

Murwillumbah Public School

Annual Report



2016



2687

Introduction

The Annual Report for 2016 is provided to the community of Murwillumbah 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.

Les Daley

Principal

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Message from the Principal

Murwillumbah Public School fosters a safe, stimulating and supportive learning environment. We recognise individual needs and talents of children and provide programs that enable students' to fulfil their potential. We have a highly dedicated staff who provide an inclusive environment where all students are nurtured and encouraged to achieve their full potential academically, socially, physically and emotionally.

The school enjoys an outstanding reputation in Music, Dance, Computer Technology, Literacy and Numeracy and has a long standing tradition of educational excellence and involvement in the community. We also provide a popular instrumental music program which includes a number of bands and choirs.

Murwillumbah Public is an energetic school that promotes a love of learning, celebrates successes and develops a strong sense of values and community pride.

The establishment of a 21st Century Learning Initiative reflects the commitment to technology and best practice. This environment is unique to the Murwillumbah group of schools and is acting as a 'Lighthouse' for colleagues from other schools as well as our own, providing professional learning and resources from which to draw.

This report is further testimony to the achievement of our children and the partnerships forged with our community.

Message from the students

Students from Murwillumbah Public School students enjoy many opportunities to participate in engaging learning programs that offer opportunities as leaders, as well as being valued team members who make worthwhile contributions to our school and community.

The School Captains had the pleasure to conduct the Murwillumbah Community Remembrance Day Service in town on the 11th November which was a special occasion. Leaders of our school were also involved in performances at the Murwillumbah RSL Legacy Day lunch, a number of nursing home visits and concerts, ANZAC March and assemblies, Education Week, Senior Citizens and an end of year music concert, year six dinner dances and presentations days. There were also many sporting events offered.

Our school recorder group performed at the Sydney Opera House and our Dance group at the Gold Coast Arts Festival. Twenty five children attended a week long creative arts camp while children from year 4, 5 and 6 attended Canberra and Pottsville excursions.

School background

School vision statement

Murwillumbah Public School is committed to sustaining a positive, caring and inclusive school culture where students and staff work in a supportive environment with a focus on quality teaching and a priority on achieving high levels of attainment for all students. Murwillumbah Public promotes a love of learning, celebrates successes and develops a strong sense of values and community pride.

School context

Murwillumbah Public is located in a growing town on the North Coast of New South Wales and students come from both the town and outlying farming areas. The experienced staff provides engaging learning opportunities across the curriculum to an enrolment of 265 students, including 25 Indigenous students.

The school is strongly recognised in the community for its outstanding Creative Arts and Dance programs. The school is committed to quality teaching in all areas of the curriculum including explicit teaching in literacy and numeracy. This ensures a well organised and comprehensive teaching and learning program.

As a member of the Murwillumbah Learning Community, we are committed to working together to provide the best possible educational outcomes for all students. The school has excellent transition programs including Pre School to Kindergarten and Year Six to High School.

Our school actively engages in the teaching of values, ensuring high expectations are maintained and our sense of community is strong. We provide a caring environment that allows our children to become leaders and contribute as responsible citizens to the future of the local, and wider community.

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.

In the domain of **Learning**, Murwillumbah has continued to focus on creating a productive learning culture, wellbeing, curriculum and learning. A positive learning environment and culture promotes positive engagement. Through the school's on-going commitment to promoting relevant professional learning opportunities, teachers are understanding that innovative practices and individualised learning leads to an increase in student engagement and enhanced learning outcomes.

Consistent assessment and reporting procedures have been developed across the school, with teachers and students involved in the planning, to support student progress in their learning. Goal-setting meetings are held with each student and their parents twice per year, to enable collaboration and communication in relation to student learning needs. These meetings have been an outstanding success with 80% of parent attendance at Semester one meetings and 83% at Semester two meetings.

In the domain of **Teaching**, the establishment of a 21st Century Learning Initiative reflects the commitment to technology and best practice. This environment is unique to the Murwillumbah Community group of schools and is acting as a 'Lighthouse' for colleagues from other schools as well as our own, providing professional learning and resources from which to draw. In line with the School Plan and covering our Strategic Directions 2015–2017 collaborative planning days, professional development, executive support and provision for aspirational staff ensures excellence in **Learning, Teaching and Leading**.

Quality teaching and assessment remains a focus in all programs. Engaging and relevant learning experiences are collaboratively planned in stages and programs reviewed and revised in response to ongoing formative and summative assessment. Teachers use the K–10 continuum and PLAN data to track students and inform programming. Teachers work in teams to analyse NAPLAN data and address specific areas for development in their programs.

Expertise among the teaching staff is utilised in order to share knowledge and skills, as well as increase the capacity of all teachers. Mentoring and coaching is provided for teachers especially in the area of technology, resulting in a climate of collaborative practice and professional development. Through the continuation of the PDP process, teachers have taken ongoing ownership of their own professional goals, aligned with the school's strategic directions and professional standards.

In the domain of **Leading**, structured leadership and management processes are embedded into our practice, allowing for school improvement and the professional effectiveness of the whole school community. Our well-established student leadership program is successful in providing students with real opportunities to have a voice and practise leadership skills, developing confidence and encouraging initiative in our students.

Murwillumbah Public School communicates effectively with parents and the wider community through the use of Facebook, the school website, SMS system and newsletters.

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

Teaching and Learning

Purpose

To ensure that all staff will provide challenging future focused learning activities to all children through excellence in teaching practice.

Overall summary of progress

A school based plan for data collection to inform teaching and learning directions for all staff is in place. Teachers set individual learning goals in consultation with their supervisors. These goals are usually related to the school plan and also reflect individual personal initiatives. Staff have been involved with supervisors in regular lesson observations to improve their performance and development. This is embedded in school culture.

21st Century learning is a continuous focus for Murwillumbah Public School. Technology is used to support and redefine the learning experiences of students. The technology overlay provided within our Connected Learning rooms enable students access to multimodal learning opportunities commensurate with their abilities. Professional Development for this project is aligned to the School Plan and has focused on current NSW Syllabus requirements using a technology overlay.

Staff have logged student progress on PLAN where teachers are able to identify student performance and growth. Adjustments have been identified and implemented throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have individual learning plans aligned to the National Teaching Standards and 2015–17 school plan. 100% of staff involved in quality professional learning	Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Teachers meet regularly with supervisors to discuss and reflect on personal and school goals.	\$5000 School Funds for additional teacher/supervisor planning and reflection.
Teachers implement contemporary knowledge and teaching practices, incorporating ICT and 21st Century Fluencies.	All staff participating in lesson planning and observations of 21st Century Learning in stage 3 classrooms. Staff visit to Cronulla PS for teaching mentoring and program sharing result in consistent programming in current practice.	All staff participating in lesson observations. \$9000 School funds \$5000 School funds
Students engage and apply 21st Century learning tools to enhance learning outcomes. The monitoring of student work samples and assessment items will demonstrate these skills	Two 21st Century Learning rooms established Transformation change is evident in student learning. Students have clearly demonstrated increased engagement, higher order and critical thinking skills, and effective collaboration in their participation and completion of learning activities. Tell Them from me data and comments shows positive teacher and student attitude to change in practise in using technology.	\$26000 to purchase Lap Tops \$35000 to purchase furniture

Next Steps

A third 21st Century Learning space will be prioritised. This will result in greater opportunities for children to access technology with this pedagogical overlay. Additional staff training will be factored in to term planning. We will continue to build teacher capacity to implement the NSW Syllabus. Consolidate data tracking systems throughout the whole school.

Strategic Direction 2

School Culture

Purpose

To ensure all students are responsible and resilient learners in an inclusive and respectful environment.

Overall summary of progress

Murwillumbah continues to focus on promoting a positive welfare culture throughout the school. This is achieved by providing programs that cater for our learning needs of all children. The positive rewards system operating in the school has a positive impact on all students. Tell them From me surveys results were encouraging in Semester 1. The year 5 and 6 leadership program, SRC and other leadership opportunities are well received by the students. They certainly enjoy the chance to take part in many extra curricula opportunities as indicated in their strong participation in these events. Harmony Day, Art Smart, and Creative and Practical Art opportunities remain very popular with not just children but also parents who strongly support these initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff are consistent in their recording and use of student well-being data.	Regular staff training in recording and using student well being data has resulted in consistency throughout the school.	\$4000 Momentum Tracking System
Increased participation in extra-curricular activities	The school provides extra opportunities for student participation in a number of extra activities. These have included a variety of sports, gymnastics and swimming. Extra curricula activities have included community performances in dance, music, band, choir, G&T, Public Speaking, painting, drawing, computer technology and camps. Children have performed at eight community events involving over 260 children	\$7500 Program fees and teacher release
Has the social competencies of identified students improved as demonstrated by less reports in momentum and referrals to AP's.	<p>The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment</p> <p>Time out referrals have decreased by 40%. on momentum data</p> <p>The Tell them from me survey Semester 1 indicated strong satisfaction in areas of engagement, learning and school environment.</p>	

Next Steps

Review current structures and strategies for promoting student wellbeing.

Continue to implement student wellbeing programs such as Cyber-bullying, student leadership and respectful relationships, including parent information sessions.

Analyse data and implement improvement measures from the Tell them from Me surveys. Information to be shared with community.

Strategic Direction 3

Community Relationships

Purpose

To increase community support of our students through a school wide focus on student equity, well-being and welfare programs.

To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

Overall summary of progress

Community relationships continued to be built and extended with the participation in the Murwillumbah Community of Schools Teachers network meetings. Parent communication was enhanced with the identification of the School Stream app, school face book page and regular parent emails enabling parental communication via smart phone alerts. This, in addition to the School Handbook, provided a wide range of essential information to both new and existing parents at school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Participation in community of schools involving networks, sharing of human, financial and technological resources.	Over 20 staff from community of schools involved in 10 week Leadership program. High school visits to our 21st Century Learning rooms took part in professional development and sharing of resources. Survey results indicated that over 100% of visiting staff felt the workshops conducted by our staff in 21st Century Learning were valuable and would assist them in the future.	\$1500 casual employment \$8500 Leadership initiatives
100% of students have individual learning goals	100% of children have individual learning goals with parents coming into school to establish goals for their child. This process has built a stronger partnership in helping students to develop their learning. 80% parents attended term 1 meetings while 84% of parents attended the term 4 follow up meeting.	\$10 000 for casual relief
Compare data for (TTFM Survey)	Implemented the Tell them From Me Surveys in term 1 2016. 90% of staff indicated they were satisfied that professional development offered had improved their teaching and student outcomes. 88% of students were happy with the explicit teaching they received. The survey was not implemented in Semester 2	

Next Steps

The school will continue to hold the parent, student, teacher goal setting meetings in terms 1 and 4. These meetings have provided a form of communication between the home and school.

Further learning opportunities involving our Learning Community will be explored to strengthen our relationships and professional growth as Community of Schools.

TTFM surveys to be administered in Semester 1 and 2.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All children have an Individual Learning Plan after consultation with parents. They are working towards making progress across Literacy and Numeracy Continuums. ILP's are revisited during half yearly and yearly parent meetings.</p> <p>The school continues to celebrate and educate students about the important occasions such as NAIDOC week and National Sorry day. All children participate in a range of cultural activities including music, dance, art, sport, storytelling and educational research.</p>	<p>\$3500 teacher relief</p> <p>\$12500 (Aboriginal Background loading) to support school programs</p> <ul style="list-style-type: none"> • (\$0.00)
Low level adjustment for disability	<p>The school Learning and Support Team identify students requiring adjustments and learning support both within the classroom and playground.</p> <p>School Learning and Support Officers engaged to meet the emerging needs of students requiring varying forms of support.</p> <p>Whole school data entered onto PLAN and identified children needing further support for 2017 confirmed</p>	<p>QTSS Staffing allocation</p> <p>\$7000 teacher relief</p> <p>\$30000 SLSO officers employed</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$0.00)
Quality Teaching, Successful Students (QTSS)	<p>Successful support provided for staff to implement Quality teaching throughout classrooms and to assist in the development of achieving PDP's for individual staff. Classroom observations support evidence of quality teaching against standards across all curriculum areas including the implementation of new units in the History and Geography Areas. There has been support provided during QTSS for staff to continue to develop their skills in 21st</p>	<p>20 release days \$9000</p>
Socio-economic background	<p>Additional resources both human and physical provided in support of school plan. Funding expanded in 2016. Still awaiting invoices for Nov & Dec</p>	<p>Socio Economic Funding.</p> <p>Please refer to Annual Financial Statement</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	120	112	117	121
Girls	137	120	145	147

In 2016 there are slightly more girls compared to boys.

10% of the current total enrolment of students are Indigenous students.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.2	94.7	93.6	93.9
1	94.3	92.2	93.7	93
2	92.9	95	91.5	92.4
3	92.7	89.6	94.5	93.4
4	92.2	93.4	94.6	94
5	93.6	93.2	94.2	92.3
6	93.4	94.2	91.8	91.5
All Years	93.2	93.1	93.2	93
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

Throughout 2016, student attendance remained above 90%. Parents are contacted if there are any student attendance issues. The Home School Liaison Officer may become involved if non attendance remains a concern.

Class sizes

Class	Total
KA	17
KP	16
1/2S	25
1K	25
2P	25
3/4L	24
3/4K	25
3W	24
4/5H	25
5/6P	27
5/6G	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	9.3
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration & Support Staff	2.62
Other Positions	0.39

*Full Time Equivalent

There are currently no Indigenous staff members currently working at Murwillumbah Public School.

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	

Professional learning and teacher accreditation

Staff participated in a range of professional learning activities based on school priorities. The school focus was supporting staff with the implementation of current and new curriculum as well as 21st century Learning Technology.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	264 417.39
Global funds	190 043.81
Tied funds	302 278.88
School & community sources	94 120.44
Interest	6 382.49
Trust receipts	13 602.97
Canteen	45 807.00
Total income	916 652.98
Expenditure	
Teaching & learning	
Key learning areas	18 553.60
Excursions	46 698.77
Extracurricular dissections	34 150.78
Library	1 959.10
Training & development	17 594.15
Tied funds	229 254.84
Short term relief	36 749.53
Administration & office	61 200.10
School-operated canteen	39 764.98
Utilities	29 170.07
Maintenance	24 536.83
Trust accounts	11 577.89
Capital programs	0.00
Total expenditure	551 210.64
Balance carried forward	365 442.34

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

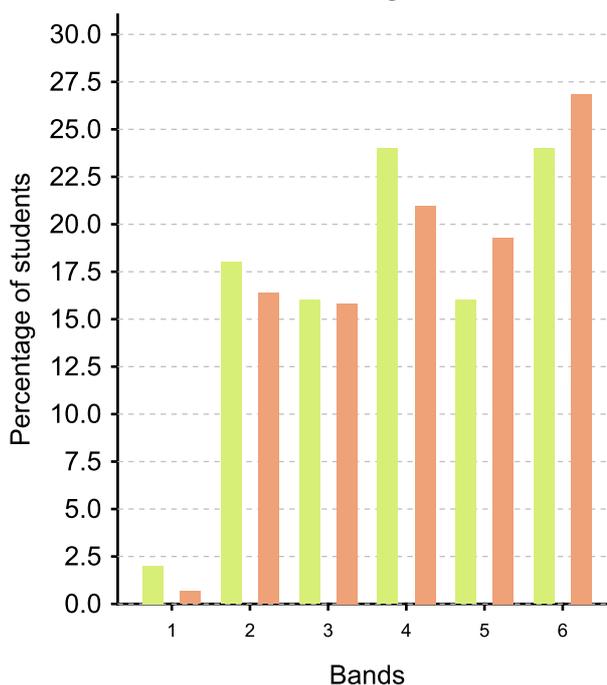
statement can be obtained by contacting the school.

School performance

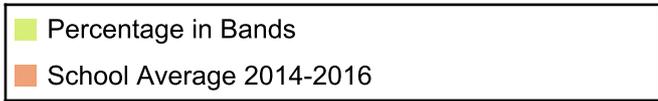
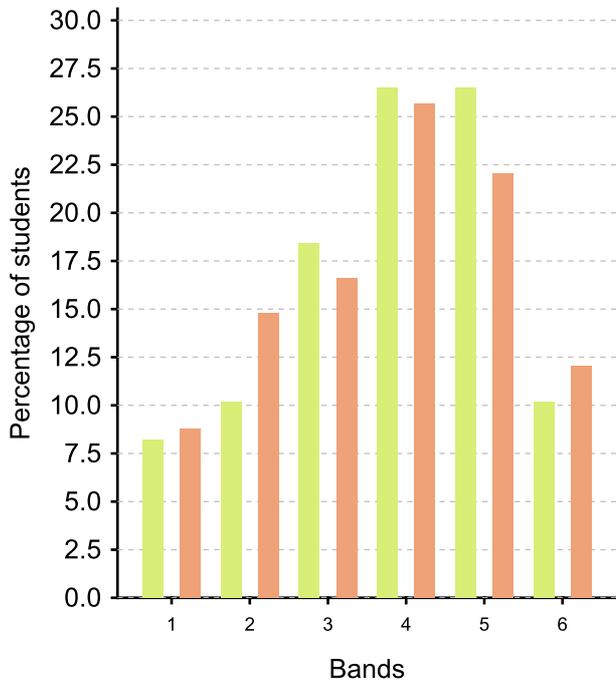
NAPLAN

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.

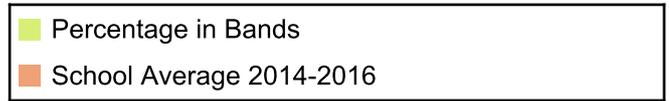
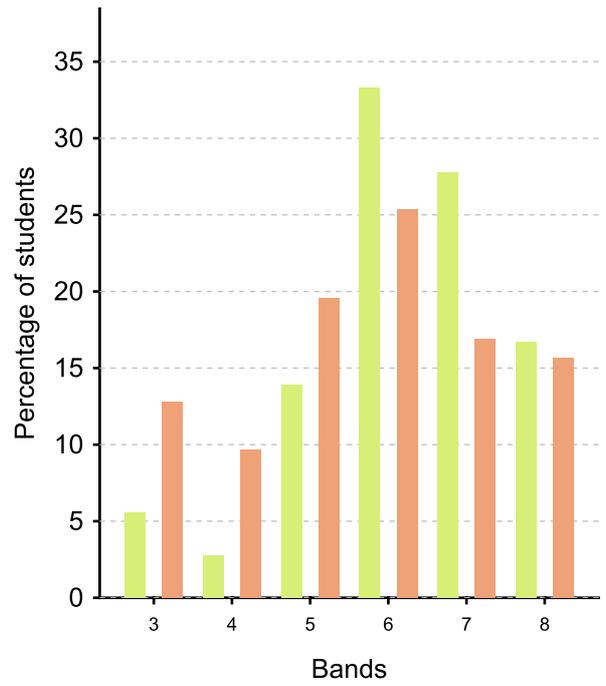
Percentage in bands:
Year 3 Reading



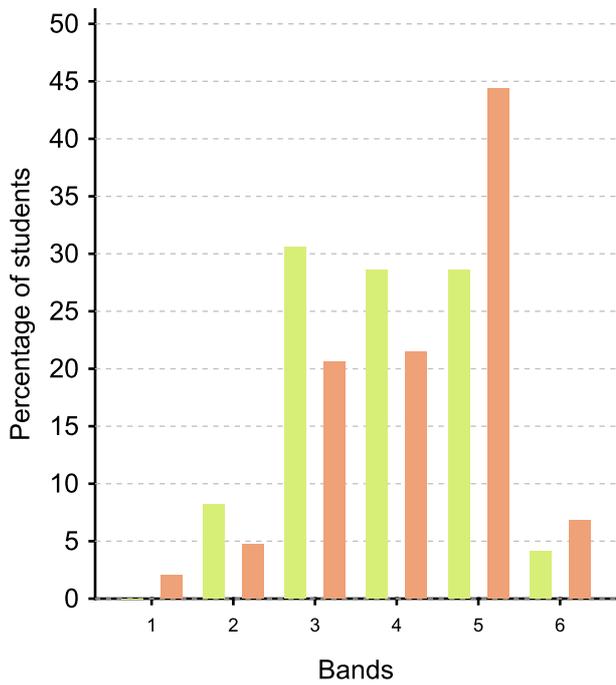
Percentage in bands:
Year 3 Spelling



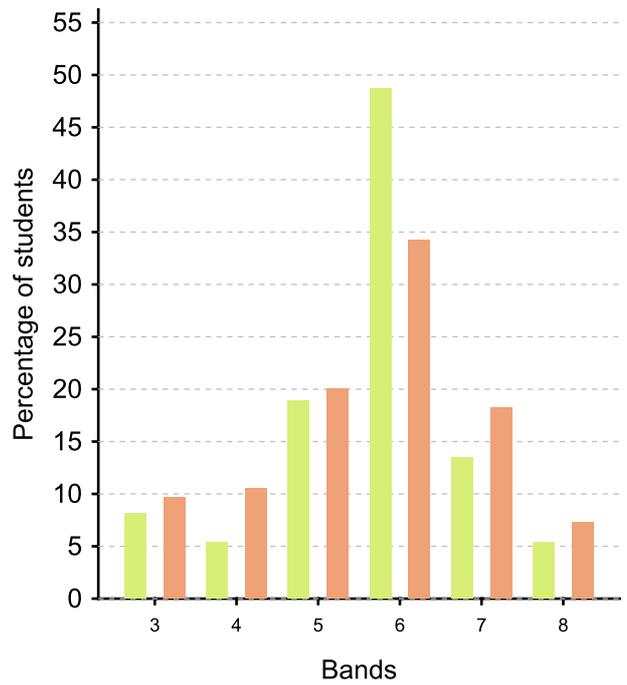
Percentage in bands:
Year 5 Reading



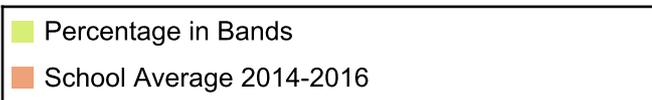
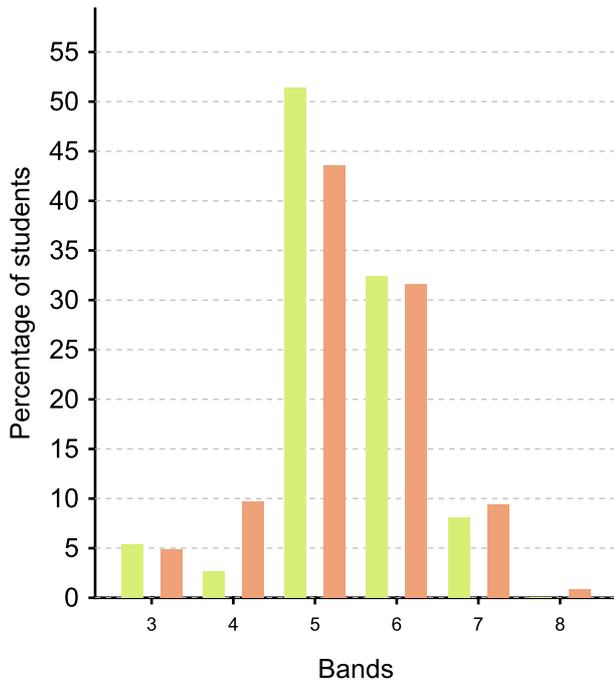
Percentage in bands:
Year 3 Writing



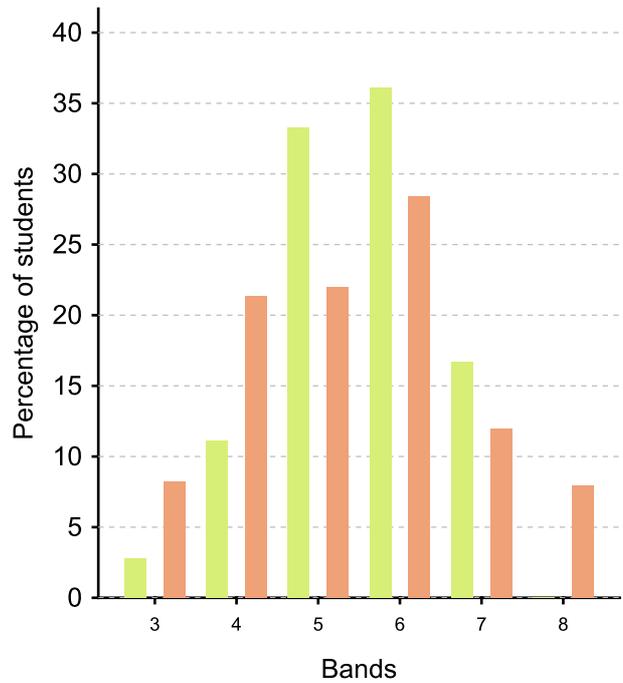
Percentage in bands:
Year 5 Spelling



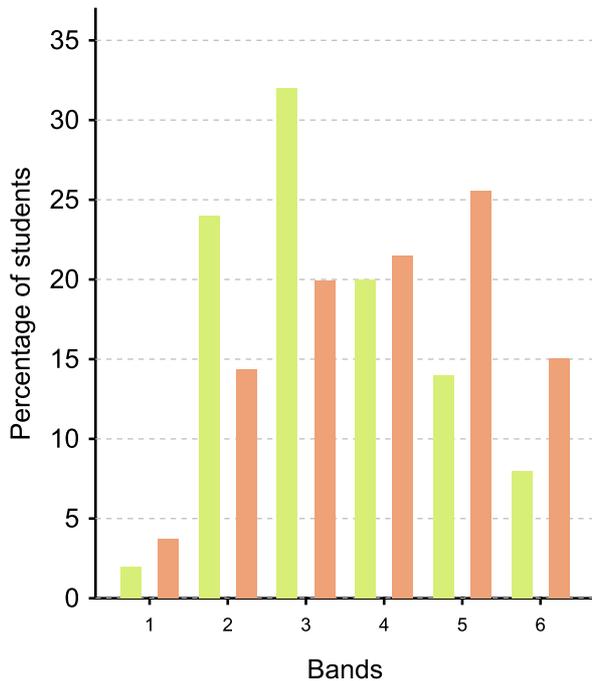
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016 the school sought the opinions of parents, students and teachers about the school. Information was also gathered from the "Tell them From Me Survey" and Parent Teacher interviews.

Their responses are presented below.

Parents

Most parents believe that there are high expectations for behavior and that teachers expect students to pay attention. Most parents believe that their child has a clear understanding of rules for behavior and that teachers maintain control of their classes. Most parents feel that their child is safe at school, that behavior issues are dealt with in a timely manner and that school helps prevent bullying. Murwillumbah Public School is seen by parents as an inclusive school where teachers help students who require extra support and take an active role in helping students develop positive friendships

Students

A high majority of students feel accepted and valued by their peers and feel a high sense of belonging. Most students reported that they showed positive behavior at school and the majority of students feel interested and motivated. There is a positive learning culture at

Murwillumbah Public School with student survey information showing that they feel there are clear rules and expectations for behavior and an emphasis on academic skills with staff having expectations for students to succeed. Students feel that teachers are responsive to their needs and encourage independence with a democratic approach.

Staff

The results of the Tell Them From Me survey show that teachers collaborate to develop cross-curricular or common learning opportunities. They set high expectations for student work. The survey shows that teachers use assessments to understand where students are having difficulty, to set learning goals and to inform lesson planning. Teachers set clear expectations for student behavior and strive to provide appropriate learning adjustments for students with identified learning needs

Policy requirements

Aboriginal education

Our commitment to Aboriginal Education was evident throughout the 2016 school year with students and staff participating in a wide variety of activities to enhance engagement in learning.

We continue to celebrate and educate students about important occasions such as Harmony Day, NAIDOC week and National Sorry Day. Students participated in a range of cultural activities including music, dance art, sport storytelling and educational research.

A group of Indigenous children were also involved in a ten week literacy project that culminated in a presentation at the whole school assembly.

A personalised learning plan based on each student's learning needs and interests was developed for all Indigenous students in collaboration with their family.

Multicultural and anti-racism education

Units of work are undertaken throughout the year that provided students with an opportunity to develop a greater understanding of cultural diversity.

Multicultural perspectives are included in all key learning areas to celebrate the multicultural nature of our country. To celebrate Harmony Day, all children engaged in a whole school rotation of multicultural activities in which they visited different classrooms to view displays, hear stories and information and participate in cooking activities and food tasting. Our library provides a wide range of excellent resources that support units of work.

Our Core Values support the Anti-racism Policy. The school has an Anti-Racism Contact Officer and tolerance and equity are regularly promoted and acknowledged within the school.

