2009 Annual School Report
Murwillumbah South Infants School

NSW Public Schools – Leading the way
Principal's message

Murwillumbah South Infants has seen many changes this year. In term 3 Mrs Atkins accepted a position as Principal of Burringbar Primary School, Mrs Kester took on a relieving position in another school and Mrs Watterson received a permanent Senior Administrative Manager position at Clunes Public School in term 4. Mrs Nicholls and Mrs Fletcher joined the team in their absence.

The students had a very productive year participating in many rich and varied learning experiences offered by their teachers. Each student is encouraged to achieve and their achievements acknowledged regularly. This builds strong foundations for the students.

The staff participated in many professional learning opportunities to further enhance their teaching abilities.

The commitment of the parent body is greatly appreciated by the staff and students. The close bond that exists is valued.

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.

Annette Fairhall
Acting Principal

P&C message

The P&C committee has been involved in a number of events and fundraising activities throughout the year. The popularity of “Monday Munchies” continues to grow with P&C parents organising this each and every week.

The P&C has participated in a number of joint promotion and fundraising events including the Knox Park markets and the local Belly to Big School and Beyond event. Fundraising for the school included the Easter raffles, school discos, Carols by Glowsticks and a 2010 school calendar.

Rebecca McVeigh - P&C Representative

Student representative's message

We have had lots of changes at our school but there have been lots of things we have done. We have led the assemblies on special days like ANZAC and Remembrance day. We showed the Garden people our gardening efforts for the competition. We attended discos, the festival parade and the show. It has been a lot of fun and we will miss our school next year.

Alyssia, Lily, Oriana, Charlie, Braedon and Janardhan Year Two SRC 2009

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.

<table>
<thead>
<tr>
<th>Student enrolment profile</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>12</td>
<td>12</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>17</td>
<td>14</td>
<td>14</td>
<td>9</td>
</tr>
</tbody>
</table>

Student attendance profile

![Student Enrolments Graph]
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.

### Class Sizes

<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/Y1</td>
<td>1</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>K/Y1</td>
<td>K</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Y1/Y2</td>
<td>1</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Y1/Y2</td>
<td>2</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</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 Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
</tbody>
</table>

There are no Indigenous staff members at our school.

### 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>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>143607.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>53745.38</td>
</tr>
<tr>
<td>Tied funds</td>
<td>67922.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5815.61</td>
</tr>
<tr>
<td>Interest</td>
<td>3493.95</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>483.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>131460.81</td>
</tr>
</tbody>
</table>

| **Expenditure**                         |           |
| Teaching & learning                    |           |
| Key learning areas                     | 9057.56   |
| Excursions                              | 570.00    |
| Extracurricular dissections             | 722.09    |
| Library                                 | 343.31    |
| Training & development                 | 3285.69   |
| Tied funds                              | 169132.59 |
| Casual relief teachers                  | 2205.94   |
| Administration & office                | 34410.28  |
| School-operated canteen                | 0.00      |
| Utilities                               | 6673.77   |
| Maintenance                             | 6119.32   |
| Trust accounts                          | 483.00    |
| Capital programs                        | 0.00      |
| **Total expenditure**                  | 233003.55 |

**Balance carried forward**: 42064.95

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
Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Inclusivity is a unique attribute of the school. All students are included in all school activities. This has built an atmosphere of cohesiveness and care for each other across the school.

Achievements

Arts

The students enjoy the talents of Mrs Y the creative arts teacher every Friday. Nature portraits were entered into the Les Peterkin Portrait Prize in which we had 5 students receive recognition for the works. Charlie received the Judges award for the 8yrs. Platypus art was displayed at Fleays’ Wildlife Park where the school received the best whole school entry award.

In music with Mr Parry the students created a song, “Cool School” including the lyrics and musical a compliment with ukuleles and percussion instruments. They performed this at the Small Schools Stewart House Concert. In term 4 the students, along with a local professional, produced a CD of “Cool School”.

At the Small Schools concert the students participated in the mass school choir, performed a poem, and the “Cool School” item to a packed audience. It was an exhilarating experience for our young students.

Sport

The students participate in many sporting opportunities in school and at local level. This year the students attended the small schools athletics carnival, MSIS sports carnival and the swimming program for Year 2. In term three the introduction of a sports session on Tuesday afternoons to introduce games skills development proved very successful. This was also enhanced by the REDI program each morning.

Other

Special Days

In Term 1 the highlight was a visit from the Life Education van and Healthy Harold, who taught the students about healthy lifestyle choices and staying safe.

In Term 2 the students had a visit from the Dreamworld animal carers who brought along some reptiles to show the children. The students learnt interesting facts about the animals and reptile safety and were given the opportunity to touch the creatures and examine them up close. The school had a visit from the local fire brigade, The fire truck came into the school grounds and the students got to explore the truck and see the fire hose in action!

To celebrate Book Week in term 3 a school parade was held and the students and staff dressed up as their favourite Australian book character. Maths Mania day gave the children a chance to explore the fun side of mathematics with a focus on measurement. The students made a maths hat to wear in the parade and rotated through hands on activities including cooking and outdoor maths.

In Term 4 the students went on an excursion to the Murwillumbah District Show. The COGS unit for this term was ‘Products and Services’ and at the show the students saw local producers first hand. The children enjoyed watching sheep being shawn and cows being milked and discovered local produce and crafts in the pavilion. One of our students entered the horse riding event and was successful in winning a ribbon.

Academic

Literacy

The introduction of Best Start and the assessment continuum has guided the learning and teaching of literacy throughout the school. It has given all staff clear guidelines to address each student’s learning needs. Ongoing assessment of outcomes, work samples, reading and comprehension levels and observations have built a detailed picture of the students achievements.

Achievements

- All kinder students completed the year with a benchmark level
- 60% of kinder students reading and comprehending above stage one outcomes
- 92% of stage one students achieving at stage level with 88% of Year two students reading and comprehending at early stage two level.
- All students writing to stage level with 33% achieving above stage level outcomes.
- All students achieved at stage levels in writing.

Numeracy

In numeracy student achievement was measured through outcomes assessment, work samples, observation of activities and formal assessments. These assessments were the schedule of Early
Numeracy Assessment (SENA 1 and 2). This was also a part of the Best Start assessment for Kinder. This data was used to establish groupings for class learning activities and to monitor progress throughout the year.

Achievements:
- All Year 2 students achieved at stage level, with one student working at early stage 2 level
- 72% of Year 1 students achieved at stage level
- All Kinder students attained early stage one outcomes with 30% gaining above stage level.

Significant programs and initiatives

Aboriginal education
Aboriginal Education is integrated in to all key learning areas. The students are developing an awareness of local Aboriginal culture through NAIDOC special day’s activities and the wearing of wrist bands in recognition of Aboriginal culture. The school also received an award for their participation in this year’s NAIDOC.
The year saw the inclusion of Welcome to Country in all school assemblies.

Multicultural education
Through music and dance the students become aware of the influence many other cultures have on our everyday lives. The students have read stories and completed art works reflecting people and life in other countries. They also participate in Japanese language and culture with Mrs Y.

Respect and responsibility
The school behaviour program encourages all students to be respectful of others and to develop a responsibility for our actions. This has been evident through the strong development of sense of pride and community commitment.

Students value their participation in assemblies, community events such as ANZAC day and visits to the neighbouring Aged Home.

The students also have a strong sense of environmental respect and responsibility and take great pride in the school environment, which they were rewarded for in the local council gardening competition.

Other programs

Priority Schools Funding Program
This year the school received funding through the Priority Schools Funding Program (PSFP). The funding was used to target the key learning areas in Literacy. This enabled the teachers to increase support teaching resources and to access professional learning to better target the learning needs of the students and to decrease the achievement gap in literacy.

The students were also involved in a spelling program to increase their spelling knowledge. This involved the use of a USB and a computer program of games and activities to enable practise of spelling at home. The use of the USB proved exciting for the students and very useful for home work activities with the integration of computer technologies.

Environmental Education
In semester one the students participated in hands on science activities involving environmental education. The worm form was established, a compost bin and the separation of organics and rubbish was introduced. This culminated in a visit to the local recycling centre at Stotts’ Creek.

The students have used their knowledge and understandings of “recycle, reuse, reduce” in their school environment to fertilise the gardens, reduce rubbish and to recycle food scraps and paper. For their efforts the school was rewarded with an Encouragement Award by the local Garden competition, which will result in a new garden being developed by Bunnings and the students.

Progress on 2009 targets
The school plan underpins the direction of teaching and learning for the year. The setting of targets guides this plan in which we work to achieve. The targets for 2009 were underpinned by an emphasis on reflective practice and quality teaching.

Target 1
To improve student learning outcomes in reading through the development of effective comprehension skills.

Our achievements include:
- Students reading and comprehending at the same benchmark level
- Parents attended workshops on comprehension and reading at home to assist their children and to use the same vocabulary as the teachers.
- Teachers attended training sessions in the three levels of comprehension to enable them
to implement best practise in the classroom activities.

**Target 2**

**To improve student learning outcomes in Science and Technology**

Our achievements included:

- The development of a cyclic scope and continuum in Science and Technology that were integrated with the HSIE units of work and implemented across the whole school.
- Teachers involved in training sessions in the understanding of the syllabus outcomes which was evident in their programming.
- Students engaged each week in meaningful, hands on activities that included investigating, designing, making and assessing through the use of many varying technologies.

**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 School Management and Quality Teaching. These evaluations were carried out via phone interviews with parents.

**Educational and management practice**

**School Management**

**Background**

In 2009 the school community were questioned on the aspects of School Management using the SchoolMap survey. All staff, 20 students and 14 families responded.

**Findings and conclusions**

The majority of respondents agreed that:

- The school cares about its students and discipline is fair and consistent
- The school’s processes and procedures are transparent and address all students’ needs.
- The school is well organised; and
- The school is continually looking for ways to improve.

**Future directions**

To continue to provide best practise in school management, the school will:

- Ensure professional learning is planned and systematic to the students’ needs
- Seek ways to ensure communications and decision making are effective to the community

**Curriculum**

**Quality Teaching**

**Background**

In 2009 the school community were questioned on the aspects of Quality Teaching (English). All staff, 20 students and 14 families responded.

**Findings and conclusions**

**Staff**

- The students are encouraged in higher order thinking skills
- Communication of high expectations to students regularly improves lesson outcomes and success
- Planning lessons that involve integration across the KLAs deepens knowledge and understanding.

**Students**

- English is an important subject and the teachers expect them to do their best
- The literacy we learn we use in other subjects at school.

**Community**

- The community values literacy and how it is taught at the school and enjoy being involved in workshop sessions
- The community has high expectations that quality teaching activities will be provided to enhance their child’s learning outcomes.

**Future directions**

The school will continue to pursue quality teaching opportunities for the students. It was strongly agreed by parent and teachers that integration of literacy learning be extended into all KLAs.

Parent information sessions will continue to enable parents to further support their children at home.

**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.
Students
We get to do a lot of interesting things at our school.
We love playing music and sport.
We have lots of friends.

Parents
The teachers listen to our requests and act upon them.
The school provides many different and relevant experiences for our children in academics and social opportunities.
We have a unique close community and our opinions and efforts are valued.

Teachers
We work as a team to ensure the best outcomes for our students in all aspects of school life.
The close connection between parents, teachers and students has developed a caring, nurturing learning environment.

Professional learning
The staff at our school participated in regional training in Best Start, being a Literacy support teacher (Mrs Kester), computer training and Maths workshops involving Lesson Study with other teachers in the Small School collegiate group, consultation sessions in Science and Technology and the North Coast mathematics scope and continuum with district support personnel.

Five professional learning days were held on day one in terms 1,2,3 and the final two days in term 4.

School development 2009 – 2011
Our school has set targets for 2010 to enhance the development gained from this year and to continue to strive for student excellence in outcome achievements. Quality teaching and best practise will be the guiding elements for the year ahead.

Targets for 2010

Target 1
To increase Term 1 Best Start cluster levels by two clusters by week 6 term 4 for years K – 2.
Strategies to achieve this target include:
• Teachers identify student learning needs in literacy through assessment in Benchmark levelling and Best Start materials.
• Teachers develop skills in interpreting continuum cluster indicators through professional dialogue.
• "High level of use and understanding of Best Start support materials
• Teacher training in use of tracking software component of Benchmark kit.
• Parents attend a Literacy Workshop and parent /teacher interviews to develop an understanding of clusters and levels in Best Start.
• Evaluate resources, cull and update with consistency with a specific scheme.

Our success will be measured by:
• Results from Best Start assessments indicate an improvement of 2 clusters in students’ understanding in all aspects of literacy.
• PM benchmarks indicate all students achieve comprehension levels at their instructional level text.
• Teachers develop their knowledge, skills and understanding of how to assess and progressively record on the Best start continuum using the software program
• Teachers collaboratively program and assess for the teaching of reading comprehension.
• Students are more engaged and focused through working at their appropriate level in each area.
• Parents attend workshop and have a deeper knowledge and understanding of how to help their child develop a better understanding of literacy aspects and what they can do with their child at home.

Target 2:
To increase Term 1 Best Start numeracy cluster levels by two clusters by week 6 term 4 for years K – 2.

Strategies to achieve this target include:
• Staff assess students using SENA 1 and SENA 2 and Best Start.
• Move students along continuum each term
• Reviewing, refining and implementing mathematical plans with a strong focus on hands on mathematical practices.
• Dedicated daily session to maths teaching.
• Review and implement the North Coast scope and sequence continuum K-6
• Staff link syllabus with CMIT /Best Start learning Framework in Number
• Teachers use ICT and term scope and continuums using technology and concrete materials
• Incorporate inferential questioning to build comprehension skills in reading maths questions.
Our success will be measured by:
Teachers including CMIT strategies into effective classroom teaching.
• Teachers have deeper knowledge of implement effective strategies in the classroom.
• Student work samples and discussions reflect knowledge of maths concepts
• SENA results reflect 80% of students in Stage 1 have moved
• Students are assessed and teachers implement strategies from the Best Start continuum

Target 3

To enhance student learning in spelling from pre test levels to within 6mths of the chronological age by the end of term 4 2010.

Strategies to achieve this include:
• Teachers are engaged in professional learning activities to develop a shared understanding of QT principles and classroom strategies
• Parents attend a spelling Workshop and parent /teacher interviews to develop an
• USB spelling home/school program continued from previous year.
• Incorporate spelling lists that include works from other KLA areas.

Our success will be measured by:
• Teachers collaboratively plan and implement strategies from the K-4 Spelling strategies which successfully heighten student engagement
Teachers collaboratively plan and implement strategies which reflect QT practices.
• Teachers reflect and modify own practice with the support of their colleagues.
• Teacher collegiality is heightened.
• Students display spelling knowledge in other KLA areas

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.

Annette Fairhall Acting Principal
Fiona Nicholls Class Teacher
Kristie McFadyan School Administrative Manager
P&C Committee
Year 2 student SRC members

School contact information
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Web: www.murwillums-p.school.nsw.edu.au
School Code: 5172

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: