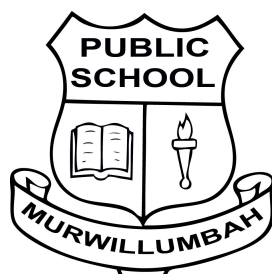


2022 Annual Report

Murwillumbah Public School



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Introduction

The Annual Report for 2022 is provided to the community of Murwillumbah 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

2022 was an extremely challenging year for our school community. Major flooding early in the year had a devastating impact on our school community. Many surrounding areas recorded unprecedented river levels. The trauma of this event had a huge impact on our community. In addition, students and parents were affected by COVID and the restrictions placed on schools.

I want to acknowledge our families and students who stayed so resilient during this challenging time. As a community, everyone remained united and supported one another in an unbelievable manner. I was very proud of our staff for their outstanding work and focus on reconnecting with our students and families during this period. Staff continued to touch base and keep in constant contact with families on a daily basis to ensure the wellbeing of students and parents. They went above and beyond preparing hot meals for our community and opening the school on the weekends to assist families.

The school was able to provide new uniforms, shoes, back packs, food, reading materials and other essential items that may have been damaged or lost during the flood at the same time providing a balanced curriculum for all our children whether learning from home or at school.

In 2022, Murwillumbah Public School celebrated success through NAPLAN. Premier's targets established for reading and numeracy were exceeded. Murwillumbah NAPLAN results along with Check In Assessment for Years 3-6 placed us in the top 3 schools in the Richmond/Tweed Heads region and one of the top schools in the state.

Thank you parents for your support and assistance throughout 2022.

School vision

Murwillumbah Public School is committed to sustaining a positive, caring and inclusive school culture where students and staff work in a supportive environment with a focus on quality teaching and a priority on achieving high levels of attainment for all students.

Murwillumbah Public promotes a love of learning, celebrates successes and develops a strong sense of values and community pride.

Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self directed and successful learners.

School context

Murwillumbah Public is located on the Far North Coast of New South Wales. The experienced staff provides engaging learning opportunities across the curriculum to an enrolment of 194 students, including 22 Aboriginal students.

Explicit teaching remains a high priority at our school.

The school is strongly recognised in the community for its outstanding Creative Arts and Dance programs along with outstanding results in NAPLAN which were recognised by the Secretary, Department Of Education. A host of extracurricular programs are also evident throughout the school which include sport, public speaking, band, choir, extension groups and leadership initiatives. These activities allow our children to excel through a range of different experiences. The school is committed to quality teaching in all areas of the curriculum including explicit teaching in literacy and numeracy.

School resources have been used strategically to provide opportunities for improved student outcomes and to provide quality learning environments equipped with integrated computer technology. The school is attractive and well-resourced, Distributed financial planning and management are targeted to meet the planned school priorities.

Developing and sustaining school processes for collecting and analysing data will ensure the implementation of contextually appropriate provision, underpinned by evidence informed strategies and evaluative practice to improve student learning outcomes in reading and numeracy (K-6).

The school is one of the top schools in the State for students achieving In the top two bands in NAPLAN.

The school values ensure high expectations are maintained and our sense of community is strong. Data collected in the area of Positive Behaviour for Learning has highlighted the outstanding success of the implementation of this program. We will continue to develop a school-wide behaviour support and management plan in line with the new Inclusive, Engaging and Respectful Schools policy. This will continue to enhance positive outcomes for staff and students, providing a caring environment that allows our children to become leaders and contribute as responsible citizens to the future of the local, and the wider community.

The information gathered from the different sources used throughout the school has been referenced to Department of Education initiatives and targets, and has led to the formulation of three school strategic directions for the next three years - 2023,2024, 2025.

These include:

Student Growth and Attainment

Excellence In Teaching and Leading

Wellbeing

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 | Excelling |
| LEARNING: Assessment | Excelling |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| 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 | Excelling |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to create a collaborative staff teaching culture that identifies, understands and implements innovative, evidence based teaching strategies that result in improved student outcomes in literacy and numeracy. This will be achieved through the development and refinement of data driven teaching practices and high expectations.

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 use in Teaching Practice
- High impact evidence based teaching

Resources allocated to this strategic direction

Professional learning: \$23,496.63

Socio-economic background: \$143,240.57

Low level adjustment for disability: \$44,928.90

Integration funding support: \$205,106.00

Aboriginal background: \$27,226.16

Summary of progress

Throughout 2022 data skills in teaching practice and high-impact evidence-based teaching has continued to be a vital part of the school's pedagogy. Professional development throughout the year focused on collaboration, programming expectations and the continued collection of meaningful and purposeful data collection. Teaching staff at Murwillumbah PS continue to identify, understand and implement the most effective teaching methods with the highest priority given to evidence-based teaching strategies, as outlined in documents such as 'What Works Best'. Staff surveys throughout the year revealed professional learning provided throughout 2022 increased teacher confidence in developing effective and clear expectations for collaboration, lesson content and data collection. Through analysis of teaching programs, scope and sequences and lesson observations it was evident that a majority of teachers were implementing best practice evidence-based (WWB) teaching strategies and resources.

The school has continued with the use of the school's Mathematics Scope and Sequence with ongoing reflections and evaluation leading to continued improvements from the first year of its implementation. Teachers have continued to plan and undertake weekly assessment tasks in class with data being used to ensure that the learning of all students is systematically monitored. Professional Learning workshops with the Assistant Principal Curriculum Instruction focussed on utilising diagnostic, standardised, summative and formative data. Teachers worked in stage groups to analyse standardised and summative data using the Question Data Analysis Implications method in order to identify strengths and weaknesses within their cohort in literacy and numeracy. An additional wider-reaching assessment covering all the mathematical strands was introduced at the beginning and end of the year to further triangulate data with external data sources.

It was identified in the 2021 annual reflection that there was a high need for improvements in the collection of meaningful data to inform teaching and improved high-impact evidence-based teaching in reading. As a result in 2022, through participation in the Leading Evaluation Evidence Data Project and led by the APCI, areas of need were identified through the analysis of NAPLAN and Check-in Assessment data and triangulated with internal school data to identify both whole school focus areas and individualised learning goals in reading. Professional development was developed and implemented to up-skill staff in analysing student result data. As a result, staff have improved data collection in the area of literacy to ensure student growth is tracked accurately and used to inform teaching directions to meet students at their point of need and development of individual learning goals.

Next year, in this initiative/strategic direction, we will continue to ensure all staff are using research based explicit teaching instruction and evaluate all data making adjustments to teaching and learning programs to meet the individual needs of our students.

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 2 bands Numeracy A minimum uplift of 7.3 % to reach the lower bound target in NAPLAN numeracy for Year 3 and 5 students | 2022 NAPLAN data indicates 65.85% of students in the top two skill bands for numeracy indicating the school exceeded the minimum 7.3% uplift with a 28.79% increase of students in the top two bands. This has exceeded the system negotiated lower bound target by 31.38% indicating the target has been met. |
| NAPLAN Top 2 bands Reading A minimum uplift of 6% to reach the lower bound target in NAPLAN reading for Year 3 and 5 students in top two bands | 2022 NAPLAN data indicates 61.8% of students in the top two skill bands for reading indicating the school exceeded the minimum 6% uplift with a 12.4% increase of students in the top two bands. This has exceeded the system negotiated lower bound target by 14.23% indicating the target has been met. |
| NAPLAN Expected Growth - Numeracy The number of students maintaining expected growth in NAPLAN Numeracy improves from the previous year | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| NAPLAN Expected Growth - Literacy The number of students maintaining expected growth in NAPLAN Literacy improves from the previous year | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |

Strategic Direction 2: Excellence In Teaching and Leading

Purpose

To create a high performance culture that promotes best practice through instructional and shared leadership with a vision for success.

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.

- Excellence in Teaching and Leading
- Effective Collaboration

Resources allocated to this strategic direction

Low level adjustment for disability: \$61,000.00

QTSS release: \$43,555.06

Socio-economic background: \$22,476.30

AP Curriculum & Instruction: \$180,685.20

Summary of progress

In 2022, the school was allocated a 1.2 FTE Assistant Principal, Curriculum and Instruction (APCI) position. The APCI worked in classrooms observing teacher practice, collected and analysed data and delivered differentiated professional learning aligned with teachers PDP goals. Weekly professional learning sessions were also offered by the APCI to individual teachers to facilitate professional dialogue, provide feedback from classroom observations and utilise data to inform future teaching. Each teacher was also provided with an opportunity of additional release to participate in High Impact Professional Learning aligned to the Centre for Education Statistics and Evaluation document 'What Works Best'.

The APCI communicated effectively with the Assistant Principal to facilitate consistent support across K-6. Following the analysis of data, teachers planned quality, differentiated teaching programs, including weekly cycles of learning in English and Mathematics, resulting in student needs being addressed. Reflecting on feedback from classroom observations, teachers made changes to enhance their teaching practice. Teaching and learning programs were regularly reviewed and indicated that differentiation was evident in English and Mathematics.

MPS was recognised by our local Director Educational Leadership as a lighthouse school within our community of schools, where staff were asked to present their collaborative practice and quality teaching models at network meetings to inspire and develop teaching across the network. A further highlight of Best Practice at MPS was the implementation of 50 students in one large learning space with 2 teachers team teaching implementing the quality teaching model.

K-2 staff engaged in phonic awareness professional learning along with colleagues from Murwillumbah East PS. This ensured that the K-2 staff from both schools developed the knowledge required to include quality resources when collaboratively planning for reading in the new school. Quality, consistent numeracy assessment across K-6 was conducted to closely analyse student areas of need. A quality numeracy framework has been developed and implemented across K-6 to ensure quality teaching in numeracy. This framework was also implemented with by MEPS staff.

In 2023, staff will continue to take part in professional development quality teaching rounds that will provide feedback to enhance consistent delivery of explicit teaching throughout the school. There will be evidence in all teaching programs to support this model.

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 |
|--|--|
| Quality Teaching: 100% of teachers engage in research around Quality Teaching Rounds (QTR) | 100% of teachers engaged in professional development following teacher observations centred on the improvement of reading comprehension and the explicit teaching of vocabulary. |

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| <p>to collectively analyse and refine their practice in explicit teaching</p> <p>Executive staff provide targeted and evidence informed professional learning on quality teaching, driven by teacher reflections as part of QTR surveys</p> | <p>Executive staff provided targeted professional development informed by teacher observations and QTR surveys based on the themes from 'What Works Best' and the familiarisation and implementation of the new K-2 Mathematics and English Syllabus in 2023. Several staff meetings were held throughout the year around the K-2 new document upskilling staff with the new content.</p> |
| <p>Sustain focus and Delivery of 2 Teacher Professional Learning sessions per semester with executive sharing responsibility for QTR and PD.</p> | <p>The delivery of a minimum of 2 Teacher Professional Learning sessions was delivered per semester focusing on the elements of 'What Works Best'. PL was based on observation data collected through teacher observations and analysis of documents through involvement in the LEED project by executives.</p> |
| <p>25 - 50% of teachers collaboratively develop teaching and learning programs incorporating Quality Teaching Rounds.</p> | <p>The Quality Teaching Model was evident in 80% of teaching programs K-6. This was an uplift of 60% from 2021.</p> <p>Stage time, professional learning, co-teaching, and co-planning with others have increased teacher confidence and deepened understanding of explicit teaching confidence and effective pedagogy to support students, learning needs. Such was the success of this program that collaborative practice is in built in the fabric of quality teaching programs at our school K-6. Several neighbouring schools have visited the school to view our best practice model with the intention to replicate at their own school.</p> |

Purpose

Our students will be respected, valued and supported enabling them to connect, succeed and thrive in a positive school environment.

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.

- Strategic and planned approach to Wellbeing
- Attendance and Engagement
- Individualised Support

Resources allocated to this strategic direction

Socio-economic background: \$22,000.00

Low level adjustment for disability: \$32,086.93

Aboriginal background: \$8,000.00

Summary of progress

In classrooms, teachers and students create agreed expectations specific to that classroom and group of learners. The system is designed to acknowledge children for following the expectations. All staff use the school values to model positive behaviours, provide educative feedback and encourage positive behaviour choices. Behaviour that reflects these values is acknowledged through descriptive verbal feedback, Positive Behaviour for Learning class awards along with PBL chance cards (outside acknowledgements) and certificates relating back to our values of Respect, Responsibility and Learning are presented at weekly assemblies.

Clearly defined expected behaviours, (expectations) are supported by teaching and procedures for acknowledging expected behaviours as well as responding to other behaviours. PBL uses an educative approach so there is the opportunity for children to get back on track.

Children and staff benefit from:

- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- reduced inappropriate behaviour
- better support for staff to teach, model and respond effectively to student needs
- a predictable learning environment where staff and students know what is expected.

A number of attendance initiatives were in place to ensure our baseline target and encourage students, attendance rate (more than 90% of the time) would be achieved in 2022. Unfortunately, due to flooding of our community early in the year, we witnessed a decline in overall attendance due to families experiencing severe hardships including in some instances, homelessness. As a result, the school liaised with and opened additional lines of communication with families at risk, to promote and encourage the value and rewards gained by both students and parents with regular school attendance. Parents were highly appreciative of staff phone wellbeing check and curriculum support offered. The psychological impact of the flood and ongoing COVID health issues played a major role in low student attendance rates throughout 2022. As a result, our target was not achieved, but the school was still 0.5% above the state average of 53.8%

In 2023 we will monitor attendance on a weekly basis and implement a more consistent communication with parents around attendance <90%. The welfare team will also implement updated reward systems and PBL excursions to reinforce attendance and positive behaviour. There will be an increased focus on the improvement and implementation of PLPs.

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 |
|---|--|
| <p>TTFM wellbeing data has an uplift of 5.4% to meet or exceed our lower bound data of 82.7%.</p> | <p>There has been an increase and uplift of 1.82% in our wellbeing data to 84.52%.</p> <p>We will continue to implement our wellbeing programs and systems to further improve on this in 2023.</p> |
| <p>Increased the percentage of students attending school more than 90% of the time by 7.6% or above to meet an upper bound target of 91.1%</p> | <p>In 2022, systems and structures were implemented to encourage student attendance, including celebrations for improved attendance. A data wall to identify and support students at risk was established so that staff could liaise with parents around the importance of regular attendance.</p> <p>Our >90% was 54.3% for the year. This was slightly above the State average of 53.8%. Unfortunately, due to the devastating floods in Murwillumbah and ongoing COVID, we did not meet the required baseline target of 83.5%.</p> <p>We will continue to implement the systems established at the beginning of 2022 with modifications for 2023.</p> |
| <p>TTFM data indicates that > 80% of students report feeling a sense of belonging within the school.</p> <p>Be You parent survey indicates that 70% have a clear understanding of how the school supports and encourages mental health and wellbeing and work collaboratively towards positive outcomes in partnership with MPS.</p> | <p>Tell Them From Me survey results from 2022 indicated 62% of children from Years 4, 5 and 6 felt a sense of belonging within the school. This decrease can be attributed to non-attendance due to major flooding in the town and surrounding areas, and the impact of COVID.</p> <p>81% of students indicated they have friends at school they can trust and encourage them to make positive choices. The school mean of 7.1 indicated students feel they have someone at school who consistently provides encouragement and can be turned to for advice.</p> <p>We will continue to implement well being systems throughout 2023 to further improve students sense of belonging.</p> <p>The Be You parent survey did not occur this year because of flooding.</p> |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$205,106.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Murwillumbah 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"> • Data skills and use in Teaching Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • 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 students' personalised learning and support plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Programs were implemented to provide targeted, personalised learning for funded students. This was done in consultation with and approval by parents. All students with (PLPs) demonstrated progress towards their individual smart goals.</p> <p>After evaluation, the next steps to support our students will be: That funds will be used to continue to provide personalised learning and support for our funded students in 2023.</p> |
| <p>Socio-economic background</p> <p>\$187,716.87</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murwillumbah 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"> • Data skills and use in Teaching Practice • Excellence in Teaching and Leading • Strategic and planned approach to Wellbeing • Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through collaborative planning to support student learning • employment of additional School Learning Support Offices staff to support personalised learning approaches • employment of additional School Administrative Officers position to support and enhance connections with the community • support families with additional costs for school activities especially after major flooding • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement small groups in English and Mathematics <p>The allocation of this funding has resulted in the following impact: Strong professional learning practices in small groups with the APCI had a focus of evidence based teaching practices and the explicit teaching of reading and numeracy. This has resulted in enhanced teaching practice and improvement in student learning outcomes. In Year 3 and 5 NAPLAN 2022 43.8 % of students were placed in the top</p> |

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| <p>Socio-economic background</p> <p>\$187,716.87</p> | <p>two bands for literacy and numeracy. This was one of the highest in the Richmond, Tweed Heads regional schools.</p> <p>End of year Check In Assessment for Year 3 numeracy was 12.9 % above the state average with reading 11.9% above the state average.</p> <p>End of year Check In Assessment for Year 4 numeracy was 13.8 % above the state average with reading 12.9% above the state average.</p> <p>End of year Check In Assessment for Year 5 numeracy was 13.9 % above the state average with reading 15.2 % above the state average.</p> <p>End of year Check In Assessment for Year 6 numeracy was 9.1 % above the state average with reading 2.6 % above the state average.</p> <p>After evaluation, the next steps to support our students will be: A review of current professional practices to inform future HIPL (High Impact Professional Learning) to support improvements in student achievement. Semester 1, 2023 focus will be Numeracy and Literacy led by the APCI staff. we will continue to plan and implement a professional learning model which addresses identified teacher and student need. The APCI along with Assistant Principals will continue to analyse student achievement data to identify student areas of support in literacy and numeracy and continue to support these students with targeted small group intervention.</p> |
| <p>Aboriginal background</p> <p>\$35,226.16</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murwillumbah Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use in Teaching Practice • Strategic and planned approach to Wellbeing <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 • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Staff identified and supported Aboriginal students requiring additional support to meet stage outcomes. Students were provided with small group targeted support to meet learning goals. NAPLAN 2022 results for Aboriginal students indicated 100% of Year 3 and Year 5 Aboriginal students were placed in the top two bands for reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: 100% of staff will enrol and work towards completing the Stronger Smarter 8 hours training and development online modules. We will continue to ensure all Aboriginal students are supported to achieve stage outcomes and personalised learning goals. The Aboriginal Education Officer from Murwillumbah East will work with staff and community to further enhance teaching units of work across K-6 that focus on developing a sense of pride, knowledge, understanding and belonging within their culture. Combined NAIDOC Week and Reconciliation Week activities with MEPS will support the school in developing a greater understanding of cultural identity.</p> |
| <p>Low level adjustment for disability</p> <p>\$138,015.83</p> | <p>Low level adjustment for disability equity loading provides support for students at Murwillumbah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> |

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| <p>Low level adjustment for disability</p> <p>\$138,015.83</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use in Teaching Practice • Excellence in Teaching and Leading • Strategic and planned approach to Wellbeing <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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • staff participation in the Leading Evaluation and Data project (LEED) <p>The allocation of this funding has resulted in the following impact: Support for students from K-6 in classrooms and in small groups in literacy and numeracy. Improved Phonological awareness results K-2. 2022 NAPLAN results indicated 81.8% of Year 3 students were placed in the top 2 bands for reading while 80% were in the top 2 bands for numeracy. 2022 NAPLAN results indicated 45.7% of Year 5 students were in the top 2 bands for numeracy while 40.4% of students were placed in the top 2 bands for reading.</p> <p>After evaluation, the next steps to support our students will be: To continue and strengthen current systems with evidence of impact reviewed every semester with required adjustments.</p> |
| <p>Professional learning</p> <p>\$23,496.63</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 Murwillumbah 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"> • Data skills and use in Teaching Practice <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 exploring modelled, interactive, guided and independent writing • teacher release to engage staff in collaborative planning and professional learning for Phonological Awareness • teacher release every 3 weeks to support staff working collaboratively with staff from Murwillumbah East on aligning school initiatives for planned merger in 2024 <p>The allocation of this funding has resulted in the following impact: Staff were released from class to attend, explore and unpack evidence based approaches in supporting explicit teaching programs, for decodables to support new synthetic phonics programs during early Literacy acquisition, K-2. This included attendance at professional development days from the Get Reading Right consultant throughout the year where demonstration lessons were held throughout the school. These lessons focused on explicit teaching of concepts. Text sets were purchased to support primary reading and comprehension targets. The K-2 APCI also worked closely with staff implementing the new K-2 syllabus for English and Mathematics. Components of the new document were evident in teaching programs during Semester 2. Several units of work along with scope and sequences have been aligned</p> |

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| <p>Professional learning</p> <p>\$23,496.63</p> | <p>between MPS and MEPS.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide opportunities for staff to co plan, model and teach effective classroom practice that will facilitate professional dialogue and collaboration not only with staff at Murwillumbah PS, but also Murwillumbah East PS.</p> |
| <p>QTSS release</p> <p>\$43,555.06</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Murwillumbah 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"> • Excellence in Teaching and Leading <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 • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: 100% of class teachers engaged in data conversations with instructional leaders and the progress of individual students and teaching strategies to support children. All teachers participated in collaborative planning, targeting the needs of the whole child. Regular meetings with stage teachers across Murwillumbah and Murwillumbah East schools ensured ongoing collaboration around alignment of school initiatives and activities. Staff have been provided with time to participate in High Impact Professional Learning in small groups, to enhance teacher practice and support staff to achieve PDP goals. This has resulted in staff being up-skilled to implement a range of strategies in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Feedback from staff remains positive about the professional learning model created by the school executive and students and teachers will be supported by a similar model in 2023, based on specific teacher goals and executive feedback.</p> |
| <p>COVID ILSP</p> <p>\$145,533.00</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 • 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 • employing/releasing staff to coordinate the program • using data to to monitor and assess student progress and achievement and design future explicit targeted learning experiences <p>The allocation of this funding has resulted in the following impact: Funding for this program resulted in student engagement and progress towards their personal learning goals in literacy and numeracy that were</p> |

| | |
|--|---|
| <p>COVID ILSP</p> <p>\$145,533.00</p> | <p>established during parent meetings in Semester one. There was noted, improved student performance in reading and numeracy targeted areas for students in Year 3 and 5 NAPLAN</p> <p>The analysis of early literacy Kindergarten data indicated 80% of students have reached their personal learning goals on the literacy phonological awareness progressions. 20% of students had made some progress but would require further individual support to meet personal learning goals. The analysis of early literacy of Year 1 and 2 data indicated that 70% of targeted students had reached their personal learning goals based on phonological awareness.</p> <p>Check in Assessment data in Term 4 identified reading results for ISLP targeted Year 3 students were 11.9% above the state average. Year 4 reading results for ISLP students were 12.9% above state average , Year 5 15.2% above the state average while Year 6 were 2.7% above the state average.</p> <p>Year 3 Check in Assessment in Numeracy indicated that targeted ISLP students in Year 3 performed 12.9% above the state average, Year 4 13.8% above the state average, Year 5 13.9% above the state average while Year 6 ISLP targeted children performed 10.1% above the state average.</p> <p>After evaluation, the next steps to support our students will be: To continue to target students across K-6 throughout the year using small groups and in class supports with focus area targets in literacy and numeracy. We will continue to collect data from a variety of sources-Check In, NAPLAN, school based.</p> |
| <p>AP Curriculum & Instruction</p> <p>\$180,685.20</p> | <p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Excellence in Teaching and Leading <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Classroom observations and demonstrations • 1-1 professional learning • Leading the implementation of whole school initiatives based on the evaluation of internal and external data • Facilitating the effective evaluation of programs, practices and initiatives <p>The allocation of this funding has resulted in the following impact: High quality support and guidance in literacy and numeracy knowledge and skills are embedded in the school's curriculum and assessment. High quality teaching practices have been enhanced and the capabilities of all teachers have been strengthened in literacy and numeracy instruction. Through the use of evidence-based literacy and numeracy teaching and assessment practices, students at Murwillumbah Public School continue to excel.</p> <p>After evaluation, the next steps to support our students will be: A further focus on high impact professional learning in school teams using the co-teaching, co-planning cycle to support teachers engaging with their students in appropriate, sustainable, explicit teaching practices to meet the identified point of need of students at MPS.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 131 | 120 | 105 | 79 |
| Girls | 155 | 129 | 121 | 108 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 94.0 | 92.5 | 89.3 | 88.4 |
| 1 | 93.0 | 92.6 | 90.8 | 90.0 |
| 2 | 91.0 | 95.5 | 90.0 | 89.9 |
| 3 | 94.6 | 95.5 | 92.1 | 84.5 |
| 4 | 93.3 | 91.5 | 92.2 | 85.7 |
| 5 | 91.8 | 93.8 | 91.6 | 86.6 |
| 6 | 93.2 | 92.8 | 89.9 | 87.3 |
| All Years | 93.0 | 93.3 | 90.9 | 87.2 |
| 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) | 5.2 |
| Classroom Teacher(s) | 8.93 |
| Learning and Support Teacher(s) | 0.9 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.52 |

*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 | 396,320 |
| Revenue | 3,791,584 |
| Appropriation | 3,708,809 |
| Sale of Goods and Services | 18,700 |
| Grants and contributions | 60,345 |
| Investment income | 2,526 |
| Other revenue | 1,205 |
| Expenses | -3,650,738 |
| Employee related | -2,989,449 |
| Operating expenses | -661,288 |
| Surplus / deficit for the year | 140,846 |
| Closing Balance | 537,166 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



School Captains were proud to conduct the Murwillumbah Community Remembrance Day Service.

Financial summary - Equity loadings

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

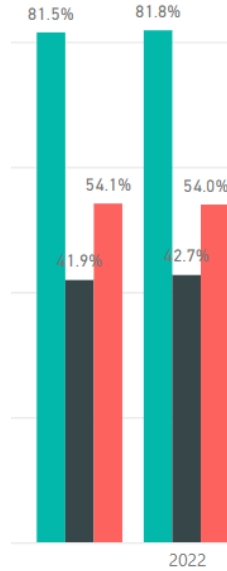
| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 205,106 |
| Equity Total | 360,959 |
| Equity - Aboriginal | 35,226 |
| Equity - Socio-economic | 187,717 |
| Equity - Language | 0 |
| Equity - Disability | 138,016 |
| Base Total | 2,029,869 |
| Base - Per Capita | 57,106 |
| Base - Location | 0 |
| Base - Other | 1,972,763 |
| Other Total | 466,197 |
| Grand Total | 3,062,131 |

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.

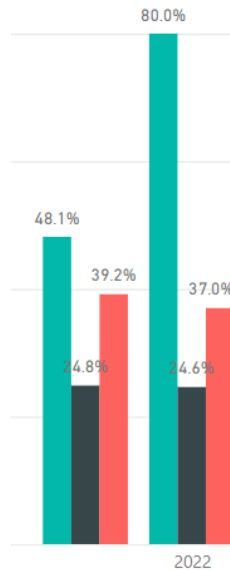
School performance - NAPLAN

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.

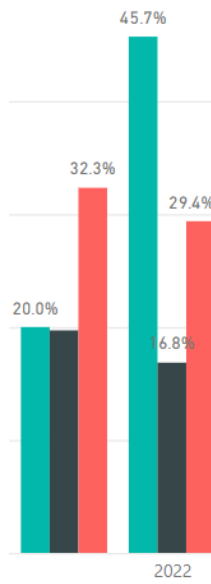
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



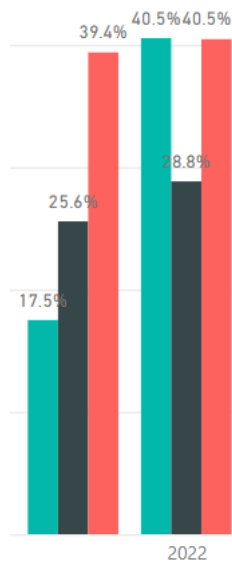
81.8% of year 3 children were placed in the top 2 bands for reading. This was 27.8% above the state average.



80% of year 3 children were placed in the top 2 bands for numeracy. This was an uplift of 32% from 2021 and 43% above the state average.



45.7% of year 5 children were placed in the top 2 bands for numeracy. This was an uplift of 25.7% from 2021 and 16.3% above the state average.



40.5% of year 5 children were placed in the top 2 bands for reading. This was an uplift of 23% from 2021 and level with the state average.

Parent/caregiver, student, teacher satisfaction

Each year we conduct surveys to capture the voices of our students, teachers and parents. We listen by engaging with the P&C and creating both informal and formal opportunities for feedback including surveys and informal conversations. We also use data collected from the Tell Them From Me (TTFM).

There were a total of 81 students from Years 4, 5 & 6 who took part in the 2022 Tell Them From Me Survey.

In 2022 students told us:

81% of students have friends at school they can trust and who encourage them to make positive choices. This was 4% below the state average.

100% of students said they participate in sports with an instructor at school. This was 17% above the state average.

56% of students said they participate in a range of extracurricular activities including art, dance, choir and music. This was 1% above the state average.

27% of students in their written response to 'Please tell us some of the things you really like about your school', responded with the Library as being a part of the school that students liked.

80% of students indicated they have positive and appropriate behaviour at school. This was 3% below the state average.

In 2021 teachers told us:

98% of teachers believe school leaders have provided them with useful feedback to improve their teaching, provided guidance for monitoring student progress and helped create new and learning opportunities for students. They believe the school leaders are leading improvement and change.

82% of teachers work collaboratively developing teaching and learning programs, discuss strategies to improve student engagement and sharing ideas and resources. This was 4% above the state average.

82% of teachers effectively use data to inform their practice. This was 4% above the state average.

80% of teachers provide students with feedback on their work, monitor the progress of students and use learning targets in all lessons. This was the same % as the state average.

In 2021 parents told us:

73% of parents said they felt welcome in the school. This was equal to the state average.

68% of parents agreed the school keeps them informed of the child's progress including half yearly and yearly reports and positive and negative behaviour. This was 2% above the state average.

71% of parents agreed the school was inclusive, including supporting students and creating opportunities for all students to participate and learn. This was 4% above the state average.

77% of parents said their child feels safe at school. This was 3% above the state average.

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.