Principal's message

I take pleasure in congratulating the students, staff, parents and community members of Maimuru Public School on their endeavours and achievements in 2008. Maimuru School is proud to promote its strong student welfare programs. Students, staff and community work together to promote strong, healthy relationships. Students are encouraged to participate in a broad range of activities that develop self confidence and emphasise leadership and independence. Students are taught a sense of responsibility and a caring attitude for themselves and others as well as their environment. Student learning is supported by effective Literacy and Numeracy programs and students enjoy high levels of access to Information and Communication Technologies. The school has endeavoured to be responsive and collaborative with staff, parents and students working together to raise student achievement levels. This annual school report is a snapshot of the school’s achievements for the year 2008.

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.

Maureen A Morse

P&C and/or School Council message

Two of the primary objectives of a Parents & Citizens Association, are to promote the interests of the school, by bringing parents, citizens, students and teaching staff into close co-operation. Also it is to assist in promoting the recreation and welfare of the students at the school. The Maimuru P&C have done an excellent job throughout 2008 in achieving much of the above.

The past twelve months has been a time of change for the Maimuru P & C. As year six students move on, so do their loyal, committed families who have been involved with the school for many years. There are many newer families settling in, and a new group is coming together, and working brilliantly as a team.

Mid year, the P & C put on a movie fundraiser, “Mamma Mia”. It was a huge effort, with a great meal provided, lollies, tea and coffee, and even mothers dressing up as Agnetha and Freda!!!. A considerable amount of money was raised, which went towards the primary snow camp excursion, to assist families with the costs. This was a great team effort, but the best part was that the children were involved, and they had a great time.

Furthermore, there are many parents who continue to put in time and effort, with the reading program, enrichment days, sports carnivals, transport of marimbas & sports equipment. Another example is of the two mothers who committed themselves regularly to provide hot meals through the tuckshop, once a week in the colder months. This was much to the delight of the children, and was a huge effort on their part. The children loved the variety, it broke up their week, and they also love to see the parents involved with their school.

Basically the Maimuru P & C is a mixed bunch of people, who come together on a monthly basis, with the common goal of taking part in their children’s school life and education. This is a valuable part of any school, especially a small school. Well done Maimuru P & C, keep up the good work!!!

Melanie Everdell P&C President

Student representative's message

Maimuru Public School is an amazing learning environment filled with adventure, experimentation and fun. The school offers all students many opportunities to participate in learning and extra curricula activities. Some of these include: linkages with Young High School, the Warrangong trivia competition, the Premier’s reading, spelling
and public speaking competitions, Young Small School creative arts, sporting and performing opportunities, a range of interschool and district sporting events as well as our annual presentation evening drama performance.

This year our school held a camp out at the school. It was terrific fun for parents and students. The primary also had a snow camp with the other small schools at Mt Selwyn.

Year 6 are the school leaders and attend the Young Leaders Conference in Sydney to learn about the qualities of a leader and how to show leadership. We have opportunity to practice our leadership skills in our peer support program and by setting a positive example and supporting the teachers.

At Maimuru it is great that we are all friends regardless of age or class. I have had a fantastic education at Maimuru and will be sad to leave my friends and teachers.

Daisy Hines

Daisy wins the Rotary Citizenship Award

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

![Enrolments](image)

Kindergarten enrolments remained similar to those of 2007, while larger Year 6 cohorts complete their primary schooling.

Student attendance profile

![Student attendance rates](image)

Attendance rates have increased marginally in 2008, they are above state and regional levels. Electronic roll marking has supported the monitoring part day absences.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.
The students are organised into two classes each covering two educational stages for infants and primary. This allows learning support to be allocated to students in both classes with an emphasis on the early years.

Staff information

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

The school is staffed by Maureen Morse, teaching principal, Meredith Timmins, permanent classroom teacher and Annette Parkman, who works at the school two days each week. Mrs Parkman fills the role of part-time teacher, teacher relief and teacher librarian.

The school is well supported by Angela Kay, school administration manager and Colin as general assistant.

Staff retention

All teaching staff have been retained from 2007 to 2008.

Staff attendance

Staff have access to leave entitlements such as sick, family and long service leave.
P6 and P5 schools are not required to report the percentage figure. All reporting of staff attendance should be consistent with privacy and personal information policies.
Voluntary contributions are paid to the school P&C and are used to provide a annual book prizes for all students and school accident insurance cover.

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

The goal is to provide a balanced and well rounded account of school and student achievement.

Achievements

Arts

Primary students continued to receive tuition in the playing of the school’s marimbas and years 5 & 6 primary students played at the Wagga Wagga Market Place for Education Week with the Young Small School’s Marimba ensemble.

All students were involved in our school musical ‘Magical Mystery Tour’ in Term 4 this year. We had strong support from the school community with parents assisting with costumes for the performance.

Students also participated in the Young and Bribbaree Show where they were successful with their entered art work and handwriting pieces.

During Week 10 Term 3 the biannual Young Small School’s Concert was held. This is a combined concert of dance, drama, marimbas and singing where students from schools from Young and surrounding areas performed. All infants students combined with Young Small Schools on the marimbas to play several songs in front of students, parents and the wider community. Several students also performed in the play, ‘Ali Baba and the bikies’ at the Concert.

In Term 4 the whole school attended a Creative Arts day at Binalong where the students were involved in a variety of creative arts workshops.

Throughout 2008 students were exposed to lessons by two highly experienced art teachers. Lessons involved clay moulding, sketching, water colour and crayon work.

Sport

Students continued to explore, excel and enjoy a variety of sporting activities.

- The retention of the highly prized Brown Thackeray Shield in 2008 for the 5th year in succession.

Other

Competitions

All primary students entered the International Competitions Australasian Studies in maths and English. A number of students also participated in the spelling, writing, science and computing. Outstanding results are as follows:

- Winners of the Young Small Schools Aggregate Points Swimming Shield with 10 students participating in the District Swimming.

- 12 students progressed through the Young Small Schools Athletics to compete at District level and eight students competed at Regional level.

- A student team participated in the small schools’ tennis competition.

- All students participated in tennis coaching with professional coach, Colin Maher and intensive swimming lessons.

- Students form Years 2 to 6 participated in the Boorowa Touch Football and Netball carnival.

- A school netball team under the guidance of parent coaches and managers participated in the Young and District Netball competition.

- A mixed touch football team participated in the Young Touch competition.
<table>
<thead>
<tr>
<th></th>
<th>Distinction</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
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<td>1</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Computing</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Daisy Hines, Celia Blair, Charlotte Hines and Grace Kaveney capably represented the school in the Premier’s Spelling Competition in regional finals at Griffith. Charlotte Hines won the right to progress through to the state final in Sydney achieving the position of 17th in the state for Stage 2 students.

Charlotte at State Finals Spelling

Primary students entered the Multicultural Public Speaking Competition. All children had to prepare and deliver a speech at school with a multicultural theme. Ellie, Daisy, Grace and Charlotte were chosen to advance to the district semi finals in Cootamundra. The competition provided all students with a meaningful purpose to practice public speaking.

Student leadership continued to be an important focus for 2008. The school leadership team travelled to Sydney with other small schools for the Young Leaders Conference. This conference promotes the school values of integrity, respect, honesty and for each student to be their best. The buddy system and peer groups were also continued in 2008 with Year 6 students as the leaders. The groups operated as fitness groups, excursion groupings, and peer group activities based on school values, rules and the Habits of Mind and as student playground support networks.

Best Start Program

Mrs Timmins and Mrs Parkman trained in the Best Start Program involving early assessment to identify students’ literacy and numeracy skills and understandings. This supported teachers in meeting students’ learning needs and to assist with monitoring student learning throughout their schooling. Parents received clear feedback on their child’s learning at school entry, the next step for them in the learning process and how to support their child’s learning.

Early Literacy Program

Mrs Timmins and Mrs Parkman also trained in the early literacy program to further their teaching skills. Maimuru Public continues to value and promote teacher learning to maximise learning opportunities for students.

Mrs Parkman with Brodie & Digby

School Camp

The students and parents enjoyed a camp out at school towards the end of Term 1. Keith Collin from the Riverina Environmental Education Centre engaged student’s interest with a presentation on the sun and stars and then supported all students to use the telescope to view the stars.

Zach helps dads erect the tent

Snow Camp

Primary students attended snow camp, staying at Adaminaby and skiing at Mt Selwyn for 3 days. Children were involved in skiing lessons, developed independence, interpersonal and cooperation skills. This camp complemented and enriched the implementation of the Personal
Development, Health and Physical Education syllabus.

**Academic**

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

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

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

**Literacy – NAPLAN Year 3 & Year 5**

Due to the small numbers of students who undertook the BST detailed comment cannot be made because numbers fall below the threshold for reporting BST yearly data.

**Numeracy – NAPLAN Year 3 & Year 5**

Due to the small numbers of students who undertook the BST detailed comment cannot be made because numbers fall below the threshold for reporting BST yearly data.

**Progress in literacy**

Students continued to make progress in literacy throughout 2008. Students requiring further assistance were targeted with specific literacy skills programs and teacher’s aide support. Assessment in the form of running records, work samples, standardised tests and class tests all indicated an upward movement of skill development.

Students will again be supported in 2009 to maximise their skills in literacy.

**Progress in numeracy**

Numeracy levels improved throughout 2008. Class assessment data, work samples and standardised tests all indicate that every student made progress in numeracy.

Continued focus on the working mathematically strand, decimals and fractions, as well as quick number fact recall will need to be a focus for 2009.

**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**

<table>
<thead>
<tr>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Notes: The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from the tests.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Notes: The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from the tests.

**Significant programs and initiatives**

**Aboriginal education**

There are no Indigenous students currently enrolled in the school.

School plans, programs and practices integrate strategies that progress the goals of the Aboriginal Education Policy. All children study Aboriginal culture in human society and its environment and English units.

**Multicultural education**

The school strongly promotes attitudes of racial and cultural respect and tolerance through curriculum perspectives. Whilst there are no students from non English speaking background (NESB) enrolled at Maimuru Public School programs dealing with Australia’s multiculturalism are a focus in human society and its environment. Year 6 students have studied a unit on Global Connections focussing on world aid projects.

*Harmony Day activities*
The whole school was involved in a celebration of Harmony Day and the CWA International Day's country of study on Mexico.

CWA Competition winners

There is currently a nominated and trained anti racism contact officer in the school.

Respect and responsibility
Throughout 2008 the student peer support and leadership programs have continued to be implemented. We have developed procedures in relation to values education, which include a positive playground policy that acknowledges students who demonstrate behaviour in line with the Department of Education and Training core values and an anti bullying program.

Our school participates in community activities where possible such as, Clean Up Australia. Parents and students participate in ‘Jump Rope for Heart’ and a ‘Big Morning Tea’ to raise awareness and funds for cancer.

Investing in Our Schools Project
In 2008 the erection of the school covered outdoor learning area (COLA) was completed. This COLA now provides students with a much needed shaded area for work, play and eating in all weather conditions. The final concrete finishing has made the area a pleasant and attractive feature of the school.

The COLA was officially opened by Mr & Mrs Derek Blair at the school’s annual presentation evening.

Commonwealth Green Voucher Program
A large water tank, new pump and fencing was installed and integrated with other school water supplies in 2008. This new water system harnesses the water from the COLA.

Paul Kaveney and Derek Blair coordinated and implemented this project for the school.

Other programs
Country Areas Program
During 2008 the Country Areas Program (CAP) provided many valuable and vital programs to support students and teachers to improve learning outcomes.

School CAP programs included a literacy program that supported students in Stage 2 with programs and resources for reading. The literacy program also included writing workshops with author, Paul Stafford.

Numeracy support was also provided to provide intensive support to students identified through the National Assessment Program.

Students were supported through the CAP funding to attend the Young Leadership Conference and other sporting and cultural events.

The school was also involved in two district initiatives. The Moodle Initiative involved staff learning about writing online courses for students to work through either individually or in groups. Students were able to access moodles for learning about the Beijing Olympics and technology terminology.

A Community Liaison Officer initiative employed Mandy Taylor, who provided support to organise and promote events and projects involving the school.

Progress on 2008 targets
Target 1
All students will achieve stage based outcomes in literacy through the production of grammatically correct, structurally sound and meaningful sentences and the use of a range of vocabulary.

Our achievements include:
- Writing rubrics developed and used regularly to support student writing and consistent teacher judgement.
- Writing samples show evidence of increased use of precise technical and topical vocabulary.
- Writers workshop with author, Paul Stafford and video conferencing of student writing pieces produced high quality work samples
• Students able to identify and use grammar and a variety of sentence structures with increasing confidence to develop writing pieces.

• Teacher implementation of professional learning from Best Start and Early Literacy Project.

Target 2
All students will achieve stage based outcomes in numeracy, with particular emphasis on the number strand.

• Classroom programs focus on a range of strategies and games including Count Me In strategies and computer software to promote quick number fact recall.

• Students confidently use mental strategies to estimate, calculate and solve problems.

• Assessment and work samples indicate high levels of student confidence and competence in the number strand.

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

Educational and management practice
Leadership

Background
Each family was issued a survey on Leadership at Maimuru Public School. 48.83% of these surveys were returned.

Findings and conclusions
• The survey on leadership indicated that all parents who returned their survey thought that the parents, teachers and Principal understood the school and supported students to do their best.

• Replies indicated that the school ensures everyone at the school is treated fairly through the school’s merit system and fair discipline code.

• 18.18% of surveys returned indicated that some parents feel some changes at the school are not in all students’ best interest.

• There was an indication that parents would like more support with ideas to improve and support their child’s learning.

Future directions
• The school will schedule parent interviews, information sessions and provide parents with opportunities to learn strategies to support their child’s learning.

• Utilize the school, newsletter, P&C meetings and explore other opportunities to include parent ideas and suggestions about proposed changes at the school.

Curriculum
Personal Development, Health and Physical Education (PD/H/PE)

Background
Each family was issued a survey on Personal Development, Health and Physical Education at Maimuru Public School. 45.83% of these surveys were returned. Teachers and students also completed surveys.

Findings and conclusions
• Surveys indicated that all parents value the PD/H/PE curriculum area and more than 90% feel that their children are developing good understandings about the importance of personal health and safety, values and
personal identity, interpersonal relationships and co-operative playing skills.

- Some parents felt that children were not learning new games and fitness skills.

- Students, parents and staff thought that there was need for more equipment.

- Teachers are happy with the teaching and learning of PD/H/PE in the school. They felt that the Buddy and Peer Support Program made a significant contribution to the positive and harmonious environment and the development of personal values.

Future directions

- A review of equipment and resources will be made in 2009 with a view to the upgrading of equipment.

- Staff will undertake professional learning to provide a wider range of skills in games and fitness activities.

- The Buddy and Peer Support Program will continue to teach the Habits of Mind and the Values for Australian Schooling.

- Opportunities will be provided for parents to learn about the range of programs involved in the PD/H/PE curriculum area.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The majority of parents and students are satisfied with the teaching and learning programs of the school. Teachers indicated that there is a growing positive partnership with the community and that the school is generally well resourced with an experienced and dedicated staff and an atmosphere of high student expectation.

Professional learning

Professional learning activities were offered to all teaching and non teaching staff throughout 2008 in the form of school staff development days, staff meetings, external courses and combined conferences.

Three staff development days were held during 2008 covering topics of the departmental code of conduct, child protection and occupational health and safety (OH&S) updates, Senior First Aid training, and emergency care update. Staff also attended a workshop on Habits of Mind.

Staff meeting topics included mandatory reporting, child protection, asthma training, OH&S issues, reporting to parents, National Assessment and Program marking and review of results, safety and welfare procedures, spelling and writing workshops and using interactive whiteboards.

External courses attended by staff in 2008 include: Best Start, Early Literacy Course, Enrolment and Registration Number (ERN), Moodle Training, Teaching and Learning Forums, and Primary Principals Conference.

Support staff also attend professional learning activities through their small school network and departmental provided courses.

School development 2009 – 2011

Targets for 2009

Our school has established target areas for 2009 with the aim of achieving

Target 1

90% of students will achieve stage based outcomes in Writing.

Strategies to achieve this target include:

- Analyse National Assessment writing results and students’ work and develop a writing action plan

- Use Best Start analysis to inform individual student learning needs in Kindergarten and Year 1

- Staff development in Consistent Teacher Judgement with small school network

- Use work rubrics to provide individual feedback

- Use samples from Assessment Resource Centre

Our success will be measured by:

- Improved student achievement in writing

- Consistent assessment practices developed in literacy

- Quality Teaching evident in all literacy lessons
Target 2

85% of students achieve stage based outcomes in Numeracy.

Strategies to achieve this target include:

• Analyse National Assessment numeracy results and students’ work against syllabus outcomes and develop a Numeracy action plan.
• Use Best Start analysis to inform individual student learning needs in Kindergarten and Year 1.
• Target support for individual learning needs determined for by school and national assessment data.
• Develop a stage based assessment schedule in collaboration with YSS Community of Schools.
• Conduct parent workshops in numeracy strategies.

Our success will be measured by:

• Improved student achievement in numeracy.
• Consistent assessment practices developed.
• QualityTeaching evident in all numeracy lessons.

Target 3

All students will identify and resolve an environmental issue.

Strategies to achieve this target include:

• Keith Collin Riverina Environmental Educator to guide students through an environmental audit.
• Students to engage in environmental activities using deep knowledge & problem solving to identify solutions.
• Students to record findings and solutions in both written and pictorial form.
• Student leaders share information with the school community and determine and prioritise areas to be addressed.
• Develop environmental action plan for the next 3 years.
• Implement the 2009 phase of the environmental action plan.

Our success will be measured by:

• Students implementing strategies to reduce the carbon footprint of the school.
• Students demonstrating leadership skills within the school and the community.
• Students demonstrate awareness of the importance of caring for the environment.

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.

Melanie Everdell P&C President
Angela Kay School Administration Manager
Meredith Timmins Teacher
Maureen Morse Principal

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School Code: 2448

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:


Students perform ‘The Magical Mystery Tour’ on Presentation Night