

2020 Annual Report

Murrurundi Public School



2686

Introduction

The Annual Report for 2020 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

murrurundi-p.school@det.nsw.edu.au

6546 6057



Diamond PBL Awards

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Overall summary of progress

In 2020, the focus was placed on curriculum delivery to ensure students were accessing high quality educational programs. Classroom teachers implemented a variety of new strategies and pedagogies, particularly in the area of literacy, to support improvement in student outcomes. School data indicates that the school has moved from delivering to sustaining and growing in the element of effective classroom practice in the teaching domain of the School Excellence Framework.

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 are using Cars and Stars to explicitly teach comprehension strategies</p> <p>All classroom teachers are using the SMART Spelling program to explicitly teach spelling strategies and spelling generalisations.</p> <p>L3 pedagogy is used to teach reading and writing K-3.</p> <p>All teachers are using learning intentions and success criteria in the areas of writing and numeracy to direct student learning.</p> <p>All classroom teachers and SLSOs are using strategies from Autism Online to set goals and interventions for students on the spectrum, to support their learning in the classroom.</p> <p>All classroom teachers feel more confident to assess student work samples and enter data into PLAN2.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$900.00)• Quality Teaching, Successful Students (QTSS) (\$10391.00)

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)
There have been evident improvements in the delivery of the Science and	No cost

Progress towards achieving improvement measures

Technology curriculum. The scope and sequence has been developed to suit our local context of three split stage classes. All units of work have been mapped against the syllabus to ensure appropriate content is being taught. The scope and sequence is available on a shared Google Drive, allowing for efficient access by all staff at all times.

An assessment scope and sequence has been developed for all KLAs. This has led to consistency in assessment practices. Classroom teachers know exactly what is being assessed and when it needs to occur. The scope and sequence includes information regarding what PLAN data needs to be entered and when it needs to occur. The assessment schedule will be reviewed in 2021 to ensure it is meeting the needs of our school.

The development of the PDHPE scope and sequence and subsequent units of work will take place in 2021.

Next Steps

- supporting students in numeracy and reading.
- professional learning for teachers to enable them to deliver high quality programs in numeracy and reading.
- development of whole school scope and sequences for PDHPE, Numeracy and Literacy.
- revise whole school scope and sequences for Science, History and Geography.
- development of clear programming expectations.



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

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

Overall summary of progress

PBL universal systems are embedded into every facet of school life. This has led to consistency in language and expectations for all students and staff. There has been a significant reduction in minor and major incidences.

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 audit indicates that universal systems are now in place and we are ready to go onto classroom practices. Moving into 2021, we will consider a team approach to data analysis, rather than relying on the instructional leader.</p> <p>Weekly PBL lessons are guided by data extracted from SENTRAL. They address areas where there have been behaviour incidences recorded. Our data indicates that there has been a 66% reduction in minor incidences and a 88% reduction in major incidences between 2019 and 2020.</p> <p>Signage has been installed in all areas around the school addressed through out PBL matrix. This has provided very clear and explicit expectations for both students and staff. Our PBL values are also on display as a visual reminder of what we value at Murrurundi Public School.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2200.00)

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
An appreciative inquiry approach was utilised with parents, staff and students as a way forward, when developing a new school vision. This led to discussion that was viewed through a positive lens rather than a negative one. As a result of this activity, there was robust conversation about what is going well and what we could possibly focus on next.	No cost

Next Steps

- move into classroom practices for PBL.
- establish a PBL team to regularly analyse data.
- create consistent language to be used when speaking to students and recording incidences in SENTRAL.



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.

Overall summary of progress

Due to COVID-19, many plans under this strategic direction were put on hold. Participation in many community activities was not viable because of restrictions and social distancing. Instead, the focus was placed on strengthening connections with Murrurundi Preschool and creating a rigorous process for transition.

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>The preschoolers were invited to join us for two events, the Teddy Bear's picnic and NAIDOC Day. All students in K-1 were invited to participate in an incursion about sea-life. Staff also visited the preschool to engage with both staff and children leading up to Kindergarten Orientation. This strengthened the connection and bond between school staff and the preschoolers intending to start Kindergarten in 2021.</p> <p>To ease the transition from preschool to 'big' school, a dedicated Facebook page was created for all parents of pre-kinder children. This provided a means of communication between the school and home. Relevant transition information was shared, along with photos and stories of the pre-kinder children during their orientation sessions. Most parents commented on how well the communication flowed between the school and home.</p> <p>The introduction of School Stream App has provided another channel of communication between home and the school. Approximately 50% of families have joined up. All newsletters, notes and notifications are sent to families via the App. Some families are using the App to explain absences. This is an area that could improve with some attention in 2021.</p> <p>There has been a steady increase in engagement with families and the wider community with our Facebook page.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$6800.00)

Progress towards achieving improvement measures

Process 2:

Evaluation	Funds Expended (Resources)
This did not occur due to COVID restrictions.	

Process 3:

Evaluation	Funds Expended (Resources)
This did not occur due to COVID restrictions.	

Next Steps

- re-establish connections with the community and support community events.
- continue to improve communication channels between the school and home.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$12 825.00) • Socio-economic background (\$900.00) 	Salaries for non teaching staff to provide students with welfare and well being support. Teaching resources for NAIDOC Day celebrations.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$32 679.00) 	Salaries for teaching staff to support literacy and numeracy programs.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$63 700.00) 	Teaching resources including laptops and technology equipment to support home schooling under COVID restrictions. Salaries of teaching staff to support literacy and numeracy programs.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	21	24	26	28
Girls	29	25	29	21

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.7	92.5	91.1	96.3
1	91.1	94.4	86	93.1
2	87.2	89.3	90.4	95
3	92.5	89.3	95	91.6
4	87.1	93.3	90.6	92.8
5	90.3	89.6	88.6	96.3
6	83.1	88.2	87.2	89.1
All Years	89.1	90.8	90.1	93.5
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
Classroom Teacher(s)	2.49
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, 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	107,594
Revenue	993,981
Appropriation	966,093
Sale of Goods and Services	745
Grants and contributions	27,073
Investment income	69
Expenses	-974,510
Employee related	-851,168
Operating expenses	-123,342
Surplus / deficit for the year	19,471
Closing Balance	127,065

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	38,726
Equity Total	132,626
Equity - Aboriginal	12,825
Equity - Socio-economic	84,547
Equity - Language	2,576
Equity - Disability	32,679
Base Total	688,779
Base - Per Capita	13,228
Base - Location	18,103
Base - Other	657,448
Other Total	97,573
Grand Total	957,704

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

The school used a combination of online surveys, paper surveys, planning meetings and focus groups to seek feedback on the school from parents, teachers and students. This feedback was used to evaluate our current practices and identify areas that require a focus. It also provided the school with some insights of where to next.

Parent Feedback

Responses from the parent survey indicated most parents felt that the school was generally doing well. They were satisfied with the interaction between the school and home, particularly during the time of COVID-19 restrictions, but mentioned that they would like to see the current level of communication maintained into 2021. Most parents were happy with the support they received during the home schooling period. 75% of parents that responded to the survey felt that their children are happy at school and are engaged in their learning. 50% of parents indicated that they were satisfied with their child's progress and felt that the specific needs of their children were being met.

Most parents who responded to the survey commented on the inconsistent leadership within the school over the last four years. They felt this was an area that required some attention. There were concerns regarding high turn over of teaching staff and the splitting of classes between two teachers. There were also some comments about improvement in sporting opportunities, upgrading the sports equipment and making more use of external providers to ensure all students are given a wider range of high quality sporting experiences.

Staff Feedback

Most staff have indicated that they are generally satisfied with how the school is currently running. Very clear and consistent expectations with planning, programming and curriculum delivery has boosted staff morale. Staff feel valued and supported. All staff at Murrurundi Public school work collegially and support each other through collaborative practice. Staff felt that the support they gave and received was not only beneficial for their teaching but also for their well-being. Most staff are looking forward to more consistent leadership throughout the school.

Student Feedback

Feedback from our students indicated that most of them are happy at school. They feel their teachers know them and support their learning. Many of them commented on the restrictions that have been imposed during the year. They felt that learning from home was challenging and fun but they missed the social aspect of being at school. Students indicated that they were well supported by staff during this period. Many of our students would like to see a change with the structure of homework moving into 2021. They would like a wider range of options and the use of technology to aid their choices. All students commented on being allowed to go on school excursions, once restrictions are lifted. This is something they have missed. The senior students indicated that they would like their learning area to be more inviting and engaging, with new seating options and things such as rugs and lounge chairs added for comfort.



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.