Messages

Principal's message

Marra Creek Public School has a warm and welcoming environment where students have the opportunity to achieve their full potential in the academic, sporting and cultural areas.

The success and achievement of our students relies on the involvement of every person, working cooperatively, in our school environment. Our school values each individual and the celebration of both personal and group achievement is a key feature.

In addition to emphasising literacy and numeracy, the school provides a range of extra activities to extend and enrich student learning. We value excellence in the arts, use of technology, social development and sports.

These goals underpin the school’s mission of providing quality teaching and learning in a safe and happy school.

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. Mark McGuire (B. Teach, B. Ed, B. Min.)

P&C message

The Marra Creek School had 3 children enrolled again this year. With such low numbers the Marra P & C didn’t have any official meetings, but informal get togethers. The office bearers stayed the same which was myself as Secretary, Mark Dawson as President and Heather Simpson as treasurer.

We had a successful year for fundraising with approximately 400kg of aluminium cans collected. With the collection, the school was also awarded prize money which was given to the school. The P & C were involved with the catering of the intensive sports days held at the school mid year. We hosted schools from Carinda, Girilambone and Hermidale. We had a Kids Disco night organized for the last term which was unfortunately washed out. We are hoping to reorganize it for early next year.

Some of the funds went into going towards a 5 day excursion to Sydney. The P & C also catered at the end of year school concert. We hope to continue the success of our P & C next year.

Leanne Hall
P & C Secretary

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 enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2005</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2006</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>90.2</td>
<td>.</td>
<td>93.8</td>
</tr>
<tr>
<td>2006</td>
<td>92.0</td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2007</td>
<td>96.2</td>
<td>92.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2008</td>
<td>97.7</td>
<td>92.2</td>
<td>94.1</td>
</tr>
</tbody>
</table>
**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.

<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>K-6</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Structure of classes**

Our school is a one teacher school where all students are taught in the one room.

**Staff information**

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

Our school has a total of five regular staff members with two permanent members. Our School Administration Manager and General Assistant are both temporary members of staff, and we also have a casual Teacher’s Aide.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>1.2</td>
</tr>
</tbody>
</table>

**Staff retention**

The Principal began his temporary appointment at the start of the year, and received his formal transfer to the school half way through term one. All other members of staff have either remained on the same permanent part-time, temporary or casual employment arrangements from the previous year.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was N/A.

**Staff Attendance**

In 2008, the average daily staff attendance rate was: N/A

**Note:** Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days. The attendance rate is reported as N/A if the school has less than 3.4 staff members.

**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>50</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>68 492.94</td>
</tr>
<tr>
<td>Global funds</td>
<td>37 281.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>13 871.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3 130.75</td>
</tr>
<tr>
<td>Interest</td>
<td>4 541.85</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>127 318.26</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>9 549.83</td>
</tr>
<tr>
<td>Excursions</td>
<td>1 722.51</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>372.89</td>
</tr>
<tr>
<td>Library</td>
<td>692.19</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 059.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>34 237.60</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>12 886.37</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>3 915.29</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10 325.93</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>75 761.87</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>51 556.39</td>
</tr>
</tbody>
</table>
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.

School performance 2008

While we are a small, isolated school we reach out to find and make opportunities to ensure that the students have the best education we can provide. 2008 was a highly successful year in this regard, and here are the highlights of a wonderful year!

Achievements

Arts

Students studied Margaret Preston, Vincent van Gogh, Henri Matisse and Claude Monet in detail during Visual Arts. The artwork was displayed, and in the fourth term students used the artwork to create quilts (see pictures below) that were to be admitted into the 2009 Nyngan Show. This was a major project for the students to undertake, and they are to be commended for their positive attitudes and hard work to have the projects completed.

A visit was planned to visit Musica Viva at Hermidale PS however due to heavy rain and closed roads we were not able to attend.

Every week students receive expert tuition with fine motor skills under the watchful eye of Mrs Reid, as they create many unique and special crafts.

Sport

Experiencing different sports is one of the great pleasures that the students experience at our school. Throughout the year they were taught cricket, tennis, athletics, team games, soccer, and swimming by the staff.

We were also visited by Quality Sports (from Orange) who visited our site for two intensive days of sport (which we shared with Carinda, Hermidale and Girilambone Schools) where the students were coached in netball, archery, gymnastics, touch football and athletics (see pictures).

These intensive incursions were sponsored by the Country Areas Programme.

Academic

At Marra Creek Public School, no students were in Year three or Year Five in 2008 and therefore no student sat the NAPLAN tests.

Significant programs and initiatives

Aboriginal education

The teaching of Aboriginal Education is through integration of key perspectives into Human Society and Its Environment units. This year we had two specific excursions which provided rich learning experiences. The students firstly spent two full days and one night at an Aboriginal Culture camp (hosted by Girilambone PS) and secondly we spent a day at the Royal National Park Environmental Education Centre where we spent the day learning about local culture, Indigenous art, and traditional foods.

The school is generously supported by the Country Areas Programme which helps to make such events possible.

Multicultural education

We studied about Mexico and its culture, a programme that is supported by the Country Women’s Association.
Respect and responsibility

In 2008 the school started regular assemblies to provide opportunities for students to improve their public speaking skills and to showcase their achievements to the whole community.

Part of this process is for the students to show respect to school visitors and learn about the responsibility of being cordial hosts.

Also, we have had several opportunities to practise similar skills when Carinda, Hermidale and Girilambone Public Schools visited.

In Personal Development, Health and Physical Education the students learned about respecting themselves, their bodies (by eating a healthy diet, and caring for it) and for others.

Marra Creek Public School also teaches annual Child Protection lessons to all students.

Technology Education

We had many opportunities this year. All literacy lessons used the Interactive Whiteboard (IWB), and the students showed great enthusiasm to learn how the IWB worked. We also learned about podcasting and created our first podcast which was presented at our assembly.

Small Schools’ Group Excursions

Throughout the year the Marra Creek Public School students travelled amongst three neighbouring schools to share special events.

With Carnida Public School we:
• joined in on the Easter Bonnet Parade (pictured);
• shared a Mathematics Day where the students worked in stage groups; and
• joined in with the sport days in term four for swimming.

With Girilambone Public School we:
• joined in with their Aboriginal Culture and Technology Camp;
• enjoyed a visit to Life Education; and
• shared our swimming, athletics and cross country carnivals.

With Hermidale Public School we:
• shared our swimming, athletics and cross country carnivals; and
• shared our swimming, athletics and cross country carnivals.

Sydney Excursion

After months of raising funds the school travelled to Sydney (via Katoomba) for a seven day excursion filled with wonderful opportunities for the students to learn and experience life in a city. Some of the highlights were:
• walking down the Ferber Steps at Katoomba;
• travelling on the world’s steepest train;
• visiting Hyde Park Barracks (pictured);
• experiencing a performance of the Sydney Chamber Orchestra;
• enjoying a day at the Royal Nation Park Environmental Education Centre where we saw Aboriginal rock carvings and we snorkelled;
• cuddling Australian animals at Featherdale Wildlife Park (pictured);
• visiting Taronga Zoo and having a behind the scenes tour; and
• eating dinner at Pancakes at the Rocks.

Progress on 2008 targets

Target 1

*Improve numeracy standards for all children.*

Our achievements included:
• Minimum standards met by all students based on SENA tests;
• Special Mathematics Day held with Carinda Public School to allow all students to work with peers on activities;

**Target 2**

*To deliver a unit of work each semester that includes a clear Aboriginal focus.*

Our achievements included:

• A two day Indigenous Culture Camp with Hermidale and Giralambone Public Schools where students were taught about Indigenous culture, dancing and values;

• A visit to the Royal National Park Environmental Education Centre where we explored the traditions of the local Indigenous Peoples. We learned to respect and enjoy their foods, art and stories.

**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 2008 our school carried out evaluations of Planning and Mathematics.

**Educational and management practice**

**Planning**

**Background**

As the school was closed in 2006, was staffed by a relieving principal in 2007, and received a permanent principal in 2008, there were no formal planning strategies in place.

**Findings and conclusions**

While school planning took place, it was relatively informal. People were happy, however still felt as though they would like to be heard more, and more often.

**Future directions**

In 2009 a Planning Committee would be established to formalise school planning, and allow more formal input from parents, staff and community members.

**Curriculum**

**Mathematics**

**Background**

Students were achieving benchmarks in Mathematics.

**Findings and conclusions**

After surveying staff and students, they liked the new “Go Maths” materials and found them to engage the students and staff found programming to be much more streamlined and efficient. The parents were happy with how their students were progressing.

**Future directions**

In 2008 the staff agreed to continue using the “Go Maths” curriculum and continue to gauge how the students were engaged and learning.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

When surveying the parents, students and staff there was a general consensus that everyone was happy with the achievements of the students and how the school was operating.

Some parents did however find that having communication in the form of a newsletter much more favourable than verbal communication at the school gate. As such, we will endeavour to have weekly newsletters (as opposed to fortnightly) for 2008 onwards.

The parents, staff and students were very happy with the four assemblies each year and we all agreed that these should continue.

**Professional learning**

Staff were given many opportunities throughout the year to attend courses. Some Professional Development included:

• Completing an online Gifted and Talented education course;

• Completing a three day Interactive Whiteboard course;

• Completing a first aid course; and

• Completing an advanced Count Me In Too course.

**School development 2009 - 2011**

**Targets for 2009**

**Target 1**

*100% of students achieve or exceed stage appropriate outcomes in Information and Communication Technologies.*

Preparing students for the future is essential, as the world moves from the print paradigm to the electronic paradigm.
Strategies to achieve this target include:

- Producing regular podcasts and vodcasts;
- Using the computers every day for research and publishing of their school work;
- Students become experts at using digital cameras and at editing them.

Our success will be measured by:

- Confidence and independence with technology;
- The ability to peer instruct;
- An improvement in oral literacy due to practise in production of podcasts and vodcasts;

Target 2

Gifted and Talented students are identified and are given a Gifted and Talented focus for at least one unit per semester.

Strategies to achieve this target include:

- Testing the students in all areas of potential eg., Sport, intellectual and creative giftedness;
- Creating a unit of work per semester that will teach all students, while also extending the gifted students;

Our success will be measured by:

- Improved engagement and results for gifted students;
- Teaching the specialised units of work;

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.

Mr. Mark McGuire (Principal)
Mrs. Ruth Reid (Teacher)
Ms. Heather Simpson (School Administration Manager)
Mrs. Leanne Hall (P & C Secretary)