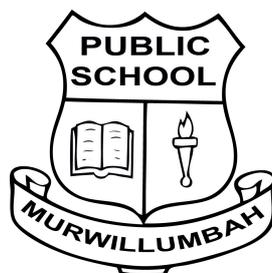


Murwillumbah Public School

Annual Report



2018



2687

Introduction

The Annual Report for **2018** is provided to the community of Murwillumbah PS as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Les Daley

Principal

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Message from the Principal

It gives me great pleasure to present the 2018 Annual Report for Murwillumbah Public School. This report celebrates our successes throughout the year, as well as identifying school priorities and future directions.

Murwillumbah Public School fosters a safe, stimulating and supportive learning environment. We recognise individual needs and talents of children and provide programs that enable students' to fulfil their potential. We have a highly dedicated staff who provide an inclusive environment where all students are nurtured and encouraged to achieve their full potential academically, socially, physically and emotionally.

The school enjoys an outstanding reputation in Music, Dance, Computer Technology, Literacy and Numeracy and has a long standing tradition of educational excellence and involvement in the community.

Murwillumbah Public is an energetic school that promotes a love of learning, celebrates successes and develops a strong sense of values and community pride.

This report is further testimony to the achievement of our children and the partnerships forged with our community.

Les Daley

Principal

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 290 students, including 30 Indigenous students.

The school is strongly recognised in the community for its outstanding Creative Arts and Dance programs along with our stage three 21st Century Learning future focussed classrooms. 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.

Learning

In the domain of Learning, teachers have implemented quality teaching and learning programs with integrated units of work based on the NSW syllabuses K–6. This provided equitable learning opportunities, quality differentiated instruction and personalised learning practices to support the diverse learning needs of all students and promote learning excellence. As a result, there is a stronger student-centred focus in all learning environments with increased visibility and consistent use of negotiated learning goals especially in literacy and numeracy programs. Student friendly rubrics and assessment tasks designed and informed by qualitative and quantitative student achievement data, enable students to reflect on their learning.

At Murwillumbah Public School a 3 tiered approach to the learning and wellbeing of every student is used to enhance the effectiveness of our products and practices. The Wellbeing Framework contextualises wellbeing for individual students, school settings and our local school community. MPS ensures its Learning Support and Positive Behaviour for Learning teams monitor and track students with a comprehensive and inclusive framework in place to support the cognitive, emotional, social, physical and spiritual wellbeing of students. The wellbeing structure used is an evidence-based whole school systems approach that: addresses the diverse academic and social needs of every student to support them to be successful in early childhood settings through to senior years of schooling, enables schools to establish a continuum of supports that are intensified to meet the needs of every student, is team driven using a problem solving approach (data, systems and practices) that engages students, parents and all school staff, establishes positive social expectations for all in the school community and provides a framework for the school and its community to collectively support the wellbeing of every student.

Teaching

Teachers consistently use internal and external student performance data and other student feedback to evaluate the effectiveness of their own teaching practices, and use assessment data for, as and of learning to ensure the best

possible outcomes for students. To support these goals, school-wide systems to monitor student achievement have been developed and are key to analysing practice, as we strive for continual school excellence. Stage 3 technology integration has driven collaboration among staff to collaborate and plan to deliver research based pedagogy K-6. School leaders and teachers regularly draw on qualitative and quantitative evidence of teacher practice and student achievement through formative and summative assessment, PLAN and NAPLAN data to determine student goals for achievement and to inform the effectiveness of teaching practice and school performance. As a result, all teachers are engaging with evidence-based research and are actively taking an inquiry-based approach to find creative solutions to contextual issues.

Leading

In the domain of Leading, our priorities have established an evidence-driven, dynamic whole school community, school planning and evaluation process, for the systematic collection, analysis and interpretation of internal and external data, school finances, school progress and improvement. The effective implementation of our three strategic directions throughout the year is based on building the leadership capacity across the school. We did this by providing opportunities to teachers across the school who were interested in building their leadership skills. These staff were given programs to lead, drive and implement across the school K-6. This has enhanced teachers skills and allowed them to develop their leadership practice in the school. The programs developed were integrated across the school in line with the School Plan, eg: STEM, Literacy and Numeracy Initiative and SRC. To this end, the leadership team has been successful in leading the projects outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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/self-evidence-guide>

Strategic Direction 1

Purpose Future Focused Learners

Purpose

All staff at Murwilumbah PS are committed to providing excellence and equity for every child. Our students will be motivated to reach their full potential through a creative and innovative explicitly designed, but differentiated rich teaching and learning experiences that focus on the development of high literacy, numeracy, ICT and future focused skills. Students will become confident, passionate and engaged learners who set personal learning goals, are critical and creative thinkers who possess 21st Century ICT fluencies.

Teachers will use evidence based teaching strategies to create differentiated individual learning paths that support student achievement and the development of literacy, numeracy and Future Focused Learners.

Overall summary of progress

21st Century learning is a continuous focus for Murwillumbah Public School. Technology is used to support and redefine the learning experiences for students. Teachers have used technology to collaborate and plan teaching and learning programs. This process has ensured consistent curriculum delivery for all students, including strategies for differentiation and consistency of teacher judgment.

Professional Development for staff was aligned to the School Plan during semester one and focused on the expert integration of Google Apps for Education. This targeted approach has enabled mentoring opportunities for staff to support and improve teaching practices within their grade and stage group.

Staff have ensured consistent practices for data collection especially in Mathematics. Pre and post test assessment data has been collected through semester 2 and this has been used to ensure consistency of practice K–6.

Students successfully used personal SMART goals to ensure alignment with school benchmarks. Students shared their SMART goals with parents during parent teacher interviews to ensure the link between home and school was evident.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective, integrated approach to future focused pedagogy, curriculum, planning and delivery which is reflected in observations, programming and student learning.	Updated STEM resources \$5000	Collaborative learning practices are evident within stage teams. This has been enabled with scope and sequences specifically in the area of mathematics and literacy. The Stage 2 STEM project and Stage 3 digital classrooms have facilitated collaborative practice in programming and assessment developing 21C fluencies. Staff knowledge will be further developed in 2019 with collaborative programming being a focus.
Quality teaching is reflected through school scope and sequences that focus on differentiated learning and consistent classroom practice to ensure a variety of high quality assessment processes.	Teacher release to engage in additional targeted, professional learning in relation to quality teaching and learning. \$20 000 Release/Casuals to cover stage teams to conduct SMART goal meetings with parents, terms 1 and 4. \$9000	Staff feedback has included the use of data walls for literacy. Success criteria has also been used to facilitate consistent feedback for students with STEM programs. Students have reflected on personal learning goals using an agreed strategy K–6. Students reflected on their SMART goals at parent teacher interviews at the start and end of 2018. Stage 3 have used technology to enhance the way their feedback is given and to set high expectations through success criteria and learning goals. Student SMART goals are used in conjunction with teacher/ parent identified goals to enhance student achievement.
Increase the number of students that achieve their year appropriate expected growth in	\$15 000 to employ casual teacher to work with individual targeted students	K–6 assessment data has been collected through pre and post assessment data in mathematics in line with MPS Maths Scope and Sequence. K–6

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
literacy and numeracy.	in literacy and numeracy.	reading levels have also been collected to show growth overtime. Teachers will develop their knowledge of collaborative data collection systems incorporating ICT in 2019 to ensure consistent practices.

Next Steps

Teacher capacity will be developed to support collaborative practice and assessment of student achievement in line with school plan processes.

Teachers will deepen their knowledge and understanding of data skills and how to best use this as evidence when assessing the effectiveness of teaching, learning and assessment programs. Explicit assessment data will be used to identify student achievement and where to next. Teachers will deepen their knowledge and understanding of effective student feedback using current research.

Students will develop their capacity to self assess and monitor their achievement in line with SMART goals. Staff will also develop their knowledge of learning intentions and success criteria to enhance teaching and learning programs.

Strategic Direction 2

Purpose 2 Leadership

Purpose

To promote the school as a vibrant professional learning community where leadership is a quality of all teachers. Professional learning is directly related to student outcomes and achievement, is ongoing, collaborative, school-based, individual and collective with opportunities to share and learn from each other.

Overall summary of progress

Leadership roles were distributed amongst identified staff across through school. These identified staff members were responsible for the planning, implementation and assessing of prioritised school initiatives outlined in the School Plan.

STEM was a priority at Murwillumbah PS with all Stage 2 staff being a part of the University of Sydney STEM academy . A staff member was responsible for leading this project throughout Stage 2 including program and project designing and implementing, parent sessions and reporting back to the STEM academy and staff. Another staff member lead the implementation of STEM in Stage 3 with project based inquiry activities being implemented using STEM Share Kits which were resourced through State Office.

The Premiers Literacy and Numeracy Initiative was implemented by a teacher who collaboratively planned, team taught and aligned individual learning needs with Stage 1 teachers in reading groups and Stage 2 teachers in maths groups. This teacher also lead LaST in Stage 3 with students who identified with either Literacy or Numeracy learning needs.

School resources were identified to support staff who were responsible for leading programs such as SRC, School Promotion and K-6 Peer Support program. All organisation and running of these programs were the responsibility of the identified teachers.

All staff engaged in Professional Development courses throughout the year, aligning to their PDP's and School Plan. As a result all staff have had the opportunity to develop their leadership skills in identified areas. PDP's have been completed and signed off by the Leadership Team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased leadership opportunities for all staff.	Attendance at STEM project by stage 2 team. Stage 2 team attend STEM project in Coffs Harbour in terms 2 and 4. \$7200 for fees, casuals and accommodation.	A Stage 2 teacher lead Stage 2 in the University of Sydney STEM Academy. which also resulted in the inservicing of staff in STEM inquiry based projects. An opportunity was provided for a staff member to be relieving Assistant Principal in Term 4, supervising Support Staff.
Distributed leadership model used to enhance staff leadership practices.	Instructional leader employed \$70 000	Staff have taken on leadership roles within the school in identified areas of STEM, PBL and Literacy and Numeracy Initiative. They have led these programs across the school, presented at Staff Meetings, team taught with other staff members and planned explicit teaching and learning programs.
All school leadership activities and teacher PDP's are aligned to the school plan.	\$3500 for planning days with supervisors and mentoring	Staff have set goals in their PDP's and have engaged in Professional Learning opportunities to align with these goals and the school plan. This has enhanced the development of leadership skills across the school. PDP's have been completed and signed off by Supervisors.

Next Steps

Staff will continue to be identified through a distributive leadership model. All staff will have the opportunity to develop and strengthen their leadership skills through professional learning and mentoring and coaching with the Leadership Team. QTSS days will be set up to provide other staff with leadership upskilling and modelled instructional leadership.

School initiatives identified in the School Plan will continue to be provided with resources and support to allow smooth and cohesive leadership leading the implementation of these programs.

All staff will continue to improve their practices in Data Collection, PBL, STEM and Literacy and Numeracy programs as outlined in the School Plan.

A professional learning plan for teachers will be developed and delivered on identified aspects of literacy and numeracy, ensuring a deeper shared understanding of quality teaching. The focus for Literacy in 2019 will include Reading – texts, fluency, longer, sustained reading and Comprehension Writing and a K–6 development of a Spelling Scope and sequence.

In focus in Numeracy will be on Place Value, Multiplication and Division and Patterns and number Structure in numeracy. The Instructional leader along with the Principal will review student data from Internal and external assessment, every 5 weeks K–6 each term. Data will be collated onto data walls and shared at stage meetings. Collaborative planning days will be led by Instructional Leader to provide quality instruction and ensure consistency of delivery across the grades. Teacher feedback and regular observation of lessons will provide evidence of effective practice. Members of the executive support teachers to achieve and maintain their accreditation through regular meetings, discussions around goals and feedback on general performance.

Staff will have the opportunity to identify their leadership aspirations via surveys and PDP goals. School programs and professional learning will be organised to support staff with their PDP's.

Strategic Direction 3

Purpose 3 Student Wellbeing

Purpose

Providing a well being program that promotes a safe, respectful and active learning environment. To promote harmonious relationships within our diverse society, embedding a system of values that develop students' social conscience. We will develop students who are resilient and recognise effort and perseverance in order to achieve goals; who generate and evaluate knowledge, ideas and possibilities whilst exploring various pathways and solutions.

Overall summary of progress

All students at MPS have had a wide variety of opportunities to participate and develop their leadership skills. The School Leaders were pivotal in their demonstration of skill acquisition by leading the whole school assembly every week, as well as the Remembrance Day Ceremony at the Murwillumbah RSL on November 11th. 2 class leaders from each class were peer voted each term to represent their class and demonstrate responsibility. Library monitors, Band Captains and Sports Captains had a variety of leadership roles throughout the year. 36 students from Stage 3 were chosen as leaders during the Peer Support program in Term 2 and had to plan, prepare and lead groups of students K–6, as well as choose recipients for merit certificates. All students who had a leadership role displayed pleasing development and growth based on our school values of respect, responsibility and learning.

Positive Behaviour for Learning (PBL) was introduced as a whole school initiative. All staff were offered an expression of interest and the school PBL team was established. The PBL team attended a 3 day training course and an Action Plan and matrix was established. Lesson plans were discussed and designed by all staff to promote ownership and successful implementation. Consistent expectations were established and developed in the form of fortnightly lesson plans, based on non–classroom settings, addressing areas of concern. Student Welfare data was collated and analysed to provide future planning and direction. School wide evaluation was completed by all staff.

The implementation of PBL provided every student with explicit teaching and clear expectations in all non–classroom settings. PBL lessons were formatted in Google Slides and taught in a fortnightly program. An acknowledgement system was established with the provision of green chance cards given to any student following taught expectations. Information on current PBL lessons were published in the school newsletter. A school–wide competition was established for a school mascot, with the winning design and name announced. Pozzy Pete the Possum is born! Fortnightly expectations were printed, laminated and displayed in key areas of the school, creating a visual presence that reinforced expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School PBL data reflects a positive school culture with 75% (2018) 80% (2019) & 95% (2020) of students represented in the green zone on PBL data triangle.	Funding allocated to support all programs that provided leadership opportunities throughout the school. \$18 000	Over 190 students (67%)were involved in a wide variety of Leadership programs throughout the school year. All students were given equal opportunity to develop leadership skills through different well being and curriculum programs such as Band Leaders, Library monitors, Peer Support, Sport Captains, School Captains, SRC and Class Leaders.
Student, staff and parent satisfaction survey data testifies that the school is: <ul style="list-style-type: none"> • A caring and safe learning environment • Teachers model and promote the PBL values of respect, responsibility and learning to all members of the school community. 	T&D for school admin staff.	Sentral data, student report data and teaching programs audited to measure effectiveness of PBL framework, to ensure a consistent approach to improving student behaviour and learning.
Student attendance data represents 92% attendance averages with 0% deviation for	PBL team –Professional Learning release. \$ 5000	By establishing consistent expectations across all non classroom settings, and teaching all students explicitly, the majority of students at MPS

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Indigenous students.		responded positively to new PBL initiatives. By analysing EBS detention data, more than 80% of students were able to follow expectations each week in all non-classroom settings.

Next Steps

Student leadership is an integral priority at MPS. All students are offered an opportunity to apply, demonstrate and fulfil leadership criteria. Current leadership schemes have proven to be successful and will continue to be pivotal in our student welfare policies. Existing leadership programs will be enhanced and improved on by introducing a new initiative of Student Voice. Chosen leaders will be challenged with higher expectations and responsibilities, such as PBL recap at the whole school assembly, Leaders Awards, invitations to attend PBL meetings to voice opinions and give suggestions, and extra leaders in Stage 3 to support current school leaders. Year 5 students who express an interest in leadership, will be upskilled by Year 6 leaders and provided professional development in specialist leadership courses.

The implementation of Positive Behaviours for Learning (PBL) has enabled all staff to deliver clear and explicit expectations in all non-classroom settings. Lessons were collated and programmed across K-6 to provide consistency and success. A new PBL team has been established, with 100% commitment from all staff. PBL lessons will now be taught weekly, to ensure succinct and clear expectations are taught and met. PBL wall is established in staff room, with current lessons and weekly news available for all staff. A newsletter blurb is regularly included in newsletters with photos of students and Pozzy Pete the Possum. All staff will be issued with bumbags to take to playground duty, complete with prompt cards, enabling consistent and explicit expectations are reinforced. Student Welfare data will be analysed to ensure current playground issues are identified and modified.

All students will benefit from the continuation of PBL. Expectations for every non-classroom setting will be explicitly taught every week, and AP will ensure consistency by visiting every classroom during the PBL lesson time. Students will continue to receive green chance cards for following taught expectations, with the extra initiative of an end of term excursion provided. School leaders will also award 4 students each week with a PBL certificate for following expectations. Signage will be professionally printed and displayed in prominent areas around the school to provide a visual presence and support expectations. Stage 3 students will use ITC skills to make supplementary lessons on Google slides. AP will be provided with extra time off class (1 day each term) to collate with LaST and evaluate success of PBL and future plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO Officer employed \$29 925 \$4000 support for families	In 2018, an Aboriginal SLSO officer was employed four days a week to work closely with Aboriginal students. This also included maintaining connections with external support services and community organisations. 100% of ATSI students had PLP's Inclusion of non-Indigenous students in a number of activities promoted a greater understanding and acceptance of Aboriginal culture.
Low level adjustment for disability	Learning and Support Teacher (FTE 0.9) Additional SLSO's employed to support identified children	In the National Consistent Collection of Data on students with disabilities, 79 students were identified as being provided with a supplementary adjustment to their learning.
Quality Teaching, Successful Students (QTSS)	.509 QTSS Staffing Allocation	Executives and team leaders were released to support their teams through team teaching, lesson observations and programming support.
Socio-economic background	\$23 000 \$30 000 \$110 000 \$20 000	Staff/parent/student goal setting planning days for each Semester Additional personnel to bolster student literacy and numeracy and wellbeing initiatives including provisions of school uniforms, textbooks, excursions and in-school programs. Additional full time class teacher employed Continued to implement technology into teaching and learning to ensure we are future focused.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	117	121	152	144
Girls	145	147	153	149

Student attendance profile

Year	School			
	2015	2016	2017	2018
K	93.6	93.9	93.7	93.9
1	93.7	93	95.3	93.7
2	91.5	92.4	90.9	94.3
3	94.5	93.4	92	93.3
4	94.6	94	91.6	94
5	94.2	92.3	92.9	95.3
6	91.8	91.5	93.6	93.4
All Years	93.2	93	92.7	94.1
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

Positive attendance habits and rates are expected at Murwillumbah Public School. Parents are asked to provide valid reasons for any absences and systems are in place to ensure this information is communicated within the expected time frame. Reminder letters are sent home and parents are contacted if a child is absent for 2 consecutive days with no parent contact. Information regarding parental responsibilities in regard to attendance is communicated in the school newsletter on a regular basis. Where a student is identified as an attendance concern, staff work with the student and family to develop an attendance plan, in consultation with the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.15
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.62

*Full Time Equivalent

One SLSO staff member is employed at the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff at Murwillumbah have a comprehensive Personal Development Plan relevant to their individual needs. Staff have worked towards or are working towards or maintaining Proficient level of accreditation with the NSW Educational Standards Authority (NESA).

Professional development takes on many forms which includes grade meetings, whole school learning from staff and outside agencies, online courses, external learning, mentoring and coaching.

Mandatory compliance training was also undertaken including—Child Protection, Code of Conduct, CPR, Emergency Management, Asthma Management and Anaphylaxis Training.

On going professional learning was provided in Positive Behaviour for Learning, using ICT to enhance student engagement and learning, the continuation of the implementation of new syllabus documents, mentoring including team teaching and instructional learning from the Assistant Principals.

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	396,749
Revenue	3,268,840
Appropriation	3,099,524
Sale of Goods and Services	47,166
Grants and Contributions	120,137
Gain and Loss	0
Other Revenue	0
Investment Income	2,013
Expenses	-3,020,301
Recurrent Expenses	-3,020,301
Employee Related	-2,714,941
Operating Expenses	-305,360
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	248,540
Balance Carried Forward	645,289

Forward Budgets for the school are set by the Principal in consultation with the school executive and School Office Manager. Expenditure is monitored on a regular basis with ongoing evaluation of revenue and expenditure in accordance with audit requirements. The budgets relate to the School Plan and are regularly reviewed. This ongoing monitoring allows for circumstances such as unplanned leave or illness or the replacement of equipment items to be managed within the financial year.

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	2,170,673
Base Per Capita	58,978
Base Location	0
Other Base	2,111,695
Equity Total	341,489
Equity Aboriginal	51,592
Equity Socio economic	155,375
Equity Language	2,584
Equity Disability	131,938
Targeted Total	201,630
Other Total	236,131
Grand Total	2,949,923

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

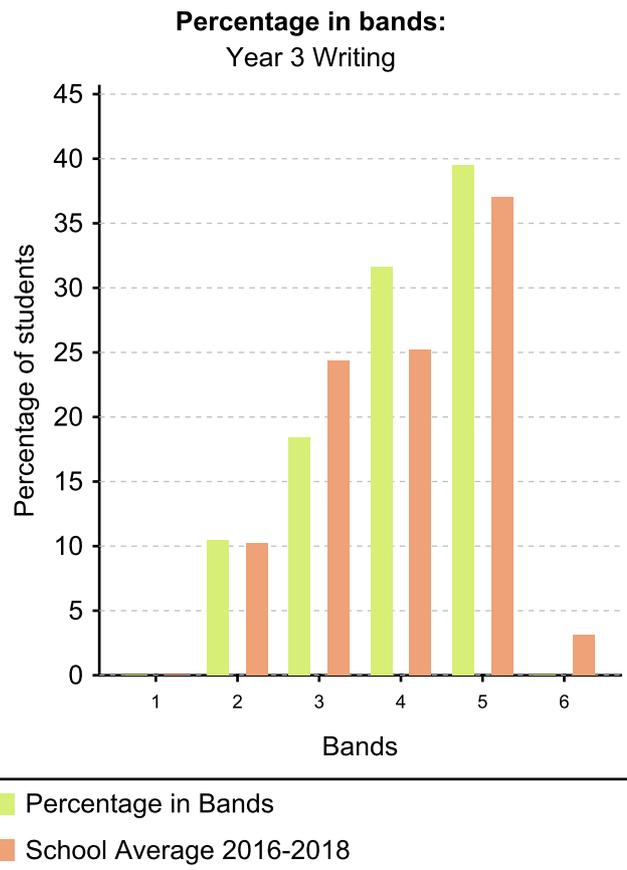
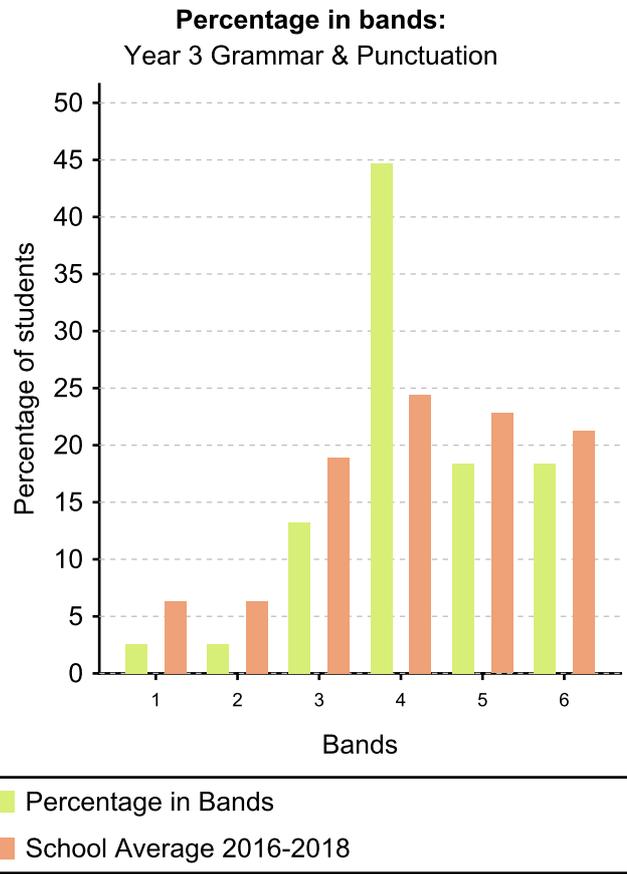
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

It is important to note that student groups do differ from year to year and thus performance can vary accordingly.

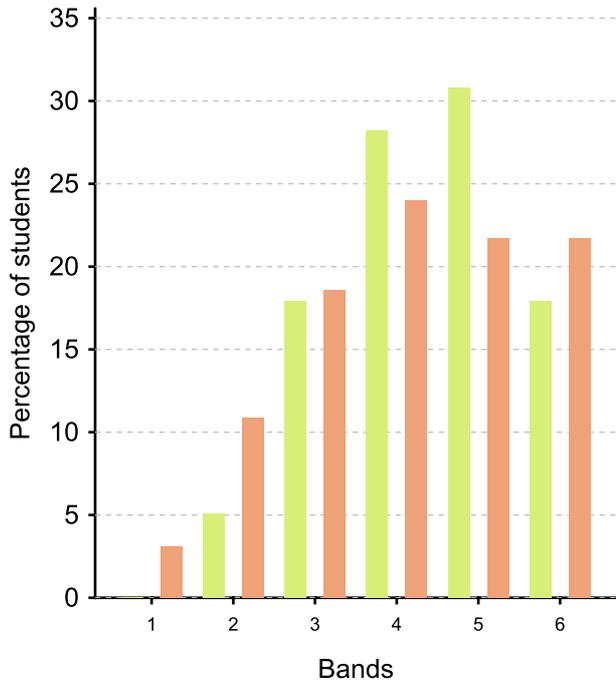
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

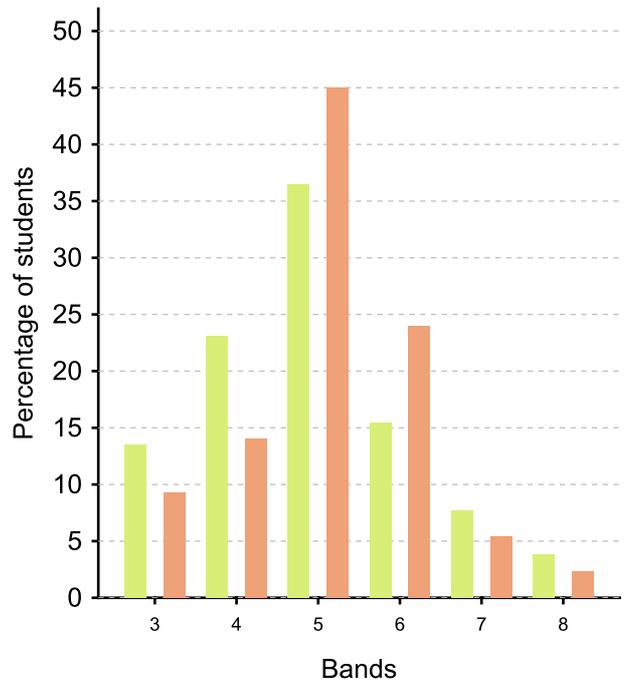
Year 3 reading results indicate 44% of students performed in bands 5 and 6. Writing results indicated 70% of students performing in the bands 4 and 5 compared to the state average of 54%. 42% Numeracy results in year 3 indicated 60% of students performing in bands 4 and 5.



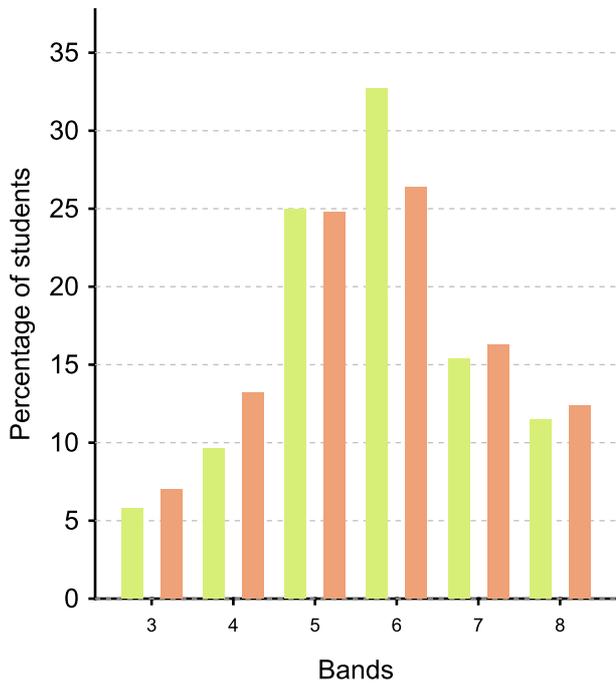
Percentage in bands:
Year 3 Reading



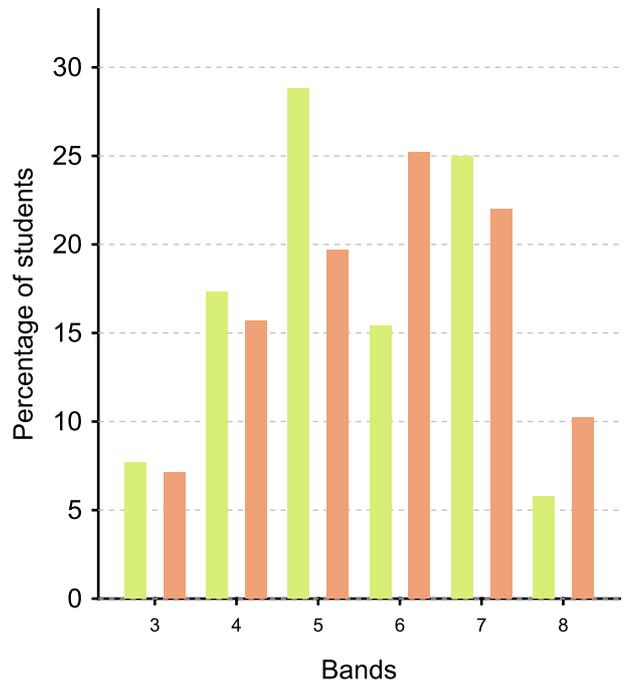
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Grammar & Punctuation



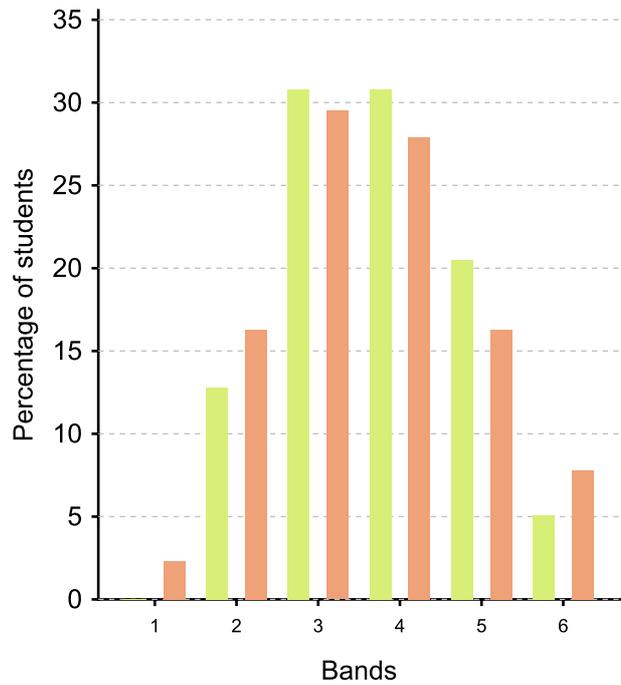
Percentage in bands:
Year 5 Reading



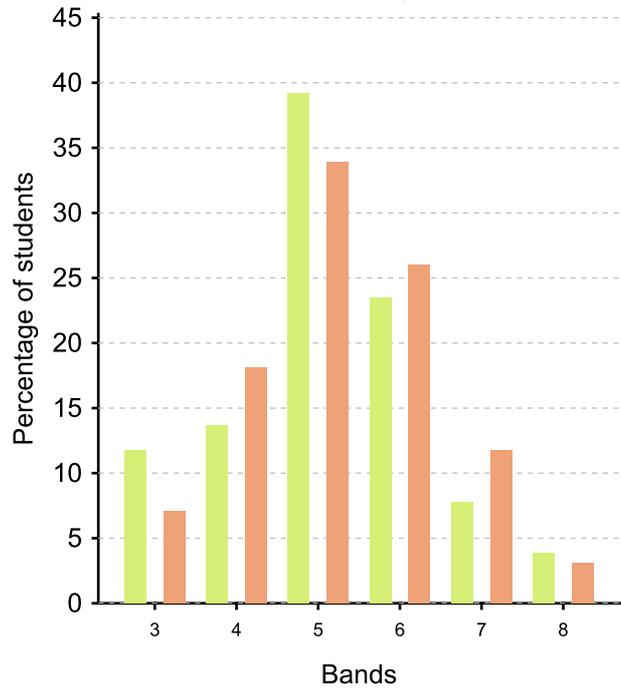
Numeracy results in year 5 indicate 65% of students performing in bands 5, 6 and 7.

Year 5 reading results indicate 30% of students performed in bands 7 and 8 compared to the state average of 34%. Numeracy results indicate 65% of students performing in bands 5, 6 and 7.

**Percentage in bands:
Year 3 Numeracy**



**Percentage in bands:
Year 5 Numeracy**



The Premier's priorities call for an increase by 8% of students performance in the top two bands.

Parent/caregiver, student, teacher satisfaction

This year the school sought the opinions of parents, students and teachers about the school. Information was gathered through Parent Teacher Goal settings meetings in Terms 1 and 4 and the "Tell Them From Me Survey" in Term 3.

Parents

Parents reported they feel welcome when they come into the school and can easily speak to their child's teachers. 85% of parents attended the 3 way interviews in Term 1, with teacher, parents and student settings learning goals for the year. Most parents believe they are informed of their child's behaviour and achievements and are able to easily understand their child's reports. Parents agreed they take an active interest in their child's learning and help with homework. Parents recognised the hard work of teaching staff and believe the teachers have high expectations for their children to enable them to succeed. They also showed recognition to the school administrative staff and how helpful they are. Parents supported the school rules and know they are clearly outlined. 85% of parents agreed the school supports positive behaviour. Most parents reported they feel Murwillumbah Public School is a safe and inclusive school where all students are encouraged to succeed and form positive friendships.

Students

Students surveyed in years 4, 5 and 6 reported they have a positive sense of belonging and feel accepted and valued by their peers. 90% of year 4 students agreed their academic and wellbeing needs were being met at school. They believe they have friends at school they can trust. Most students feel the teachers are responsive to their needs and teachers encourage them to be independent learners. Students understand there are clear rules for expectations across the school for learning and behaviour and understand the positive and negative consequences, which enable a positive learning climate at Murwillumbah Public School. 88% of students reported they believed they had an expectation of success at school. Indigenous students reported their teachers have a strong understanding of their culture and this leads them to feel good about their culture at school.

Staff

Staff reported the school leadership team work together with staff to create a safe and orderly school environment. 80 % of staff believe the leadership team support them in their teaching and learning by providing opportunities to discuss students', meet with them as a group and individually and collaboratively plan together. Teachers recognised they set high expectations for all students in all lessons whilst also differentiating the curriculum when needed. 95% of staff surveyed highlighted the importance for parent support and appreciates positive feedback from the school community.

Policy requirements

Aboriginal education

Education In 2017, Murwillumbah Public School received Aboriginal background funding. Our school promotes Aboriginal Education through curriculum content as well as through targeted programs and initiatives. Aboriginal perspectives are incorporated into all teaching and learning programs across the school. Every week, at our whole school assembly, the student leaders give an Acknowledgement of Country, showing respect for the traditional custodians of our land. All Aboriginal students had a personalised learning plan, developed with the class teacher, Learning and Support Teacher and the parents, ensuring that these students accessed the curriculum and engaged appropriately and successfully in the class programs. This year the senior school dance group performed an aboriginal dance at the Far North Coast Dance performance.

Multicultural and anti-racism education

Multicultural and anti-racism education At Murwillumbah Public School there is a focus on multicultural education in all areas of the curriculum through the promotion of programs which develop the knowledge, skills and attitudes required for a culturally diverse society. Students are helped to develop life-long understanding and skills of appreciation and acceptance and how to develop and maintain respectful relationships. The school places major significance on the delivery of programs which promote racial harmony and tolerance. Significant calendar dates, such as Harmony Day, were observed to increase student awareness. There is a trained anti-racism contact officer both staff and students can contact for any issues. The school's anti-bullying plan was updated.