Marra Creek Public School

Knowledge is Our Goal

Annual School Report 2014
School context statement

Marra Creek School is adjacent to the Macquarie Marshes in Central New South Wales. As one of the most isolated schools in New South Wales, students come from surrounding properties as there are no towns or villages nearby. In 2014 there were 5 students enrolled however other families from the community utilize school facilities such as Bogan Bush Mobile on a regular basis. There was one family who identified as Aboriginal. School structure consists of a single K-6 multistage class with one full time teaching Principal, a casual Learning and Support teacher and a permanent part time School administrative Manager. The school receives “Equity funding” for geographical isolation.

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Workforce information

In 2014, the staff consisted of a full-time Relieving Principal, a casual part-time teacher, a permanent School Administration Manager, a casual SLSO and a casual General Assistant.

Workforce composition

<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></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There were no indigenous staff members during 2014.

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

Professional learning and teacher accreditation

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

The LAST teacher is currently working on being accredited.
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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>60680.51</td>
</tr>
<tr>
<td>Global funds</td>
<td>38419.13</td>
</tr>
<tr>
<td>Tied funds</td>
<td>23846.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>222.75</td>
</tr>
<tr>
<td>Interest</td>
<td>2098.22</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>125267.04</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 8195.65    |
| Excursions               | 695.19     |
| Extracurricular dissections| 659.41    |
| Library                  | 60.80      |
| Training & development   | 7243.04    |
| Tied funds               | 8908.67    |
| Casual relief teachers   | 0.00       |
| Administration & office  | 8370.55    |
| School-operated canteen  | 0.00       |
| Utilities                | 4760.06    |
| Maintenance              | 6833.98    |
| Trust accounts           | 0.00       |
| Capital programs         | 0.00       |
| **Total expenditure**    | 45727.35   |

A full copy of the school's 2014 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 2014

Academic

- Students participated in the Premier’s Reading Challenge, earning a certificate
- Term 3, the students travelled to Carinda for Life Education with Healthy Harold. They looked at Medicine and how to use it responsibly.

Live Education Healthy Harold visit.

Arts

- At the beginning of Term 3 Carinda and Quambone joined the Marra Creek PS for an entertaining production performed by the “Tony Bones Theatre Company”. The performance was based on the picture book “The Windy Farm” by Doug Macleod which covered themes such as sustainability and family life.
- Term 3 saw the arrival of the Marimbas our new instruments to get our music brains working. Mr John Hetherington made and delivered the Marimbas, an instrument originally from Africa and spent most of the day doing a workshop with the kids.

Learning all about the Marimbas.

Excursions

Combing with Carinda and Quambone the students travelled to Lake Keepit. There we joined up with
Gunnedah and Tamworth. All together there were around 150 kids, so it made for a great opportunity to try some new and challenging activities and make some new friends. Some of the activities we participated in were; archery, canoeing, the BIG swing (18 m high!) rock climbing and a mud-run course. An initiatives course provided challenging, practical problems to solve where the kids had to work together and communicate their ideas to solve the task.

**Sports**

- During Term 2, Year 4 girls participated in a Combined Small school Netball gala day at Coonamble.
- During Term 3, students participated in a martial arts program courtesy of ‘Pollet’s Martial Arts Centre, Dubbo”. The Sensei travelled to the school weekly.
- At the end of Term 4 students took participated in the Ausswim program. For 10 day the students travelled to Quambone to take part.
- Sports Carnivals, Marra Creek PS students combined with Hermidale and Girilambone Public Schools for the following carnivals:
  - Swimming
  - Athletics
  - Cross Country

**Academic achievements**

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Alternatively:

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
No students in Year 3

**NAPLAN Year 3 - Numeracy**
No students in Year 3

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
In 2014, 1 student sat for the Year 5 NAPLAN literacy tests. As the Year 5 cohort is less than 10, particulars of the results cannot be made public, as the identity of the student may be assumed.

**NAPLAN Year 5 - Numeracy**
In 2014, 1 student sat for the Year 5 NAPLAN numeracy tests. As the Year 5 cohort is less than 10,
particulars of the results cannot be made public, as the identity of the student may be assumed.
Analyses of test results were used to arrive at strategies to improve individual student performance.

Significant programs and initiatives – policy

Aboriginal education
Aboriginal perspectives are incorporated into all KLA’s. Programs are embedded with the 8 ways pedagogy. Staff members are committed to ensuring that all students develop and understanding of the history and culture of the First Australians.

All students had a Personalized Learning Plan. In terms 2 and 4 the teacher consulted with the students and parents to decide on one or more goals for the term. The teacher, student and parents identified ways to help students achieve the goals.

NAIDOC week activities.

Multicultural education and anti-racism
In term 2 together with the Marra Creek branch of the CWA studied the country of Botswana. Students learned about Botswana, completed their own research project and cooked some traditional bread. This unit culminated in a sharing day at the CWA rooms where students were able to present what they had learned and enjoy some Botswanan food with the CWA ladies.

Significant programs and initiatives – equity funding

Equity funding was utilized for the following

- To purchase extra literacy and numeracy aids.
- Tony Bones entertainment, theatre production based on
- Martial Arts tuition for whole of Term 3.
- Travel to Lake Keepit. Excursion in Term 3.

Other significant programs and initiatives

Martial Arts
During term 3 students participated in Martial Arts lessons. Sensei Mat March travelled to the school weekly. This experience was invaluable in personal development, health and physical education, promoting a healthy lifestyle, benefits of physical activity and making good choices.

Focus On Reading
To improve students capabilities of comprehension, Mrs Hibbins attended the Focus On Reading course. As a result students were shown and used the Six strategies. These strategies improved students comprehension; this was shown by students ability to write and speak about the text and therefore demonstrate understanding.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent, staff and student surveys.
- Review effectiveness of programs to reach targets by staff and monitoring of assessment of all students.
- General observations.

School planning 2012-2014:

School priority 1

Reading and Writing

Outcomes from 2012–2014
For all students to reach regional reading benchmarks.
For all students to reach stage appropriate outcomes in writing.

Evidence of achievement of outcomes in 2014:

- 2 out of 3 students reached or exceeded regional benchmarks
- 2 out of three students reached stage outcomes for writing according to continuum.
- Students increased confidence in reading and skills to dissect and understand text.

Strategies to achieve these outcomes in 2014:

- Implement Focus On Reading strategies to further develop comprehension skills.
- Teacher and students identify areas for improvement (in PLP’s)
Staff to plot students on Literacy continuum and on PLAN.

School priority 2

Numeracy

Outcomes from 2012–2014

For all students achieve significant improvement in fractions and decimals.

Evidence of achievement of outcomes in 2014:

- All students improved capability in fractions and decimals as shown by class assessments and diagnostic tests.
- All students reached stage appropriate outcomes on the Numeracy continuum. In number strand.

Strategies to achieve these outcomes in 2014:

- Teaching staff to continue to track students on the Numeracy continuum and plot on PLAN.
- Continue to subscribe to Mathletics and Susan Bourke Interactive for enhancement of syllabus material.
- Practise times tables and counting drills every day.

School priority 3

Engagement and Attainment

Outcomes from 2012–2014

All students engaging in quality teaching and learning programs.

Evidence of achievement of outcomes in 2014:

- Student attendance in 2014 was 96.8%
- ALL students participated in excursions.
- Anecdotal evidence suggest students enjoy school.

Strategies to achieve these outcomes in 2014:

- Combining with other Small Schools for activities such as science, drama, Musica Viva and sports.
- Recruitment of ‘specialists’ to run workshops.
- Participate in VC ‘s through DART Connections.

Professional Learning

In 2014 the following professional learning was undertaken;

- All staff participated in mandatory training: emergency care, anaphylaxis, code of conduct, and child protection updates.
- Teaching staff completed Disability standards for Education.
- Teaching Principal (relieving) completed Strategic Financial Management and Focus On Reading.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

As Marra Creek P.S is a very small school with only two families, parent satisfaction was discussed formally and informally and through parent surveys.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In the 2015-2017 plan the strategic directions for Marra Creek Public School will be;

Student learning - To improve student learning experiences resulting in the students’ increased ability to think critically, creatively and ethically and who are socially, environmentally and culturally aware.

Professional Practice - To improve organizational practices to support improvement in students learning.

School /community engagement - To establish more effective partnerships with the local and wider community.

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.

Marnie Hibbins, Principal
Heather Simpson, School Administration Manager
Leanne Hall, P&C Secretary

**School contact information**

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School Code: 4454

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: