

Murrumburrah Public School

Annual Report



2017



2685

Introduction

The Annual Report for **2017** 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

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Message from the Principal

Murrumburrah Public School has enjoyed another highly successful year in 2017. This success is underpinned by three key elements that promote quality teaching and learning programs for our all students.

We have a highly skilled and dedicated staff who work together to create an inclusive school environment with a focus on evidence based practice and differentiated learning. Teachers, School Learning Support Officers, administration staff, cleaners and the general assistant are proud of the school and its students.

Our students embrace our school values of respect, responsibility and empathy and are keen to embrace every opportunity made available to them at school. Students strive to reach their learning goals in the classroom, show sportsmanship on the field and in the water, and are active members of the community.

Our parent body and local community provide tremendous support to the school through the P&C and other volunteer programs. Whilst fund raising is an important aspect of the P&C role, this body also contributes positively to decision making and planning for continual school improvement.

Our annual self-assessment and review processes identified key features of our achievements for 2017.

- the Instructional Leader provided professional learning for all teachers and support staff,
- all teachers completed Mathematics Building Blocks for Numeracy,
- year 1 and year 2 teachers participated in the Language, Learning and Literacy (L3) professional learning and successfully implemented these quality teaching practices,
- Positive Behaviour for Learning (PBL) data indicated schoolwide processes for student wellbeing are embedded in the school,
- the establishment of the multi- categorical class in 2017 has enhanced school wide support for students with disabilities.

Clare Crawford

Principal

School background

School vision statement

We are a dynamic and inclusive 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 their community, 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 providing over 150 years of quality school experience for the children in the townships of Harden, Murrumburrah and surrounding areas. It has a student population of 170 whose learning needs are met in 9 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 we do. Staff are continually seeking improved learning outcomes for all students with the support of the Learning Support Team, a multi-categorical class and a instructional leader; 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, research centre, kids' kitchen, flexible learning spaces 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, facilitated by our Team Canteen volunteer program. High quality before and after school care and vacation care is provided in the school campus for primary aged students.

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.

Over the course of several staff meetings, teachers and executive staff collected data using the Evidence Guide for School Excellence. Data was collected from a range of sources including school based and external surveys completed by parents, staff and students; school based and external student performance data such as NAPLAN; PBL and students attendance data; SCOUT; meeting minutes, teaching programs and so forth.

In the domain of learning, collectively we determined we are placed at sustaining and growing. The strong performance of the school has resulted in significant improvements within the elements of wellbeing and assessment to create a shift to excelling. We also determined that student performance measures shifted from delivering to sustaining and growing. We continue to strive for a school culture that is strongly focused on learning and to build educational aspiration and ongoing performance improvement through our school community. A whole school, strategic and planned approach to

wellbeing processes has resulted in measurable improvements in wellbeing and engagement to support learning. We strive for curriculum provision that supports high expectations for all students, and teaching and learning programs that are dynamic, able to respond to student feedback and assessment. Attention to reporting with a focus on clear, timely and accurate information has been another component of our progress this year.

In the domain of teaching, we determined we are placed at sustaining and growing. A sustained, whole school commitment to effective classroom practice and data skill and use as resulted in a shift from sustain and growing to excelling in these two elements. Teachers are committed to identifying, understanding and implementing effective, evidence based practice. School-wide student assessment data is used to identify student achievement, develop learning goals and to inform future school directions. Teachers work collaboratively with the Instructional Leader to maintain and develop their professional learning plans to ensure they align with the school plan. Explicit systems for whole school collaboration and feedback to sustain quality teaching practice is a focus for 2018.

In the domain of leading, we determined we are placed at sustaining and growing. Educational leadership within the school is enhanced with the additional of an Instructional Leader and a deeper understanding of what works best. A culture of high expectation and improved community engagement is evident. School resources are strategically used to achieve improved student outcomes and administration systems underpin ongoing school improvement.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 numeracy and literacy. During 2017 we have achieved overall increase in the percentage of students who are working at expected clusters. NAPLAN trend data since 2014 for year 3 students continues to trend upwards for writing, numeracy, spelling and reading. NAPLAN trend data since 2015 for year 5 students continues to trend upwards for reading and spelling.

Positive Behaviour for Learning (PBL) continues to be a priority to ensure processes are in place to build positive and respectful relationships across the school. Staff, parents and students in year 4, 5, and 6 were surveyed using Tell Them From Me. The key findings indicated that 92% of students do not get into trouble at school for disruptive or inappropriate behaviour, 100% of teachers indicated that PBL improves students' behaviour in the classroom and outside the classroom. 30% of parents completed the survey and findings were well above NSW government state norms for all seven aspects of the framework which include parents feel welcome at school, the school is inclusive, the school is a safe place, the school supports positive behaviour, the school supports learning, parents support learning at home, and parents are informed.

We continue to strive for engagement and enrichment programs that support cognitive, emotional, social, physical and spiritual wellbeing of students. Key finding from Tell Them From Me indicated that 98% of students believed that schooling is useful to their everyday life and will have a strong bearing on their future, 96% of students try hard to success with their learning, and 100% of students participated in sport at school. Findings also included a 6% higher than NSW government school average of students with high rates of participation in extracurricular school activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students are at, or beyond expected clusters for their Year level on the Literacy and Numeracy Continuum.	\$31,934.50 Employment of Instructional Leader additional two days per week (using Equity loading)	NAPLAN trend data for students in years 3 and 5 continue to trends upwards for all areas other than writing and numeracy for year 5
100% of students indicate they understand the criteria to achieve their learning goals.	\$21,550.00 Employment of additional SLSO time (using Aboriginal background loading)	86% of students are able to state their learning goals 96% of parents attended three-way interviews T1
100% of staff, students and parents are able to state the school's values and indicate an awareness of the school's vision statement.	\$45,888.00 Additional teacher release to enhance differentiated learning and participate in PBL induction (using socio economic funds)	100% result in Positive Behaviour for Learning SET results for the second year running. All teachers able to articulate the schools vision and this is reflected in teaching practice

Next Steps

The school is well underway in planning for the 2018–2021 planning cycle. Priorities for strategic direction 1 are focused, differentiated teaching where students access targeted support, extension or enrichment to maximise their

potential. They receive and provide feedback about their learning. Their learning is data driven and based on formative assessment and the learning progressions. Student wellbeing programs that enable students to connect, thrive and succeed at each stage of there learning through a whole school integrated approach. Curriculum delivery that enables students to understand how they learn. They set and achieve their learning goals through learning experiences that are student centred and self-regulated.

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

The implementation of effective, evidence based teaching practice remains a priority for the school. The school leadership team, including the Instructional Leader are pivotal in the school's positive impact on student learning and instructional issues. They conduct classroom observations, ensure professional development aligns with the school plan, communicate high expectations and ensure that the school environment is conducive to learning.

As an Early Action for Success school, Language, Learning and Literacy (L3), Taking Off With Numeracy (TOWN), Teaching Early Number (TEN) and Bump It Up are the bedrock of literacy and numeracy practices. Teachers consistently use PLAN data to review student learning and use cluster markers to make progress visible to learners. Teachers understand each students' learning needs and utilise the engine room and specialist support staff to target learning.

Tell Them From Me– Teacher survey report indicated significant achievements for the school including above NSW government norm scores for all eight drivers of students learning which includes school leadership, collaboration, learning culture, data informs practice, teaching strategies, technology, inclusive school and parental involvement. In additional, when teachers were asked, what do you value, within a school based survey, overwhelmingly they indicated that they valued working collaboratively, feeling valued and receiving feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers deliver quality learning experiences by embedding the elements of the Quality Teaching Framework.	\$31,934.50 Employment of Instructional Leader additional two days per week (using Equity loading)	Continued development of teacher expertise to successfully deliver TEN, Town, L3 Increase teacher capability to use PLAN data for planning and assessment
100% of the staff participating in Professional Learning that aligns with the school's strategic directions.	Additional teacher release \$25,430.00	Increased collaboration to plan and evaluate teaching practice Increased opportunities for teachers to participate in professional learning such as formative assessment All teachers use the engine rooms for literacy and numeracy sessions
100% staff indicate they feel part of a team that acknowledges their educational leadership and they are an integral part of the team.	PBL internal coach professional learning and release . \$1,5500.00	All teachers participate in collegial visit to observe a literacy or numeracy learning activity All teachers indicate they are a valued team member
100% of teachers actively participate in Instructional Coach sessions to ensure students	Additional teacher release \$3786.00	Focus group analyse SMART data to determine student learning needs and share with teachers

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
achieve expectations.		All teachers able to use PLAN to analyse student progress

Next Steps

The school is well underway in planning for the 2018–2021 planning cycle. Priorities for strategic direction 2 are to extend current research informed pedagogy through high quality professional learning in literacy and numeracy, that draws on research to build teacher knowledge, understanding and skills to deliver best practice. Extend our evaluative practice for consistent teacher judgement in literacy and numeracy, using learning progressions and other quality sources of data and to further refine collaborative practice to develop and implement collaborative processes to build teacher capacity to deliver tight, targeted teaching.

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

Strong transition and connection programs to enhance parents, staff and student opportunities remain a priority for the school. The connection between the school and Bunyip Pre-School has continued to strengthen as the services of Murrinyip OOSH grow. The introduction of the multi-categorical class at the beginning of this year, has had a significant and positive impact on transitioning new students with additional needs into the school. The program has also assisted with the transition of students with additional needs into their new class setting for 2018.

The introduction of the Future Moves program from Charles Stuart University has assisted students to overcome possible barriers that may prevent them from attending university with 62% of students indicating during the Tell Them From Me survey, that they expect to attend university when they finish high school. During 2017 100% of parents had input into the development of student learning goals during the three-way interview.

School resources have been optimised to meet the needs of students through strategic financial planning and the creative use of school buildings, to establish a research centre within the school library and kids kitchen in a previously unused space. The P&C continue to operate a school uniform shop from a previously used space. The P&C successfully raised funds to purchase new fixed equipment for the 3-6 playground. Additional P&C funds together with school funds were combined to have soft fall installed under the fixed equipment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of parents/ carers participate in three-way interviews during Term 2.	Additional teacher release \$3,987.00	All Aboriginal parents attended the three-way interview progress and contributed to discussions about their children's' learning goals
100% of indigenous parents/ carers participate in Personalised Learning Plan meetings with teachers.		All Aboriginal parents attended the three-way interview progress and contributed to discussions about their children's' learning goals

Next Steps

The school is well underway in planning for the 2018–2021 planning cycle. Priorities for strategic direction 3. are to focus on assessment and reporting to develop and implement a whole school approach for teachers to collect, analysis, interpret, track, evaluate and report on school based and external data on students progress across the curriculum. To focus on transition through collaboration with students, parents and the community to develop a whole school approach for continuity of learning for all students at transition points, including highly mobile students and students with additional needs. A continued focus on enrichment and engagement programs that cater for a range of students interests and abilities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$28,945.00</p> <p>Strategic Direction 1</p> <p>Additional SLSO</p> <p>Additional teacher release to consult with families and to develop IEPs.</p>	<p>All students have an 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>
Low level adjustment for disability	<p>\$71,141.00</p> <p>Strategic Direction 2</p> <p>Additional two days per week for Instructional Leader</p> <p>Additional SLSO</p>	<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>
Socio-economic background	<p>\$132,798.00</p> <p>Strategic Direction 2</p> <p>Additional classroom teacher</p>	<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>
Support for beginning teachers	<p>\$33,553.00</p> <p>Strategic Direction 2</p> <p>Additional release for teacher to work collaboratively with the Instructional Leader.</p>	<p>Beginning teachers are able to implement quality teaching strategies</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>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	59	59	68	70
Girls	67	72	78	77

Student enrolments at Murrumburrah Public School continue to steadily rise. The entire school community has worked together to raise the profile of public education and to ensure the school is known as an excellent school with a proud history of providing quality education for the children of Harden Murrumburrah and surrounding areas.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92	93	93.5	93.1
1	93.4	92.6	91.6	93.2
2	95.8	95.3	88.7	92
3	95.6	95.5	94	92.1
4	93.5	96.1	93.7	95.5
5	95.7	91.6	93.7	93
6	92.2	94.1	91.7	92.2
All Years	93.9	94	92.5	92.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Murrumburrah Public School continues to strive to increase school attendance. Systems are in place to request a written explanation from parents and carers to explain non-attendance. Class room teachers receive an alert through SENTRAL when a student's attendance drops below 85%. Classroom teachers then

contact parents to discuss support they may need to address non-attendance. If the student's attendance rate does not improve or continues to decline the principal then contacts the family. A referral to the Learning Support Team is then completed and other school interventions as put into place, such as a letter to parent with a graph illustrating the days of school missed. A referral Home School Liaison Officer is completed if attendance continue to be of concern.

At the conclusion of term 1, 2, 3 as students with 0 or 1 days absence are awarded a certificate during a special assembly and a photo of the recipients placed in the newsletter. Information about the importance of regular school attendance also accompanies the photo.

Programs designed to improve student attendance are having a positive outcome with attendance rates close to state DoE average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	6.85
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.98
Other Positions	0

*Full Time Equivalent

At this time there are no Aboriginal employees in the workforce at Murrumburrah Public School. When recruiting, the convenor ensures there is a representative from the Aboriginal community on the selection panel.

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	10

Professional learning and teacher accreditation

All teaching staff meet the professional requirements to teach in NSW government schools. All staff complete mandatory training such as child protection, anaphylaxis and e-emergency care.

The Instructional Leader provided professional learning for all teachers and support staff with a focus on literacy and numeracy. All teachers completed training in Positive Behaviour For Learning (PBL) delivered via video conference. All teachers had the opportunity to participate in professional visits to colleagues within the school and at sister schools. All teachers completed Mathematics Building Blocks for Numeracy which involved completing five modules over twelve hours of study. The year 1 and year 2 teachers participated in the Language, Learning and Literacy (L3) professional learning and successfully implemented these quality teaching practices.

The principal, Instructional Leader and relieving Assistant Principal all attended professional learning to keep abreast of latest developments pertaining to their leadership roles.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Approximately \$50,000 of the balance carried forward to 2018 is to pay casual teacher and school learning support officer wages.

Receipts	\$
Balance brought forward	154,014
Global funds	65,108
Tied funds	218,861
School & community sources	16,069
Interest	1,202
Trust receipts	2,405
Canteen	0
Total Receipts	303,645
Payments	
Teaching & learning	
Key Learning Areas	11,047
Excursions	8,260
Extracurricular dissections	7,552
Library	344
Training & Development	0
Tied Funds Payments	144,182
Short Term Relief	2,923
Administration & Office	18,406
Canteen Payments	0
Utilities	15,683
Maintenance	7,472
Trust Payments	4,809
Capital Programs	38,085
Total Payments	258,764
Balance carried forward	198,895

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	566,810
Appropriation	478,617
Sale of Goods and Services	0
Grants and Contributions	88,089
Gain and Loss	0
Other Revenue	0
Investment Income	104
Expenses	-359,810
Recurrent Expenses	-359,810
Employee Related	-184,196
Operating Expenses	-175,614
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	207,000
Balance Carried Forward	207,000

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,216,107
Base Per Capita	22,313
Base Location	12,405
Other Base	1,181,390
Equity Total	232,884
Equity Aboriginal	28,945
Equity Socio economic	132,798
Equity Language	0
Equity Disability	71,141
Targeted Total	294,613
Other Total	124,420
Grand Total	1,868,024

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

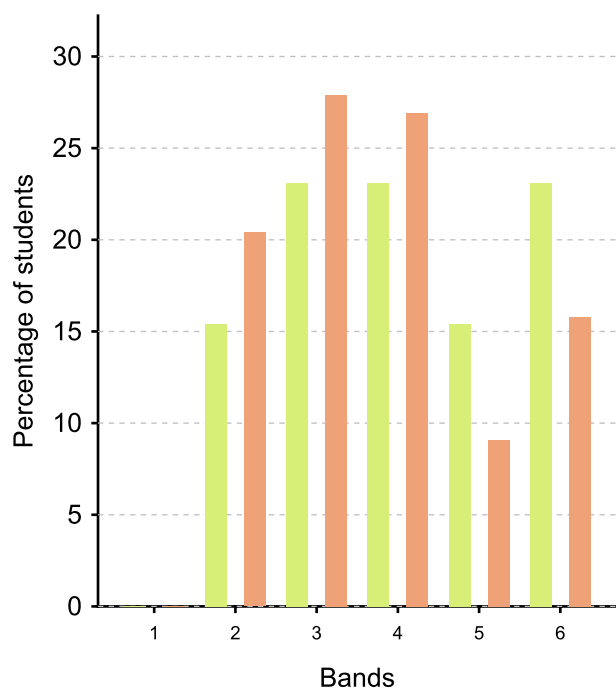
School performance

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.

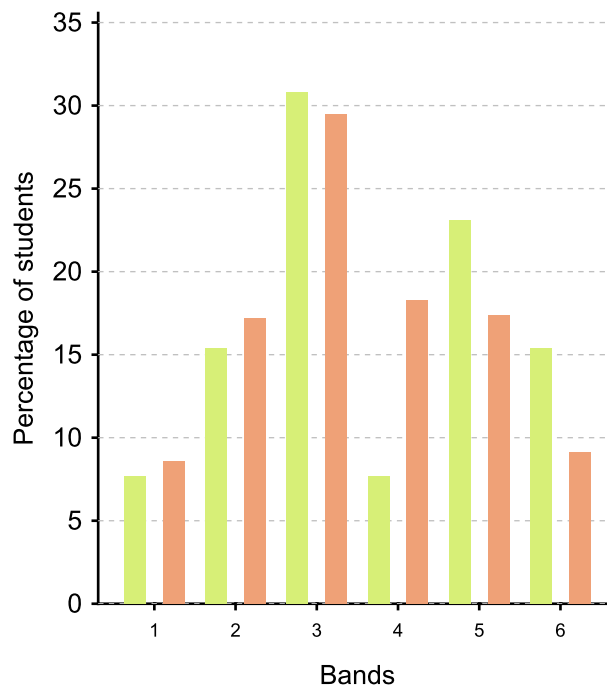
NAPLAN trend data continues to trend upwards since 2014 for writing, spelling, and reading for year 3. Year 5 trend data is upwards for reading and spelling for year 5. This year, Year 3 performed very well and increasing the number of students performing in the top two bands in all aspects of NAPLAN. From 2016 to 2017 in reading, an increase of 9%, writing 16%, spelling 19%, grammar and punctuation 13% and numeracy 11%. The results for year 5 were not so positive with a decrease of 11% of reading, 5% for writing, 19% of grammar and punctuation and 9% for numeracy. An increase of 15% for spelling was encouraging.

Percentage in bands:
Year 3 Grammar & Punctuation



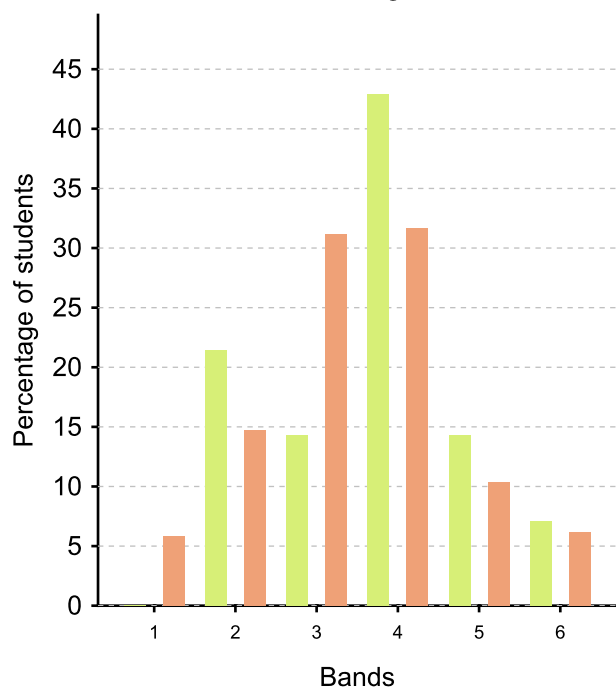
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



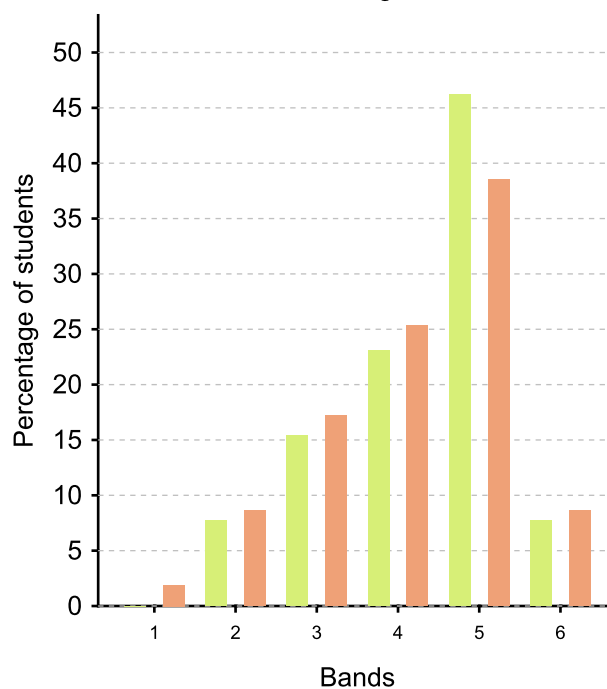
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



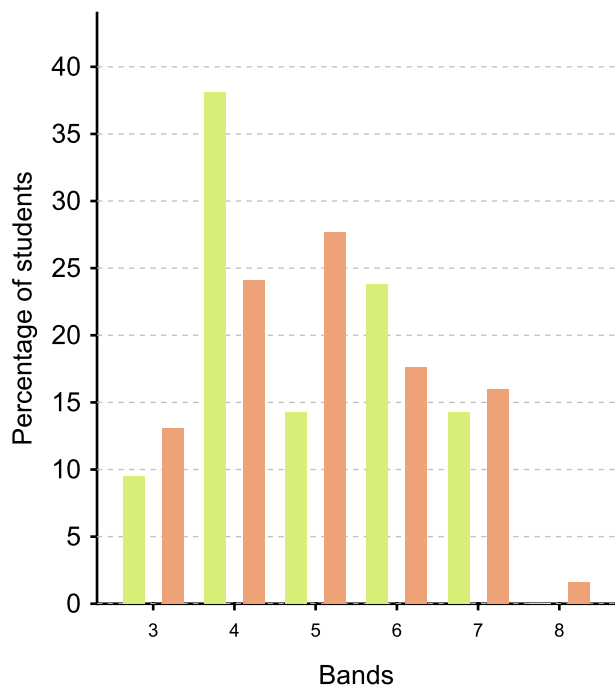
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

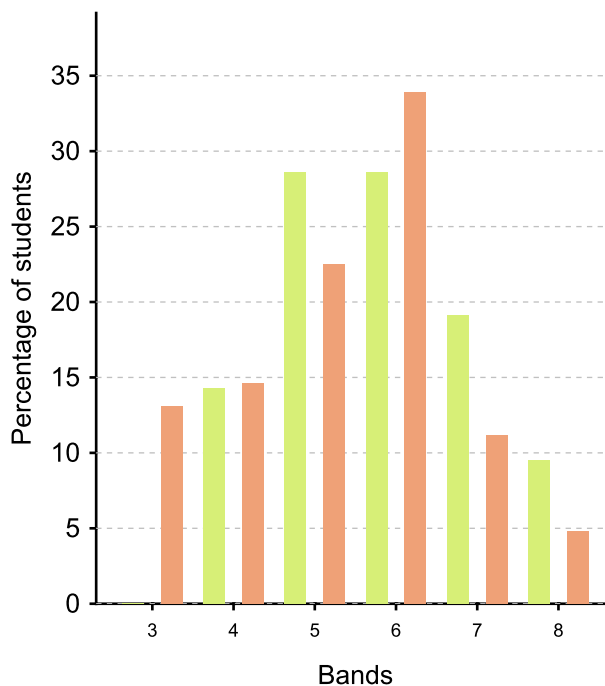


Percentage in Bands
School Average 2015-2017

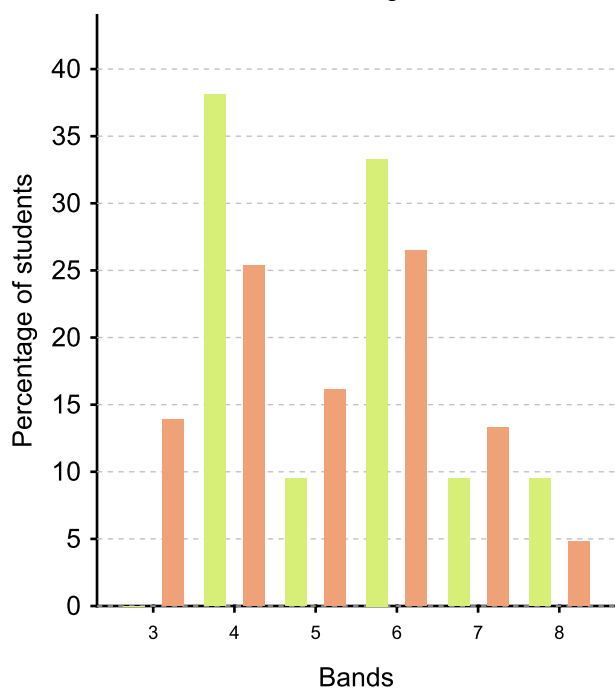
Percentage in bands:
Year 5 Grammar & Punctuation



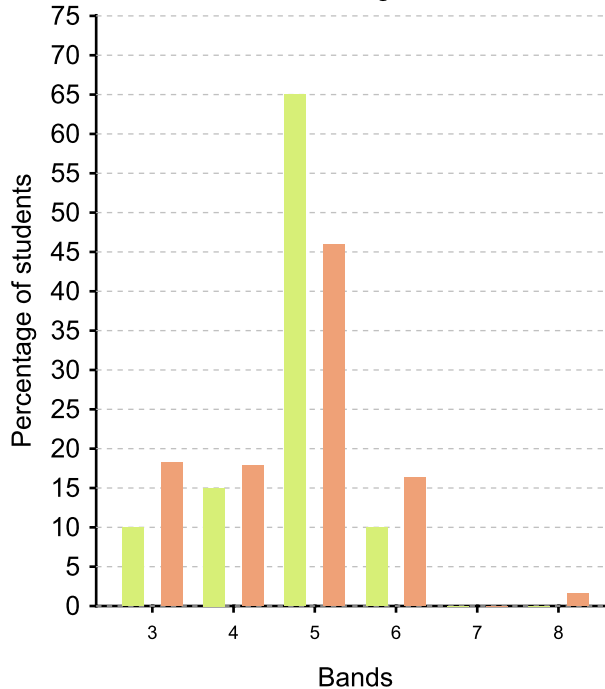
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

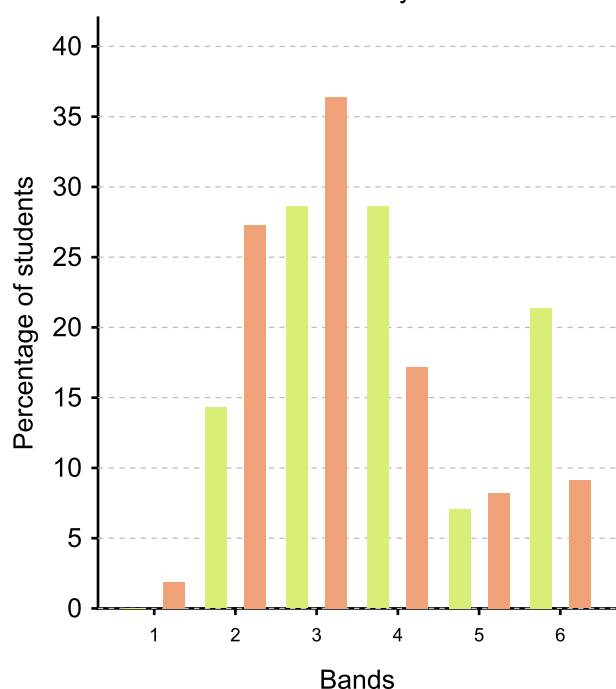


Percentage in bands:
Year 5 Writing



NAPLAN trend data continues to trend upwards since 2015 in numeracy for year 3 students. Year 5 trend data remains well under state average and trending upwards since 2015.

Percentage in bands:
Year 3 Numeracy



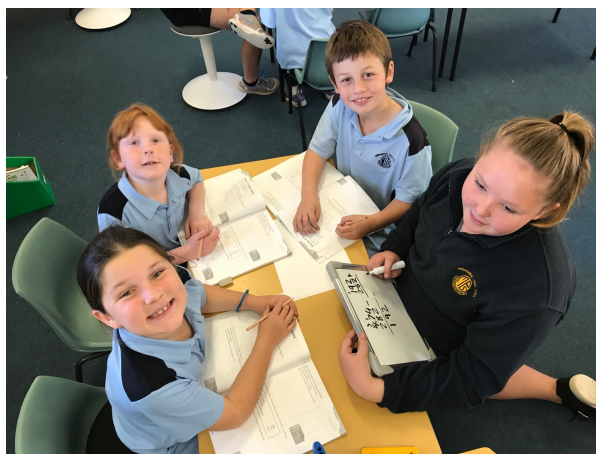
Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data..

Significant improvements were evident in Aboriginal student performance in literacy and numeracy NAPLAN data for 2017.

50% of Aboriginal students in Year 3 achieved band 6, the remaining 50% achieved band 3 for reading. No Aboriginal students in year 3 were placed in band 1 or 2 for reading. For writing and spelling students achieved band 4 and 5 and again no students were placed in the two bottom bands. The same success was achieved with numeracy. Students achieved either band 4 or band 6

50% of aboriginal students in Year 5 achieved band 6 for reading and numeracy and the remaining 50% of Aboriginal students achieved band 4 and 5 with no students in the bottom band. 75% of Aboriginal students in year 5 achieved band 6 for spelling .



Parent/caregiver, student, teacher satisfaction

During 2017 the school sought the views of parents, students and staff in a variety of ways. For the first time, Murrumburrah Public School participated in the Tell Them From Me survey to gauge parents perspectives of the school, students' insights into learning and staff views on the school's performance. 30% of parents participated in the survey and the findings were overwhelmingly positive. In all seven area aspects of the survey Murrumburrah Public School scores well above the NSW state norm. Parents felt strongly that they feel welcome, we are an inclusive school, we are a safe school, and the school supports positive behaviour. Students in year 4, 5, and 6 completed the students survey and again the findings overall above NSW state norms. 94% of students indicated they have friends at school they can trust and encourage them to make positive choices, 98% of students believe schooling is useful in their everyday life and 78% of students felt interested and motivated in their learning.

Paper based surveys were used to obtain feedback from families about the Kindergarten Open Day and Kindergarten Transition processes. Feedback indicated that parents felt these processes were most helpful in developing confidence about starting school.



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 to 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 is committed to the Murrumboola Learning Community– Yalbinyagirri. This project aims to foster a living history and continuing reconciliation by embedding local Wiradjuri history, culture and contributions in authentic learning experiences. In turn this will facilitate greater understanding and value of Aboriginal cultural values and perspectives by educators, students, and all stakeholders of the Murrumboola Learning Community.

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 of 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 2017 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 second in the Cootamundra district PSSA swimming carnival, individual students achieving state level for soccer.

Murrumburrah Public School has a rich and successful history in team and individual sport performances and

2017 was no exception with all students participating in a wide range of sporting fields. Our school often outperforms much larger schools in the Riverina, which is a testament to the courageous attitude and great sportsmanship of our students. Here at MPS we place high regard on the values that sports can teach our children, values like; doing your best, resilience, cooperation, fairness and being gracious when winning and in defeat.

2017 was a very busy year of sports and we had students represent our school at the district, Riverina and state levels in a range of individual and team sports. We also had numerous boys and girls champions and runners up at these various carnivals. MPS also competed in cricket, boys and girls touch football, league tag and soccer. We had varying success in these state knockout competitions with all teams playing with great sportsmanship and competition.

In cricket both boys and girls teams participated in the PSSA cricket knockout competition this year. Both teams came up against experienced teams from Gundagai and were unsuccessful in progressing. Despite this, both teams displayed sportsmanship and enthusiasm on the day and represented MPS in a professional manner.

Boys and girls touch had another successful year. With both teams having a bye in rounds one and two saw us all travel to Gundagai to play in rounds 3 and 4. The girls were successful in winning both games and qualified to compete in touch gala day held at Wagga. The boys won their first game however saw them come up against a very well drilled Junee side where they went down. Aiden, Jasmin, Jade and Phoebe were selected in the district touch team to trial for Riverina.

The Mortimer shield held in Young saw both senior rugby league and league tag teams compete against strong competition in the area. The boys forged ahead playing 3 games where they were unsuccessful in all games however showed great sportsmanship on the day. The league tag saw MPS field three sides, which were all very competitive on the day. One of the girl's team was successfully on the day and made it to the finals held in Wagga where they made it into the semi-final but unfortunately went down by one try. Well done to all of those students who were involved.

Year 3 and 4 students participated in the Southern Inland Rugby Union competition this year. The first game was held in young and the team displayed excellent sportsmanship and effort coming away the winners on the day. This qualified the team to play in the McTaggart Cup Rugby Union Gala Day at Connelly Park in Wagga. Again the boys showed determination and displayed great game skills and sportsmanship.

The year 3 and 4 students also had a chance to represent their school in both rugby league and league tag in the Trent Barrett Shield. 2 boy's sides played with passion and courage, managing to record several wins with spirited performances. The league tag teams also displayed their sporting prowess and competed with a high standard of skill. Well done stage 2 on their

performance on the day.

In soccer this year, the boys proved to be a strong team in a very competitive draw. The boys made it to round four but were defeated by Temora. The girls made it to the final of the Riverina draw and came away with a win against South Wagga, making them the Riverina Champions for 2017. They went on to the semi-final of the PSSA draw playing against Shellharbour. They were defeated by an exceptionally talented team but should be very proud of their effort. Jasmin Chesworth, Jade Emms, Taleah Manwaring, Isabelle Shea and Aiden Hill were selected in the district soccer team to represent at Riverina Trials. Jasmin Chesworth was successful in making the Riverina team to compete at State.

Swimming in 2017 was very successful; we had around 30 students represent the school at the district carnival in Temora where Murrumburrah success earned them the overall champions of the carnival. We had a large group of students representing District at the Riverina Carnival in Albury with good success.

Cross Country also saw some great individual performances from our MPS students. We had many compete a district and Riverina level. Phoebe and Charlie Lenehan went onto represent Riverina at the state carnival.

Athletics was a great chance for MPS students to achieve in their strongest event. Once again our school had 30 plus students at Cootamundra for the zone carnival, they all did an excellent job at representing their school and themselves. Many students went on to represent Cootamundra Zone at the Riverina carnival held in Albury.

In term 4 all students from years 2–6 got to enjoy a social day of sport by participating in the Boorowa Touch football & Netball carnival. Students from our school joined thousands of other competitors in what was a fun day with all students doing their best and participating in everything. This term also saw the continuation of a whole school approach to learning to swim and water safety. Through the passionate coordination of Miss Campbell all students were able to access extremely valuable swimming lessons and water safety programs.

A highlight of the school year for performing arts was when our two dance groups performed in the Murrumbidgee CAPA night and the Bunyip 50 year celebration with a high degree of success. The drum troupe also performed during our Open Day to the delight of the audience. All students performed a dance for the All Stars concert and Presentation Night.

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. Students from Year 5 and 6 also participated in school and inter-school debating competitions.