

Murrurundi Public School

Annual Report



2018



2686

Introduction

The Annual Report for **2018** is provided to the community of Murrurundi 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.

Rebecca Hopkins

Principal

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School background

School vision statement

Murrurundi Public School has a mission statement –"Pride in our Heritage and Confidence in our Future" and this is reflective of the practices and focuses the school has. We strive to develop self motivated, independent and confident students who love learning and are active participants in academic and wellbeing improvement. Murrurundi Public school is student focused with high staff expectations and strong focused teaching as priorities.

School context

Murrurundi Public School is committed to achieving high quality learning outcomes for its 57 students, including the 11% of students who are from an Indigenous backgrounds.

Our emphasis is based on achievement in the core subjects of Literacy and Numeracy. We recognise the importance of students' wellbeing and the impact positive wellbeing has on learning. Building strong Literacy and Numeracy foundations and providing opportunities for students to be confident self regulated and engaged learners is a priority.

Murrurundi Public School is a member of the Upper Invermeil Small Schools Network and the Upper Hunter Network where schools work together to promote a comprehensive education for all students from Kindergarten to Year Twelve and a team approach for staff.

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.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Murrurundi Public School is DELIVERING.

Literacy and Numeracy, through Early Action for Success continue to be targeted through professional learning for teaching staff and high level support from the Instructional Leader. The use of evidence based strategies and effective differentiation ensure the learning needs of all students are addressed. Successful transition programs for both students entering Kindergarten and those moving to secondary school are supported by strong relationships between Murrurundi Public School and the local Preschool and High Schools. Participation in a Visible Wellbeing project has ensured a major focus on wellbeing across the school which is evident in all classrooms. At Murrurundi Public School, each student is valued and we pride ourselves on the inclusive nature of our school community. A review of the process of reporting student achievement to parents has enabled parents and students to receive effective feedback, and provides clear indications of ways to improve or progress in learning. Reporting is supported by planned 3 way interviews where students have the opportunity to celebrate their learning with their teacher and parent, and are involved in the setting of future goals.

Teaching

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

Murrurundi Public School is DELIVERING.

All teachers are encouraged to continually improve their teaching practice and participate in high quality professional learning opportunities which are linked to PDP goals and the school plan. Instructional leadership, including the provision of demonstration lessons, co–planning and teaching, coaching conversations, observations and timely feedback, along with professional learning, supports a culture of continuous improvement. The consistent collection, analysis and use of

data informs teaching, ensuring a targeted and differentiated approach that caters for all students. The implementation of Positive Behaviour for Learning (PBL) will ensure a school-wide approach to effective and positive behaviour management, resulting in productive learning.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading: Murrurundi School is DELIVERING.

The professional and supportive environment promotes a school wide culture of high expectations where the core business of teaching and learning is the focus for all teaching staff. Community engagement has been a strong focus with a community consultation document being compiled from the community survey to address the need for greater cohesion between the community and school. Many new partnerships have been forged with others being strengthened and celebrated. Instructional leadership and effective school management ensure a culture of improvement that continuously builds the capacity of teachers.

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

Visible Learning

Purpose

To develop quality teaching practices where students work towards personal, social and academic goals. Visible learning and visible teaching are practices aligned to the research of Professor John Hattie which looks at "what works best in schools to improve learning". This is where leaders of learning will develop.

Overall summary of progress

The school developed a deep understanding of learning progressions as a focal point for evaluating the effectiveness of teaching. Through reflection, teachers have begun to develop an enquiry mindset to improve both teaching practice and a deeper understanding of student learning. This is reflective of the school's current position in developing effective and consistent practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All pedagogy establishes high quality learning environments across the school with elements of teacher expectations, student engagement, explicit quality criteria and student self regulation improved to a scale of 5 over the 3 year plan. (Quality Teaching– A Classroom Practise Guide)		During 2018 the school: <ul style="list-style-type: none">• Continued to develop core structures for the implementation data collection points for effective assessment practices.• Instructional Leader provided feedback of lesson observations in Literacy and Numeracy, developed processes to ensure learning environments were conducive to effective implementation of Literacy and Numeracy focus.• continued to develop its understandings of 'learning intentions' and 'success criteria' but has not effectively implemented strategies consistently.• Continued to be supported by an Instructional Leader in the implementation of L3 guided reading, writing, quality texts, reciprocal reading and number talks.• Completed the writing of a whole school spelling scope and sequence, implemented spelling as a focus and provided staff with professional learning to support programming and assessment.
The 0.4 effect size for every student, every year in writing, spelling and numeracy are achieved.		
All school practices will identify that the school is excelling in the element of effective classroom practice in the teaching domain of the School Excellence Framework.		

Next Steps

EAFS and an Instructional Leader has supported classrooms in 2018. Classroom practice has developed in Literacy and Numeracy where teachers differentiate instruction and provide targeted intervention. Whole focus on quality texts and quality talk has developed skills in our students to articulate their understandings.

Planning across the school to include a whole school direction and focus for assessment and learning and the continuation of the updating Scope & Sequences for learning in all KLAs is a focus.

Strategic Direction 2

Visible Wellbeing

Purpose

To develop leaders who have the social and emotional skills to be successful both within and outside of the school world. UNESCO and the Centre For Universal Education report that visible wellbeing "can help students develop self regulation, efficacy, empathy, emotional awareness, creativity, curiosity, engagement, persistence and grit".

Overall summary of progress

Staff developed their knowledge of visible wellbeing through: visible wellbeing modules and leadership team training including the SEARCH framework; personal and social capability framework enabling staff and students to see their own and others' wellbeing and develop positive wellbeing, social and community values.

Positive Behaviour for Learning (PBL) began to be implemented with students, staff, parents and community being involved in the selection of the school expectations: Be Respectful, Be Responsible, Do Your Personal Best.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All school practices will identify that the school is excelling against the wellbeing element, of the learning domain, in the School Excellence Framework.		<p>During 2018 the school embarked on building its capacity as a PBL (positive Behaviour for learning) school. Tier one training was undertaken and completed.</p> <p>Following rigorous analysis and consultation with the community the school has developed its PBL school expectations of 'Personal Best, Respect and Responsibility'.</p> <p>Initial Visible Wellbeing training commenced in 2018 with all schools in the Hunter attending,</p> <p>The teachers embedded parts of the SEARCH framework into their teaching, particularly the strength module and 'see, hear, feel' and implemented wellbeing practices such as brain breaks, daily mindfulness sessions and a focus on growth mindset .</p>
School based trend data will indicate a growing reduction each year in minor behaviour over the 3 year period.		
The Visible Wellbeing Survey will indicate an increasing growth in social and emotional skills, for each year of the 3 year period.		

Next Steps

Wellbeing is an important focus where all teachers are connecting with students and parents to encourage attendance, positive relations and engagement. Positive Behaviour for Learning will continue to be implemented with the expectations of Be Respectful, Be Responsible, Do Your Personal Best being embedded throughout the school and its activities.

Strategic Direction 3

Visible Partnerships

Purpose

To develop visible partnerships between the school, its parents and its community. Parent engagement goes beyond mere involvement in the school with visible cohesive relationships that engender strong links between home, school and community and ensure community confidence in the school is high.

Overall summary of progress

Staff developed their knowledge and understanding around the school plan, school partnerships, school policies and future directions.

Strategic resources such as knowledge/expertise for workshops, supplies, resources, catering and advertising were utilised to support innovative teaching and learning.

A school-wide student and community cultural connection through music and the arts was rebuilt through the utilisation of the local community's artistic talent. InvigorART was hosted by the school and provided art workshops in painting, drawing, print making, sculpting and digital media to the students of our Upper Invermein Small Schools – Murrurundi, Blandford, Ellerston and Belltrees Public School. Local artists provided the workshops over three consecutive days culminating in an exhibition for parents and community with a local artist as guest speaker and providing feedback and encouragement to the students.

Many community events were held at the school or within the community and assisted in building relationships with the parents and community members: Biggest Morning Tea, Scarecrow Day, Carols by Candlelight, NAIDOC Day, Grandparents' Day, Power FM (local radio station) breakfast, ANZAC Day, Community Carolling (students sing Christmas carols in the town at the hospital, Murravale Retirement Home, Liverpool Lodge Independent Living and town centre), CWA International Day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All school practices will identify that the school is excelling against the educational leadership element of the leading domain in the School Excellence Framework.		Community consultation has resulted in developing processes and practices to ensure the school emphasises developing effective instructional leadership, management skills and leadership
Sustained improvement on the School Assessment Tool for engagement with parents and community will be evident across the 3 years.		
Community consultation meetings indicate that the school operates effectively and is using connections created between the school, parents and local community.		

Next Steps

Relationships and partnerships will continue to grow through the involvement in and organisation of events that invite the greater community to enjoy our students and their work.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12562	NAIDOC Day celebration Funded a third teacher and allowed Principal to work on the management of the school and the rebuilding of community partnerships resulting in improved staff wellbeing and community involvement.
Low level adjustment for disability	\$28224	Funded a third teacher and allowed Principal to work on the management of the school and the rebuilding of community partnerships resulting in improved staff wellbeing and community involvement.
Socio-economic background	\$70251	Funded a third teacher and allowed Principal to work on the management of the school and the rebuilding of community partnerships resulting in improved staff wellbeing and community involvement.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	21	27	21	24
Girls	29	34	29	25

Student attendance profile

School				
Year	2015	2016	2017	2018
K	88.7	94.4	91.7	92.5
1	90.7	89.7	91.1	94.4
2	92.5	91.7	87.2	89.3
3	95.5	93.1	92.5	89.3
4	84.9	92.2	87.1	93.3
5	88	89.4	90.3	89.6
6	89.6	91.4	83.1	88.2
All Years	90.3	91.8	89.1	90.8
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

Murrurundi Public School staff are continuing to implement proactive strategies to encourage high levels of student attendance. Developing stronger home-school relationships with those students at risk has greatly improved attendance here. Although some of these students are still of concern there is good improvement and acknowledgement of parents' effort. An update to the school attendance policy has provided clear procedures for contacting families in the event of student absence and follow up of unexplained absences within seven days. All students are encouraged to aim for greater than 90% school attendance and students who achieve this goal are acknowledged each term.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.07
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

There are currently no members of our staff who identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	84
Postgraduate degree	16

Professional learning and teacher accreditation

K-2 teachers at Murrurundi Public School have undertaken L3 (Language, Learning & Literacy) professional learning whilst being supported by the Instructional Leader and Literacy and Numeracy Trainer. The Instructional Leader led professional learning and coaching sessions for teacher in the use of targeted teaching and intervention strategies, utilising data to inform teaching practice and the use of the National Literacy and Numeracy Progressions. Building Numeracy Leadership professional learning encouraged teachers to begin "number talks" with the support of the Instructional Leader. Staff also participated in The Impact of Trauma on Learning and Visible Wellbeing training through the Where There's a Will foundation.

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	87,591
Revenue	852,120
Appropriation	819,505
Sale of Goods and Services	-1,575
Grants and Contributions	33,389
Gain and Loss	0
Other Revenue	0
Investment Income	801
Expenses	-911,971
Recurrent Expenses	-911,971
Employee Related	-784,486
Operating Expenses	-127,485
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-59,851
Balance Carried Forward	27,740

A range of effective data management methods and technologies were used to ensure that the school's resources and staff were efficiently organised and managed to provide an effective and safe learning environment as well as value for money. This included the appropriate delegation of tasks to the staff and monitoring and ensuring that accountabilities were met.

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	581,730
Base Per Capita	9,668
Base Location	16,739
Other Base	555,322
Equity Total	111,036
Equity Aboriginal	12,562
Equity Socio economic	70,251
Equity Language	0
Equity Disability	28,224
Targeted Total	114,646
Other Total	74,877
Grand Total	882,289

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, 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.

Murrurundi School has insufficient numbers of students in year 3 and year 5 to be able to report on NAPLAN results as the graphs would identify individual performances.

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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.

Murrurundi School has insufficient numbers of students in year 3 and year 5 to be able to report on premiers priorities as the graphs would identify individual performances.

Parent/caregiver, student, teacher satisfaction

P&C President's Report:

I am pleased to present my President's report to the 2019 AGM covering our achievements of the last 11 months of the 2018/2019 year.

Some of the achievements include:

Increased participation of members at meetings

Increased participation of volunteers at P&C held events

Successful Scarecrow Day

The sandpit has been fixed and filled

Money raised for the Cancer Council at the Biggest Morning Tea

Bunnings sausage sizzle

Easter and Christmas Raffles

Mothers and Fathers Days stalls

Fundraising for the Year 5 and 6 Canberra excursion

Community Consultation Plan

Partnership with the Lions Club for Carols by Candlelight

Thunder West BBQ

Hosting Oxley College for drought relief visit

Implementing the nit busters program

The organisation of bank cards for easier purchasing of supplies

The Charity Golf Day

InvigorART catering

Helping organise the Year 6 farewell dinner

Bringing the uniform code into line with the DoE policy.

Running a successful canteen

As a committee we have provided advice and recommendations to the principal for the updating of the uniform policy, school budgets, have provided representation on panels for staff interviews and the community consultation plan.

I am grateful for the support received from the Principal, Rebecca Hopkins and the School Administration Manager (and keeper of all knowledge) Judith Wilson throughout the year. I would particularly like to thank Nikki Gorst for her efforts and valuable contribution. It was a delight to work with such a committed treasurer.

I would like to acknowledge the contribution and efforts of Stephanie McPherson in the successful running of the canteen this year, Sarah Power and Natalie Kedwell for their work in the uniform shop, Lee Taylor and Amy Barbour for their outstanding efforts in the footy doubles fundraising. To all members and volunteers that assisted to make 2018 a successful year – thank you.

Policy requirements

Aboriginal education

In 2018 Aboriginal Education was a focus with workshops for students about Aboriginal culture. We recognised the importance of Aboriginal culture through the celebration of NAIDOC Day where students participated in a variety of Aboriginal art and cultural activities to celebrate the Aboriginal culture. Guest speakers included Aunty Fran Bunn, Wiradjuri Elder and Renee Houldsworth of Winanga–Li Aboriginal Child and Family Centre who addressed the 2018 theme "Because of Her We Can". The Wallhallow Public School students, 100% of them identifying as Aboriginal, performed songs and dances that proudly displayed their heritage.

Multicultural and anti-racism education

Murrurundi Public School has a diverse community with several nationalities including Indian, Lebanese and Aboriginal. We implement programs and initiatives to ensure an inclusive school and a learning environment free of racism. We incorporate multicultural perspectives through the mandatory cultural units and through multicultural texts used during literacy and the many information texts available in the library and online. This has enabled students to understand, appreciate and respect multiculturalism.

A Harmony Day celebration was undertaken to acknowledge the diverse nationalities at our school. We had a variety of visiting performances including Musica Viva and African Drumming which exposed our students to cultural events and practices from other

countries. Students have also been involved in the CWA country of study. Students produced art work and projects on a country, chosen by the CWA.

Students are working towards identifying as part of an emerging world community and understanding that their actions contribute to building this community's values and practices. An anti racism officer is trained and available for issues regarding racism.