2008 Annual School Report
Murwillumbah Public School

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

Students

In 2008 Murwillumbah Public School has 270 students. During the year the school welcomed a number of new enrolments that allowed an additional class to be formed.

There are 130 girls and 140 boys in the school.

Staff

The staff at Murwillumbah Public School provides a stimulating curriculum. Staff members provide a diverse range of programs and new ideas to assist the learning capabilities of the children. During 2008 the school welcomed a new assistant principal and an exchange teacher from the USA.

Teachers work cooperatively in stage groups to ensure coordinated programs for students across the same grade. Teachers are very supportive of individual student needs and regularly provide feedback to students and parents on student performance. Teachers at MPS care about their students.

Three Teachers Aides provide invaluable support to class teachers and children with a disability. Several other teacher aides work on a casual basis as the need arises to provide support to students and to organise resources and teaching materials.

The General Assistant is a qualified horticulturalist who is able to regenerate and maintain the school grounds in top condition.

Two permanent SASS staff and one casual SASS staff member provide excellent and efficient management of school administrative processes.

The school is also the base school for the teacher Early School Support, the Reading Recovery Tutor and the Assistant Principals Learning Assistance, Hearing and Vision.

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

Significant programs and initiatives

Music

Music programs provided for children at our school are both comprehensive and exemplary. A K-6 spiralling curriculum allows students to progress each year and build on prior knowledge. Years 1-6 learn to play the recorder and participate in tuned and un tuned percussion lessons. Kindergarten children play percussion instruments and form a class band in music lessons.

The school supports a Concert Band, a Bunyip learner’s band, and the Whopping Big Band. The children perform at various functions in the local area. The Whopping Big Band played at Speed on Tweed, Banana Festival, Pottsville Jam Night, the School Fete, at Tweed Heads and at the Quota Christmas function.

Sixty eight students learned instruments such as the trumpet, trombone, clarinet, flute, drums, saxophone and percussion in the P&CC Instrumental program. Highly qualified professional music tutors have been engaged to teach the children in private or small group lessons. The huge repertoire of appropriate music is enjoyed by all.

In December a very successful and entertaining musical performance was staged at the Murwillumbah High School Elliot Centre. A full stage and professional lighting and sound production provided an excellent experience for all students from K-6.

Nine of our talented music students attended the North Coast Creative Arts Camp at Lennox Head during November. This provided extension opportunities for our students.

The Murwillumbah Festival of Performing Arts provided another stage for our musical students. The Vivace choir was placed 2nd, the Year 5/6 Choir was placed 3rd, the 3/4 choir was 2nd and our Infants choir was placed 1st in their divisions with the Infants choir receiving the title of Choir of Choirs for the entire festival. Our Vocal and Instrumental group was 1st as were our Recorder Ensembles in under 10’s and under 12’s. Our recorder duets and trios were placed 1st, 2nd and 3rd in their sections.

In 2009 our school will travel to the Sydney Opera House to sing in the Choral Concert with other schools from across NSW after being successful, once again, in our auditions.

Mrs Vikki Armour is an excellent and dedicated music teacher and has provided a wealth of experiences for our students.
Physical Education and Sport

During 2008 student fitness continued to be a high priority area of our school. A specialist PE teacher on staff, Mr Geoff Johnston, takes each class in the school for a lesson in PDHPE on a weekly basis with stage teachers working together to provide fitness lessons at other times during the week. Students participate in age appropriate sports and skills activities during weekly sports time.

The children in stage one participated in a skills based activity program each Friday. This allowed them to develop the necessary skills to take part in minor games and learn new dances.

A feature of the stage one sport program was the running of a very successful cross country and athletics carnival for stage one only.

Dance lessons were programmed to coincide with whole school discos and other performance events.

The children in years three to six participated in a variety of sports during 2008. Each Friday the children participated in ten pin bowling, T-Ball, cricket, soccer, touch football, netball, badminton, table tennis, skipping, golf, tennis, athletics skills and cross country running.

The school entered teams in the state wide touch, soccer, netball, rugby league and hockey competitions. All teams performed well with our rugby league team being the most successful team by reaching the final of the north coast division.

Five students participated at state level in the sports of cricket (Emily Hetherington and Kelsey Boan), hockey (Emily Hetherington and Kelsey Boan), soccer (Luke Baker), rugby league (Riley Yates) and athletics (Nikaya Wyatt). One student, Emily Hetherington, was selected in the NSW State Hockey Team. This team won the Pan Pacific Games final in Canberra.

The goal in sports during the past three years has been to increase the participation and achievement of all students in a variety of sporting areas. In 2008 55% of the students in years 3-6 represented the school in some form of sporting activity at a higher level and 100% of students in years K-6 participated in school carnivals and fitness activities.

Successful aspects of our sporting programs were the Premier’s Sports Challenge and the hard work and dedication of our sports teacher Geoff Johnston.

A very successful swimming carnival was held in term one and 23 students represented the school at the district carnival, 11 at the zone carnival and 1 at the regional carnival.

Fifty four athletes represented the school at the district athletics carnival, 20 at the zone carnival, 2 at regional level and 1 at state level. These representations followed a very successful school athletics carnival.

Forty seven students were chosen to represent the school at the district cross country championships and 6 at zone level.

Student Representative Council

This year the SRC was involved in many fundraising activities for charities and for Murwillumbah Primary School. The school discos raised money for the purchasing of new classroom resources, sandpit toys for the playground, the installation of an interactive whiteboard and supporting students to represent the school at state level in sport. Mufti Days raised funds for a variety of charities including, Loud Shirt Day, Biggest Morning Tea, ‘B’ Day for Diabetes and Jeans 4 Genes.
Kindergarten children enjoy the SRC Disco.

A Leadership Conference was held in Brisbane at the beginning of the year, and all of our senior SRC and Captains attended. This was a successful day for the students involved. Students enjoyed a variety of inspirational speakers.

2008 also saw the staff work together with the SRC to raise money for both local and National charities, which included, Relay for Life and Care for Kids, involving entering all the staff and some students in a Dragon Boat Race.

Future Directions
In 2009 a Year 5 Leadership Program will be conducted during terms two and three to encourage and assist year 5 students in the development of leadership skills necessary for their election to the SRC for 2010. In 2009 staff will participate in Professional Development courses to assist students in the functioning of a dynamic SRC. Planning has been completed to establish an Active After School Program in 2009. Eight staff members have trained as facilitators and are committed to supervising children on two days each week for one hour after school.

Anzac and Remembrance Days
The school captains held an ANZAC Day Ceremony on Friday 11th April for the school community. Mr Derik Sims, a local member of the RSL, attended and was so impressed with the Ceremony, that he asked Murwillumbah Primary School to host the Remembrance Day Service held for the community later that year in November. This was the first time that this community event had been hosted by students. The Remembrance Day Ceremony was extremely successful, with presentations from our choir and a speech presented by Jake Simkins, a Stage 3 student.

Garden Competition
The Tweed Shire Council and Murwillumbah Garden Club held Garden Competitions this year and Murwillumbah Primary school was extremely successful in these events. Every class in the school took on a garden project that focussed on sustainability. The judges were very impressed with the students' knowledge of their worm farm, chook pen, vegetable garden, strawberry patch, sunflowers and bush Tucker area. We won Best Large School Garden, Best Sustainable Garden and Judges Choice Award for Best School Garden.

Features of the gardens were the chook pen with recyclable abilities of lunch scraps, manure and water from a tank. The children cared for the chickens and planted a garden that used fertiliser from the chickens and worms.

Our students were invited to be the first group to preview the Tweed Shire Council Sustainable Living and Education Centre and to be the guest speakers at the official opening of this centre.

Public Speaking
Murwillumbah Primary School had a whole school focus on Public Speaking in Term 2. Classes held public speaking competitions to decide which four
children would represent their stage, at the whole school final held in June. Many teachers had difficulty choosing only four children, as there are many talented speakers in our school. Many parents joined the students to watch up to 13 children participate in each of the stage finals. Mrs Lynne Phillips and Mrs Jo Vining were the adjudicators for the finals, and selected students to go on to represent the school at the Far North Coast Public Speaking competition. The three finalists were Tiar Paddock (Stage 1), Kate Stewart (Stage 2) and Luke Brimacombe (Stage 3). Luke Brimacombe won the Rats of Tobruk award for most popular speech.

Our School was also involved in the North Coast Multicultural Public Speaking Finals, held at Uki Public School. Four students, Tully Anderson, Monique Chauvier, Cody Anderson and Jake Simkins, represented Murwillumbah Primary School. All the students represented our school with pride and we were very proud of them all for participating in this competition, which involved them presenting an impromptu speech. Jake Simkins won the Stage 3 section of the competition and represented the Far North Coast at Toormina Public School during Term 3.

**Questacon**
During Term 3 Murwillumbah Primary School students were entertained, by the Questacon Science Circus. There were two shows presented on the day with both proving very popular. All the students left the Science Circus discussing and recounting things they had witnessed and learnt about this subject. The students were able to make and watch mini rockets with Alka Seltzer, observe experiments using liquid nitrogen and learn about pressure, thunder and lightening. That afternoon all children were invited to attend the Questacon Science Exhibition at Murwillumbah Civic Centre. This afternoon show was filmed and during November it was presented on The Shak, a popular children’s television program.

**NAIDOC Day**
During Term 3, Murwillumbah Primary School participated in our annual NAIDOC Day. Students worked with their year group to take part in different NAIDOC activities, which included a variety of Aboriginal outdoor games, Dreaming movies and clapping stick dances. Every student painted and decorated a boomerang, which they were able to take home, and all children received a Koori Kids rubber bracelet, in the colours of red, yellow and black, with the words Respect and Culture engraved on it.

**Interactive whiteboards and technology –**
Student participation and engagement in learning is directly connected to the degree of stimulation provided by the education, and is increased by interactive, relevant and engaging learning activities. With that in mind, 2008 saw the purchase and installation of interactive whiteboards into every classroom at Murwillumbah Primary School. A class set of Clickers were introduced and trialled in a Stage 3 room. Assessment was collected using this technology and the data was then formulated using the software.

The SRC have also raised funds through whole school discos to provide the school with the money needed to install an interactive whiteboard. The school also supported the purchasing and installing of interactive whiteboards and the purchase of software.

Computer activities and research tasks were programmed, taught and integrated across all Key Learning Areas. Staff enthusiasm towards the interactive whiteboards has increased and now many are confident and independent with exploring new techniques and skills when preparing and teaching interesting and relevant lessons. These skills have led to teachers and students using more educational websites in a safe and supervised environment.

Clickers were trialled at our school this year in Stage 3 classes. A local company voted Murwillumbah Public School the best users of Interactive whiteboards and gave the clickers to the school free of charge. The end of year assessments were carried out using this technology and the data was collated with the software provided. This was an extremely successful process that provided accurate and relevant data for all of stage 3 students.

Quality work samples have been produced by students using the interactive whiteboards, as any work completed on the boards has been printed off and kept as a form of assessment.
All students are enjoying the use of the interactive whiteboards in their classrooms and are more enthusiastic about their learning in all KLAS, including technology.

Software has been purchased to enable the continuing interaction between students and technology. The interactive software has increased student participation and students are more readily engaged in their learning.
Kindergarten Orientation 2008
The Kindergarten Orientation Program was once again a huge success. Pre school students attended morning orientation sessions at the beginning of term four. Parents attended an information session in the library while the preschool children completed activities in the kinder rooms. Information focussed on philosophy, routines and expectations for the children at Big School. Question and answer sessions allowed parents an informal forum for speaking to the staff. Orientation sessions were conducted by the Assistant Principal Mrs Tristen Hill with the kindergarten teachers. Visits to local pre schools were a feature of this orientation program. This program will be extended in 2009.

Parent and Community Helpers
Many parents and community members volunteered to assist with many aspects of our school curriculum in 2008. Reading groups were regularly attended by a number of parents who listened to children read, conducted reading games and helped with maths groups.

Artists in Residence Programs
We were fortunate to have an artist in residence program for kindergarten children who worked with Ms Jan McGuire, from Sydney, to produce beautiful murals on the walls outside the library. Another artist in residence, Mr David Hickson, worked one day each week during term 4 with all stage two children to produce some excellent art works that focussed on cooperative planning and production of spectacular pieces. These pieces are on display in the hall.

Multicultural Week
Multi Cultural Week was held in August and students were able participate in activities from around the world. Each class studied a country of interest and then presented their studies in the form of a display and cooking activities for the other classes in their stage. An activities day was held in August to celebrate the culmination of studies for the classes.

Art Competitions
Our students entered in a competition to design a Parliament House Poster. One of our entries was selected to become a Parliament House Christmas Card for 2008. A large number of students participated in the Les Peterkin Portrait Competition and many students from Murwillumbah Primary were awarded prizes. Some students were disappointed that a planned exhibition and prize award day held at the Tweed Shire Art Gallery produced few actual prizes for individual students.

Student achievement in 2008

Literacy
An evaluation of the basic skills data, school assessment results over time, from March to October 2007, and evaluation of classroom programs revealed areas of literacy teaching and learning that needed to be addressed. Results of grade based tests showed that improvement over time was consistent with basic skills results. The following tables show the percentage of children in the school working in each section of the stages from March to October.

<table>
<thead>
<tr>
<th>Literacy</th>
<th>March</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Early Stage 1</td>
<td>14%</td>
<td>2%</td>
</tr>
<tr>
<td>Early Stage 1</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Towards Stage 1</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Stage 1</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Towards Stage 2</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Stage 2</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>Towards Stage 3</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Stage 3</td>
<td>16%</td>
<td>21%</td>
</tr>
<tr>
<td>Working Beyond St3</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

There have been several areas of focus in literacy at Murwillumbah Public School in 2008. Training and development opportunities for staff have included “Best Start” and “Starting Them Early” for teachers in early stage one. One teacher from stage one attended the “Keeping Them Going” course, which involved three days intensive training over three terms. The course focused on all three strands of literacy, talking and listening, reading and writing, with a special emphasis on the implementation of guided reading and writing groups, and methods for maximising the use of these strategies in classroom literacy sessions. Staff meetings were then used to share this information with other teachers. Guided reading has been a major focus school wide. Four teachers attended the Quality Teaching conference in Coffs Harbour in February and reported on their experience and issues covered at the conference relating to teaching literacy and boys education, to their fellow staff on their return to school.
One teacher has attended STLA (support teacher learning assistance) literacy courses during 2008. STLA teachers have been enhancing literacy in the school with individual, small group and a tutor program to promote reading, spelling and writing. All stages have studied and written a range of text types from the English syllabus, including recounts, narratives, descriptions, expositions, procedures, reviews, poetry and information reports.

All children in all stages participated in the public speaking competition, with stage winners representing the school in district championships. Three students won their division in the local competition and Murwillumbah Public School is the Tweed Shire Council Debating Champion School.

Home reading has been heavily promoted in early stage one and stage one. Merit certificates are awarded to children for reading a particular numbers of books. There has been a significant increase in the number of children from these stages who have participated in the home reading program. In term three an after school program for parents was run to inform them how they can best help their children read at home.

Reading has also been enhanced by the implementation of the scholastic family home reading month during the year. The acquisition of up to date contemporary fiction, and special library awards for prolific borrowing have increased the level of library borrowing. Book club has continued throughout the year, helping to keep alive children’s enthusiasm for books and reading.

Children in stages two and three have had the opportunity to participate in state wide competitions in spelling, computer, writing and general English. Early stage one and stage one have used stage wide scope and sequences for spelling, handwriting, phonemic awareness and grammar.

Technology has played a huge part across all stages. The introduction of interactive whiteboards to classrooms has enhanced the teachers’ ability to design and present lessons in a way that appeals to and stimulates the children, and augments literacy learning. It also allows teachers to access internet resources at the time of teaching and to quickly revise previous lessons.

Looking ahead to 2009, the school will be part of the Premier’s Reading Challenge, which will compliment a push for whole school home reading. An inventory is currently being taken of existing school literacy resources with a view to purchasing any resources found wanting. The resumption of the use of current resources will also be a focus for 2009, as well as insuring that guided reading packs are adequately stocked. The use of text books for handwriting and spelling in stages two and three will be abandoned. A scope and sequence for spelling in stages two and three is currently being developed. The emphasis for the acquisition of library resources in 2009 will be on non fiction. Additional training and development opportunities for teachers in the teaching of text types will be investigated. Parent information sessions for new parents to the school regarding home reading and contributing to their child’s learning at home will be implemented.

Additional teacher time has been allocated to stage 2 classes each week to assist with reading and comprehension tasks.

**NAPLAN Year 3**

Results for year 3 in Literacy were very pleasing. 100% of students achieved results above the national average in all Literacy areas.

**NAPLAN Year 5**

Results for year 5 in Literacy revealed that 96% of students achieved results above the national minimum.

**Numeracy**

An evaluation of the basic skills data, school assessment results over time, from March to October 2007, and evaluation of classroom programs revealed areas of numeracy teaching and learning that needed to be addressed. Results of grade based tests showed that improvement over time was consistent with basic skills results.

The following tables show the percentage of children in the school working in each section of the stages from March to October.

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>March</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Early Stage 1</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Early Stage 1</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Towards Stage 1</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Stage 1</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Towards Stage 2</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Stage 2</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Towards Stage 3</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>Stage 3</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>Working Beyond St3</td>
<td>0%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Scope and sequences in all stages were reviewed and implemented again during 2008. Relevant resources were purchased for all stages. Both kinder classes followed a similar program and shared ideas and resources to enable equality for students and reduced work load for staff. Kindergarten maths groups were very
successful and enabled more hands on activities with the use of teacher’s aide time. Stage one reviewed Year 3 Basic Skills results from 2007 and March and October assessments and programmed cooperatively to ensure measurement strand was well taught. CMIT and Counting On courses were attended by staff and feedback to whole staff was very valuable. A follow up to the Literacy in Numeracy course from 2007 was conducted for staff by teacher participant and literacy received a higher and more integrated priority within the maths KLA. Stage three analysed Year five Basic Skills results and programmed areas of need into scope and sequence. Stage three commenced maths groups in term 2 and have concluded that maths groups based on ability should have been commenced earlier in the year. Stage three entered the Maths Olympiad at Wollumbin High School and enjoyed the experience. Stage three students completed Maths diaries/journals and recorded aspects of their learning and what and how they learned new concepts. This provided an interesting and informative talking point for student feedback and parent interviews. New resources were purchased for each classroom to ensure availability of equipment for all students. The installation of interactive whiteboards in every classroom and the purchase of interesting and challenging software enabled all stages to access visual learning tools. Student engagement in maths has been at a very high level during 2008. This can be attributed to the use of interactive whiteboards. The use of Clickers to complete maths assessments and then mark and collate results in a group and across the stage has been an excellent innovation. All staff have decided to follow a sequential maths program in 2009 and to use the same maths text at different levels. Parent Training and Development will be enhanced in 2009 with courses run for parents in trading, division and multiplication.

Messages

Principal's message

2008 has been a very happy and stable year at Murwillumbah Public School. Some exciting challenges and many successes have allowed the school community to bond more completely as a happy and productive group. The staff worked very well together and cooperated well to restructure the school welfare and discipline plan and to work in stage teams to ensure clarity in objectives and unified support of all students.

One of our assistant principals enjoyed an exchange teaching arrangement with a teacher from Colorado Springs in the USA. Mrs Barbara Power enjoyed the opportunity to expand her professional experiences in the USA and Murwillumbah Public School hosted Miss Amy Haessly. Miss Haessly became a valued member of our staff very quickly and shared her experiences from Colorado with the community, the children and the staff.

Student behaviour and academic achievement was very positive and students demonstrated a more cohesive and cooperative attitude towards each other.

A K-6 spelling strategy and program was trialled during 2008 and will be implemented at the beginning of 2009.

Grammar and sentence structure continue to be a priority with A Sentence a Day program to be adopted in all classes to help students focus on correct structure, grammar and punctuation in 2009.

Mathematics K-6 has been implemented and all staff will use the revised maths scope and sequence and maths programs in 2009. This will be tailored to suit each student at their level of achievement. The maths programs have been developed in conjunction with the Maths consultant and all staff will receive a K-6 copy in electronic form to assist with ease of programming and documentation in January 2009.

The school has been growing steadily during 2008 and I am confident that we will retain the extra class and will likely form a twelfth class in 2009.

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.

Robyn Edwards

P&C President's Message

Firstly, I would like to thank the parents and teachers who have contributed to the success of the P & C this year. We have again shown that by working together as a group we can further enhance the opportunities our children have to learn and absorb information in an interesting and enjoyable environment. Without their advice, assistance and contribution our P & C would not function. This is through activities such as the musical program capably run by Vikki Armour, our Treasurer Jacqui Everson and the Fundraising Committee or by Debbie Vickery and her great team in the Canteen.
We have nearly completed our main objective of installing interactive whiteboards in all the Classrooms. The last interactive whiteboard is expected to be installed this Term to complete the Project. I have found from the feedback of my own children how much they enjoy learning and look forward to attending School. I’d like to say a particular thank you to Treasurer, Jacqui Everson and her Fund Raising Committee for a well executed campaign.

We are very fortunate to have Vikki Armour leading our students as they pursue musical endeavours.

We are fortunate to have Debbie Vickery and the Canteen Committee providing our children with healthy food whilst providing a source of funds that can be put back into the School. All parents and carers are invited to assist the team whenever they can.

We are very fortunate to have Principal Robyn Edwards at our School. Many parents are impressed by the energy and enthusiasm she brings to the teaching staff. On behalf of the parents and carers, I would like to say thank you to Robyn, the teachers and staff for their dedication to and superb care of our students. I would also like to acknowledge the great contribution to the school community over a number of years made by my predecessor, Viv Johnston. He has devoted a considerable amount of time and effort to our school which is appreciated.

If we can each contribute to enriching the school community in a small way, whether by assisting on a working bee or in the Canteen, helping to raise funds for the School or assisting in a classroom or similar activity, the result is a vibrant, cohesive, learning environment where our children can excel.

In this coming year I hope the P & C will be able to strengthen its financial position whilst enjoying a greater level of involvement from families.

Neil Baker JP
President 2008
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>1/2H</td>
<td>1</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>1/2H</td>
<td>2</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>1/2S</td>
<td>2</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>1/2S</td>
<td>1</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>2/3S</td>
<td>3</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>2/3S</td>
<td>2</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>3/4AJ</td>
<td>3</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>3/4AJ</td>
<td>4</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>3/4B</td>
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<tr>
<td>3/4B</td>
<td>4</td>
<td>20</td>
<td>27</td>
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<td>5/6D</td>
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<td>11</td>
<td>27</td>
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<td>5/6D</td>
<td>6</td>
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<td>5/6G</td>
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<td>26</td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

During 2008 student numbers grew rapidly. This allowed the school to form an extra class at the beginning of term 3. The school was restructured to form 11 classes organised in stages. This eliminated the need to form across stage classes. Eg Years 2 and 3 and Years 4 and 5 classes.

Structure of classes

Classes were structured as composite classes because staff and parents enjoyed the flexibility for class placement of new students and all classes have been formed as equal classes with ability groups formed within each class.

Staff information

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Admin</td>
<td>3</td>
</tr>
<tr>
<td>Teacher’s Aides</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
</tr>
</tbody>
</table>

Staff attendance

Staff have access to leave entitlements such as sick leave.

In 2008, the average daily staff attendance rate was: 97.5%

Teacher qualifications

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

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

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>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>201 508.91</td>
</tr>
<tr>
<td>Global funds</td>
<td>136 902.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>261 224.68</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>101 895.16</td>
</tr>
<tr>
<td>Interest</td>
<td>16 992.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>57 786.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>776 311.08</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>61 297.48</td>
</tr>
<tr>
<td>Excursions</td>
<td>24 590.22</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>21 468.84</td>
</tr>
<tr>
<td>Library</td>
<td>9 036.03</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>278.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>247 663.88</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>28 882.03</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>59 474.83</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>27 292.61</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19 550.36</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>61 438.47</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>560 973.61</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>215 337.47</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

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
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 achieving at and above minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at and above minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>87</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Students and staff participated in Sorry Day assemblies and MPS and at Murwillumbah High School. The students were able to grasp the significance of the occasion and were able to understand the events.

A special NAIDOC Day was held in term 2 when students participated in activities involving all KLA’s. Aboriginal and Torres Strait Islander culture was celebrated and students rated these activities as extremely enjoyable and memorable.

Aspects of Aboriginal and Torres Strait Islander language and culture are integrated into all aspects of the class programs.

Multicultural education

In 2008 students studied and celebrated the diversity of our multicultural country by selecting a specific country to study in class and complete an information report for display in the school and at assembly. A very successful Multicultural day was held in term 3 and it has been decided to hold this day in term one 2009 to coincide with Harmony Day on 20 March.

Respect and responsibility

The values of public education are an integral part of all school programs and class programs reflect and include these values. A whole school social skills program is taught explicitly in all classes K-6 with two skills providing a focus each week. Student welfare programs have enhanced the positive culture of the school and children have been very settled and cooperative in 2008.

Progress on 2008 targets

Target 1
To improve student outcomes in language and grammar.

Our achievements include:

Scope and sequences developed in all stages with a progression from one stage to the next.

Specific lessons focussing on individual aspects of grammar taught explicitly in each classroom.

Use of metalanguage appropriate to each text type is used by staff and children.

Student work samples demonstrate correct use of grammar.

Naplan results have shown an increase in students in higher bands in years 3 and 5.

Naplan results have shown a decrease in students in bands 1 and 2 especially in year 3.

Target 2
To improve student outcomes in measurement.

Our achievements include:

Scope and sequences developed and implemented.

Years 5 and 6 focus on teaching specific hands on fun units in measurement.

Assessments and work samples show increased number of students achieving at appropriate stage level.

Naplan results show less students achieving results in lower bands, especially in year 3.

Target 3
To improve student outcomes in information and communications technology (ICT).

Our achievements include:

Increased use of technology in all classes.

All classrooms have interactive whiteboards installed and in use by staff and students each day.

Students demonstrate an increased knowledge in using software from internet and local sources.

A huge increase in the competencies and teaching skills demonstrated by staff.

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 School Management and Personal Development, Health and Physical Education.

Educational and management practice

School Management

Background

The school leadership recognises and encourages community involvement in the management aspects of the school. Parents and staff were surveyed in October 2008.

Findings and conclusions

In answer to the comment “The school has targets and is continually looking at ways to improve its performance.” All parents who completed the survey answered -Almost always.
Communication with parents and students and allocation of resources were seen as managed very well by the parents and community.

Parents and community said that the school was well organised and that the staff are valued and supported. One parent commented that teachers need to be more valued by the parents.

In answer to the question- Do you find that teachers and the principal are prompt and responsive to your needs? Parents commented, “Yes, very caring, understanding, supportive and always responsive to my children’s and my needs.”

“Yes. They are very helpful.”

“Yes. More than happy.”

“Always – I’m impressed and thankful.”

“Excellent always”

**Future directions**

In the section of the survey relating to communicating the child’s progress, suggestions supporting three way interviews were evident. Staff plan to engage in three way interviews where appropriate in 2009.

A new and improved format for the newsletter will be explored in 2009.

Changes to the P&C Meeting structure and timing will be explored and encouraged in 2009.

**Curriculum**

**Personal Development, Health and Physical Education**

**Background**

During 2008 the school organisation included provision for PDHPE lessons to be taught as part of teachers RFF program. A specialist teacher was released from full time class teaching to be the PDHPE teacher 3 days each week.

National trends in childhood obesity and inactive lifestyles was a contributing factor in the decision to pursue this form of timetabling.

**Findings and conclusions**

Parents, staff and students were surveyed in early term 4. Results confirmed that 95% of parents who completed the survey strongly agreed that PDHPE was an important subject, that their child enjoyed PDHPE and that their child had developed new skills and the ability to play cooperatively in team sports.

65% of parents surveyed indicated that they would like to know more about the aspects of PDHPE and they would like more regular reports about the progress of their child in PDHPE so they can continue and extend their child at home.

**Future directions**

In 2009 we will continue the PDHPE lessons for all classes and will continue to provide access to team sports through the PSSA sports competitions and school and class games.

The school has planned to participate in the Active After School Communities Program in 2009.

**Future Directions**

In 2009 a Year 5 Leadership Program will be conducted during terms two and three to encourage and assist year 5 students in the development of leadership skills necessary for their election to the SRC for 2010.

In 2009 staff will participate in Professional Development courses to assist students in the functioning of a dynamic SRC.

Planning has been completed to establish an Active After School Program in 2009. Eight staff members have trained as facilitators and are committed to supervising children on two days each week for one hour after school.

**Parent, student, and teacher satisfaction**

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

Parents, students and staff who completed surveys indicated that they thought the school was an attractive, welcoming and dynamic organisation. Many new parents to the school were impressed with the warm friendly atmosphere and the cooperative, caring culture of the school.

**Professional learning**

One teacher from stage one has commenced reading recovery training in 2008. This teacher is the fifth in ten years to be reading recovery trained. The skills and methodology learnt during reading recovery training is transferred to reading groups in the classroom, and imparted to other teachers for them to use in their daily literacy sessions.

Staff attended and completed leadership courses as well as curriculum courses delivered by local consultants. The executive team and aspiring executives attended and completed the Executive Leadership Development Program. They attended workshops provided by the Primary Principal’s Association and conducted by Warren Marks. Staff also provided professional support for each other through stage and team meetings.
School development 2009 – 2011

Targets for 2009

Target 1
All teaching staff develop a personal learning plan and implement the results of professional learning into programming, teaching, and assessing.

Strategies to achieve this target include:
• identifying ICT needs and providing resources to support;
• implementing a variety of strategies in each classroom to ensure students use technology to access curriculum;
• developing staff use of interactive whiteboards.
• effectively maintaining software and hardware.
• Attending local and regional inservice courses.

Our success will be measured by:
• competencies and skills evidenced in teacher programs;
• an increase in the number of work samples demonstrating the use of technology;
• students demonstrating an increased knowledge in using a range of software; and
• teaching programs reflect ICT strategies being used.
• Inservice courses attended and reported to staff.

Target 2
To increase levels of literacy and numeracy achievement above the regional average in Years 3 and 5.

Strategies to achieve this target include:
• Analyse NAPLAN data to inform stage-based planning and class-based programming
• Provide professional learning in English and maths for all teachers, teachers’ aides and STL
• Monitor use of reading strategies in reading and maths programs.
• Develop reading and ICT programs to address literacy and numeracy needs.
• Provide time for teachers to cooperate and plan corporate programs in mathematics based on knowledge of syllabus outcomes, Getting Ahead in Numeracy and Moving on in Numeracy.
• Purchase of reading resources based on local Aboriginal and Torres Strait Islander culture.

Our success will be measured by:
• All teachers familiar with NAPLAN Smart data for individual student diagnosis and for planning of teaching strategies.
• Improved literacy and numeracy levels for targeted Aboriginal students
• Whole school curriculum programs developed incorporating technology, and quality teaching perspectives
• Stage-based mathematics programs incorporate quality teaching processes and technology focus in teaching and assessment.
• Literacy resources for reading compiled with consideration of Aboriginal and Torres Strait Islander children.

Target 3
To increase levels of cooperative learning and play.

Strategies to achieve this target include:
• Provide professional learning in positive behaviour modules in classroom and playground settings for all staff.
• Provide professional learning in management of students with autism, learning difficulties and Asperger’s syndrome.
• Implement Friendly Schools and Families Program.

Our success will be measured by:
• Data reveals increased incidence of positive behaviour in classrooms and playground.
• Improved knowledge for all staff in teaching students with disabilities and learning difficulties.
• Student and parent understanding of what makes a friendly school and a friendly family.
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.

Neil Baker P&C President
Jacquie Everson P&C Treasurer
Tristen Hill Assistant Principal
Jessica Smith Assistant Principal
Geoff Johnston PDHPE Teacher
Vikki Armour Music Teacher
Peter Stowe Rel/Assistant Principal
Fiona Price Rel/Assistant Principal
Robyn Edwards Principal

School contact information

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School Code: 2687

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: