Murwillumbah South Infants School
Annual School Report 2014
School context statement

Murwillumbah South Infants School is a small, dynamic rural school for students K-2 only. The school has a long history of strong community support and is the only infants' school on the North Coast. The school is set on the southern outskirts of the Murwillumbah township, overlooking cane fields and the Tweed River.

Murwillumbah South Infants School has a strong focus on the development of early literacy and numeracy skills and has developed strong links with the surrounding pre-schools and primary schools. Murwillumbah South Infants School is a P6 school, currently with 17 students. Due to the location of the school, it often attracts a somewhat transient community. We began 2014 with 18 students and maintained this number for the majority of the year. The school is currently supported through National Partnership – Low SES School Communities funding. Our core purpose is to facilitate learning in a positive teaching and learning environment catering for the needs of all students. We have well-resourced learning centres enhancing 21st Century learning practices.

Murwillumbah South Infants School provides outstanding professional and caring teachers who embrace the opportunities to further develop their skills and knowledge through research and professional learning.

All members of our school are supportive of each other working collaboratively enabling them to develop the skills and values to interact and contribute as effective members in any community. We have a supportive active whole school community who willingly involve themselves in school life.

Principals Message

It is my pleasure to present the 2014 Annual School Report for Murwillumbah South Infants School. This report provides an overview of our school year, our programs and achievements. Evaluations of our goals for 2014 and identification of major target areas for 2015 is also included.

Murwillumbah South Infants School provides education from Kindergarten to Year Two specialising in education in the early years. Our school’s motto is “Nurturing Excellence”, which encapsulates the school’s ethos of valuing and promoting a sense of belonging, self-worth, respect, co-operation, responsibility and honesty. The school provides a warm, secure environment that nurtures the development of the whole child; catering at all times for the social, emotional, physical and intellectual development of each individual student. This education reflects a commitment to 21st century learning through literacy, numeracy, technology, Japanese and the arts.

The excellence of education at Murwillumbah South Infants School is a reflection of the outstanding work of staff, parents and students, all sharing a common vision. I would like to take this opportunity to thank the school community for supporting the school in 2014. 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.

Susan Rowe ~ Relieving Principal

P & C President’s report

The P & C has continued to play an integral role in the life of this community over the past year.

I would like to thank everyone who contributed though out the year. As President I am both fortunate and thankful to volunteer alongside such amazing people and couldn’t do the role without any of you.

Our fundraisers for this year were very productive in raising money for MSIS. In 2014 our enthusiastic and committed P & C achieved the following:
- Fundraising- Chocolate Drive, A themed disco, Walkathon
- Contributed to the purchase of 6 new IPad to support and facilitate student learning
- Book club - purchase of books for the library, educational dictionaries for the outgoing Year 2 students, book awards for Presentation Day,
- Book gift for all students K-2.
- Japanese language posters

I would take this opportunity to encourage more 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.

The P&C would like to thank the parents and community for the ongoing support throughout the year and a special thanks to Sue Rowe (Principal), teachers and support staff for their assistance with all P&C functions.

Trish Webster
MSIS P&C PRESIDENT.

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

Student enrolment profile 2014

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Year 1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Year 2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Student attendance profile

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.

Workforce 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.

Workforce composition

<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></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.226</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.496</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1.906</td>
</tr>
</tbody>
</table>

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

There are no Indigenous staff members at Murwillumbah South Infants School.

Teaching staff in 2014 consisted of Mrs Susan Rowe, with Mrs Yaskuawa (1 day per week. School Administration and Support Staff (SASS) consisted of Mrs Desley Watterson, School
Administration Manager (3 days per week), Mr Geoff Power, General Assistant (one day per week) and Ms Tonia McLeod, Student Learning Support Officer (4 days per week). Mrs Brigitte Pritchard continued to work at the school in 2014 as an over establishment teacher from Durrumbul Public 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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Staff at Murwillumbah South Infants School participated in a range of professional learning activities linked to the targets in our school management plan. Activities presented enhance skills and knowledge to ensure staff are better able to improve educational outcomes for all students. Professional learning for staff was presented in-school, on School Development Days, in Strategic Direction Team workshops, as a part of the Sensational 7 (S7) Small Schools Group and at school professional learning meetings.

Most of our school’s professional learning revolved around the implementation of the new Mathematics and Science and Technology syllabi. Staff also participated in mandatory training for Child Protection.

Beginning Teachers

There are no permanent beginning teachers at Murwillumbah South Infants School.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>50,858.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>40,985.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>83,976.11</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4,923.36</td>
</tr>
<tr>
<td>Interest</td>
<td>1,899.26</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>182,641.77</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 9,525.92   |
| Excursions                 | 1,044.00   |
| Extracurricular dissections| 2,341.37   |
| Library                    | 181.77     |
| Training & development     | 2,013.84   |
| Tied funds                 | 68,875.03  |
| Casual relief teachers     | 4,030.98   |
| Administration & office    | 5,895.26   |
| School-operated canteen    | 0.00       |
| Utilities                  | 7,680.85   |
| Maintenance                | 5,485.79   |
| Trust accounts             | 0.00       |
| Capital programs           | 13,156.00  |
| **Total expenditure**      | 120,230.81 |

| Balance carried forward    | 062,410.96 |

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

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

Creative and Performing Arts

- In Term 1 the students participated in a workshop by Mahikitai Pirip and Carol Gray as part of Harmony Day. The children, with the help of Mahikitai created the most amazing mural about the Battle of the Sea Birds. Carol showed them how to make Poi.
- Several students participated in the Visual Arts component of the Engagement Early Years
Program at Stokers Siding Public School. This program was led by various artists from the local community and staff from both schools.

- This year all students at MSIS entered art works in the 18th Les Peterkin Portrait Prize, a children’s art event Competition and Exhibition at the Tweed Regional Art Gallery. The theme for 2014, ‘Faces from the Future’ asked young artists to imagine themselves in five hundred years from now. The competition included over 2000 entries from local primary schools from across the North Coast. Congratulations to Liam and Cameron who received certificates for their artwork. The boys will have their artwork displayed with over 200 winners in one of three folders in the gallery space. Cameron also received the Judges Choice Award.

- In Term 4, K-2 visited the Tweed River Regional Art Gallery to see the Les Peterkin Portrait Prize and Habit. We got to congratulate Liam and Cameron on their fantastic entries for the Prize and get some new inspiration for artworks. The variety of ideas and mediums fascinated us all. The Habit exhibition is a world of towering sculpture where a couple from the Philippine indigenous Bajao tribe have created the shanty towns that their sea faring people have been forced into by sea pirates in the pacific. Each child made a box house which added to the sculpture. On returning to school the students made their own shanty town out of recycled materials.

- Once again MSIS participated in The Tweed River Agricultural show in Murwillumbah. This year for the first time all students entered the recycled craft section with an amazing array of fancifully decorated shoes. Our school display showcased our unit of work on mini beasts with a beautiful garden full of amazing paper mache insects, spiders and bugs. Under the guidance of innovative staff members, Brigitte Pritchard, Anna Walsh and Tonia McLeod, the students participated in numerous workshops to assist in the successful completion of the display.

Sport

The school and the community it serves value the role sport plays in our society. The school’s two-pronged approach focused on both skill development and participation. Highlights of 2014 included:

- All students have participated in a daily fitness program focusing on the fundamental movement skills, cardio and muscular workouts.
- MSIS participated at the Tweed small schools’ athletic carnival with 3 students winning ribbons on the day
- At the small schools’ ball games carnival the students proudly represented MSIS.
- All students participated in the Premier’s Sporting Challenging receiving Gold Awards for their effort.

Integrated Themes / Excursions

Each term a theme was introduced to create an inclusive learning environment throughout the school. The theme formed the basis of our whole school integrated teaching and learning experiences. Where possible, a whole school event was facilitated as a culmination to each program. MSIS was very fortunate to have been one of three schools to have participated in the online excursion to Botany Bay Environmental Education Centre. The students learnt lots of amazing facts about Ants. The students did a wonderful job of asking and answering questions about ants. Integrated themes taught included Change, Farms, Myths Legends and Fairytales, Friendships and Belonging.

All students participated in an excursion to the Murwillumbah East PS Writers Festival to meet Sally Rippin which was an outstanding success.

Special Days/Events

Chickens

In Term 2 as part of our unit on Change the students at MSIS had fun learning all about chickens. Chicken time was a very special part of the day. For some students this was the first time they have had the opportunity to hold a chicken. They also had a wonderful experience of watching a chicken hatch.

Education week

NSW Public Education Week and Tree Planting Day were held in Term 3. MSIS celebrated this combined event with an ‘Open Morning’ and the
Grandparents Day
This year Grandparents Day was celebrated on Monday 27 October 2014. Our Grandparents were invited to a special morning. After morning tea the grandparents were invited into the classroom where we they shared some of their childhood memories about going to school with the children.

Public speaking
100% of students participated in our second public speaking competition, which was brilliant. Kelisha Wake was the winner of the competition, although was unable to attend the district competition due to being absent. Runner up, Hiwot Nardi represented MSIS at the district Public Speaking competition at Banora Point with her speech “Martin”. Although unsuccessful, Hiwot performed incredibly well at the finals.

Responsible Pet Ownership
In Term 4, students participated in a Responsible Pet Ownership Program. The program focuses on teaching students about dog safety, for example when dogs should be left alone, how you can tell if a dog is happy, frightened or angry, safe ways to approach and greet a dog and what to do if approached by an unknown or aggressive dog. The students’ knowledge was greatly enhanced and they were highly engaged through the entirety of this brilliant program.

Anzac Day
Participation in the ANZAC Day Parade was attended by 40% of students.

Visit by former Olympian
K-2 had the pleasure of meeting Mr Michael Wendon former Commonwealth and Olympic Games Gold Medallist. The children had a wonderful time trying on Olympic uniforms, marching in an opening ceremony and talking about what it is like to compete. Michael encouraged all students to work hard and do their best to achieve their goals.

Other achievements
The school undertook a range of programs and activities in 2014 which enhanced the school’s image and provided the students with improved learning opportunities. These programs included: PLAN (Planning for Literacy and Numeracy), L3 (Language Learning, Literacy) and TEN (Targeted Early Numeracy) provided an objective framework for assessing and supporting the individual learning needs of all students in K-2.

TECHNOLOGY at MSIS this year involved students developing navigating and research skills using the internet to produce a variety of work samples such as Power Points and brochures linking their learning to classroom topics. The subscription to Reading Eggs, Sunshine On Line and Zoowhiz websites provided students with an introduction to the software and teacher’s opportunity to explore the many ways the programs will be linked to the individual grouping in 2015. In Term 3 six I pads were purchased. A one year, technical support contract with “InDesign IT” was negotiated to support the school into 2015. Future plans for technology include full implementation of IPads into the classroom and exploring some 21st century tools such as Glogsters and Prezi to present work and learning programs including Skoolbo, Skwirk and IXL.

Crunch and Sip
This year, the school introduced Crunch and Sip. All students and teachers at Murwillumbah South Infants School promote and participate in these sessions daily. Students are encouraged to bring in a fruit or vegetable snack, along with a bottle of water for a snack break in the morning. The aim of the program is to promote healthy eating and also to increase concentration levels in the classroom.

Aboriginal education
Aboriginal education is integrated across all key learning areas, especially in Literacy and Human Society and its Environment (HSIE). Learning programs incorporate Aboriginal perspectives, culture and history, as well as reconciliation issues.

Achievements:
• Planned, implemented and monitored Personalised Learning Plans (PLP’s) in consultation with parents and carers.
• Acknowledgement of Country is a feature of all official events and school assemblies.

As recognition and celebration of the importance of NADIOC Week students from MSIS participated in a day of cultural activities at Dungay Public School that highlighted some of the customs and practices of Aboriginal people and Torres Strait Islanders. The students learned that there are different types of boomerangs for different purposes. The presenters demonstrated how to throw a returning boomerang. They also discussed the importance of spears for survival. Students had the opportunity to throw a boomerang.

Multicultural education and anti-racism

Murwillumbah South Infants School promotes the positive values of our multicultural society, particularly through curriculum perspectives in Human Society and its Environment (HSIE), in addition to its dynamic Japanese language program. A number of initiatives were undertaken in 2014 to support and promote multicultural education including:
• Japanese Cultural days
• Culturally inclusive content was included in all class teaching and learning programs.
• This year for Harmony Day the students of Murwillumbah South Infants were treated to a taste of New Zealand. We were fortunate enough to receive a visit from Mahikitai Pirip and Carol Gray. Mahikitai and Carol gave the students an amazing insight into some of the traditions of the Maori people. Some of the activities the children participated in during the day were Maori Martial Arts, listening to a storytelling of the Battle of the sea birds and the bush birds. The children, with the help of Mahikitai created the most amazing mural about the story. Carol showed them how to make Pois and sing the Poi song accompanied by Mahikitai and his fantastic banjo playing.

Aboriginal background

Murwillumbah South Infants School has two Aboriginal students who have shown considerable improvement in reaching stage appropriate outcomes on the Literacy and Numeracy Continuums.

Socio-economic background

Programs implemented due to receiving funds for students from a low socio-economic background have greatly strengthened partnerships between all stakeholders and has shown an increase in improved student learning outcomes. Discussions with parents and staff have shown that the positive and inclusive culture at Murwillumbah South Infants School has been enhanced due to high quality and targeted individualized teaching and learning programs being successfully implemented.

English language proficiency

Murwillumbah South Infants School has no students who are participating in English as a Second Language (ELS) Program.

Other significant initiatives

National partnerships and significant Commonwealth initiatives (participating schools only)

Murwillumbah South Infants School successfully completed its final year of the National Partnership Program. Through the initiatives implemented, there has been an immense improvement in the learning outcomes of all students.

Ms Tonia McLeod was employed to continue in the role of Student Learning Support Officer (SLSO) for 2014.

School planning and evaluation 2012—2014

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
• Best Start / PLAN assessment.
• Thorough analysis of weekly class assessments in spelling, reading and math’s.
• Analysis of individual student NAPLAN data for 2013 (Years 3 & 5)
• Analysis of additional assessments as per the school assessment schedule.
• Plotting students on the literacy and numeracy continuums.
Surveys for parents, staff and students.

School planning 2012-2014:

Strategic Direction 1
To strengthen teacher capacity for improved student learning outcomes in all aspects of the NSW / National English and Mathematics Syllabus.

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

- 100% of current teaching staff participated in multi-modal, digital and literacy curriculum professional learning meetings each term.
- A draft grammar scope and continuum was developed and implemented in consultation with staff from the Sensational 7 (S7) Group.
- 100% of current teaching staff presented interactive and digital resources that were effectively implemented in their classroom. All staff regularly participated in associated professional learning opportunities.
- 100% of current teaching staff actively participated in online learning for the new Mathematics syllabus via regular Adobe Connect sessions.

Strategies to achieve these outcomes in 2014:

- All teaching staff will participate in multi-modal, digital and literacy curriculum professional learning meetings beginning in term 1.
- Develop a draft grammar scope and continuum in consultation with other small schools.
- Teaching staff share multi-modal and digital resources that they have effectively used in their classroom practice and show clear links with the new English syllabus.
- All teaching staff will take part in online learning for the new mathematics syllabus throughout the year.

Strategic Direction 2
To encompass a wide range of systematic assessing and reporting practices aligned with the implementation of the new curriculum.

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2014:

- Assessment scope and sequence only 60% completed. It will be finalized at staff meetings in early Term 1, 2015.
- A new reporting format was implemented in Semester 1. As per DEC policy guidelines, comments reflected the new literacy syllabus and strands of Speaking and Listening, Reading and Viewing, Writing and Representing.

Strategies to achieve these outcomes in 2014:

- Review the assessment requirements of the new English syllabus and determine what we are already doing and identify any gaps we need to fill.
- Develop a scope and sequence of common assessment tasks and strategies.
- Staff to look at the new syllabus in relation to current student reports and adapt the student reports to ensure the school is reporting on student progress in line with the requirements of the new syllabus.
- Stage 2 and stage 3 teachers need to be professionally developed to competently report on student progress using cluster levels on the literacy and numeracy continuum.

School priority 3

Strategic Direction 3
Connecting 21st Century learning for all teachers / SLSO’s and students in a dynamic, integrated and holistic way.

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2014:

- Staff met to highlight common strategic directions and actively participated in professional learning with an ICT focus.
- Students regularly participated in interactive notebook and pc lesson with a focus on safe internet use and
appropriate selection of educational applications.

- There was no parent information session facilitated on the use of tablet technology due to DEC delays with imaging issues on the tablets and deciding on best purchasing option for the school and students.

- Purchase of six new iPad and apple mac book air in Term 3.

- Purchase of 12 month technical support from iDesign IT.

**Strategies to achieve these outcomes in 2014:**

- On staff development day in term 1 all teaching staff meet to collegially collaborate and identify common strategic directions.

- All staff will participate in an interactive professional development in the use of tablet technology.

- Students take part in interactive tablet lessons to familiarise them with safe practice of tablets and ongoing instruction using a wide variety of educational applications.

- Parents/community members will be invited to a parent information session to inform on the use of tablet technology in the classroom.

**Parent/caregiver, student, and teacher satisfaction**

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

Their responses are presented below.

**Parent/caregiver, student, and teacher satisfaction**

**Parents at Murwillumbah South Infants School believe the best things about their school are:**

- Terrific English, Reading and Maths programs
- Small class sizes and good caring teachers.
- Very happy with the school and the teaching staff
- More individual attention given to the students

- I am very impressed with all the teachers and staff and their tremendous dedication to the students and the fabulous way they handle the students.

**Parents at Murwillumbah South Infants School would like to see:**

- A more structured music and sports program
- More consistency of teaching staff

**Students at Murwillumbah South Infants School believe the best things about their school are:**

- Everything about MSIS is fun because the teachers are terrific and I really like computers and sport.
- I like the computers and playing with my friends. The teachers make me happy. It is so much fun.
- I like going to the library, reading books and getting awards
- All the fun activities, like soccer
- The best thing about MSIS is all the craft and computer time especially ZooWhiz and Reading Eggs.
- Learning Japanese is fun and I like playing games.
- Listening to stories
- The best things about MSIS is learning reading, writing, maths, computers, Japanese and sport.

**Students at Murwillumbah South Infants School would like to see:**

- Use of I pads into the classroom
- Swimming lessons each year
- More excursions

**Teachers at Murwillumbah South Infants School believe the best things about their school are:**

- Every aspect of MSIS is fantastic! All the students have the same opportunity to succeed through one-on-one assistance and in highly engaging learning experiences.
- The staff has such passion and are fantastic to work with.
- The casual teaching staff have blended
- Administration relief staff are fantastic.
- Staff working together supporting each other.
Staff at Murwillumbah South Infants School would like to see:

- Specialist computer lessons for all students
- Rotation and teaching of classes and key learning areas to enhance professional development
- Use of iPad in the classroom
- Regular dance sessions for students
Community Engagement – School Culture

In 2014, the school community was questioned in the form of a written survey on their views of school culture at MSIS.

Findings and conclusions
• 71% of parents strongly agreed, 28% agree and 1% disagree that they feel welcome at school.
• 29% of parents strongly agreed that they felt MSIS has high expectations of its students. 71% agreed.
• 57% of respondents strongly agreed that MSIS provides a safe and secure environment. 43% agreed.
• 57% of parents strongly agreed and 28% agreed that the school values their help and interest.
• 43% of parents strongly agreed and 57% agreed that communication from the school about student performance is effective.

Future directions
On the whole, the culture associated with MSIS is very positive and extremely supportive. In 2015 each child will be issued with a ‘Happy Gram’ note to take home or a positive phone call to parents/carers made once per term.

Curriculum – Literacy / Numeracy

In 2014, the school community was questioned in the form of a written survey on their views of Literacy and Numeracy at MSIS.

Findings and conclusions
• 100% of students agreed that they always knew what is expected of them during Literacy and Numeracy.
• 100% of students felt that what they learn in Literacy and Numeracy is fun and interesting.
• 43% of parents strongly agreed and 57% agreed that the school is working to improve student performance in literacy and numeracy.
• 43% of parents strongly agreed that their child talks about activities they have participated in at school. 57% agreed.

Future directions
To ensure every family has a detailed understanding of literacy and the new curriculum and how it is taught, a parent workshop will be implemented in early Term 1, 2015. The workshop will also encompass school expectations in literacy and home reading.

Future Directions
2015-2017 School Plan

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

Strategic Direction 1:
Develop strong foundations in curriculum and assessment.

Strategies to achieve this Strategic Direction:

Students: Students to be actively involved in driving their own learning through the development of an understanding of curriculum expectations and outcomes.

Staff: Further develop capabilities for teaching and assessing the NSW syllabus for the Australian Curriculum engaging in personalised and S7 professional development opportunities.

Staff: Interpreting student achievement data and identifying the learning needs of students. Reviewing curriculum planning, programming, teaching, assessment and reporting practices and how well they meet the learning needs of students.

Parents/ Community partners: Build awareness and understanding of the NSW syllabus for the Australian Curriculum for parents by identifying essential knowledge, understanding, skills, values and attitudes that students are expected to develop in each learning area.

Leaders: Build teacher and leadership capacity through the development and implementation of professional learning plans.

Strategic Direction 2:
Create a high-performing and dynamic 21st Century learning environment.

Strategies to achieve this Strategic Direction:

Students: Immerses students in a 21st Century teaching and learning environment.

Students: Every 21st Century skills implementation requires the development of core academic subject knowledge and understanding among all students.
Staff: Create learning practices, source human support and physical environments that support the teaching and learning of 21st Century skill outcomes. Allow equitable access to quality learning tools, technologies and resources.

Parents/Community Partners: Build awareness and understanding of 21st century pedagogical practices for parents by identifying essential knowledge, understanding, values and attitudes that reflect 21st century learning skills.

Leaders: Embrace the school’s vision for 21st century learning, thereby connecting teachers, students and the community to the wealth of knowledge that exists in the world.

Strategic Direction 3:
Strengthen teacher and leadership capacity.

Strategies to achieve this Strategic Direction:
Staff: Teachers as leaders will help other teachers to embrace goals to understand the changes that are needed to strengthen teaching and learning and work together towards improvement.

Teachers: Build their capacity through actively seeking formal and informal professional learning opportunities.

Leaders: Provide vision, direction and support to staff to enhance their growth in pedagogical and leadership development.

Create a collaborative environment which encourages involvement, professional development of self and colleagues and mutual support.

Please refer to the school website to view the 2015 Murwillumbah South Infants School Management Plan in more detail.

Program evaluations
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out evaluations on Community Engagement – School Culture and Curriculum – Literacy / Numeracy.

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.

Mrs Susan Rowe  Principal
Mrs Francesca Yokusawa  Teacher
Mrs Brigitte Pritchard  Teacher
Mrs Desley Watterson  Administration
Trish Webster  P & C President

School contact information
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School Code: 5172

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