

Murrumburrah Public School

2019 Annual Report



2685

Introduction

The Annual Report for 2019 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.

School contact details

Murrumburrah Public School
Albury Street
MURRUMBURRAH, 2587
www.murrumburr-p.schools.nsw.edu.au
murrumburr-p.school@det.nsw.edu.au
6386 2209

Message from the principal

Murrumburrah Public School has enjoyed another highly successful year in 2019. Against a back-drop of rural decline and ongoing drought, our school continues to thrive. This success is underpinned by three key elements that promote quality teaching and learning programs for all our 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 2019.

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 2019.

- the Instructional Leader continued to provide 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 resulting in excellent outcomes,
- the introduction of STEM has been a catalyst for renewed curiosity K–6,
- participation in Quality Teaching Rounds research – University of Newcastle enhanced our understanding of the impact of research upon quality practice,
- whole school production of the pantomime Cinderella and Rockefeller provided valuable opportunities for enrichment K–6.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

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.

Increase the number of students who achieve their year appropriate expected growth in reading, writing and number.

Improved levels of student wellbeing and engagement, including improved student attendance to match state average.

Increase levels of Aboriginal students who feel good about their culture and that teachers understand their culture.

Overall summary of progress

The whole school focus on developing and monitoring learning opportunity for individual students, particularly in literacy and numeracy has resulted in the school being able to meet the Premiers' Priorities for 2019. The Instructional Leader worked shoulder-to-shoulder with teachers to build their capacity to effectively use the Learning Progressions to respond to students learning needs. The implementation of L3 strategies K–2, facilitated an increase number of students achieving one year's expected growth in reading, writing and number. 3–6 students benefitted from the implementation of The Engine room in every classroom with additional SLSO's to assist with the delivery of tight, targeted teaching. NAPLAN results indicated no students preformed in the bottom two bands for reading or numeracy.

Tell Them From Me surveys indicated a 4% increase from 2018–2019 in students who had a positive sense of belonging. This represents 4% above the state average for 2019. The school has maintained a score of 88% of students with positive behaviour for the last two years, which is 5% above state average. Student school attendance for 2019 is .2% above state average, with an increase of .1% from 2018–2019.

According to a school based survey, Aboriginal students indicated that they have an increased their understanding of their culture and that teachers have an understanding of their culture.

Progress towards achieving improvement measures

Process 1: Curriculum Delivery

Students understand how they learn. They set and achieve their learning goals through learning experiences that are student centred and self-regulated.

Evaluation	Funds Expended (Resources)
Tell Them from Me surveys indicate 3% above state average students value schooling outcomes.	
School based survey K–6 support this finding.	

Process 2: Focused, Differentiated Learning

Students access targeted support, extension or enrichment to maximise their potential. They receive and provide feedback about their learning. Their learning is data driven and based on formative assessment and the learning progressions.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

A sustained upward trend in NAPLAN data supports the direction the school is taking to address the needs of all students. Keeping in mind, we have been urged by the Murat to approach 2019 NAPLAN results with caution.

Process 3: Student Wellbeing

Students connect, thrive and succeed at each stage of their learning through a whole school integrated approach to student wellbeing.

Evaluation	Funds Expended (Resources)
Tell Them From Me surveys reflect that students have an above state average sense of belonging and high expectations. for the third year, MPS has achieved 100% score for the PBL SET evaluation. This achievement reflects our whole school commitment to implementing the program with integrity.	

Next Steps

- Increased focus upon Visible Learning including Learning Intentions, Success Criteria and effective feedback. Whole school community consultation in 2020 to develop MPS learning dispositions.
- Introduce whole school Smiling Mind program in 2020 to address increased levels of students diagnosed with mental health issues, particularly anxiety.
- Maintain focus on data driven learning activities. Purchase new devices for teachers to utilise when collecting student data to inform progressions.
- Increase student voice through PBL Student Meetings, held prior to staff PBL meetings twice per term.
- Investigate Multi-Lit as an additional strategy to support students with reading difficulties.



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.

Improvement Measures

Tell Them From Me scores for collaboration above average for NSW government schools.

Increased use of evidence based pedagogy and rich dialogue by teachers during professional learning .

All teachers using the literacy and numeracy learning progressions to differentiate student learning.

Overall summary of progress

During 2019 teachers continued to work collaboratively with each other and the Instructional Leader. Stage meetings were held fortnightly and whole staff meetings conducted each week. Additional release from face-to-face teaching was provided to allow teachers to plan collectively, discuss pedagogy and engage in rich discussion. The Instructional Leader provided explicit support for teachers K-6 to differentiate student learning, using the progressions to inform their decisions.

Tell Them From Me surveys indicated an overall . 2% drop, from 2018 in how teachers worked collaboratively. This drop has resulted in our school falling below state average for the first time and is cause for executive reflection, particularly in the areas of teachers providing rich feedback about their teaching to each other and discussing learning problems with each other.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Develop and implement collaborative processes to build teacher capacity to deliver tight targeted teaching.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">– Tell Them from Me reflects a decline in collaborative practice and this is an area of focus for 2020.– Professional dialogue amongst teachers remains focused on improved student outcomes and is looking towards continued improvements.– Staff Meetings are responsive to teachers professional needs. Scheduling of professional learning remains a focus of exec team. The addition, <i>Spotlight</i> has provided the opportunity for teachers to highlight their quality teaching practices and provided for rich discourse during staff meetings. <i>Spotlight</i> has also raised teacher wellbeing as it has acknowledged their quality professional practice.	<ul style="list-style-type: none">– Teacher PDPs

Process 2: Research Informed Pedagogy

High quality professional learning in literacy and numeracy, draws on research to build teacher knowledge, understanding and skills to deliver best practice.

Evaluation	Funds Expended (Resources)
MPS is delivering quality research-based teaching practices as evidenced in their programs, cycles of inquiry and classroom practice. Upward trends in	VL survey for staff

Progress towards achieving improvement measures

NAPLAN results support this.

- Have teachers progressed in their understanding of Visible Learning?
- Are staff comfortable in using Learning Intentions and Success Criteria within Literacy and Numeracy?
- What challenges does Visible Learning face within our school context?
- What goals have we established for 2020 in terms of VL?

0–10 Ranking Document (as used at beginning of the year)

Process 3: Evaluative Practice

Consistent teacher judgement in literacy and numeracy, using learning progressions and other quality sources of data.

Evaluation	Funds Expended (Resources)
<p>Do all teachers feel confident in entering and analysing PLAN data?</p> <p>Have all teachers met with IL and Supervisor to sign off PDP and reflect on PLAN data?</p> <p><i>Evidence folders to remain at MPS until 2020</i></p>	<p>Teacher release to ensure data input and attend feedback/reflection session with IL and Supervisor</p> <p>PDPs</p>

Next Steps

- teacher professional learning to focus on collaborative practice, Visible Learning and use of software in 2020
- engage in Quality Teaching Rounds
- increase focus on STEM to build teacher capacity to deliver concepts with a future focus.
- review PDP development process. Is using IL as mentor best fit for teachers?
- review supervision policy to ensure teachers receive feedback about their teaching from the supervisor.
- utilise the accreditation system to it's best to engage career development.



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.

Improvement Measures

Increased alliance with other schools and organisations.

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.

Increase participation in Murrumboola Learning Community activities.

Overall summary of progress

Alliances with organisations such as Charles Sturt University and Newcastle University continue to improve student learning outcomes. Programs such as Future Moves resulted in an increase from 62% of students in 2017, to 67% of students in 2019 indicating they expect to attend university when they finish school.

Responding to feedback from families, we continued to make improvements to parent information sessions. The school also increased the use of data in the newsletter to inform families about literacy and numeracy progress. In all aspects of the Tell Them from Me survey, parents indicated well above state average positive relations between the school and community. Our lowest score, yet still above state average, was parents support learning at home.

Progress towards achieving improvement measures

Process 1: Assessment and Reporting

Develop and implement a whole school approach for teachers to collect, analysis, interpret, track, evaluate and report on school based and external data on students progress across the curriculum.

Evaluation	Funds Expended (Resources)
In 2020 guidelines for the Whole School Assessment Schedule need to be revisited with all teachers to ensure that the classroom teacher conducts their own student assessments in collaboration with the Learning Support Team where appropriate. It is to ensure teachers have a deep understanding of their students' strengths and areas for improvement.	

Process 2: Transition

Collaborate with students, parents and the community to develop a whole school approach for continuity of learning for all students at transition points, including highly mobile students and students with additional needs.

Evaluation	Funds Expended (Resources)
All transition processes proved successful opportunities to both kindergarten and year 6 to year 7 (MHS). More feedback to be sought from parents and MHS for 2020.	
The evidence folders, which were shared with receiving teachers, provided a rich source of information and supplemented the progressions very well.	

Process 3: Enrichment and Engagement

Progress towards achieving improvement measures

Process 3:

Teaching and learning programs show evidence that they are adjusted to address individual students needs.

The school caters for a range of students interests and abilities through its enrichment program.

Evaluation	Funds Expended (Resources)
<p>Enrichment and engagement activities were enhanced this year with the addition of the whole school play– Cinderella and Rockafella. Verbal feedback from families in regards to enrichment activities indicated a high level of satisfaction. This finding was further supported by Parent Tell Them From Me survey where we achieved an overall score of 8.8, 1.9% above state average.</p> <p>Students reported a high level of participation in extracurricular activities with a score of 61%, representing a score 6% higher than the state average.</p>	

Next Steps

- review home learning policy with the school community in 2020.
- review enrichment opportunities in 2020 including ICUS, Markers Market and whole school play.
- review whole school assessment schedule.
- continue to investigate additional opportunities to connect with Murrumburrah High including transition and professional learning for teachers.
- explore additional ways to communicate electronically with families to enhance school/ community connections such as See–Saw.
- research opportunities to revamp the PBL rewards system



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$37 428.00) 	<p>The additional SLSO time had a positive impact on learning outcomes for Aboriginal students. NAPLAN results for both year 3 and 5 students were on-par with non-Aboriginal students with no students in the bottom band.</p> <p>According to Tell Them From Me, 74% of Aboriginal students either agreed or strongly agreed, that they feel good about their culture. 85% of Aboriginal students indicated that their teachers understood their culture, which is a slight increase of 2% from the previous year.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$26 542.00) 	Additional SLSO time has successfully supported the use of software programs such as Reading Eggs, Mathletics as well as provided additional one-to-one support for student with low level disabilities.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$33 256.00) 	Additional teacher release has effectively facilitated collaborate practice K-6. Teachers have demonstrated their increased capacity to plan and evaluate student programs. They have worked together to ratify the Whole School Assessment schedule, build their understanding of the Progressions, and provide and give effective feedback.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$124 503.00) 	Building teacher capacity to meet the needs of all students has results in positive learning outcome for students K-6 from low-socio-economic backgrounds. The additional SLSO time has also facilitated the delivery of tight targeted teaching
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$0.00) 	No beginning teacher funds were required in 2019.



Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	68	70	84	92
Girls	78	77	82	88

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	93.1	93.9	92.5
1	91.6	93.2	93.7	94
2	88.7	92	91.9	92.9
3	94	92.1	92.5	93.6
4	93.7	95.5	93.2	92.2
5	93.7	93	93.1	93.7
6	91.7	92.2	91.7	92.3
All Years	92.5	92.9	92.9	93
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Murrumburrah Public School continues to strive to increase school attendance and this year we achieved above state average, overall. Programs designed to improve student attendance are having a positive outcome with attendance. Year 1 attendance rates for 2019 were 1.3% higher than state average.

Systems are in place to celebrate attendance and to address non-attendance. A request for a written explanation from parents and carers to explain non-attendance is sent home. Classroom 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 are put into place, such as a letter to parent with a graph illustrating the days of school missed. A referral to the Home School Liaison Officer is completed if attendance continues to be of concern.

At the conclusion of term 1, 2, and 3 students with 0 or 1 days absence are awarded a certificate during a special assembly and a photo of the recipients is placed in the newsletter. Information about the importance of regular school attendance also accompanies the photo. The importance of school attendance is feature of the principal's report twice per year in the newsletter.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.08
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	170,786
Revenue	2,253,712
Appropriation	2,197,509
Sale of Goods and Services	1,590
Grants and contributions	54,163
Investment income	450
Expenses	-2,306,556
Employee related	-1,979,765
Operating expenses	-326,791
Surplus / deficit for the year	-52,844

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	311,104
Equity Total	265,524
Equity - Aboriginal	37,428
Equity - Socio-economic	135,174
Equity - Language	0
Equity - Disability	92,922
Base Total	1,416,878
Base - Per Capita	40,161
Base - Location	14,883
Base - Other	1,361,834
Other Total	202,427
Grand Total	2,195,933

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

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 Support for Year 1 and 2 students all contribute to our students becoming active and engaged learners. Year 3 and 5 combined NAPLAN reading results indicated a 2.3% increase from 2018 to 2019 in the number of students in the top 2 bands. No year 3 or 5 students performed in the bottom band in 2019 which is testimony to teachers ability to meet the needs of individual students and the Learning Support Program.

Extension initiatives 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.

Numeracy

Murrumburrah Public School continues to have a clear focus on continuous improvement of student outcomes in numeracy. Well researched practices such as the explicit teaching through Number Talks and TEN are the flagships for the delivery of quality teaching practices. Year 3 and 5 combined NAPLAN numeracy results indicated a 3.5% increase from 2018 to 2019 in the number of students in the top 2 bands.

In 2018, 22% of year 3 students performed in the top two bands. In 2019 32% of students achieved the top two bands which represents an increase of 10%.

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 variety of means including computer generated and paper-based surveys.

The evaluation process to gauge parent satisfaction showed well above state average of satisfaction (Tell Them from Me) relating to all aspects: parents felt welcome, inclusive school, safety at school, school supports positive behaviour, school supports learning, parents supporting learning at home, parents are informed. Feedback through the P&C also indicated a high level of satisfaction with the schools performance in relation to extra-curricula activities, positive behaviour and opportunities for parental participation.

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 Performance Development Programs 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.