

Whitton-Murrami Public School Annual Report



2016



3438

Introduction

The Annual Report for **2016** is provided to the community of **Whitton Murrami PS** 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.

Duncan Adams

Principal

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Message from the Principal

Whitton Murrami Public School staff, students and community work collaboratively to create a safe, happy learning environment where quality education enables all students to confidently achieve greater heights academically, socially, physically and emotionally.

Emphasis is placed on developing and extending student skills in literacy, numeracy, creativity and promoting physical fitness and healthy lifestyle choices. Technological enhanced learning is a feature and coordinated to reinforce and extend the students' knowledge, understandings and skills.

Strong emphasis is placed on English and mathematics while information technology skills are taught and developed to assist our children to succeed as 21st Century Learners.

Our school maintains a strong partnership with a small but dedicated P&C. All stakeholders involved with the school are committed to providing positive educational opportunities for all students. To minimise isolation, the school regularly joins with students from surrounding schools to engage in a range of social, sporting and curriculum events.

Our school aims to provide all school members with the best possible opportunities to achieve their personal and educational goals. Planned experiences are provided to extend learning beyond the local environment, to broaden the student population's outlook and develop a tolerance of others.

The emphasis of professional learning for teachers, quality teaching and higher order thinking skills means our students receive the best in current developments in pedagogy. Our involvement and leadership in the Leeton Community of Schools initiatives has helped boost our school's profile both locally and regionally.

On a final personal note, I would like to take this opportunity to thank my staff, parents and community for your support while I have been Principal of Whitton Murrami Public School this year.

School background

School vision statement

Whitton Murrami Public School aims to provide all school members with the best possible opportunities to achieve personal excellence. The school is committed to building high self – esteem, resilience and tolerance within students, whilst working with parents and carers, to ensure both responsible behaviour and a strong sense of civic pride. Our school ethos is one of collaboration, teamwork and consultation. Emphasis is placed on delivering innovative and technologically enhanced learning extending student skills to reinforce and extend the students' knowledge, understandings and skills in order to assist them to succeed as 21st Century Learners.

School context

Whitton Murrami Public School is a small school in the Riverina situated between Leeton and Griffith. Due to the steady decline in student enrolments in recent years at both Murrami Public School and Whitton Public School, it was negotiated that Murrami Public School was to close at the end of 2015. Consequently, Whitton Public School and students from Murrami Public School have combined at the Whitton Public School site. Through the official processes of community consultation, the school is to be known as Whitton Murrami Public School. In order to achieve this outcome, the school has been rebranded with a new school uniform, logo and motto. The total student enrolment in 2016 is 40 students with 22% being identified as Indigenous. The school attracts low socio-economic funding and a small component of learning support staffing. The school has a balance of new and experienced staff that are dedicated and caring. The teaching staff takes pride in delivering diverse opportunities in a safe, secure and disciplined learning environment where student welfare is paramount. As a member of the Leeton Community of Schools the school regularly joins with students from surrounding schools to engage in a range of social, sporting and curriculum events. The staff access joint professional learning opportunities.

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, our school achievements and the next steps to be pursued. 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.

This year, our teaching staff undertook professional learning utilising the School Excellence Framework, National School Improvement Tool, School Plan and The Australian Professional Standards For Teachers and discussed its implications for informing, monitoring and validating our journey of excellence. Time was committed at Whitton Murrami Public School over the course of the first semester to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Through the Performance Development Plans teachers reflected on the progress being made across the school as a whole based on the expectations identified in the Framework as well as ascertaining professional and personal goals in which each teacher set out to achieve.

In the domain of Learning, our efforts have primarily focused on learning culture, wellbeing and curriculum. With the successful merger of Murrami Public School and Whitton Public School effective from the start of the 2016 educational year, the school has established an understanding of the importance of a cohesive school culture. A feature of our progress has been a strong performance of the school in creating a positive and productive learning culture amongst staff, students and the wider school community. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. Our school engages a Chaplain to promote wellbeing through a very successful kitchen garden program. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Personalised Learning have been adopted and implemented for all Indigenous students, as well as Kindergarten to Year Two students through the on-going, close monitoring of individual student progress against the Literacy and Numeracy Continuums and planning for differentiated instruction. This will be extended to all students across the school by 2017. Early identification of level attainment and the tailoring of specific program of learning are features of personalisation for students at our school.

Our major focus in the domain of Teaching and Learning has been on collaborative practice for all staff members and Learning and Development. Through the Early Action for Success Initiative, an Instructional Leader works directly with teachers in the early years to identify and provide teacher professional development and collaborative classroom based coaching. Quality Teaching and Learning programs such as Language, Learning and Literacy (L3), Focus On Reading,

(FoR) and Targeted Early Numeracy (TEN) have been at the forefront of professional learning and classroom implementation. Allocation of time has been provided to staff members in relation to collaborative planning, teaching, professional learning and growing as a team across the school. The importance of regular and on-going 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, all highlight a teaching culture that is moving student learning to a new level.

In the domain of Leading, our priorities have been school planning, implementation and reporting and to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. Succession planning and leadership development recognises that leadership development is central to the achievement of school excellence. The leadership team of the principal and instructional leader have been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

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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

Quality Teaching and Learning

Purpose

To produce a powerful learning culture that explicitly teaches students to be literate, numerate, creative and productive users of technology through the use of quality teaching practices. Students are empowered as they take an active role in their learning, through engagement in meaningful educational experiences to build their capacity as 21st Century learners.

Overall summary of progress

There has been a significant shift in achieving a culture of high expectations and improved teaching pedagogy through the EA4S initiative and the comprehensive and personalised professional learning opportunities offered to staff through this initiative. K–2 students are now taught using the L3 model during English sessions and 3–6 students are engaging with Focus On Reading strategies. In mathematics, TEN and TOWN have started to be implemented. A focus in 2017 will be ensuring all students have a ILP which is developed, negotiated, implemented and reviewed regularly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A culture of professional development where staff consolidate their skills in delivering innovative programs and collaboratively reflect on their teaching practice in order to achieve best practice resulting in improved school performance.	Teachers have engaged in quality teaching and learning programs such as Language, Learning and Literacy (L3), Focus On Reading, (FoR) and Targeted Early Numeracy (TEN) Through the Early Action for Success Initiative, an Instructional Leader works directly with teachers in the early years to identify and provide teacher professional development and collaborative classroom based coaching. Teachers were supported in the development of expert knowledge in literacy and numeracy learning as well as data management, planning and target setting; high quality classroom practice and assessment for learning; and individual and small group instruction. Data, including PLAN, is updated and monitored every 5 weeks to inform teaching and plan for learning. The Early Action For Success Instructional Leader coordinates the identification of the literacy and numeracy achievement through the use of data discussions and data walls. Beginning teacher support with additional Release from Face to Face with mentoring around teaching standards, teaching practices and data analysis.	\$7,836.04
Premier's Priority Increase the proportion of students in the top two NAPLAN bands by eight per cent.(30% increase for Aboriginal students as an inclusive part of the eight percent increase for general population)	We have identified students in relation to this improvement measure and are targeting these students through the Early Action for Success Initiative.	Early Action for Success – \$21755.01

Next Steps

Engage the whole staff in data collection and tracking systems to enhance our focus on impact and to better plan ongoing student learning growth.
Increase Growth Coaching for all staff members to promote outstanding collaboration, observation and professional sharing of evidence based teaching focused on impact and growth. A focus in 2017 will be ensuring all students have an Individualised Learning Plan which is developed, negotiated, implemented and reviewed regularly.

School based and external data tracking systems have been implemented. Analysis and interrogation of data will be a priority for next year with professional learning provided to support staff in this area.

Strategic Direction 2

Wellbeing

Purpose

Students to be happy, confident, resilient, resourceful citizens within the school community contributing to a positive school culture where all contributions are valued underpinned by a sense of belonging.

Overall summary of progress

Opportunities have been established to build links between the school and the community by utilising community expertise both internally and externally and by actively showcasing the genuine commitment of the school to deliver strong teaching and learning programs and broad opportunities for students to succeed in their educational journey. Our continued school-wide focus on student welfare and positive behaviour has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. A consistent approach to teaching and learning of appropriate behaviours in the various school contexts has seen a significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A culture of professional development where staff consolidate their skills in delivering innovative programs and collaboratively reflect on their teaching practice in order to achieve best practice resulting in improved school performance.	The school consistently implements an effective welfare strategies with clearly defined behavioural expectations understood and followed by students, staff, and the wider community. Students are self-aware, building positive relationships and actively contribute to the school, the community and the society in which they live. Establishing leadership, mentoring and buddying programs which model positive and respectful relationships involving all members of the community, including the school chaplain, who are actively engaged in joint projects such as a kitchen garden program.	Kitchen Garden resourcing \$701.18

Next Steps

Establish an understanding of the importance of a cohesive school culture, the core values and support the welfare processes in place at the school in order to support their children's learning.



Strategic Direction 3

Community Engagement

Purpose

To develop a cohesive community where all stakeholders are actively engaged in student learning, wellbeing and the school community as a whole.

Overall summary of progress

Opportunities have been established to build links between the school and the community by utilising community expertise both internally and externally and by actively showcasing the genuine commitment of the school to deliver strong teaching and learning programs and broad opportunities for students to succeed in their educational journey. Our continued school-wide focus on student welfare and positive behaviour has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. A consistent approach to teaching and learning of appropriate behaviours in the various school contexts has seen a significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There is a school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement as evidenced by positive feedback from the school community.	<p>Establishing opportunities to build links between the school and the community by utilising community expertise both internally and externally and by actively showcasing the genuine commitment of the school to deliver strong teaching and learning programs and broad opportunities for students to succeed in their educational journey. This was achieved by all Whitton Murrumbidgee PS stakeholders coming together to make a television quality advertisement of our school which was publicly launched and placed on our school website.</p> <p>The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. This is having a positive impact on the culture of the school, as well contributing to stronger involvement of Aboriginal Elders and the AECG.</p>	\$ 2118.61 –NAIDOC Day CWA Day \$462.00

Next Steps

The school community is committed to the school's strategic directions with all stakeholders visibly active, contributing to and supporting specialist programs designed to build a positive learning culture in which students can reach their full potential. Strengthening of school and home links by setting individual student learning goals regularly each term.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic Direction 1. All students have an individual learning plan and are making progress across the literacy and numeracy continuums.</p> <p>The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives.</p> <p>All students requiring additional support are engaged in the MULTI– LIT program</p>	\$2577.44
Low level adjustment for disability	<p>Strategic Direction 1</p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school support strategies</p> <p>Strategic Direction 3</p> <p>Feedback from the parent community, teachers, Instructional Leader and teaching staff indicated a sharper focus on quality teacher and learning programs.</p>	\$4717.00
Quality Teaching, Successful Students (QTSS)	<p>Teachers utilise the small amount of Quality Teaching, Successful Students time to assist the beginning teachers at Whitton Murrumbidgee Public School.</p>	0.03 FTE
Socio–economic background	<p>Strategic Direction 1</p> <p>School Principal completed coaching training and practising discussions for Professional Development Framework purposes.</p> <p>SLSO trained in MULTI –LIT to increase the learning outcomes of identified students with a learning disability.</p> <p>Literacy and Numeracy continuum professional learning was undertaken by all staff guided by our Instructional Leader</p>	\$8300.20
Support for beginning teachers	<p>Strategic Direction 1</p> <p>Beginning teachers have reduced responsibilities or teaching loads sufficient to support the development of their skills in the first year.</p> <p>Support to write and implement a Professional Development Plan (PDP). Structures have been put in place to ensure the PDP addresses school strategic directions and the teacher's own goals.</p> <p>The teacher has been supported to reflect on their practice using the Australian Professional Standards for Teachers. She is receiving targeted feedback to support classroom practice.</p> <p>The teacher has been provided with</p>	\$11416.09

Support for beginning teachers	collaborative and sustained professional learning with a strong focus on reflective practice and continuous improvement.	\$11416.09
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	7	7	21	23
Girls	9	8	20	17

The student enrolments have remained steady in 2016 at 40 students.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.2	94.9	94.9	98.3
1	90.2		92.7	93.9
2	86	87.3	94.1	95.9
3	91.5	82.6	97.2	96.9
4	79.8	97.1	89.3	94.9
5	70.2	92.4	93.1	92.8
6	91.5	81	91.8	96
All Years	87.2	90.1	93.3	95.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5		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

Due to on-going monitoring of student attendance, school attendance at Whitton Murrami PS remains higher than the state average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration & Support Staff	1.13
Other Positions	0.11

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.. There are currently no Indigenous teachers at Whitton Murrami 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

Teacher Professional Learning (TPL) funding was introduced into school in 2004 to provide training and development activities for teaching staff in schools.

Total expenditure on Professional Learning for 2016 was \$3429.25 In 2016, staff participated in professional learning activities related to Literacy and Numeracy, welfare and equity, Quality Teaching and career development. Courses for 2015 included: Riverina Principals' Conference; NSW Primary Principals State Conference; One teacher training in the Language, Learning and Literacy (L3) strategy; Two teachers training in Project Based Learning All teachers completing professional learning in the implementation of the Geography Syllabus; Positive Behaviour in the classroom ; All staff also took part in various TPL courses at teaching and learning forums held throughout the year and at our five School Development Days held across the 4 school terms. At these training sessions all staff completed Code of Conduct training, Child Protection Updates, Senior First Aid, anaphylaxis and asthma training, literacy and mathematics continuum training, Quality Teaching and technology workshops.

One teacher was accredited at Proficiency in 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	122 755.01
Global funds	78 890.98
Tied funds	109 255.88
School & community sources	7 535.88
Interest	11 039.34
Trust receipts	1 029.65
Canteen	0.00
Total income	330 506.74
Expenditure	
Teaching & learning	
Key learning areas	12 573.31
Excursions	10 378.02
Extracurricular dissections	15 701.40
Library	3 248.44
Training & development	3 429.25
Tied funds	121 298.13
Short term relief	422.90
Administration & office	17 933.38
School-operated canteen	0.00
Utilities	15 497.06
Maintenance	4 735.61
Trust accounts	1 029.65
Capital programs	0.00
Total expenditure	206 247.15
Balance carried forward	124 259.59

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.

Due to the low student numbers in Years 3 and Years 5 we are unable to report on NAPLAN results.

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. Their responses are presented below.

An analysis of all responses indicated that Whitton Murrumbidgee Public School: has competent teachers who set high standards of achievement; is an attractive and well-resourced school; has supportive welfare programs; has a wide range of extracurricular programs offered; is a friendly school that is tolerant and accepting of all students; has the students as its main concern; is connected to its community and welcomes parental involvement; offers challenging programs for its students; there is good student access to computers and strong technology programs and resources; maintains a focus on literacy and numeracy; and has competent teachers that set high standards of achievement. All staff at Whitton Murrumbidgee Public School agreed or strongly agreed that: staff understand and respond to the context of the community in which they work; the school is continually finding ways to improve what it does; staff support what is happening at the school and the school encourages everybody to be a

continuing learner.

Policy requirements

Aboriginal education

Aboriginal perspectives are implemented across all Key Learning Areas K–6 at Whitton Murrami Public School. All children demonstrate understanding and knowledge of the Aboriginal culture and history through their engagement with the curriculum and whole school events. In August, students celebrated NAIDOC day to start Education Week. Whitton Murrami students were joined by Wamoon PS, Yanco PS, Aboriginal Education Consultative Group (AECG) from Leeton and Narrandera, district personnel and the Aboriginal community for a full day of celebrations. Throughout the day, students were involved in Aboriginal rock and boomerang painting, Johnny Cake making over an open fire, spear throwing, face painting, Dreamtime stories and singing songs in Wiradjuri language.

Multicultural and anti-racism education

Whitton Murrami Public School has always embraced multiculturalism due to the many different cultures that have attended the school. Whitton Murrami Public School teaches all children tolerance and respect for all cultures through an integrated curriculum. All teachers ensure that multicultural perspectives are taught in lessons and celebrate diversity and promote a variety of cultures and customs.

An appreciation and respect for cultures from throughout the world has been fostered through units of work, such as the CWA country study of Mongolia. Students celebrated Harmony Day by participating in a range of activities that celebrated Australia's cultural diversity. Whitton Murrami Public School has teachers trained as Anti Racism Contact Officers (ARCOs) to assist in eliminating racism and racist behaviour at our school. This year we did not have any incidents related to racism at the school, thus highlighting the effectiveness of the program.

Other school programs

Chaplaincy

The Program commenced in February, with a Student Welfare Worker on the Program (SWOP) – Simone Murphy being employed for a total of 10 hours per week. During this time, Simone worked with the school, on a work plan that addressed the needs of the students. Simone has qualifications in counselling, has been a School Learning Support Officer, and has also had extensive practical experience working with children and adults with disabilities and special needs. The activities that Simone have been involved in at Whitton Murrami Public School include: assisting in the set up and operation of a vegetable/ kitchen garden that incorporates education in nutrition, environmental education and sustainability; cooking activities that involve writing procedures, applying knowledge of

measurement concepts, research and cultural awareness; providing additional opportunities for students in environmental education; providing additional educational support in the classroom for the students in their daily learning; and supporting teachers in resource and lesson preparation. As the funding recipient, the Whitton Murrami P&C is responsible for the employment of the SWOP worker. The P&C works with the Principal to manage all aspects of the services within the school. A regular item on the P&C agenda was a progress report on the Program.