

2020 Annual Report

Murrumburrah Public School



2685

Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was a year of significant change for our country, community and school, with life changing events such as bushfires, floods and COVID-19.

School life too changed in March with children needing to be kept home due to COVID-19 and using online material and resources to continue their learning.

Staff moved swiftly to develop material for each grade and provided learning material in the attempt to meet the vast needs of students working in a less social environment.

Our collaborative planning and learning culture shone as did our strong partnership with the community who supported, acknowledged and praised the work done throughout the year by our dedicated staff.

Whilst the year was disrupted by a number of challenges, we all moved forward and became creative, innovative and engaged in different teaching styles to continue to provide a high quality of educational opportunities for our students.

A highlight was watching the faces of our students who were excited to return to school with a spring in their step and the brightness in their manner when catching up with their friends and teachers. Within this document is evidence of the amazing work undertaken in our school. I applaud my staff on their constant desire to provide a high standard of education to our students. Despite the challenges of 2020, we managed to stay connected through virtual meetings and assemblies, Class Dojo, phone calls and emails.

I am proud of what we achieved in 2020 and I am very excited for what 2021 and beyond holds for our school. I thank the community for its support thus far, and look forward to continuing a fruitful and productive relationship. As always, all we do is for the benefit of our children.

In the following pages, our 2020 Annual School Report contains a detailed breakdown of student achievement, finances and stakeholder satisfaction. Please make the time to peruse the report, and as always, make contact with the school if you have any questions or if I can be of assistance.

Message from the school community

It has been an honour and a pleasure to be President of the Murrumburrah Public School Parents and Citizens Association in 2020. This is an amazing school community and it has been a privilege to lead such a great team of people.

2020 has been a very unusual year. Despite not being able to run our normal P&C fundraising events, we have still been able to run some smaller raffles and Baker Delight fundraisers which have been generously supported by the community.

We have adjusted to not being able to hold our normal meetings on school premises and can now successfully run meetings online. This has allowed people who were unable to attend previously to login and join.

The Uniform shop has completely moved to online unless an appointment has been made. It is fully stocked and ready to go for 2021. Thank you to Courtney O'Keefe and Carrie Giddings for ordering, stocktaking and seeing that everything runs smoothly.

The Canteen is also running well. A huge thank you to all our volunteers who generously donate their time for the benefit of the school community. The canteen would not be open at all if it were not for our volunteers. Thank you to Emma Dare for taking on the ordering, organising and being there every Monday and Friday. Thank you, Nikki Denasis, for continuing to do our loved Monday specials.

Thank you to our P&C members who have organised raffles, Bakers Delight fundraisers, donated items, collected money, attended meetings, packed uniforms, unpacked stock, shopped weekly for canteen items, cleaned, bought tickets and much more. It simply could not have happened without you.

Alison Guy

P and C President

Message from the students

Students at Murrumburrah Public School look back at 2020:

"At the beginning of 2020, the World Changed forever. By March, COVID 19 had hit full swing and our school had to send most students home and operate by distance. It was at this time that our parents became our teachers too."

"Our teachers continued working, and made work packs for us to do. Teachers also made dojo videos to explain some of the work and if we needed help we could contact our teachers so they could explain it to us. Our teachers set up a website to link to all of our work and resources through google classroom."

"2020 has been a crazy year for all students and we have all had to adapt to a new way of interacting in the sports arena. We have seen sporting seasons cancelled, the Olympics postponed and State Of Origin played in 3 weeks, and us students at Murrumburrah Public School have had to adapt also."

"Our cross country and athletics events were held on our beautiful school grounds. Unfortunately, our achievements were only measured within our school community with no district event being able to take place."

"Assemblies looked different this year as much of it was recorded and a link was sent out to watch on our School's YouTube channel."



Our In-School Carnival Day

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
LEADING: Management practices and processes	Excelling

In 2020 the school conducted a situational analysis to support the development of the 2021-2024 School Improvement Plan. This included deep reflections against the School Excellence Framework (SEF) with a summary of valuable findings:

- A strong theme throughout evaluation centres on the continued importance of further developing and consolidating staff capacity to deliver high quality explicit teaching for all students.
- Consistent teaching practices and protocols to develop teachers ability to expertly differentiate for the broad range of learner needs.
- Assessment practices that support teacher decision making about why, what and how they are teaching their students.
- The school demonstrates strong decision making around resourcing and leadership.
- A consistent theme across SEF elements is the school's need to look at how we continue to provide quality feedback to students and parents and continuing to connect in a partnership of learning.

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

Our school plan has set out a focus on high expectations of learners with a consistent drive in monitoring learning data, particularly literacy and mathematics. In terms of value adding, results indicate an upward trend since 2018 with K-3 in the Working towards delivering category and Years 3-5 and Year 5-7 in the Delivering category.

Internal data in relation to learning progression achievement is higher than external data. This has questioned the validity of teacher judgement and resulted in a focus on moderation and consistent teacher judgement which has been implemented in 2020 through the use of tools and programs

Literacy has seen an upward trend in 2019 with 23% of students achieved results within the top two bands in NAPLAN, with 36% of Year 3 achieving Band 5 or 6 and 0% of Year 5 students achieving Band 7 or 8. There is an opportunity for improvement in pushing some of the 35.7% of Year 5s who achieved Band 6 into the next band.

In terms of expected growth, 63.6% of students met this benchmark. This is 5.2% above the state average (58.4%) and 12.5% above SSSG average (51.1%). This continues a slight upward trend from previous years.

The gap analysis indicates the need to focus on:

- Read, view and comprehend texts
- Features including grammar and punctuation conventions as well as vocabulary

The use of PLAN 2 for student progress monitoring has been beneficial with staff utilising the program for data collation as well as student achievement of crucial markers. This has allowed gaps in student achievement to be identified immediately and learning experiences to be adjusted. This has been highly influenced by our instructional leader, as well as internal experts in terms of upskilling staff to utilise PLAN 2 effectively and authentically.

According to Tell Them from Me 2020 results, Aboriginal students indicated positive trends towards learning. Majority of Indigenous students communicated that they feel good about their culture and that teachers understand 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)
- Staff began utilising Seesaw for journaling. The decision was made to make SeeSaw our communication and student journal platform for 2021	- Professional learning in technology platforms to be delivered with support

Progress towards achieving improvement measures

- G-Suite capabilities were explored and utilised by necessity due to the global pandemic.
- Online programming to be an agenda item in 2021.

from technology AP.

- Money committed to the SeeSaw platform
- Dedicated meeting time

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)
<ul style="list-style-type: none"> - Professional learning delivered was seen as valuable and informative. - Internal experts to continue collaboration with other staff members to create smooth transition into whole school application of PLAN 2 progressions. - Formal use of PLAN 2 from K-6 initially began and will be a targeted process in 2021. 	<ul style="list-style-type: none"> - Professional learning in PLAN 2 Progressions - Internal experts identified before training to lead implementation

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)
<ul style="list-style-type: none"> - Head of learning support established/ Multi-categorical teacher assigned with increased accountability of roles and responsibilities - Upon review/ data results from Tiered Fidelity Inventory, PBL documentation/ policies to become increasingly recorded and updated regularly for succession planning. - Roles of outside agencies/ access to resources increased due to global pandemic (online resources became easily accessible due to lack of face to face meetings. As a result, students and were exposed to increased resources not consistently made available before including speech therapy and occupational therapy.) 	<ul style="list-style-type: none"> - Dedicated meetings (LaST/ PBL) for regular contact and establishment of roles and responsibilities - Supervisors assigned to roles - Increased application of outside agencies and resources (both LaST and PBL)



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 2020, teachers continued to work collaboratively as a whole staff, stage groups and with our instructional leader with a heavy focus on literacy and mathematics. The world wide pandemic of Covid 19 furthered the need for authentic collaboration as teachers strived to deliver a dual learning model across stages, which was completed with great success between paper based and online models.

Additional release from face-to-face teaching was provided for teachers to strategically plan for learning experiences as well as take place in crucial professional learning pertaining to upcoming initiatives. PLAN 2 workshops were attended by all staff as well as collaborative sessions with an internal expert, in order to further knowledge and use of the data collating program. This allowed teachers to plan and monitor student achievement as well as reflect upon their own teaching practices.

In addition, Bright Paths writing assessments and the InitialLit program were trialled, with sample groups of students taking part in assessments and day to day lessons, with teachers also attending professional learning to upskill them in the different policies and processes underpinning the two learning initiatives. Additional School Learning Support Officer (SLSO) time was also allocated to classes in order to alleviate ratios of students to teacher in crucial instructional lessons.

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)
A final survey was conducted at the end of the term that indicated a 60% increase in teacher confidence when using and engaging students with online platforms. Across the school 100% of teachers are using G Suite in some capacity, in their Teaching and learning programs or for direct student engagement or for collaborating with teachers across the school and within their stage to collaboratively plan for the following year. Teacher surveys have indicated an interest in digital Student Portfolios for 2021. Seesaw will be investigated by the Technology AP for communication and an option for digital portfolios.	- G Suite, My PL, The Standards, Survey Monkey

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
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>-Bright Paths Writing proved successful with staff finding the consistent judgement and guidelines beneficial for plotting student samples. (To be continued in 2021)</p> <p>- Spellit training undertaken by selected staff. Seen as a beneficial program and will begin across years 4-6 in 2021.</p> <p>- MiniLit trialed and utilised with targeted students in K-2. Will continue in 2021 with targeted students.</p> <p>- InitialLit trialed and implemented in kindergarten. Research and trial proved successful with future K-3 staff being trained in the program. It will be implemented in 2021 in years K-3.</p>	<p>- Professional Learning in the various programs</p> <p>- Dedicated meeting time</p> <p>- Internal Expert</p> <p>- Trial classes</p>

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>- Training was beneficial.</p> <p>- Internal experts proved invaluable.</p> <p>- Gave non exec staff the chance to lead initiatives in the school.</p>	<p>- Professional Learning in PLAN 2</p> <p>- Dedicated sessions with internal expert staff and newly trained staff</p> <p>- Additional Release</p> <p>- Dedicated whole school meetings</p>



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 Murrumbidgee Learning Community activities.

Overall summary of progress

Collaboration between MPS and outside agencies has remained strong, even gaining strength in the midst of the Covid 19 pandemic. Organisations delivered an increasing amount of content online, allowing rural schools, including ours, to access services easily. Organisations including Charles Sturt University, Royal Far West, as well as various occupational and speech therapy providers brought their services online, allowing frequent access from students.

2020 also saw the introduction of Survey Monkey to our school, allowing parents and the community to communicate on crucial issues, allowing staff to utilise feedback in a positive and meaningful manner. Tell Them from Me indicated overall positive trends for parent engagement, with our school polling above state average in all areas. This included feeling welcome, being informed and support with learning and behaviour, both at home and in the school environment.

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)
<ul style="list-style-type: none">- All teachers trained in PLAN 2 learning progressions- Teachers to continue collaboration with internal expert staff for any arising issues.- K-6 to formally start using PLAN 2 progressions in 2021	<ul style="list-style-type: none">- PLAN 2 Progressions.- Whole school assessment schedule.- Dedicated meetings and professional learning.

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)
<ul style="list-style-type: none">- Due to global pandemic, procedures needed to be adjusted to comply with health advice from the NSW government.- Pre school students attended 3 transition days with no parents allowed on site.- Year 6 students attended 2 transition days with no parents allowed on site	<ul style="list-style-type: none">- Dedicated meeting time with collaboration between all agencies- set dates- Committees to be established

Progress towards achieving improvement measures

or interactions with students outside of their cohort.

- Transition and collaboration with pre school and high school to be a network wide agenda in 2021 with increased interaction between schools.

Process 3: Enrichment and Engagement

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)
<ul style="list-style-type: none">- External programs both new and existing have been established including smiling minds and sporting schools.- The global pandemic provided external agencies the opportunity to refine their processes, therefore making programs more accessible to our school. Royal Far west in particular provided online counselling, speech and OT.- Staff given the opportunity to lead various programs, providing authentic experiences for the students of MPS.	<ul style="list-style-type: none">- Timetabling- Identification of existing and additional support programs- Resources including physical as well as timing and budget



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$44 411) Allocation: <ul style="list-style-type: none"> • Professional Learning • Resources • Student Support • SLSO allocation • Cultural event funding 	<p>Aboriginal background loading was allocated towards additional SLSO support time in classrooms. This allowed teachers improved ratios of students in which to communicate and deliver programs with indigenous culture as an integral theme.</p> <p>Casual cover was assigned to give staff additional time to plan events that centred around Aboriginal culture, including our in school Proud and Deadly Award ceremony and NAIDOC week.</p> <p>Tell Them From Me revealed that 89% of students strongly agree that they feel good about their own culture with 90% agreeing or strongly agreeing that teachers understand Aboriginal culture.</p> <p>Aboriginal background loading provided funding for our new Aboriginal garden/park. Funding allowed the laying of new turf, the purchasing of dreaming poles and outdoor furniture. The grand opening was held in conjunction with our Proud and Deadly Award ceremony, including addresses from Local Elder, Roy Levett and our Aboriginal Community Liaison Officer (ACLO), Alfie Walker. This was a highlight of our NAIDOC Week celebrations.</p>
Low level adjustment for disability	Funding Source: <ul style="list-style-type: none"> • Low level adjustment for disability (\$26 496) Allocation: <ul style="list-style-type: none"> • SLSO Support • Professional Learning • Transition Support • Intervention resources • Funding - external agencies 	<p>Our school continues have high expectations for all students and endeavours to create inclusive environments for learning. The learning and support team worked with staff to strengthen our shared belief that all students have the right to access the curriculum in supportive classrooms. Data from observational reports, parental consults, outside agencies and internal assessments have been used to identify students at risk. This also incorporated students under current enrolment in our Multi-Categorical class.</p> <p>Program interventions, learning adjustments, SLSO support time and LaST intervention was implemented to ensure that students are supported at their learning level in a dynamic and targeted way. Evidence of programming adjustments can be seen in learning programs. Feedback from students and parents regarding targeted intervention programs has been positive.</p> <p>Due to Covid-19, outside agency services, such as OT, Speech and Royal Far West, became increasingly accessible, with a larger number of students being able to utilise these services online and for smaller costs. Staff were also involved in the Functional Analysis of Behaviour Training, allowing the capacity and skills to manage behaviour in a consistent manner, while keeping in line with our PBL processes.</p>

Low level adjustment for disability	Funding Source: <ul style="list-style-type: none"> • Low level adjustment for disability (\$26 496) Allocation: <ul style="list-style-type: none"> • SLSO Support • Professional Learning • Transition Support • Intervention resources • Funding - external agencies 	<p>Our Multi-Categorical class continued to flourish in mainstream settings. Increased SLSO support time was utilised as well as consultation and interactions with our Learning Support coordinator. Additional programs were created for targeted students as well as wellbeing programs, facilitated by both teachers and SLSO's. In addition to this, social skills and sensory programs were offered in 2020 to support the increasing complexity and need being seen in this area.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching Successful Students - QTSS (\$33 034) Allocation: <ul style="list-style-type: none"> • Professional Learning 	<p>Funding from QTSS has been allocated to support whole staff professional learning towards PLAN 2 data processes and upskilling and purchasing of the Initialit and Spellit literacy programs. Technology was also a focus with professional learning being allocated and facilitated by outside agencies and executive staff.</p> <p>All teaching staff participated in PL relayed to the PLAN 2 progressions, which will be implemented K-6 in 2021. Funding was also allocated for teacher release. This allowed internal mentors to work with other staff, upskilling them further in PLAN 2. Initialit, a literacy program, was trialled with select classes at the end of 2020. Due to positive reception, as well as data trends from usage of the program, a decision was made to purchase this program for K- 4, as well as its sister program, Spellit for stage 3. Staff received training in both programs. Funding was allocated towards SLSO support for the program, including upskilling support staff to run Minilit (a program already running within the school).</p> <p>Technology became an increased driving force in education due to the Covid-19 pandemic. As a result, PL was provided for staff online relating to Google systems. This was further facilitated by our AP of technology. Funding was allocated to the PL as well as additional release for teachers and executive staff in regards to training and implementation.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$124 503) Allocation: <ul style="list-style-type: none"> • SLSO support • Resources • Incursions and excursions 	<p>Equity funding for socio-economic background has supported the allocation of additional SLSO time in the classroom in order to address the additional learning needs of students from low socio-economic backgrounds. Benevolent support for families experiencing difficulties was an ongoing consideration of the executive and learning support team throughout 2020. Students requiring support were allocated subsidies for school camps, excursions, uniforms and school tools. During our dual learning model, technological support was given to students of low socio-economic status so as they could competently engage with our education model.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	70	84	92	91
Girls	77	82	88	95

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	93.9	92.5	91.5
1	93.2	93.7	94	89.5
2	92	91.9	92.9	93.3
3	92.1	92.5	93.6	94
4	95.5	93.2	92.2	91
5	93	93.1	93.7	91.8
6	92.2	91.7	92.3	90.2
All Years	92.9	92.9	93	91.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	8.12
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	117,941
Revenue	2,566,663
Appropriation	2,504,082
Sale of Goods and Services	1,694
Grants and contributions	60,763
Investment income	124
Expenses	-2,574,669
Employee related	-2,280,537
Operating expenses	-294,132
Surplus / deficit for the year	-8,006
Closing Balance	109,935

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.

	2020 Approved SBA (\$)
Targeted Total	73,309
Equity Total	293,887
Equity - Aboriginal	44,411
Equity - Socio-economic	157,349
Equity - Language	0
Equity - Disability	92,126
Base Total	1,782,977
Base - Per Capita	44,532
Base - Location	16,434
Base - Other	1,722,011
Other Total	198,370
Grand Total	2,348,543

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

In 2020, the school provided all parents, staff and students with the opportunity to complete the Tell Them From Me (TTFM) survey and a variety of online feedback through Survey Monkey. The data from this survey also formed part of the school's Situational Analysis which was completed to guide decision making for the 2021-2024 School Improvement Plan. In the summary below, the school transparently provides both positive data and areas of improvement.

Student Voice

Our Tell Them From Me (TTFM) data indicates that 76% of students who participated in the survey feel accepted and valued by their peers and by others at school. This was 5% below the NSW Govt Norm. 85% of students indicated that they have friends at school that they can trust and who encourage them to make positive changes which was on par with the NSW Govt Norm (85%). In terms of interest and motivation towards and effort in learning and positive learning behaviours, student social-emotional outcomes were above the NSW Govt Norm. Effective learning time and relevance of class learning both scored above the NSW Govt Norm whilst students at MPS indicated lower levels of bullying compared to that of students from other schools (15%) with students indicating higher than state averages when reporting on teacher-student relationships. Attitudes towards homework and its timely completion remains an area for future focus (49% having a positive attitude compared to 63% NSW Govt Norm).

Staff Voice

The Tell Them From Me staff data shows this school is mirroring state averages in the drivers of leadership, learning culture, data inform practice, inclusivity and parent involvement. Our What Works Best survey, staff results show that 72% of teachers feel that the expectations they have within the classroom align with current best practice models of teaching. In relation to wellbeing, 100% of staff indicated that their teaching is representative with 82% best practice. Staff feel comfortable with their classroom management rating a 4 (1-5 highest). Future focus staff have identified is the need to improve collaboration with other staff in our school and connecting with other schools within our area to develop greater learning opportunities for our students.

Parent Voice

Murrumburrah Public School strongly values the collaboration and communication between our school and our community. Whether it be with parents, families or external agencies, there is an ongoing focus on maintaining and fostering a range of partnerships that all aim to provide a safe and welcome learning environment for our students and their families. Our Learning and Support Team has put in place a number of procedures and practices that have seen an increase in student participation in and attendance to speech, OT, counselling and other formal appointments. In 2020, our school participated in the Tell Them From Me survey and results showed that parents feel welcome at our school (8.1 compared to the NSW Gov Norm of 7.4). Parents feel informed about their child's academic progress (8.3) and understand that the school will contact them immediately if there are ever any concerns with their child's behaviour (7.9). Based on evaluation of the TTFM survey, our school will continue to innovate and find ways to ensure communication and collaboration remains a core and integral part of the way we plan and operate our school.



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.

