

Murrumburrah Public School

Annual Report



2016



2685

Introduction

The Annual Report for 2016 is provided to the community of Murrumburrah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Clare Crawford

Principal

School contact details

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Message from the Principal

Murrumburrah Public School (MPS) has enjoyed another highly successful year in 2016. Our success is underpinned by three key elements that promote quality teaching and learning programs for our students. We have a highly skilled and dedicated staff who work together to create an inclusive school environment with a focus on differentiated learning. Our students embrace our school values of respect, responsibility and empathy and are keen to embrace every opportunity made available to them. Our parent body and local community provide tremendous support to the school through the P&C and other volunteer programs. Our annual self-assessment and review processes identified key features of our achievements for 2016.

- all staff completed Inclusion–Online Differentiated Learning
- K and Y1 teachers participated in the L3 program to implement quality teaching strategies
- Positive Behaviour for Learning (PBL) data indicated school–wide processes for student well–being are embedded in the school
- DoE grant was used to establish Murrunip OOSH and to enhance the Uniform Shop.

Clare Crawford

Principal

School background

School vision statement

We are a dynamic school community that is committed to delivering rich, differentiated learning in a nurturing environment.

Our vision is to ensure every child has a sense of belonging to our school, and they are confident learners who reach their full potential. Collectively we have developed three strategic directions to guide us in fulfilling our vision.

School context

Murrumburrah Public School has a proud history of over 150 years of providing a quality school experience for the children in the townships of Harden, Murrumburrah and surrounding areas. It has a student population of 150 whose learning needs are met in 8 classes. Many students come from low socio-economic backgrounds and the nearest regional centre is 150 kilometres away. 20% of students have aboriginal heritage and less than 1% of students speak English as their second language.

Our school motto is 'Learn To Live'. This motto underpins all that we do. Staff continually seeking improved learning outcomes for all students with the support of the Learning Support Team and a instructional coach; values education embracing respect, responsibility and empathy is driven by Positive Behaviour for Learning (PBL); strong relationships with families and the community are facilitated through our 'open-door' policy and a very active P&C; and highly successful programs such as music, dance, public speaking, sport and visual arts ensure we are able to deliver our visionary education.

There are opportunities for student leadership through our student representative council (SRC), class representative scheme and sporting house captaincy. Students enjoy 21st century learning environments with interactive whiteboards in all rooms and video conferencing technology to facilitate virtual excursions.

Our vast lawns and play equipment provide students with the space to learn new skills, stay fit and have fun. Our well resourced library doubles as a research centre and opens during lunchbreak if students wish to play board games or read. The canteen offers nutritious snacks and meals for students three days a week.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. The School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence has provided the staff with an invaluable opportunity to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, collectively we determined that we are placed at sustaining and growing. The strong performance of the school increasing a learning culture amongst staff and students continues to be a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that staff and students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to differentiated learning with a focus on PLAN and SMART data has been another component of our progress throughout the year. In addition, students K–6 are able to work towards their personal learning goals whilst with the teacher in the Engine Room. The school's Twilight Program has provided additional personalised learning, after school hours. Parents are increasingly involved in planning and supporting the learning goals of their children and have maximized opportunities such as three-way interviews and class meetings. We have also fostered participation and contribution of our Aboriginal community in learning at the school. Student performance measures continue to be an area of future focus.

School-based evidence assisted us to collectively determine that in the domain of Teaching we are placed at sustaining and growing. An important opportunity has been provided to staff members in relation to planning, teaching and assessing with the guidance of a Learning Coach. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight our progress in this domain. Importantly, staff are developing their own evidence-based practice through their reflections and

evaluations of collective work. Stage based learning teams has been identified as an opportunity for future growth for 2017.

In the domain of Leading we determined that we are sustaining and growing. Our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our three strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Quality Student Learning

Purpose

To inspire students who are literate and numerate and are creative and productive users of technology. They are able to think deeply, learn independently, as well as work in teams. They are able communicate ideas to make sense of their local and global communities.

Overall summary of progress

The school continues to strive for 100% of students at or beyond expected cluster markers for literacy. This year, we have achieved an overall increase in the percentage of students who are working at expected clusters. Students were surveyed twice during the year using the Cups survey methods and almost all students were able to state their learning goals and were able to discuss their 'I Can' statements during the survey. 100% of school community members were able to state the school's three values and had an awareness of the school's vision statement.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|--|
| 100% of students are at, or beyond expected clusters for their Year level on the Literacy and Numeracy Continuum. | Increased number of students in top two NAPLAN bands. All students indicate that their views are considered within the school context. Students are at, or beyond expected clusters on the Literacy continuum: Kinder 80%, Y1 100%, Y2 50%, Y3 39%, Y4 52%, Y5 81%, Y6 29% of students indicate they understand the criteria to achieve their learning goals. 100% of staff, students and parents are able to state the schools values and indicate an awareness of the school's vision statement | \$12,480.00 Employment of Instructional Leader (using Aboriginal Background loading) |
| 100% of students indicate they understand the criteria to achieve their learning goals. | 80% of students indicate they understand the criteria to achieve their learning goals as reported in the Cups survey 3-Way Interviews hosted by teachers enabled all students the opportunity to reflect on their learning goals (PLAN) Students have attended at least 6 Twilight sessions | \$6,300.00 Additional SLSO time (using Equity funding) \$11,800.00 Twilight study sessions (using socio-economic funding) |
| 100% of staff, students and parents are able to state the school's values and indicate an awareness of the school's vision statement. | In the Cups survey an average of 87% of students indicated that they can express their views and they are considered within the school context All Year 6 students attended a leadership camp Class representatives participated in SRC meetings and activities A trial of the 'Student Voice Box' proved successful 100% of parents participated in Term 2 three-way interviews | \$24,600.00 Additional teacher release to enhance differentiated learning (using socio economic funds) |

Next Steps

The school will continue its focus on differentiated learning with PLAN, NAPLAN teaching strategies and school based

data used as a basis for development and monitoring of students learning goals. Engagement and enrichment programs provide opportunities to grow the learning culture further and three-way interviews deepen parents/carers capacity to support their children's learning. Becoming an Early Action for Success (EAfS) school in 2017 will provide further opportunities to focus on improved student learning outcomes in the early years for literacy and numeracy.



Strategic Direction 2

School as part of a Learning Community

Purpose

To create an environment where teachers and support staff are members of a dynamic team, built on mutual trust and respect. Teachers engage in personalised, team and shared professional learning that is evidence based. Educational leadership is valued at all levels.

Overall summary of progress

All teachers have actively engaged in professional learning with the Instructional Coach. These opportunities have been made available during whole staff meetings, small group and individual sessions. Teachers indicate that central to their learning has been a deeper knowledge of PLAN and NAPLAN teaching strategies. Stage 2 teachers have successfully delivered the TOWN for their students. All teachers completed a Performance and Development Plan indicating that their professional learning aligned with the school plan. Additional professional learning in L3 for the two Kinder teachers and Year 1 teachers, enabled quality teaching practices that are research based and informed by data. All teachers indicated that they highly valued the opportunity to build their capacity through classroom visits with time for reflection and feedback.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|--|
| 100% of teachers deliver quality learning experiences by embedding the elements of the Quality Teaching Framework. | Continued development of whole school Super 6 comprehension program K-6 implementation of IDR program Stage sets of Numeracy Assessment tools produced – PL for teachers where needed | Additional teacher release to work with Instructional Coach \$13,864.00 |
| 100% of the staff participating in Professional Learning that aligns with the school's strategic directions. | Learning Coach runs workshop for parents TOWN/TEN strategies All classrooms utilise the Engine Room for personalised learning All students using the Four Roles of the Speller | Assessment Schedule, Writing Matric, Continuum Teacher Release |
| 100% staff indicate they feel part of a team that acknowledges their educational leadership and they are an integral part of the team. | All teachers have completed at least one visit to a sister classroom and identified elements of QT to implement. Working party reported back to whole staff about Parklea PS visit. | Parklea professional visit \$996.00 |
| 100% of teachers actively participate in Instructional Coach sessions to ensure students achieve expectations. | Focus group established to analyse NAPLAN strategies to address student needs All teachers using PLAN data to set student learning goals Staff survey indicates that 100% of teachers have actively participated in Instructional Coach sessions | Additional Teacher release \$1996.00 |

Next Steps

A stronger systems approach to class visits is an opportunity for future growth on 2017. A timeline with non-negotiable dates is to be shared with teachers and a process for releasing teachers for reflection and feedback. Stage meetings are also seen as an opportunity to grow strong teaching practice.



Strategic Direction 3

Strong Values and Culture

Purpose

To grow a strong school community where we work together with shared purpose and shared aspirations for our students.

Overall summary of progress

Significant progress has been achieved with enhanced opportunities for students to make connections beyond the school. Links with Charles Sturt University through the Future Moves program, Bunyip Pre-school through Murrnyip OOSH and Murrumbolla through Genius Hour and Paddock to Plate programs, have all been strengthened.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| 100%of parents/ carers participate in three-way interviews during Term 2. | 100% of students, staff and parents value opportunities to engage in transition and connection programs. 100% of staff, students and parents are able to state the schools values and indicate an awareness of the school's vision statement. | Additional Teacher release \$ 3,864.00 |
| 100%of indigenous parents/ carers participate in Personalised Learning Plan meetings with teachers. | 100% of indigenous parents/ carers participate in Personalised Learning Plan meetings with | |

Next Steps

Further opportunity to develop stronger links with local Aboriginal culture will be a focus for 2017. The *Yalbinyagirri Project* provides an valuable opportunity to teach staff and students about the Songline between Harden and Jugiong.



| Key Initiatives | Impact achieved this year | Resources (annual) |
|--|---|---|
| Aboriginal background loading | <p>All students have as Individual learning plan and making solid growth on literacy and numeracy continuums.</p> <p>All teachers reviewed and utilised PLAN data with focus on Aboriginal students</p> <p>100% of Aboriginal students achieved RR Level 26 by the end of Year 2.</p> <p>Significant growth in NAPLAN numeracy and Literacy results for all Aboriginal students</p> | <p>\$15,274.00</p> <p>Strategic Direction 1</p> <p>\$10,000.00 Additional SLSO</p> <p>\$5,274.00 Additional teacher release to develop IEP.</p> |
| Low level adjustment for disability | <p>All teachers are delivering differentiated learning using the Engine Room for literacy and numeracy.</p> <p>All teachers utilise PLAN data to identify individual student needs and develop tight, targeted teaching.</p> | <p>\$70,270.00</p> <p>Strategic Direction 2</p> <p>\$40,000.00 Employment of Growth Coach</p> <p>\$30,270.00 Additional SLSO</p> |
| Socio-economic background | <p>Employ an additional class teacher to enhance differentiated learning across the school.</p> <p>Reviewed and utilised PLAN data to identify individual student needs</p> <p>NAPLAN results indicate significant growth in Literacy and Numeracy results for targeted students</p> | <p>\$98,386.00</p> <p>Strategic Direction 2</p> <p>\$98,386.00 Employment of additional teacher</p> |
| Support for beginning teachers | <p>Beginning teachers are able to implement of quality teaching</p> <p>Additional release for early career teachers to support the input of data</p> <p>Build capacity of teachers to utilise PLAN data for 3-way interviews</p> <p>Learning how to use cluster markers as benchmarks for student goal setting</p> | <p>\$13,377.89</p> <p>Strategic Direction 2</p> <p>Additional Release to work with Growth Coach and attend professional learning.</p> |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 60 | 59 | 59 | 68 |
| Girls | 62 | 67 | 72 | 78 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 94.1 | 92 | 93 | 93.5 |
| 1 | 94.2 | 93.4 | 92.6 | 91.6 |
| 2 | 92.3 | 95.8 | 95.3 | 88.7 |
| 3 | 91.9 | 95.6 | 95.5 | 94 |
| 4 | 93.5 | 93.5 | 96.1 | 93.7 |
| 5 | 92.6 | 95.7 | 91.6 | 93.7 |
| 6 | 91.2 | 92.2 | 94.1 | 91.7 |
| All Years | 92.9 | 93.9 | 94 | 92.5 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Assistant Principal(s) | 1 |
| Classroom Teacher(s) | 5.55 |
| Teacher of Reading Recovery | 0.21 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.4 |
| School Administration & Support Staff | 1.78 |
| Other Positions | 0.15 |

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

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Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 90 |
| Postgraduate degree | 10 |

Professional learning and teacher accreditation

All class teachers at MPS participate in professional learning activities and maintain a Professional Learning Plan. Activities were undertaken at Staff Development Days, Staff Meetings, Professional Learning Team meetings and selected professional development courses.

A total of \$12,435.66 was spent from the Professional Learning tied fund and from the school's global budget in 2016. The average expenditure per teacher on professional learning, at the school level was approximately \$1,555.00 Some of this expenditure came from key initiative funding (specifically set aside for this purpose by the Department). This enabled staff to attend professional learning activities throughout the year. These included staff undertaking training in numerous Key Learning Areas, attending conferences and all staff members (teaching and non-teaching) upgrading CPR certificates. Also at our staff development days (SDD) and during regular weekly staff meetings, mandatory training was completed on

Child Protection, Code of Conduct, Welfare, Health and Safety as well as curriculum development and behaviour management training. Whole school planning, evaluation and assessment of curriculum and management were also addressed with SASS staff also attending training and development.

MPS has one early career teacher in the process of gaining accreditation at the Proficient stages of the Australian Professional Standards for Teachers.

Some specific courses staff attended were:

- Super 6 Comprehension strategies training
- L3 and TOWN training
- PLAN data analysis
- Reading Recovery
- PBL (Positive Behaviour for Learning) – coaches training
- Executive Development for School Leaders
- Parklea PS working party visit and follow-up

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 202 920.55 |
| Global funds | 135 603.08 |
| Tied funds | 357 737.16 |
| School & community sources | 82 593.87 |
| Interest | 4 054.25 |
| Trust receipts | 9 268.60 |
| Canteen | 0.00 |
| Total income | 792 177.51 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 13 133.95 |
| Excursions | 30 112.17 |
| Extracurricular dissections | 12 818.16 |
| Library | 390.05 |
| Training & development | 472.73 |
| Tied funds | 385 935.09 |
| Short term relief | 28 865.21 |
| Administration & office | 45 414.76 |
| School-operated canteen | 0.00 |
| Utilities | 33 609.75 |
| Maintenance | 23 165.30 |
| Trust accounts | 9 313.68 |
| Capital programs | 54 932.64 |
| Total expenditure | 638 163.49 |
| Balance carried forward | 154 014.02 |

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

School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

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. The My School website provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au> and insert the school name in the 'Find a school' and select GO to access the school data.

MPS achievement in the top two bands for reading and numeracy.

Reading: Year 3 – 12%
Year 5 – 30%

Numeracy: Year 3 – 18%
Year 5 – 9%

This data is provided in accordance with the *Premier's priorities: Improving education results*.

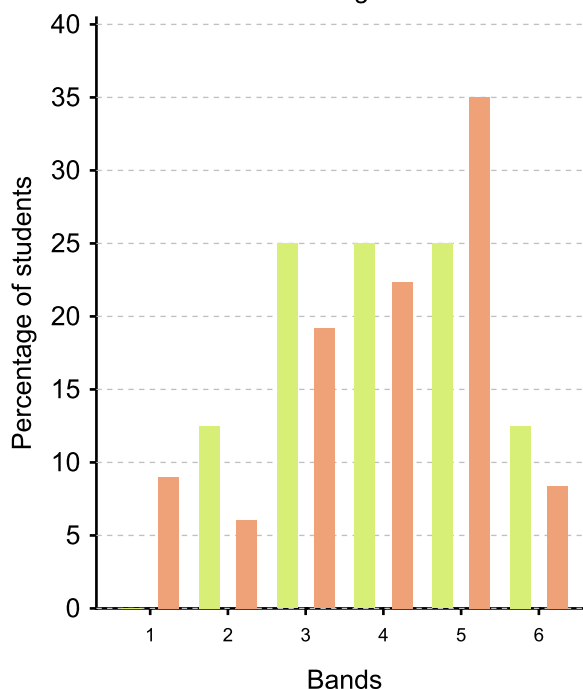
Writing

In 2016 the school targeted Writing as a priority area within literacy and our results for Year 3 and Year 5 show a significant improvement from the school average 2014–16. The commitment of staff and students to improve the writing results for the school is to be congratulated.

In Year 3 the students have shown a steady improvement with 75% of students now in band 3 or higher and no students in band 1 compared to the school average 2014–16 showing 57% of students below band 4 with 9% in band 1.

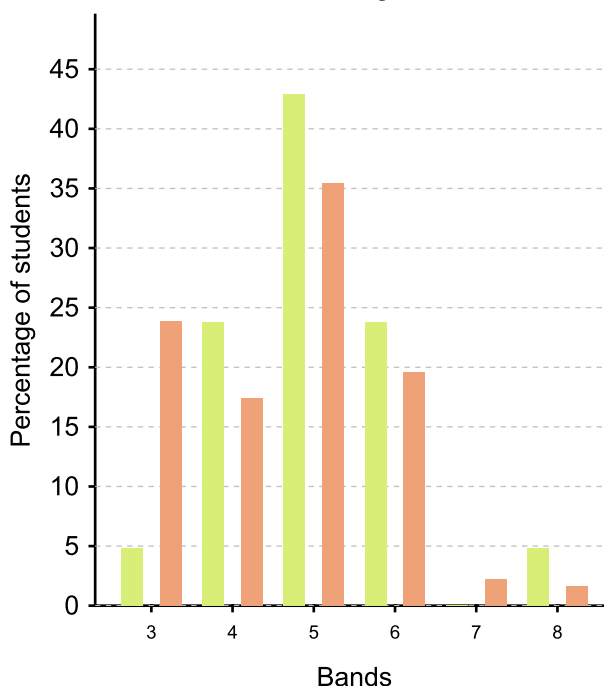
In Year 5 the progress is even more encouraging with 2016 results showing 72% in band 5 or higher and 5% in the top band (band 8). The movement of students from the lower bands is very positive with the school average 2014–16 showing 24% in band 3 compared with only 5% in 2016.

Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

<You may choose to use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Delete text not required.

<Use this text box to comment on additional State reporting requirements>

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Parent/caregiver, student, teacher satisfaction

During 2016 the school sought the views of parents, students and staff in a variety of ways. Commonly, paper based surveys sent home with the newsletter and anecdotal evidence were used to gauge the views of parents and carers. 62% of families completed and returned a survey conducted in October 2016. 100% indicated that they valued education, they felt it was important for their child to attend school every day and the school offered ample academic, sporting and cultural opportunities for students. 16% of parents indicated that they occasionally are not shown respect by other parents at the school and this presents an area for future improvement. During a Cups survey 99% of students indicated that they feel safe at school and 95% indicated that their learning is important to them. Visitors from outside agencies commonly comment on how well-mannered and happy the children are at the school.

Staff were asked if they felt valued as part of a team. 92% of staff indicated that they felt highly valued and they felt able to actively contribute to the school's strategic directions. 100% of teachers indicated that the development of their Professional Development Plan had a positive impact on their career development.



Policy requirements

Aboriginal education

MPS supports Aboriginal education and promotes a culture of inclusiveness through Aboriginal perspectives across all KLAs. Acknowledgement of Country, spoken

by Aboriginal students is an important part of our assemblies and serves to further promote the recognition of Aboriginal cultures and custodianship of country. Personalised Learning Plans are developed in consultation with parents/carers for all Indigenous students. All indigenous students attended Young High School where nominated students received Proud and Deadly Awards. During our NAIDOC celebration Mark Saddler and Roy Levett were our special guests further develop our understanding of Aboriginal language, dance and music. Mr Roy Levett local elder, is a frequent guest speaker to our classrooms. Ms Kate Smith, another elder is a valued member of the panel for the merit selection of teaching and support staff. Each year we invite Aboriginal health workers to the school to run the Free Fresh and Fit program for Year 5 students. MPS has worked hard to ensure that Aboriginal perspectives are embedded throughout the school in many ways.



Multicultural and anti-racism education

At MPS we value the diverse multicultural nature of Australian society. Multicultural perspectives are integrated across all Key Learning Areas. Units of work are linked to the achievements of outcomes through the study of countries, cultures and world events. Students celebrated Harmony Day focusing on the cohesive and inclusive nature of our nation. Class sets a literate texts provide a rich source for talking and listening, reading and writing programs to develop empathy and understanding across the school. Students enhanced their understanding by delivering speeches on topics from the Multicultural Perspectives Public Speaking competition. MPS debating team delivered convincing arguments that reflect our democratic society during inter-school competitions.

Other school programs

Throughout the year all students had the opportunity to develop skills and team work in a wide range of sporting activities at a school, regional and state level. Many highlights included MPS being placed first in the Cootamundra district PSSA swimming carnival, individual students achieving state level for soccer and athletics.

A major highlight of the 2016 school year for performing arts was the selection of MPS dance troupe to participate in Schools Spectacular. Over three thousand students from across the state participated in this event and a world record was broken for the most number of students performing at a time. Two dance groups also performed in the Murrumbidgee CAPA night with a high degree of success.

All students developed their public speaking skills through participation in the school's enrichment program. Students presented a speech from selected topics to peers in class with two speakers chosen to speak at a special school assembly. Speakers were then chosen to represent the school at the Riverina Public Speaking Competition. A student from MPS was placed first in this competition and represented the school at State level. Students from Year 5 and 6 also participated in school and inter-school debating competitions.

All students benefited from weekly music sessions with a specialist music teacher in our well-equipped music room with a focus on listening and performing music from a variety of world cultures. Selected 3–6 students also participated in drumming session with a music teacher from Young Regional School of Music.