2008 Annual School Report
Murringo Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

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

Student enrolment profile

The school commenced 2008 with 23 students. During Term 2 our enrolment increased to 26 students. Our enrolment at the end of the year remained at 26, with students from Kindergarten to Year 6.

Staff

Staff at Murringo Public School for 2008 consisted of a full time Teaching Principal, a Full Time Infants teacher, a RFF/Library teacher two days per week, two Teacher’s Aides sharing 4.65 days per week, a Senior Administration Manager three-and-a-half days a week, a General Assistant one day per week and a school Cleaner.

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

Messages

Principal’s message

Murringo Public School is a small rural school within the township of Murringo, and is the focal point of the community. The school has a considerable history and has operated for some 148 years.

The school continues to place major emphasis on literacy and numeracy programs as well as opportunities to develop and improve social and co-operative skills through cooperation with the local community and through participation in the Young Small Schools group.

‘To ensure achievement for all students in a happy, safe, caring environment’ is the school’s mission statement and we take pride in delivering a curriculum that nourishes and enriches all students and is guided by this statement.

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.

Mr Jaemie Bennett
Principal

P&C message

The P&C have continued to have great support from staff, parents, carers and the students of Murringo Public School. With funds raised through the home reading program in 2007 we have begun to install an outdoor chess board at the school.

We have also begun the exciting Stephanie Alexander Kitchen Garden Program. This entails the children growing their own fruit, vegetables and herbs. The students then have a cooking class using everything out of their own garden. They present it and then the whole school sits down to a meal together. From this program the children have sold produce at the local Farmers’ Markets and have represented our school with pride. Four members of the P&C were able to travel down to Melbourne to attend the Stephanie Alexander Kitchen Garden conference.

Thank you to all the school community and members of the Murringo community for their wonderful support throughout the year. Also, thank you to the executive of the P&C this year for their continued dedication to our school.

Kelly Grant
P&C President

Junior Students participate in Kitchen Garden activities with Miss Caldwell.
Student representative's message

We have both enjoyed this year at Murringo Public School. Both of us started at this school in Kindergarten and we leave after 7 years.

We have been lucky enough to complete many activities this year including starting our kitchen garden, visiting our local craft shop for special senior craft, and attending lots of activities with the other Young Small Schools.

We attended the linkages program at Young High School and did many interesting activities. We also competed in Phillips Shield, Brown Thackeray and PSSA Athletics as well as the Warrangong Quiz night for small schools.

We have enjoyed our year at Murringo Public School and wish everyone well next year.

Patrick & James Maloney
Captains 2008

School context

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

Student attendance profile
The attendance figures for Murringo Public School this year are below state and region averages for the first time in 5 years.

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 2008 class size audit conducted on Tuesday 25 March 2008.

| Class Sizes: |
|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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>3-6</td>
<td>3</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Structure of classes
Classes are organised into 2 groups. One class consists of Kindergarten to Year 2 and the other class is Year 3 to 6.

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
The teaching staff are supported by a School Administrative Manager 3½ days per week and a part time General Assistant and cleaner.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.000</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.000</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>2.336</td>
</tr>
</tbody>
</table>
Staff retention

The teaching staff in the school for 2008 changed from 2007 with Miss Kersti Caldwell employed temporarily to teach the infants class for the entire year.

The General Assistant and Senior Administration Manager remained the same. A new cleaner was employed towards the end of 2008.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the staffing numbers of the school were below the required number for mandatory reporting of attendance (which is 3.4 teachers)

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>
</tbody>
</table>

Students participated in a Mini-Olympics to raise their awareness of countries and customs.

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>Balance brought forward</th>
<th>135,464.68</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global funds</td>
<td>40,882.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>58,284.03</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2,442.74</td>
</tr>
<tr>
<td>Interest</td>
<td>6,251.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,506.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>244,831.61</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

<table>
<thead>
<tr>
<th>Key learning areas</th>
<th>10,331.95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excursions</td>
<td>2,254.26</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1,257.88</td>
</tr>
<tr>
<td>Library</td>
<td>1,233.82</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,288.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>148,253.13</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>266.77</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>14,715.38</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7,060.11</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3,051.68</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,377.95</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>193,091.35</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward** | **51,740.26**

A full copy of the school’s 2008 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.

Expenditure was increased in 2008 due to the school completing the “Investing In Schools project”.
School performance 2008

Achievements

Arts

The school continued to involve students in activities that extended their participation in creative arts.

All the students continued to receive tuition in the playing of the school’s marimbas and eight primary students played at the Wagga Wagga Market Place for Education Week with the Young Small School’s Marimba ensemble.

During Week 10 Term 3 the biannual Young Small School’s Concert was held. This is a combined concert of dance, drama, marimbas and singing. All infants students combined with Young Small Schools on the marimbas to play several songs in front of students, parents and the wider community. Several students also performed in the play, ‘Ali Baba and the bikies’ at the Concert, the Young Small School’s choir and senior marimba ensemble.

Students also participated in the Young and Bribbaree Shows where they were successful with their entered art work and handwriting pieces.

Sport

Students continued participate in sporting opportunities provided for them, throughout the school’s learning program.

Two students (Nick Galvin and James Maloney) reached district level in swimming this year.

The Phillips Shield Athletic Carnival was held at the start of Term 2 with students from Murringo performing extremely well. The students also participated in the annual family fun Brown-Thackeray Carnival where they all performed well.

James Maloney and Kobi Bawden reached district level in athletics. They represented the Young Small Schools in the Burrangong team at the PSSA Carnival. Students from Years 2 to 6 participated in the Boorowa Touch Football carnival.

Other

The Early Start Program continued to run during Term 4 allowing pre kindergarten students to experience ‘school life’ 3 days a week for 4 weeks. Six students began on this program and they all had a fantastic time at Murringo Public School. During these days the Year 2 student went into the primary room to experience the new structure and prepare themselves for the beginning of the next year.

The three day camp to Kiama for Years 3 to 6 was the highlight of the year. Students participated in activities based around the beach, visited the large steel production centre of Wollongong and spent a day at the Jamberoo Fun Park.

The infants travelled to Canberra with Greenethorpe Public School for their excursion. They attended Questacon and watched a show on "sideshow alleys".

School assemblies are held on a twice-a-term basis and are run by our school Captains. These assemblies are a means of highlighting students’ work and achievements and serve to maintain and strengthen community support through a celebration of student work and achievements as well as family fun activities.
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 the 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 and 5

The percentage of students in each skill band could not be reported on because the numbers fall below the threshold for reporting NAPLAN yearly data, however, the trend data over the last 2 years shows a continual improvement in reading and language in year 5 with this year being well above state average.

Numeracy – NAPLAN Year 3 and 5

Due to the small number of students who undertook the NAPLAN, detailed comments cannot be made because the numbers fall below the threshold for reporting NAPLAN yearly data. However, trend data for year 5 has shown that the school remains above regional averages.

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. Due to the small cohort of students in year 3 and 5 this information is unable to be provided.

Significant programs and initiatives

Aboriginal education

School plans, programs and practices integrate strategies that progress the goals of the Aboriginal Education Policy. Studies of contemporary and traditional Aboriginal society and culture have been a focus of our visual arts, human society and its environment and English curricula.

Multicultural education

The school strongly promotes attitudes of racial and cultural respect and tolerance through curriculum perspectives. Whilst there are no students from non English speaking background (NESB) enrolled at Murringo Public School programs dealing with Australia’s multiculturalism are a focus in human society and its environment. The school celebrated Harmony day again this year with the whole school community participating in various multi-cultural activities.

Respect and responsibility

During 2008 our school continued to emphasize the importance of respect and responsibility with the use of our school tiered reward scheme and the leveled discipline policy.

Our school also participated in community activities such as ANZAC Day, Remembrance Day and Clean Up Australia Day.

In 2008 all five student leaders attended the Young Leaders Conference. Here they listened to speakers who inspired them to rise to the challenge of leadership.

Other programs

Country Area Program (CAP)

The school continues to be a part of this extremely valuable and vital program which strives to improve the learning outcomes for students in geographically isolated schools.

The Country Areas Program provides supplementation to the school budget to allow students to benefit from extra staff professional learning. It also funds activities consistent with CAP Guidelines.
Progress on 2008 targets

Target 1
All students will meet stage based outcomes in aspects of reading with an emphasis on comprehension.

Our achievements include:

- NAPLAN testing indicates that reading programs have produced results in excess of the state average.
- All students engaged in a new comprehension reading scheme with a high level of achievement.
- Identified students continued to benefit from extra assistance in comprehension.

Target 2
All students will meet stage based outcomes in aspects of numeracy with an emphasis on the ‘number’ strand.

Our achievements include:

- All students showed stage appropriate increases in their ability in the ‘number’ strand.
- NAPLAN date indicated that students were able to answer number-based questions at or above their stage expectations.

Target 3
To implement a Gifted and Talented program for identified students

Our achievements include:

- Identified students benefited from extra activities in technology and creative arts.
- All students benefited from extension activities relating to the Kitchen Garden Project.
- Identified students were targeted to participate in specific activities to develop and strength their resilience.

Target 4
Provide continued access to learning resources through technology with particular focus on Digital Conferencing and the use of VOIP.

Our achievements include:

- continued and increased contact with other networked schools.
- strong emphasis on the use of DVC and related technologies in the teaching and learning program.
- student training in the operation of this equipment.

Target 5
Provide opportunity for staff members to engage in meaningful professional learning.

Our achievements include:

- use of the CAP program and Professional Learning funds to supplement staff professional learning.
- attendance by SASS staff at technology conferences.
- a strong emphasis on collegiate network professional learning with other Young Small Schools.
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 2008 our school carried out evaluations of HSIE Curriculum, HSIE Policies & Practices and Management.

Educational and management practice

Management

Background

Each family was issued a survey on Management at Murringo Public School. 80% of these surveys were returned.

Findings and conclusions

- All respondents indicated that the staff at the school are valued and supported and that they agreed teachers undertook extra training for improved performance.
- All surveys indicated that the allocation of money and other resources are managed effectively.
- All respondents indicated that they thought that the school communicates effectively with students and parents.
- 100% of students indicated that the school cares about them and that the discipline was fair.

Future directions

- The school will continue to monitor its management and will strive through changes to programs to improve its performance through a system of regular measurement of programs and processes.

Curriculum

HSIE

Background

Each family was issued a survey on HSIE at Murringo Public School. 80% of these surveys were returned.

Findings and conclusions

- Parents indicated that HSIE was well reported but not all parents agreed that HSIE was an important subject for their child.
- Parents indicated they would attend an information session about HSIE.
- Students indicated that they enjoyed participating in HSIE and learning about the world.
- Infants students indicated that they enjoyed all aspects of HSIE but particularly about being fair and making choices.

Future directions

- Programs will continue to be implemented in HSIE that cater for the multigrade classrooms to ensure limited repetition of topic areas.
- Students will continue to be asked to reflect on their learning and development in HSIE.

Kitchen gardeners ready for work.
Other evaluations
HSIE Policies and Practices

Background
Each family was issued a survey on HSIE Policies and Practices at Murringo Public School. 80% of these surveys were returned.

Findings and conclusions
- Parents felt informed about the teaching of HSIE but were generally unaware to Policy documents relating to it.
- Staff indicated that they complied with departmental requirements in HSIE and that the school was well resourced in terms of it’s teaching and learning programs.

Future directions
- Parent information sessions will focus on ‘unpacking’ department and school HSIE documents.

Professional learning
Staff attended training in supporting isolated students, First Aide, Code of Conduct, SASS networking, Small Schools Finance, Financial procedures, Smartbuy, SASS Conference, Moodle, Leaders InThe Bush Covey’s 8th habit and Count Me In Too.

Workshops were also held in schools regarding Reading Recovery, Technology in the classroom and resuscitation.

The principal attended principal’s conferences.

The average expenditure per teacher on professional learning was $1370.00.

School development 2009 – 2011

Targets for 2009
Our school has established target areas for 2009 with the aim of achieving:

Target 1
60% of students achieve stage based outcomes in writing.

Strategies to achieve this target include:
- Analyse National Assessment writing results and students’ work and develop a writing action plan
- Use Best Start analysis to inform individual student learning needs in Kindergarten and Year 1
- Staff development in Consistent Teacher Judgement with small school network
- Use work rubrics to provide individual feedback
- Use samples from Assessment Resource Centre

Our success will be measured by:
- Improved student achievement in writing
- Consistent assessment practices developed in literacy
- Quality Teaching evident in all literacy lessons

Target 2
60% of students achieve stage based outcomes in number.

Strategies to achieve this target include:
- Use Best Start analysis to inform individual student learning needs in Kindergarten and Year 1.
- Target support for individual learning needs determined for by school and national assessment data.
- Develop a stage based assessment schedule in collaboration with YSS Community of Schools.

Our success will be measured by:
- Improved student achievement in numeracy
- Consistent assessment practices developed
- Quality Teaching evident in all numeracy lessons
**Target 3**

60% of students achieve stage based outcomes in number and writing with the assistance of technology.

Strategies to achieve this target include:

- Staff ascertains Professional Learning needs in the area of technology and attend Professional Learning for improvement.
- Purchase of appropriate technology programs to support learning in writing and number.
- Programming for number and writing will reflect use of interactive whiteboards and video conferencing.
- Students participating in appropriate virtual excursions using video conferencing facilities to improve outcome in writing and number.

Our success will be measured by:

- Technology integrated into all teaching and learning programs
- Staff and students are skilled in use of technology across all KLAs
- Virtual excursions extend opportunities for student learning.

**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.

Members of the school self-evaluation committee included:

Jaemie Bennett- Principal
Kersti Caldwell- Teacher
Gina Galvin - SAM/Parent
Kelly Grant- P&C President

**School contact information**

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School Code: 2681

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: