will become vacant in 2011 and a special thank you to Angela Field for her work and support. I am confident that nominations for these positions will unearth hidden gems within our school community who have a lot to offer MPS.

The School Council are very excited about the prospects of Murrumburrah Public School in 2011 and we look forward to continued progress and a great year.

Tony Matchett – Council President

Student representative’s message

We attended Murrumburrah Public School (MPS) from Kindergarten.

At MPS leadership is promoted and encouraged in many ways across the school. As we reached Year 6 we have been involved in Young Leaders Conference in Sydney, received training as Peer Support Leaders and lead Peer Support Groups and were members of the Student Representative Council.

As an SRC group we were responsible for fund raising and charities. We organised the Walkathon for MPS and purchased eight fridges for the classrooms for students to put lunches and drink bottles in. We also raised money for Jeans for Genes Day, Crazy Hair Day for Leukaemia Foundation and Bandanna Day for CanTeen. On Harmony Day we had activities for K-6 to encourage acceptance of different cultures.

At MPS there are many academic, sporting and cultural opportunities. We were involved in NAPLAN, Tournament of Minds, Gifted & Talented, Debating, Public Speaking, dance and a wide range of sports. The Girls Senior Soccer team travelled to Manly as Semi Finalists in the State Knockout and the boys highlight was the finals of the Mortimer Shield.

At MPS we have learnt from all staff members many important things to help us and we received encouragement to be leaders, strive for accuracy and persist in our efforts. We had an awesome seven years and enjoyed the many opportunities given to us.

Joshua Barker  Hayley Smith

Presentation Night Kindergarten Recipient

Student Representative Council
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

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<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>2006</td>
<td>94.6</td>
<td>93.4</td>
</tr>
<tr>
<td>2007</td>
<td>93.5</td>
<td>94.6</td>
</tr>
<tr>
<td>2008</td>
<td>93.2</td>
<td>93.5</td>
</tr>
<tr>
<td>2009</td>
<td>93.6</td>
<td>94.0</td>
</tr>
<tr>
<td>2010</td>
<td>92.0</td>
<td>91.5</td>
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Management of non-attendance

Attendance is closely monitored with early informal and, if necessary, formal intervention occurring. Attendance is encouraged and rewarded.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

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<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>KM</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>5T</td>
<td>5</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>6O</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4O</td>
<td>3</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>3/4O</td>
<td>4</td>
<td>15</td>
<td>22</td>
</tr>
</tbody>
</table>
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Staff information

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

Two permanent staff members left the school due to a transfer and a promotion. These positions were filled through merit selection.

Staff establishment

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<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>School Learning Support Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.294</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.16</td>
</tr>
<tr>
<td>Total</td>
<td>12.564</td>
</tr>
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</table>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

8% of the staff at Murrumburrah Public School are indigenous.
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>75</td>
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<tr>
<td>Postgraduate</td>
<td>25</td>
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</table>

Financial summary

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

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<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>128 879.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>115 840.28</td>
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<tr>
<td>Tied funds</td>
<td>125 644.64</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>43 205.69</td>
</tr>
<tr>
<td>Interest</td>
<td>6 351.53</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12 650.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>432 572.02</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>18 700.87</td>
</tr>
<tr>
<td>Excursions</td>
<td>33 235.01</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7 209.93</td>
</tr>
<tr>
<td>Library</td>
<td>1 439.42</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>852.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>127 693.91</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>17 846.32</td>
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<tr>
<td>Administration &amp; office</td>
<td>33 390.40</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>31 036.10</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10 937.96</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>14 777.68</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6 528.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>303 647.80</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>128 924.22</strong></td>
</tr>
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</table>

A full copy of the school’s 2010 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 2010

Achievements

Arts

Dance

In 2010 the MPS Dance Group was delighted to welcome six boys as part of the Group of 12. We were successful in our audition to perform at the Riverina Dance Festival in Griffith. The dancers entertained their audiences with a modern piece called “Mother Nature Scorns” featuring the outstanding choreography of Anna Barker. “Mother Nature Scorns” told the story of the seasons in our community from nurturing Spring to destructive Summer with its bushfires. The success of our small but dedicated dance group has also allowed us to highlight the artistic talents of members of our school community who helped design and make the costumes.

Art

The P&C Association staged an art show and each class contributed a major piece of work to be auctioned.

Kindergarten decorated a timber 2 – dimensional tree with special message tags about themselves. The messages were written and drawn and each tied their message to the tree. The parents were delighted with the messages expressed by the students.

Year 1 theme was 'Woven Dreams'. The background was painted a primary or secondary colour and we based our weaving material around this colour. We used different materials-curling ribbon, wool, feathers, beads, ribbon, crepe paper, pipe cleaners and buttons to give our weaving texture and depth.

Year 2 was inspired by the COGS unit Products and Services. Our Art work - The Green Door - was to look at our environment, what we use and if we could have another use for it or lots of different uses. The weaving was one way we could put different materials together. Students
brainstormed what the Art work meant to them and it was called "The Green Door" as we want a cleaner, no rubbish place for us to live in.

Year 3/4M used lino-printing to create images special to each of them. The images were printed in black on various papers. They were arranged and framed and made a very special piece of art work.

Year 3/4O were “Over The Rainbow” with their artwork which was a rural scene, painted with great attention to detail, which included sheds, birds and a rainbow. The students were very excited with their artwork on completion.

Year 5 constructed art work, mounted on panels, depicting scenes of their life using materials which would normally be discarded. The panels were joined and made a very colourful display.

Year 6 used a range of media, including photography, paint and collage to create a 3-dimensional display with words which described themselves and important aspects of their lives. The students’ photographs were placed on a rainbow with the inspirational messages around it.

Sport

Murrumburrah Public School has been busy once again with sporting events throughout the year.

The school Swimming Carnival started the year off with our school convening the District carnival two weeks later. The Athletics Carnival was an excellent event with all students, Kindergarten to Year 6, participating. This was again held at Tim Doolan Oval and Murrumburrah High School (MHS) Oval with MHS students assisting with the running of events. The Cross Country for all students was held at the Showground over a challenging course. The younger students participated in a modified Cross Country with all students participating enthusiastically.

This year we had Ryan Daley representing the Riverina at the State Swimming Carnival - Jessie Abnett, Maddison Douglass, Matilda Flanery and Claudia Flanery representing Riverina at the State Athletics and William Manwaring, Emma Manwaring and Jesse Manwaring all representing Riverina at the Cross Country.

The school tennis team was defeated in the first round by Young Public (who went on to win the state championships) but still a very enjoyable time was had by all.

The girls and boys soccer teams progressed well through the ranks with the girls reaching the Semi Final and travelling to Sydney to play against Manly West.

Emma James and Sophie West were both selected to represent the Riverina at the State Soccer Championships.

Touch football was another successful sport with Josh Barker and Emma James both being selected to represent Riverina at the State Championships.

In Rugby Union the boys were successful at the beginning of the season winning the Brumbies carnival in Wagga. The team travelled to Nowra to play the semi-finals but were defeated by Illaroo Public School. Oliver Fairfield-Smith, Josh Barker, Lane Gaudie and Mark Thorsby were all selected to travel to Wagga Wagga and represent Riverina at the Rugby State Championship.

For Rugby League we had a number of boys selected to travel to Wagga Wagga and trial for the Riverina side. All played very well but unfortunately no boys were selected.

The girls netball team played a round robin tournament in Cootamundra but were defeated in the early rounds.

The 3/4 boys and girls participated in the Trent Barrett Shield at Roberts Park. The girls who played Austag went on to Wagga Wagga for the Final series and were the winners for the competition. Well done girls!

The teachers thought that we would try something different this year. Years 1, 2, 3 and 4 would attend the Young Soccer Carnival and the
5/6’s would attend the Boorowa Carnival. Unfortunately the Young Soccer Carnival was cancelled but the Boorowa Carnival was a great success. MPS entered 3 touch teams and 1 netball team and great day was had by all.

The year 5/6 boys competed in the Mortimer Shield as did the girls with Austag. The girls went on to Finals in Wagga Wagga but were defeated on the day.

2010 Girls Soccer Team

Other

Public Speaking and Debating

Each year Murrumburrah Public School is very proud of the students who participate in Public Speaking. In 2010 students from Years 3-6 were required to developed speeches based on multicultural topics. Many students from each year level confidently stood up in front of the school and presented some thoughtful speeches. Eight students were selected to represent the school in The Multicultural Public Speaking Competition and the students achieved excellent results. Our Public Speakers also competed in the Wagga Wagga Eisteddfod and several students presented their speeches to the members of the Murrumburrah-Harden Rotary Club.

Year 5/6 students from Murrumburrah Public School in 2010 participated in the Premiers Debating Challenge. The Debating Challenge involved students taking part in debates against teams from other schools. Quite a challenge when you only have 1 hour to prepare a debate on a specific topic! The students competed against teams from Young Public School and we achieved sound results. The Premier’s Debating Challenge was an excellent opportunity for students to develop their public speaking and higher order thinking skills in order to deliver a convincing argument required in debating.

Excursions

The students of Murrumburrah Public School have had a variety of excursions offered to them during this year.

The whole school participated in an excursion to the Australian War Memorial in April as part of our Anzac Day Remembrance. This formed a deeper understanding of what Anzac Day is and why we remember this special day.

In March, Year 6, along with Mrs McFadyen and Miss O’Callaghan, participated in the Young Leaders Conference in Sydney. Students explored some of the sights of Sydney before attending the conference and listening to some remarkable speakers. The speakers for this year were Melissa Doyle from Sunrise, Michael Milton the Gold Medallist Paralympian Downhill Skier and Nikki Bart, a mountaineer. All students gained insight into how people overcome obstacles and their determination to achieve.

Year 6 travelled to Milsons Point at the end of the year for their annual excursion. Milsons Point is a Sport and Recreation facility and all students enjoyed the different activities available to them.

Stage 3 students travelled to Sovereign Hill in Ballarat to celebrate their COGs unit on Australian history. Sovereign Hill was filled with excitement and history. Students were engaged in a variety of activities including a gold smelting demonstration, an 1850’s education session, bowling 1850’s style and watched a demonstration of making hard-boiled lollies. A great time was had by all.
Kindergarten, Year 1 and Year 2 travelled to Canberra to experience the ‘hands on’ activities available at Questacon. All students enjoyed the different activities and most tried the giant slide. Before returning home, they visited the National Museum of Australia and enjoyed the rotating theatre showing Australian History.

Stage 2 students travelled to the Blue Mountains and Jenolan Caves with Mrs McFadyen and Miss O’Connor. They were studying Australia’s flora, fauna and natural environments.

Students at MPS are able to explore far off regions with the modern technology available at the school in the form of a Virtual Excursion. Students visit places and talk to people they wouldn’t be able to visit due to distance and cost.

Students enjoying Questacon activities in Canberra

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)
The Year 3 Literacy results overall showed that the school has the majority of students achieving in Bands 3 and higher. Future focus will be placed on the schools punctuation and grammar as data shows these as areas to be addressed.

Year 3 Numeracy results showed a majority of students were in Bands 4 and 5. The school needs to focus on students in Band 5 who can be extended and achieve in Band 6.

Overall results showed that Year 3 generally have a sound knowledge and understanding of number, however, a whole school focus for the future is on decimals, percentages and fractions.

Our two debating teams competed against each other in Round 2 of The Premier’s Debating Challenge at Murrumburrah Public School.
Our school results show positive growth in all areas of literacy, with percentages in Bands 6, 7 and 8 showing students achieving at or above SSG averages for 2010. Writing skills will be a continued focus with emphasis on sentence structure and writing complex sentences.
In Numeracy the majority of students were in Band 5 or higher with no students in Band 3 this year. A focus will be on lifting students from Band 4 to Band 5 and on decimals, percentages and fractions.

Progress in literacy
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 in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

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

**Significant programs and initiatives**

**Aboriginal education**

Miss Amanda discussed Wiradjuri painting symbols and the meanings of colours with students and encouraged students to enter The Aboriginal Art section at Murrumburrah- Harden Springtime Show. Over 100 entries were received. Many students attended the exhibition on Show Day and enjoyed seeing their art. Class discussions made an impression on students because a parent of a Year 1 student reported how they now understood that all Aboriginal art tells story after their student explained their art. Also, while on an excursion to Canberra with Kindergarten, Year 1 and Year 2 students, we saw artwork that other students had done and the students could identify some of the symbols and the stories behind the art – a goose bump moment.

Students celebrated NAIDOC with the theme ‘Unsung Heroes’ through a school workshop involving heroes from our community. Members from our local Aboriginal community, health organisations and fire brigade discussed their lives with groups of students and were pleased with students’ recognition of their roles in our community. The staff and students created a Dreaming Track on the front lawn of MPS to represent their role in, and understanding of, Aboriginal culture.

**Multicultural education**

Cultural awareness occurs when appropriate information is provided to students in a manner which they can relate to and understand. Our school community members were involved in a range of activities, including Harmony Day, to foster acceptance and understanding of cultural traditions, differences, languages and art and craft. Students participated in an external competition on a cultural study and research projects were presented at school assemblies.
Respect and responsibility

Respect and responsibility are key features of Murrumburrah Public School. Leadership programs develop students’ skills with a leadership team elected through an open, honest and democratic process by the students in Years 2 - 6. The leaders attended The Young Leaders Conference in Sydney and are given specific roles within the school. The leadership team is responsible for selecting and organising fundraising events for charities and for school resources including Stewart House, Jeans for Genes, Crazy Hair Day and The Walkathon.

The Peer Support Program continues to be a highly successful initiative in our school. All Year 6 students participated in training and leading a group of students.

Students contributed in revisiting the Code of Co-operation and reviewing the playground and class rules. Students work with a 5 Star rating system for behaviour.

The Habits of Mind Program reinforces accepting responsibility for decisions and attitudes and developing respect for oneself.

The Anti-Bullying Policy was discussed with the School Council, P&C, students and staff. A bullying survey was conducted. Whilst results were very positive, the school continued with procedures which will minimise the chances of bullying occurring and supporting students in developing resilience and assertive behaviours.

Students conducted an ANZAC Day Service at school and also represented I at the town service.

The Recognition, Acknowledgement and Presentation Night Assemblies meant every student participated in and was recognised for individual and team achievements.

Murrumburrah Public School students attending the 2010 ANZAC March and Service

Connected learning

Technology

The school has interactive whiteboards in every classroom. These are in constant use by teachers and students, integrating technology into teaching and learning.

The Connected Classroom, next to the Library, is used four days a week as a classroom during Library and Release from Face-To-Face lessons. Students have accessed video-conferences and presented and shared digital stories with other schools.

The school has a bank of laptops and is upgrading desktop computers for multiple student use in every classroom. Students access computers in learning rotations and use a range of programs, including Lexia Reading and Symphony Maths, to cater for individual learning needs.

The Technology Plan, which is reviewed yearly, has been developed to upgrade facilities and incorporates professional learning plans for a Computer Coordinator and staff. Technology sessions have been introduced into the weekly staff meeting agenda allowing staff to share skills and develop problem-solving strategies. The school has also accessed DET IT staff to ensure staff maintain their knowledge and skills in the IT field.

Progress on 2010 targets

Targets for 2010

Target 1

25% of Year 3 students to achieve Band 5 or higher with 70% of Year 3 students to achieve Band 2 or higher in NAPLAN literacy.

19% of Year 5 students to achieve Band 7 or higher with 90% of Year 5 students to achieve Band 4 or higher in NAPLAN literacy.

Our achievements include:

- In Literacy we achieved an average of 23% above our targets across Years 3 and 5.
- 98% of Year 3 students achieved in Band 2 and above.
- 87% of Year 5 students achieved in Band 4 and above.
- 43% of Year 3 students achieved in Band 5 and above.
• 34% of Year 5 students achieved in Band 7 and above.
• Accelerated Literacy and Best Start programs implemented successfully in Kindergarten, Year 1/2, Year 3/4M and Year 5.
• Support Teacher Learning and Reading Recovery programs targeting students more effectively.

Target 2
70% of Year 3 students to achieve Band 2 or higher on NAPLAN numeracy.
25% of Year 3 students to achieve Band 5 or higher on NAPLAN numeracy.
95% of Year 5 students to achieve Band 3 or higher on NAPLAN numeracy.
19% of Year 5 students to achieve Band 7 or higher on NAPLAN numeracy.

Our achievements include:
• In Numeracy we achieved an average of 9% above our targets across Years 3 and 5.
• 100% of Year 3 students achieved in Band 2 and above.
• 100% of Year 5 students achieved in Band 4 and above.
• 17% of Year 3 students achieved in Band 5 and above.
• 20% of Year 5 students achieved in Band 7 and above.
• Uniform format for programming and evaluation of numeracy units.
• Curriculum adjustment catering for students learning needs.

Target 3
Technology integrated into teaching and learning.
Consistent planning and language used across the Learning Community.
Improved transition of students into Kindergarten and Year 7.

Our achievements include:
• Students continuing to develop a working knowledge of thinking tools to enable them to organise and structure their work.
• Students are using Habits of Mind to set and achieve personal learning goals.
• Teachers are using Habits of Mind language in student awards.
• The use of rubrics and capacity matrixes are used to create a consistent approach to assessment, while enabling all students to be fully aware of teacher expectation.
• Teaching staff and students have continued to train and develop skills in latest web 2 technology using DET Video Conferences, Bridgit, Touch ipod training, and IWB training.
• Kindergarten students transitioned into school and parents understood the Best Start Interview process.

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 Planning and English.

Educational and management practice
Planning
Background
Students, parents and staff were surveyed using SchoolMap Learning Surveys. The survey was designed to evaluate school learning to ensure that planning programs and policies were improving in a strategic and organised manner.

Findings and conclusions
Students, parents and staff agreed very strongly that planning involved the school community in decisions about what it is aiming to do and that the school purpose makes sense.
There was a strong recognition from parents, students and teachers that the planning targets are to improve student learning outcomes.
All groups agreed that the school almost always makes changes to its plans to improve what it does.
Surveys stated that they usually were told about what the school is buying and why.

Future directions
Although the school is happy with the results of the survey we need to continue to ensure all
school community groups are involved in school planning and open up opportunities for people to have input.

**Curriculum**

**English**

**Background**

English has been a key focus area with staff professional learning and programming showing specific learning strategies being a priority.

**Findings and conclusions**

Students, parents and staff all agreed that English is an important area of learning and a majority of students indicated that they enjoyed English.

Students and teachers indicated that writing is important and students strongly agreed that writing skills had improved.

Students agreed strongly that they liked working with other students and using the computer in English and are becoming more confident in talking and listening activities.

Parents indicated a need to understand what we teach and how we teach English, especially the different types and purposes of writing.

**Future directions**

The surveys were very positive on the English programs being run at school. However, we will need to inform parents on the teaching strategies being used, especially Accelerated Literacy.

**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.

The School Life Survey for Primary students showed that 71% of students agree or mostly agree they really like to come to school each day; their teacher is fair; the work is a good preparation for the future; their teacher helps them do their best and other students are friendly.

Parents indicated the academic program is the focus of the school; students are treated with respect and fairness; the technology program is a strength across all areas of the school; welfare programs cater for all students and promote a safe learning environment and the school facilities are of a high standard.

Teachers recognised the wide range of programs catering for student needs and the support available to implement these programs; professional learning is targeted to identified programs and professional goals; and resources are allocated across all KLAs of the school.

**Professional learning**

All teaching staff participated in professional learning activities. Staff participated in Literacy, Numeracy, and Technology - including integrating technology into learning, syllabus implementation, career development, welfare and equity professional learning.


The school spent $11,626.15 on Teacher Professional Learning with an average expenditure of $1056.92 per teacher.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

90% of Year 3 students to achieve Band 2 or higher on NAPLAN literacy.

40% of Year 3 students to achieve Band 5 or higher on NAPLAN literacy.

90% of Year 5 students to achieve Band 4 or higher on NAPLAN literacy.

30% of Year 5 students to achieve Band 7 or higher on NAPLAN literacy.

Strategies to achieve this target include:

- All at risk students to have Personalised Learning Plans (PLP’s) developed to address their learning needs.
- Teachers using “Persuasive Text” rubrics for writing.
• Continue the Accelerated Literacy program, providing quality explicit teaching/learning experiences to make significant changes to student learning outcomes.

• School to continue implementing the Best Start program analysis and implementing appropriate targets for all K-2 students.

• School to implement L3 program in Kindergarten.

• Year 3-6 students to compete in a school based Public Speaking competition.

• The MLC “Learning Model” and “Scope and Sequence of Thinking Tools”, to be implemented with the planning and implementation of units of work in the classroom.

• Students to develop a working knowledge of thinking tools to enable them to organise and structure their work.

Our success will be measured by:

• All at risk students to have a Personalised Learning Plan.

• Improved transition of students into Kindergarten and Year 7.

• NAPLAN data results show an increase in the number of students above minimum standards.

• NAPLAN and school data to show an increase in student growth equal or higher than the expected level.

• Students entering Murrumburrah High School, will use similar language and strategies across the Learning Community.

• Kindergarten students transitioning into the school will have interview times over the first four days allowing for Best Start testing and Learning Support Coordinator intervention.

Target 2

90% of Year 3 students to achieve Band 2 or higher on NAPLAN numeracy.

25% of Year 3 students to achieve Band 5 or higher on NAPLAN numeracy.

95% of Year 5 students to achieve Band 3 or higher on NAPLAN numeracy.

20% of Year 5 students to achieve Band 7 or higher on NAPLAN numeracy.

Strategies to achieve this target include:

• Teachers to be trained in Count Me In Too.

• All students to be SENA tested in Terms 1 and 4.

• All Classroom Teachers to use the same format for planning and evaluation of numeracy programs.

• School to continue implementing the Best Start program analysis and implementing appropriate targets for all Stage 1 students.

Our success will be measured by:

• NAPLAN data results show an increase in the number of students above minimum standards.

• NAPLAN and school data to show an increase in student growth equal or higher than the expected level.

• Consistent planning and assessment strategies used across all stages.

• Evidence of quality teaching in all mathematic lessons.

Target 3

All classes to use and show evidence of using the MLC Learning Model, thinking skills scope and sequence and Habits of Mind in classroom planning.

All at risk students to have a Personalised Learning Plan.

Increased support for students in the transition process.

Strategies to achieve this target include:

• The MLC ‘Learning Model’ and ‘Scope and Sequence of Thinking Tools’, to be implemented with the planning and implementation of units of work in the classroom.

• Students to develop a working knowledge of thinking tools to enable them to organise and structure their work.

• Students to use Habits of Mind to set and achieve personal learning goals.
• School Development Days for each term allowing teachers to collegially develop units of work that utilise the Learning Model.

• The use of rubrics and/or capacity matrixes to create a consistent approach to assessment, while enabling all students to be fully aware of teacher expectation.

• Teaching staff and students to gain training and development in latest Web 2 Technology.

• using DET Video Conferences, Bridgit, Touch ipod training and IWB training.

• All at risk students to have a Personalised Learning Plan.

• Kindergarten students transitioning into the school will have interview times over the first four days allowing for Best Start testing and Learning Support Coordinator intervention.

Our success will be measured by:

• Technology integrated into teaching and learning.

• Consistent planning and language used across all of the Learning Community.

• Improved transition of students into Kindergarten and Year 7.

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.

Principal: Zita McLeod
Assistant Principal: Judy McFadyen
Grace Morris
School Administrative Officer: Michelle Howe
Teachers: Letitia O’Callaghan
Nicole Ward
Susan Smith
Judy Stewart
Bronwyn O’Connor
School Learning Support Officer: Amanda Levett
School Learning Support Co-ordinator: ES 1, S 1 and S2: Renee Ford

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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: http://www.schools.nsw.edu.au/asr

Students and staff enjoyed the annual Walkathon organized by The Student Representative Council. The theme was Super Heroes and Cartoon Characters.