2023 Annual Report

Murrumburrah Public School

2685

Introduction

The Annual Report for 2023 is provided to the community of Murrumburrah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

In 2023, Murrumburrah Public School continued its upward trajectory, achieving commendable outcomes in literacy and numeracy. This success was evident through our robust internal school data processes, Check-in assessments, and NAPLAN results. Guided by the dedicated leadership of our Assistant Principal, Curriculum and Instruction, we placed a strong emphasis on evidence-informed practices to elevate teaching and learning standards in these critical areas. Through targeted professional learning initiatives, our staff honed their expertise, ensuring that every student received the tailored support necessary for their academic growth and success.

Furthermore, our staff in K-6 completed professional learning and implemented the numeracy and English units from the new K-6 curriculum. These units will be seamlessly integrated into our literacy and numeracy programs in 2024, further enriching the educational experience of our students.

Our school community thrived thanks to the steadfast support of our Parents and Citizens Association (P&C) and Aboriginal Education Consultative Group (AECG). The tireless efforts of the P&C in organising fundraising events not only fostered community cohesion but also provided essential resources to address the diverse learning needs of our students.

At Murrumburrah Public School, our vision of empowering students to embrace the opportunities of quality education remains our guiding principle. Grounded in our values of Respect, Responsibility, and Empathy, we endeavor to cultivate a culture where every student can flourish.

I extend my heartfelt gratitude to our dedicated staff for their professionalism, flexibility, and unwavering commitment to our students' growth and success. It is through their exceptional efforts that we continue to achieve excellence year after year, ensuring that each child reaches their full potential.

School vision

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

School context

Murrumburrah Public School has a proud history of providing over 150 years of quality school experience for the children in the townships of Harden, Murrumburrah and surrounding areas. It has a student population of 200 whose learning needs are met in 10 classes and 2 Multi-categorical classroom. Many students come from low socio-economic backgrounds and the nearest regional centre is 150 kilometres away. 19% of students have Aboriginal heritage and less than 1% of students speak English as their second language.

Our school motto is 'Learn To Live'. This motto underpins all we do. MPS has a systematic, evidence-based approach to support the learning and wellbeing of all students, with data informed tiered (universal, small group, individual) intervention supports. The practices of Visible Learning support explicit teaching that is centred on the needs of all students. Staff continually seeks improved learning outcomes for all students with the support of the Learning Support Team, multi-categorical classes and an Instructional Leader, is the guiding principle of our school culture, together with our core values of respect, responsibility, and empathy.

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Effective Classroom Practices
- Data to Inform Practices

Resources allocated to this strategic direction

Integration funding support
Socio-economic background
Low level adjustment for disability
AP Curriculum & Instruction
Professional learning
Beginning teacher support

Summary of progress

Whole school teaching and learning practice is continually reviewed and adjusted to support current data, research-based evidence and best practice as per DoE policy. Staff collaboration has ensured all staff have completed K-2 English and Mathematics Syllabus Professional Learning. K-2 classrooms have been steadily delivering, monitoring, reflecting on and refining units of learning to align with the new curriculum. Assessment schedules have been strategically designed to ensure all classes K-6 are carefully monitoring student progress with the K-6 Data Wall providing detailed information for classroom teachers, LaST and the AP C & I, to identify and target gaps in learning and provide support in the form of individual and small group environments. School Scope and Sequences have been updated to reflect changes across the curriculum and K-2 students have identified that learning is more engaging and explicit since the implementation of the new curriculum has taken place. Staff have identified key aspects of professional learning that has had a positive impact within their teaching and learning program and have explored activities within their classroom relating to the new syllabus. Research-based evidence that shows the crucial aspect of students needing to be *knowers, doers and sense-makers* has been implemented within mathematics lessons to provide every student the opportunity to reach their full learning potential. Teaching and learning programs reflect this, with K-2 staff using department guides, units and resources to deliver educational and engaging lessons. Responding to student feedback, internal and external measures of achievement and staff observation will ensure ongoing improvement.

Future goals include implementing the new 3-6 curriculum in 2024. The success of this will rely on opportunities for staff collaboration and discussion relating to the new curriculum, as well as resource development, further professional learning and ongoing opportunities for staff reflection and refinement of teaching and learning programs.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving expected growth in reading as evidenced by internal school-based assessment data.	**Evidence of Activity** Whilst NAPLAN data no longer provides information relating to expected growth, a number of activities were implemented to support student learning growth. These included but were not limited to: • continuing to implement Literacy SMART goals across K-6 in partnership with teachers and parents/caregivers, whereby student progress is carefully

Increase the percentage of students achieving expected growth in reading as evidenced by internal school-based assessment data.	monitored, collated, analysed and adjusted to encourage growth and achievement • identifying small groups through analysis of MPS whole-school data tracking wall and implementing targeted reading support through learning sprints • facilitating whole-school PL for staff to ensure evidence-based, data driven teaching practice is implemented across all stages of learning • establishing buddy reading groups across stage to support the consolidation of key concepts and engagement in reading for all students K-6 • utilising NSW DEC tools such as the Check-In and Year 1 Phonics Assessments to identify gaps in school vs SSSG and state responses and implementing warm ups and 'sight word blitz' initiatives to close these gaps **Evidence of Process Quality** Through careful analysis of assessment data (both external and internal), teachers were able to identify key areas of opportunity in individual student learning as well as across class cohorts. The implementation of the new K-2 syllabus has been a focus within K-2 classrooms, resulting in improved selection of quality texts to inform teaching and learning programs. Whole school PL relating to the new 3-6 syllabus supported teachers in developing a greater understanding of the new curriculum and the trial implementation of English units has given teachers the opportunity to refine programming in relation to teaching and learning. **Evidence of Impact** The average percentage of questions correct in the Year 4 Reading Check-In Assessment has shown steady improvement with students achieving an average of 43.9% correct in 2021 (Term 2), to 53.6% in 2023 (Term 2). NAPLAN data shows that 69.23% (18) of Year 3 students are performing at or above expected levels, whilst 53.66% (22) students have achieved this milestone. Future goals will be to implement initiatives and activities to further extend those students within the *exceeding* level and working to increase the number of students in Year 3 (2023) attaining *strong* and *exceeding* within reading.
Increase the percentage of students achieving expected growth in numeracy as evidenced by internal school-based assessment data.	**Evidence of Activity** Whilst NAPLAN data no longer provides information relating to expected growth, a number of activities were implemented to support student learning growth within the area of numeracy. These included but were not limited to: • assessing students K-6 using the Essential Assessment platform, enabling the school to track numeracy growth from K-6 • identifying gaps in student learning and creating small, targeted groups to close these gaps (Year 5 maths groups) • continuing to implement, modify and refine number talks across K-6 to focus on key big ideas within mathematics such as trusting the count and place value • establishing a 'non-negotiable' document as well as Kindergarten assessment to track student achievement and identify students requiring extra support • implementing new K-2 units and refining these to meet the needs and context of our school • trialing the new 3-6 units and refining these in preparation for the implementation phase in 2024 **Evidence of Process Quality** Through whole-staff Professional Learning sessions and staff reflection initiatives, teachers identified key aspects within their teaching practice to focus on in relation to the teaching of mathematics. Teachers implemented activities used within the Big Ideas to Start Strong in Mathematics K-6 within

Increase the percentage of students achieving expected growth in numeracy as evidenced by internal school-based assessment data.	their teaching to enhance student engagement and the explicit teaching of mathematics, resulting in greater collaboration across K-6. The AP C & I and LaST worked alongside teaching staff to update the K-6 data wall, analyse student learning progress and create targeted intervention activities to support the learning of key concepts within mathematics such as number and place value. **Evidence of Impact** In numeracy, the average percentage of questions correct in the Year 4 Check-In Assessment has demonstrated a less linear relationship, however there is still improvement with students in 2021 scoring an average 53.4% (Term 4, 2022) compared to 50.1% (Term 2, 2021). NAPLAN data shows that 70.37% (19) of Year 3 students are performing at or above expected levels, whilst 53.66% (22) students have achieved this milestone. Future goals will be to implement initiatives and activities to further extend those students within the *exceeding* level and working to increase the number of students in Year 3 (2023) attaining *strong* and *exceeding* within reading.

Strategic Direction 2: High Expectation

Purpose

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

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

Initiatives

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

- Wellbeing and Focused Learning
- Continuity of Learning

Resources allocated to this strategic direction

Summary of progress

*Regarding **attendance,** several actions were taken at the beginning of 2023 to work towards our goals.*

- MPS had a restructure of our Positive Behaviour for Learning leadership as well as team. All staff are still involved in the team, while also giving the opportunity for other members of staff to take on a leadership role in the school, guided by the executive staff.

- Promotional attendance material is regularly included in our schools weekly newsletter alerting the community of the importance of school attendance and the implications of regularly missing school.

- Learning and support team staff attended the 'Every Day Counts' conference.

- Executive staff and Learning Support reviewed the 'School Attendance in Government Schools' procedures.

The impact was;

- MPS fell just below our progress measure of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 70%. MPS achieved **69.3%** of students attending at 90% or higher. This is still above both state and our network percentages.

Implications

MPS will continue with new attendance measures as well as review and make informed, evidence based inclusions to our attendance procedures throughout the upcoming terms in pursuit of our attendance goals.

*Regarding **NAPLAN Top Two Bands,** several actions were taken at the beginning of 2023 to work towards our goals.*

- All SMART goals were brought online to allow greater engagement from home.

- Consistent monitoring from classroom teachers will allow more subjective goals to be attained.

Implications

SMART goals have more individualistic meaning to students with differentiation being a bi-product of the new system.

*Regarding **Wellbeing,** several actions were taken at the beginning of 2023 to work towards our goals.*

- The seeking of new data sources other than Tell Them From Me to represent students reporting expectation for success, advocacy and a sense of belonging at school.

Implications

Data collection can be better suited to our school context allowing more relevant data to be collected.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 70%.	**Evidence of Activity** To Achieve the goal of increasing students attending > 90% of the time to be at or above the lower bound system-negotiated target of 70%., Murrumburrah Public School: - Restructured our Positive Behaviour for Learning framework with an increased weekly focus on student attendance - Extrinsic measures were introduced as incentive for attendance - Attendance rates were communicated to all stake holders via our weekly newsletter. - Communication to home was increased around attendance **Evidence of Process Quality** Throughout 2023, teachers and executive staff monitored student attendance through SENTRAL. Consistent communication was delivered to parents of students with falling or concerning attendance. High needs attendance concerns were then referred to the Learning and Support Team as the next port of call, allowing more consistent liaising with at risk families and students falling well below 85% attendance. **Evidence of Improvement** Through the above mentioned processes, Murrumburrah Public School achieved our goal with 71% of students attending > 90% of the time or higher. This figure puts our school 13.9% above the state and 14.5% above our network.
78% of students form K-6 will achieve their literacy and numeracy SMART goals. Uniform programming procedures to be implemented with HSIE, maths and literacy, allowing continuity of school procedures around learning delivery.	**Evidence of Activity** - The goal of attaining 76% of students achieving SMART goals in literacy and numeracy began with ensuring that students and teachers were accountable. This involved gathering data to support student achievement in the Key Learning Areas of literacy and numeracy. The process involves individual goals being set by students in conjunction with learning staff on a semester basis. As goals evolve, students and teachers consult on creating new goals on a need basis. Murrumburrah Public School had achieved 90% of students attaining their literacy and numeracy goals, 14% above our original goal. - In preparation for the new curriculum, a Murrumburrah Public School program proforma was created and reviewed with staff implementing their

78% of students form K-6 will achieve their literacy and numeracy SMART goals. Uniform programming procedures to be implemented with HSIE, maths and literacy, allowing continuity of school procedures around learning delivery.	own lessons into the proforma to begin the processes of uniform program monitoring. **Evidence of Process Quality** - Visible learning goals are displayed in 100% of classrooms as a result of on-going formative assessments. English goals are driven by work samples and classroom observations of student learning, particularly through small group and one to one explicit teaching. Mathematics goals are driven by work samples, dialog conversations and classroom observations during small group activities. - Proforma was reviewed and altered to best meet the needs of staff. **Evidence of Success** Continuation of allowing staff to time to collaborate and build effective teaching practices that are driven through data informed decisions has allowed the development of of quality teaching and learning programs. In addition we are continuing to develop scope and sequences that align with the new literacy and numeracy curriculum. This has allowed staff to develop highlighted targeted teaching and learning programs that support students literacy and numeracy SMART goals.
Increase the proportion of students reporting expectation for success, advocacy and a sense of belonging at school to uplift by 8.6%.	**Evidence of Activity** This year, Murrumburrah Public School sought new data sources other than Tell Them From Me to represent students reporting expectation for success, advocacy and a sense of belonging at school. **Evidence of Process Quality** After reviewing TTFM, staff felt that a more streamlined and simplistic approach to gathering this data was needed for students and the wider community as engagement with the TTFM format was not utilised by the school community. We have been gathering feedback through our Seesaw platform, p and c meetings and using google doc forms to complete real-time feedback. **Evidence of Improvement** We have begun developing our own specific set of questions that suit the context of our school and community. We are still trialing platforms to roll this out on.

Strategic Direction 3: Educational Leadership

Purpose

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

Initiatives

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

- Building Quality Transitional Practices
- Building Educational Leaders

Resources allocated to this strategic direction

Summary of progress

Murrumburrah Public School remains steadfast in its commitment to fostering a dynamic learning environment that extensively supports the achievement of every student. Through active engagement with parents, students, and the wider community, the school continually strives to provide the necessary resources and assistance to facilitate student success, particularly during transitional phases.

The school's leadership team ensures ongoing support and development opportunities. By assessing professional learning initiatives aligned with data-driven school priorities, teachers are equipped with the latest instructional techniques, thereby enhancing their ability to meet diverse student needs effectively.

Embracing a holistic and evidence-based approach to education, MPS continues to prioritise the establishment of a nurturing and collaborative learning atmosphere, which positively impacts all aspects of student educational attainment.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All teachers are developing their capacity to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.	**Evidence of Activity** Teachers worked collaboratively to improve the quality of instruction through triangulation of evidence and a focus on quality assessment. By working in stage groups, teachers can share their expertise and experiences to identify effective instructional practices and develop strategies to address any areas of need. **Evidence of Process Quality** We have continued to embed coaching and mentoring, particularly with Instructional Leader/s working shoulder to shoulder with teachers to model explicit instruction in delivering the new K-6 Maths and English Curriculum **Evidence of Impact** Murrumburrah Public School emphasises the importance of evidence-based teaching strategies, which is an effective way to ensure that all students receive high-quality instruction. By developing teachers capacity to identify and implement effective explicit teaching methods, teachers were better equipped to engage and support their students to achieve their learning outcomes.
The professional learning community progresses into level 4 on the Middle	**Evidence of Activity - Safeguarding Kids Team (SKT)**

Years (5-9) Transition Matrix.	Developing effective transitional practices for students moving from Year 6 to Year 7. Through; Collaboration between primary and high school staff, orientation program, student support programs,curriculum alignment and parent and family engagement
	Evidence of Process Quality
	We are confident the actions taken to meet the progress of building authentic and collaborative partnership across the communities of schools has been supported through plotting current practices of our partnerships using the transition matrix to guide conversation and plan next steps for consistency and align approach between parent partnership, pedagogy, curriculum, well being and administration.
	Evidence of Impact
	Murrumburrah Public School is focused on building even stronger connections between the primary and secondary environments. Having secondary staff physically present in the primary school setting has strengthened their understanding of how students learn and identify appropriate strategies to support their academic and well-being outcomes as they move into high school.
	This type of collaboration and continuity is crucial for ensuring that students have a smooth transition and that their needs are met throughout their educational journey. Continuation of sharing information and working together, primary and secondary staff are having a greater understanding of the strengths and challenges of individual students and develop tailored strategies to support their success. Murrumburrah Public School staff is committed to continuous improvement to enhance the learning and well-being outcomes for its students and their transition to High School.

Funding sources	Impact achieved this year
Integration funding support	Integration funding support (IFS) allocations support eligible students at Murrumburrah Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practices • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • staffing release for targeted professional learning around small group intervention targeting reading (MiniLit) **The allocation of this funding has resulted in the following impact:** data analysis of check in assessments, NAPLAN and internal assessments drive flexible learning groups for identified Tier 2 and 3 students. Targeted intervention supports identified students who required academic, social, or emotional adjustments. Students have been provided with one on one or small group support in the classroom and/or playground depending on need. **After evaluation, the next steps to support our students will be:** Students will continue to be supported based on their level of need through additional SLSO support. IEP's will be monitored and evaluated and the Learning Support Assistant Principal will continue to work with all key stakeholders in a responsive and timely way.
Socio-economic background $168,430.66	Socio-economic background equity loading is used to meet the additional learning needs of students at Murrumburrah Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practices • Data to Inform Practices **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs • employment of additional staff to support our Tier 1 and 2 literacy and numeracy and wellbeing programs. **The allocation of this funding has resulted in the following impact:** Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. Equitable access for all members of the school community to engage in activities and well-being programs which promoted quality educational experiences and support for all students. **After evaluation, the next steps to support our students will be:** Continue to monitor and evaluate the distribution of resources to ensure equity. Professional learning for behaviour management in the context of the new

Socio-economic background $168,430.66	behaviour policy. Continuation of employment of staff in higher duties positions to support inclusion and well-being. Enrolment in, and whole school professional in the Anxiety Project and other key initiatives to support wellbeing practices.
Aboriginal background $51,530.37	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murrumburrah Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** An increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture. Collaborating with the AECG to support extra curricular activities for our Aboriginal students. **After evaluation, the next steps to support our students will be:** Continued emphasis on tracking student growth year by year to ensure progression towards individual goals. Further interaction with parents and students through meet-ups and planned activities. Monitoring of attendance to encourage improvement and the impact it will have on academic progress.
Low level adjustment for disability $137,191.99	Low level adjustment for disability equity loading provides support for students at Murrumburrah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practices • Data to Inform Practices **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based interventions to increase learning outcomes **The allocation of this funding has resulted in the following impact:** The Learning and Support Team (LST) consolidated learning and support procedures to ensure efficient and effective strategies were implemented for student support. Improved learning achievement outcomes for students increasing expected growth for students in reading and numeracy. **After evaluation, the next steps to support our students will be:** To continue to support targeted students in Reading programs (InitiaLit, Reading Tutor, MiniLit, PreLit) by employing SLSOs to provide identified students with additional needs with targeted support in classrooms and

Low level adjustment for disability $137,191.99	small group intervention (Tier 2 programs)
Location $20,422.30	The location funding allocation is provided to Murrumburrah Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement **The allocation of this funding has resulted in the following impact:** Equitable access to school activities, ensuring improved participation, learning and well-being for all students **After evaluation, the next steps to support our students will be:** Used to continue supporting students experiencing financial hardship and disadvantage
Professional learning $31,575.46	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Murrumburrah Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practices • Data to Inform Practices **Overview of activities partially or fully funded with this initiative funding include:** • engaging specialist teachers to unpack evidence-based approaches to teaching the new English and mathematics. • attendance at professional learning for early career teachers and middle leaders. • engaging in whole school analysis of data. **The allocation of this funding has resulted in the following impact:** Teachers are familiar with new syllabus requirements and have engaged in professional learning to develop understanding and knowledge. Staff have increased competency in analysing a variety of data sources to inform teaching and learning. **After evaluation, the next steps to support our students will be:** Continue to provide high impact professional learning in the areas of literacy, numeracy and wellbeing. Need more targeted professional learning and support for teachers in programming and planning, as well as opportunities for teachers to collaborative implement the new syllabus.
Beginning teacher support $54,627.50	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Murrumburrah Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practices • Data to Inform Practices **Overview of activities partially or fully funded with this initiative funding include:**

Beginning teacher support $54,627.50	• Attending Early Career Conference to connect with other beginning teachers • Weekly Additional Beginning Teacher Release to allow for Professional Learning and to meet with their Peer mentor and supervisor to develop meaningful PDPs and unpack the new K-6 English and Mathematics Curriculum. **The allocation of this funding has resulted in the following impact:** Four early career teachers engaged in a suite of professional learning with a focus on the new English and Mathematics Curriculum. Staff were supported by a school-based mentor. This professional learning enabled the early career teachers to meaningfully engage in evidence on best practice in relation to the teaching of English and Maths, collaboratively engage in robust dialogue with their peers and deepen their knowledge in the science of learning. This initiative supported the early career teachers to increase engagement with whole school practices focused on using data effectively as part of the 'Data Wall Conversations' that occur each term. The school-based mentor supported the teachers to sustain motivation and engagement with refining practices throughout the teaching and learning cycle. Teachers reported they had increased confidence in the analysis of data and improved practice - including lesson observation and feedback sessions. This was also observed by the teacher mentor. Improved formative assessment strategies were also observed as teachers could assess their students more confidently and accurately in real-time. **After evaluation, the next steps to support our students will be:** To continue to support early career teachers to keep current with best practice pedagogy and continue to develop their comprehensive knowledge of content and strategies to implement engaging learning and teaching programs for all learners in literacy and numeracy.
QTSS release $45,098.21	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Murrumburrah Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** There was a significant improvement in student participation and engagement as evidenced in wellbeing data. **After evaluation, the next steps to support our students will be:** To continue to support student participation and engagement through the employment of additional staff. This will support the implementation of evidence based whole school wellbeing initiatives.
COVID ILSP $80,829.72	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy

COVID ILSP $80,829.72	**The allocation of this funding has resulted in the following impact:** Data analysis indicates that the program was implemented successfully with student growth demonstrated across most measures. **After evaluation, the next steps to support our students will be:** Continue to plan additional and ongoing intervention for students at risk of not achieving at stage level and monitor students who demonstrated growth but not reaching stage level.
Per capita $55,258.40	These funds have been used to support improved outcomes and the achievements of staff and students at Murrumburrah Public School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this operational funding include:** • providing an outdoor space to support students and staff and to utilise its use for outdoor learning, meeting as a whole school and additional lunch time play area. **The allocation of this funding has resulted in the following impact:** The whole school meet each morning in the upgraded 'morning muster area' for staff come together with students to have a clear direction daily and celebrate student achievements. **After evaluation, the next steps to support our students will be:** Continue to provide quality learning spaces that support all our students in their learning outcomes.
AP Curriculum & Instruction $186,105.60	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practices • Data to Inform Practices • Other funded activities **Overview of activities partially or fully funded with this Staffing - Other funding include:** • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms **The allocation of this funding has resulted in the following impact:** Continuous evaluation of student progress and rigorous gap analysis, leading to the development and implementation of data-informed professional learning initiatives. These initiatives are designed to enhance student learning outcomes in literacy and numeracy. **After evaluation, the next steps to support our students will be:** Deployment of school Learning Support Officers to provide targeted assistance to identified students within the classroom, implementing tailored support programs during literacy and numeracy sessions. Establishment of ongoing check-in sessions as part of the Assistant Principals' Curriculum and Instruction role, aimed at providing additional support to classroom teachers. Future focus on investigating and reflecting on the teaching and learning of

AP Curriculum & Instruction	writing across K-6, led by the Assistant Principals in charge of Curriculum and Instruction.
$186,105.60	Close collaboration between supervisors and Assistant Principals in charge of Curriculum and Instruction with classroom teachers to ensure comprehensive understanding and completion of all aspects of the Assessment Schedule.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	91	97	100	106
Girls	95	100	102	99

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	91.5	94.0	91.3	92.0
1	89.5	89.1	87.5	87.2
2	93.3	90.0	89.9	90.3
3	94.0	91.0	85.9	89.6
4	91.0	91.8	89.0	87.7
5	91.8	93.3	88.3	90.2
6	90.2	91.1	88.1	88.8
All Years	91.8	91.3	88.6	89.5
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	9.29
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	4.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	10,043.39
Revenue	3,274,238.83
Appropriation	3,156,154.52
Sale of Goods and Services	30,739.34
Grants and contributions	85,466.91
Investment income	1,678.06
Other revenue	200.00
Expenses	-3,296,206.00
Employee related	-2,845,069.55
Operating expenses	-451,136.45
Surplus / deficit for the year	-21,967.17
Closing Balance	-11,923.78

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

Financial summary - Equity loadings

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

	2023 **SBAR Adjustments** ($)
Targeted Total	64,803
Equity Total	357,153
Equity - Aboriginal	51,530
Equity - Socio-economic	168,431
Equity - Language	0
Equity - Disability	137,192
Base Total	2,135,163
Base - Per Capita	55,258
Base - Location	20,422
Base - Other	2,059,482
Other Total	306,925
Grand Total	2,864,044

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

Strengths

- Year 3 Numeracy - 70.37% at or above expected level
- Year 3 Reading - 69.23% at or above expected level
- Greater than 50% at or above expected level in Year 5 Reading, Writing and Numeracy

School Areas of Focus (Opportunities)

- Shifting small groups of students towards a high proficiency (see tables)
- Continuing LaST and carefully monitoring who is targeted
- Developing strategies to challenge students who are achieving in the *exceeding* proficiency
- Greater and more targeted focus across K-6 in Writing, Grammar & Punctuation

Parent/caregiver, student, teacher satisfaction

In 2023, Murrumburrah Public School continued its commitment to gathering feedback from various stakeholders, utilising a range of communication channels including formal and informal discussions, emails, Seesaw messages, phone calls, online surveys, and forms, as well as engagement with the Parents and Citizens Association (P&C). Through these platforms, valuable insights were gathered to inform the school's ongoing efforts to enhance its services and support mechanisms.

Analysis of parent feedback, gathered primarily through the school's communication platforms such as Sentral and Seesaw, revealed a strong sense of satisfaction. Parents expressed feeling welcomed and included within the school community, highlighting perceptions of safety, positive behavior support, and effective learning environments. Furthermore, parents indicated that they felt well-informed and supported in their roles of supporting their children's learning at home.

Feedback received from the P&C echoed these sentiments, emphasising high levels of satisfaction with the school's performance, particularly in relation to extra-curricular activities, positive behavior initiatives, and opportunities for parental involvement and participation.

Similarly, teachers and School Learning Support Officers affirmed their understanding of the school's strategic directions and improvement measures. This understanding was reflected in their Performance Development Programs and Assessment and Reporting procedures. High levels of job satisfaction were reported among staff, who also felt adequately supported by the school's executive team.

Notably, students provided overwhelmingly positive feedback, expressing a strong sense of safety at school and emphasising the importance of their learning. They affirmed that their teachers demonstrated a deep understanding of their individual needs and learning styles, fostering a supportive and enriching educational environment.

Overall, the comprehensive feedback received from students, parents, staff, and the broader community reaffirms Murrumburrah Public School's commitment to continuous improvement and excellence in education, underpinned by a culture of inclusivity, safety, and support.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Murrumburrah Public School continues to build authentic partnerships with our Aboriginal community via our local AECG. One of our school priorities is Aboriginal Education and firmly commits to closing the gap in achievement for all Aboriginal students via increasing attendance and building cultural links within our Murrumburrah community. Aboriginal students have Personalised Learning Plans that are developed through consultation with students, staff, parents and the community.

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.

Anti-Racism - School statement

Murrumburrah Public School has an ARCO within the school. All staff are trained in the new Anti-Racism Policy to increase staff understanding of the nature and impact of racism and increase staff understanding of their responsibilities in implementing the policy. All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour. Our school engages in the following practices to promote a positive school culture- Harmony Day, Reconciliation Day and NAIDOC Day celebrations across the school.

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.

Multicultural and anti-racism education - School Statement

Murrumburrah Public School's multicultural education programs focus on creating harmony, respect and acceptance of students from all cultural backgrounds through the teaching and learning programs at Murrumburrah Public School. Students learn that people may have different cultural, linguistic and religious differences and that we accept differences by demonstrating understanding and building relationships.

Murrumburrah Public School 2685 (2023)