

Murrurundi Public School

Annual Report



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Introduction

The Annual Report for 2016 is provided to the community of Murrurundi Public School as an account of the school's operations and achievements throughout the year. This report summarises our achievements for the year and communicates future direction, priorities and the focus of learning for 2017. I am proud of the achievements of all students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences and a positive learning culture.

Students are educated in a caring, supportive school environment through a diverse variety of teaching and learning programs. At Murrurundi Public School we cater for individual needs and aim to educate children to their full potential in all areas of life. Quality educational opportunities identify and assist children with learning difficulties, as well as address the needs of all students. The dedication, skill and professionalism of staff are highly valued aspects of the school. The school staff is supported by an active and committed community who work closely with the school to further enrich school programs. We aim to work with the school and wider community to provide a supportive learning environment in which all members of the school community can grow and develop.

2016 saw the introduction of several new programs in the school and the consolidation of previously implemented programs targetting specific purposes. Highlights include:

- The development of a relationship with the local community pre-school which resulted in the implementation of two new programs. The Footsteps to Learning program where pre-school students and staff visit MPS twice each term and the Footsteps to Kindergarten program which is an extended transition program for students entering Kindergarten the following year. The success of each of these programs was acknowledged by pre-school and school staff as well as members of the school and wider community.
- Establishment of a Breakfast Club which provides a healthy breakfast at no cost to students or families each morning before lessons commence. The success of this program has ensured its continuity and it is now being supported by members of the community in a financial manner through donations.
- The Murrurundi Family Fun Sunday Session was a wonderful community event with high profile performers. The concert was a sell out and funds raised exceeded all expectations. This money will now be used to support programs for students and complete projects around the school.

This report 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.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Megan Druiitt

Principal

School contact details

Murrurundi Public School
135 Mayne Street
Murrurundi, 2338
www.murrurundi-p.schools.nsw.edu.au
murrurundi-p.School@det.nsw.edu.au
6546 6057

School background

School vision statement

The partnership between home and school is a strong one and it is this involvement by parents and community members in a variety of programs that enables our students to experience success at school.

Our mission statement Pride in our Heritage and Confidence in our Future continues to reflect the students' pride in their community and country, caring attitude towards each other and their readiness to face the challenges of the future.

The ongoing commitment to developing the whole child is facilitated by a community of teachers who are committed to ongoing professional learning and development.

School context

Murrurundi Public School is committed to achieving high quality learning outcomes for its 56 students, including the 8% of students who are from an Indigenous background.

While our emphasis is based on achievement in the core subjects of literacy and numeracy, we recognise the importance of developing students' skills and knowledge in the arts, personal development and sporting areas. The school curriculum is well rounded and promotes a love of learning.

The school is well resourced and the classrooms reflect a positive, child focused and friendly learning environment where all students work towards reaching their full potential. We have provided ongoing teacher professional learning in the areas of literacy and numeracy which have resulted in improved outcomes for all students and personal growth in our targeted areas.

We are a member of the Upper Hunter Learning Community, involving seven primary schools, Aberdeen, Belltrees, Blandford, Ellerston and Scone Public Schools and their partner high school, Scone High School. All seven schools work together to promote a comprehensive education for all students from Kindergarten to Year Twelve.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

During 2016 teaching staff at Murrurundi Public School continued to explore the School Excellence Framework to develop a deeper understanding of the implications for informing, monitoring and validating. During discussions, staff reflected on progress at whole school level and could identify evidence which supported the position of current teaching and learning practice against the elements. This demonstrated greater knowledge of the need to ensure improvement efforts align with these high level expectations.

In the domain of **Learning**, efforts have primarily focused on wellbeing, curriculum and learning. During 2016 the school sought to develop an inclusive framework to support the emotional and social wellbeing of students through the implementation of the 'You Can Do It' program. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong individual identities.

The school has established partnerships through the Upper Hunter Community of Schools and the Invermeil Small Schools Group, working collaboratively with other local schools to ensure continuity of learning in English and Science K–10. The school has worked towards aligning systems for collecting assessment data through the update of the whole school assessment schedule. Assessment data is regularly updated and used to monitor achievements and gaps in student learning including plotting progress on the learning continuums in Literacy and Numeracy. This data is also used to inform planning for particular student groups and individual student needs.

Students with high learning needs are being identified early through partnership with the local pre-school and external agencies and families are increasingly involved in planning and supporting the learning directions for their children.

Our major focus in the domain of **Teaching** has been on collaborative practice for staff members. The capacity to provide rich learning experiences for students requires a foundation of knowledge, skills and capacities which has been supported by an Instructional Leader who has led professional learning at a whole school level.

The continued use of technology for learning, deeper understanding of the importance of data analysis to inform decision-making, development of teaching practice through classroom observations, reflections and feedback, and the use of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing skills in critical reflection and consistent implementation of evidence based practice across all Key Learning Areas. Development of deeper understanding of the Australian Professional Teacher Standards for all staff has ensured that they continue to develop their professional knowledge of skills and understanding expected of competent and effective teachers.

Staff attainment of professional learning goals and teaching requirements are part of the school's professional development plan. This was supported by the Teaching Principal and included participation in the Upper Hunter Community of Schools Accreditation panel to provide feedback to teachers preparing submissions for accreditation at various levels. Three new scheme teachers at Murrurundi Public School achieved accreditation at proficient level through BOSTES in 2016.

In the domain of **Leading**, priorities have focussed on development of leadership and management, practices and processes. The consistency and effectiveness of implementation of key strategic directions throughout the year has been due to a increasing leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. Aspiring leaders have been identified and encouraged to lead 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.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engaged Students: academically, socially, emotionally and physically

Purpose

To create a meaningful whole school learning environment, that is consistent with the goals articulated in The Melbourne Declaration that encourages and supports: a range of learning styles, stimulates curiosity, develops critical thinking skills, a passion for knowledge, deeper understanding and lifelong learning. All staff will demonstrate a commitment to developing the whole child.

Overall summary of progress

The final year of Phase One of the Early Action for Success reform has continued to provide benefits for students through additional funding and teacher support for K/1/2 students in the curriculum areas of literacy and numeracy. Support from an Instructional Leader and Literacy and Numeracy Trainer has further developed teacher knowledge and resulted in the implementation of high quality teaching strategies resulting in improved student outcomes. An update to the whole school assessment cycle reflected the deeper understanding of teaching staff of the importance of assessments which are purposeful and used to effectively identify student needs and program accordingly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All K/1/2 students will demonstrate growth in the literacy and numeracy continuums from EA4S through minimum achievement of grade appropriate clusters	PLAN Data indicates: 49% students K–2 achieving end of year minimum benchmarks in literacy 80 % students K – 2 achieving end of year minimum benchmarks in numeracy Students who did not achieve grade appropriate clusters were identified and targetted by the Learning and Support Team	EaFS Training Grant \$4000 EaFS Staffing entitlement \$25262
All year 5 students will demonstrate growth equivalent to the NSW Department of Education expected average in NAPLAN results in both literacy and numeracy	100% of Year 5 students demonstrated growth in numeracy – 60% achieved above the NSW DoE expected average growth 100% of Year 5 students demonstrated growth in the literacy strand of grammar, 50% above the NSW DoE expected average growth 80% of Year 5 students demonstrated growth in the literacy strand of reading, 50% above the NSW DoE expected average growth 75% of Year 5 students demonstrated growth in the literacy strand of spelling, 50% above the NSW DoE expected average growth Students who did not achieve expected NSW DoE growth were identified and targetted by the Learning and Support Team	NIL
Indigenous students achieve the same growth in learning outcomes as their peers	The school's policy for learning support focussed on Indigenous students who were not demonstrating achievement at grade expectation in reading. These students were prioritised for inclusion in the Multilit program which supported their growth	Aboriginal Background loading \$2000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Indigenous students achieve the same growth in learning outcomes as their peers	across all Key Learning Areas. Staff observed increased self confidence in targetted students following the intervention, which was an unexpected outcome and contributed to over all student well being	

Next Steps

Implement L3 Stage One training for Early Stage One Teacher, Stage One Teacher and Instructional Leader.

Provide professional learning for teaching staff of primary students in programs such as Quicksmart to target numeracy difficulties.

Prioritise professional learning for staff in Aboriginal Education.

Strategic Direction 2

Quality Teaching and Learning

Purpose

Comprehensive professional learning, in class support and mentoring remain key aspects of developing staff. Student assessment which is reflective of the learning, will drive class programming and the implementation of the National Curriculum to ensure individual student needs are addressed.

Overall summary of progress

The appointment of an Instructional Leader to MPS who was also an EAfS trainer provided solid support to teaching staff across the whole school. One teacher completed the first year of L3 Kindergarten professional learning and all teaching staff completed Targetting Early Numeracy training. This ensured solid development of high quality teaching strategies in teaching and learning programs which were observed during classroom observations. It also ensured consistency in the data being entered into PLAN to monitor student progress and allow for early identification of students who required intervention. All new scheme teachers have now achieved accreditation at Proficient level and demonstrate increased confidence in their understanding of the Australian Professional Teaching Standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will set explicit professional learning goals linked to the professional teaching standards. Staff will achieve goals each year as measured against the Performance and Development Framework	Three new scheme teachers achieved accreditation at proficient level. Weekly meetings to discuss Australian Professional Teaching Standards and the gathering of evidence ensured the development of knowledge at all stages of the accreditation process All staff set and achieved professional learning goals which reflected school priorities and demonstrated increased knowledge of the Australian Professional Teaching Standards	Beginning Teacher Funding \$13 377.89 QTSS staffing resource allocation Semester 1 – 0.020 Semester 2 – 0.042
Build staff knowledge and understanding of the importance of quality classroom practice at MPS and more broadly within the DoE framework	Staff engaged in professional readings and discussions with colleagues on Evidence Based Practice, learning intentions and research based professional readings which resulted in a deeper understanding of the importance of quality classroom practice	NIL
Staff will implement the whole school assessment cycle and use data to produce high quality engaging teaching and learning programs for students as measured against the Professional Development framework	Whole school assessment cycle was updated in Term 3 2016. Principal observed evidence of high quality teaching strategies in programs and classroom observations. Assessment results reflection: <ul style="list-style-type: none">• 70% primary students (3 – 6) achieved end of year minimum benchmark of fascile level in numeracy• 73% primary students (3 – 6) achieved end of year minimum benchmarks in literacy	EAfS Training Grant \$4000 EAfS Staffing entitlement \$25262

Next Steps

Develop and maintain knowledge, understanding and application of whole school scope and sequences across all Key Learning Areas.

Continuing professional development for teaching staff in the areas of Literacy and Numeracy

Appointment of an onsite Instructional Leader five days per fortnight through phase two of the EAfS reform

Strategic Direction 3

Positive Parent and Community Engagement in Learning

Purpose

Consultation with parents, families and community members as part of the decision making processes will strengthen and build positive and productive relationships that will see all stakeholders working together to improve student outcomes and create significant opportunities for learning

Overall summary of progress

The establishment of a positive and collegial relationship with staff at the local community pre-school resulted in the development and implementation of two programs designed to familiarise families in the community with their local primary school and promote greater attendance at the Kindergarten transition program. Attendance at bi monthly community leaders meetings by the Principal and the commitment of P & C members to hosting community events including the Biggest Morning Tea and the Annual Scarecrow Competition in the school grounds resulted in greater attendance by community members at school functions. The Murrurundi Family Fun Sunday Session fundraising concert was a resounding success which provided a community event at a low cost and resulted in positive relationships with the community and excellent feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School surveys will result in a high level of return and satisfaction indicating effective communication between home, community and school	Increased interaction with the school Facebook page has been noted through analysis of insights gathered by page administrators Staff engaged in professional learning to ensure that communication channels to families and communities are being utilised for the most effective purpose	NIL
The wider school community will work in partnership with the school to provide high quality learning opportunities for students through the appointment of a P & C grants officer and the establishment of community activities that utilise school resources	Footsteps to Learning and Footsteps to Kindergarten programs were very successful and feedback from pre-school staff and families indicated a high level of satisfaction and value of the programs Successful grant applications resulted in the provision of additional teaching and learning activities and visits from touring performers The use of school grounds for the purpose of a gymnastics clinic in school holiday periods utilised school resources and provided an opportunity for local children to access the program in their community	NIL
Information from sources such as the 'Tell Them From Me' parent survey and school based data relative to parent and community engagement in school activities will be collated regularly and reflect high levels of engagement	Parent participation in specific areas of school life is being monitored to gather quantitative data in order to bring about improvements in engagement. Community engagement in school activities increased during 2016 with community events being held in the school grounds and catered for by members of the P & C	NIL

Next Steps

Continue to promote and develop the relationship between local community pre-school and MPS

Promotion of the school grounds as a resource for community groups to host events

Encourage greater participation from all members of the MPS community in school programs and events

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Proactive Aboriginal Education focus resulted in planned and implemented initiatives across the school including</p> <ul style="list-style-type: none"> • Small Schools Aboriginal Education Day including a performance by Adamriginal • NAIDOC week activities designed to build pride and understanding of our nations history • Purchase of resources to assist with the integration of Aboriginal Education across all Key Learning Areas • Aboriginal students made a priority for Multi Lit Literacy intervention program resulting in increased achievement of Literacy outcomes for targeted students <p>During 2016 an increasing number of students identified as Aboriginal which reflected the commitment of staff to the Department of Education Aboriginal Education Policy</p>	\$3935
Low level adjustment for disability	One teacher employed for a half day per week for 36 weeks to support students in literacy and numeracy K–6	\$9247
Quality Teaching, Successful Students (QTSS)	Weekly meetings between the Teaching Principal and two beginning teachers employed on full time temporary contracts to provide additional support and mentoring which resulted in both teachers achieving accreditation at proficient teacher level	<p>Semester 1 – 0.020 staffing resource allocation</p> <p>Semester 2 – 0.042 staffing resource allocation</p>
Socio–economic background	<p>Additional classroom teacher employed in 2/3/4 classroom</p> <p>Early career and experienced staff supported by Teaching Principal in development of Professional Development Plans with all staff achieving their professional goals</p> <p>Update of ICT hardware in computer lab classroom</p>	\$45160
Support for beginning teachers	One permanent beginning teacher received ongoing support throughout the year and participated in a range of activities to build her teaching capacity. The support was in the form of additional release, coaching and mentoring with the Teacher Principal. Two other beginning teachers on temporary contracts also received additional support and mentoring and accreditation at proficient level was achieved by all	\$13 377.89
EaFS	<p>Early Stage One teacher commenced L3 ES1 training</p> <p>All staff trained in Targetting Early Numeracy</p> <p>An additional teacher was employed in the K/1 classroom for 4 hours 3 days per week to provide explicit instruction in literacy and numeracy</p> <p>Literacy and Numeracy resources were purchased and created to support students in</p>	<p>Training Grant \$4000</p> <p>Staffing entitlement \$25262</p>



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	29	26	21	27
Girls	29	25	29	34

An increase in student enrolment during 2016 is reflective of the partnership developed between Murrurundi Public School and the local pre-school.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	89.7	88.7	94.4
1	93.3	94	90.7	89.7
2	91.9	93.3	92.5	91.7
3	94.5	89.9	95.5	93.1
4	90.3	91.4	84.9	92.2
5	91	94.7	88	89.4
6	94.4	93.4	89.6	91.4
All Years	93	92.7	90.3	91.8
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

Management of non-attendance

Murrurundi Public School staff are continuing to implement proactive strategies to encourage high levels of student attendance. An update to the school attendance policy has provided clear procedures for contacting families in the event of student absence and follow up of unexplained absences within seven days. All students are encouraged to aim for greater than 90% school attendance and students who achieve this goal are acknowledged each term.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.12

*Full Time Equivalent

There are nil Aboriginal staff members at Murrurundi Public School. School staff are seeking to develop a positive relationship with the new members of the local Aboriginal Educational Consultative Group.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	14.28

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Murrurundi Public School staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us. All professional learning supported the Strategic Directions and goals articulated in the Murrurundi Public School plan and specifically targetted literacy and numeracy in line with the Early Action for Success strategy.

- L3 Kindergarten
- Targetting Early Numeracy
- NSW English Syllabus
- NSW Mathematics Syllabus
- Teaching Standards and Professional Development Plans
- NSW Science & Technology Syllabus
- NSW Geography Syllabus
- School Excellence Framework
- Child Protection
- CPR & e-Emergency

- Epilepsy & Epilepsy Medication Administration
- Three teachers achieved proficient level accreditation during 2016

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	41 720.25
Global funds	72 597.14
Tied funds	228 683.38
School & community sources	85 648.94
Interest	1 635.45
Trust receipts	153.00
Canteen	0.00
Total income	430 438.16
Expenditure	
Teaching & learning	
Key learning areas	5 121.36
Excursions	11 315.69
Extracurricular dissections	3 100.30
Library	3 013.14
Training & development	4 650.98
Tied funds	215 617.10
Short term relief	7 726.72
Administration & office	61 351.26
School-operated canteen	0.00
Utilities	15 441.93
Maintenance	18 890.04
Trust accounts	153.00
Capital programs	0.00
Total expenditure	346 381.52
Balance carried forward	84 056.64

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

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.

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.



Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school.

Students responded positively to the wide range of programs and opportunities on offer, as well as the dedicated teaching staff.

- The majority of students agreed the school encourages everyone to learn and do their best
- All students who accessed the Breakfast Club program felt it helped them to learn and that it was a positive addition to the schools programs
- 100% of Stage three students indicated a high level of engagement with the transition programs to high school and additional programs provided by Upper Hunter Youth Workers.

Teachers were confident that their teaching practice was engaging and school programming procedures address all aspects of the New South Wales curriculum.

- All staff increased their understanding of school policies and procedures during 2016

- 100% were satisfied with professional learning opportunities at Murrurundi Public School
- 100% felt supported to achieve professional learning goals at school

Families indicated high levels of satisfaction with all aspects of the school during 2016. Particular highlights included:

- Increased interaction with and engagement of wider community in school events
- Multiple opportunities for students to interact with students from other small schools through sport and learning days
- Success of the extended Kindergarten transition program and Footsteps to Learning program in conjunction with the local pre-school
- Visible presence of Principal participating in local community leadership forums was appreciated by families within the school community



Policy requirements

Aboriginal education

Aboriginal culture, history and contemporary Aboriginal Australian perspectives are incorporated into all Key Learning Areas. Teachers continued to create personalised learning pathways for Aboriginal students which reflect the individual student's strengths, needs and interests. As part of the process, parents of Aboriginal students are invited to take part in the creation of personalised learning pathways and assist in the setting of personal goals for their children.



Multicultural and anti-racism education

Murrurundi Public School community continues to develop diversity within the student population. Teaching staff place significant emphasis on the delivery of programs, which promote racial tolerance and harmony. Multicultural perspectives are promoted across all aspects of the curriculum. In March, students participated in National Harmony Day where they celebrated Australia's cultural diversity. The theme for the celebration was, "Everyone Belongs". It was a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries of the world. Students enjoyed listening to community members who grew up in different countries but now call Australia home. In conjunction with a community officer from the Upper Hunter Shire Council office, children moved around in groups to hear each speaker and had their 'passport' stamped with each country's flag.

Other school programs

In 2016 the Footsteps to Learning program was introduced. This program was an initiative between Murrurundi Public School and the local community pre-school. Twice per term students, staff and family members from the pre-school walked to the school grounds and engaged in a morning of fun and activity. The children brought morning tea with them and enjoyed sharing a snack with MPS students before returning to pre-school. This program led to the development of an extended transition program Footsteps to Kindergarten which enabled students enrolling into Kindergarten in 2017 to attend a seven week program. The program was designed to develop student confidence and build upon previous experiences gained through the Footsteps to Learning Program. Students attended between 9am and 2.30pm each Friday and the feedback from students, staff and families demonstrated the outstanding success of the program. Commitment from both the pre-school and school staff ensured that the students had a thorough preparation for their transition into Kindergarten.