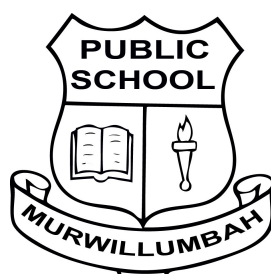


2023 Annual Report

Murwillumbah Public School



2687

Introduction

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

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

School contact details

Murwillumbah Public School

Prince St

Murwillumbah, 2484

<https://murwillumb-p.schools.nsw.gov.au>

murwillumb-p.school@det.nsw.edu.au

6672 1467

Message from the principal

Welcome to the Annual School Report for 2023

As Principal of Murwillumbah Public School, I am extremely proud of the students and staff who have again, worked exceptionally well throughout 2023 to achieve a number of outstanding results. The ongoing success of our strategic directions being implemented have created high quality learning experiences for our children.

Staff have worked hard to strengthen the culture of high expectations throughout the school to challenge and engage students to fully develop their potential in relation to positive behaviour, motivation, self esteem, attendance and academic success.

Student learning outcomes and teacher and leader capabilities have continued to improve by implementing processes that ensure all staff are collaborating effectively to embed evidence-based practice into their pedagogy, along with collecting and analysing data to understand the learning needs of individual students. NAPLAN and Check in Assessment continue to be above the state average.

Congratulations to the school receiving a secretary's award for school excellence carried out in reading comprehension during 2023.

School vision

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

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

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

School context

Murwillumbah Public is located on the Far North Coast of New South Wales. The experienced staff provides engaging learning opportunities across the curriculum to an enrolment of 170 students, including 22 Aboriginal students.

Explicit teaching remains a high priority at our school. In 2023 the school received a Secretary, Department Of Education award for curriculum delivery.

The school is strongly recognised in the community for its outstanding Creative Arts and Dance programs. Outstanding 2023 results in NAPLAN (number of students in top two bands) were recognised by the Assistant Secretary, Department Of Education .

A host of extracurricular programs are also evident throughout the school which include sport, public speaking, band, choir, extension groups and leadership initiatives. These activities allow our children to excel through a range of different experiences. The school is committed to quality teaching in all areas of the curriculum including explicit teaching in literacy and numeracy.

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

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

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

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

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

These include:

Student Growth and Attainment

Excellence In Teaching and Leading

Wellbeing

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data skills and use in Teaching Practice
- High impact evidence based teaching

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background
Integration funding support
Low level adjustment for disability
QTSS release
Per capita
AP Curriculum & Instruction
Professional learning

Summary of progress

Data skills in teaching practice and high-impact evidence-based teaching have continued to be at the forefront of the school's focus, driving the ongoing success at Murwillumbah Public School. Professional development throughout the year focused on collaboration, programming, high expectations and the continued collection and evaluation of relevant data. These initiatives have played a pivotal role in enhancing the overall learning experience for our students. Teaching staff at Murwillumbah Public School continue to identify, understand and implement the most effective teaching methods with the highest priority given to evidence-based teaching strategies, as outlined in documents such as 'What Works Best' (WWB). The teachers' commitment to data-driven decision-making has been a cornerstone of our educational approach. Throughout the year, teachers at Murwillumbah Public School have diligently collected and analysed student performance data. This data has been instrumental in identifying individual student needs, tracking progress, and tailoring instructional strategies to meet the diverse learning styles within our classrooms. Through analysis of teaching programs, scope and sequences and lesson observations it was evident that teachers were implementing best practice evidence-based (WWB) teaching strategies and resources.

Throughout 2023, teachers have continued to build on the ongoing success of our literacy and mathematics programs. Teachers embrace evidence-based approaches that have proven to be effective supported by research from (WWB) that centres on explicit teaching, collaboration and high expectations. Ongoing Professional Development in the form of whole-staff professional development sessions and individual Assistant Principal and Curriculum workshops were a high priority throughout 2023. This Professional Learning focussed on building all staff members' capabilities in using relevant and meaningful data to identify students' needs and goals and to implement teaching strategies in Reading Comprehension.

After reviewing relevant research and data, in 2024, the school will implement a spelling initiative involving highly effective teaching practices to improve spelling across all subject areas. Focusing on High Impact Professional Learning teachers will implement consistent evidence-informed practices using effective formative assessments to identify the point of need with student learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Expected Growth Reading	The Check-in Assessment mean scale score indicates an increase in the average mean scaled score for Year 5 in reading from 2022 to 2023 and a

<p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>small decrease for Year 3 reading.</p>
<p>Expected Growth Numeracy</p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates an increase in the average mean scaled score for Year 5 in numeracy from 2022 to 2023 and a small decrease for Year 3 numeracy.</p>

Strategic Direction 2: Excellence In Teaching and Leading

Purpose

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

Initiatives

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

- Excellence in Teaching and Leading
- Effective Collaboration

Resources allocated to this strategic direction

QTSS release AP Curriculum & Instruction

Summary of progress

In 2023, Murwillumbah Public School has continued to demonstrate excellence in the key areas of explicit teaching practices, leadership, and collaboration.

Throughout the year the school has continued to uphold a standard of teaching excellence, fostering an environment where every student is provided with opportunities to thrive academically. The teachers continue to implement innovative teaching, tailored to meet the diverse needs of their students identified by consistent and relevant data collection. Through differentiated instruction, personalised learning plans and the integration of technology teachers have successfully engaged students and facilitated deep learning experiences across all classrooms.

The leadership team at Murwillumbah Public School has been instrumental in driving positive change and fostering a culture of continuous improvement. The Assistant Principal, Curriculum and Instruction (APCI) position and assistant principals have led regular professional development sessions, collaborative decision-making processes and a focus on cultivating leadership skills at all levels. The school has empowered educators to take ownership of their professional growth and contribute to the overall success of the school.

The (APCI) worked in classrooms observing teacher practice, collected and analysed data and delivered differentiated professional learning aligned with teachers PDP goals. Weekly professional learning sessions were also offered by the (APCI) to individual teachers to facilitate professional dialogue, provide feedback from classroom observations and utilise data to inform future teaching. Each teacher was also provided with an opportunity of additional release to participate in High Impact Professional Learning aligned to the Centre for Education Statistics and Evaluation document 'What Works Best'. During these workshops teachers reflect on their own teaching, analyse data and develop and implement targeted units of work to meet the individual needs of their students. In the Semester 2 workshops there was an increased focus on supporting teachers with the planning and implementation of the new Mathematics and English Syllabus for Stages 2 and 3 in 2024.

The Quality Teaching Model was implemented by two assistant principals. This resulted in Quality Teaching Rounds being held with a pod of four teachers, participating in weekly professional learning, focusing on lesson observations coded against the Quality Teaching Dimensions and Elements. The data in the Quality Teaching Evaluation Survey demonstrated involvement in the program allowed teachers to reflect on and improve their pedagogy.

Through ongoing communication, shared resources and a supportive culture, the school cultivates a collaborative environment that enhances teaching effectiveness and promotes student success. Within stage teams teachers take collective responsibility for shared programming, assessment and student progress through their engagement in professional dialogue. This ensures teachers are working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving so that every child can reach their full potential.

In 2024, staff will continue to take part in professional development quality teaching rounds that will provide feedback to enhance consistent delivery of explicit teaching throughout the school. There will be evidence in all teaching programs to support this model. Professional development for Semester 1 will focus on the implementation of the new syllabus for English and Mathematics along with a whole school spelling initiative that focuses on an evidence based instructional approach that explicitly teaches the phonological, orthographic and morphological features of words known as the Triple Word Theory.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>4 teachers ranging from Stage 1, 2 and 3 will be trained and participate in the Quality Teaching Rounds in 2023. This will focus on observing lessons and coding them collaboratively against the Quality Teaching elements and dimensions, which will lead to improved pedagogy.</p>	<p>Two Assistant Principals attended the Quality Teaching Rounds Foundational Workshop, delivered by QT Academy based in the University of Newcastle. A pod of four teachers was established, who then participated in Quality Teaching Rounds. This included four whole days in which each teacher led a day. The day consisted of a professional reading and discussion, based on individual teachers strengths and interests. The lead teacher then taught a lesson which was observed by the other members of the pod. All four teachers individually coded the lesson against the Quality Teaching Dimensions and Elements. The teachers then collaboratively coded the lesson. The participation in the Quality Teaching Rounds has led to an improved pedagogy in literacy and numeracy, as reflected in the Quality Teaching Evaluation survey.</p>
<p>Leadership:</p> <p>The leadership team maintains a focus on distributed leadership using QTR model and professional development to sustain a culture of effective evidence base pedagogy.</p>	<p>The leadership team presented professional development and ongoing consultation to staff throughout the year, focused on Reading Comprehension, Vocabulary, Quality Teaching Rounds and new syllabus implementation. The Executive facilitated opportunities for other staff members to share their expertise in focused areas. The sharing of expertise amongst staff, has provided opportunities for rich discussions, collaboration and high quality professional learning, which has led to effective evidence based pedagogy.</p>
<p>25 - 50% of teachers collaboratively develop teaching and learning programs incorporating QTM.</p>	<p>All teachers at Murwillumbah Public School continue to effectively collaborate and develop teaching and learning programs. 25% of teachers participated in Quality Teaching Rounds and incorporated QTM into their teaching programs. The Quality Teaching Evaluation Survey demonstrated all teachers involved felt supported throughout the Quality Teaching process, gained an understanding of the Quality Teaching Dimensions and Elements and an opportunity to reflect on and improve their teaching pedagogy.</p>

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

Integration funding support

Professional learning

Aboriginal background

Per capita

Low level adjustment for disability

Summary of progress

The continuation of student goal setting conferences with parents, staff and students, led to further strengthening of relationships between home and school, allowing for families to have a deeper understanding of the importance of student voice and how it has impact on increasing student achievement.

As a Positive Behaviour for Learning school, teachers support social emotional learning through regular lessons, shared language and scope and sequences based on student need. Through this, students are encouraged to participate safely in class and the playground, using positive wellbeing strategies to manage and self regulate. Positive Behaviour for Learning class awards along with PBL chance cards (outside acknowledgements) and certificates relating back to our values of Respect, Responsibility and Learning are presented at weekly assemblies. Behaviour and Risk Management Plans were developed for identified students using Department of Education guidelines and shared with relevant staff. School signage reinforcing our PBL values remains a high priority.

Learning and Support Team systems and processes were refined and strengthened to ensure students K-6, across the full range of academic abilities were supported to achieve their full potential. A strong model of School Learning Support Officer (SLSO) support was created, which was continually adjusted and modified to meet the individual learning needs of students, including those students funded through Integration Funding Support both in the classroom and playground.

In 2023, personalised attendance approaches were revised and refined to support an increase in the percentage of students attending school. Attendance monitoring was introduced as an ongoing agenda item at each Learning and Support team and Executive meeting, with initial targeted intervention seeing some positive trends in attendance for some of our most at-risk students. In 2023, a staff member closely monitored student attendance and devised programs to support improvement. 100% attendance rewards were announced on a weekly basis. Students at risk of falling below 85-90% attendance were identified by the staff member and provided support plans which were co-developed with families. This initiative will continue into 2024, with other opportunities to positively impact student attendance to be investigated further in the coming year

In 2024 we will monitor attendance on a weekly basis and implement a consistent communication with parents around attendance <90%.

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
TTFM wellbeing data has an uplift of	Tell Them From Me data indicates 85.71% of students report a positive

5.4% to meet or exceed our lower bound data of 82.7%.	sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is 6.95 % above our lower bound target and 4.65% above our upper bound target.
Increased the percentage of students attending school more than 90% of the time by 7.6% or above to meet an upper bound target of 91.1%	The number of students attending greater than 90% of the time was 68.5 %. This was 17% below our lower bound target however, it remained above both the State average of 52.2% and similar schools of 43%.
TTFM data indicates that > 80% of students report feeling a sense of belonging within the school.	<p>Tell Them From Me data indicates 79% of students report a positive sense of belonging (Expectations for success, advocacy, and sense of belonging at school).</p> <p>88% of students surveyed from Tell Them From Me indicated they have positive relationships at school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$255,793.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Murwillumbah Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use in Teaching Practice • High impact evidence based teaching • Strategic and planned approach to Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continue to formally incorporate integration funding decision making into the learning and support team meetings. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is tailored to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$161,535.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murwillumbah Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use in Teaching Practice • High impact evidence based teaching • Strategic and planned approach to Wellbeing • Individualised Support • Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement small groups in English and Mathematics • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support maths and literacy groups program implementation. • professional development of staff through APC&I workshops to support student learning <p>The allocation of this funding has resulted in the following impact: Strong professional learning practices in small groups with the APCI had a focus of evidence based teaching practices and the explicit teaching of reading and numeracy. This has resulted in enhanced teaching practice and improvement in student learning outcomes.</p> <p>End of year Check In Assessment for Year 3 numeracy was 1.1 % below the state average with reading 3.2% above the state average.</p> <p>End of year Check In Assessment for Year 4 numeracy was 17.4 % above the state average with reading 24.7% above the state average.</p>

<p>Socio-economic background</p> <p>\$161,535.73</p>	<p>End of year Check In Assessment for Year 5 numeracy was 10.7 % above the state average with reading 14.7 % above the state average.</p> <p>End of year Check In Assessment for Year 6 writing was 0.5 % above the state average.</p> <p>After evaluation, the next steps to support our students will be: A review of current professional practices to inform future HIPL (High Impact Professional Learning) to support improvements in student achievement. Semester 1, 2024 focus will be Spelling led by the APCI staff. We will continue to plan and implement a professional learning model which addresses identified teacher and student need. The APCI along with Assistant Principals will continue to analyse student achievement data to identify student areas of support in literacy and numeracy and continue to support these students with targeted small group intervention.</p>
<p>Aboriginal background</p> <p>\$35,593.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murwillumbah Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use in Teaching Practice • High impact evidence based teaching • Strategic and planned approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Students and their parents/carers were able to access programs and targeted support for the implementation of the PLPs. Tell Them From Me data indicated 89% of Aboriginal students feel like their culture is valued at school while 100% of students agreed that teachers understood their culture.</p> <p>After evaluation, the next steps to support our students will be: To identify and monitor achievement of Aboriginal students and to deliver differentiated and personalised literacy and numeracy support to them.</p>
<p>Low level adjustment for disability</p> <p>\$138,518.42</p>	<p>Low level adjustment for disability equity loading provides support for students at Murwillumbah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use in Teaching Practice • High impact evidence based teaching • Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students

<p>Low level adjustment for disability</p> <p>\$138,518.42</p>	<ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention literacy and numeracy to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: SLSOs have provided targeted support through intervention and adjusted learning opportunities in classrooms, providing small group and individualised instruction. 65 students (including 55 identified in the Nationally Consistent Collection of Data) were supported in the following ways: targeted intervention in small groups; in-class support with specialist teachers; collaborative teaching; and targeted programming and adjustments in teaching and learning activities. Teachers also support students in their class with one-to-one aid and small group work when required.</p> <p>After evaluation, the next steps to support our students will be: Further expand the impact of the learning and engagement team, the school will provide additional support for identified students through the increased development of SLSOs. Targeted intervention across all grades for students who are not showing expected growth.</p>
<p>Professional learning</p> <p>\$24,247.96</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Murwillumbah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> High impact evidence based teaching Strategic and planned approach to Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Teachers recognise the support of their supervisors through the more structured approach and regular scheduling of in-class support. Students develop stronger connection to their grade supervisors, enabling support in all aspects to be more effective and personalised. Middle leaders developed a better understanding of their role and given the time to complete this, enabled more connection with staff and students.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$36,575.71</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Murwillumbah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> High impact evidence based teaching Excellence in Teaching and Leading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> implementation of instructional rounds to strengthen quality teaching practices additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a stronger focus on formative assessment. Teachers have now embedded evidence-based, explicit</p>

<p>QTSS release \$36,575.71</p>	<p>teaching strategies within their classroom practice. Students have benefited from the closer proximity to their stage supervisors, building relationships less about disciplinary matters and more about teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support of staff by assistant principals, who are in turn mentored by the Assistant Principal Curriculum and Instruction.</p>
<p>COVID ILSP \$109,149.70</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • using data to monitor and assess student progress and achievement and design future explicit targeted learning experiences • releasing staff to analyse school and student data to identify students for small group tuition <p>The allocation of this funding has resulted in the following impact: Funding for this program provided targeted, explicit instruction for selected student groups in literacy/numeracy. Students were closely monitored and relevant data recorded using PLAN 2. Staff were released from class to review the data with the APC&I to design future explicit targeted learning experiences at these students point of need. There was noted improved student performance in reading and numeracy targeted areas for these students in Check-in Assessments and school based assessments.</p> <p>2024 Check-in Assessment showed that 70.5% of targeted COVID ILSP students achieved higher than the state average averages for reading.</p> <p>2024 Check-in Assessment showed that 58.8% of targeted COVID ILSP students achieved higher than the state average averages for numeracy.</p> <p>After evaluation, the next steps to support our students will be: As a result of the success of this program and the continuation of funding, the school will continue to implement small group instruction in both Literacy and Numeracy in 2024.</p>
<p>AP Curriculum & Instruction \$186,105.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High impact evidence based teaching • Excellence in Teaching and Leading <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying

<p>AP Curriculum & Instruction</p> <p>\$186,105.60</p>	<p>and monitoring progress of students in literacy and numeracy</p> <ul style="list-style-type: none"> • 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 <p>The allocation of this funding has resulted in the following impact: High quality support and guidance in literacy and numeracy knowledge and skills are embedded in the school's curriculum and assessment. High quality teaching practices have been enhanced and the capabilities of all teachers have been strengthened in literacy and numeracy instruction. Through the use of evidence-based literacy and numeracy teaching and assessment practices, students at Murwillumbah Public School continue to excel.</p> <p>After evaluation, the next steps to support our students will be: A focus on high impact professional learning in school teams using research proven strategies to support teachers engaging with their students in appropriate, sustainable, explicit teaching practices to improve student spelling at MPS.</p>
--	--

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	120	105	79	67
Girls	129	121	108	101

Since the announcement that we will remain as Murwillumbah Public School on the current site, the school has undertaken major school promotion in the community.

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.5	89.3	88.4	89.9
1	92.6	90.8	90.0	91.1
2	95.5	90.0	89.9	90.6
3	95.5	92.1	84.5	92.9
4	91.5	92.2	85.7	89.7
5	93.8	91.6	86.6	91.6
6	92.8	89.9	87.3	89.0
All Years	93.3	90.9	87.2	90.6
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)	2
Assistant Principal(s)	5.2
Classroom Teacher(s)	8.93
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

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	507,902.13
Revenue	3,940,622.46
Appropriation	3,770,428.02
Sale of Goods and Services	18,937.55
Grants and contributions	98,514.85
Investment income	9,021.24
Other revenue	43,720.80
Expenses	-3,839,074.98
Employee related	-3,326,265.52
Operating expenses	-512,809.46
Surplus / deficit for the year	101,547.48
Closing Balance	609,449.61

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	232,199
Equity Total	335,647
Equity - Aboriginal	35,593
Equity - Socio-economic	161,536
Equity - Language	0
Equity - Disability	138,518
Base Total	2,315,093
Base - Per Capita	48,669
Base - Location	0
Base - Other	2,266,424
Other Total	466,004
Grand Total	3,348,944

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.

Parent/caregiver, student, teacher satisfaction

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

In 2023 students told us:

88% of students have friends at school they can trust and who encourage them to make positive choices. This was 6% above the state average.

84% of students reported a high rate of participation in art, drama, or music groups, extracurricular school activities or a school committee. This was 33% above the state average.

88% of students reported they try hard to succeed in their learning.

94% of students reported that schooling was useful in their everyday life and will have a strong bearing on their future.

In 2023 teachers told us:

90% of teachers effectively use data to inform their practice. This was 14% above the state average.

92% of teachers said that they can easily identify unproductive learning strategies. This was 15% above the state average.

100% of staff agreed that staff morale at school was good.

93% of staff work with school leaders to create a safe and orderly school environment.

95% of staff discussed learning goals for the lessons with students.

In 2023 parents told us that:

90% of parents had attended at least two face to face meetings with staff to talk about their child's learning.

92% of parents had attended at least two school functions.

63% of parents viewed the school newsletter.

68% of parents used School Bytes as a form of communication.

28% of parents said text messages was a preferred method of communicating with the school.

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.