

Murrumburrah Public School

Annual Report



2018



2685

Introduction

The Annual Report for **2018** 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

School contact details

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Message from the Principal

Murrumburrah Public School has enjoyed another highly successful year in 2018. 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. Two early career teachers successfully gained accreditation during the 2018.

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 fundraising 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 2018.

- the Instructional Leader provided professional learning for all teachers and support staff,
- early stage one and stage two 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 school-wide processes for student wellbeing are embedded in the school,
- the school underwent an external valuation and celebrated its achievements which included being validated at excelling for Wellbeing and Educational Leadership on the School Excellence Framework.
- the establishment of a school concert band in 2018 has enhanced the cultural experience for students.
- the introduction of the Kids Kitchen and Kids Garden Programs, supported by a grant from Eco Schools Grant and the P&C has broadened wellbeing supports for students.

Clare Crawford

Principal

School background

School vision statement

We are a dynamic and inclusive school community that is committed to delivering focused, differentiated learning in a nurturing environment where we connect, succeed, thrive and learn.

Our vision is to ensure every child has a sense of belonging to our school and the broader 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 continually seeking improved learning outcomes for all students with the support of the Learning Support Team, a multi-categorical class and an 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 K-6 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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning: Sustaining and Growing.

There is a demonstrated commitment within the school community that all students make learning progress. High expectations are evident across all evidence sets, however is most apparent in Project 4– Assessment and Reporting and Project 6– Focused Differentiated Teaching. Partnerships with parents and students support clear learning goals and planning for future achievements as evidenced in Project 7.

Effective collaboration between parents, students and the community to strengthen continuity of learning are apparent in Project 7– Community Collaboration and Project 1– Transition. A focus for the school has been to improve connections with Murrumburrah High School, Charles Stuart University and the Murrumburrah Learning Community, and to improve

in-school process to ensure atypical and mobile students are well supported at transition points. This has strengthened the continuity of learning for all students.

A whole school and personalised approach to improving student attendance, which has improved to just below state average, is evident in Project 2– Caring for Students and Project 3 Positive Behaviour for Learning.

There is a planned approach towards student wellbeing with evidence-based change resulting in measurable improvements in students behaviour, engagement and wellbeing. This is documented in Project 1– Transition, Project 3– PBL and Project 8– Quality Engagement. 100% of students surveyed in 2018 indicated that there is an adult at the school to support and assist them. PBL data collected by the Assistant Principal Learning Support over the last three years reflect strong school-wide systems to support respectful, responsible and empathic relationships to ensure optimum conditions for learning. Individual learning needs are met through a whole-school tiered approach and in consultation with parents, documented in Project 2–Caring for Students and Project 4– Assessment and Reporting.

Curriculum provision and teaching practices are monitored and reviewed collaboratively to maximize learning for students and teachers. Teaching and learning programs show evidence of adjustments made based on feedback from colleagues and students. Consistent and reliable student assessment data is used to track student progress and to inform planning for future achievement. There are school wide systems in place to involve parents/carers in planning for student learning and to share achievements. School-wide processes are in place to monitor student learning and engagement with the use of formative and summative assessment tools. The deployment of learning goals, success criteria and feedback have improved student engagement. Project 4– Assessment and Reporting, Project 5– Collaborative Practice and Project 6– Focused Differentiated Teaching contain strong evidence of effective assessment practices that are well integrated into learning.

Assessment and Reporting–Project 4 , documents evidence of student reports that contain personalised information about current learning and goals for future achievement to ensure parents understand that their child is known and cared for at MPS. Parents are presented with clear information about their child's progress and feedback on the reporting process is sort.

The results of this process indicated that in the School Excellence Framework domain of Teaching: Sustaining and Growing

There is a demonstrated school-wide commitment to deliver evidence-based practice with teachers collaboratively reflecting and refining their pedagogy with the guidance of the Instructional Leader, Assistant Principal and Principal. Effective classroom practice is evident across all evidence sets, however is predominantly evident in Project 3– PBL, Project 4– Assessment and Reporting, Project 5– Collaborative Practice, Project 6 Focused Differentiated Teaching and Project 8– Quality Engagement.

Well-researched practices such as *L3, TEN, TOWN, Read-To-Self, Four Roles of the Speller* build teachers' capacity to manipulate teaching practice to suit the diverse learning needs of their students. This is achieved through effective implementation of data skills and use such as ALAN, PBL data and an understanding of the teaching standards. Expertise within the school and the learning community are drawn upon through formal processes such as *Quality Teaching Rounds* based on Jenny Gore's research, with teachers sharing professional reading, classroom observations and teacher feedback.

Professional development is planned and delivered in a timely and strategic way, targeted towards the school's strategic directions, yet flexible enough to respond to teacher feedback. Informal processes exist through a open-door policy where teachers share expertise through professional dialogue during formal stage/ staff meetings and informal meetings. Teachers are supported to follow their *hunch* and trail innovation through the *Spiral of Inquiry* process which is directly linked to the syllabus and learning progressions. The learning culture within the school fosters risk-taking with learning for students and teachers alike. Trailing the *Number Talks* is a great example of innovative practice, to develop number skills which is based on current research.

Successful mentoring and coaching through the PDP and TAA process, has resulted two Early Career teachers gaining accreditation at proficient in 2018. It is anticipated that two more Early Career teachers will follow suit later in the year.

The results of this process indicated that in the School Excellence Framework domain of Leading: Sustaining and Growing.

There is a demonstrated commitment from the leadership team to focus on continuous improvement of teaching and learning, increased levels of community engagement and savvy use of school and community resources. This leadership is most evident in Project 4– Assessment and Reporting, Project 5– Collaborative practice, Project 7– Community Collaboration and Project 8 Quality Engagement. There is strong evidence that the school regularly solicits and acts upon feedback on its performance from students, staff and community through a vary of means including computer generated and paper-based surveys. Staff understand their part in achieving the school's strategic directions and improvement measures and this is documented in their PDPs and Assessment and Reporting procedures.

A creative approach towards the use of the school's large, old buildings has resulted in open, flexible learning spaces to optimise teaching and learning. School and community funds have been harnessed to knock out walls, re-paint, re-carpet and fit-out classrooms with collaborative furniture and cutting-edge technology. The school itself, as well as the community has benefited from decisions about, and access to school assets and resources. Murrinip Before-and-After-School and Vacation Care, and the P&C run Uniform Shop is an excellent example.

Our self-assessment and the external validation 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 Learning

Purpose

To inspire students who are literate and numerate with strong identities as self-directed learners through the provision of focused, differentiated learning experiences. To build an aspirational learning culture which will support the cognitive, emotional, social, physical, and spiritual wellbeing of all students through the implementation of quality learning experiences.

Overall summary of progress

All students set and worked towards their learning goals during 2018. Their learning was scaffolded by their teacher who explicitly stated the learning intention and criteria for success. Students received and had the opportunity to provide feedback to further enrich their learning. Authentic evidence folders were compiled by students and shared with parents throughout the year.

All students accessed differentiated learning particularly for literacy and numeracy. Their learning experiences were tailored using formative assessments and the learning progressions. Students were able to access increased wellbeing support with the introduction of kitchen club, school concert band and student voice box.

Progress towards achieving improvement measures

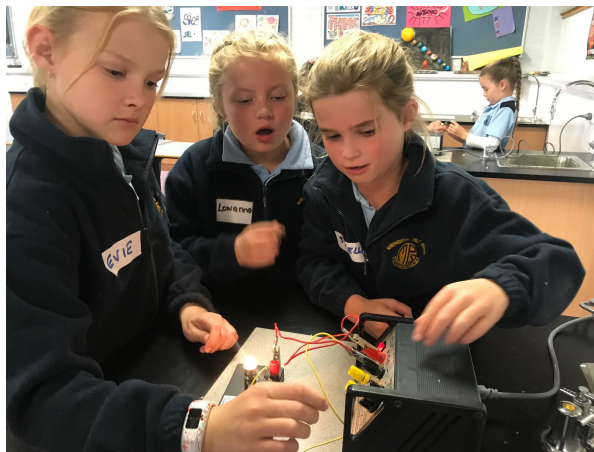
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving proficiency in line with the Premier's Priorities of an annual increase of 2% of students in the top two bands.	\$18,900.00 Employment of the Instructional Leader for an additional day (using Equity loading).	Year 3 achieved a 13% increase from 2017/ 2018 in the number of students in the top two bands for reading. Year 5 did not achieve growth in the top two bands, however it is important to note that 57% of students showed above expected growth in reading.
Increase the number of students who achieve their year appropriate expected growth in reading, writing and number.	\$22,654.00 Employment of additional School Learning Support Officer time (using Aboriginal loading).	Please note we are no longer using the continuums and have trialled learning progressions this year. Therefore we have used the Benchmark Kit to measure reading levels only. Kinder=65% of students at or above grade expectation. Year 1 =67% of students at or above grade expectation. Year 2 =75% of students at or above grade expectation. Year 3 = 65% of students at or above grade expectation. Year 4 =63%% of students at or above grade expectation. Year 5 =53% of students at or above grade expectation. Year 6 =60% of students at or above grade expectation
Improved levels of student wellbeing and engagement, including improved student attendance to match state average.	\$52,351,00 Additional teacher release to enhance teacher capacity to implement PBL and differentiated learning (using socio economic funds)	Tell Them From Surveys indicated an average state average score in a number of key areas including positive behaviour at school, positive teacher-students relationships and value placed on schooling outcomes.
Increase levels of Aboriginal students who feel good about their culture and that teachers understand their culture.	\$3,487.00 Additional excursions for Aboriginal students.	Tell Them from Me scores indicate a slight improvement in how students feel about their culture and the level of understanding their teachers have about their culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase levels of Aboriginal students who feel good about their culture and that teachers understand their culture.	Additional release for teachers to plan and implement lessons relating to local aboriginal history and culture.	Tell Them from Me scores indicate a slight improvement in how students feel about their culture and the level of understanding their teachers have about their culture.

Next Steps

Our next steps include to continue to build the capacity of students to be self-determined learners. This will be achieved through deepening their skills to set authentic learning goals, giving and receiving feedback and understanding their learning strengths and challenges.



Strategic Direction 2

Quality Teaching

Purpose

To create and maintain an environment where teachers and support staff are members of a dynamic team, built on mutual trust and respect. To build a positive, collaborative culture that supports skilled and high performing teachers. We are particularly focused on the teaching of evidence based literacy and numeracy skills across all learning areas.

Overall summary of progress

All teachers value working collaboratively. Frequent, scheduled stage meetings with the Instruction Leader provided rich opportunities for professional dialogue and action research during 2018. On-going professional learning in Language, Literacy and Learning (L3) ensured evidence-based pedagogy is delivered in Early stage 1 and stage 1 classrooms. Inroads were made with stage 2 teachers enhancing their understanding of Visible Learning, participating in a sister school visit and reporting back to their colleagues.

Teachers continued to deepen their understanding of the Learning Progressions to make consistent teacher judgement, reviewing student progress each five weeks. Teachers worked closely with the Instructional Leader to refine and ratify the whole school assessment schedule. Quality Teaching Rounds were trialled to determine its suitability as a mechanism to deepen teachers' knowledge and understanding of the Quality Teaching Model.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me scores for collaboration above average for NSW government schools.	\$18,9000.00 Employment of Instructional leader for an additional day (from Equity funds)	During 2018 MPS participated in an external validation and one of the projects presented was <i>Collaborative Practice</i> . Evidence presented included surveys such as Tell Them from Me, meeting agendas, videos and photos. The EV panel determined that the school was sustaining and growing in the element. The ethos of supporting each other is highly valued. The growth of teacher capacity, trust and respect is highly visible in the 'open door' culture of our classroom environment.
Increased use of evidence based pedagogy and rich dialogue by teachers during professional learning .	\$24,589.00 Additional release time for teachers to participate in peer observations	Peer observations proved to be a powerful vehicle for professional dialogue and reflection on teacher practice. All teachers share a willingness to build their capabilities and to support each other in this endeavour. Researched informed pedagogy is evident in all classroom settings, teaching programs and communication with parents/carers.
All teachers using the literacy and numeracy learning progressions to differentiate student learning.	\$29,872.00 Employment of additional School Learning Support Officer (using Aboriginal loading)	Through the delivery of the whole school Assessment Schedule, the Professional Development model, the Spiral of Inquiry. and the Quality Teaching Rounds, an ethos of whole school evaluation is embedded in our practice.

Next Steps

Our next steps include to continue to build the capacity of both early career and experienced teachers to support all students to reach their potential through the use of quality data sources to inform practice, the implementation of Quality Teaching Rounds and Visible Learning.



Strategic Direction 3

Quality Connections

Purpose

To grow and maintain a strong school community where we work together to create connections and transition processes to enhance opportunities for students, families and staff. To ensure school practices and processes are streamlined yet able to seek and respond to feedback.

Overall summary of progress

A implementation of the whole school assessment schedule K–6 has provided an effective tool for teachers to pass-on meaning and consistent student data from one year to the next, thus smoothly the transition process. Additional Learning Support and PBL processes for highly mobile students have facilitated a smooth transition into the classroom and playground for those students.

The introduction of the Pop-Up concept in 2018, has resulted in an increase in parent participation in workshops. Amendments to PBL Start-Up which is run at the beginning of each school year, have also been well received by students and teachers alike.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased alliance with other schools and organisations.	\$4,055.00 Additional release for teachers to observe best practice in a setting beyond our school.	Increased reliance on internal evidence was driven by the uncertainties about the reliability of NAPLAN data. Looking forward all teachers need to be trained in SCOUT. As an Early Action for Success school we have trailed ALAN as an assessment tool, primarily K–2, to monitor observable learning behaviours. It is anticipated that ALAN will become a school wide comprehensive assessment tool. This data used to inform transition processes to MHS.
Increase in parent/carer attendance to information sessions where participants grow their understanding of strategies and assessment data used by teachers for literacy and numeracy.		98% of parents either attended the three way meetings or participated in a phone call to collaboratively develop student learning goals.
Increase participation in Murrumbidgee Learning Community activities.	\$990.00 Additional teacher release to meet with MHS teachers to facilitate Y6 transition.	Transition is of such importance that it was a project for the External Validation conducted during 2018. We were deemed to be sustaining and growing. Processes that contribute to this achievement include comprehensive school wide systems, as well as links beyond the school.

Next Steps

Our next steps include to continue to develop strong links with Murrumbidgee High and Charles Sturt University to enhance learning pathways for students.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>\$89,009.00</p> <p>Strategic Direction 2</p> <p>Additional one day per week instructional leader.</p> <p>Additional School Learning Support Officer</p>	<p>All teachers are delivering differentiated learning using the engine room and flexible learning spaces.</p> <p>All teachers are utilizing ALAN to identify individual learning needs and to deliver tight, targeted teaching.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$28,631.00</p> <p>Additional release for classroom teachers</p>	<p>Improved capacity of teachers to deliver quality teaching through the delivery of well researched, whole school programs such as Read-To-Self, TEN, TOWN and the Four roles Of The Speller.</p>
Socio-economic background	<p>\$113,408.00</p> <p>Strategic Direction 2</p> <p>Additional classroom teacher</p>	<p>Employ an additional classroom teacher to enhance the delivery of differentiated learning K-6.</p> <p>Review and utilise ALAN data to identify individual learning needs, design learning activities and closely monitor progress.</p>
Support for beginning teachers	<p>\$55,144.00</p> <p>Strategic Direction 2</p> <p>Additional release time for beginning teachers</p> <p>Additional instructional leader time</p>	<p>Four teachers gained accreditation as proficient.</p> <p>Beginning teachers able to implement quality teaching strategies.</p> <p>beginning teachers able to input and analysis data to meet the needs of their students.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	59	68	70	84
Girls	72	78	77	82

Murrumburrah Public School student enrolments continue to steadily rise., despite the rural decline. 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	2015	2016	2017	2018
K	93	93.5	93.1	93.9
1	92.6	91.6	93.2	93.7
2	95.3	88.7	92	91.9
3	95.5	94	92.1	92.5
4	96.1	93.7	95.5	93.2
5	91.6	93.7	93	93.1
6	94.1	91.7	92.2	91.7
All Years	94	92.5	92.9	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Murrumburrah Public School continues to strive to increase school attendance. Programs designed to improve student attendance are having a positive outcome with attendance rates continuing to be close to state DoE average. Kinder and year 1 attendance rates for 2018 were slightly higher than state average.

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 continues 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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	8.05
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	3

*Full Time Equivalent

At this time there are no Aboriginal employees in the workforce at Murrumburrah Public School. When recruiting teachers and executive teachers, 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 completed mandatory training such as code of code, 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. The Positive Behaviour For Learning (PBL) leader attended coach training and network meetings., to ensure he had the current information to bring back to the PBL team. In- class school wide systems training was delivered to all teachers. All teachers had the opportunity to participate in professional visits to colleagues within the school and at sister schools, with a particular focus on Visible Learning. All teachers participated in Quality Teaching Rounds during term 3 and feedback indicated that teachers felt this process deepened their understanding of the Quality teaching Framework.

The kinder, year 1 and year 2 teachers participated in the Language, Learning and Literacy (L3) professional learning and successfully implemented these quality teaching practices. They also participated in professional learning relating to the new DoC Progressions which maps students learning in Literacy and Numeracy. The Instruction al Leader and Assistant Principal also guided four early career teachers successfully through the accreditation process and gained their proficient status.

The external validation process provided an excellent opportunity for all teaching staff and executive to deepen their understanding of evidence informed practice.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	207,000
Revenue	2,242,626
Appropriation	2,163,080
Sale of Goods and Services	1,773
Grants and Contributions	77,684
Gain and Loss	0
Other Revenue	0
Investment Income	90
Expenses	-2,278,841
Recurrent Expenses	-2,278,841
Employee Related	-2,032,562
Operating Expenses	-246,279
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-36,214
Balance Carried Forward	170,786

Strategic financial management is used to carefully plan to recruit and sustain high quality staff to deliver tight, targeted teaching as well as enrichment programs such as the school band, choir, public speaking, debating, and sporting events. The Learning Support Team careful manage funds to provide a Kids Kitchen, Book Club and vegetable garden.

Murrumburrah Public maximises resources available to implement the school's key priorities including purchasing ICT equipment and furniture for collaborative learning spaces. Physical learning spaces including our COLA, school oval, and hall are utilised by many community organisations for activities such as Before and After School Care, Mobile Play Group, Uniform Shop, sport and cultural activities

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,365,337
Base Per Capita	29,423
Base Location	13,600
Other Base	1,322,314
Equity Total	237,371
Equity Aboriginal	34,954
Equity Socio economic	113,408
Equity Language	0
Equity Disability	89,009
Targeted Total	299,605
Other Total	146,249
Grand Total	2,048,562

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test and students may attempt NAPLAN on paper or online. Results for both paper and online formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results should take into consideration the different test formats

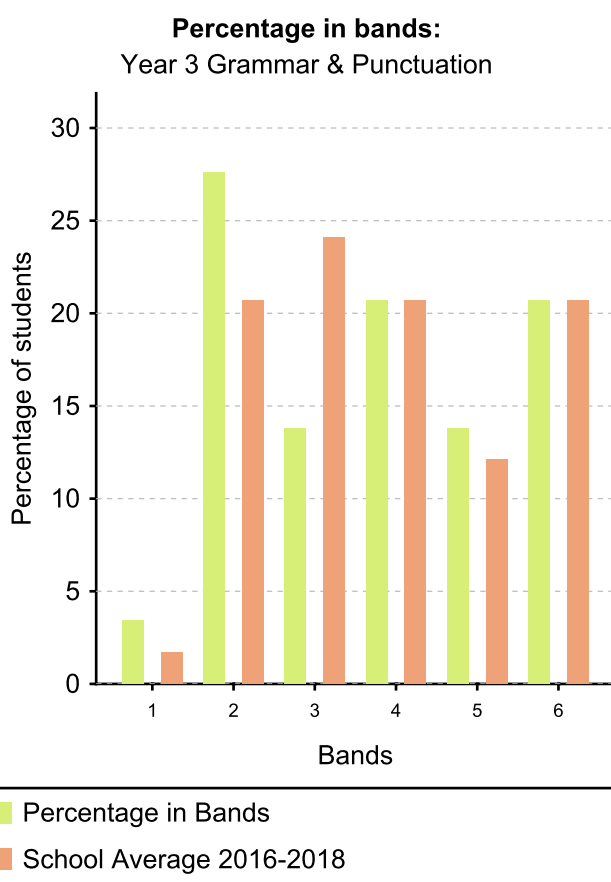
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

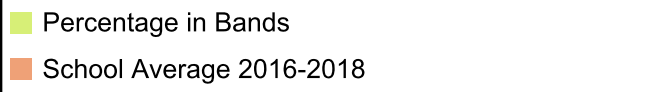
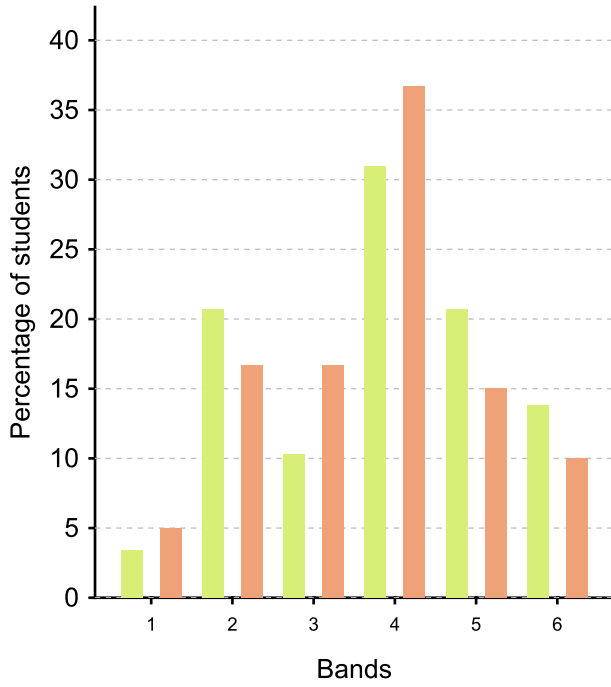
Murrumburrah Public continues to maintain a strong

focus on improving literacy results for students K–6. We pride ourselves on delivering quality literacy programs, in conjunction with our learning support/extension initiatives implemented throughout the school. Literacy programs such as Best Start, L3, Read To Self and Reading Recovery for Year 1 students all contribute to our students becoming active and engaged learners.

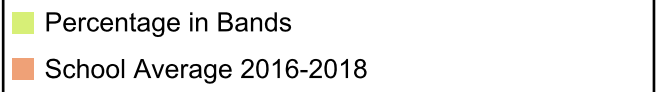
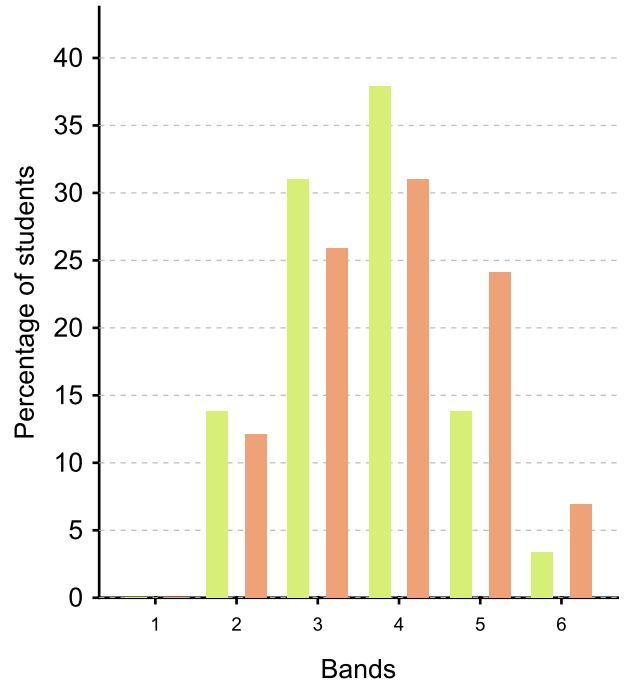
Extension initiatives such as Genius Hour and Twilight study session, whole school public speaking, Spelling Bee and debating competitions build the learning culture of the school with many students representing at regional level for public speaking and spelling. Year 3 NAPLAN results indicated double student numbers in band 6. for reading. Year 5 cohort was made up of only 14 students and most students were clumped in band 6 for reading and band 5 for writing which presents an opportunity for a future target.



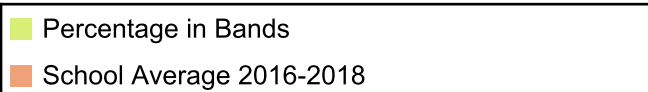
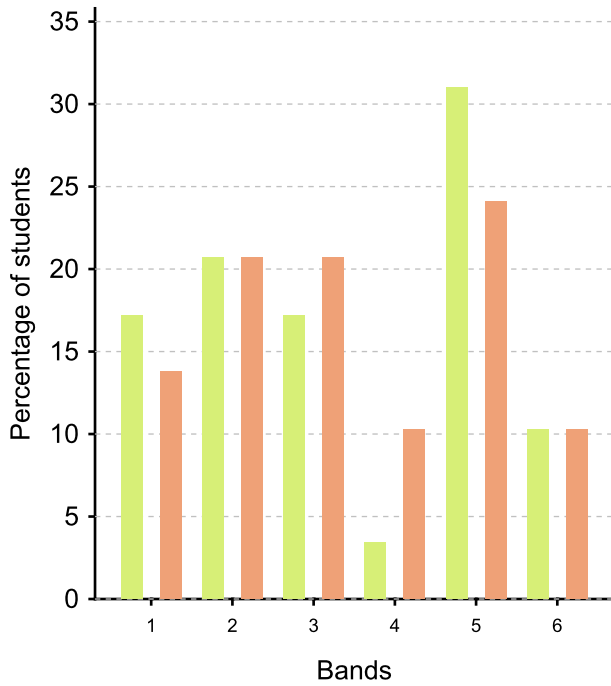
Percentage in bands:
Year 3 Reading



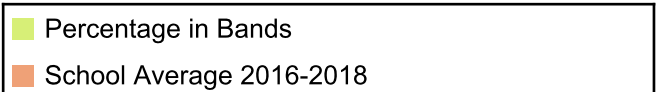
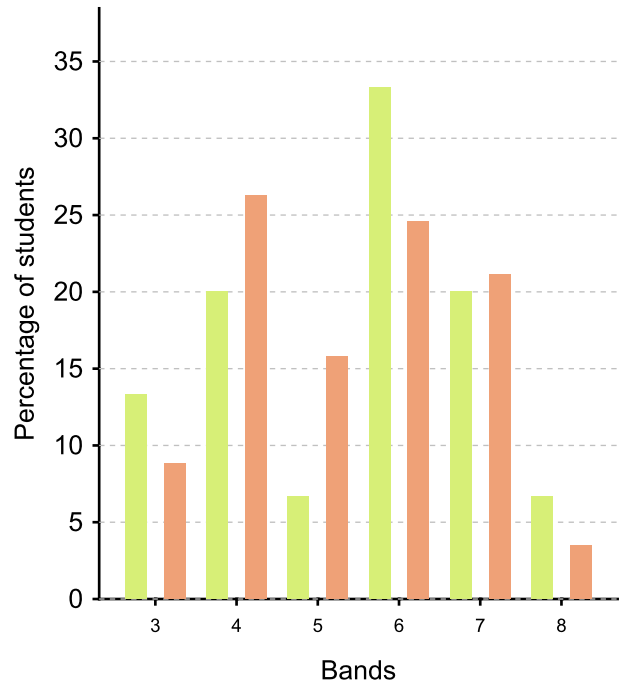
Percentage in bands:
Year 3 Writing



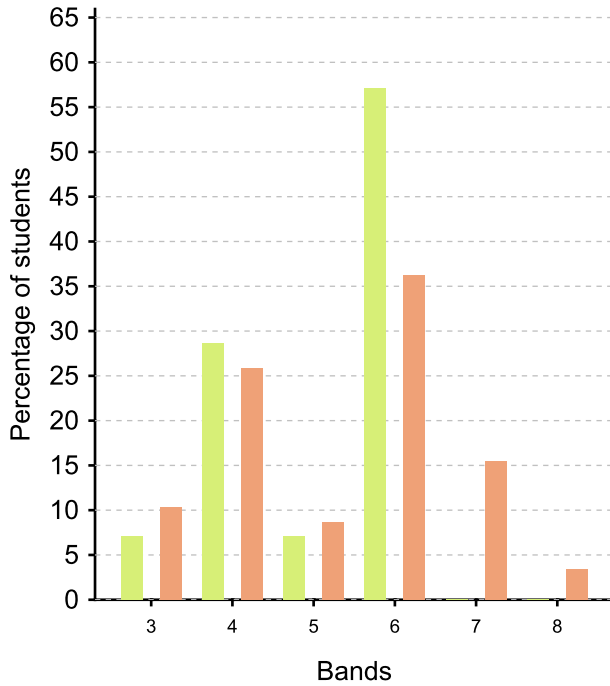
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

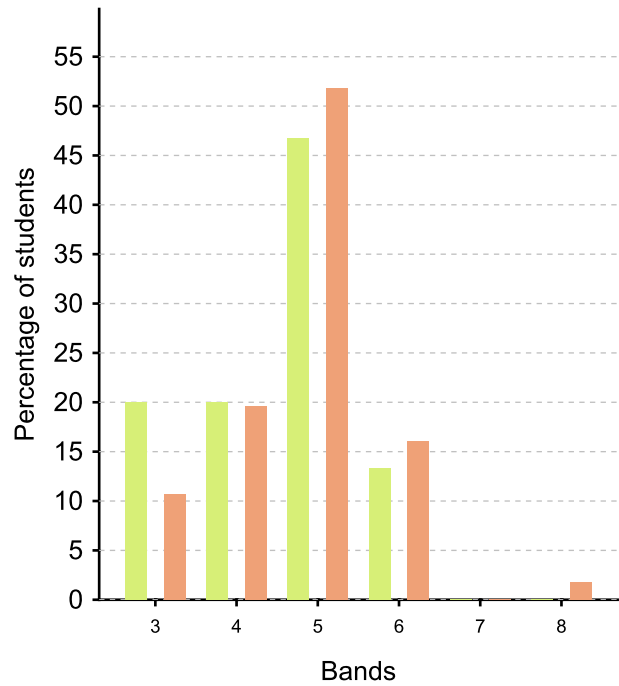


Percentage in bands:
Year 5 Reading



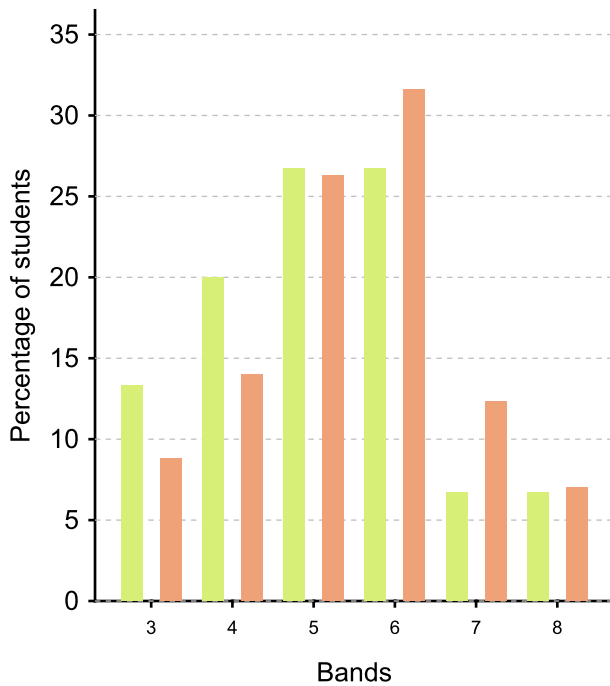
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

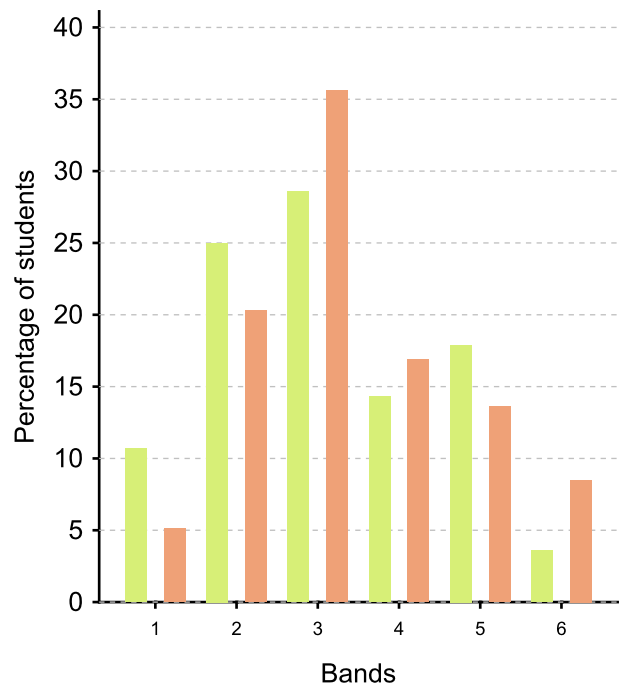
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

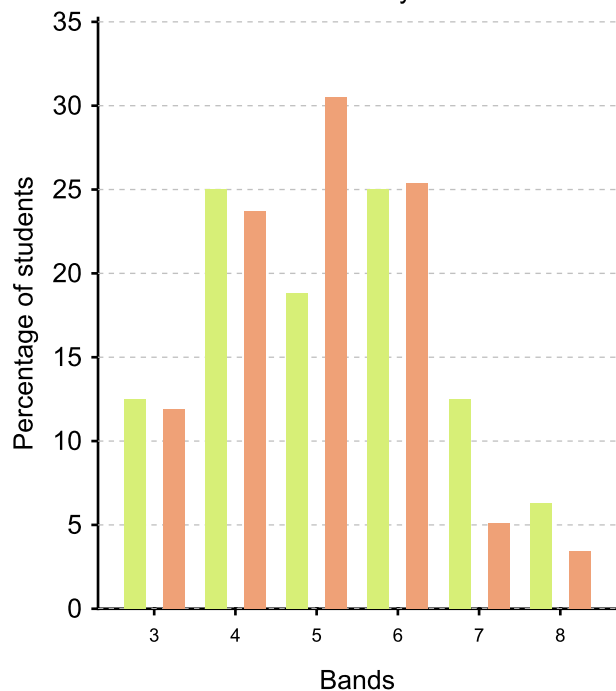
Murrumburrah Public continues to maintain a strong focus on improving literacy and numeracy results for students K-6. We maintain a strong focus on literacy and numeracy practices delivering quality programs that deliver improved student results to meet the premiers priorities.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Murrumburrah Public continues to maintain a strong focus on improving literacy and numeracy results for students K–6. We maintain a strong focus on literacy and numeracy practices delivering quality programs that deliver improved student results to meet the premiers priorities.

Parent/caregiver, student, teacher satisfaction

The leadership team at Murrumburrah Public School regularly solicits and acts upon feedback on its performance from students, staff and the community through a vary of means including computer generated and paper-based surveys.

The evaluation process to gauge parent satisfaction showed high levels of satisfaction relating to the educational opportunities provided, including extra-curricular activities, parents felt welcome at the school and that their feedback was valued by the school. Many parents also expressed their satisfaction with Murrinip—the 'Before and After School' program. The Best Start and transition-to-school processes were scrutinised using paper based surveys. Over 56% of parents returned the surveys and suggestions for improvements were acted upon.

Teachers and School Learning Support Officers indicated that they understand their part in achieving the school's strategic directions and improvement measures and this is documented in their PDPs and Assessment and Reporting procedures. They indicated high levels of job satisfaction and they felt well supported by the executive.

Students indicated that they overwhelmingly feel safe at school and that their learning is important to them.. They also indicated that their teachers know them well and understand how they learn.



Policy requirements

Aboriginal education

Aboriginal perspectives are included in every curriculum area ensuring Australia's indigenous heritage is understood, respected and celebrated. Aboriginal national days and weeks are celebrated, with visiting cultural performances and local Aboriginal elders and community members involved in providing learning opportunities for students K–6. Artworks created during these activities are displayed proudly around the school and in the office foyer. Acknowledgement of Country is proudly recited by senior students or staff at school assemblies and events.

MPS is committed to the Murrumburrah 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 Murrumburrah 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 literature 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

Murrumburrah Public School has a rich and successful history in team and individual sport performances and 2018 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.

2018 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, Rugby Union, league tag and soccer. We had varying success in these state knockout competitions with all teams playing with great sportsmanship and competition.

Due to various early round byes, our boy's cricket team saw themselves in a third round clash with Cootamundra Public School. MPS battled valiantly with the bat, putting on a respectable total of 62 runs in the first session of play. A strong Cootamundra batting effort, however, achieved the run total with in the allocated overs. Well done to our MPS representatives who displayed all of our school values as well as played with sportsmanship and enjoyment. A great day was had by all.

Boys and girls touch had another great year. With both teams having a bye in the first few rounds saw us all travel to Cootamundra to play. The boys played first and came up against a very well drilled Cootamundra side and unfortunately the boys went down. The girls also took on Cootamundra and in a tightly contested match which went into extra time and only 3 players on each side left saw our girls go down by one try. Well done to all those who participated. Hayley Hambrook, Bella Paulissen, Bonnie Abnett, Amelia Rowan and Heidi O'Connor represent District were selected in the

district Touch Football Team team to represent at Riverina Trials

2018 saw senior MPS students compete in the Young round of the Mortimer shield rugby league and league tag competition. Our school fielded one boys' team in the tackle and two girls' teams in the league tag. What was a cold and windy day was soon heated up by an array of fierce and fiery competition. Our boys' team was solid all day, going down in two narrow losses and securing one convincing victory. Our female cohort played valiantly throughout the day in what was a gruelling and tough display of completion. At the end of it all, one of our girls' sides managed to secure a spot in the Mortimer Shield finals that were to be held in Wagga Wagga. All students conducted themselves in a professional manner and played in the spirit of the day.

Year 3/4 and 5/6 students participated in the McTaggart Cup Rugby Union Gala Day at Connelly Park in Wagga this year. The competition was very strong, and all teams displayed great game skills and sportsmanship. We did not come away with the win, but we certainly showed that our small school is growing within the Rugby Union challenges.

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. The competition took place at Roberts Park with teams from all around the area coming to compete. MPS had a spectacular showing with 5 teams being present on the day. Students conducted themselves with great behaviour, displaying all three of our PBL values towards staff, peers and referees.

In soccer this year, the boys proved to be a strong team in a very competitive draw. The boys started with byes and was in round 4 where they played Young. They were defeated by Young 3–1 in a very competitive game. The girls made it to round 5 of the Riverina draw. They were up against South Wagga. They were defeated by an exceptionally talented team but should be very proud of their effort. Bella Paulissen, Brooke Emms, Jack Brooker and Charlie Lenehan were selected in the district soccer team to represent at Riverina Trials.

Swimming in 2018 was very successful; we had around 30 students represent the school at the district carnival in Temora with Charlie Lenehan placing runner up in 11 year boys age group. Charlie Lenehan and Brooke Emms went on representing District at the Riverina Carnival in Albury.

Cross Country also saw some great individual performances from our MPS students. We had many compete a district and Riverina level. Charlie Lenehan went on to represent Riverina at the state carnival. This is a brilliant achievement by Charlie.

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 all went on to represent Cootamundra Zone at the Riverina carnival

held in Albury.

In term 4 all students from 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 Georgie Campbell all students were able to access extremely valuable swimming lessons and water safety programs.