

Murwillumbah Public School

Annual Report



2017



2687

Introduction

The Annual Report for **2017** 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

I am extremely proud of the achievements and outstanding success of students from Murwillumbah Public School throughout 2017.

We continue to foster a safe, stimulating and supportive learning environment where we recognise all children's individual needs and talents, delivering an extensive curriculum focusing on developing skills in literacy and numeracy supported by our outstanding integration of technology that enable students to fulfil their potential.

Our highly qualified and dedicated teachers strive to bring out the best in every child through quality teaching and learning programs delivered in stimulating and supportive learning environments.

A great strength of Murwillumbah is the number of extra–curricular activities offered, including our outstanding Band program, choirs, dance groups, enrichment and leadership programs, peer support, camps, art and garden groups. Our proud history of sporting achievements is strengthened by the wealth of sporting opportunities provided for the students and supported by skilled staff and dedicated parents.

The Annual School Report provides a summary of our achievements in 2017 and gives a structure to communicate our priorities and the focus of our learning in 2018. We look forward to the new School Strategic Plan 2018–2020.

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 303 students, including 38 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, we have continued to focus on promoting student wellbeing and ensuring strong environments for our children. A particular importance has been placed on improving engagement, both in the classroom and engagement in the school community. The Stage Three 21st Future Focussed rooms continue to highlight our drive towards maximising engagement of all students in the learning environment, whilst concurrently fulfilling the school's goal of striving for excellence in the provision of high quality education for the 21st Century. The purchase of an additional bank of thirty computers (now 100 in stage three) supported the school's pursuit of excellence in this area.

Our major focuses in the domain of teaching have been on effective classroom practice, collaborative practice, improving data skills and use, as well as learning and development. Performance and Development Plans have resulted in all staff members taking part in structured observations processes, leading to improved pedagogical practice across the school. Staff share professional development with other staff. There is a particular focus on improved teaching methods in literacy and numeracy. Teachers collaborate within and across stages to ensure consistency of curriculum delivery and pedagogies including STEM and technology. Teachers were supported to use PLAN software to track student achievement and identify student progress using learning clusters in literacy and numeracy. As a result, teachers' understanding of students' learning needs was enhanced and data was utilised to plan and program for learning opportunities.

In the domain of leading, our main priorities have centred around leadership, school resources, management practices and procedures. The school has fostered a culture of leadership development where staff are encouraged to take on leadership roles based on specific areas of expertise while students are also provided with a variety of leadership opportunities within the school to ensure student voice. Staff demonstrate effective classroom practice by regularly reviewing and revising teaching and learning programs. Staff participate in professional learning targeted to school priorities.

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

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

Our school focus on incorporating technology within the classroom has seen an increase in engagement and improved academic performance. Now in the third year, our stage three 21st Century Learning teachers have utilised technology in order to maximise student engagement and the development of 21st Century Learning skills. It has also allowed teachers to improve practice in relation to the provision of student monitoring and feedback through the use of appropriate technologies. Teachers have also continued to be provided with training and development opportunities in order to maximise student outcomes in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	QTSS Allocation \$20 000 Staff and stage meeting allocations Professional Learning Funds \$21 000	All staff continued to develop and further refine their understanding of Personal Development Plans linking them to the Australian Professional Standards for Teachers. Professional learning needs were identified and collated with targeted support directed towards areas identified by staff. Classroom observations provided directed feedback to staff on negotiated focus areas, and staff team leaders provided ongoing feedback and guidance on staff personal learning plans. All staff critically reflected upon their goals at the end of the year through the Annual Review process.
Teachers implement contemporary knowledge and teaching practices, incorporating ICT and 21st Century Fluencies.	Professional Learning funds \$9300 RAM allocation	There is collaboration and peer support within and across stages as teachers experiment with flexible learning spaces and model effective practice. Physical learning spaces are used flexibly and technology is accessible to meet a broad range of student and staff learning interests and needs. A number of teaching programs demonstrate the implementation of the collaboratively planned units of work reflecting National Curriculum content and capabilities, ICT and future –focused pedagogy.
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	\$50 000 allocation from RAM	Teachers reported an increased level of confidence students were using in the implementation of learning technologies in classrooms. This was enhanced by the purchase of 30 additional laptops. Students were confidently using a variety of Apps, digital art, tables, publishing software, visual presentations, word processing and website designing in their daily lessons.

Next Steps

- Purchase furniture and an additional 40 laptops for a fourth 21st Century room.
- Continued professional staff development on all aspects of information and communication technology.
- Review school technology scope and sequence.

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

Strategic Direction 2 successfully achieved its intended outcomes for 2017. The school successfully implemented events both within the school and community. The majority of students involved in the Murwillumbah Music Festival, school Musical, RSL Legacy Day Musical, Opera House Choir, Commemorative Day Service and Dance Program were actively engaged in, and thoroughly enjoyed the events. Our thanks go to all parents, staff and community members who supported these amazing events.

75% of parents indicated through the TTFM survey that the school provides extra curricula activities.

Student centered programs supporting high levels of engagement were implemented to support student welfare and curriculum outcomes. Peer Support involved all children throughout the school and focused on a friendship unit and positively influenced all students. Staff survey indicated further positive interaction for our children in this program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are consistent in their recording and use of student well-being data.	\$3000 for annual licencing fee for Momentum	<ul style="list-style-type: none">• 100% of staff are competent at using Momentum welfare tracking.• Efficient and effective SAP and SALM systems are operational. Ongoing refinement and communication will improve the overall effectiveness.
Increased participation in extra-curricular activities	\$15 000 from RAM	<ul style="list-style-type: none">• This year we have implemented programs to support positive, engaging school culture. The programs included: Peer Support, Student Representative Council, Friendly Schools, music and dance groups, lunch time activities including garden groups, passive play areas, art club and sporting groups.• The playground activities/program at lunch time engaged students who were struggling to socialise.
Has the social competencies of identified students improved as demonstrated by less reports in momentum and referrals to AP's.	School Learning Support Team personnel	<ul style="list-style-type: none">• Students are taught to accept responsibility for their own behaviours as appropriate and in line with the Behaviour Code. Reports are slightly down on previous years, however, the school will introduce PBL in 2018.

Next Steps

- In order to continue our school pride, we shall continue to encourage staff, students and the wider community to engage in networks that will enhance in-school programs and the school plan to drive school improvement.
- An integrated approach to behaviour management and well-being strategies will be closely aligned to the new well-being policy which meets the needs of all.

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

We are very pleased with the parent attendance at our parent/student/teacher individual goal setting meetings. These meetings provided parents with the opportunity to work together with the school to improve the link between home and school and plan individual learning goals for children. This year, we had 80% of parents attend our February meetings while 84% of parents attended the end of year follow up meetings. As a result, 100% of children had individual learning goals throughout the year including a PLP for every Aboriginal student.

We are extremely proud that after several staff visits and workshops to our senior rooms, our local High School has commenced a 21st Century Learning classroom along the same lines as our own.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Participation in community of schools involving networks, sharing of human, financial and technological resources.	NORTEC Funding \$1000	<ul style="list-style-type: none">• An executive member attended the NORTEC Community program involving senior students and targeted transition programs.• Several staff attended CoS workshops in music, band, sport and art. Human resources were also shared across a number of areas.
100% of students have individual learning goals	\$6500 RAM funded	<ul style="list-style-type: none">• 100% of children had individual learning goals including Aboriginal children. These goals were reported on during the year and adjustments made as required.• 77% of parents attended the February goal setting meeting while 80% attended the November follow up meeting.• In the TTFM survey, 80% of staff indicated that students receive feedback on their work that brings them closer to achieving their goals.
Compare data for (TTFM Survey)	QTSS	<ul style="list-style-type: none">• TTFM survey indicated that 70% of parents feel welcome in the school, 80% recognise the school supports positive behaviour, 87% of students believe that they try hard to succeed in their learning, while 72% of parents indicated that the school strongly supported their child's learning.

Next Steps

- The school will implement Positive Behaviour Learning throughout the school in 2018
- Parent/student/teacher goal meetings to continue in 2018
- Continue to work with local community members to further enrich the culture understandings and engagement for ATSI students and the wider school population.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>During 2017 Murwillumbah Public School received funds as part of the RAM Equity loading. This key initiative loading was strategically amalgamated with other funds and used in the following manner:</p> <p>Employment of support personnel to work with individual children to achieve personal learning goals established early in the year;</p> <p>Work with a number of Aboriginal families in the school community to establish clear lines of communication between the home and school;</p> <p>Minor expenses associated with community planning, resource acquisition, attendance strategies, teacher PL and transition.</p>	<p>The strategies employed by the school has:</p> <ul style="list-style-type: none"> • Refined and improved positive and inclusive school culture; • 100% of ATSI students had PLPs; • Strengthened the support for Aboriginal students at key transition points; • Inclusion of non-Indigenous students in a number of activities promoted a greater understanding and acceptance of Aboriginal culture • Indigenous students performing Acknowledgement of Country at all school assemblies.
Low level adjustment for disability	<p>Funding received in 2017 was used to support low level adjustments for students with complex learning difficulties and / or disability. This funding was dissected for the employment of a Learning and Support Teacher.</p>	<p>The school effectively implemented strategies on differentiated learning and specific classroom based interventions to support students with ADD, ADHD, ODD, Autism, Anxiety and attachment disorders.</p>
Quality Teaching, Successful Students (QTSS)	<p>The school executive team were provided with additional release from face to face teaching each week to provide professional support to their teams. This involved observations and feedback. Teachers were also supported by the executive team in the implementation of the Performance Development Framework.</p> <p>Collaborative practices were implemented to allow teachers to jointly plan and observe others' lessons.</p>	<p>The critical job based professional learning and coaching had resulted in:</p> <ul style="list-style-type: none"> • Improved teacher quality; • Successful PDPs were implemented by individual staff members and provided a platform for deeper reflective processes and guidance for developing individual and whole school professional learning.
Socio-economic background	<p>Additional student resources allowed access to school programs including technology (additional laptops & interactive whiteboards purchased), employment of</p>	<ul style="list-style-type: none"> • The strategies employed by the school have: enhanced students' access to a wider range of curriculum learning experiences and specialists teachers; • improved teacher capacity to address learner diversity in classrooms, including the provision of support for teachers in

Socio-economic background	additional personnel to bolster student literacy and numeracy and wellbeing initiatives including provisions of school uniforms, textbooks and in-school programs.	recognising and responding to students' additional learning needs.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	112	117	121	152
Girls	120	145	147	153

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	93.6	93.9	93.7
1	92.2	93.7	93	95.3
2	95	91.5	92.4	90.9
3	89.6	94.5	93.4	92
4	93.4	94.6	94	91.6
5	93.2	94.2	92.3	92.9
6	94.2	91.8	91.5	93.6
All Years	93.1	93.2	93	92.7
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

Parents, students and the school community are regularly informed through a range of resources of the importance of school and attendance requirements. The school engages both proactive and reactive responses to absences, with established and documented systems in place to ensure reasonable efforts are made to follow up absences and patterns of attendance that causes concerns.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	10.84
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	0

*Full Time Equivalent

At Murwillumbah Public School 1 staff member identifies as having Aboriginal heritage.

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	0

Professional learning and teacher accreditation

The professional learning that staff actively engage in at Murwillumbah Public School is critical to their effectiveness and impacts upon those students within our school. In 2017, strong emphasis was placed on making the individual staff Personal Development Plans relevant and meeting the needs of staff. These plans were also closely linked to the school plan.

Continued training for staff in technology remained a focus throughout 2017 along with the implementation of STEM activities across all stages. Two staff members attended the EDUTECH conference in Sydney based on STEM/Technology, 21st Century Learning and Future focused classrooms. Follow up

activities from this inservice were trialled around the above topics across different stages.

Mandatory training in Emergency Care, Child Protection, CPR, Asthma and Anaphylaxis training was completed throughout the year.

School Development Days allowed staff to deepen their knowledge of new curriculum documents, the use of technology and student wellbeing programs.

The school received a tied grant of (TPL) funds to support professional learning for staff. A total of \$24 500 was spent of professional development throughout 2017 which equates to approximately \$1600 per staff member.

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.

Receipts	\$
Balance brought forward	365,442
Global funds	229,822
Tied funds	335,524
School & community sources	56,500
Interest	4,584
Trust receipts	10,437
Canteen	31,401
Total Receipts	668,269
Payments	
Teaching & learning	
Key Learning Areas	38,983
Excursions	28,377
Extracurricular dissections	21,961
Library	3,022
Training & Development	3,739
Tied Funds Payments	193,370
Short Term Relief	35,150
Administration & Office	81,205
Canteen Payments	29,268
Utilities	27,973
Maintenance	11,657
Trust Payments	5,041
Capital Programs	0
Total Payments	479,747
Balance carried forward	553,964

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	632,079
Appropriation	581,791
Sale of Goods and Services	15,436
Grants and Contributions	34,704
Gain and Loss	0
Other Revenue	0
Investment Income	148
Expenses	-235,330
Recurrent Expenses	-235,330
Employee Related	-121,624
Operating Expenses	-113,706
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	396,749
Balance Carried Forward	396,749

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	2,095,447
Base Per Capita	40,957
Base Location	0
Other Base	2,054,490
Equity Total	291,709
Equity Aboriginal	26,589
Equity Socio economic	158,772
Equity Language	0
Equity Disability	106,349
Targeted Total	52,760
Other Total	209,344
Grand Total	2,649,261

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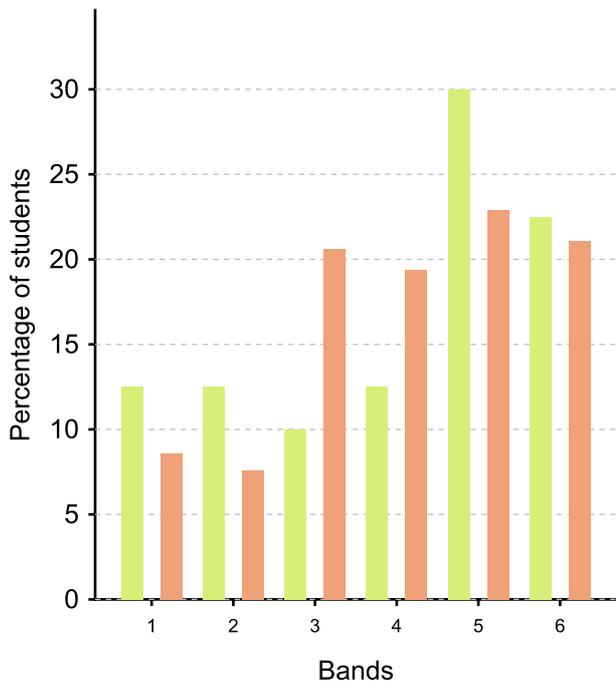
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

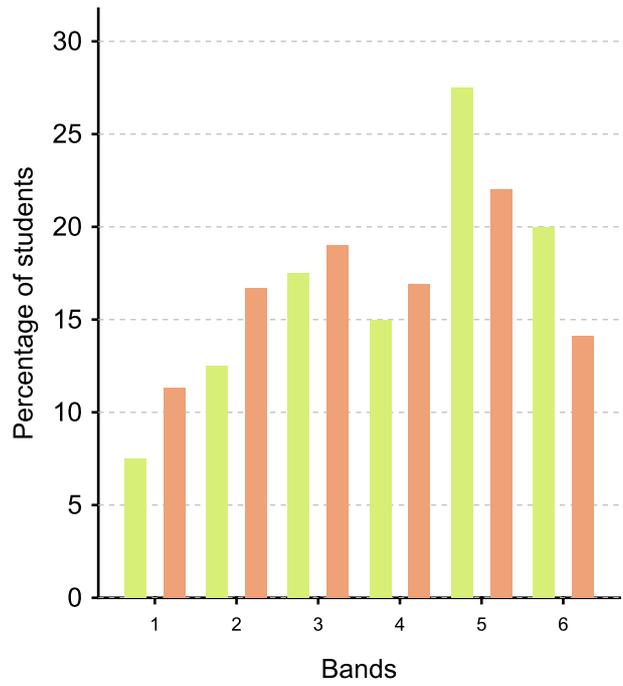
NAPLAN

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.

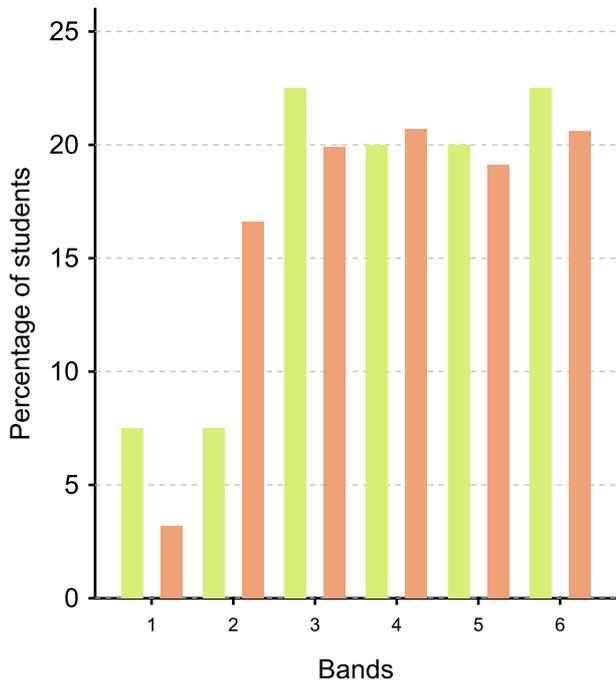
Percentage in bands:
Year 3 Grammar & Punctuation



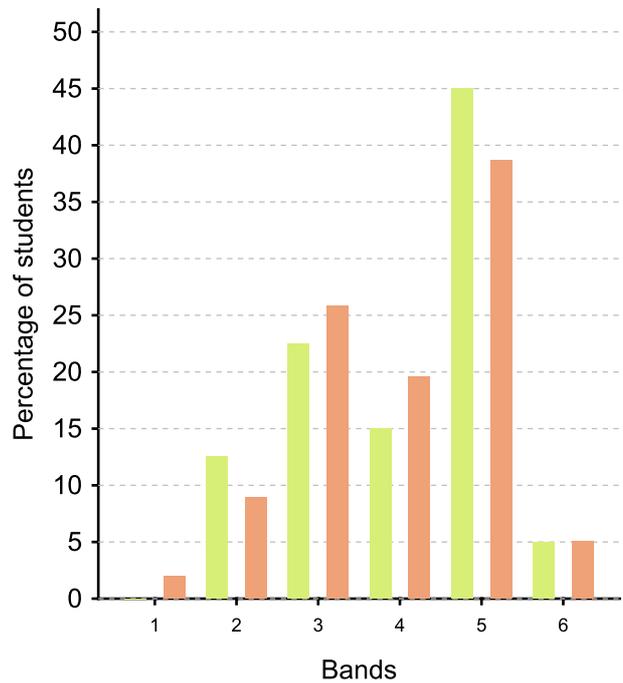
Percentage in bands:
Year 3 Spelling



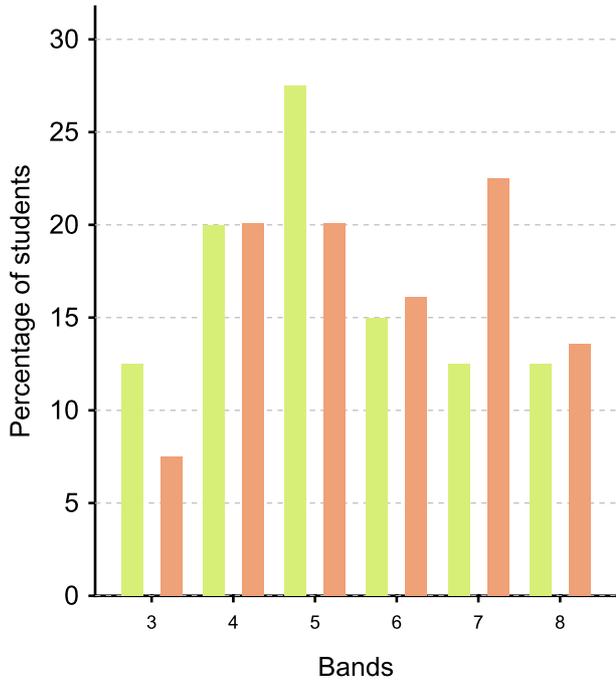
Percentage in bands:
Year 3 Reading



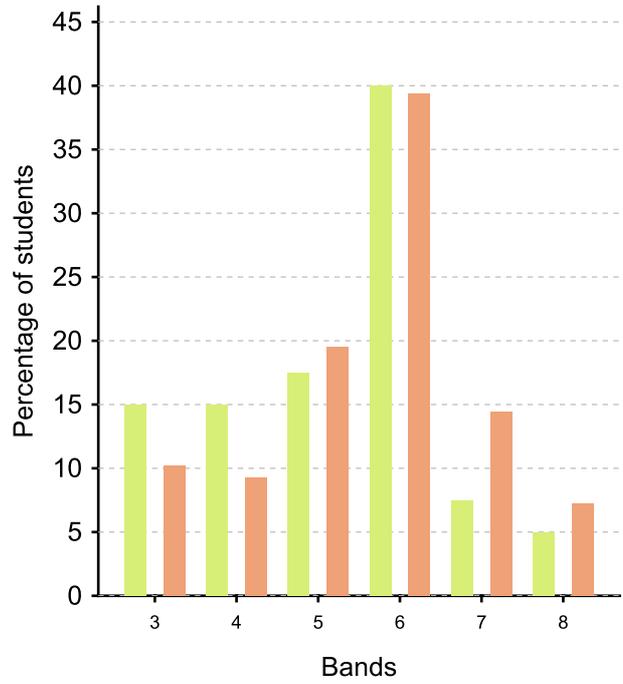
Percentage in bands:
Year 3 Writing



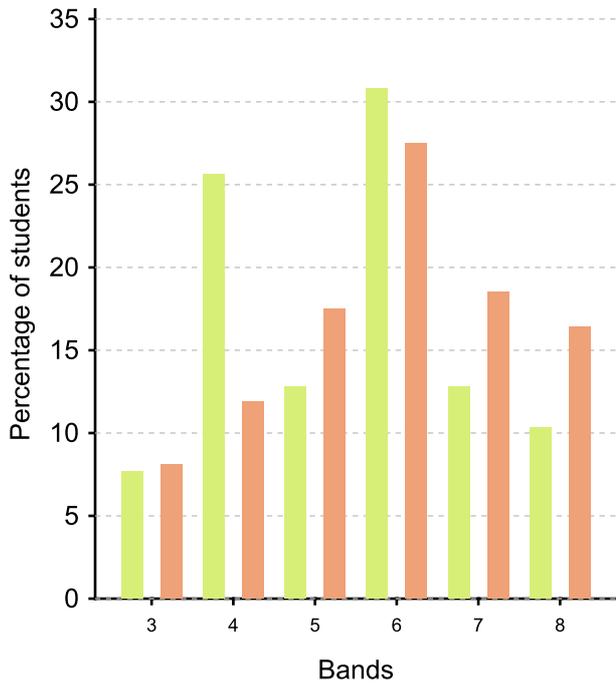
Percentage in bands:
Year 5 Grammar & Punctuation



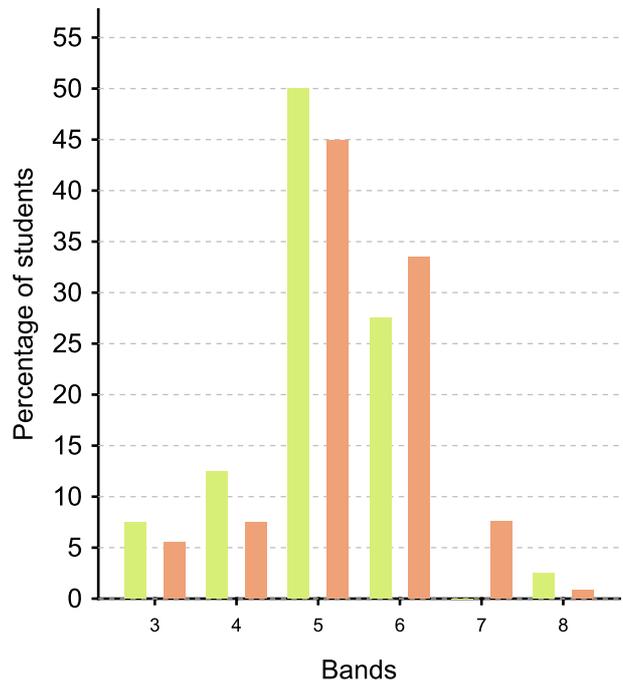
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Policy requirements

Aboriginal education

Our school continues to ensure that Aboriginal Education is a priority for all staff and that Aboriginal perspectives are embedded across the whole curriculum. The school strives to meet the goal for Aboriginal and Torres Strait Islander children to match or better the outcomes for the broader student population especially in Literacy and Numeracy.

In NAPLAN Reading, 62% of Year 3 students were placed in the top three bands compared to the State average of 46% while 50% of Year 5 children were placed in the top three bands compared to the State average of 34%. In Mathematics Year 3, 12% of Aboriginal children were placed in the the top band compared to the State average of 4% while Year 5 the school had 16% in the top band compared to state average of 2%.

This year, the school employed an Aboriginal Aide three days a week to work on specific programs with our Aboriginal children. This was a huge success and feedback received from TTFM survey indicated that 80% of children believed that teachers and children recognised their culture.

Murwillumbah Public School has an ongoing commitment to provide experiences that teach all students about Aboriginal history, culture and life in contemporary Australia. These lessons continue to form part of the History and Geography syllabus and are taught across all grades.

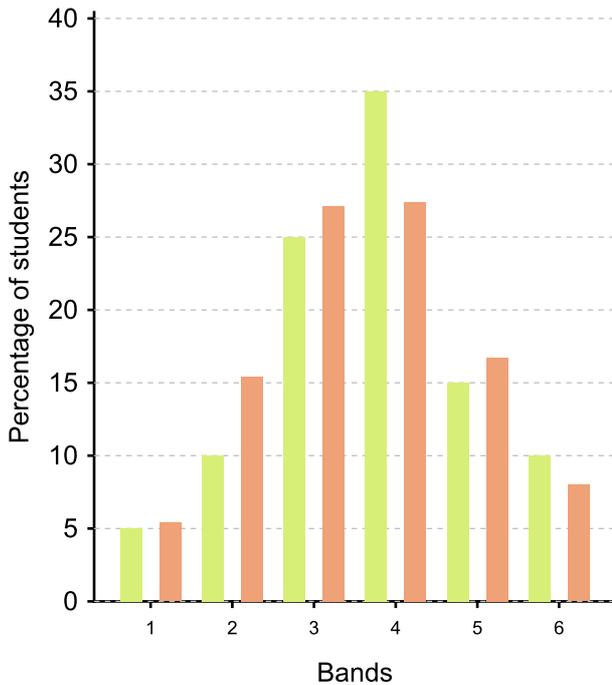
Multicultural and anti-racism education

Teaching staff at Murwillumbah Public School provided lesson programs that promoted respect for other cultures and recognition of the contributions that have been made to our society by different cultural groups.

The school has a designated member as an Anti-Racism Contact Officer (ARCO). The ARCO monitors and addresses any incidents that may have racial discrimination basis.

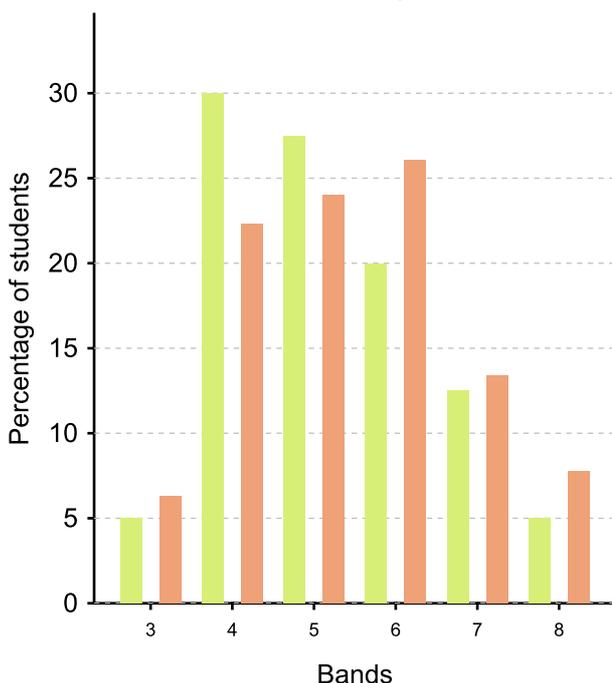
Playground behaviour records, teacher observations and assessments show that student behaviour demonstrates tolerance and respect for other cultures.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017