Messages

Principal's message
Marra Creek Public School has experienced a number of changes during 2009. The Principal, Mr Mark McGuire took leave from his position at the school due to illness. Mrs Ruth Reid, the school's relief teacher, filled this position in third term until the appointment of a Relieving Principal for the final term of the year. The students demonstrated flexibility and resilience in adapting to these changes.

The small number of students at the school allows for individual attention, together with enrichment and extension activities. The students value these opportunities and make the most of them. Throughout the year they are also given opportunities to extend their contact with students from other schools, participating in workshops catering to larger groups of students, developing social skills and maintaining existing friendships. One student attended the State Athletics Carnival at Olympic Park in Homebush in October. On all these occasions the students have demonstrated appropriate maturity, engagement with the tasks at hand, and a positive attitude in representing their school. Their achievements are to be congratulated.

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.

Cassandra Mackay
Relieving Principal

P&C and/or School Council message
The Marra Creek School had 4 children enrolled this year. We had our first meeting early in the year. Our AGM in April had no change in the office bearers which are: myself as Secretary, Mark Dawson as President and Heather Simpson as treasurer. The P & C are very proud of the Marra School and encourage the school newsletter to keep people in touch with what is going on at our school.

We had a kid's Disco night early in the year. It was a non profit event aiming to draw in kids from surrounding communities in a relaxed atmosphere. A good time was had by all.

We had a successful year fundraising with a substantial amount of aluminum cans collected. The P & C were involved with the catering of the intensive sports days held at the school late in the year. We hosted Carinda School.

Some of the funds raised this year went towards an excursion to Lake Keepit. The P & C will also be catering at the end of year concert. We hope to continue the success of our P & C next year.

Leanne Hall
P & C Secretary

Student representative's message
There is no school representative at our school due to its small enrolment.

School context

Enrolment Profile
In 2009 there were 4 students enrolled, 3 boys and 1 girl.

Student enrolment profile

![Student enrolment profile graph]

Student attendance profile
The small numbers enrolled at the school can influence the attendance rates.

![Student attendance profile graph]
Management of non-attendance

Marra Creek Public School has a good rate of attendance. There is no evidence of unexplained absences. Non-attendance is managed by contact with parents and carers, either personally or by phone.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Student information 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>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Structure of classes
There are four students in a single K-5 class.

Staff information

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

Marra Creek Public School has five regular staff with two permanent staff members. The School Administration Manager and General Assistant are temporary members of staff, and the Teacher’s Aide is employed on a casual basis.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>.5</td>
</tr>
<tr>
<td>Total</td>
<td>1.7</td>
</tr>
</tbody>
</table>

There are no indigenous staff members employed at Marra Creek Public School.

Teacher qualifications

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

The Relieving Principal is a five year trained teacher. Mrs Reid, the permanent relief teacher is a highly experienced teacher with an extensive knowledge of the school and its setting.

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

Financial summary

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

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tied funds</td>
<td>11 934.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1 095.85</td>
</tr>
<tr>
<td>Interest</td>
<td>1 869.57</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>101 684.36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>10 876.13</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10 876.13</td>
</tr>
<tr>
<td>Excursions</td>
<td>1 255.70</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3 422.57</td>
</tr>
<tr>
<td>Library</td>
<td>420.70</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 178.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>16 918.42</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>14 613.41</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4 598.87</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3 181.44</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>57 465.39</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>44 218.97</td>
</tr>
</tbody>
</table>

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A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent
School performance 2009
Marra Creek Public School is a very small and isolated school that strives for excellence in catering to students’ individual needs. It also plans to provide stimulating and innovative opportunities to extend and enrich student learning by reaching out to our wider community. All students are encouraged to participate and try their best in all areas of learning.

Achievements

Arts
In Term 1 Marra Creek Public School hosted the award winning artist Jenny Greentree during a two day workshop focusing on pastel drawing. By the conclusion of the workshop each student had produced a high quality still life drawing.

Students also travelled to Girilambone Public School for a Muscia Viva concert featuring traditional Indonesian music.

In Term 2 students participated in an in-school workshop where they developed wire sculptures for an outdoor setting.

In Term 4 students leaned about the techniques and language of Aboriginal Art over three days during the Technology Camp at Enngonia Public School. Experienced teacher Deborah Nielson provided expert guidance during these sessions.

Sport
Marra Creek Public School once again joined Carinda Public School for swimming lessons in Term 1 and Term 4.

The school provides regular Physical Education lessons and in Term 4 hosted a Sports Coaching Day for which Carinda Public School visited Marra Creek. The three coaches provided expert tuition in golf, cricket and Australian Rules football.

Students participated in the Small Schools Swimming Carnival and Athletics Carnival. In fourth term a Year 5 student travelled to Sydney to participate in the State Athletics Carnival at Olympic Park, Homebush Bay. He competed in the 800 metre event. This provided our student with an invaluable opportunity to experience competition at a highly competitive level, and on high tech surfaces.

Other
In Term 4 Students travelled to Enngonia to participate in that school’s Technology Camp. Over 3 days the students’ participated in painting, drama, cooking and physical education activities as well as computer-based classes. At the conclusion of the camp students in Kindergarten and Year 2 had produced a Photo Story about their favourite things and the student in Year 5 had produced his own page for a Wikispace.

In the final term students also participated in an excursion to the Warrumbungles Environmental Education Centre and then to the Department of Sport and Recreation Camp at Lake Keepit. At the camp students participated in a range of activities including canoeing, rock climbing, kayaking and archery.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 5
In 2009 one student sat the NAPLAN Literacy Tests. In a small school such as ours, reporting of results in such an instance may allow a student to be identified. Because of the small number of students at our school, results were reported individually to parents. The form of reporting identifies areas of strength and aspects requiring improvement.

Results from the Literacy Tests have been analysed and used to develop strategies for individual improvement.

Numeracy – NAPLAN Year 5
In 2009 one student sat the NAPLAN Numeracy Test. In a small school such as ours, reporting of results in such an instance may allow a student to be identified. Because of the small number of
students at our school, results were reported individually to parents. The form of reporting identifies areas of strength and aspects requiring improvement.

Results from the Numeracy Test have been analysed and used to develop strategies for individual improvement.

**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 5 students in our school achieving at or above the minimum standard in 2009**

100%

**Aboriginal education**

Aboriginal perspectives are integrated into K-5 programming. The *8 Ways of Learning*, developed after community consultation within the Bourke Group of Schools, integrates local perspectives on Aboriginal ways of learning across all Key Learning Areas. The *8 Ways of Learning* are incorporated into all lesson planning.

Specific units with an Aboriginal focus are also included in programming. This year in Term 1 a lesson sequence on Aboriginal technology culminated in a day of outdoor workshops on fire construction and tool making, including attempts at traditional styles of yabbying.

**Multicultural education**

Multicultural perspectives are included in programming, with a focused sequence of lessons each year. This year the final presentation night performance included a shadow puppet show which is the culmination of lessons about different cultural traditions if puppetry, especially those of South East Asia.

Multicultural perspectives are also included in lesson planning across all Key Learning Areas.

**Respect and responsibility**

Students have a keen interest in their local environment as the school borders the Macquarie Marshes, an environmentally significant area that is under stress from water shortages.

The students have learned about respect and responsibility for their environment through a field trip onto the marshes coordinated by Tim Hosking from the Department of Environment, Climate Change and Water and also accompanied by a ranger and a representative from Waterwatch.

Students discussed ways of caring for their environment and how to manage land in ways that supports biodiversity.

**Other programs**

**Country Areas Program.**

Country Areas Program funding provided vital support for Marra Creek Public School in 2009. It assisted in:

- travel assistance on excursions to Girilambone, Enngonia and Lake Keepit;
- attendance at Enngonia Technology Camp which provides isolated students with both social and curriculum access opportunities;
- purchase of class materials designed to stimulate student engagement, in particular computer software and internet subscriptions.

**Progress on 2009 targets**

**Target 1**

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

Our achievements include:

- Development of podcasts in Term 1 and Term 2
- Kindergarten and Year 2 students have produced a Photo Story.
- Our Upper Primary Student has produced a Wiki page, which included the editing and insertion of digital material.

Strategies to achieve this target included use of digital cameras. Although implementation of this and other strategies have been affected by the illness of Mr McGuire and disruptions to staffing during the year, quality digital cameras were purchased in Term 4 and are being used to develop confidence in Information and Communication Technologies and oral literacy skills. Progress towards the target is being made.

**Target 2**

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

Our achievements include:
• Offering individual texts for study in Term 4 using the Reading to Learn methodology, and matching those texts to the reading level of each student.

• Offering a wide choice of research opportunities within the unit and supporting identified students in exploring topics in depth.

Strategies to achieve this target included wide ranging testing of students. Although implementation of this and other strategies have been affected by the illness of Mr McGuire and disruptions to staffing during the year, the Relieving Principal is liaising with the Gifted Education Research Resource and Information Centre at the University of New South Wales regarding testing of selected students. Progress towards the target is being made.

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 2009 our school carried out evaluations of (a) Creative and Performing Arts, and (b) Classroom organisation and timetabling in a multi-stage classroom.

Educational and management practice

Classroom Organisation.

Background

Next year Marra Creek Public School anticipates 2 kindergarten enrolments, resulting in a student population covering every stage from Kindergarten to Stage 3 for the first time since 2004. Therefore the layout and organisation of the classroom was evaluated to ascertain how it might be improved in order to facilitate quality teaching and learning.

Findings and conclusions

It was found that the classroom would benefit from organisation into areas for Kindergarten to Year 2 and for Upper Primary. It would also benefit from the development of learning stations and a timetable allowing for rotation of activities allowing for more hands-on activities directly related to lesson content.

Future directions

Future directions include relocation of the smart board to facilitate group work in class, differentiated rotational activities and access to computers for individual interactive work. Community members will be invited to listen to reading. Developmental play will be included for Kindergarten and Year 1 students, and possibly local pre-school students.

Curriculum

In Term 4 an evaluation of the teaching of Creative and Performing Arts at Marra Creek Public School was carried out.

Background

Marra Creek Public School makes substantial efforts to include quality teaching of the Creative and Performing Arts, although this can be difficult because of the school’s isolated situation. In previous years specialists have come to the school to conduct intensive 1 and 2 day workshops, and students have also travelled to other schools to participate in similar activities.

Findings and conclusions

The students would benefit from more systematic teaching in the Performing Arts.

Future directions

Next year Music will be taught as part of regular classroom programming.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Because of the small parent, student and staff population at Marra Creek Public School, consultation has been on an informal basis, albeit a regular one. All parties have expressed their concern at disruptions to staffing due to the Principal’s ill health, however given this unavoidable situation they are satisfied with the school overall.

Professional learning

Staff professional learning this year included:

• The former Principal, Mark McGuire participated in professional learning in the Reading to Learn methodology this year.

• The School Administration Manager has also participated in several Department of Education and Training workshops and meetings.

• In Term 4 the Relief Teacher attended Nyngan Public School for a day of collegiate learning.
• The Relieving Principal undertook Best Start Assessment training after her commencement at Marra Creek Public School in Term 4.

Increased training for the Teachers Aide has been identified as an area of need in 2010.

Evaluation of the Information and Communication Technology professional learning needs of teachers have not been analysed during the year because planning has been affected by the illness of Mr McGuire and disruptions to staffing during the year.

Because our Relief Teacher is employed part time one day per week, the calculation of an average amount spent per teacher does not give a meaningful indication of allocation of Teacher Professional Learning funds.

Opening Balance $778.52

Receipts

Payments

Closing

School development 2009 – 2011

Targets for 2010

Target 1

4 out of 6 students achieve regional benchmarks in literacy, 2 out of 6 students achieve a benchmark that is equivalent to 85% of the regional benchmark.

• Strategies include:
  • Continued implementation of the Reading to Learn Program.
  • Acquisition of literacy software resources targeting Years 3-6.
  • Professional Development for staff in the implementation of the Jolly Phonics Program.
  • Participation in the CAP network public speaking initiative.
  • Analysis of NAPLAN data.

Our success will be measured by:

• School-based data and NAPLAN demonstrating students’ achievement of individual learning goals in relation to Stage-based literacy outcomes.

Target 2

4 out of 6 students achieve stage outcomes in numeracy.

Strategies to achieve this target include:

• Development of a multi-stage Mathematics program based on Learning Centres and hands-on learning.

• Purchase of hands-on Mathematics resources to cover all appropriate strands in Mathematics.

• Professional learning in the Count Me in Too and Counting On Program.

• Use of Best Start and NAPLAN data to address individual learning needs.

Our success will be measured by:

• School-based data and NAPLAN demonstrating students’ achievement of individual learning goals in relation to Stage-based Mathematics outcomes.

Target 3

5 out of 6 students achieve stage outcomes in use of computers for writing.

Information and Communication Technologies open many pathways of learning for isolated students. Confidence with these technologies is also vital in becoming a successful self-directed learner in the digital age.

Strategies to achieve this target include:

• Use of Information and Communication Technologies on a daily basis across all Key Learning Areas.

• Reorganisation of Information and Communication Technologies to facilitate a four stage classroom and workable learning stations to support their integration of ICT into the class routine.

• Access to regional camps and learning opportunities in Information and Communication Technologies.

Our success will be measured by:

• Students achieving stage outcomes in the publication of their writing and
assessment tasks using Information and Communication Technologies.

**Target 4**

2010 programming is differentiated to extend gifted and talented students and Gifted and Talented Students are given opportunities to attend enrichment workshops.

Strategies to achieve this target include:

- Differentiated planning which targets particular needs of identified Gifted and Talented students;
- Opportunities for targeted students to have social interaction and learning opportunities with other gifted students, thus addressing the disadvantages of isolation.

Our success will be measured by:

- Evidence of appropriate planning;
- Student access to learning opportunities targeting Gifted and Talented students.

**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.

Ms Cassandra Mackay (Relieving Principal)
Mrs Ruth Reid (Teacher)
Ms Heather Simpson (School Administration Manager)
Mrs Leanne Hall (P&C Secretary)

**School contact information**

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Email: marracreek-p.school@det.nsw.edu.au
Web: www.marracreek-p.schools.nsw.edu.au
School Code: 4454

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