

2022 Annual Report

Murrumburrah Public School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

Principals Report - Taken from the 2022 Presentation Night Ceremony

Good evening special guests, staff, parents, family and friends, and most importantly our wonderful students. Welcome to Murrumburrah Public Schools 2022 Presentation Assembly. It's with great pride that I stand before you this evening, as your Principal of our exceptional school, and to be able to recognise the achievements and efforts of our students. Although, every day I feel extremely grateful to be the Principal of this wonderful school, to have the opportunity to lead our school and to work closely with our students, teachers and families - it is an absolute honour and privilege.

The past few years have definitely been one for the history books, and with a few chapters perhaps we'd rather forget. Though, despite all the challenges we have faced, we have also discovered a depth of resilience, compassion and togetherness that has shone through.

This year saw everything back on from excursions to the sporting fields far and wide. Community members were allowed back into school grounds to celebrate all things great and small! And in true MPS tradition the students were back involved in everything they could put their hands on.

Some of our 2022 highlights including our weekly band and drum groups, K-6 Public Speaking Program, MPS debating team becoming zone champions, Individuals participating at district, Riverina and state levels in various sporting events, students performing at Schools Spectacular in Sydney.

One of our greatest strengths at MPS is the outstanding range of programs that are run to cater for our diverse range of students. From hands on learning, Lunch time clubs, our leadership programs, Learning Support, PBL, Arts and Sporting programs, wellbeing initiatives, there really is a strong focus on helping every child shine and achieve their potential.

2022 has seen a continued focus on the growth and development of student's literacy and numeracy skills. Staff have undertaken key professional learning opportunities, building teacher capacity and ensuring all students are exposed to best teaching practices. Using data to drive our decision making will continue to be a key component in our school planning in the new year.

This year we have had many upgrades to our school. The cooler classroom project has been recently completed which has now seen the removal of all gas heaters in the classrooms with a state of the art heating and cooling systems to our learning areas. We were also part of the rural access program that has seen all our interactive smartboards and technology upgraded in every classroom to support students learning outcomes. The school is looking amazing with internal and external painting maintenance happening throughout the year and a huge thank you to Craig Grey and Tim McFarlane for making the school grounds look absolutely amazing for our children to play on each and every day.

I would firstly like to thank our current year 6 leaders; I would like to say thank you for all your excellent work you have done over the past year and being excellent role models to our younger students. I have thoroughly enjoyed working with you all this year and you have done a wonderful job in your roles. Your leadership, dedication and support to our school is greatly appreciated.

I would like to thank our teaching and support staff for their professionalism and dedication to their roles in the school. I am in awe of the teamwork, passion and drive you all have to support our students to achieve their personal best. I observed the hours of work, and deep level of care and commitment to supporting your students. You do this all with an unwavering dedication to continuing improving learning and wellbeing outcomes for all of our students. For what has been an exceptional past couple of years, I want to say thank you for all you have done and continue to do, to ensure every student is known, valued and cared for.

To our incredible community, without you - the parents, carers and families, we would not have been able to support our students learning with the same success. This school works so well because of the input of parents, grandparents and community members who are all so invested in the success of our students. I would like to extend a special thanks to our P&C who, as usual, went above and beyond the call of duty to provide whatever was necessary to add to our students' already rich school experience. I can't thank everyone enough for your hours of volunteering, organising, donating and doing whatever was necessary to support students-both at home and at school. Your efforts to make Murrumburrah Public School the best it can be do not go unnoticed.

I'd like to finish with a final message to our wonderful students. All that we do here is for you. Every day we strive to provide you with an outstanding learning environment. We have a school of passionate, engaged and enthusiastic students who excel and display their talents in so many different ways. It has been wonderful to see the confidence and pride grow in each of you. This is developed through the opportunities that you seize, the opportunities your teachers inspire and the opportunities that this school offers you. Whether this evening you get an award or not we are very proud of you all. It is important to know we don't come to school to get an award but the reward itself is learning. Can you please join me in congratulating all our students for a wonderful year.

To the families and p and c member who are leaving us this year. Thank you for your contribution to our school and for trusting us with your child's education. We wish you and your family all the best in the future.

And finally, I would like to wish you and your families a Merry Christmas and a very happy new year. I hope you all get the opportunity to slow down, switch off, relax and enjoy time with your loved ones.

Message from the school community

President Report - taken from the 2022 Presentation Night Ceremony

Mrs Ford, Teachers, Parents and Students. I would firstly like to commend each of you on a wonderful year at MPS. I have been fortunate to be a part of the 2022 P and C association and could not be prouder of the efforts our volunteers have undertaken to support MPS throughout the year. This could be seen demonstrated through volunteering time, baking, attending meetings, making donations, serving at the canteen and in a variety of other ways too. Without all your efforts, the P and C would not be able to run.

We have been able to support MPS in a variety of ways this year and a few examples include financially supporting kids kitchen, school spectacular, donating lunch orders, providing close to \$28,000 dollars to the upcoming infants shelter, and providing a school hat to each of our new kindergarten students for 2023.

I urge all families who wish to be a part of the P and C to attend next years AGM and learn more about what we do to support MPS and its students.

Before I finish, I would like to present Mrs Ford with some flowers on behalf of the P and C for all her hard work throughout the year. Also, I would like to thank one other special person, this person has volunteered for many years, they have run the canteen, cooked countless school lunch specials, served our children with a smile at school events, supported many of us as parents who are new to the p and c, and who we will sadly miss seeing around town after she moves onto new adventures at the end of the year. If Nikki Donassis could please come forward and receive a small gift as a token of respect for all your efforts.

Thankyou

Mrs Cie-Anne Dyball

P&C President



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 200 whose learning needs are met in 10 classes and 2 Multi-categorical classroom. Many students come from low socio-economic backgrounds and the nearest regional centre is 150 kilometres away. 19% 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. MPS has a systematic, evidence-based approach to support the learning and wellbeing of all students, with data informed tiered (universal, small group, individual) intervention supports. The practices of Visible Learning support explicit teaching that is centred on the needs of all students. Staff continually seeks improved learning outcomes for all students with the support of the Learning Support Team, multi-categorical classes and an Instructional Leader, is the guiding principle of our school culture, together with our core values of respect, responsibility, and empathy.

Our students experience a wide range of extra-curricular opportunities. We have a band and drum programs, working in partnership with the Young Regional School of Music. Other programs include: debating and public speaking, lunchtime clubs and HPGE programs. We participate in many Primary Schools Sport Association (PSSA) sporting competitions. Our school sporting teams have enjoyed success at the highest levels and many of our students have competed individually at State level.

The evaluation and reflection processes undertaken as part of the situational analysis, identified some key areas for improvement in this Strategic Improvement Plan (SIP). 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.

The school will utilise staffing entitlements and flexible equity resourcing to ensure the additional employment of both teaching and support staff to ensure that we are meeting the individual learning needs of students through a range of tiered support and an evidence-based professional learning model.



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: \$5,538.90

Socio-economic background: \$100,000.00

Aboriginal background: \$46,645.47

Summary of progress

Whole school teaching and learning practice is continually reviewed and adjusted to support current data, research-based evidence and best practice as per DoE policy. Staff collaboration has ensured students work to achieve SMART goals using shared templates, learning progressions and assessments as a guide. Small, targeted groups have been implemented across both English and Mathematics to support all students in engaging with the curriculum and programming practice has been streamlined to ensure consistency across K-6 (Weekly Planner Document).

Teachers across K-6 participated in professional learning relating to the new K-2 English and Mathematics syllabus in preparation for the implementation of this in 2023. K-2 teachers developed and implemented lessons relating to the new curriculum, providing feedback in relation to resources required, ensuring a smooth transition period between changing teaching programs from the purchased PRIME mathematics program to focusing on the units of learning provided by NSW DoE.

Assessment Schedules have been developed in consultation with classroom teachers and assessment data collated and analysed by the LaST and AP C & I. Greater collaboration and sharing of data analysis will see further improvement in informed practice across K-6.

Future goals will include streamlining the way in which internal assessment data is saved, enabling teachers to gain a greater insight into individual and groups of students. Student tracking for mathematics will enhance our capability to monitor student growth and target individuals, ensuring all students can achieve expected growth within their learning.

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 23% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy (lower bound system-negotiated target).	Evidence of Activity To attain the goal of 23% 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 continued to be a focus across K-6 and were developed based on observable data including online assessments, teacher observation and learning progressions• Number Talks were a focus across K-6, implemented with support from Executive staff and the AP C & I• Small, targeted groups were established through the LaST to provide targeted numeracy support with a focus on Number• K-6 staff undertook Professional Learning in relation to the new K-2 Mathematics Syllabus with a focus on developing hands on classroom

<p>A minimum of 23% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy (lower bound system-negotiated target).</p>	<p>activities</p> <p>Evidence of Process Quality</p> <p>Through careful analysis of assessment data (both external and internal), teachers were able to identify key areas of opportunity in individual student learning as well as across class cohorts. Professional Learning opportunities, whole staff collaboration and careful analysis of SCOUT and PLAN2 resulted in a whole school decision to discontinue using PRIME as the primary mathematics program in K-2 . SMART Goal implementation was streamlined to provide increased skill in teacher use of external assessment data to drive their teaching and learning.</p> <p>Evidence of Impact</p> <p>SCOUT data indicates 12% of Year 3 and Year 5 students achieved in the top two bands in NAPLAN numeracy in 2022 indicating the school did not meet the system negotiated target. Focus on this target has resulted in the organisation of streamed mathematics groups in Year 5 to boost the percentage of students attaining in the top two bands. Key Professional Learning opportunities with a focus on mathematics will be core in supporting ongoing improvements with the teaching and learning cycle relating to mathematics.</p>
<p>A minimum of 29.3% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading (lower-bound system-negotiated target)</p>	<p>Evidence of Activity</p> <p>To attain the goal of 29.3% of students achieving in the top two bands in NAPLAN Reading, we implemented a number of activities to support our students. These included but were not limited to:</p> <ul style="list-style-type: none"> • Literacy SMART goals developed based on observable data including online assessments, teacher observation and learning progressions • Small, targeted groups were established through the LaST to provide targeted literacy support with a focus on comprehension skills • AP C & I to work collaboratively with classroom teachers to support the implementation of reading programs and tracking of student reading outcomes • Professional Learning in relation to the K-2 English Syllabus undertaken by all teaching staff K-6 to support best practice implementation across the school <p>Evidence of Process Quality</p> <p>Through careful analysis of assessment data (both external and internal), teachers were able to identify key areas of opportunity in individual student learning as well as across class cohorts. Professional Learning opportunities, whole staff collaboration and careful analysis of SCOUT and PLAN2 resulted in the development of a 'Sight Word blitz' aimed at building student vocabulary and reading skills across K-6.</p> <p>Evidence of Impact</p> <p>SCOUT data indicates 30.19% of Year 3 and 5 students achieved in the Top 2 bands. Data shows that this target was strongly impacted by the greater percentage of Year 3 (46.67%) students achieving in the top two bands, as opposed to Year 5 students (8.7%). This evidence suggests the need to focus on building the reading skills of those students in Year 3 and Year 5 who attained results in the high middle bands (26.67% Year 3, 34.78% Year 5). This data exceeds the lower-bound system-negotiated target of 29.3%. Reading skills across K-6, targeting our middle to upper students will continue to be a focus for 2023 and reviewing our teaching and learning cycle to ensure best practice is being implemented by teachers K-6.</p>
<p>A minimum of 55.5% of Year 3 and 5</p>	<p>Evidence of Activity</p>

<p>students achieve expected growth in NAPLAN numeracy (lower-bound system-negotiated target) and moving towards an agreed upper bound system-negotiated target of 62.5%.</p>	<p>To achieve the lower-bound system-negotiated targeted growth for Year 3 and 5 students in numeracy, a number of activities were developed. These included:</p> <ul style="list-style-type: none"> • developing numeracy SMART goals, focusing on the language of learning progressions to build upon student learning outcomes • staff professional learning, resulting in the establishment of a 'non-negotiables' document relating to a minimum whole school benchmark for mathematics achievement across K-2 • small, targeted groups were established through the LaST to provide targeted numeracy support with a focus on working mathematically, number and algebra • Professional Learning in relation to the K-2 Mathematics Syllabus undertaken by all teaching staff K-6 to support best practice implementation across the school <p>Evidence of Process Quality</p> <p>Analysis of SCOUT and PLAN2 indicates the opportunity to review whole school mathematics programming and delivery. In focusing on Year 3-6, research-based evidence suggests that the implementation of streamed mathematics classes will support improved student learning outcomes.</p> <p>Evidence of Impact</p> <p>Student expected growth data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check-In results indicate ongoing focus is required in mathematics, specifically in the area of Number and Algebra.</p>
<p>A minimum of 64.6% of Year 3 and 5 students achieve expected growth in NAPLAN reading (lower-bound system-negotiated target) with an increased percentage moving towards the agreed upper bound system-negotiated target of 69.6%.</p>	<p>Evidence of Activity</p> <p>To achieve the lower-bound system-negotiated targeted growth for Year 3 and 5 students in reading, a variety of activities were implemented. These included:</p> <ul style="list-style-type: none"> • assessing reading comprehension on a regular basis through external assessment tools (Lexile, Check-In) and PM Benchmarks • tracking student literacy achievement through InitialLit and using these results to form targeted support and extension groups • implementing a 'sight word blitz' to build upon student vocabulary and reading fluency • staff professional learning, resulting in the establishment of a 'non-negotiables' document relating to whole school benchmarks for English achievement across K-2 • Professional Learning in relation to the K-2 English Syllabus undertaken by all teaching staff K-6 to support best practice implementation across the school <p>Evidence of Process Quality</p> <p>Analysis of SCOUT and PLAN 2 indicates the opportunity to review whole school mathematics programming and delivery. Data indicates the opportunity to increase student growth in reading by targeting students in the top middle bands for reading.</p> <p>Evidence of Impact</p> <p>Student expected growth data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check-In results indicate ongoing focus is required in reading comprehension across Year 4-6.</p>

A minimum of 64.6% of Year 3 and 5 students achieve expected growth in NAPLAN reading (lower-bound system-negotiated target) with an increased percentage moving towards the agreed upper bound system-negotiated target of 69.6%.

Evidence of Activity

To attain our goal of student attainment in relation to the top two bands in NAPLAN Reading, we implemented the following:

- 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.

Evidence of Process Quality

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.

Evidence of Impact

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.

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 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

Socio-economic background: \$64,810.40

Summary of progress

Our focus for 2022 was on continuity of learning and wellbeing and focused learning. Under these initiatives, Murrumburrah Public School set goals of improving attendance rates and procedures, establishing and reviewing external therapy agencies, parent portal introduction and implementation.

In response to our attendance goals, MPS has begun using STUDENT PARENT PORTAL, this has given the MPS school community a tool for communicating absences to school that is timely and efficient. Through using the SENTRAL PARENT PORTAL parents are able to add daily absences as well as any future absences they may have. The usage of this communication tool has added to the attendance reasoning making our attendance data current and up to date.

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
Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 70%.	<p>Evidence of activity</p> <p>To achieve the goal of Increasing the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 70%, Murrumburrah Public School</p> <ul style="list-style-type: none">• Increased communication in regards to attendance through our third party networking app, SeeSaw.• Introduced SENTRAL Parent Portal for families.• Increased communication through our newsletter using the "Attendance Matters" resources (NSW DOE) <p>Evidence of Process Quality</p> <p>During 2022, teachers and executive staff monitored student attendance through SENTRAL. The introduction of the Parent portal allowed parents to communicate absences in a timely manner, alleviating unjustified absences. SeeSaw allowed parents to also communicate with teachers and staff in a timely manner.</p> <p>Evidence of Improvement</p>

<p>Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 70%.</p>	<p>Through these avenues, Murrumburrah Public School experienced a rise in attendance for students 90% and above, achieving a total of 81% attending 90% of the time or higher. This put MPS above the average state and network attendance percentages in the same area. It also exceeded the established goal by 11%.</p>
<p>76% of students form K-6 will achieve their literacy and numeracy SMART goals.</p> <p>Uniform programming procedures to be implemented with HSIE, maths and literacy, allowing continuity of school procedures around learning delivery.</p>	<p>Evidence of Activity</p> <p>The goal of attaining 76% 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. Murrumburrah Public School had achieved 90% of students attaining their literacy and numeracy goals, 14% above our original goal.</p> <p>Evidence of Process Quality</p> <p>Visible learning goals are displayed in 100% of classrooms as a result of on-going formative assessments. English goals are driven by work samples and classroom observations of student learning, particularly through small group and one to one explicit teaching. Mathematics goals are driven by work samples, dialogic conversations and classroom observations during small group activities.</p> <p>Evidence of Success</p> <p>Continuation of allowing staff to time to collaborate and build effective teaching practices that are driven through data informed decisions has allowed the development of of quality teaching and learning programs. In addition we are continuing to develop scope and sequences that align with the new literacy and numeracy curriculum. This has allowed staff to develop highlu targeted teaching and learning programs that support students literacy and numeracy SMART goals.</p>
<p>Increase the proportion of students reporting expectation for success, advocacy and a sense of belonging at school to uplift by 8.6%.</p>	<p>Evidence or Activity</p> <p>To achieve the goal of increasing the proportion of students reporting expectation for success, advocacy and a sense of belonging at school to uplift by 8.6%, Murrumburrah Public School</p> <ul style="list-style-type: none"> • Increased engagement with community around our Positive Behaviour for Learning Program • Increase the number of educational workshops and excursions attended by both students and staff • Aligning our PBL processes with the Department of Education Wellbeing framework <p>Evidence of Process Quality</p> <p>Throughout 2022, executive staff worked with teachers to align classroom expectations and processes with our Positive Behaviour framework. School focuses were communicated week to week with the community through our newsletter and social media platforms, allowing these processes to transcend the school environment. With the easing of Covid restrictions, guest workshops and educational experiences were allowed back into the school. Cohorts were also free to explore outside experiences, building on expectations in sense of belonging, advocacy at school and expectations of success.</p> <p>Evidence of Success</p>

Increase the proportion of students reporting expectation for success, advocacy and a sense of belonging at school to uplift by 8.6%.

Murrumburrah public school currently stands at a 93% approval percentage in Advocacy at School, 97% approval percentage in Expectations of Success and 81% approval percentage in Sense of Belonging. This puts MPS firmly above state, network and similar school percentages. We still acknowledge there are improvements that can be achieved, but positive progression is evident.

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

AP Curriculum & Instruction: \$180,685.20

Beginning teacher support: \$15,217.00

Socio-economic background: \$11,492.10

Professional learning: \$4,707.23

Summary of progress

Murrumburrah Public School is dedicated to creating a collaborative learning environment that prioritises the success of all students. By involving parents, students, and the community in the educational process, the school is able to ensure that students have the resources and support they need to succeed, particularly during periods of transition.

The school's leadership team is committed to providing ongoing support and development opportunities for teachers, which can help to ensure that the instructional practices used in the classroom are effective and up-to-date. By evaluating professional learning plans based on data-identified school priorities, the school is able to ensure that teachers are equipped with the skills and knowledge needed to meet the needs of their students.

MPS is taking a comprehensive and data-driven approach to education, with a focus on creating a supportive and collaborative learning environment that benefits all students learning outcomes.

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 developing their capacity to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.	<p>Evidence of Activity</p> <p>Teachers worked collaboratively to improve the quality of instruction through triangulation of evidence and a focus on quality assessment. By working in stage groups, teachers can share their expertise and experiences to identify effective instructional practices and develop strategies to address any areas of need.</p> <p>Evidence of Process Quality</p> <p>We have continued to embed coaching and mentoring, particularly with Instructional Leader/s working shoulder to shoulder with teachers to model explicit instruction in literacy and numeracy.</p> <p>Evidence of Impact</p> <p>Murrumburrah Public School emphasises the importance of evidence-based teaching strategies, which is an effective way to ensure that all students receive high-quality instruction. By developing teachers capacity to identify and implement effective explicit teaching methods, teachers were better equipped to engage and support their students to achieve their learning</p>

<p>All teachers are developing their capacity to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.</p>	<p>outcomes.</p>
<p>The professional learning community progresses into level 4 on the Middle Years (5-9) Transition Matrix.</p>	<p>Evidence of Activity</p> <p>Developing effective transitional practices for students moving from Year 6 to Year 7. Through; Collaboration between primary and high school staff, orientation program, student support programs, curriculum alignment and parent and family engagement</p> <p>Evidence of Process Quality</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>Murrumburrah Public School is focused on building even stronger connections between the primary and secondary environments. Having secondary staff physically present in the primary school setting has strengthened their understanding of how students learn and identify appropriate strategies to support their academic and well-being outcomes as they move into high school.</p> <p>This type of collaboration and continuity is crucial for ensuring that students have a smooth transition and that their needs are met throughout their educational journey. Continuation of sharing information and working together, primary and secondary staff are having a greater understanding of the strengths and challenges of individual students and develop tailored strategies to support their success. Murrumburrah Public School staff is committed to continuous improvement to enhance the learning and well-being outcomes for its students and their transition to High School.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$107,841.00</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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). • the school has continued to focus on providing Professional Learning for staff in developing and resourcing quality tiered intervention strategies to support targeted students. SLSOs participated in HIPL with our APCandI to support the implementation of the InitialLit K-4, with targeted support for specific IFS students. <p>The allocation of this funding has resulted in the following impact: enhanced teacher knowledge and skills to effectively cater for students with additional learning and support needs through the implementation of personalised, differentiated learning programs, with a specific focus on literacy, numeracy and well-being.</p> <p>After evaluation, the next steps to support our students 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 IEPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$176,302.50</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"> • Effective Classroom Practices • Wellbeing and Focused Learning • Building Educational Leaders <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support wellbeing program implementation. <p>The allocation of this funding has resulted in the following impact: Equitable access for all members of the school community to engage in activities and well-being programs which promoted quality educational experiences and support for all students.</p> <p>After evaluation, the next steps to support our students will be: funding an off-class Assistant Principal in Learning and Wellbeing to allow for additional support and engagement of students and their families, to increase equability of resources and services.</p>

<p>Aboriginal background</p> <p>\$46,645.47</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"> • Effective Classroom Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: 90% of ATSI families have engaged in the PLP process. Tell Them From Me data indicated 100% of ATSI students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: To further develop initiatives that provide personal support to ATSI students, through consultative practices, leadership, quality planning and review processes for implementation in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$94,855.68</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students 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>\$19,842.67</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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses

<p>Location</p> <p>\$19,842.67</p>	<p>The allocation of this funding has resulted in the following impact: equitable access to school activities, ensuring improved participation, learning and well-being for all students</p> <p>After evaluation, the next steps to support our students will be: used to continue supporting students experiencing financial hardship and disadvantage</p>
<p>Professional learning</p> <p>\$27,298.62</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 • Building Educational Leaders • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching. whole school approach to numeracy and literacy - training ongoing in 2023</p>
<p>QTSS release</p> <p>\$37,464.25</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>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 • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Executive staff received additional release time to provide demonstration and observation lessons for staff. Supervisors oversaw the Performance and Development process and monitored teaching and learning programs to ensure consistency and alignment with school targets and processes.</p> <p>After evaluation, the next steps to support our students will be: AP Curriculum and Instruction to lead improvement in an area where teachers need support and to allow additional release time for executive staff to support stage teams in delivering school programs aligned with professional learning.</p>
<p>COVID ILSP</p> <p>\$107,773.00</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>

COVID ILSP

\$107,773.00

school as most likely to benefit from additional support in 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.
- providing targeted, explicit instruction for student groups in literacy/numeracy.

The allocation of this funding has resulted in the following impact:

Students identified as working below curriculum benchmarks received intensive learning and support as part of the COVID ILSP program, meeting individualised learning goals and working towards school targets of improving expected growth and students achieving the top two NAPLAN bands for literacy and numeracy.

After evaluation, the next steps to support our students will be:

Employment of additional educators to continue learning and support for the improvement of student growth and attainment, working particularly with students working below expected outcomes as identified through internal assessment data. In 2023, our APCI will continue to oversee the COVID ILSP program and support staff in assessing data and planning for teaching and learning.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	92	91	97	100
Girls	88	95	100	102

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.5	91.5	94.0	91.3
1	94.0	89.5	89.1	87.5
2	92.9	93.3	90.0	89.9
3	93.6	94.0	91.0	85.9
4	92.2	91.0	91.8	89.0
5	93.7	91.8	93.3	88.3
6	92.3	90.2	91.1	88.1
All Years	93.0	91.8	91.3	88.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	3.2
Classroom Teacher(s)	9.23
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	4.4

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	92,403
Revenue	3,127,835
Appropriation	3,059,619
Sale of Goods and Services	813
Grants and contributions	66,226
Investment income	877
Other revenue	300
Expenses	-3,210,194
Employee related	-2,708,277
Operating expenses	-501,917
Surplus / deficit for the year	-82,359
Closing Balance	10,043

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.

	2022 SBAR Adjustments (\$)
Targeted Total	107,841
Equity Total	317,804
Equity - Aboriginal	46,645
Equity - Socio-economic	176,303
Equity - Language	0
Equity - Disability	94,856
Base Total	2,073,093
Base - Per Capita	51,299
Base - Location	19,843
Base - Other	2,001,952
Other Total	298,349
Grand Total	2,797,087

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.

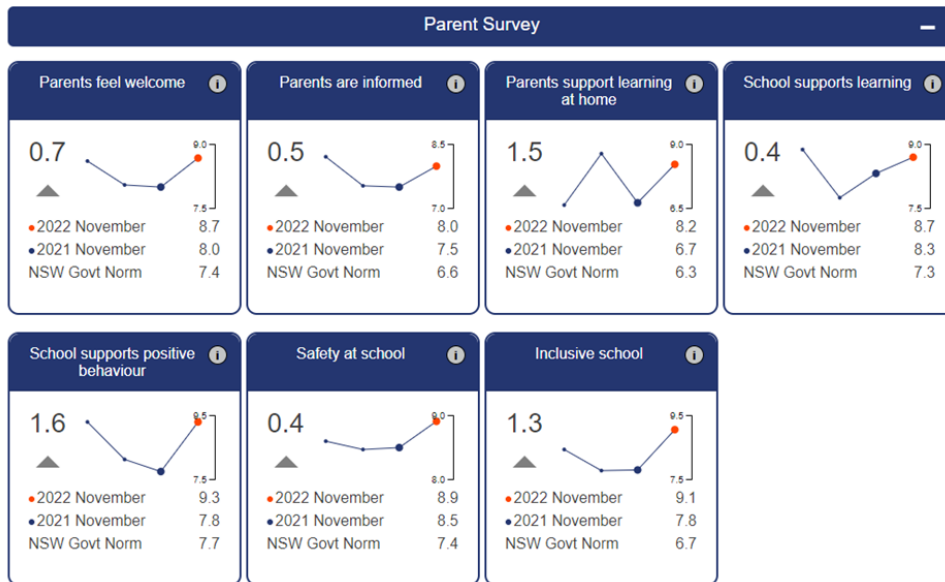
Parent/caregiver, student, teacher satisfaction

In 2022, Murrumburrah Public School accessed a range of tools to seek opinions and feedback of students, staff and community. These tools included: formal and informal discussions, emails, Seesaw messages, phone calls, online surveys and forms, P&C, Tell Them From Me for students and families and staff. Below were the conclusions gained from analysing data:

The evaluation process to gauge parent satisfaction showed well above state average of satisfaction (Tell Them from Me) relating to all aspects: parents felt welcome, inclusive school, safety at school, school supports positive behaviour, school supports learning, parents supporting learning at home, parents are informed. Feedback through the P&C also indicated a high level of satisfaction with the schools performance in relation to extra-curricula activities, positive behaviour and opportunities for parental participation.

Teachers and School Learning Support Officers indicated that they understand their part in achieving the school's strategic directions and improvement measures and this is documented in their Performance Development Programs and Assessment and Reporting procedures. They indicated high levels of job satisfaction and they felt well supported by the executive.

Students indicated that they overwhelmingly feel safe at school and that their learning is important to them. They also indicated that their teachers know them well and understand how they learn.



Parent/Carer Satisfaction

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.

Aboriginal Education - School statement

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- * 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.

