2023 Annual Report

Murrurundi Public School

2686

Introduction

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

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

School contact details

Murrurundi Public School
135 Mayne Street
Murrurundi, 2338
https://murrurundi-p.schools.nsw.gov.au
murrurundi-p.school@det.nsw.edu.au
6546 6057

School vision

At Murrurundi Public School, we believe education is the responsibility of all - students, staff and the wider community. High expectations of all stakeholders ensures every student reaches their full potential. Students will thrive in an inclusive, connected and engaging environment, where they have the opportunity to participate in new and positive experiences. We aim to promote a culture of school excellence where students develop into self-motivated, independent and confident learners and are active participants in their own learning and wellbeing.

School context

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

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

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

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

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

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

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

Students enjoying a warm autumn day.

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Skills and Assessment Practices
- Effective Teaching

Resources allocated to this strategic direction

Socio-economic background
AP Curriculum & Instruction
QTSS release
Literacy and numeracy

Summary of progress

Data Sills and Assessment Practices

In 2023, the school continued to engage in deep and rigorous professional learning using the model developed for the Collaborative Support for Unique Settings project. Staff used their skills in data analysis to inform planning, with a particular focus in the use of assessment and data in numeracy. Staff continued to develop a deeper understanding of the Learning Progressions and the use of PLAN 2 to manage data and inform teacher lesson planning. The area of focus was determined by the 'Big Idea' in the fortnightly mathematics unit of work. Teachers accessed the Universal Hub to gain ideas and resources to teach to the specific areas of focus. Teachers collaboratively planned activities so that all students needs were being met. Teacher programming and number talk lesson planning was closely aligned to syllabus outcomes and differentiation was reflected through the use of the learning progressions.

Effective Teaching

All Staff received refresher professional learning to consolidate prior knowledge of the evidence behind the changes in the new K-2 syllabus. This training was then used as a foundation to familiarise all classroom teachers to develop understanding of the new 3-6 syllabus document, how it was set out, how to best navigate it, and teaching 'Big Ideas' over two week intervals. This allowed teachers to gain a deeper understanding of the requirements of the documents. As the K-2 syllabus became mandatory in 2023, while teachers were still familiarising themselves with the 3-6 syllabus, a collaborative decision was made to start programming from the 3-6 syllabus documents as well. This enabled our 2-3-4 class to have access to high quality learning and teaching activities that met the requirements of the new documents. The Assistant Principal, Curriculum Instruction (APCI) worked closely with teachers to revise the Units of Work to suit the class context and include differentiation where required. These units of work were then saved on the MPS Curriculum TEAMS so that they could be accessed by all staff for future reference.

Next Steps

Data Skills and Assessment Practices

- embed the practice of gathering and analysing consistent data across the school, including fluency and comprehension in reading and additive and multiplicative strategies in numeracy.
- assessment used flexibly and responsibly as an integral part of daily classroom instruction.
- identify quality assessment tasks within units of work

Effective Teaching

- continue to embed collaborative practice to inform the development of evidence based teaching and learning plans that are are responsive to student needs
- develop scope and sequences for 3-6 English - Component A and Component B and for 3-6 Mathematics

- student feedback informs teaching
- teachers provide a variety of feedback on student learning that supports student growth

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
Progressions • Increase the percentage of Kindergarten children achieving expected growth in the Reading and Numeracy as tracked through PLAN from the baseline by 40%. • Increase the percentage of students Years 1 - 6 achieving expected growth in Reading and Numeracy as tracked through PLAN from the baseline by 40%.	PLAN data indicates that the number of Kindergarten children achieving expected growth have met target expectations for 2023, with 50% meeting this target in tracked focus areas in numeracy and reading. PLAN data indicates that the number of students in Stage 1 achieving expected growth is slightly below targets for 2023, with less than 50% meeting this target in tracked focus areas in numeracy. Stage 1 students have met target expectations for 2023 in tracked focus areas in reading. PLAN data indicates that the number of students in Stage 2 achieving expected growth is below targets for 2023 in both numeracy and reading. PLAN data indicates that the number of Stage 3 students achieving expected growth have met target expectations for 2023, with 69% of students meeting this target in tracked focus areas in numeracy and reading.
SEF element - Data Skills - achieving Sustaining and Growing SEF element - Assesment - achieving Sustaining and Growing	Our school self assessment tool indicates that we are sustaining and growing in the focus areas of assessment and data skills. This on balance judgement has been confirmed during the external validation process completed in 2023.
Increase the number of students achieving growth in numeracy by 15% as measured through Check In and PAT Maths assessments.	PAT scores indicate that 80% of students in stage 1 have achieved growth in numeracy. PAT score indicate that 85% of students in Stage 2 have achieved growth in numeracy. PAT scores indicate that 75% of students in Stage 3 have achieved growth in numeracy. While many students are showing growth in both areas, many Stage 2 students are working below current stage expectations in numeracy.
Increase the number of students achieving growth in reading by 15% as measured through Check In and PAT Reading assessments.	PAT scores indicate that 90% of Stage 1 students have achieved growth in reading. PAT scores indicate that 25% of Stage 2 students have achieved growth in reading. PAT scores indicate 75% of Stage 3 students have achieved growth in reading. While many students are showing growth in both areas, many Stage 2 students are working below current stage expectations in reading.

Our new K-1 Class for 2023

Strategic Direction 2: Connect, Thrive, Succeed

Purpose

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

Initiatives

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

- Striving for Improvement
- Wellbeing and Engagement

Resources allocated to this strategic direction

Professional learning

Summary of progress

Striving for improvement

The Principal has completed the first module on Shared Beliefs and Understandings. This knowledge was applied side by side with an appreciative inquiry model to set the school vision statement. This evidence based process ensured that all stakeholders were able to participate in the process and felt like they were valued - truly a collaborative effort. No further parameters were studied, as this will become a network initiative next year. This will ensure staff will be able to collaborate with others while learning and applying new knowledge.

Wellbeing and Engagement

Students became disengaged with PBL initiative in 2022, so we switched to another evidence based program, Grow Your Mind. All completed the staff wellbeing module. This gave everyone a chance to pause and think about the importance of their own wellbeing. It brought staff close together in that they gained an appreciation that not everyone is in the same space everyday. This led to regular wellbeing activities being provided for staff to give them an opportunity to switch off. Teaching staff also completed the implementation module. This enabled staff to gain an understanding of the underlying ideas that drive the program and an opportunity to explore the resources and activities suitable for their class.

Through our HPGE training, we have been easily able to identify students who show potential in the areas of intellectual, creative and physical domains. Over the year, we have offered opportunities and encouraged our students to participate in activities such as the Opportunity Class online with Aurora College, state level sport and creative arts camps, which is a self selection opportunity. We will continue to offer a variety of activities to those students who show potential

Next steps:

Striving for Improvement

- complete and implement parameters 1, 6 and 14 of the Clarity Suite with the Upper Hunter Network

Wellbeing and Engagement

- develop a scope and sequence for Grow Your Mind
- implement the program K-6
- ongoing monitoring and evaluation of the effectiveness of Grow Your Mind
- Monitor students to ensure HPGE opportunities are available for all students
- staff to familiarise and use the differentiation tool

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
Behaviour • Decrease minor incidences by 30% and major incidences by 30% as determined by an 18 month baseline of incident reports as at the end of 2020.	This target has not been met in 2023. Data indicates that there has been a rise in both minor and major incidents during semester 1, however, they decreased slightly in semester 2.
Attendance Increase the percentage of students attending >90% of the time from the baseline by 5% (slightly above lower bound target)	Scout data indicates that while we have not met this target, there has been a significant increase in the percentage of students attending more than 90% of the time. In 2023 the attendance rate was 51.4%, up from 35.67% in 2022.

PBL Reward - Bike and Scooter Day

Funding sources	Impact achieved this year
Socio-economic background $46,024.40	Socio-economic background equity loading is used to meet the additional learning needs of students at Murrurundi Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Skills and Assessment Practices **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support literacy and numeracy program implementation in the K-2 classroom. • resourcing classrooms to aid in implementation of reading and numeracy assessment activities **The allocation of this funding has resulted in the following impact:** data informed choices were made to support students at point of need. Students were able to work in much smaller groups to consolidate the content they were learning and gain deeper understanding. **After evaluation, the next steps to support our students will be:** to use data analysis across more areas in literacy and numeracy
Aboriginal background $8,960.40	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murrurundi Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **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 equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** Aboriginal students in years 2-3-4 were supported in class to improve achievement in literacy and numeracy. This ensured individual needs were addressed at point of need, allowing students to achieve their potential. **After evaluation, the next steps to support our students will be:** to continue supporting students in K-2 in both literacy and numeracy.
English language proficiency $2,627.82	English language proficiency equity loading provides support for students at all four phases of English language learning at Murrurundi Public School. **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 equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:** improvement in everyday communication and comprehension of everyday

English language proficiency $2,627.82	words and improvement in ability to communicate clearly via written text. **After evaluation, the next steps to support our students will be:** to continue providing funds for students to access EAL/D programs and be supported in class as the need arises.
Low level adjustment for disability $35,708.76	Low level adjustment for disability equity loading provides support for students at Murrurundi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **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 equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** the students who required support, were given support within the classroom context and not during withdrawal. Student were supported at point of need on a daily basis. **After evaluation, the next steps to support our students will be:** to continue supporting students as required.
Location $17,385.74	The location funding allocation is provided to Murrurundi 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:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • additional staffing for teaching principal release **The allocation of this funding has resulted in the following impact:** it reduced the administration time for the Principal to allow the Principal to act as an instructional leader and support teachers in class. This ensured teachers felt valued and supported in delivering differentiated programs **After evaluation, the next steps to support our students will be:** to hand this role over to the virtual APCI that has been appointed to our school for 2024.
Professional learning $8,397.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Murrurundi Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Striving for Improvement • Wellbeing and Engagement • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • course costs for staff undertaking recognised courses **The allocation of this funding has resulted in the following impact:** ensured staff have completed training regarding staff wellbeing and program

Professional learning $8,397.00	implementation through the Grow your Mind program. Student behaviour data indicated that there was a decrease in incidents and that students were engaging in the new learning. PL funding also allowed for the principal to complete the first module from the Clarity Learning Suite. This ensured that the revised school vision was a shared vision between staff, students and parents. **After evaluation, the next steps to support our students will be:** develop a scope and sequence K-6 and for staff to complete the second implementation module. Staff will join the Upper Hunter Network to continue further modules from the Clarity Learning Suite.
Literacy and numeracy $20,498.34	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Murrurundi Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Teaching • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • employment of an additional teacher to support students in literacy and numeracy **The allocation of this funding has resulted in the following impact:** Teaching staff familiarise themselves with the new syllabus documents. One class used both documents to plan work for a cross stage class. This allowed staff to develop a deep understanding of how the syllabus documents are set and what the specific expectations are for stage 2. Employment of an additional teacher allowed data informed learning to be targeted where is was needed. **After evaluation, the next steps to support our students will be:** full implementation of the 3-6 syllabus documents for both English and Mathematics. A new whole school scope and sequence will be developed.
QTSS release $9,469.44	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Murrurundi Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Skills and Assessment Practices • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** regular five weekly analysis of reading and numeracy data by classroom teachers working closely with the Principal, ensured that teaching programs, in particular number talks, were data informed and meeting the specific needs of students. This ensured that all students were exposed to activities to address their individual needs. **After evaluation, the next steps to support our students will be:** this practise will be embedded across all tracked focus areas in numeracy and literacy.
COVID ILSP	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by

$21,829.88	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 teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - the focus areas of vocabulary, understanding text, number and place value and multiplicative strategies **The allocation of this funding has resulted in the following impact:** most students in the focus groups showed some improvement in their targeted areas of literacy and numeracy, however, progress was very slow. With reduced funding, students received intervention twice a week, however, evidence based research indicates that for intervention to be successful, it must happen at least three times a week. **After evaluation, the next steps to support our students will be:** to continue to offer intervention in some form to support those students requiring targeted intervention.
Per capita $11,971.96	These funds have been used to support improved outcomes and the achievements of staff and students at Murrurundi Public School **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 operational funding include:** • employment of additional SAO time to release principal from some administration tasks to allow instructional leading to take place. **The allocation of this funding has resulted in the following impact:** the principal was able to work closely with teaching staff as an instructional leader to support quality teaching across all classrooms. Teaching were supported as required. **After evaluation, the next steps to support our students will be:** this practice will continue into 2024, dependent on staffing allocations.
AP Curriculum & Instruction $31,017.60	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:** • Data Skills and Assessment Practices • Effective Teaching • Other funded activities **Overview of activities partially or fully funded with this Staffing - Other funding include:** • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • 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:**

AP Curriculum & Instruction $31,017.60	student data from PLAN 2 V3 was monitored regularly and used to inform teaching programs. The 2023 focus was numeracy. This meant that student needs were being met at point of need. Although a casual was employed to allow the principal to do this job, due to casual teacher shortages, the principal often gave up the position of APCI to cover classes. **After evaluation, the next steps to support our students will be:** To extend the practice of regular data monitoring into other areas of literacy and numeracy. In 2024 we will trial the virtual model for APCI.

Excursion to Tamworth Theatre

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	28	30	26	32
Girls	21	22	20	22

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.3	93.6	83.6	87.1
1	93.1	91.3	85.5	85.0
2	95.0	88.0	80.7	87.3
3	91.6	88.0	82.9	77.8
4	92.8	89.5	84.4	88.6
5	96.3	90.4	86.2	86.6
6	89.1	91.5	89.0	91.0
All Years	93.5	90.1	84.8	87.0
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.

Kindergarten celebrate 100 days of school

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.47
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

ANZAC Day march with Ms Mitchell and Mrs Gorst

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	90,616.03
Revenue	983,989.34
Appropriation	944,385.97
Sale of Goods and Services	5,467.50
Grants and contributions	33,787.23
Investment income	348.64
Expenses	-988,013.10
Employee related	-845,396.02
Operating expenses	-142,617.08
Surplus / deficit for the year	-4,023.76
Closing Balance	86,592.27

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.

Remembrance Day

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	0
Equity Total	93,321
Equity - Aboriginal	8,960
Equity - Socio-economic	46,024
Equity - Language	2,628
Equity - Disability	35,709
Base Total	743,850
Base - Per Capita	11,972
Base - Location	17,386
Base - Other	714,492
Other Total	59,472
Grand Total	896,643

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.

All students who achieved their Gold award were treated to a pizza party

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.

Easter Hat Parade

Book Week with 5/6

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

During informal conversations held at the P&C meetings, we have received the following feedback:

What do we do well at our school?
- teach reading and numeracy
- make children and families feel welcome
- improved communication.

What could we do better at our school?
- more notice for scheduled events/notes sent home earlier.
- get parents more involved with school activities.

What's something new or different we could add to our school?
- get a music and/or art teacher at the school
- more aboriginal or cultural activities
- more excursions.

Students

Student data indicates that students are happy at school and are engaged in learning. The senior students have particularly enjoyed the class structure of using TEAMS and having many tasks online. During daily check ins, a few students indicated that they felt frustrated and anxious. Having regular data readily accessible allowed teachers to act on in quickly.

Staff

Staff Performance and Development Plans (PDPs) were clearly linked to the teacher professional standards and the school improvement plan. For the first time, an online version of the PDP was trialled. This process significantly cut down on administration time. When conferencing with teachers and non-teaching staff, during the PDP process and the weekly staff communication meetings, it was evident to the school leadership that a positive increase in staff happiness in terms of job satisfaction emerged throughout the year.

Through staff supervision, it became evident that staff value regular opportunities to:

* collaborate with colleagues,

* share knowledge and practices,

* attend training and leadership courses,

* engage in parent meetings face-to-face and

* connect socially with teaching colleagues

The SRC hosted the Biggest Morning Tea

Many families joined us for the Biggest Morning Tea

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.

2023 Combined Small Schools Athletics Carnival

2023 Combined Small Schools Athletics carnival

The relay team competed at the Region and State
Athletics Carnivals