

2024 Annual Report

Murrurundi Public School



2686

Introduction

The Annual Report for 2024 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 school 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

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6546 6057



Activities at the local preschool for National
Simultaneous Story time

School background

School vision

At Murrurundi Public School, we believe education is the responsibility of all. High expectations ensure 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 42 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 16% of students identifying as being Aboriginal over the past five years. The English as a second language or dialect (EAL/D) student population has decreased slightly with 4% of students identifying as EAL/D.

Murrurundi Public School is the 7th oldest school in NSW and will celebrate 175 years of operation this year. The school 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.

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 Primary School Sports Association (PSSA) sports and compete at zone, region and 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. Year 5 participate in a leadership day at Scone High and also join other schools from the Upper Hunter for Burn Bright. Our senior students have the opportunity to volunteer to deliver Meals on Wheels once a month.

The school has a sustainability program in place. Students enjoy growing and harvesting fruit and vegetables from the garden. They collect scraps for the worms, which is then fed back into the garden. 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. In 2023, the school was awarded a green flag from the Eco-Schools Sustainability program.

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.



Year 6 Farewell Cake

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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	2024 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 growth and performance	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 School Excellence Plan and the achievement of school improvement measures.

- Data skills and assessment practices
- Curriculum Reform

Resources allocated to this strategic direction

QTSS release
Socio-economic background
AP Curriculum & Instruction
Aboriginal background
English language proficiency
Low level adjustment for disability
Small group tuition (SGT)

Summary of progress

The focus for 2024 at Murrurundi Public School was on strengthening data skills and assessment practices to maximise student outcomes in reading and numeracy. This initiative aimed to build teacher capacity to systematically use student assessment data to inform teaching practices, track progress, and plan interventions. Activities included differentiated professional learning to enhance staff capability in data analysis, the introduction of a 5-week data review cycle using PLAN2 V3, and collaborative lesson design supported by classroom observations and feedback. Teachers engaged in explicit strategies such as number talks, horizontal planning, and data-informed teaching to address areas of need in Number and Place Value during Semester 1. In Semester 2, the focus shifted to reading, with an emphasis on vocabulary development and daily phonics retrieval practices through explicit teaching and Close Reading strategies. The virtual APCI provided significant support through virtual coaching and targeted interventions with small groups.

Early evaluations revealed challenges in teachers' understanding of data analysis and its application to teaching. Baseline data showed some integration of student assessment information into classroom programs, and number sprints required revitalisation. Through professional learning and collaborative practices, teachers developed confidence in analysing Guttman charts and using PLAN2 data to identify key areas for explicit teaching. By Term 3, most teachers could independently extract and analyse data, enabling them to plan lessons that targeted students' zones of proximal development. Collaborative lesson observations and feedback cycles fostered a culture of shared responsibility for student outcomes, with evidence of improved teaching practices and student progress. Nonetheless, ongoing monitoring highlighted the need for more consistent application of phonics retrieval and vocabulary strategies, especially across K-5.

In 2025, the focus will expand to further embedding these practices while extending them to other curriculum areas such as fluency in reading and broader application of formative assessment techniques. Collaborative planning sessions will be formalised to refine units of work, with a continued emphasis on quality assessment tasks aligned with curriculum progressions. Professional learning will address areas identified in evaluations, such as deepening teacher understanding of vocabulary instruction and integrating phonics retrieval into daily practice. These efforts will support sustained improvement towards achieving the success criteria, including data-informed teaching programs, regular goal-setting for students, and enhanced student outcomes that are equal to or exceed those in statistically similar schools. By embedding these practices and strengthening collaborative processes, the school aims to create a culture of evidence-based teaching and continual improvement.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Reading and Numeracy Student cohorts in 2024 demonstrate improved reading and numeracy PAT scores compared to 2022 and 2023.</p>	<p>There has been varied levels of progress in reading and numeracy PAT scores for students in 2024 compared to 2023.</p> <p>PAT scores indicate that 78% of Stage 1 students have achieved growth in reading. This is slightly below 2023 results.</p> <p>PAT scores indicate that 40% of stage 2 students have achieved growth in reading. This is significantly above 2023 results.</p> <p>PAT Scores indicate 75% of stage 3 students have achieved growth in reading. This remains steady with 2023 results.</p> <p>PAT scores indicate that 64% of students in Stage 1 have achieved growth in numeracy. This is significantly below 2023 results.</p> <p>PAT scores indicate that 100% of students in Stage 2 have achieved growth in numeracy. This is above 2023 results.</p> <p>PAT scores indicate that 67% of Stage 3 students have achieved growth in 2024. This is slightly below 2023 results.</p> <p>While most students are achieving growth in both reading and numeracy, many students are working below expectations.</p>
<p>Data and Assessment Practices On balance judgement of school self assessment indicates that there has been some movement from sustaining and growing towards excelling.</p>	<p>The on-balance at Sustaining and Growing remains steady with some improvements towards excelling.</p>



K-1-2 engaging with Healthy Harold

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

To ensure that all students connect, succeed and thrive, there will be a planned approach to develop whole school wellbeing and attendance processes that support high levels of wellbeing and engagement. The school 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 School Excellence Plan and the achievement of school improvement measures.

- Striving for improvement
- Attendance

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

The focus for 2024 at Murrurundi Public School under Strategic Direction 2 was on fostering student wellbeing and engagement to ensure all students connect, succeed, and thrive. This initiative centred on developing whole-school systems and processes for wellbeing and attendance, with a planned approach to improve attendance rates and build a culture of high expectations and accountability. Key activities included establishing baseline attendance data, embedding regular data analysis practices, and implementing targeted strategies such as attendance plans and random reward days. Professional learning for staff focused on improving understanding and consistency in roll-marking procedures, as well as building capacity to analyse and act upon attendance data. Collaborative practices were supported through staff discussions, the development of case management approaches, and increased parental engagement.

Early evaluations identified specific attendance challenges, including partial absences due to early departures for sport and transportation, which required flexible learning adjustments. Initial baseline data showed that while some students maintained excellent attendance, a significant proportion required targeted interventions. Staff began monitoring attendance trends at 5-week intervals, celebrating successes for students meeting attendance targets and closely managing those at risk. Interventions such as personalised attendance plans and HSLO referrals were introduced for students with persistent absences, alongside strategies to engage families in understanding the importance of regular attendance.

By mid-year, data showed improvement in some areas, with a rise in the number of students attending 100% of the time, although partial absences and unexplained absences remained a concern. Adjustments such as shifting the school day to a 9:00 am start were implemented to address logistical barriers. Random reward days proved effective in improving attendance for younger students (K-2) but had less impact on students in years 3-6, indicating a need for age-appropriate strategies. The collaborative approach to attendance monitoring and management helped establish shared responsibility among staff, and parents became more engaged through clear communication about attendance expectations and interventions.

In 2025, the focus will be on consolidating and extending these practices to further improve attendance and engagement. This will include refining and embedding systems for analysing and addressing attendance data, as well as enhancing case management processes for students at risk. Additional professional learning will target strategies to reduce partial absences and support attendance plans for students requiring Tier 2 and Tier 3 interventions. Collaborative approaches, such as regular staff discussions and parent engagement, will continue to be prioritised. These efforts will support further improvement towards achieving the success criteria of increased attendance rates, sustained student engagement, and a stronger culture of high expectations and shared accountability across the school. By strengthening these systems, the school aims to ensure all students are connected, engaged, and thriving in their learning environment.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

Attendance

A whole school approach to attendance data analysis is implemented to identify trends over time and areas for growth, including closely monitoring tier 2 and 3 students.

There has been significant improvement in data analysis over time which has allowed for close monitoring of student cohorts and targeted interventions.



Art lessons with Annita

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Murrurundi Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence 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"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: students who receive additional funds have accessed individualised and differentiated teaching and learning programs, aligned to personal learning goals, that have been co developed. A SLSOs successfully assisted teachers to deliver equity programs three days per week.</p> <p>After evaluation, the next steps to support our students will be: continue to support students to access literacy and numeracy activities to improve student outcomes targeted PL for teaching and non teaching staff to ensure differentiated activities are within the student's zone of proximal development.</p>
<p>Socio-economic background</p> <p>\$60,511.62</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murrurundi Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Striving for improvement • Curriculum Reform • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy program implementation. <p>The allocation of this funding has resulted in the following impact: Although this funding was allocated to an additional classroom teacher 1 day per fortnight, the position remained unfilled for 2024</p> <p>After evaluation, the next steps to support our students will be: To fill this position in 2025 to support student learning</p>
<p>Aboriginal background</p> <p>\$12,113.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murrurundi Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Curriculum Reform • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p>

<p>Aboriginal background</p> <p>\$12,113.15</p>	<p>contributed to improvement in student engagement in literacy and numeracy activities which led to improvement in student outcomes in vocabulary, phonics, understanding texts and number and place value as recorded in PLAN</p> <p>After evaluation, the next steps to support our students will be: to continue to support Aboriginal students to improve attendance and engagement rates to ensure improvement in student outcomes in focus areas</p>
<p>English language proficiency</p> <p>\$2,631.29</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Murrurundi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Curriculum Reform • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: contributed to targeted support in both literacy and numeracy for EAL/D students to access appropriate learning activities.</p> <p>After evaluation, the next steps to support our students will be: to continue providing targeted support where needed to ensure EAL/D students show improvement in focus areas</p>
<p>Low level adjustment for disability</p> <p>\$35,347.38</p>	<p>Low level adjustment for disability equity loading provides support for students at Murrurundi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Curriculum Reform • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: contributed to supporting students to access appropriate learning in literacy and numeracy, which allowed students improvement in the focus areas of vocabulary, phonics, understanding text and number and place value</p> <p>After evaluation, the next steps to support our students will be: to continue to support students to access appropriate learning activities in literacy and numeracy</p>
<p>Location</p> <p>\$19,644.05</p>	<p>The location funding allocation is provided to Murrurundi Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: SAO completed tasks associated with attendance, WHS, communicating</p>

<p>Location</p> <p>\$19,644.05</p>	<p>with the community and finances, allowing the Principal to focus on Instructional Leadership. This resulted in classroom teachers being supported to implement new syllabus documents, analyse data and collaboratively plan future teaching based on data analysis.</p> <p>After evaluation, the next steps to support our students will be: to continue supporting the teaching principal to allow teacher support in focus areas to improve teaching practice.</p>
<p>Professional learning</p> <p>\$8,410.27</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 procedures at Murrurundi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: all staff attended all staff development days which resulted in all staff collaborating with school planning, data analysis, planning for curriculum delivery and updating mandatory training. This led to improvement in student achievement and assurance that staff training was up to date.</p> <p>After evaluation, the next steps to support our students will be: to continue supporting staff to improve practice through professional learning opportunities which will lead to improved student outcomes.</p>
<p>QTSS release</p> <p>\$11,679.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Murrurundi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Data skills and assessment practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: although funding was allocated to this activity, the position remained unfilled due to unavailability of casual staff. This activity was covered, in part by the vAPCI, however, it is an area that remains a focus for 2025.</p> <p>After evaluation, the next steps to support our students will be: to fill vacant position to allow teacher support to occur in 2025.</p>
<p>Small group tuition (SGT)</p> <p>\$8,165.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Murrurundi Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Curriculum Reform • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to supervise students in online intervention programs <p>The allocation of this funding has resulted in the following impact: this funding contributed to small groups of students showing improved</p>

Small group tuition (SGT) \$8,165.00	outcomes in a numeracy focus of number and place value as recorded in PLAN After evaluation, the next steps to support our students will be: to continue supporting students in areas of need as determined by student data
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Students enjoyed an excursion to Jimmys Beach while attending Great Aussie Bush Camp

Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	30	26	32	19
Girls	22	20	22	23

Student attendance profile

School				
Year	2021	2022	2023	2024
K	93.6	83.6	87.1	92.6
1	-	85.5	85.0	94.0
2	88.0	-	87.3	-
3	88.0	82.9	-	82.7
4	89.5	84.4	88.6	-
5	90.4	86.2	86.6	77.9
6	-	89.0	91.0	88.4
All Years	90.1	84.8	87.0	88.7
State DoE				
Year	2021	2022	2023	2024
K	92.8	87.9	91.1	91.0
1	92.7	87.4	90.5	90.2
2	92.6	87.8	90.8	90.3
3	92.7	87.6	90.9	90.3
4	92.5	87.4	90.6	90.1
5	92.1	87.2	90.3	89.6
6	91.5	86.3	89.8	89.1
All Years	92.4	87.4	90.6	90.0

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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.



Region swimming team

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.79
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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.



Staff enjoying time with Year 6 at PBL reward day

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	9,056.91
Revenue	878,518.53
Appropriation	845,196.60
Sale of Goods and Services	325.00
Grants and contributions	32,905.21
Investment income	91.72
Expenses	-719,296.55
Employee related	-638,539.71
Operating expenses	-80,756.84
Surplus / deficit for the year	159,221.98
Closing Balance	168,278.89

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.

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

	2024 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	110,603
Equity - Aboriginal	12,113
Equity - Socio-economic	60,512
Equity - Language	2,631
Equity - Disability	35,347
Base Total	670,016
Base - Per Capita	9,276
Base - Location	19,644
Base - Other	641,096
Other Total	64,995
Grand Total	845,614

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.



Sport with Sam

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

Staff

The recent evaluation highlights a positive workplace environment characterised by high staff satisfaction, where educators feel valued and appreciated by each other for their contributions. Collaboration among staff members is strong, fostering a sense of teamwork and shared purpose. Furthermore, communication with the community is excellent, with messaging available through School Stream app, digital noticeboard, The Links and the newsletter. However, there is a recognised need for increased community involvement and enhanced parent support, particularly in addressing welfare issues. By focusing on these areas for improvement, the school can further strengthen its community ties and ensure a holistic approach to student welfare.

Parents and Caregivers

Parent satisfaction is significantly influenced by their experience when approaching the school to address issues, as they appreciate a responsive and supportive environment. Many parents believe that their children are happy at school and feel reassured knowing there is a staff member whom their child can approach in case of problems. However, there is a desire for more information regarding their child's achievements to better understand their progress. Additionally, parents would like to see a greater variety in homework assignments, including options for online tasks, as well as an expanded range of extracurricular activities, particularly in sports, to enhance their children's school experience.

Students

Student satisfaction has seen a positive trend over the year, particularly with the new recess lunch arrangement, although there is a suggestion to switch the lunch break to the beginning of the schedule. Students appreciate having a designated staff member available for support, fostering a supportive environment. Additionally, there has been a notable improvement in peer interactions, with students generally being nicer to one another. However, there is a desire for increased opportunities in sports, indicating a strong interest in expanding physical activities within the school.



Grandparent's Day

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.



