School context statement

Marrar Public School is a small school located in a rural setting 40km north of Wagga Wagga. The majority of the students live within the village, with a small number travelling from rural properties. The school was established in 1909, with the original building now being the K-2 classroom.

Marrar Public School is committed to developing the child in all areas. The school’s motto is “Playing the game”.

Marrar is a very well resourced small school with a large number of desktop computers, ipads, laptops and interactive whiteboards. We are also fortunate to have an extremely well resourced library.

The school takes pride in providing a warm and friendly atmosphere for the children to learn.

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

Student attendance profile

Management of Non-attendance

Attendance rates at Marrar Public School are generally very good. However, the poor attendance of some students remains of concern. Measures have been put in place to address the attendance issues include: school contacting parents, parent interviews, school monitoring and if needed the Home School Liaison Officer is contacted.

Workforce information

There are 2 full time teachers and 1 part time teacher at Marrar Public School.

Workforce composition

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>
</tbody>
</table>
Professional learning and teacher accreditation

All staff completed mandatory Professional Learning (PL) in Cardio Pulmonary Resuscitation (CPR), Child Protection and Anaphylaxis e-learning and e-Emergency Care.

All teaching staff participated in PL in Mathematics and Literacy. The scope and sequence, teaching and learning outcomes and assessment tasks are now in line with the new National Curriculum.

A minimum of $600 was allocated per teacher to complete PL throughout the year.

Teacher Accreditation

In 2014 we had no beginning teachers at Marrar Public School.

It is a DEC policy that in the future all permanent teachers will be required to be accredited at the Proficient level. Our school is taking the necessary steps to ensure all teaching staff will be supported in the process.

Currently there are no teachers at Marrar Public School undertaking the voluntary stages of the accreditation process at the Highly Accomplished or Professional Leadership Level.

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
30/11/2014

### Income
<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>34415.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>54157.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42139.91</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>1310.82</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3067.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>108441.93</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>5122.46</td>
</tr>
<tr>
<td>Excursions</td>
<td>4617.47</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5388.08</td>
</tr>
<tr>
<td>Library</td>
<td>1638.42</td>
</tr>
</tbody>
</table>

| Training & development            | 812.72  |
| Tied funds                        | 39554.99|
| Casual relief teachers            | 3715.66 |
| Administration & office           | 21566.33|
| School-operated canteen           | 0.00    |
| Utilities                         | 9702.56 |
| Maintenance                       | 3586.02 |
| Trust accounts                    | 2727.92 |
| Capital programs                  | 0.00    |
| Total expenditure                 | 98432.63|

**Balance carried forward**: 44424.32

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

Student performance was analysed on a whole school and individual student basis. We compared our results and growth to the region and to the state utilizing the SMART (School Measurement, Assessment and Reporting Toolkit) for Year 3 and Year 5 NAPLAN results.

Academic achievements

**NAPLAN**

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 these assessments.

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

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 3 - Numeracy

NAPLAN Year 3 - Grammar & Punctuation

NAPLAN Year 3 - Writing
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 5 - Numeracy

NAPLAN Year 5 - Literacy

NAPLAN Year 5 - Numeracy

NAPLAN Year 5 - Literacy

NAPLAN Year 5 - Numeracy

NAPLAN Year 5 - Literacy

NAPLAN Year 5 - Numeracy
Other achievements

**Significant programs and initiatives – Policy and equity funding**

Marrar Public School has a diverse range of excellent programs that cater for a wide variety of interests and needs. The whole school community embraces these programs and opportunities.

**Aboriginal education**

Marrar Public School acknowledges the traditional owners of the land that the school is located on – the Wiradjuri people.

The students learn about aspects of Aboriginal culture, traditions and history in a variety of units of work studied in the HSIE syllabus integrated with Creative and Practical Arts, English and Science and Technology areas.

**Multicultural education and anti-racism**

Marrar Public School implements programs and initiatives to ensure an inclusive school community and a racism-free learning and working environment. Unfortunately, the CWA in Marrar no longer exists. In past years we have completed work and joined with this group for a country of study.

- Teachers recognize and respond to the cultural needs of the school community
- Classroom teachers and the Librarian work cooperatively to develop strategies that best cater for student’s individual needs
- Students were presented with inclusive teaching practices, which recognized and valued the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views were promoted
- A staff member has been trained as Anti-Racist Contact officer

**Aboriginal background**

The number of Aboriginal students in the school determines the level of funding and rate per student for each school. Schools have the flexibility to decide how these resources will be best used to support the learning needs of Aboriginal students.

No students are identified as having an indigenous background at Marrar Public School.

**Socio-economic background**

The RAM Equity loading for socio-economic background is calculated using the information on parental level of school education, highest non-educational qualification and occupation category drawn from data collected on enrolment forms and recorded in ERN.

Schools have the flexibility to decide how these resources will be best used to support students with additional learning needs associated with their socio-economic funding.

Marrar Public uses these funds to employ additional staff. These staff members provide assistance to those children having difficulty in the areas of Numeracy and Literacy. Funds are also used to purchase additional resources.

**English language proficiency**

All children who attend Marrar Public School have English speaking backgrounds.

**Learning and Support**

Schools have flexibility to decide how these resources will be best used to support students with additional learning needs in accordance with their individual learning needs. The funding can be used for teacher time, school learning support, and teacher release to attend professional learning and program coordination.

**Other significant initiatives**

**Arts**

Fostering the arts has been a tradition at Marrar. It was decided by the staff and community that a school performance was only going to be held every second year. There was no school performance held this year.

**Sport**

Marrar PS students regularly take part in athletics and swimming carnivals as well as cross-country events.
A number of the students were successful in these events and went on to the District stage of the Primary Schools Sports Association (PSSA).

The school runs swimming lessons at the end of term 4. These lessons were provided for all children, K-6 and held at the Coolamon Pool.

Premier’s Sporting Challenge.

Students are rewarded each year for their efforts in averaging 30 minutes (K/1/2) and 60 minutes (3-6) physical activity each day. Students at Marrar are active students enjoying, many active games during recess and lunch. Many students are engaged in weekend sports including netball, swimming, Judo, soccer and tennis.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Professional Dialogue
- Student / Parent Feedback
- Observation/Evaluation

School planning 2012-2014:

School priority 1

Engagement

Outcomes from 2012–2014

To increase opportunities to connect students with learning through integrating the use of technology into quality teaching;

To decrease the number of unexplained absences.

Evidence of achievement of outcomes in 2014:

- Continued use of laptops, ipads and interactive whiteboards within the teaching environment.
- Further communication with parents for absences, working with STLD and Home School Liaison officer to provide suggestions to improve attendance of some students.

School priority 2

Literacy and Numeracy

Outcomes from 2012–2014

Increase the participation rates of home reading across all grades;

Improve student achievement in Multiplication and division in senior students;

All children to achieve spelling goals via the use of their individual learning plan.

Evidence of achievement of outcomes in 2014:

- Participation and recognition for participation in the Premier’s Reading Challenge;
- Explicit teaching of times tables. The use of mathletics and homework provided in learning of times tables;
- All children tested on regular occasions throughout the year to assess reading ability.

Strategies to achieve these outcomes in 2014:

- Utilise PLAN software for all children, especially those in the younger years;
- Staff Training in the use of the Australian Curriculum;
- Planning and implementing more challenging learning experiences.

School priority 3

Curriculum and Assessment

Outcomes from 2012–2014

Develop Mathematics Scope and Sequence;

Increase the teacher consistent judgments and assessment recording methods across the school.

Evidence of achievement of outcomes in 2014:

- Enhance strategies to track student progress across KLA’s;
- Ensure a quality curriculum is implemented with teachers’ professional learning and students’ learning needs.
Strategies to achieve these outcomes in 2014:

- Develop a deeper understanding of the new Mathematics and English syllabus and participate in TOWN (Taking Off with Numeracy) in 2015.
- Improving the students’ reading and story writing fluency;
- Design and implement units that utilize Technology.

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.

“We are so lucky to have such a wonderful small school”.

“There is a wonderful atmosphere at the school”.

“The school grounds look wonderful”

“My child comes home happy. He loves his friends, his teacher and playing”

“It is like a big happy family”

Student comments:

“I like Marrar Public School, playing games, using the computers and the teachers are fun”.

“I don’t like doing the homework!!!”

“I like that we are given the opportunity to explore and provided with new learning experiences”.

Staff comments:

“Marrar is a wonderful small school, the children are spoilt”

“A safe, happy, healthy environment for all students”.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17.

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.

Mr David Adamson - Principal
Mrs Janet Wyllie - SAM
Miss Christie Campbell - Teacher
Mrs Deirdrie O’Neill - Librarian

School contact information

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