

2022 Annual Report

Murrurundi Public School



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Introduction

The Annual Report for 2022 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.

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Excursion to Canberra

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 Student Representative Council, 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.



Beersheba Day Ceremony

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	2022 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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Socio-economic background: \$26,546.00

AP Curriculum & Instruction: \$15,115.00

Aboriginal background: \$4,000.00

Low level adjustment for disability: \$5,866.00

Literacy and numeracy: \$27,331.00

English language proficiency: \$2,400.00

Summary of progress

Data Skills and Assessment Practices

In 2022 the school engaged in deep and rigorous professional learning through the Collaborative Support for Unique Settings project. Staff were up skilled in data analysis to inform planning, with a particular focus on collaboration and the use of assessment and data in Vocabulary. Staff developed a deeper understanding of the Learning Progressions and the use of PLAN2 to manage data and inform teacher lesson planning. Teachers engaged in high impact professional learning into the science of reading with a particular focus on quality text, and intentional teaching of Tier 2 and 3 words in vocabulary. There was strong staff engagement in the process and the project has delivered significant gains to school operations, teacher practice and student learning outcomes. Teachers have taken ownership of student data and routinely engage in student-centred conversations that examine data to track learning progress and determine next steps. Teacher programming and lesson planning is closely aligned to syllabus outcomes and differentiation is reflected through the use of the Learning Progressions.

Effective Teaching

All K-2 staff received professional learning to allow familiarisation and implementation of the new K-2 English and Mathematics Syllabus. With the support of a curriculum advisor, staff participated in professional learning to develop understanding of the evidence supporting the new syllabus documents, how they were set out, and teaching 'big ideas' over two weeks intervals. This allowed staff to gain a deeper understanding of the requirements of both documents. With this in mind, changes were made to the units of work to cater for our specific context. Support staff participated in professional learning to understanding and knowledge to use and support students reading decodable texts. This ensured that those students requiring additional support received it in a timely manner. The school scope and sequences for component A - phonemic awareness, handwriting, phonics and spelling were revised and altered to support the learning sequences in the new English syllabus. Participation in the Early Adopter initiative ensured that staff were ready to embed their knowledge of the new syllabus in 2023.

Next Steps

Data Skills and Assessment Practices

- In 2023 the school will continue to embed this learning and extend its focus to include more aspects of numeracy, with a focus on Additive Strategies and Multiplicative Strategies.
- There will be additional support provided to build the capacity of new staff to engage in deep collaboration, peer review, coaching and feedback.

Effective Teaching

- All staff familiarise themselves with the draft 3-6 English and Mathematics documents.
- All staff will complete the micro learning modules for both English and Mathematics

- The K-2 scope and sequence will be aligned with the current 3-6 scope and sequence in English and Mathematics to ensure continuity of teaching, particularly in the 2-3-4 classroom.

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
NAPLAN - Top two bands <ul style="list-style-type: none"> • Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading from the baseline by 8.7% (lower bound target) 	NAPLAN scores indicate that the number of students achieving in the top two bands have exceeded target expectations for 2022. While there was a decrease of 2.5% of students in the top two bands for reading, results indicate that achievement is well above upper bound targets.
NAPLAN - Top two bands <ul style="list-style-type: none"> • Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy from the baseline by 9.8% (lower bound target) 	NAPLAN scores indicate that the number of students achieving in the top two bands have exceeded target expectations for 2022. While there has been a decrease of 8% of students in the top two bands for numeracy from the previous year, results indicate that achievement is well above upper bound targets.
NAPLAN - Expected growth <ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN Reading from the baseline by 40% 	There is no expected growth data to report on as the 2022 cohort did not sit for NAPLAN assessments in 2020.
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN Numeracy from the baseline by 40% 	There is no expected growth data to report on as the 2022 cohort did not sit for NAPLAN assessments in 2020.
Progressions <ul style="list-style-type: none"> • Increase the percentage of Kindergarten children achieving expected growth in the Reading and Numeracy as tracked through PLAN from the baseline by 40%. • Increase the percentage of students Years 1 - 6 achieving expected growth in Reading and Numeracy as tracked through PLAN from the baseline by 40%. 	<p>Early Stage 1 students have exceeded expected growth across all tracked focus areas in literacy and numeracy.</p> <p>Stage 1 students are working at expected achievement across all tracked focus areas in literacy and numeracy</p> <p>Most Stage 2 students are working at expected levels across all tracked focus areas in literacy and numeracy.</p> <p>Students in Stage 3 are working towards achieving at expected levels across all tracked areas in literacy and numeracy.</p>



Collecting data for graphing

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

Professional learning: \$4,950.00

Socio-economic background: \$4,000.00

Summary of progress

Striving for Improvement

Due to the challenges presented as a result of COVID-19, this activity was put on hold. The professional resources were purchased, however, limited casual teaching staff, unfilled teaching positions and COVID-19 restrictions impacted upon staff being released to engage in authentic training in the Clarity Learning Suite.

Wellbeing and Engagement

All staff participated in High Potential and Gifted Education Policy (HPGE) Tier 1 online professional learning. School procedures and practices were reviewed to ensure that students were identified as having high potential in one or more domains and that their needs were being addressed. Staff have developed a deeper understanding of the requirements of the policy. Over the year, we provided opportunities for students to participate in sporting events and trial days, coding programs, public speaking, creative arts programs and writing workshops with Hunter Valley Writers. Students were encouraged to apply for the online Opportunity Class provided through Aurora College - we currently have one student accessing this program. The principal completed the HPGE Tier 1 Leaders course. Staff collaborated to complete the evaluation and planning tool for the first three policy statements. This planning tool will support implementation as we move into 2023.

Next Steps

Striving for Improvement

- Principal will engage in modules 1 and 2 from the Clarity Learning Suite
- Staff will engage in module 3 and 4 from the Clarity Learning Suite

Wellbeing and Engagement

- Survey students to determine sense of purpose and connectedness to learning
- Use the results of the planning tool to support implementation of the HPGE policy
- Reinvigorate Positive Behaviour for Learning (PBL) expectations, practices and lessons inline with the Behaviour Strategy
- Staff training to deliver wellbeing program Grow Your Mind
- Re-engage students in learning and improve their sense of purpose

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
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<p>Behaviour</p> <ul style="list-style-type: none"> • Decrease minor incidences by 30% and major incidences by 30% as determined by an 18 month baseline of incident reports as at the end of 2020. 	<p>2022 PBL data indicates that there has been an increase major incidents across the year and an increase in minor incidents during semester 1 as compared with 2020 data. This means the school has not met this target.</p>
<p>Attendance</p> <p>Increase the percentage of students attending >90% of the time from the baseline by 5% (slightly above lower bound target)</p>	<p>Due to the ongoing impact of COVID-19, the proportion of students attending school at or more than 90% significantly dropped well below our target and at the end of year is sitting at 34.7%. The school has not achieved this system target.</p>



Playground games

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>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"> • these funds were journaled to Caves Beach Public School after the student requiring support transferred there in 2021. <p>The allocation of this funding has resulted in the following impact: ongoing support to ensure student has the opportunity to meet her academic potential.</p> <p>After evaluation, the next steps to support our students will be: utilised as required. There are currently no students receiving integration support funding.</p>
<p>Socio-economic background</p> <p>\$53,677.00</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>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 Teaching • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of a full time SLSO to support students identified with additional learning needs in literacy and numeracy • resourcing new furniture for the 3/4 classroom to increase equability of resources • employment of specialist staff in STEM to provide wider learning opportunities for students • provision of authentic learning experiences for HPGE students in writing, coding and creative arts. <p>The allocation of this funding has resulted in the following impact: teachers being supported to deliver quality teaching programs in literacy and numeracy that catered for the learning needs of students, allowing them to achieve expected growth. It ensured students had equitable access to both learning opportunities and resources to cater for their needs under the HPGE policy.</p> <p>After evaluation, the next steps to support our students will be: to refine the process for identifying and providing opportunities for students under all six domains of the HPGE policy and to embed quality teaching practices in literacy and numeracy across K-6.</p>
<p>Aboriginal background</p> <p>\$8,265.00</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>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$8,265.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • provision of Cultural Awareness PL for teaching staff • NAIDOC celebrations <p>The allocation of this funding has resulted in the following impact: Aboriginal students in K-4 were supported in class to improve achievement in literacy and numeracy. This ensured individual needs were addressed at point of need, allowing students to achieve their potential. It also allowed staff to build connections with students and families as they gained increased knowledge and understanding of cultural ties to the land.</p> <p>After evaluation, the next steps to support our students will be: to continue supporting students K-4 in both literacy and numeracy; increasing the support to include Years 5 and 6.</p>
<p>English language proficiency</p> <p>\$2,400.00</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>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 Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • funding for Little Village program <p>The allocation of this funding has resulted in the following impact: improvement in everyday communication and comprehension of everyday common words.</p> <p>After evaluation, the next steps to support our students will be: to continue providing funds for students to access EAL/D programs and be supported in class.</p>
<p>Low level adjustment for disability</p> <p>\$32,486.52</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>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 Teaching • 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 • purchasing sensory playground equipment <p>The allocation of this funding has resulted in the following impact: students with identified needs were supported within the regular classroom setting and access to specialised equipment improved fine motor skills.</p> <p>After evaluation, the next steps to support our students will be: to continue supporting students in class who have identified needs.</p>

<p>Location</p> <p>\$18,000.00</p>	<p>The location funding allocation is provided to Murrurundi 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 • provision of transport to local combined small schools events. <p>The allocation of this funding has resulted in the following impact: all students accessing broader opportunities outside school including local small school combined events and the major excursion to Canberra.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide financial support to all students who require assistance in meeting transportation costs.</p>
<p>Professional learning</p> <p>\$4,950.00</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 Murrurundi 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"> • Striving for Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning costs for all staff to access the Clarity Learning Suite Modules <p>The allocation of this funding has resulted in the following impact: limited casual teaching staff and COVID-19 restrictions impacted upon staff being released to engage in authentic training for the Clarity Learning Suite</p> <p>After evaluation, the next steps to support our students will be: to realign this initiative, releasing classroom teachers to engage with modules 3 and 4.</p>
<p>Literacy and numeracy</p> <p>\$27,331.00</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>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 Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy • employment of additional staff to support literacy and numeracy programs aligned with the draft K-2 syllabus. <p>The allocation of this funding has resulted in the following impact: the K-2 classroom had access to their own set of quality texts and decodable readers to support the implementation of the new K-2 syllabus in English. The classroom teacher had the opportunity to focus on quality differentiated lessons from the units of work that were aligned with evidence based pedagogy. Students were exposed to open ended questions and inquiry base learning in mathematics.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Literacy and numeracy</p> <p>\$27,331.00</p>	<p>to embed the teaching of English and Mathematics across K-2 and familiarise staff with the draft 3-6 English and Mathematics syllabus.</p>
<p>QTSS release</p> <p>\$9,308.60</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>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 <p>The allocation of this funding has resulted in the following impact: due to lack of casual teachers, this initiative did not occur as originally planned. Staff meeting time was used instead, meaning data analysis was at best rushed. Classroom teachers did not gain the intended benefits because of the time constraints.</p> <p>After evaluation, the next steps to support our students will be: realign this initiative for both literacy and numeracy, releasing classroom teachers to have the time to analyse their data and plan in five weekly blocks.</p>
<p>COVID ILSP</p> <p>\$29,107.00</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 school as most likely to benefit from additional support in 2022.</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 teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - focusing on basis skills in comprehension and vocabulary in reading and number and place value in numeracy. <p>The allocation of this funding has resulted in the following impact: most students in the focus groups made some improvements in their targeted areas of literacy and numeracy, however, due to a drop in funds from the previous year, we were unable to provide the minimum three days per week, which evidence suggests is needed for noticeable improvement to take place. Improvement in student outcomes took longer to occur when compared with the results from 2021.</p> <p>After evaluation, the next steps to support our students will be: to continue to offer intervention in some form to support those students requiring targeted intervention.</p>



Sport with Sam

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	26	28	30	26
Girls	29	21	22	20

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	96.3	93.6	83.6
1	86.0	93.1	91.3	85.5
2	90.4	95.0	88.0	80.7
3	95.0	91.6	88.0	82.9
4	90.6	92.8	89.5	84.4
5	88.6	96.3	90.4	86.2
6	87.2	89.1	91.5	89.0
All Years	90.1	93.5	90.1	84.8
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.



Color Run

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
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

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.



Canberra Excursion

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	68,901
Revenue	957,065
Appropriation	924,128
Sale of Goods and Services	967
Grants and contributions	31,672
Investment income	98
Other revenue	200
Expenses	-889,782
Employee related	-738,684
Operating expenses	-151,098
Surplus / deficit for the year	67,283
Closing Balance	136,184

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.



Twos-day Challenge conducted on 22.2.22

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	0
Equity Total	98,926
Equity - Aboriginal	8,266
Equity - Socio-economic	55,771
Equity - Language	2,400
Equity - Disability	32,489
Base Total	734,633
Base - Per Capita	13,139
Base - Location	18,219
Base - Other	703,275
Other Total	64,284
Grand Total	897,843

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.



Coin line created by K/1/2

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.



Book Week

Parent/Caregiver Satisfaction

Tell them from Me surveys, a useful evaluation tool to allow reflection upon teachers, students and parent satisfaction data, were unable to be used at our school due to our small cohort.

The school seeks feedback from parents and caregivers in a number of different ways, including surveys, discussion at P&C meetings, formal interviews and casual conversation. School-based surveys were sent out this year, to give parents the opportunity to respond anonymously and provide feedback about their perception of what is happening at Murrurundi Public School. Once again, COVID-19 restrictions have impacted upon parents' ability to fully engage with their children's learning on site. Our data indicated that parents were positive towards small class sizes. Of the few surveys returned, more than half of parents felt that their children were happy at school and engaged in learning. Less than half of parents were satisfied with their child's progress, and felt that their needs were being met, while others were not sure. Suggestions were made regarding improving communication between class teachers and families, including holding interviews earlier in the year.

Students

Class surveys completed by students in years 3, 4 and 5 indicated that most students felt happy and safe at school and easily made friends with others. Data indicated that most students have a love of learning and were happy with the support offered by their classroom teacher. Some students indicated that they sometimes worry about what others think when they do not get their work right. A few students felt lonely, admitted to being mean to others and would like to have an identified staff member that they could talk to.

Staff

Staff Performance and Development Plans (PDPs) were clearly linked to the teacher professional standards and the school improvement plan, demonstrating that all staff were highly motivated to further develop effective teaching practices. Through staff meetings and various staff gatherings, it was evident that staff were:

- working collaboratively
- were keen to share knowledge and practice
- engaged in effective PL
- connecting socially with colleagues.

The second semester was quite challenging with unfilled teaching positions and a shortage of casual teachers, that meant all staff had to work together to meet the shortfall. Staff are looking forward to putting COVID-19 to the side and starting fresh in 2023.



Upper Invermein Small Schools Athletics Carnival

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.



Removal of bark used to make a traditional shield