

2021 Annual Report

Murrumburrah Public School



2685

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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

Message from the principal

The last 12 months saw Murrumburrah Public School celebrate collaboration and learning, whether it be face-to-face or remotely, each student placed significant value on working together with their teachers as a source of improvement and motivation. I believe that to achieve anything in isolation is to forgo the richness of learning through positive relationships, something that we all need in our lives to thrive and be better people. There is no doubt it was a long and challenging year and I am extremely proud of the way our community was resolute in very challenging circumstances. Our students remained open minded, compassionate, thoughtful, but also strong, courageous and resilient. Each and every person has contributed to the tone, culture and energy of Murrumburrah Public school.

This Annual Report provides a snapshot of our work across Murrumburrah Public School in 2021

Message from the school community

Whilst Covid plagued us with some setbacks again in 2021 it still didn't stop us from achieving great things for the school community.

I would like to say a massive thank you to all our P&C members, Volunteers, school community and all the Staff that helped us throughout all of last year. Without the support of everyone the P&C would not have been able to provide all students and the school with the funds that we have raised for what was a yet another challenging year.

Our main aim for the P&C is to reduce the cost of activities for all the students and their families and to help further their education by providing extra funding for the school to support this. We all love being able to help our school community in any way we can. Everyone's time is precious and by having many hands helping us we can do so many great things.

Kind Regards

Cienne Dyball

FUNDRAISING FOR 2021

Year 6 Graduation -\$388.42 (2020 - paid in 2021)

MPS Swimming Carnival - Term 1 - \$980.86

Easter Special Lunch -\$434.39

Easter Raffle -\$1,279.80

Mother's Day Raffle -\$2,210.00

Mother's Day Stall -\$823.30

Athletics Day Carnival Canteen -\$564.56

District Cross Country -\$1,256.65

Sockable Fundraiser -\$1,408.00

Father's Day Stall -\$904.54

Father's Day Raffle -\$1530.34

Christmas Hamper Raffles -\$895.80

Christmas Special Lunch -\$576.85

TOTAL TO DATE

TOTAL PROFIT: \$13,253.51

School vision

At Murrumburrah Public school we ensure each child is known, valued and cared for through a shared sense of responsibility of our school community. We strive for excellence in delivering focused, differentiated learning in an inclusive environment to allow students to become confident, resilient, engaged and successful learners.

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 190 whose learning needs are met in 10 classes and 1 Multi-categorical classroom. 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). Our school works in partnership with parents and external agencies to ensure every student has the greatest possible opportunity to be successful learners.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching instruction and differentiation. Focus on developing quality summative and formative assessment tasks and consistent data collection practices and monitoring across the school to allow for consistent teacher judgement. Effective Feedback underpinned by the What Works Best in Practice document will remain the main focus moving forward to continue our success with increase in student ownership of learning.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

All staff to maximise student learning outcomes to implement the most effective explicit teaching methods, with the highest priority given to evidence-based and data - informed teaching strategies to meet the needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practices
- Data to Inform Practices

Resources allocated to this strategic direction

Professional learning: \$10,771.12

Literacy and numeracy: \$7,517.37

Location: \$12,000.00

Aboriginal background: \$4,271.12

Summary of progress

Teaching and learning programs have been reviewed and modified to reflect both internal and external data. A new literacy program has been implemented across K-6 with teachers supporting students to identify areas of focus (SMART Goals), building on current knowledge and skills (Learning Progressions). Targeted students have had the opportunity to access a range of external agencies to further support them in their learning. Learning achievement and growth is collated across the school and used to inform teaching and learning.

Students across K-6 work collaboratively with teachers and families to develop learning goals that are **specific, measurable, achievable, relevant and timely**. These goals are uploaded onto our communication platform and learning progress is documented and communicated to families prior to new goals being developed. Results from internal and external assessments such as NAPLAN and Check-In, as well as the NSW Department of Education Learning Progressions are used as a reference to guide in the development of these goals.

Students across K-6 participate in daily number talks to enhance their understanding of number in mathematics as well as build on and consolidate mathematical thinking skills. Teachers engage in professional learning to ensure current best practice in relation to the delivery of these number talks is evident and implemented within these sessions. Future opportunity to develop stronger links between performance in NAPLAN and Check-In assessments as well as other, internal assessments will provide further streamlining and more meaningful sessions into 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A minimum of 15.5% of students achieving in the top two bands in NAPLAN numeracy (system-negotiated target baseline).	Evidence of Activity To attain the goal of 15.5% of students achieving in the top two bands in NAPLAN Numeracy, we implemented a number of activities to support our students. These included but were not limited to: <ul style="list-style-type: none">• Numeracy SMART goals were established across K-6 and were developed based on observable data such as online assessments and teacher feedback• Number Talks were introduced and implemented with support from

<p>A minimum of 15.5% of students achieving in the top two bands in NAPLAN numeracy (system-negotiated target baseline).</p>	<p>Executive staff and the Instructional Leader</p> <ul style="list-style-type: none"> • small, targeted groups were established through the LaST to provide numeracy support • PLAN2 data was analysed and shared with all staff K-6 to enhance the SMART Goal-setting process <p>Evidence of Process Quality</p> <p>Through careful analysis of SCOUT and PLAN2 Data, teachers were able to identify specific, measurable areas of strength and weakness in individual students as well as across cohorts. Professional Learning opportunities gave teaching staff the opportunity to develop a shared language in relation to SMART Goals as well as providing increased skill in teacher use of external assessment data to drive their teaching and learning.</p> <p>Evidence of Impact</p> <p>The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy is working towards our 2022 progress measure. Analysis of current mathematical programs and teaching practice will guide our school in determining future direction within this area of learning. The establishment of a strong and cohesive Scope and Sequence in Mathematics will support ongoing improvements with the teaching and learning cycle relating to mathematics.</p>
<p>A minimum of 21.1% of students achieving in the top two bands in NAPLAN reading (system-negotiated target baseline).</p>	<p>Evidence of Activity</p> <p>To attain our goal of student attainment in relation to the top two bands in NAPLAN Reading, we implemented the following:</p> <ul style="list-style-type: none"> • All staff K-6 to assess reading comprehension on a regular basis through external assessment tools (Lexile, Check-In) and PM Benchmarks • IL analysed Check-In and collaborated with teachers to target gaps between school and state data through short, sharp lesson warm ups • all classes K-2 implemented the InitialLit program, with MiniLit being implemented to further support targeted students • Literacy SMART goals were established across K-6 and were developed based on observable data such as online assessments and teacher feedback <p>Evidence of Process Quality</p> <p>Improved staff collaboration in relation to SMART goal-setting processes within classrooms through staff meeting share sessions. Increased number of staff having participate in SCOUT training and being able to access and analyse SCOUT data for classroom use.</p> <p>Evidence of Impact</p> <p>The proportion of Year 3 and Year 5 students achieving in the Top Two Bands in NAPLAN reading has exceeded our 2023 target. Careful monitoring and reviewing of current teaching and learning programs will enable our school to continue to build on research-based, data driven, best practice. Focusing on cohort growth will support us in gaining a greater understanding and awareness of how individual students are progressing in their learning. Developing a strong Scope and Sequence in relation to both English and Mathematics will further enhance consistency across K-6.</p> <p>Working to further enhance systems around goal setting and communication relating to progress and achievement will ensure Murrumburrah Public School continues to deliver quality teaching and learning as it provides a safe and engaging environment in which students</p>

A minimum of 21.1% of students achieving in the top two bands in NAPLAN reading (system-negotiated target baseline).	thrive, knowing they are known, valued and cared for by our community.
--	--

Strategic Direction 2: High Expectation

Purpose

Building educational aspiration through a positive learning culture supports staff and students to work together so that students learning is maximised.

A strategic and planned approach to whole school wellbeing processes support the wellbeing of all students so they connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Focused Learning
- Continuity of Learning

Resources allocated to this strategic direction

Professional learning: \$2,808.58

Socio-economic background: \$19,208.12

Low level adjustment for disability: \$6,582.96

Location: \$6,256.99

Summary of progress

Our focus for 2021 was on continuity of learning and wellbeing and focused learning. Under these initiatives, Murrumburrah Public School set goals of improving attendance rates and procedures and creating a uniform programming model for organisation of lessons and learning materials.

In response to our attendance goals, MPS employed increased responsibilities for teachers in monitoring and reporting on attendance. This took the form of dedicated meetings to review attendance concerns, by which subjective solutions could be utilised, not just a one size fits all approach. We also increased communication of absences between home and school, utilising our parent communication app, SeeSaw. This ensured that reasons for absences could be communicated in real time so teachers could adjust our data. This ensured our school was as up to date as possible, allowing relevant concerns to be addressed first and foremost.

In response to our goal of a uniform programming model, MPS employed a trial of these procedures in the subject area of Geography. This involved creating a template in which to plan lessons as well as the allocation of planning days for staff to work together in stage groups to create our pilot programs. The process was deemed successful with staff indicating they found the template easy to follow and would like to see other subjects planned the same way. This was also seen as a positive as it allowed new staff to become better accustomed with our scope and sequences, indicating the banking of these programs would be positive for new teachers in years to come.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student attendance will increase to achieve a 92% attendance rate and an increase in students attending school 90% of the time or higher to 72%	<p>Evidence of Activity</p> <p>In endeavoring to achieve our attendance data goals, our school put various activities in place. Firstly, attendance was absorbed under our Positive Behaviour for Learning banner. This meant that attendance was reviewed by all staff in bi-termly meetings, with actions put in place to address students who fell below 85%. Actions included contact with home and referrals to the learning and support team. Absence alerts were set up for all teachers on SENTRAL, allowing them to more regularly monitor student attendance. Our school uses a third-party service (SeeSaw) for home school communication, achievement monitoring etc. We were able to utilise this service for a more streamlined approach to absences and reasons</p>

<p>Student attendance will increase to achieve a 92% attendance rate and an increase in students attending school 90% of the time or higher to 72%</p>	<p>behind them, allowing our data to be as up to date as possible.</p> <p>Evidence of Process Quality</p> <p>We have collated our data through our third-party providers. SENTRAL is our main data collection service, this includes attendance data. Teachers log data daily which is held within the operating system. This also includes attendance data that has been communicated by parents using SeeSaw. SCOUT, the Department of Education's business intelligence tool, is used to collect this data, providing our school with relevant evidence sets to report on.</p> <p>In future, we would like to ensure all staff have access to our SCOUT reports in order to further inform current teaching and professional practice. Staff have been informed of professional learning which needs to be completed, before administration can sign off on access viewing rights.</p> <p>Evidence of Impact</p> <p>At this point in time, we were hoping to see an increase in attendance overall and students attending above 90%, as well as communicated absences, in order to get a better understanding of student attendance history.</p> <p>We are confidently tracking towards our intended attendance goal with a current attendance rate of 91%. All relevant data has been sourced from SCOUT in conjunction with SENTRAL.</p> <p>Positive impacts include a consistent attendance rate overall, especially considering the COVID-19 pandemic. Data from SCOUT and SENTRAL, in conjunction with our SeeSaw communication's, proved valuable in collating attendance data and keeping abreast of our current attendance situation.</p> <p>Our attendance data currently sits at 91%. This percentage puts Murrumburrah Public School above our network, state and similar schools, in percentage of students attending school. During this time we reached a high average of 95.4% students attending school. Our attendance at 90% or higher currently sits at 64.9%.</p> <p>We can attribute two major factors to our current attendance standings. One being an increase in student population and the other being the COVID-19 pandemic along with the homeschooling period.</p>
<p>74% of students form K-6 will achieve their literacy and numeracy SMART goals.</p> <p>Uniform programming procedures to be implemented with HSIE, allowing continuity of school procedures around learning delivery.</p>	<p>Evidence of Activity</p> <p>The goal of attaining 74% of students achieving SMART goals in literacy and numeracy began with ensuring that students and teachers were accountable. This involved gathering data to support student achievement in the Key Learning Areas of literacy and numeracy. The process involves individual goals being set by students in conjunction with learning staff on a semester basis. As goals evolve, students and teachers consult on creating new goals on a need basis. At the end of Semester One, Murrumburrah Public School had achieved 78.5% of students attaining their literacy and numeracy goals, 4.5% above our original goal.</p> <p>Actions sanctioned in this effort include due dates for first drafts, template library for student completion and dedicated staff meetings in which data and evidence are analysed.</p> <p>Evidence of Process Quality</p>

74% of students form K-6 will achieve their literacy and numeracy SMART goals.

Uniform programming procedures to be implemented with HSIE, allowing continuity of school procedures around learning delivery.

In response to Murrumburrah Public School's Curriculum and Policy Monitoring (CPM) meeting, our school endeavored to streamline programming procedures and resource gathering by setting up a uniform programming model. This model was trialed with Geography as the Key Learning Area as this was one of the focus subjects for our CPM meeting. This uniform model took shape in three key areas.:

- 1) Creation and use of a Murrumburrah Public School Program Proforma
- 2) Allocation of stage planning days
- 3) Creation of program library for future use and resource sourcing

The allowance for staff to plan units of work in a subjective manner will continue into the future, however the creation of a resource and program library as well as the uniform proforma was seen as beneficial for planning purposes. This was particularly reflected by newer staff as they became accustomed with our scope and sequences.

Evidence of Impact

Data from this process indicated positive trends have been established and will continue to develop in the future. Firstly, our CPM meeting response, in which we were highly commended by the panel and received minimal adjustments moving forward. This both endorsed our uniform planning model as well as reinforced that we were utilising this in a positive and productive manner. Secondly, staff were surveyed about their experience with the uniform programming model and the procedures and processes associated with its use. The results were as follows:

- 100% of staff indicated that the stage planning days were effective.
- 100% of staff indicated that the uniform programming model was beneficial for planning and organising lessons.
- 100% of staff indicated that they would like to see other Key Learning Areas programmed in a similar way.
- 100% of staff indicated that they would use a program library in some capacity.

The impact will not be seen immediately, but rather in the months and years to come. The development of this process will take time i.e developing the programs, initiating new KLA's. Refining scope and sequences and inducting new staff. Data collection is positive and indicates that we are confidently moving towards achievement of our goal.

Strategic Direction 3: Educational Leadership

Purpose

Embedding explicit systems that facilitate professional dialogue, collaboration, curriculum planning and assessment that informs learning programs drives a personalised approach to learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Quality Transitional Practices
- Building Educational Leaders

Resources allocated to this strategic direction

Socio-economic background: \$4,698.61

Professional learning: \$11,250.79

Low level adjustment for disability: \$1,655.89

Early Action for Success (EaFS): \$102,907.78

Summary of progress

The school engages in strong collaborations between school/s, parents, students and community that inform and support continuity of learning for all students at transition points. Developing effective collaboration between all stakeholders has allowed ...

The leadership team maintains a focus on instructional leadership to support the professional growth of all teachers and regularly plan and authentically evaluate professional learning plan that is developed based on data-identified school priorities.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers are working towards identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.	Evidence of Activity Staff worked collaboratively and in stage groups to examine the evidence of explicit instruction. Teachers worked with the Instructional Leader to understand the importance of quality assessment that informs our instruction. Evidence of Process Quality We are confident we are progressing towards our annual progress measure because.....we have embedded coaching and mentoring, particularly with Instructional Leader working shoulder to shoulder with teachers to model explicit instruction in literacy and numeracy. Evidence of Impact At this point in time we are continuing a whole school approach ensures the most effective evidence based teaching methods to optimise learning progress for all students. By continuing to provide staff with the skills to implement explicit teaching strategies to support student outcomes.
The professional learning community moves from level 1 to level 3 as per the Middle Years (5-9) Transition Matrix.	Evidence of Activity Evidence of Process Quality

<p>The professional learning community moves from level 1 to level 3 as per the Middle Years (5-9) Transition Matrix.</p>	<p>We are confident the actions taken to meet the progress of building authentic and collaborative partnership across the communities of schools has been supported through plotting current practices of our partnerships using the transition matrix to guide conversation and plan next steps for consistency and align approach between parent partnership, pedagogy, curriculum, well being and administration.</p> <p>Evidence of Impact</p> <p>Our activities throughout 2021 have directly influenced our progress towards meeting our targets in developing stronger, authentic, collaborative partnership within our school community.</p>
---	---

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$135,295.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Murrumburrah Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their SMART goals. All IEP's were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$167,707.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murrumburrah Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Quality Transitional Practices • Wellbeing and Focused Learning • Continuity of Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement targeted Literacy and Numeracy programs to support identified students with additional needs • Parents and carers to attend a "yarn up" to have an open forum to discuss SIP and future directions for their children's educational expectations at MPS. • Development of a uniform programming model across all stages, allowing clear learning intentions and success criteria to be attained with a focus on archiving for future planning. • Monitoring and reporting of student attendance to be reviewed with increased focus on home/ school communication and justification for absences. Data to be consistently communicated to staff with guidelines in place for how to approach differing situations. <p>The allocation of this funding has resulted in: Staff working collaboratively to develop and plan consistent teaching and learning. A uniform approach to programming saw staff develop and implement a new proforma in History/Geography .</p>

<p>Socio-economic background</p> <p>\$167,707.92</p>	<p>After evaluation, the next steps to support our students with this funding will be: Staff evaluation through exit slips and feedback through staff meetings has been overwhelmingly positive. Staff would like to continue to implement uniform planning across all stages and all curriculum areas with ongoing monitoring and reviewing of data to improve teaching and learning through collaboratively planning.</p>
<p>Aboriginal background</p> <p>\$44,808.13</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murrumburrah Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data to Inform Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Leadership teams working with class teachers to develop PLPs for Aboriginal students and focus on identifying and developing resources to support literacy and numeracy learning outcomes. • Implement PLP and review and adjust PLP's throughout year. • Review and adjust literacy and numeracy SMART goals in consultation with students and parents. <p>The allocation of this funding has resulted in: an increase 60% in Aboriginal families engaging in the PLP process during 3 way interviews and communication of SMART goals through Seesaw, more importantly, conversations became more authentic, during our Yarn Up and other special events.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to deliver differentiated and personalised support to Aboriginal students through targeted programs identified from internal and external data in Literacy and Numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$93,766.64</p>	<p>Low level adjustment for disability equity loading provides support for students at Murrumburrah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuity of Learning • Building Quality Transitional Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention - Minilit - to increase learning outcomes <p>The allocation of this funding has resulted in: increased opportunities for students to receive external resources through</p>

<p>Low level adjustment for disability</p> <p>\$93,766.64</p>	<p>telehealth that are normally unattainable in rural and remote areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$18,256.99</p>	<p>The location funding allocation is provided to Murrumburrah Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practices • Continuity of Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Targeted students who have been identified through external assessments are provided support by the following agencies: OT Speech, Psychology • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Has allowed students who are not able to access external support, are able to provide telehealth and other external resources to allow students to have greater engagement and opportunities in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to seek external resources to support students learning outcomes.. The Learning and Support Team will continue seek further external agencies to support students identified need further support beyond the school grounds.</p>
<p>Professional learning</p> <p>\$24,830.49</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Murrumburrah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practices • Data to Inform Practices • Wellbeing and Focused Learning • Building Quality Transitional Practices • Building Educational Leaders • Continuity of Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional Leader to unpack evidence-based approaches to reading and spelling and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit reading and spelling, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in reading and spelling and allowing staff to become experts and mentor new and current teaching staff to implement explicit practices that are driven by data informed practices.</p>

<p>Beginning teacher support</p> <p>\$14,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Murrumburrah Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All new and beginning teachers have ongoing support from school assigned mentors to assist in increasing their understanding of DoE policies, school procedures, curriculum and best practice. <p>The allocation of this funding has resulted in: New and beginning teachers delivering quality teaching and learning experiences to all students. New and beginning teachers understanding and following DoE procedures and policies as well as NESA requirements.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to cultivate a mentor/mentee culture - AP C & I to work with Exec to identify ways to support new and beginning teachers. Teacher Handbook to be updated and distributed to all staff, especially new and beginning teachers. SLSO timetable to reflect the targeted areas and students requiring support and to ensure beginning teachers are well supported in relation to specific student needs.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Murrumburrah Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • To improve our communication with the school community by providing continuous updates through all relevant platforms <p>The allocation of this funding has resulted in: Dedicated team to specialise in publishing on all our communication platforms that keep the school community updated</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilising different programs to continue to improve the way we deliver content to the wider community.</p>
<p>Literacy and numeracy</p> <p>\$7,517.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Murrumburrah Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practices • Data to Inform Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy

<p>Literacy and numeracy</p> <p>\$7,517.37</p>	<ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Explicit whole group and small group intervention in reading, spelling, comprehension and mathematics (number) Increased staff understanding of PLAN2 and how to use data to inform teaching practice. More explicit teaching in relation to spelling</p> <p>After evaluation, the next steps to support our students with this funding will be: LaST and AP C & I to assist teaching staff in embedding current best practice to support students achieving improved literacy and numeracy outcomes. AP C & I to guide PL in relation to the upcoming new K-2 Syllabus to ensure a smooth transition of the teaching and learning cycle for all staff and students Staff/student feedback and data analysis during/at the end of 2022 in relation to the SpellIt program Further PL (SCOUT) for teaching staff to increase confidence in using data to enhance teaching practice.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.78</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Murrumburrah Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Educational Leaders <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: Increased PL in and access to SCOUT, resulting in a greater awareness of how teachers can use data to inform their practice. All staff K-6 using learning progressions to record student growth and achievement Improved monitoring of learning progressions being taught through the use of weekly planners</p> <p>After evaluation, the next steps to support our students with this funding will be: Develop an understanding of the new AP C & I role and support teachers within their classrooms, through modelled and guided lessons and shoulder to shoulder support. AP C & I to participate in PL for the new K-2 Syllabus and to guide and support teaching staff throughout 2022 so as all staff are prepared by 2023.</p>
<p>QTSS release</p> <p>\$34,980.82</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Murrumburrah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>QTSS release</p> <p>\$34,980.82</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: targeted and explicit instruction in literacy and numeracy to allow all students to be supported with greater 1-1 support and small group explicit instruction to improve learning outcomes</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide students with AP Curriculum and Instruction to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Murrumburrah Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs. The AP C & I will work collaboratively with LaST and class teachers to review and measure the impact of Literacy and Numeracy intervention programs currently used within the school and make any necessary adjustments.</p>
<p>COVID ILSP</p> <p>\$134,716.40</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • CILSP groups (tutoring) • Professional Learning in relation to Learning Progressions for classroom teachers • Resources to support teaching and learning programs and consistency <p>The allocation of this funding has resulted in: Increased engagement, knowledge, skill and application by students K-6 in relation to reading and writing skills.</p>

<p>COVID ILSP</p> <p>\$134,716.40</p>	<p>Greater collaboration between classroom teachers and the LaST to track, support and reflect on student learning and achievement</p> <p>After evaluation, the next steps to support our students with this funding will be: Greater focus on numeracy skills whilst continuing to focus on literacy skills. Developing a timetable to support data collation and analysis in a more regular and timely manner (weekly/fortnightly analysis, CILSP meetings etc)</p>
<p>Per capita</p> <p>\$47,124.15</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Murrumburrah Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional SLSO support to support small group intervention programs in reading and numeracy <p>The allocation of this funding has resulted in: Explicit small group and 1-1 intervention support in reading, spelling, comprehension and numeracy. SLSOs have been upskilled and guided by current evidence based practices to implement programs to support students growth in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide SLSOs with ongoing training and mentoring to allow them work shoulder to shoulder with the classroom teacher and the Learning and Support Team to provide tier 2 and tier 3 intervention support in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	84	92	91	97
Girls	82	88	95	100

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.9	92.5	91.5	94
1	93.7	94	89.5	89.1
2	91.9	92.9	93.3	90
3	92.5	93.6	94	91
4	93.2	92.2	91	91.8
5	93.1	93.7	91.8	93.3
6	91.7	92.3	90.2	91.1
All Years	92.9	93	91.8	91.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.09
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	109,935
Revenue	2,843,494
Appropriation	2,748,936
Sale of Goods and Services	1,359
Grants and contributions	92,194
Investment income	105
Other revenue	900
Expenses	-2,828,758
Employee related	-2,500,181
Operating expenses	-328,577
Surplus / deficit for the year	14,736
Closing Balance	124,671

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.

	2021 SBAR Adjustments (\$)
Targeted Total	135,295
Equity Total	306,283
Equity - Aboriginal	44,808
Equity - Socio-economic	167,708
Equity - Language	0
Equity - Disability	93,767
Base Total	1,678,297
Base - Per Capita	47,124
Base - Location	18,257
Base - Other	1,612,916
Other Total	214,452
Grand Total	2,334,326

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.

Parent/caregiver, student, teacher satisfaction

Parents, students and staff at Murrumburrah Public School are welcoming, with staff taking an active role to ensure all students are supported in a safe environment to be successful in their learning.

Teacher survey results identified the school's supportive leadership team, the strong level of collaboration across the school and the inclusive practices within classrooms are the three strongest drivers of student learning at Murrumburrah Public School.

Tell Them From Me data suggests positive growth for students in their feelings around advocacy, expectations for success and sense of belonging.

Parent survey results through Tell Them From Me surveys indicated parents feel welcome within the school (8.0 school norm compared to NSW Govt Norm of 7.4). Parents also indicated that MPS is an inclusive school, helping students who require extra support and creating opportunities for students of varying abilities (school mean of 7.8 compared to NSW Govt Norm of 7.6).

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.