Murwillumbah South Infants School

Annual School Report

2012
Our school at a glance

Students

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. At the beginning of the 2012 school year, there were 15 students enrolled.

Staff

The staff at Murwillumbah South Infants School are dedicated professionals who have a vast range of experiences in the small school setting. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

In 2012 we implemented programs and undertook initiatives to improve and enhance our school community. We have encouraged our students to do their best in all their academic, social, creative and physical fitness endeavours.

Student achievement in 2012

The students attending Murwillumbah South Infants School are encouraged to consistently strive to achieve their personal best in all areas. Significant gains in Literacy and Numeracy were made in 2012 although; current students do not participate in external test measures. More specific details are included in the sections titled, School Performance and Progress on 2012 Targets.

Messages

Principal’s message

Murwillumbah South Infants School provides a caring and supportive environment where academic achievement is encouraged and the uniqueness, personality and talents of the individual are developed and valued.

Throughout the year, we continued to work together to promote and honour the values of Public Education, keeping them an intrinsic part of all teaching and learning programs. Our school maintained high expectations of its staff and students, with all stakeholders working co-operatively to achieve the best possible educational outcomes for each individual student. Quality teaching and learning programs were implemented across all Key Learning Areas, ensuring development of the whole child.

It is with great pride that I report on our school community’s achievements for 2012. Thank you to our staff, students, parents and community members for your valuable input and support.

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.

Brendan Quinn

P & C and/or School Council message

It’s with a touch of sadness that I have the honour to report on the 2012 activities for the P & C. As many parents would be aware my youngest son Matthew moves on to Dungay Public School next year and our family says goodbye to MSIS. The P & C would like to thank the contribution made by all our parents and families this year, which has succeeded in making this year enjoyable for all our children. Some of the fund raising activities organised by the P & C included;

- Monday Munchies.
- Movie evening.
- Skill-A-Thon.
- And, catering for SAS Staff attending training at MSIS.

These activities would not have been successful if not for the participation of parents and families and of course the dedication of the wonderful teachers and staff of MSIS. Due to the success of these activities the P & C has been able to assist in the needs of our children in various ways. This year was the first time that MSIS students had entered The Operation Art Project, as the P & C was able to fund the entry. Congratulations to Tyler and Kathleen on their spectacular entries, of which Tyler’s was selected to hang in the NSW Art Gallery and then on to tour the state with fifty other selected entries.

The P & C has also been able to;

- Fund the purchase of new percussion instruments.
- Purchase books for the end of year presentation to all our students.
- Purchase two android tablets for use by the students in classroom activities.
Host a wet sports day for students at the end of the year.

I would take this opportunity to encourage parents and family members to actively participate in the MSIS P & C. Of course, it can be difficult to find the spare time but the reward is that your child gets the best that we can offer. MSIS is a small school, but, what it lacks in size it certainly makes up for in the caring and nurturing environment it provides. The P & C strives, in cooperation with the dedicated teachers and staff, to help provide this but it needs the participation of parents and families to succeed.

Sean Wulff, P & C President

Student representative’s message

Murwillumbah South Infants School is special because the teachers make learning fun. Everyone at our school is always friendly, we have no bullying here and we love it when new students arrive. We have a great playground and sandpit. We will miss Murwillumbah South Infants School because it is the best!

Matthew Wulff and Tyler Gamble
Year 2 Representatives.

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>17</td>
<td>14</td>
<td>10</td>
<td>12</td>
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</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>14</td>
<td>9</td>
<td>5</td>
<td>7</td>
<td>6</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.1</td>
<td>96.6</td>
<td>94.3</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.2</td>
<td>93.8</td>
<td>99.5</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.6</td>
<td>91.5</td>
<td>90.4</td>
<td>99.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Total</td>
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<td>94.8</td>
<td>94.1</td>
<td>93.5</td>
<td>93.9</td>
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</table>

Management of non-attendance

Being a small school, non-attendance of students is monitored closely by all staff at Murwillumbah South Infants School. Unless previously notified, after two consecutive days of being absent the students’ parents/guardians are contacted to ascertain the reason/s for their absence. Regular contact is maintained with parents. Parents of students with poorer attendance are interviewed and if an improvement in attendance is not identified, reports are made to the Home School Liaison Officer for further action.

Structure of classes

<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/1/2</td>
<td>K</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>2</td>
<td>15</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.

At Murwillumbah South Infants School we are committed to providing quality teaching and learning programs to all our students. Our teachers and support staff are professional, highly motivated and dynamic. The focus of our work is to support quality teaching and learning programs and develop happy, motivated and successful learners.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.226</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.996</td>
</tr>
<tr>
<td>Total</td>
<td>2.406</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
There are no Indigenous staff members at Murwillumbah South Infants School.

**Staff retention**

There were no staffing changes during 2012. All staff remained in their current positions.

**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>0</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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>35408.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>41001.39</td>
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<tr>
<td>Tied funds</td>
<td>33954.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1233.86</td>
</tr>
<tr>
<td>Interest</td>
<td>1760.06</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>113358.91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7268.54</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
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<tr>
<td>Extracurricular dissections</td>
<td>3242.68</td>
</tr>
<tr>
<td>Library</td>
<td>1620.74</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2469.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>26753.87</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1215.14</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>4571.24</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8374.29</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3930.07</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>59445.93</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>53912.98</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012**

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**

**Creative and Performing Arts**

2012 has been busy and filled with many events and achievements in the area of Creative and Performing Arts. Many Literary writing projects were the subject of beautiful artworks. The Aboriginal Story, “Water Rat and Fire” inspired students to write their own narrative and draw, colour and paint a story scroll.

The poem by Jack Prelutsky, “I am Riding on a Cloud” was used to create a mixed media collage. Two of these works by Kathleen Bullus and Tyler Gamble were chosen and entered into the Operation Art project. Both works were framed and exhibited at the Amory Gallery at Olympic Park in Sydney. Out of eight hundred works, Tyler Gamble’s artwork was chosen to tour the state beginning with an exhibition at the NSW Art Gallery and then moving around several regional galleries. Tyler’s artwork will be gifted to the Westmead Children’s Hospital and become part of their permanent collection. Participation in this event was made possible by sponsorship from the P & C.

The Les Peterkin Portrait Prize awarded Jeremy Kassulke, a ‘Friends of the Gallery’ Prize. Jeremy Kassulke, Matthew Wulff and Jacq Krueger’s artworks were included in the exhibition at the Tweed River Art Gallery. All students participated in the theme Animal Magic, producing individual characters accompanied by a piece of writing about their artwork.

The Banana Festival display in the window at Beverley’s On Main in Main St. Murwillumbah was decorated with artwork using Mike the Knight as the theme after a survey of the student’s favourite TV shows was conducted. Parents and students joined creative abilities to produce the wonderful, life sized shields while the backdrop was created by Amon Brown’s mother, Anna Walsh. The school was presented with 1st Prize and $100 by Banana Jim much to the delight of the whole school.
The parade was attended by Mr. Quinn, students and parents in fancy dress.

The excursion to the Tweed River Agricultural Show included a visit to the school display section where our school display consisted of artworks by every student and these works were framed by the stunning Japanese kites.

There is a new library mural which features gigantic creatures of the sea, land and air. The inspiration was taken from the Science unit about the Water Table. Students researched animals that lived in different environments and drew several animals before choosing a favourite. These drawings were enlarged using an overhead projector onto large sheets of recycled paper. The animals were cut and collaged with patterned fabric and sewn with wool to resemble quilted tapestries.

Our art excursion for 2012 took all students and numerous parents and relatives to the Tweed River Art Gallery to see and participate in the Children’s Illustrators Exhibition. Students saw videos of artists at work and viewed the original artworks of many of their favourite children’s books. This does not exhaust all the visual artworks that have been created in 2012. Additional highlights include Christmas crafts, literacy drawings, Book Week and Education Week activities that decorate the school and involve the students in fine motor and creative challenges.

The highlight of the dramatic Creative and Performing Arts Program was the performance of the play *Jack and the Magic Harp*. Hours of practice and perseverance in learning lines resulted in an exceptional performance on Friday, 3rd August. The packed audience consisted of parents, friends and relatives.

Music for 2012 involved the students in understanding the different moods of musical pieces throughout history. Students watch the film *Fantazia* discussing the changing emotions they experienced. Students then used percussion instruments to create musical patterns and rhythms to express feelings. Percussion was then used in the singing program that included Christmas songs performed on Presentation Day.

**Sport**

Term 1 saw students participate in a fun swimming carnival at the Tweed River Regional Aquatic Centre in Murwillumbah. Murwillumbah South Infants School joined in for this fun day with Stokers Siding and Duranbah Public Schools.

Term 3 proved to be a busy sporting term. All students had the opportunity to participate in the NRL Infants Clinic, which was run by the NSW Country Rugby League. There was also the Small Schools’ Ball Games Carnival, followed by our own athletics races where the afternoon concluded with a P & C facilitated ‘Skill-A-Thon’.

**Other**

The school undertook a range of programs and activities in 2012 which enhanced the school’s image and provided the students with improved learning opportunities. These programs included:

- Participation in the ANZAC Day Parade was attended by 60% of students, which was wonderful.

- In Term 3, we received a 6.58Kwp solar electric system through the National Solar Schools Program in conjunction with Solgen Energy. Valued at $33 000, this system comprises of 28 solar panels which are located on the library roof.

- Environmental education through the planting and maintenance of our school vegetable garden.

- The “Year 2 Project” which saw our graduating Year 2 students create a garden as their farewell present to the school. This beautiful garden is located at the entrance to the school in River Street.

**Significant programs and initiatives**

**Aboriginal education**

Murwillumbah South Infants School is built on the traditional lands of the Bundjalung nation. At all assemblies and community events we acknowledge the original custodians of the land and our national anthem is sung to the sound of the didgeridoo.

Murwillumbah South Infants School values the importance of Aboriginal education for all students. The school incorporates Aboriginal
perspectives across the key learning areas and the school’s Aboriginal Education Policy is regularly reviewed. Students and staff regularly participate in teaching and learning activities including excursions and workshops that focus on Aboriginal art, music, storytelling, traditions and culture.

NAIDOC Week was celebrated with another parent inclusive art workshop conducted by Kevin Randel, an Indigenous artist from the Yeagi tribe near Grafton. He displayed some of his fine paintings, told stories and demonstrated traditional painting techniques. Using stencils, dot painting and palm printing the boys decorated a didgeridoo each and the girls painted a canvas.

**Multicultural education**

Our learning programs ensure that all students are aware of the diverse, multicultural nature of our country, and that all children aim to understand similarities and differences between people. A number of initiatives were undertaken in 2012 to support and promote multicultural education including:

- English as a Second Language (ESL) program implemented one day per week by Mrs. Jenny Morton to support a student who is learning English.
- Culturally inclusive content was included in all class teaching and learning programs.
- The Japanese Language Program was fun filled with parent inclusive workshops to celebrate Hina Matsuri (Girls Day). Parents and children collaborated to make origami dolls and learn the cultural customs of this National Holiday in Japan and Kodomo no Hi (Children’s Day) where parents enjoyed an afternoon of kite flying, sumo wrestling and paper craft. Throughout the year students have learnt new vocabulary, songs and played traditional games. To complete the program for 2012 students presented Kira Kira Hikari (Twinkle, Twinkle Little Star) to parents and family on Presentation Day.

**National Partnership Programs**

Murwillumbah South Infants School successfully completed its second year of the National Partnership Program and a detailed evaluation review was held. Through the initiatives implemented, there has been an immense improvement in the learning outcomes of all students.

Mrs Tonia McLeod was employed to continue in the role of Student Learning Support Officer (SLSO). This initiative will continue in 2013 with Mrs McLeod as the SLSO.

**Other programs**

**Priority Schools Program**

The school was identified as a PSP participant for the 2010-2012 funding cycle. Our school benefits from PSP funding to improve literacy and numeracy outcomes for all students.

The PSP staffing supplement has been used in conjunction with PSP funds to provide learning support for targeted K-2 students through the establishment of small groups within the classroom structure. This enabled explicit teaching of literacy and numeracy. 2012 is our final year on the PSP as we were unsuccessful in our application for 2013.

**Special Days**

As a part of the HSIE “Recycling” unit of work in Term 1, students travelled to the Chinderah Recycling Facility and Stotts Creek Resource Recovery Centre. They were able to view the recycling process in action, which resulted in them being more aware of the importance of recycling along with the impact that rubbish has on their environment. Mr. Watterson from the Dorrroughby Environmental Education Centre visited our school and completed a ‘waste audit’ of our rubbish bins. The students were thoroughly curious and enthusiastically asked some interesting questions.

In Term 2, staff, students and some parents travelled to Brisbane by bus and train to visit *Out of the Box*. Everyone was mesmerised by the spectacular theatrical performance, titled *The Flying Orchestra*. We visited the Sticky Maze, viewed a drama performance by Tutti Frutti and delighted in some enchanting Indigenous dancing. The day concluded with a visit to the ABC caravan. *Out of the Box* is specifically designed for students aged 0 – 8 and this
experience is one which will provide everyone with many lasting memories.

Students also enthusiastically participated in the Responsible Pet Ownership Program during Term 2. Facilitated by Maree and her suitability tested Australian Bulldog, Munro, this NSW Government program focuses on teaching students about dog safety. Each and every year the students look forward to this vital program.

Furthermore, the school once again welcomed a visit from the Murwillumbah Fire Brigade. The fire truck came into the school grounds and the students were provided with an opportunity to explore the truck and see the fire hose in action! Firemen Phil and Hugh also provided the students with important safety tips.

The 2012 Olympics rolled around in Term 3 and Murwillumbah South Infants School travelled over to Dungay Public School for a Mini Olympics Day. Students were arranged into mixed ‘countries’ for the day and they participated in a variety of Olympic events including the Thong Discus, Three-Legged Race, Archery, Tinny Shoot and a Novelty Obstacle Course to name a few. A wonderful day was had by all.

The final day of Term 3 saw students participate in a “Crazy Hair / Mad Hatters Tea Party” which was a fundraiser for a young local woman, Donna Duff. Cake and milk for each student was generously supplied by the Austral Café in Murwillumbah.

In Term 4 the students went on an end of year excursion to the Tweed River Agricultural Show. The fun-filled day included sheep shearing, cow milking, damper tasting, motorbike stunt displays, show jumping, the farm animal pavilion, the school display pavilion, patting the alpacas and finally a pottery session which had the students mesmerised.

Students travelled to Duranbah Public School for a morning in Term 4 to participate in a workshop facilitated by author and artist, Wendy Binks. Wendy is well-known for her wonderful childrens books which include, *Where’s Stripey?*, *Scrambled Eggs* and *Invisible Me*. Students were provided with an opportunity to draw a baby emu.

**Progress on 2012 targets**

**Target 1**

Increase the percentage of Year 3 students at proficient standard from 43% in 2011 to 56% in 2012 NAPLAN reading and writing.

Our achievements include:

- 2012 NAPLAN data indicates that 43% of students achieved proficient standard in reading (this achievement remains static), whereas 57% of students exceeded the target and achieved proficient standard in writing.

**Target 2**

Increase the percentage of Year 1 students matching the Reading Recovery Level 18 benchmark from 33.3% in 2011 to 57% in 2012.

Our achievements include:

- At the end of Week 4, Term 4 reading benchmarks indicated that 75% of Year 1 students were reading at Reading Recovery Level 18 or above. The remaining 25% of students were reading at Level 17.

**Target 3**

For all students to increase Term 1 Numeracy Learning Framework in Number (SENA) so students achieve stage appropriate outcomes by Term 4, Week 6.

Our achievements include:

- Mapping students at the end of Term 4, Week 4, on the Numeracy Learning Framework has indicated that 92% of students have achieved this target.

**Target 4**

Increase the number of students achieving at or above minimum national standards in Numeracy for Year 3 from 43% in 2011 to 57% in 2012.

Our achievements include:

- 2012 NAPLAN data indicates that 93% of Year 3 students achieved at or above minimum national standards in Numeracy, compared to 43% in 2011.
Target 5
Increase student attendance from an average of 90% in 2011 to 95% in 2012.

Our achievements include:
✓ Student attendance data indicates that student attendance improved from 90% to 94.25% in 2012, which was just short of the required target.

Target 6
Increase the number of staff trained in the Quality Teaching Framework from 50% to 100%.

Our achievements include:
✓ As identified in the TARS and PARS process, elements from the Quality Teaching Framework are embedded in 100% of staff teaching programs.

Target 7
100% of staff has Professional Learning Plans in place.

Our achievements include:
✓ 100% of staff participated in a variety of professional learning opportunities throughout the state which linked with their PLP and the school plan. Upon return from their professional development, each staff member facilitated a workshop where the rest of the staff was involved.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations on School Leadership and Writing.

School Leadership

Background
In 2012, the school community was questioned in the form of a written survey on their views of the Leadership within the school community.

Findings and conclusions
✓ 100% of respondents strongly agreed that the principal has high expectations of all students and encourages them to consistently work to the best of their ability.
✓ 84% of respondents strongly agreed and 16% agreed that teachers at this school inspire or motivate their students.
✓ 84% of respondents strongly agreed and 16% agreed that the principal improves the school through an understanding of the school’s strengths and weaknesses.
✓ 100% of staff strongly agreed that the principal inspires or motivates the staff.
✓ 100% of staff strongly agreed that staff members are encouraged to update their skills and knowledge through Professional Learning activities.

Future directions
The very pleasing results shown above clearly indicate that as a whole school community, everyone is satisfied with the manner in which the school is being lead, in addition to the future directions in which it is being taken.

Curriculum - Writing

Background
In 2012, the school community was questioned in the form of a written survey on their views of writing within the curriculum and our school community.

Findings and conclusions
✓ 85% of respondents strongly agreed that they were provided with useful comments about their child’s progress in writing from their school report or through discussions with their teacher. 15% agreed.
✓ 85% of respondents strongly agreed and 15% agreed that their child has improved and developed new skills in writing this year.
✓ 100% of students strongly agreed that they were proud of their published writing pieces which go on display throughout the school.
✓ 85% of students strongly agreed and 15% agreed that their writing has improved this year.
✓ 100% of staff strongly agreed that they tell their students the purpose of their writing.
✓ 50% of staff strongly agreed and 50% agreed that their teaching of writing has improved this year.
✓ 100% of staff strongly agreed that their school should have a Spelling and Grammar Scope and Sequence.

Future directions
The staff will continue to provide high quality writing learning experiences in the area of writing. It has been decided that a Spelling and Grammar Scope and Sequence be developed for Murwillumbah South Infants School.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students:
I love our writing because it is fun. We get to write all the time. It makes me happy when I see my writing on display.
The teachers always make our writing fun. We get to start our writing with a Sizzling Start and I feel proud when I see my writing up around the classroom.
Everyone at our school is always helpful and caring.

Parents:
Our family feels very lucky to have the current staff members and principal – they are all excellent.
We would love to see an expansion of this school to higher than Year Two based on the extremely high level of education our child has received to date.
Mr. Quinn and the staff actively encourage participation of parents and families, which has fostered a sense of belonging in the school community.

Staff:
The students are taught respect and respect is shown to them. Every day is an exciting adventure in learning.
The principal has improved learning outcomes for all students and provided learning opportunities for staff to improve themselves professionally. He has created an exceptional school community through dedication by giving time and energy to each and every member of this community.
It is an absolute pleasure to be surrounded by such dedicated and passionate staff here at Murwillumbah South Infants School. Furthermore, every day is such a delight to teach a wonderful and enthusiastic group of students.

Professional learning
In 2012, each staff member developed an individual Professional Learning Plan. This plan resulted in staff participated in a variety of professional learning opportunities. These included Quality Teaching Conference, Seven Steps to Writing Success, Best Start workshops, Small School Professional Learning Network sessions, Numeracy workshops, Aboriginal Education workshops, Women in Educational Leadership workshops Neurosciences workshop, Children’s Health and Safety, Speech and Language Disabilities and Autism Spectrum Disorder workshops.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Literacy

Outcomes for 2012–2014

~Improved diagnostic assessment in Literacy learning.
~Implement quality teaching in all aspects of Literacy.
~Parents have a more thorough understanding of Literacy and the ways in which they can assist their own child.

2013 Targets to achieve this outcome include:
✓ 87% of Year 2 students will achieve Cluster 8 in all aspects on the Best Start Continuum by the end of Year 2.

Strategies to achieve these targets include:
✓ Maintain an effective ‘home reading’ program leveled to the student’s ability where reading levels are monitored each term. Purchase additional home readers.
✓ Implementation of a strategic and systematic assessment program which will include:
  • Running Records
  • Letter/sound recognition
  • Observational surveys
  • Writing sample analysis using rubrics
  • Sight word recognition
  • Spelling
  • Concepts about print
  • Best Start.
✓ SLSO will work with identified students in literacy groups with teacher created learning experiences.
✓ Implementation of quality feedback in literacy learning for all students and increase parental understandings of student achievement.
✓ Ensure classroom is a high quality; rich literacy learning environment which embeds elements from the Quality Teaching Framework.
✓ Develop a school Spelling Scope and Continuum in consultation with other small schools.
✓ Collaboration and coaching in a spelling lesson study.
✓ Build Teacher/Principal capacity.
School priority 2 - Numeracy  

Outcomes for 2012–2014  
~Improved Numeracy outcomes for all students.  
~Establishment of a collegial Numeracy Network Planning Group.  
~Consistency of teacher practice achieved through strategic planning, program implementation and assessment.

2013 Targets to achieve this outcome include:  
✓ 90% of Kindergarten students will achieve Early Arithmetic Strategies “Figurative” Level ~ K – 10 Numeracy Continuum / Best Start by Week 5, Term 4.

Strategies to achieve these targets include:  
✓ SLSO will work with identified students in numeracy groups with teacher created learning experiences.  
✓ Streamlined approach in the planning and delivery of the North Coast Mathematics Scope and Continuum. Additional practical activities for numeracy groups created by SLSO to further enhance school Numeracy learning experiences.  
✓ Use of NAPLAN, K – 10 Numeracy Continuum, Best Start and classroom assessment data to explicitly inform planning and programming for teaching and learning, as evidenced in teachers program.  
✓ Greater usage of mathematical language in daily lessons.

School priority 3 – Leadership and Management  

Outcomes for 2012–2014  
~Build the capacity of school leaders to lead change that improves student learning outcomes.  
~Provision of professional learning plans to support staff in their career development.  
~Familiarise all staff with the content of English, Maths, Science and History Syllabuses.

2013 Targets to achieve this outcome include:  
✓ Principal, teaching and support staff complete and follow a Professional Learning Plan in 2013.  
✓ 100% of teaching staff have knowledge of the national curriculum.

Strategies to achieve these targets include:  
✓ Professional Learning Plans developed by each staff member in consultation with the Principal.  
✓ Provide TPL in the use of Best Start data and Early Learning Plans to inform teaching and learning.  
✓ Build Teacher/Principal capacity.

School priority 3 – Engagement and Attainment / Aboriginal Education  

Outcomes for 2012–2014  
~Students and parents value the importance of regular, on time attendance at school.  
~To increase Aboriginal learning outcomes to match or better outcomes for all students.

2013 Targets to achieve this outcome include:  
✓ Increase student attendance from an average of 93.9% in 2012 to 95% in 2013.  
✓ All Indigenous students have a Personalised Learning Plan (PLP) addressing individual student needs by the end of Term 1.

Strategies to achieve these targets include:  
✓ Maintain school attendance and absentee follow-up procedures. Target partial and late attendance.

Provide individual students with a lucky dip prize should they achieve a 100% attendance rate.  
✓ Various curriculum differentiation strategies and provisions implemented to cater to individual student needs including all Indigenous students.
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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: