2008 Annual School Report
Mayrung Public School

NSW Public Schools – Leading the way
Messages

Principal's message

Mayrung Public School thrives amid a very generous whole school community. Committed staff, very active P&C and funding from Country Areas Program and Investing in our Schools’ Program enable us to overcome isolation by regularly focusing on appropriate cultural, sporting and educational programs.

Throughout 2008, Mayrung Public School has continued to provide a safe, caring and stimulating environment in which students are encouraged to embrace the many changes occurring in education and strive to achieve their personal best.

Regular Training and Development for all staff ensures quality teaching and learning experiences provide students with a variety of opportunities to gain the skills necessary enabling them to reach their full potential.

Thank you to our committed staff and community members who are recognised throughout the district for their dedication and tireless efforts, despite some very difficult times, for the benefit of our students.

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 of development.

Julie Follett

P&C and/or School Council message

Despite the ongoing drought and its impact on our school community, Mayrung P&C has continued to play a valuable role in the support of students and in the running of programmes at Mayrung School during 2008.

Our fundraising has consisted primarily of catering, the support of Brown’s Rural, raffles, pie drives and assisting at the Ute Muster. From funds raised, and those accumulated by the P&C in previous years, we have still funded tennis lessons, 75% of excursion costs and books for all our students on Presentation Night. This is a great result and one that is due to the support of every school family.

Parents and grandparents of students have assisted with school reading, play preparations, bus driving, sports carnivals and swimming lessons, gross motor programmes, grant applications, canteen and catering. I would like to thank all family members who have provided the school with such willing help. This support is of great assistance to the teachers and enhances the experiences of our children in so many ways.

We are extremely fortunate to have skilled and enthusiastic teaching staff, fantastic resources and a committed P&C, all factors which have helped attract several new families to Mayrung School. Our children receive a high quality education which stands them in good stead for the transition to high school.

Lynda Barclay
P&C President

Student representative's message

This year has been a busy year at Mayrung Public School with students, teachers and parents involved in many activities in and out of school.

Mrs Hay was fortunate to be selected as one of only a handful of teachers from the Riverina for a specialist computer and interactive white board training program with other teachers across New South Wales.

The Library has now become a connected classroom with video conferencing equipment being installed. There has also been a Smart Board installed in the Library.

This year Mayrung Year 6 students were on the organising committee for a Step to the Future leadership conference. This was a great opportunity for consolidating our public speaking skills.
Excursions are always a highlight for all students. This year the years 3-4 visited Bright and Beechworth, 5-6 travelled to Canberra and the K-2s went to Kyabram Fauna Park.

Mayrung hosted the Life Ed (Healthy Harold) visit. This was combined with a police visit and safety day.

Swimming lessons were a great success this year as Mayrung did very well in the Small Schools swimming carnival, winning it yet again. Mayrung students also tried their hardest at the athletics carnival and the cross country, with some successfully making it to the district carnival.

Years 3-6 students participated in a University Science competition. Everyone received a participation award and 2 credits and 3 distinctions were awarded to Mayrung students.

We also had a visiting author and a visiting illustrator work with students. Mayrung students were also able to participate in AFL fun days, Cinderella Opera, Education Week choir, reading to Navorina residents, "Art in a Suitcase", and a day at DECA and a very exciting bike ride to a local farm.

On behalf of Mayrung School students I would like to thank the P&C for funding our excursions, running the canteen and helping the school in many other ways.

Joshua Beer (Year 6)
Structure of classes
Home classes were structured into K-2 and 3-6, with stage-based literacy and numeracy lessons till 12.30 pm Tuesday-Friday.

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

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<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Classroom Teachers</td>
<td>1.252</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
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<tr>
<td>Total</td>
<td>2.336</td>
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A School Counsellor visits the school once a term or as required. The School Administration Manager is employed three days per week. A General Assistant is employed 1 day per week and a Teachers’ Aide is employed 5 hrs per week.

Staff retention
The school’s staff retention rate remained stable at 100% until Mrs Hay received a promotion as Principal of Conargo Public School at the end of the 2008 school year.

Staff attendance
Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was N/A. The attendance rate is not reported as the school has less than 3.4 staff members.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>50%</td>
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<tr>
<td>Postgraduate</td>
<td>50%</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
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<tr>
<td>Balance brought forward</td>
<td>106 685.58</td>
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<tr>
<td>Global funds</td>
<td>45 190.02</td>
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<tr>
<td>Tied funds</td>
<td>34 369.00</td>
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<tr>
<td>School &amp; community sources</td>
<td>9 394.00</td>
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<tr>
<td>Interest</td>
<td>7 476.37</td>
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<tr>
<td>Trust receipts</td>
<td>9 363.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>212 477.97</strong></td>
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| Expenditure
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| Teaching & learning
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts
This year’s Annual School Performance was titled “Who’s Afraid of the Big Bad Book” and was based on favourite Nursery Rhymes and Fairytales. Once again, all students in the school were involved and, thanks to our band of wonderful parents, the play was a huge success despite the many challenges that faced us throughout Term 3. Students and staff are extremely grateful to those who volunteer their time and skills to assist us with this annual event.
Our success is always measured by the packed hall on the night of the performance and the increasing numbers of community members who attend the matinee performance. We are also very grateful to Bruce Moore, a very talented and patient community member, who accompanied our student’s singing and entertained us with musical interludes throughout the evening.

Mayrung students were fortunate to have Craig Smith, a renowned illustrator of children’s books, visit our school. He spent time with all children demonstrating drawing techniques and allowing them to attempt their own illustrations.

Students in Years 5 & 6 then travelled to Blighty School for a day where Craig provided more detailed extension activities.

We were also fortunate to experience a Travelling Art Show – “Art in a Suitcase” twice during 2008. Students were able to observe and handle a wide variety of unique and valuable artwork collections.

Our students had the opportunity of showcasing their Artwork at Deniliquin Show, the Education Week Display in Deniliquín and the Conargo Fathers’ Day event.

Sport

During 2008, many of our students have been recognised for their sporting achievements, both at local level and across the District.

We started the year with a fantastic effort from our swimmers. Joshua Beer was awarded the Senior Boy Championship trophy at the Small Schools’ Swimming Carnival. Joshua and Rachel Beer, Campbell Barclay, Lauran Ring, Timothy and Emily Willis, Molly Chaplin and Maddison Strong, were all selected to represent the Small Schools at the District Swimming Carnival in Hay.

Joshua Beer (Soccer) and Timothy Willis (AFL) represented us at the District Trials with Joshua being selected as reserve for the Regional Trials and Timothy being selected to compete in the Western Riverina Championships. This team was the runner up. A fantastic effort by both boys!

Anthony Beer, Molly Chaplin and Maddison Strong qualified to represent us at the District Cross Country event in Deniliquin.

Joshua Beer, Molly Chaplin, Timothy and Emily Willis, Elizabeth Mullens, Ruby Green and Maddison Strong all qualified represent the Small Schools in a variety of events at the District Athletics Carnival.

Academic

Science

In Term 2, students from Years 3-6 sat the University of New South Wales Science assessment. We are all very proud of our students’ participation, especially those who received special awards: Elizabeth Mullens, Campbell and Simon Barclay received Distinctions. Joshua and Rachel Beer received Credits.

During Terms 3 and 4, under the guidance of Mrs Whittakers, we participated in the Weed Warriors
program. Darryl Morris and Brian Burke delivered plants of horehound, infected with the white plume moth caterpillars, to our school. The students' task was to hatch more eggs and then release the larvae into paddock stands of horehound. In doing so it was hoped that the local population of horehound would be reduced. We are planning to participate in this program again in Spring, 2009.

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

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

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

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

In 2008, four Year 3 students and seven Year 5 students sat the NAPLAN (National Assessment Program in Language and Numeracy). Specific data cannot be discussed as it may identify individual students.

The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.
Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 numeracy

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Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

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Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

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Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

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<thead>
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<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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<tbody>
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<td>Reading</td>
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<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

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<th>Percentage of Year 5 students achieving at and above minimum standard</th>
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<tr>
<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are taught through all KLA areas throughout the year. One of the most successful achievements this year was the art appreciation lessons with Mrs Dixon in which the children produced a variety of aboriginal paintings.
Multicultural education
During Terms 2 and 3, one of our talented parents, Stacey Salusalu, introduced some Chinese Cultures and customs to all students. The students learnt some general Mandarin Chinese language such as greetings, families, food, animals and numbers (including phone numbers). The weeks of study concluded with a performance of a few phrases and concepts at assembly and spring-roll making by the students. Students not only learnt conversation, but gained an appreciation for cultural differences. These lessons enhanced our multi cultural programs and complimented other HSIE units that were running in conjunction with the Olympic Games in Beijing.

The school is particularly fortunate to be able to access the support of community members by visiting the school to increase awareness and tolerance of other cultures.

Respect and responsibility
Throughout 2008 Our Peer Support Program has been an integral part of the PDHPE program.

Through a variety of challenges, roles and responsibilities throughout the year, all peer support leaders have developed skills of cooperation, respect and responsibility with both staff and students. Throughout the year all students have developed a greater understanding of values and their place in the overall harmony of the school environment.

Our Year 6 Leaders had the privilege of being on the organizing committee of the “Step to the Future” Program for all School Leaders in the Deniliquin District. We were very proud of the level of responsibility Lauran, Joshua and Tim displayed in their roles as members of the welcoming committee.

Other programs
Country Areas Program
Small Schools Network enrichment programs support Key learning areas and enable students to develop successful communication and cooperation skills in peer groups away from their familiar environment.

During 2008, our school hosted a CAP District Initiative called the LOFT (Learning Opportunities for Teachers) program in which Mrs Hay and Senior students provided professional development activities for both staff and students from several schools across the district. This was a great honour as it acknowledged the dedication of Mrs Hay and the whole school towards the implementation of technology into our whole school program. Our P & C also benefited by catering for the visitors and were highly commended on their culinary efforts.

The installation and implementation of the Video conferencing programs provided both staff and students with yet another challenging means of communication. This will enhance our technology and help break down the barriers of isolation in the years ahead.
Progress on 2008 targets

Target 1
All students to achieve stage-based outcomes in literacy and numeracy

Our achievements include:

Literacy
- Consistent programming and collaboration between all staff, including Teachers’ Aide to ensure students’ needs are met.
- Visiting authors and local Creative Writers provided extra encouragement and motivation to students as well as valuable professional development for staff.
- Improved quality of writing from students.
- Continued support from parents and grandparents as classroom helpers.

Numeracy
- Consistent programming and collaboration between all staff, including Teachers’ Aide to ensure students’ needs are met.
- Higher levels of student success in both National testing and school based assessments.

Target 2
Maintain high community profile and stability in enrolment numbers

Our achievements include:
- Wide recognition across the Region as a very productive and successful technology centre.
- Successful installation and implementation of our video conferencing facilities.
- Video conferencing used on a regular basis to promote teaching and learning programs for both staff and students.
- Wider distribution of high quality information brochure and Annual School Report.
- Regular media releases acknowledging quality teaching and learning activities within our school and across our small schools network.
- Increase in anticipated student enrolments despite effect of drought on many of our school community members.
- Continued support from parents and wider community in times of adversity.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of:

Educational and management practice

Whole School Organisation

Background

In recent years, students have been enrolled at all year levels, not predominantly Kindergarten. This change in student population has meant greater demands on staff to meet the needs of all students.

An uninterrupted block of staged teaching in Literacy and Numeracy was introduced to ensure consistency and appropriate teaching and learning programs for all students.

A whole School approach to other Key Learning Areas also ensured all teachers worked with all students at some stage during the week, minimising disruptions caused by absences of Principal or other staff members.

Findings and conclusions
- Through constant review by staff, students and parents, the whole school organisation has been modified and become a very
commendable part of our school management.

- Teachers teach classes and areas of the curriculum according to their strengths and collaborate with parents and staff on a regular basis.
- Parent helpers form a very valuable part of our whole school organisation and changes to routines are dealt with in a consistent manner, minimising disruption to key teaching and learning programs.
- Increasing involvement of the wider community, consistent teacher judgement in the assessment and reporting and more opportunities for students to showcase their achievements have been a positive measure of success for our whole school organisation.

Future directions
Careful financial management and support from the whole school community should enable the continuation of our stage teaching and quality community involvement. Whole School organisation will need constant review as staff and student population change to ensure it meets the needs of the whole school community.

Curriculum

Technology - Quality Teaching Practices

Background
Using technology across all key learning areas has been a focus of Mayrung School for the past few years. All staff have been involved in on-going training and development to ensure quality teaching practices are used and evaluated on a regular basis.

Findings and conclusions

- The skills of our staff and students have been acknowledged by the wider community
- Our use of technology to implement quality programs has been recognised by many teachers across the district through their involvement in training programs within our school.
- Staff members have been asked to present quality teaching ideas at regional training and development days.
- Collaboration with other small schools has provided students with the opportunities to share their skills with others through the use of a variety of technologies.
- Our enrolments have remained stable due to quality programs which ensure students’ needs are met.

Future directions
All staff will continue on-going training and development in all key learning areas as the need arises.

Skills and practices will continue to be showcased and shared with other schools, parents and the wider community as the opportunity arises.

Quality programs and practices will be acknowledged by the principals and colleagues in recognition of individual efforts and commitment to the education of all students.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Through a variety of methods the following were identified: Positive: great teachers, state of the art technology resources, variety of programs, emphasis on basic skills and excursions. Areas to review: sun safe policy and to continue school promotion.

Professional learning
Professional learning activities were undertaken by all staff members both in the school and through attendance at courses and the Riverina Teaching and Learning Forums. The key priority areas were technology, quality teaching, classroom management and attendance at mandatory training courses.

School development 2009 – 2011

Targets for 2009
Mayrung Public School 2009-2011 plan has identified four priority areas: Literacy, Numeracy, Quality Teaching and Technology the targets for 2009 are:
Target 1
**80% of students achieving stage based outcome in literacy**

Strategies to achieve this target include:
- Author employed to work with students and teachers to enhance and develop skills
- Teachers complete training and development with regional consultants
- Staff meetings and team teaching to ensure consistency in teacher judgement of work

Our success will be measured by:
- improved student achievement in literacy as evident in school based testing
- consistent assessment practices developed
- quality teaching evident in all literacy lessons
- all Year 3 and 5 achieving at or above the minimum standard in NAPLAN literacy

Target 2
**80% of students achieving stage based outcomes in numeracy**

Strategies to achieve this target include:
- Teaching and learning programs focused on areas of need
- Analysing numeracy results against syllabus outcomes and in-service staff on quality teaching in Numeracy
- Staff meetings and team teaching to ensure consistency in teacher judgement of work samples to measure achievement

Our success will be measured by:
- improved student achievement in numeracy as evident in school based testing
- consistent assessment practices developed
- quality teaching evident in all numeracy lessons
- all Year 3 and 5 achieving at or above the minimum standard in NAPLAN numeracy

Target 3
**All students communicating widely with other students in their local area and beyond through the use of technology**

Strategies to achieve this target include:
- Staff receive training to fully utilise SMART boards and video conferencing across all Key Learning Areas
- Staff will access exemplary practitioners to embed technology into teaching and learning programs.
- Collaboratively developed lessons, scope and sequences and assessment tasks.
- Appropriate resources will be purchased to support the program.

Our success will be measured by:
- Technology integrated into all teaching and learning programs
- Students communicating widely with other students in their local area and beyond
- Virtual excursions and conversations with experts will enrich student learning

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.

Julie Follett Principal
Lyn Hay Classroom Teacher
Birgit Schultz School Administrative Manager
Lynda Barclay P&C President

School contact information
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Mayrung  2710
Ph: 03 5882 4243           Fax: 03 5882 4326
Email: mayrung-p.school@det.nsw.edu.au
School Code: 2508

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