

# Murrurundi Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

Murrurundi Public School

135 Mayne Street

Murrurundi, 2338

[www.murrurundi-p.schools.nsw.edu.au](http://www.murrurundi-p.schools.nsw.edu.au)

[murrurundi-p.school@det.nsw.edu.au](mailto:murrurundi-p.school@det.nsw.edu.au)

6546 6057



## School background

### School vision statement

To promote a culture of school excellence where students develop into self-motivated, independent and confident learners and are active participants in their own learning and wellbeing.

To prepare every student to be successful, confident, creative and informed individuals who actively contribute to the school, the community and the society in which they live.

To foster positive respectful relationships where students connect, succeed and thrive to maximise their development through the school wide expectations of Be Responsible, Be Respectful, Do Your Personal Best.

The school highly values and supports strong partnerships with the community to maximise student engagement and achievement in a safe, supportive and caring learning environment.

### 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 Indigenous backgrounds and 9% with English as an additional language or dialect.

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

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

## Strategic Direction 1

### Knowing

#### Purpose

To foster a culture where students own their learning as they develop an understanding about what and how they learn. Students will strive to be critical and creative thinkers who are connected to their learning.

#### Improvement Measures

A years growth of learning for every student and every teacher is achieved.

All school practices will identify that the school is moving from Delivering to Sustaining and Growing in the element of Effective Classroom Practice in the Teaching domain of SEF.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning

Professional Learning for teachers in evidence based teaching practices in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>All classroom teachers participated in PL – Working Deeply with the 7 Practices, an Early Action for success initiative.</p> <p>One teacher continued training in L3 for Kindergarten, while a second teacher started L3 for Stage 1 training.</p> <p>All teaching staff participated in coaching sessions with the Instructional Leader, focusing on planning, programming and assessment.</p> <p>Most staff have gained confidence in delivering evidence based teaching initiatives.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• EafS (\$65302.00)</li><li>• Socio-economic background (\$4066.00)</li></ul>

##### Process 2: Systems and Practices

Develop systems and practices that enable the development of explicit sequences of learning, clear program expectations and identified scope and sequences in all KLA's.

Evaluation	Funds Expended (Resources)
<p>The Instructional Leader and classroom teachers worked together to compile teaching overviews and/or term checklists for Science and Technology, mathematics and spelling.</p> <p>All teachers participated in a planning day to ensure programming expectations, using the scope and sequences were clear and consistent.</p> <p>All teachers had in-class support and explicit lesson demonstration by the Instructional Leader.</p> <p>All teachers responded positively to the Instructional Leader support and actively requested areas that they wanted to focus on. This improved the delivery of explicit teaching in literacy and numeracy.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• EafS (\$0.00)</li></ul>

#### Next Steps

### Professional Learning:

- Introduction of evidence based pedagogy to improve student outcomes in literacy and numeracy – Maths Building Blocks, SMART Spelling, Cars and Stars
- Ongoing L3 training for teachers who have completed the first year
- L3 training for new teacher on Kindergarten

### Systems and Practices

- Scope and Sequences for Science and Technology, PDHPE, Mathematics and English revised to ensure they meet NESA requirements and inform teaching programs
- Regular coaching with Instructional Leader – data collection and analysis to inform teaching to improve student outcomes in reading and numeracy
- Review assessment schedule
- Review processes for classroom observations and monitoring of classroom programs





## Strategic Direction 2

### Caring

#### Purpose

To build student capacity to self-regulate and be aware of their social and emotional wellbeing including an understanding of theirs and others character strengths.  
To assist students in building resilience and developing positive and respectful relationships.

#### Improvement Measures

All school practices will identify that the school is moving from delivering to sustaining and growing against the wellbeing element, of the learning domain, in the School Excellence Framework.

School based trend data will indicate a growing reduction each year in minor behaviour over the 3 year period.

School based surveys will indicate an increasing growth in social and emotional skills, for each year of the 3 year period.

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour for Learning (PBL)

Develop staff, student and community knowledge and understanding around the school's core expectations.

Establish systems and practices that enable the development of positive behaviours.

Develop classroom and whole school data collections and analysis to inform key initiatives and practices.

Deliver explicit teaching of school core values and expectations.

Evaluation	Funds Expended (Resources)
<p>PBL was launched in Term 2, starting with whole school focus</p> <p>Most students can articulate core expectations.</p> <p>Reward system was put in place – thumbs up, weekly prizes, Bronze/Silver/Gold reward system, end of year reward day</p> <p>Established processes for minor and major behaviour incidences to be recorded on SENTRAL, so they can be tracked.</p> <p>By term 4 there was a reduction in major incidents</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$4384.00)</li></ul>

##### Process 2: Visible Wellbeing

Professional Learning for teachers in Visible Wellbeing that focus on the SEARCH framework to enhance staff and student wellbeing and engagement.

Evaluation	Funds Expended (Resources)
<p>Year 6 students presented artwork based on strengths to the school to hang in the library.</p> <p>Daily mindfulness carried out in classrooms.</p> <p>Visible Wellbeing focus was included in weekly PBL lessons during terms 3</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• No cost (\$0.00)</li></ul>

## Progress towards achieving improvement measures

and 4

### Next Steps

#### PBL

- School audit to inform 2020 action plan
- All staff complete Smiley Minds training
- Focus on building staff knowledge of character strengths



## Strategic Direction 3

### Connecting

#### Purpose

To develop collaborative partnerships between the school, parents and wider community through the building of cohesive relationships. Strong links between home, school and community ensures the maximisation of student engagement and achievement.

#### Improvement Measures

All school practices will identify that the school is moving from delivering to sustaining and growing against the theme of community engagement in the Educational Leadership element of the Leading Domain in the School Excellence Framework.

Increased number of positive responses captured in wellbeing surveys i.e. components of the Tell Them From Me survey and on social media sites.

Increased opportunities, participation and engagement of parent/caregivers and wider school community to participate in school based curriculum and extra-curricular activities.

#### Progress towards achieving improvement measures

##### Process 1: *Relationships*

Develop systems and practices that enable positive communication between students, staff and community interaction and engagement in school related activities.

Evaluation	Funds Expended (Resources)
<p>Communication between the school and the community has improved with the combined use of Facebook, newsletter and school website regularly updated.</p> <p>The Community Consultation Process is now concluded with Mr Sean Andrews, Director, Educational Leadership – Upper Hunter having fulfilled his obligation to attend P&amp;C meetings once per semester.</p> <p>The school community worked to show collective support during this process to ensure the best way forward for the benefit of student outcomes and staff and student wellbeing.</p> <p>Of the surveys returned, there was an indication that there was an increase in satisfaction from both staff and parents.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• No Cost (\$0.00)</li></ul>

##### Process 2:

Evaluation	Funds Expended (Resources)
<p>This process has been put on hold for 2019.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• No cost (\$0.00)</li></ul>

##### Process 3:

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

This process has been put on hold for 2019

### Funding Sources:

- No cost (\$0.00)

## Next Steps

### Relationships

- Continue to strengthen relationship between the school and the community
- Ensure students participate in community events
- Foster a stronger relationship with local preschool
- Regularly seeking feedback from parents and caregivers
- Introduction of a school app to further improve communication channels





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$7 000.00)</li> </ul>	Teaching Resources  Cultural activities for students including NAIDOC Week celebrations
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$10 601.00)</li> </ul>	Salary for teaching staff to support literacy and numeracy programs.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$90 912.00)</li> </ul>	Salaries for teaching and non teaching staff to support literacy and numeracy.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	27	21	24	26
Girls	34	29	25	29

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.4	91.7	92.5	91.1
1	89.7	91.1	94.4	86
2	91.7	87.2	89.3	90.4
3	93.1	92.5	89.3	95
4	92.2	87.1	93.3	90.6
5	89.4	90.3	89.6	88.6
6	91.4	83.1	88.2	87.2
All Years	91.8	89.1	90.8	90.1
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

### 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
Classroom Teacher(s)	2.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

Professional learning continues to be a focus at Murrurundi Public School. Research shows that investing in professional learning has a positive impact on student outcomes. All staff participated in a variety of professional learning opportunities, which were linked to professional development plans and aligned with the school plan. Areas covered through professional learning include:

- Additive Strategies
- Midazolam Training – Epilepsy Australia
- First Aid – CPR and Anaphylaxis
- Mandatory training– code of conduct, child protection
- Planning days



- Working deeply with the 7 Practices
- L3
- Early Action for Success roadshow
- Instructional Leaders Conference
- Coaching sessions with Instructional Leader
- Spelling 'Word Study'



## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	27,740
<b>Revenue</b>	997,111
Appropriation	937,265
Sale of Goods and Services	466
Grants and contributions	59,066
Investment income	314
<b>Expenses</b>	-917,257
Employee related	-752,300
Operating expenses	-164,957
<b>Surplus / deficit for the year</b>	79,854

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	35,997
<b>Equity Total</b>	117,329
Equity - Aboriginal	15,301
Equity - Socio-economic	70,084
Equity - Language	0
Equity - Disability	31,944
<b>Base Total</b>	659,124
Base - Per Capita	11,497
Base - Location	16,477
Base - Other	631,150
<b>Other Total</b>	93,897
<b>Grand Total</b>	906,348

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.

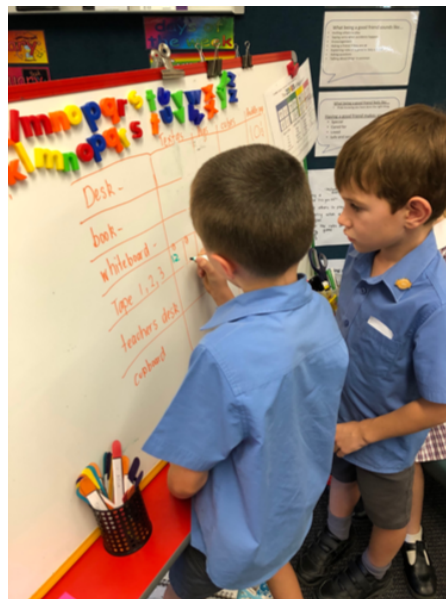
## School performance - NAPLAN

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](https://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.





## Parent/caregiver, student, teacher satisfaction

### Parents and Caregivers

Only 26% of surveys were returned, but from the responses received the data indicated that on the whole parents and caregivers were satisfied with a number of areas of the school. They felt that communication between the school and home had improved significantly. Parents have a number of options to receive communication from the school. Increasing levels of engagement with the school's Facebook page suggests that there is an improvement in this area. Many parents indicated that they feel welcome at the school and staff are approachable and listen to their concerns.

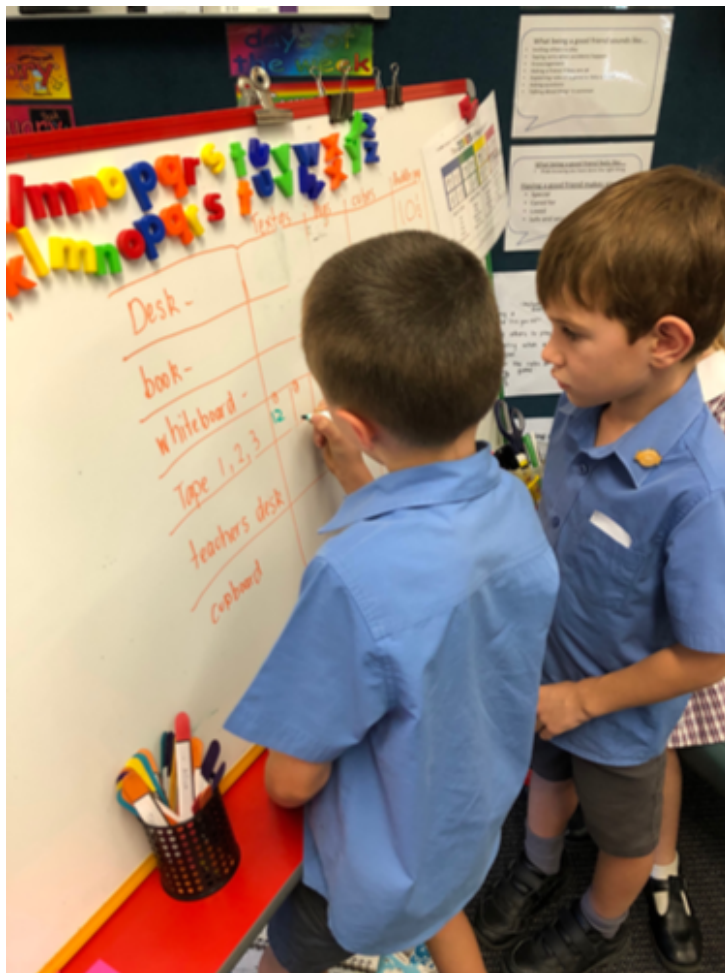
### Students

Many students commented on the accessibility of Wellbeing Officers. They like having a trusted adult or member of staff that they go to and talk with. Some students have formed very strong bonds with the Wellbeing Officers. Students feel valued and cared for at Murrurundi Public School.

### Staff

All members of staff have expressed that there has been a significant increase in staff morale. This has been achieved through support provided by both the Principal and the Instructional Leader. They feel that the school's connection with the community has grown stronger as the school has engaged in a number of community events. Staff were pleased that members of the community were welcomed into the school to volunteer their time or to join in with school events. Many staff commented positively on the proactive communication that was occurring between the school and the community and how that was being supported by the Instructional Leader. The amount of professional learning and ongoing support was also a positive change for 2019.













# 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.

