

# 2021 Annual Report

## Murrurundi Public School



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# Introduction

The Annual Report for 2021 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 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

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## School vision

At Murrurundi Public School, we believe education is the responsibility of all - students, staff and the wider community. High expectations of all stakeholders ensures every student reaches their full potential. Students will thrive in an inclusive, connected and engaging environment, where they have the opportunity to participate in new and positive experiences. We aim 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.

## School context

Murrurundi Public School with a current enrolment of 46 students, is a rural school located in the Upper Hunter area. School numbers have fluctuated over the past five years, with student numbers ranging from 49 - 61. We anticipate that this trend will continue in the future.

Our Aboriginal student population has remained reasonably stable with 13% of students identifying as being Aboriginal over the past five years. The EAL/D student population has decreased slightly with 6% of students identifying as EAL/D.

Students have the opportunity to participate in a range of extra curricula activities. Combined small schools days are held to allow students to work with a larger group of students in areas such as science, maths, music and sport. Sporting Schools grants are used to provide a wider range of sports such as gymnastics, athletics, swimming and cricket, ensuring students have access to personnel with specialised training. Students also have the opportunity to try out for PSSA sports and compete at zone, region and sometimes State level in swimming, cross country and athletics.

Students have access to leadership opportunities. School Captains run school assemblies and some school functions. They represent the school at community events such as Remembrance Day and ANZAC Day. They lead the SRC, who hold fundraising activities throughout the year and represent the school at the Upper Hunter Youth Council.

Murrurundi Public School is the 7th oldest school in NSW. It is made up of a mixture of heritage buildings and newer facilities. These buildings are surrounded by several trees that were donated by the Botanical Gardens in Sydney, when the school first opened. These trees are now heritage listed. The school has a sustainability program in place. Students enjoy growing and harvesting fruit and vegetables from the garden. Chickens are cared for daily and enjoy the scraps from student lunches. The eggs are collected and used in the canteen for lunches. In 2018, a SOURCE water system was installed in the school as a solution to deteriorating drought conditions. Students, and the wider community now enjoy pure drinking water that is harvested from the air via a solar powered system.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.



Enjoying sport on the oval

## 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise the learning outcomes for every student, student assessment data will be regularly used school wide to identify student achievements and progress, in order to reflect on teaching effectiveness. Consistent school-wide practices for assessment utilising both internal and external data, will be used to monitor, plan and report on student learning across the curriculum.

### Initiatives

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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.

- Data Skills and Assessment Practices
- Effective Teaching

### Resources allocated to this strategic direction

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**QTSS release:** \$9,000.00

**Professional learning:** \$7,700.00

**Early Action for Success (EaFS):** \$68,605.20

**Socio-economic background:** \$51,632.00

**Low level adjustment for disability:** \$16,587.13

**Location:** \$13,630.00

**English language proficiency:** \$2,288.18

**Aboriginal background:** \$3,922.59

**Literacy and numeracy:** \$5,491.63

### Summary of progress

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#### Data Skills and Assessment Practices

As a result of professional learning, all teaching staff are using the assessment schedule and high quality assessment tasks to track student data on a regular basis. Staff are capably entering data into PLAN and with the support of our instructional leader, are analysing the data to inform future teaching directions. The use of student data in a focused manner, contributed to the outstanding growth and performance for most students in reading and numeracy. Staff capably sourced data from a range of internal and external sources. Professional learning opportunities in data analysis were impacted by COVID restrictions.

#### Effective Teaching

All classroom teachers received professional learning to allow the delivery of high quality numeracy programs from kindergarten to year 6. Expectations for lesson components were explicitly set out and the school's scope and sequence for mathematics was reviewed to reflect the idea of teaching 'big ideas' instead of teaching strands. The scope and sequence also catered for our unique context with cross stage classes. It allowed for consistency across the school as the same 'big idea' is taught at the same time across all stages. Class sets of mathematics resources were purchased to ensure all classes were able to cater for the individual needs of every student. This change in practice for the delivery of mathematics lessons contributed to outstanding results in NAPLAN.

### Next Steps

In 2022 our next steps will include:

#### Data Skills and Assessment Practices

- professional learning for staff to effectively analyse student data to inform teaching and support those students with learning needs and students who fall under the high potential and gifted education policy
- focus on evaluative thinking in classroom programs
- effectively use the interview for student reasoning assessment tools to inform numeracy programs
- establish regular data analysis to set short term goals for students in reading and mathematics

#### Effective Teaching

- trial the new K-2 English and Mathematics syllabus as an early adopter school, adapting resources to suit our small school context

- professional learning for staff to implement the new draft syllabus for K-2 English and Mathematics.

## 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
<b>NAPLAN - Top Two Bands</b> <ul style="list-style-type: none"> <li>• Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN <b>Reading</b> from the baseline by 4.4% (lower bound target)</li> <li>• Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN <b>Numeracy</b> from the baseline by 4.9% (lower bound target)</li> </ul>	<p>NAPLAN scores indicate that the number of students achieving in the top two bands have exceeded target expectations for 2021. There was an increase of 25% of students in the top two bands for reading and an increase of 26% of students in the top two bands for numeracy.</p>
<b>NAPLAN - Expected growth</b> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving expected growth in NAPLAN <b>Reading</b> from the baseline by 20%</li> <li>• Increase the percentage of students achieving expected growth in NAPLAN <b>Numeracy</b> from the baseline by 20%</li> </ul>	<p>The percentage of students achieving expected growth in reading has increased by 16% indicating achievement of progress above the lower bound target.</p> <p>The percentage of students achieving expected growth in numeracy has increased by 33% indicating achievement in excess of upper bound target.</p>
<b>Progressions</b> <ul style="list-style-type: none"> <li>• Increase the percentage of Kindergarten children achieving expected growth in the Reading and Numeracy as tracked through PLAN from the baseline by 30%.</li> <li>• Increase the percentage of students Years 1 - 6 achieving expected growth in Reading and Numeracy as tracked through PLAN from the baseline by 30%.</li> </ul>	<ul style="list-style-type: none"> <li>• Early Stage One students have either equalled or exceeded expected achievement across all focus sub-elements of the Numeracy and Literacy Progressions</li> <li>• Stage One students are working at or beyond expected achievement across all focus sub-elements of the Numeracy and Literacy Progressions</li> <li>• Stage 2 students are working at or beyond expected achievement across all focus sub-elements of the Numeracy and Literacy Progressions, except for the sub element of Understanding Texts.</li> <li>• Stage 3 students are working towards achieving the learning indicators within the understanding texts, quantifying numbers, additive strategies and multiplicative strategies sub-elements of the Numeracy and Literacy Progressions.</li> </ul>
<p>SEF element - Data Skills - moving from Delivering into Sustaining and Growing</p> <p>SEF element - Assessment - moving from Delivering into Sustaining and Growing</p>	<p>Evidence suggests that the school is moving towards achieving sustaining and growing in data skills and have achieved the target of reaching sustaining and growing in the area of assessment.</p>



Exploring 3D shapes

## Strategic Direction 2: Connect, Thrive, Succeed

### Purpose

To ensure that all students are able to connect, succeed and thrive, there will be a planned approach to develop whole school wellbeing processes that support high levels of wellbeing and engagement. The Leadership team will support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

### 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.

- Striving for Improvement
- Wellbeing and Engagement

### Resources allocated to this strategic direction

**Location:** \$3,524.12

**Per capita:** \$4,000.00

**Aboriginal background:** \$6,000.00

### Summary of progress

#### Striving for Improvement

This initiative will commence in 2022.

#### Wellbeing and Engagement

All staff participated in the Attendance Matters professional learning. School procedures and practices were reviewed to ensure that students and families were receiving the support they required in a timely manner. Attendance data from Scout and SENTRAL was reviewed on a regular basis and attendance patterns and possible underlying causes and issues were identified. The school collaborated with parents, the Home Liaison Officer, the Director of Education and Leadership and Allied Health services so that students who were identified as being at risk were supported to return to improve attendance rates. Covid 19 and learning from home during lock down had a significant impact on attendance. Staff increased the use of social media and engaged students and their families in daily online learning sessions through Zoom to keep students engaged in their learning and support families working from home.

Physical activity was another area of focus for wellbeing and engagement. The school's physical activity policy was reviewed and updated as was the scope and sequence to ensure all elements were adequately catered for. Teachers were given time to write and share units of work that were added to a shared drive for future use. Physical activity was timetabled daily to ensure that classes were meeting the requirement of 150 minutes of physical activity a week. An audit was conducted of the sports equipment, with some equipment being replaced and all classes having access to their own set of basic equipment.

Under our focus of connecting to culture, the students in 4-5-6 participated in the HOME Aboriginal Visual Arts Program through Tamworth Regional Art Gallery. They studied a number of different Aboriginal artists, learnt about Gomeroi language and experimented with some traditional dyeing techniques. This experience resulted in students gaining a broader understanding of some traditional aspects of Aboriginal culture. We also engaged with the Winangi-Li Aboriginal Centre which allowed students to further explore traditional culture. Aboriginal students were supported in class with an Aboriginal SLSO. This resulted in Aboriginal students feeling valued and connected to their culture. They were proud to talk about and share their culture with the other students.

### Next Steps

In 2022 our next steps will include:

#### Striving for Improvement

- beginning the professional learning journey through the Clarity Suite with Lyn Sharratt

#### Wellbeing and Engagement

- professional learning - High Potential and Gifted Education Policy (HPGE)



- providing opportunities for students under the HPGE
- review attendance procedures and monitor data regularly and support all students to improve attendance rates

## 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
<b>Behaviour</b> <ul style="list-style-type: none"> <li>• Decrease minor incidences by 20% and major incidences by 20% as determined by an 18 month baseline of incident reports as at the end of 2020.</li> </ul>	Data indicates that there has been a steady downward trend in the number of minor incidences resulting in the target being met. During 2021, there has been an increase in major incidences resulting in the school still moving towards achieving this goal.
<b>Attendance</b> <p>Increase the percentage of students attending &gt;90% of the time from the baseline by 2.5% (lower bound target)</p>	The school target to improve the current school attendance in the >=90% band (with a lift of 2.5%) has not been achieved. While systems were put in place to improve student attendance rates, student attendance was impacted by COVID restrictions and students being required to stay home if they had any symptoms.
<b>Physical Activity</b> <p>Increase the number of teachers implementing 150 minutes of moderate to vigorous physical activity each week from the baseline by 30%.</p>	Monitoring of class timetables and analysis of physical activity surveys indicate that this target has been achieved.
<b>Physical Activity - Teaching Practices</b> <p>Increase the number of teachers demonstrating explicit teaching practices to deliver high quality programs in PDHPE by 20% from the baseline.</p>	Due to COVID restrictions professional learning was unable to be delivered, so this target will become a focus in 2022.



Ochre painting at Tamworth Regional Art Gallery

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$39,693.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Murrurundi Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• These funds were journaled to Caves Beach Public School, after the student requiring support moved early Term 1.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the student transitioning into her new school quickly with support structures put in place to support learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> utilised as required. There are currently no other students receiving integration funding support.</p>
<p>Socio-economic background</p> <p>\$65,632.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murrurundi Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Stronger Start, Teaching Big Ideas, Multi-Lit and components of reading to support identified students with additional needs</li> <li>• employment of additional staff to support Stronger Start, Teaching Big Ideas, Multi-Lit and components of reading program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers being supported to deliver quality teaching programs in numeracy and reading, that catered for the learning of all students; and students achieving expected growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> provide professional training for new staff and embed the teaching practices within classroom programs.</p>
<p>English language proficiency</p> <p>\$2,288.18</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Murrurundi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>English language proficiency</p> <p>\$2,288.18</p>	<ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improvement in student outcomes in literacy for EAL/D students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue supporting EAL/D students to achieve expected literacy outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$32,917.24</p>	<p>Low level adjustment for disability equity loading provides support for students at Murrurundi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• provision of sports equipment to improve gross motor and coordination skills</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students with identified needs supported within the regular classroom setting and improved gross motor skills and core strength.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue supporting students in class who have identified needs.</p>
<p>Location</p> <p>\$17,154.12</p>	<p>The location funding allocation is provided to Murrurundi Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching</li> <li>• Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• provision of quality physical activity time</li> <li>• provision of quality units of work for personal development and health that catered for the needs of our context.</li> <li>• additional support staff in classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students having adequate physical activity time over the week that meets DET requirements, provision of quality units of work that cater for our unique setting and support for students who require it.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to create quality units of work for cycle 2 and support students access a wider range of opportunities.</p>
<p>Literacy and numeracy</p> <p>\$5,491.63</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Murrurundi Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Literacy and numeracy</p> <p>\$5,491.63</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> classrooms having access to their own set of quality teaching resources to support learning in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to support targeted students in reading and numeracy.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.20</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Murrurundi Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers receiving professional learning to allow delivery of evidence based programs and in reading and numeracy; and student outcomes being closely tracked through regular collection and analysis data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to support teachers to regularly collect and analyse student data to inform teaching programs.</p>
<p>QTSS release</p> <p>\$9,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Murrurundi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Assessment Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> professional learning being delivered that specifically addressed the needs of staff to deliver quality evidence based teaching programs in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to provide professional learning to all staff on how to analyse and use data to inform teaching programs.</p>
<p>COVID ILSP</p> <p>\$36,384.00</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</p>

<p>COVID ILSP</p> <p>\$36,384.00</p>	<p>school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in both literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted students improving their skills in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue using a range of quality assessment tools to identify students who require support in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$9,922.59</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murrurundi 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Engagement</li> <li>• Effective Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• provision of authentic cultural art activities for all students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal students achieving expected growth in reading and increased understanding and appreciation for Aboriginal culture in the areas of art and language.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue providing support to all Aboriginal students in the areas of literacy and numeracy and provision of cultural activities or all students.</p>





Using Beebots during a robotics workshop

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	24	26	28	30
Girls	25	29	21	22

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.5	91.1	96.3	93.6
1	94.4	86	93.1	91.3
2	89.3	90.4	95	88
3	89.3	95	91.6	88
4	93.3	90.6	92.8	89.5
5	89.6	88.6	96.3	90.4
6	88.2	87.2	89.1	91.5
All Years	90.8	90.1	93.5	90.1
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

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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.



Bike Day - PBL Reward

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.



Regeneration Education Day at Belltrees Public School



## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	127,065
<b>Revenue</b>	969,413
Appropriation	949,087
Sale of Goods and Services	310
Grants and contributions	19,588
Investment income	28
Other revenue	400
<b>Expenses</b>	-996,680
Employee related	-850,896
Operating expenses	-145,784
<b>Surplus / deficit for the year</b>	-27,267
<b>Closing Balance</b>	99,798

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 Captains proudly representing Murrurundi Public School at ANZAC ceremony.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	39,693
<b>Equity Total</b>	111,736
Equity - Aboriginal	10,005
Equity - Socio-economic	66,105
Equity - Language	2,400
Equity - Disability	33,226
<b>Base Total</b>	694,990
Base - Per Capita	12,079
Base - Location	17,144
Base - Other	665,767
<b>Other Total</b>	98,133
<b>Grand Total</b>	944,552

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.



Getting fit and raising funds for Jump Rope for Heart

## 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](https://myschool.edu.au) to access the school data.



Belltrees Public Speaking Competition

## Parent/Caregiver satisfaction

The school regularly seeks feedback from parents and/or caregivers to ascertain levels of satisfaction. We have not used surveys this year, as we found there was a very low response rate. Instead, we took the opportunity to hold a focus group that was open to all families and community members. We also utilised monthly P&C Meetings to gather feedback. Questions were focused on areas such as student learning, engagement and general satisfaction.

Parent and caregiver feedback indicated that while communication between the school and home had improved through the use of the School Stream app, they felt excluded during COVID restrictions. Many families felt that they did not have the same level of communication with classroom teachers during this time. Learning from home was well supported by our families. Staff made an effort to hold daily zoom meetings with their classes and a system was set up to ensure that all parents were contacted personally at least once a week. Most parents felt they were well supported and felt comfortable asking for additional support when needed. Most parents eagerly look forward to being able to attend school assemblies, school activities and presentation day in 2022.

## Staff

Staff feedback received during regular staff meetings indicate that they are happy and satisfied with the direction the school is heading in. They feel valued believe that relational trust has been restored. Staff feel that everyone contributes and that we are working as a cohesive team. While COVID hindered the delivery of some aspects of professional learning, through the PLP process, it is evident that staff were satisfied with the professional learning opportunities that were on offer. They are looking forward to more opportunities for face to face learning in 2022.

## Students

In 2021, the school could not conduct the student Tell Them From Me survey due to the small number of students in each grade. Instead an open class discussion took place with the 4-5-6 class. Feedback collected from this process indicated that most students felt their teachers knew them well and provided them with engaging lessons. Most students felt that they were valued and cared for by both staff and their friends. Most students agreed that they work to the best of their ability and a few students felt that they would like to be challenged more, especially in the area of mathematics. All students felt that COVID had impacted on their learning and that they were missing out on many opportunities including excursions. They are looking forward to a return to 'normal' in 2022.



Creative Arts - Learning from home activity



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.



Farewell to Year 6