2010 Annual School Report
Murringo Public School

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

At Murringo Public School, our philosophy is ‘Every Child, Every Chance, Every Day.’ We offer our students an education for life in a family atmosphere. Each child is supported by dedicated and enthusiastic staff and an active wider community.

Our school is vibrant and caring with proud traditions spanning 150 years, yet we have embraced the future with access to state of the art technology and educational programs which prepare students for the global challenges ahead.

Murringo Public School enjoys an excellent working relationship with the dedicated Parents and Citizens Association as well as the being part of the Murringo Matters Co-operative. Many parents and citizens are active volunteers.

Sequential planned and evaluated instruction is maintained at all times. Students participate in national and state competitions, including public speaking and spelling. Intensive literacy and numeracy programs are provided for all students as part of the National Partnerships in Literacy and Numeracy.

We offer musical instruction from specialist staff and combine with the Young Small Schools Learning Community for marimba and choir performances. An annual presentation and performance evening is a celebration for the entire community.

We are part of the Learning to Lead program for Year 5 and 6 students. There are opportunities to compete in inter-school sporting events throughout the year, with many of our students representing at District, Regional and State levels.

Murringo Public School is a proud member of the Stephanie Alexander Kitchen Garden Program and promotes environmentally sustainable practices for all staff and students.

Principal’s Message

2010 has been an amazing year at Murringo Public School and I feel privileged to have been a part of it with this community. Our school has an incredibly proud tradition and 2010 saw us celebrating 150 years over the October long weekend with hundreds of friends, ex-students, families and staff.

Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to the next. At Murringo Public School we embrace the wisdom that our community has to share with our students and welcome the community to take part in our school.

I would like to thank the many people who supported our school during this historic and busy year. The Murringo P&C, Murringo Community Association, Murringo Bushfire Brigade, Sesquicentenary Committee, grandparents, parents and community members all worked tirelessly to support all that the school achieved in 2010. Our students education is so much richer for their involvement.

The staff have once again proved themselves to be a dedicated, knowledgeable resource for the school, providing engaging and relevant teaching programs for all of the students.

Literacy and Numeracy remain the major focus of our school program, and has been heavily funded by the National Partnerships Program in 2010. We also provide extensive creative arts experiences, ample sporting opportunities and an active environmental program.

Murringo Public School continues to work closely with the Young Small Schools Learning Community, providing collegial support for staff members, a larger peer group for our students and a wider range of education opportunities.

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.

Kaelene Neville     (Relieving Principal)
Student Representatives Message

This year I have really enjoyed being school captain and helping the little kids. Being school captain has made me more confident speaking in public. I would like to wish good luck to the school captains for 2011.

Darcy DeBritt (School Captain 2010)

I’ve had a great year in 2010. Darcy, the other students and I have done lots of things. Firstly, the 150th celebrations. I was extremely nervous about running the official ceremony but it was alright once I got into it. There were lots of people there. There was lots of preparation before it happened and it went off with a blast! We were wearing a blazer and a tie and my family kept telling me I looked smart. The Year 6 fundraising day was great! There were games, competitions and movies too! We raised about $200. It was more than I expected. The assemblies were very successful too. I loved performing in singing group, marimba group and also sometimes recorders. I hope my next school will be as great as this one.

Lochie Mclean (School Captain 2010)

P&C Message

Well, what a year! From the Moto Bike trials early in the year, through to the Tennis Gala Day, the Wink at the Sphinx Young Theatre Company performance at the Hall to the Ladies Pamper Evening. Catering for funerals, the TAFE Presentation Evening, athletics carnivals and more ... We have never been busier!

Of course, the busiest time of the year was to come, as we prepared for the 150th celebrations. A working bee seemed to be held every two weeks or so and they were so very well attended by parents, grandparents, siblings, ex-students, ex-parents and community members. The celebrations were an amazing success and we are so thankful to everybody who came along to help. This was certainly the year of the Working Bee!

Everything that we do is for the children, to make their education a rich and wonderful experience. All of our fundraising efforts certainly paid off, as we were able to contribute a significant amount of money to make the Victorian and Canberra excursion more affordable for all families.

Thank you to all members of the P&C and the wider community for all your support and we hope that you will continue to be involved in our wonderful school in 2011.
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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>15</td>
<td>17</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>12</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

Student Attendance Profile

Management of Non-Attendance

Attendance rates have remained stable throughout 2010, although they were slightly below the region and state rates. We did have two itinerant students in 2010, which affected our attendance rates slightly. The school works well with the home school liaison officer and school newsletters continue to provide advice and tips for school attendance. We reward and acknowledge students with excellent attendance at school assemblies.

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.

<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>Infants</td>
<td>K</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Infants</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Primary</td>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Primary</td>
<td>4</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Primary</td>
<td>6</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

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

Structure of Classes

The students are organized into two classes, each covering two educational stages for infants and primary. This allows learning support to be allocated to students in both classes with a strong emphasis on the early years. The two classes come together often for library, sport, Kitchen Garden classes and creative arts lessons.
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>1.00</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0.00</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0.00</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.126</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0.00</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0.00</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.00</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.00</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.00</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.00</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.716</td>
</tr>
<tr>
<td>Total</td>
<td>1.926</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2010 there were no staff members at Murringo Public School who identified as Indigenous.

Staff retention

The only change in staffing in 2010 was the general assistant. Mr Stan O’Dea retired as the general assistant after 23 years working for the Department of Education. He was replaced by Mr Rolf Rotzler in November.

Teacher qualifications

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

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<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

Date of Financial Summary 30.11.10

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance Brought Forward</td>
<td>102,475.81</td>
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<tr>
<td>Global funds</td>
<td>58,425.10</td>
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<tr>
<td>Tied funds</td>
<td>52,335.70</td>
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<tr>
<td>School &amp; Community Resources</td>
<td>14,061.26</td>
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<tr>
<td>Interest</td>
<td>2,766.08</td>
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<tr>
<td>Trust Receipts</td>
<td>1,520.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total Income</strong></td>
<td><strong>231,583.95</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Key Learning Areas</td>
<td>24,383.60</td>
</tr>
<tr>
<td>Excursions</td>
<td>4,038.74</td>
</tr>
<tr>
<td>Extra Curricula</td>
<td>5,552.23</td>
</tr>
<tr>
<td>Library</td>
<td>922.97</td>
</tr>
<tr>
<td>Training and Development</td>
<td>2,575.84</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>97,717.63</td>
</tr>
<tr>
<td>Casual Relief Teachers</td>
<td>326.96</td>
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<tr>
<td>Administration &amp; Office</td>
<td>40,860.10</td>
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<tr>
<td>School-operated Canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>7,115.67</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8,880.38</td>
</tr>
<tr>
<td>Trust Accounts</td>
<td>1520.00</td>
</tr>
<tr>
<td>Capital Programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>193,894.12</strong></td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td><strong>37,689.83</strong></td>
</tr>
</tbody>
</table>

Voluntary contributions are set and paid to the school P&C. The funds are used to purchase annual book prizes and student accident insurance.

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

Our students have been set high standards to reach this year, and have worked very hard to do the best that they could. We are very proud of all that they have achieved in 2010.

Mathematics

Mathematics was our curriculum focus area for 2010 and all staff worked hard to improve the manner in which we teach Mathematics. A number of consultants came to work with students and staff, including Sue Najor and Karen Henry. Staff were trained in Count Me in Too and all students were assessed using the SENA program.

The ‘Going for Green’ program allowed us to provide individual mentoring to all students in the school, assisting them to grasp mathematical concepts on a one-to-one basis.

Students made good use of the Studyladder website, to supplement their learning.

We purchased many new mathematics resources in 2010, and conducted an audit of physical resources, establishing a new storeroom in the process. These new resources have been invaluable in providing hands-on mathematics experiences to all students.

English

We had a lot of success at the Young Show again this year, with first places in story-writing, poetry, handwriting and art.

The primary class took part in a series of video-conferences with author Paul Stafford, in a series of writing workshops based on some rare and magnificent museum collections. They also had sessions with popular children’s author Jenny Mawter about persuasive writing.

Our ‘Going for Green’ program was funded by the National Partnerships – Literacy and Numeracy, and allowed us to provide mentoring sessions for all students and to work with Mrs Sue Najor on her ‘Achieving Major Shift’ program.

Perspectives Public Speaking Competition this year, with three students selected to represent our school at the District finals at Temora.

We held a school Spelling Bee, from which our team of four were selected to compete at Wagga Wagga in the District finals. The students did a fabulous job, with two students competing above their age level.
Science & Technology

Students enjoyed their Science units on Built Environments and Energy, with many practical activities allowing them to work as teams and create their own solutions to problems.

The primary class participated in an on-line project, organized by CAP. The ‘Astro Collie’ was an online competition, series of video conferences and access to online resources.

All students travelled to Talbingo Public School during Term 4 to learn about their Energy Park and sustainable school practices. We also visited the nearby Tumut 3 power station.

It was a busy year for technology at the school, in the primary classroom. The interactive whiteboard allows the students to experience hands on activities at the push of a button (or screen), view the internet together and access valuable interactive teaching resources.

All students took part in a digital animation workshop with Digi-Ed, where they created animated movies of their own. The students had to write a script, make props, draw backgrounds, and take hundreds of digital photos that were put together with titles, credits, background music and sound effects to create their movies. Each student was able to take home a DVD copy of their movie as well.

Human Society & Its Environment

We entered two teams in the annual Warrangong Trophy trivia challenge, competing against other small schools around Young and Boorowa.

Our senior students hosted a Year 6 fundraising day, a fund day of activities for the rest of the students. They spent a long time preparing for the day, were very prepared on the day and wrote reports about it for the local papers.

Our students did a fabulous job marching on ANZAC Day, as part of the Murringo ceremony as well as in Young.

As part of their unit of work on Animals in Australia, the infants class paid a visit to the National Zoo and Aquarium in Young. They even got to hold a snake and pat a dingo!

The annual primary excursion was a highlight of the year, when we travelled with the Young Small Schools Learning Community to Bendigo, Ballarat, Echuca and Glenrowan to learn about life during the Victorian goldrush.

We kept in contact with local residents who were travelling the world this year, recording their travels on our ‘Murringans around the World’ map. When they returned from their travels they came to visit and tell us about their travels.
Creative & Practical Arts

We were invited to view an exhibition at the Annabel Wallace Gallery this year, being shown the work by the artist herself. Afterwards, the artist showed the students some drawing techniques using a range of mediums.

Senior students have worked with a variety of local artisans at the Anvil Creative Gallery throughout the year. They have made candles, cards, boxes, paper craft and more.

Our marimba group has performed at a variety of occasions throughout the year, including school assemblies and presentation night, the Young Small Schools Concert and at Education Week.

A group of students and parents travelled to Sydney to watch the School Spectacular in November. The students were blown away by the sheer spectacle and the amazing performances. We will be auditioning our own small choir for School Spectacular in 2011.

We formed special music groups this year, to work with visiting tutors. We now have a Singing Group, marimba group, school band and a recorder group. Next year we will be adding a guitar group to the mix.

We entered a number of items in the Young Small Schools Concert, including a song written and performed by two of our students titled ‘Friendship Song’. We also had marimba items, choir, a dance item and a small play.

We travelled to Young to watch some of our students and ex-students perform in a dance recital with the Christine Wishart Dance Studio.

Sport

All students took part in the annual swimming carnival, with 5 students going on to represent the school at the District Carnival. We also had a great time during our Swim School in Term 4.

Students, staff and parents took part in the Golden Circle Fun Run again this year, with hoops, hopscotch, limbo and parachutes making it all the more fun.

This was the second year that our school took part in the Premier’s Sporting Challenge. All students monitored their physical activity each week during term 2, recording the results.

We are part of the Learning to Lead Program, which is run by the Sports Unit of the DET and is a pilot program running with the Young Small Schools Learning Community.

Robertson’s Gymnastics opened up in the village and became part of our sports program. All students did half hour gymnastics lessons during Term 2 and it was an optional sport in Term 4.

We had a very successful year on the athletics track in 2010, winning many trophies and sending many students to District, Regional and even State carnivals.

Our tennis team competed in the annual Young Small Schools Tennis Competition again this year, after taking part in coaching sessions with local residents.

We fielded a touch football team in the Small Schools Knockout Competition in 2010. Our first game was against Rye Park, who were much older and taller, but all students tried their best.

Meditation was introduced into our sports program in 2010, with local resident Martin Hewson running sessions on basic breathing and muscle relaxing exercise and touching on the basics of meditation itself.
Stephanie Alexander
Kitchen Garden Program

Our Kitchen Garden Program was in a state of renovation for most of the year in 2010. Our new kitchen was built, painted and fitted out. The garden grew, with new vegetable beds being built when our demountable classroom was removed. Our stunning mural found a new home and a new chook shed was built. Rex's Patch was officially named during our 150th celebrations and we had many visitors come to see how the program operates.

As part of a Country Areas Program District Initiative, Talbingo Public School drove for over 5 hours to visit our school and learn how the Kitchen Garden Program operates.

Kitchen and Garden Specialist teachers undertook training at Majura Public School in the A.C.T. to further their skills in this area.

Personal Development & Health

We took part in Walk To School Day this year, joined by parents and friends, as well as Constable Camilleri from Cootamundra Police Station, to learn how to walk safely to school.

Together with students from Maimuru, Monteagle, Bribbaree, Wombat, Koorawatha, Binalong, Barmedman, Greenethorpe and Wallendbeen, our primary girls attended a girls development day organized by our school and held at Young High School.

Healthy Harold and the Life Education Van came to visit us this year, and Monteagle Public School came along for the day too. Harold talked about healthy choices, lifestyles and relationships.

The Rural Fire Service spent a day with the students, teaching them about bushfire prevention, basic fire-fighting, how to report an emergency and the role of firefighters in the community.

Our Year 6 students took part in the Young High School Linkages program again this year, helping them to prepare for various aspects of high school.

Students, families and friends took to the street with their bikes for Ride To School Day this year. After riding to school from the hall, we spent time learning about bike and helmet safety and doing obstacle courses on our bikes.
**Academic Results**

**Small Schools**

The reporting of information must be consistent with privacy and personal information policies. It is recommended that the determination of appropriate reporting strategies for small schools or small student cohorts is made following consultation between the Principal and the School Education Director (SED).

The professional judgements of both the Principal and the SED are valued as they are applied to the unique nature of the school and its community. Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students in the course or subject.

Where there are fewer than 10 students, schools will report in the narrative form and ensure that due consideration is given to privacy and persona information policies.

**Progress in Literacy**

Literacy has been one of our major focuses for 2010, with considerable time, effort and resources allocated to improving our students outcomes in this area. As part of the National Partnerships – Literacy and Numeracy, our school has focuses heavily on data analysis and targeting literacy instruction at the areas of greatest need.

We have been very pleased with the success that the students are having in the area of literacy. Our NAPLAN results for 2010 were outstanding, although the number of students participating was too low to report on.

The school will continue to highlight and support teaching/learning programs, the parent reading programs and maintain adequate resources to meet learning needs.

**Progress in Numeracy**

Murringo Public School has focused heavily on the learning area of Numeracy during 2010. This was our curriculum review area for the year and surveys were conducted with staff, students and parents to assess areas of greatest need or misunderstanding. Staff attended many professional learning events related to Numeracy and data analysis formed the basis of class programming in Numeracy.

Yet again, our NAPLAN results in Numeracy were pleasing, although too few students sat the exam to report on. Students across all years have been making significant gains in their mathematical understanding during 2010, however Numeracy will remain a major focus for the school in 2011.

**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>

We were justly proud of the achievements of our students in the NAPLAN tests in 2010, with some outstanding results for all students. Due to privacy reasons, and the small cohort of students who sat the test, the results are not available in this report.

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

We had no Year 5 students sit the NAPLAN examination in 2010.
Significant programs and initiatives

Aboriginal education
There is only one student enrolled at the school who currently identifies themselves as Indigenous. However, school plans, programs and practices integrate strategies that progress the goals of the Aboriginal Education Policy. All children study Aboriginal culture in HSIE, creative and practical arts, as well as in English.

Multicultural education
The school strongly promotes attitudes of racial and cultural respect and tolerance through curriculum perspectives and personal development on values. Whilst there were no students from non-English speaking backgrounds (NESB) enrolled at Murringo Public School in 2010, programs dealing with Australia’s multiculturalism are a focus in HSIE.

Respect and responsibility
Throughout 2010 the student peer support and leadership programs have continued to be implemented. We have also re-instituted a ‘house’ system at the school, with students assigned to either Gilbert or Hall and competing for the House Cup, which was awarded at the presentation evening at the end of the year.

We have developed procedures in relation to values education, which include a positive playground policy that acknowledges students who demonstrate behavior in line with the school and Department of Education and Training core values and an anti-bullying program.

National partnership programs
As previously stated, Murringo Public School is part of the National Partnerships in Literacy and Numeracy. This has given us extra funding to help improve literacy and numeracy outcomes for all students. We were able to provide one-on-one mentoring sessions for all students, more teacher’s aide time, extra staff development in these key areas and the purchase of great new resources.

Connected learning
Both of the classrooms now have Interactive Whiteboards, with the primary classroom set up with video conferencing facilities as well. These facilities allow the teachers to present class materials in an interesting and engaging manner, and provide access to exert tutors via virtual excursions.

Other programs
The Young Small Schools Learning Community was established in 2009 with the support of a country Areas Program District Initiative. Michael King, from Quality Learning Australia, led principals, teachers and community members through a process to establish a shared vision, values and beliefs and develop a system map to inform direction for the group.

In 2010 we continued this journey, formalizing roles and responsibilities within the community, designing flowcharts for action plans and implementing projects to enhance the learning opportunities for the children at our schools.
Progress on 2010 targets

Staff at Murringo Public School have worked very hard to meet the targets that we set for 2010. Whilst we provide many interesting and diverse activities for our students, our main focus remains on the targets that are listed below:

**Target 1**

*70% of students achieve stage based outcomes in Writing*

- Establishment of mentoring sessions and memory books to assist students to improve their writing
- Writing samples show evidence of developing confidence in the use of paragraphs, persuasive devices and exposition structure
- Inclusion of Consistent Teacher Judgement at each staff meeting, focused on analysis of writing samples as compared to NAPLAN marking guides

**Target 2**

*70% of students achieve stage based outcomes in Number*

Our achievements include:

- Establishment of mentoring sessions and memory books to assist students to improve their numeracy skills
- All staff worked with Karen Henry on the Count Me In Too program, analysing and re-writing the mathematics scope and sequence for the entire school
- Diagnostic testing shows evidence of developing confidence in ‘working mathematically’ tasks and increased knowledge of basic mathematical concepts.

**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 Enter text here

**School Culture**

*Background*

The review was conducted using a teacher, parent and student survey about Leadership. Each family was issued with a survey on Leadership at Murringo Public School. 90% of parent surveys were returned and 100% of staff and student surveys were returned.

*Findings and conclusions*

The survey on School Culture indicated that most Parents, staff and students believed that the school was a welcoming and inclusive place. It was noted that the community feels very welcome at the school and that students feel safe and happy. Parents noted that they were particularly happy with communication channels that the school operates within. Some students indicated that they were not aware of values programs at the school, but this was not reflected in the parent or staff responses.

*Future directions*

The values program in 2011 will be more explicit, involving students in the meta-language associated with values and making the outcomes of all personal development lessons very clear. Murringo Public School will continue to foster a safe and welcoming environment, where everybody in the community feels that they can be involved.
Mathematics

**Background**
Each parent, staff member and student were given a survey about the teaching of Mathematics at Murringo Public School. 90% of parent surveys were returned. 100% of student and staff surveys were returned.

**Findings and conclusions**
Students were confident in their own abilities in Mathematics, and reported that they were learning new facts and concepts all the time. There was a mixed response to the use of technology in Mathematics, with many students and parents reporting that they valued ‘book learning’ more than using technology. Some parents reported that they were not confident to assist their child with Mathematics at home.

**Future directions**
During 2011, staff will run information sessions about mathematics concepts after each P&C meeting, to allow parents to ask questions and learn new techniques. Tips will be included with the school newsletter and instructional maths videos & demonstrations on the school website.

**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.

Parents, staff and students were overwhelmingly positive about their involvement at Murringo Public School. They noted the fact that the community is very involved with the school and that everybody was welcome. Many people commented that our school feels like a big family. Most were very positive about the learning programs at the school and felt confident that teachers were communicating effectively with families about the students progress. Last year’s surveys indicated a need to raise expectations for all students at the school and the school worked hard to achieve that in 2010. The survey results this year indicated that parents were happy with the changed attitudes that students were demonstrating. Students also indicated a great pride in their school and their achievements.

Professional learning

Professional learning activities were offered to all teaching and non teaching staff throughout 2010 in the form of school staff development days, staff meetings, external courses, video conferences and combined conferences.

Staff development days which were held during 2010 covered mandatory training in the departmental code of conduct, child protection, occupational health and safety (OH&S), consistent teacher judgement, school communication, Young Small Schools Learning Community, cardio pulmonary resuscitation and emergency care updates.

Staff also worked collaboratively on programming techniques, integration of IWBS in the classroom and the use of video-conferencing facilities.

Teachers completed training in Count Me In Too, Best Start Assessments, Connecting with Gen Z learners, School Communication, Moodle Creation, IWB usage, Persuasive Writing, and Achieving Major Shift in NAPLAN results.

The principal attended the Primary Principals Conference in Mulwala and the Teacher’s Federation Small Schools Conference.

All staff members, after attending a course, prepared an inservice for other other staff members and delivered this at the next staff meeting. Sharing professional development in this manner allowed all staff to benefit from the many development activities that were available.
School development 2009 – 2011

Targets for 2011

Target 1

80% of students achieve stage based outcomes in writing, with 100% of students achieving at minimum national standard or above.

Strategies to achieve this target include:

- A new spelling program will be implemented, concentrating on spelling rules, with TPL during L3 training as part of a CAP District Initiative
- All staff will complete SMART eLearning & DASA and follow their individual learning program in order to improve their knowledge of SMART
- Staff will work with district consultants to create data walls to monitor progress in reading, writing and language conventions

Our success will be measured by:

- A demonstrated improvement in Writing in national testing and work samples marked against a national standard.
- Student engagement in Writing lessons, with all students taking pride in their work and achievements.

Target 2

75% of students achieve stage based outcomes in number, with 100% of students achieving at minimum national standard or above.

Strategies to achieve this target include:

- Staff Professional Learning in QT dimension – Quality Learning Environment and to source strategies to inspire unmotivated students and raise expectations – conducted at staff meetings and through professional reading.
- Staff will work with district consultants to implement the Place Value Project, aimed at improving key mathematical concept knowledge
- Incorporate the Kitchen Garden into numeracy lessons to enhance significance and engagement.

Our success will be measured by:

- A demonstrated improvement in Number in national testing and work samples marked against a national standard.
- Student engagement in Mathematics lessons, with all students taking pride in their work and achievements.

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.

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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: