

Marsden Park Public School

Annual Report



2016



2489

Introduction

The Annual Report for **2016** is provided to the community of **Marsden Park 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.

Mark Fisher–Hoad

Principal

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School background

School vision statement

At Marsden Park Public School, we nurture in an inclusive, supportive, encouraging, challenging environment where staff, students and parents care for each other.

Our aim is to:

Educate to inspire with passion and grace.

Students strive to reach their potential through individual, group, whole class/school goal setting, while developing creative, collaborative, co-operative and technological skills.

Our students are respectful, responsible and resilient 21st Century learners.

School context

Marsden Park Public School was established in 1889. A distinct feature of the school is that it offers a rural atmosphere (yet within the metropolitan area) that fosters a closeness and unity. There are currently fifty seven students enrolled. The school is surrounded by rapid urban and industrial development, including three major residential areas. The school will be the holding school for these developments until new schools are built. Marsden Park Public School itself will be rebuilt by the Department of Education and Communities on its current site with initial planning for new buildings starting in 2015/16. The school realises there will be an increasingly diverse student population that will be supported by the school's positive student welfare and discipline programs.

The school promotes the best possible learning environment by encouraging positive partnerships within the whole school community through: fostering in the classroom and in the playground, high expectations of achievement; developing student selfworth through recognising and rewarding pupil and school success; encouraging students to develop confidence and selfworth; encouraging staff and community to participate in the decision making process; and implementing programs that provide the opportunity for students to participate and succeed in a variety of learning experiences.

The school philosophy is 'Champions for Champions' underpinned by 'Teach Like A Champion' strategies for high academic and behavioural expectations.

Students and teachers enjoy being a part of a supportive school environment that fosters school/individual success, and positive behaviour, where students can be Safe, Responsible Learners.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Quality Teaching – Teacher Development

In the domain of Teaching, the focus has been to build teacher capacity by the improvement of teaching strategies for both boys and girls that focus on motivation, co-operation, collaboration, teamwork, high academic performance and behaviour. As teachers use the teaching and learning cycle in conjunction with the use of assessment data, they have been required to plan for academic achievement to ensure the acquisition of learning outcomes for all students using specific lesson structures to deliver meaningful lessons within a balanced curriculum. Putting this into practice, we have undertaken professional learning as a collected staff to determine the baseline achievement level of our students. We have then selected internal/external data collection tools such as standardised assessments including PLAN and NAPLAN to determine goals for achievement and to develop a consistent teacher judgement of expectations. Staff are continuing to align teaching and learning with new New South Wales Syllabus for the Australian Curriculum as they are implemented. By working with students as a whole class or in small groups and as individuals, teachers have been able to engage students with a wide variety of learning experiences, build strong classroom culture and build character and trust with each student and their family.

Quality Learning – Achieving Personal Best

In the domain of Learning, our school has primarily focused on the needs of students to maximise their potential and to equip them with skills they need. Taking ownership of their learning has become a priority with a focus on using technology. We devised and implemented a Technology Scope and Sequence and reviewed it at the end of Semester One and Two. The school purchased a class set of tablets and a charging cupboard. All computers in each withdrawal area were checked as was the new wi-fi in the library and BER classroom. Staff and students were able to access all technology components easily with all teachers integrating various hardware and software as well as the scope and sequence into their teaching programs, across the curriculum to support learning experiences, including the library. No student was disadvantaged by the lack of technology at home. Aspirant leaders within the school managed the technology area including the coordination of professional learning opportunities as well as the servicing, implementation of technology components. Parents and carers had the opportunity throughout the year, particularly at reporting times, to view students' work that integrated and utilised technology.

Quality Relationships – Well Being

In the domain of Leading, our school has focused on building partnerships using positive psychology with all stakeholders including our community. The wellbeing of students is a priority for all members of the Marsden Park Public School community. This year senior students have undertaken training and implemented peer tutoring, peer support and in-school initiatives to positively develop cross-stage relationship with other students within the school. Our school community has been very supportive of this initiative as we develop strong inclusivity. We have utilised our School Counsellor to aid our community in linking with community resources to support student learning. As a school, our teachers have actively engaged in professional learning to develop deep knowledge of positive psychology principles and have modelled, applied these throughout the school in their dealings with students, other staff members, parents and carers and the wider community. We have also strengthened relationships with businesses in the local area who provide goods and services to our school. This approach is based on our commitment to Marsden Park Public School being recognised as a central part of the Marsden Park re-development.

This realigned positive approach continues to strengthen the relationship between the school, its students and parents/carers and our community, producing successful outcomes for all, but in particular, our students.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching – Developing teacher capacity to implement innovative teaching practices/programs within a balanced curriculum.

Purpose

ALL TEACHERS WILL...

- Have high academic expectations of all students
- Plan for academic achievement
- Structure and deliver meaningful lessons
- Engage students
- Create strong classroom cultures
- Have high behavioural expectations
- Build character and trust

This learning direction ensures that all teaching staff who work at Marsden Park are committed to a common teaching approach that uses aligned, considered and systematic teaching strategies.

Overall summary of progress

Marsden Park Public School in the Strategic Direction 1 Quality Teaching has been very successful due to the positive influence of the 'Teach Like A Champion' strategies, the school philosophy of Champions for Champions and the STAR strategy, and the collaboration of the teachers and parents/carers. Our students continue to improve in all areas of the curriculum, reaching the required exit outcomes as appropriate. The school identifies and services those students who are in need, in either additional assistance or extension, quickly and efficiently with services of the Principal as the Learning Assistance Teacher and the School Learning Support Officer.

All of our parents are very supportive of the directions of the school and are working together in a three-way partnership that ensures success for all of our students. Teachers through professional learning have developed high academic and behavioural expectations for all students and have built upon these to include different pacing techniques and improved class and school culture with more emphasis on roles within teams and students playing their part. The structure of and strategies used in different lessons has been varied to incorporate more meaningful discussions between students and to allow for the development of cooperation, collaboration and teamwork. Assessment remains a clear focus as does the teaching and learning cycle for planning purposes. Strong classroom cultures have been created that now ripple throughout all areas of the school in a positive way.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|-------------------------------|
| <ul style="list-style-type: none">• Achieve National Minimum or above for all students• Track and monitor progress of all students through literacy and numeracy continuums and frameworks with 80% or above of all students to achieve stage exit outcomes• All students achieving positive growth in 2015 – 2017 in literacy and numeracy. | <p>Three students who participated in NAPLAN were below the National Minimum Standard due to not accessing the test correctly. Upon retesting students showed they were above the National Minimum Standard.</p> <p>Standardised Benchmarking Reading tests were administered to all students from K–4. All students in Kindergarten achieving RRL 8 or above. All students in Year One achieving RRL 17 or above. 100% of all students in Year Two becoming an independent reader (RRL26). All students in Years 3–6 were independent readers. All students</p> | Consolidated Funds |

Progress towards achieving improvement measures

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|--|---|-------------------------------|
| <ul style="list-style-type: none"> • Achieve National Minimum or above for all students • Track and monitor progress of all students through literacy and numeracy continuums and frameworks with 80% or above of all students to achieve stage exit outcomes • All students achieving positive growth in 2015 – 2017 in literacy and numeracy. | showed growth in the literacy through the Literacy Continuum. | |

Next Steps

Using data, the school has set targets for student achievement in standardised tests in 2017:

- 100% of ES1 students to reach exit reading benchmark;
- 90% of all students in stage one to reach exit reading level;
- 85% of students in stage two and three to be independent readers (RRL26);
- In NAPLAN, no student below the National Minimum Standard;
- All students to show growth on the literacy and numeracy continuums through the utilisation of PLAN ;
- All Year Five students to show growth in NAPLAN Writing assessment; and
- Administer Standardised Reading Test to all students in Years 1 to 6 including fluency and benchmarking throughout the year to find baseline data for each student;
- Administer Standardised Comprehension Test to all students in Years 1 to 6 across the year to find baseline data for each student; and
- All students who need assistance throughout the year will receive additional support.
- Continued refinement of 'Teach Like A Champion' strategies including Culture of Error and Pacing
- Classroom culture to reflect learning of students including learning walls and integration of technology
- Teachers to continue Teacher Professional learning that is aligned with the School Plan and the needs of their classroom.
- Teachers to program for differentiation to meet the needs of their students.

Strategic Direction 2

Quality Relationships – All of the school community engaged to build a stronger educational community that leads and inspires a culture of high positive expectations for all.

Purpose

That every member of our school learns and practices – **Positive Psychology**.

Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive.

We do this in the belief that we want to lead meaningful and fulfilling lives that cultivate what is best within ourselves, enhancing our experiences of love, work and play.

The difference the strategic direction will make is:

That all members of the school community are totally aware that a positive approach to all people and activities in the school is much more likely to produce successful outcomes.

Overall summary of progress

Marsden Park Public School in the Strategic Direction 2 Quality Relationships – Wellbeing has been very successful due to the positive influence of all stakeholders within our school and our wider community. The leadership strategy between the school and the parents focusing on positive psychology, educational practices and fundraising/social school events has had a strong influence on the culture of the school. Due to this alignment, parents, the community and the school have worked together to genuinely foster productive relationships which in turn has supported student learning in all classes. Our students, particularly the senior students, have taken on leadership roles throughout various programs and have run these effectively. Student leaders have had a major positive influence with students across all stages ensuring that each program or event is supported and very successful for all, as demonstrated by the large numbers of parents, grandparents, carers and community people attending school events. This focus and the engagement of all students has allowed smooth transitions and a rise in participation rates from in-school to inter-school events for all stakeholders ensuring that our whole community is inclusive.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| <ul style="list-style-type: none">• Student Welfare and Anti-Bullying Policies aligned with positive behaviour expectations leading to a reduction in the number of welfare incidents related to peer conflict• Improved student well-being and increased student engagement through the establishment of quality relationships.• Increased parental involvement in classroom activities• Annual parents and students "Tell Them from Me" survey reveals an improving culture within the school | <p>No suspensions have occurred through tracked data. No expulsions have occurred through tracked data. No warning letters re behaviour have been issued. Very minor issues have been dealt with quickly and efficiently with all parties satisfied with the outcome.</p> <p>Successful leadership programs implemented for senior students. Successful programs operated throughout the entire school that involved all students in Years 4, 5 and 6 as leaders. Successful programs operated for selected students such as BLC SHARING.</p> <p>Parents were invited to help at anytime within each classroom with some parents coming on a continual basis for reading groups and assembly. Parents also helped in other ways such as the organisation and running of fundraising events.</p> <p>Students accessed 'Tell Them From Me' survey which indicated an overwhelming positive response to the school, classroom and environment.</p> | Consolidated Funds |

Next Steps

In 2017, the following will be implemented:

- Positive communication through the website and the school's newsletter re Marsden Park Public School's Anti-Bullying Policy and Fair Discipline Policy.
- Term review of all attendance, suspension/expulsion, playground behaviour and parent participation data. with close liaison with our Home School Liaison Officer.
- Continuation of the monitoring of targeted students re learning and behaviour including PLPs to be written for learning support, Aboriginal and EALD students..
- Review of the Student learning Support Officer's role within the school.
- School mentor presentation based on Wellness and positive psychology.
- All Child Protection modules to be completed by all Staff, with Child Protection/Drug Education programs delivered in Term Three and Term Four.
- Students and parents to take part in the 'Tell Them From Me' surveys.
- Marsden Park Public School to organise BLC Leadership program for Term One.
- School student leaders to attend the BLC Leadership Days, Schools' ANZAC Service, Riverstone ANZAC Service
- Students to attend BLC SHARING courses in Term Two.
- Peer Support Program implemented in Term Two.
- Celebrations to include a more diverse range to cater for the changing school culture.

Strategic Direction 3

Quality Learning Experiences – Within an inclusive environment, motivate and engage all students to achieve personal best across academic, sporting, creative arts and cultural, environment and sustainability activities, with a focus on technology.

Purpose

Students need to achieve their personal best to maximise their potential and to equip them with the skills to be lifelong learners in the 21st century.

Literacy and numeracy will always be a major priority, however our focus is on using technology to enable all students and staff to research, investigate and explore our learning through: creating media and presenting knowledge; collaborating and communicating; taking ownership of learning and developing skills for future careers.

The difference the strategic direction will make; that the school makes better use of their resources, gives students better access to technology, connects this small school to a wider learning community, and gains access to global learning platforms.

Overall summary of progress

Marsden Park Public School's progress in this area has been continually improving. All staff have made a concerted effort to integrate components of technology into all areas of the curriculum with success. A new technology scope and sequence has been implemented. Students from Yrs 2 – 6 are using the tablets and wi-fi in their classrooms. Students work has been displayed in each classroom on the learning walls and individual electronic folders for storage of work has started for each child. All staff have actively engaged in developing their own professional learning plan to include key components from the school management plan and includes the integration of technology and the new syllabi. The school acknowledges there is room for expansion in this direction particularly as the school grows in population, funding and with new infrastructure and new technology.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| <ul style="list-style-type: none">• All staff develop and implement a professional learning plan, with a focus on new curriculum implementation and use of technology• Evidence in teaching and learning programs of the use of technology underpinning learning experiences for all students• Evidence of student's use of technology in electronic folder or on learning walls and at showcase time. | <p>All staff developed a Professional Development Plan in accordance with the School Management Plan. Professional Development Plans focused on the new curriculum implementation and the use of technology. The school implemented new science units and trialled geography units of work. Professional learning took place re Visual Literacy/Use of Technology. 'Skwirk' was implemented in each classroom. Aspirant leaders attended the BLC 'Aspiring Leaders' Professional Learning Course.</p> <p>Teachers integrated technology across all key learning areas including the use of Flip lessons, enquiry skills, Bug Club, Athletics and Reading Eggs/Express. All available hardware was utilised including the computer lab, withdrawal areas, tablets and e-Beams.</p> <p>Parents viewed evidence of student's work throughout the year, through learning walls in the classrooms and their electronic folder. Programs were available for use at home for extension and consolidation with each student taking home their user names and passwords.</p> | Consolidated Funds |
| | | |

Next Steps

In 2017 the following will be implemented:

- Continued implementation of Technology Scope and Sequence;
- Technology planned and integrated across the curriculum particularly within new areas;
- Senior students to take part as two teams in the BLC STEAM Project;
- Professional learning in new technologies/programs to take place;
- Students' work showcased across local agricultural shows and local businesses to engage the wider community;
- Student work showcased during Education Week and Student Led Reporting;
- Students' work using technology and the acquisition of skills documented with work samples in a personalised electronic folder;
- School to receive continued professional training in LMBR, SAP, SPARO and OLIVER;
- Teacher's PDPs drafted and signed off aligned with the school plan; and
- Celebrations of student work and attainment occur throughout the year at assemblies and Presentation Day.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|--|--|--------------------------------------|
| Aboriginal background loading | An additional classroom teacher is employed to support students with their classroom programs, particularly the literacy and numeracy components. All students have an individualised personal learning plan (PLP) and are making progress across the literacy and numeracy continuums. Parents and carers are involved in the development of their child's PLP. Data analysis reflects our Aboriginal students are demonstrating growth in the attainment of their learning outcomes with all students being independent readers. | TEF \$2 469.55 Global Funding |
| English language proficiency | An additional classroom teacher is employed to support students with their classroom programs. The school ensures that the students and their parents are well informed about the school's activities and reporting and communication processes. Data analysis reflects our ELP students are demonstrating growth in the attainment of their learning outcomes with all students reaching the required benchmark level in reading and showing growth in the attainment of learning outcomes in literacy and numeracy. | TEF \$3 364.62 Global Funding |
| Low level adjustment for disability | A Student Learning Support Officer was employed to support a students within the school for four hours per day five days a week. A Personalised Learning Program is written with collaborative goals agreed upon by the student, parent and the school. Data analysis reflects our students with disabilities is demonstrating growth in the attainment of their learning outcomes in literacy and numeracy. | TEF \$12 933.09 |
| Socio-economic background | An additional classroom teacher is employed to support students in literacy and numeracy within their normal classroom programs. Data analysis reflects our students are demonstrating growth in the attainment of their learning outcomes with all students reaching the required benchmark level in reading and showing growth in the attainment of learning outcomes in literacy and numeracy. | TEF \$16 259.81 Global Funding |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 33 | 28 | 27 | 27 |
| Girls | 21 | 19 | 20 | 25 |

Marsden Park Public School enrolments have slightly increased this year, giving the school the continuity of its staffing entitlements. The housing sub-divisions of the Elara Estate has opened, as has the Greenway Estate with new families starting to enrol at our school. There are many enquiries for the following year for enrolment particularly for Kindergarten. The expansion of Richmond Road has been completed, including the intersection of Richmond Road and Garfield Road West. The school is now no longer on a busy main road, with safety a major factor for parents to pick up and drop off.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 96 | 96.7 | 98.5 | 95.4 |
| 1 | 95.8 | 93.5 | 94.6 | 94.2 |
| 2 | 91.9 | 96 | 96.7 | 93.5 |
| 3 | 97.2 | 94.1 | 95.4 | 94.4 |
| 4 | 91.1 | 98.6 | 92.2 | 94.4 |
| 5 | 98.1 | 94.2 | 97 | 93.6 |
| 6 | 94.3 | 97.7 | 91.2 | 91.9 |
| All Years | 94.6 | 96 | 94.8 | 93.9 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Management of non-attendance

Attendance is highly valued at Marsden Park Public School. If a student attends for more than 95% of each term, they are awarded with an attendance certificate at the school's assembly. This certificate goes towards the student attaining their coloured badge. All processes are undertaken to support students to attend school and for parents to explain student absences. Most families communicate with the school on the day of the absence with reasons being justified by the classroom teacher and/or the Principal.

Class sizes

| Class | Total |
|-------|-------|
| 1K | 15 |
| 32 | 16 |
| 654 | 22 |

Structure of classes

Marsden Park Public School has always been a small school working with students in multi-stage classes. These types of classes allows for flexible and fluid grouping structures to be utilised to achieve learning outcomes for all students. It allows for students to be extended and assisted by the various teaching staff. All classes are currently small in size, allowing for whole class, small group and individual instruction to take place.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Classroom Teacher(s) | 2.29 |
| Learning and Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.17 |
| School Administration & Support Staff | 1.41 |
| Other Positions | 0.12 |

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their workforce. At this time there are no Aboriginal people employed at our school. Aboriginal students are supported by the Principal as the Learning Support Teacher and by their classroom teacher.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | |
| Postgraduate degree | |

Professional learning and teacher accreditation

The teaching Staff at Marsden Park Public School have participated in the required mandatory training as per the guidelines set by the Department of Education. They have also participated in a number of professional learning activities designed to build the capability of staff to achieve our key priorities as set out in our school plan. Teacher professional learning in improving teacher quality has been the major focus of the school particularly in the areas of visual literacy and leadership. Teacher quality is the single largest indicator of student success.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 105 104.30 |
| (2a) Appropriation | 97 172.26 |
| (2b) Sale of Goods and Services | 2 077.22 |
| (2c) Grants and Contributions | 5 649.73 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 205.09 |
| Expenses | -59 179.40 |
| Recurrent Expenses | -59 179.40 |
| (3a) Employee Related | -32 796.46 |
| (3b) Operating Expenses | -26 382.94 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 45 924.90 |
| Balance Carried Forward | 45 924.90 |

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2016 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 568 714.01 |
| Base Per Capita | 2 527.94 |
| Base Location | 0.00 |
| Other Base | 566 186.07 |
| Equity Total | 35 027.08 |
| Equity Aboriginal | 2 469.55 |
| Equity Socio economic | 16 259.81 |
| Equity Language | 3 364.62 |
| Equity Disability | 12 933.09 |
| Targeted Total | 23 619.99 |
| Other Total | 3 042.42 |
| Grand Total | 630 403.49 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.marsdenparkpublicschool.com.au> and insert the school name (Marsden Park) in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, teachers and parents about the school.

Their responses are presented below.

Students – Learning

- 100% of students thought the classroom is an interesting place to learn and that the school expects them to do their best.
- 94% of all students agreed that teachers talk to parents about their learning and that students take pride in their learning and do their best.
- 100% of all students agreed that their teachers find new ways of helping them understand their work using the equipment the school has to offer.
- 97% of all students agree that their teacher shares ideas about teaching and learning with other teachers to ensure that everyone is there to help them learn.
- 97% of all students agreed that there is a balance of working with other students and on their own in classroom and 100% try new things in the classroom and view samples of work to help them see their improvement.

Students – Teaching

- 100% of all students agreed that their teachers tell them what they are learning and why and is it important.
- 99% of all students agreed that their teacher's plan activities that are interesting and help them learn and all teachers keep records and samples

to include in their portfolio.

- 100% of all students agreed that the way the teacher manages the class help me to learn.
- 98% of all students agreed that teachers know what I can do and what I need to learn and 99% understood how learning will be assessed whilst 100% understood that school reports and parent interviews provide information about their learning.

Students – Culture

- 98% of all students agreed that school knows about the parents in the community and that leaders have a positive influence on the school's culture.
- 100% of all students agreed that the students are the main concern to the school and the school appreciates them as a student and praises/rewards students who are successful.
- 100% of all students agreed that they are proud of their school and 100% thought that new students are made welcome and there is support for what is happening at the school.
- 99% of all students agreed that the school caters for all the learning needs of students and encourages everyone to learn and achieve their best
- 100% of all students agreed that the school is continually finding ways to improve and where necessary makes changes.

Students – Leadership

- 100 % of all students understood that the school leaders get the best from staff and students and value the contribution of individuals and groups.
- 99% of all students understood that the school leaders inspire and motivate learners and find ways to introduce changes to improve learning and are open to new ideas.
- 100% of all students understood that the school involves all groups within the school community in deciding what it is aiming to achieve, is always looking to improve what it does and are encouraged to take leadership roles at the school.
- 100% of all students agreed the school ensures that everyone at the school is treated fairly.

Teachers– Learning

- 100% of teachers agreed that they provide learning opportunities within a stimulating and secure environment.
- 100% of teachers agreed the school community has high expectations of students and supports communication between home and school
- 100% of teachers agreed that their teaching practice is supported by critical reflection and understanding of effective practice and current research and they continually upgrade their skills through profession learning using a wide range of resources to assist the learning of students.
- 100% of teachers agreed that they share ideas and experiences with colleagues to improve

teaching practices so students have access to guidance from other people to assist in their learning.

- 100% of teachers agreed that they provide learning opportunities within a stimulating and secure environment.
- 100% of teachers agreed that their students take responsibility for their learning and reflect and engage in self-assessment.
- 100% of teachers agreed that they provide a balance of independent and group learning activities whilst trying to do things that are new and different.

Teachers– Teaching

- 100% of teachers agreed that they provide teaching programs that are relevant curriculum and respond to students' interests, needs and abilities.
- 100% of teachers agreed that they clarify intended learning outcomes and the purpose of learning with students whilst having classroom management strategies in place to maximise student learning.
- 100% of teachers agreed that they provide assessment strategies that are understood by parents and students whilst providing information on the students' strengths and areas for further development.
- 100% of teachers agreed that they maintain records for student progress whilst tracking the learning outcomes to evaluate, develop and refine teaching programs.

Teachers– Culture

- 100% of teachers agreed that staff support what is happening at the school and understand and respond to the context of the community in which they work. 100% of teachers agreed that school leaders have a positive influence on the school culture.
- 100% of teachers agreed that meeting the needs of students is the school's main priority and recognises and celebrates achievement. 100% of teachers agreed that they are proud of their school and the culture supports a sense of ownership whilst
- 100% agreed that the school community recognises values and supports the contribution of new members.
- 100% of teachers agreed that the school curriculum caters for the learning needs for all students and the school encourages students to achieve their best and to be a continuing learner.
- 100% of teachers agreed that the school is continually finding ways to improve and when necessary makes important changes.

Teachers– Leadership

- 100% of teachers agreed that school leaders build relationships based on trust, collegiality and mutual respect whilst demonstrating an interest in

and accountability for student learning outcomes to improve the school's strengths and weaknesses.

- 100% of teachers agreed that school leaders model commitment to school improvement effectively implementing change processes which have resulted in improved learning outcomes for students. 100% of teachers agreed that school leaders ensure that all groups within the school community develop the statement of the school purpose ensuring that all members of the school community are treated fairly.
- 100% of teachers agreed that school leaders model commitment to school improvement effectively implementing change processes which have resulted in improved learning outcomes for students 100% of teachers agreed that school leaders inspire and motivate learners and encourage staff, parents and students to take leadership roles at school.
- 100% of teachers agreed that school leaders model commitment to school improvement effectively implementing change processes which have resulted in improved learning outcomes for students.
- 100% of teachers agreed that school leaders encourage teachers to reflect on their practices and constructively challenge educational practice.

Parents and Community– Learning

- 100% of parents thought the classroom is an interesting place to learn and the school expects the child to do their best.
- 100% of all parents agreed that teachers talk to parents about their learning and that students take pride in their learning and do their best.
- 99% of all parents agreed that the teachers find new ways of helping their child understand the work with the use of the equipment that the school has to offer.
- 96% of all parents agree that teachers share their ideas about teaching and learning with other teachers and there are others that help them learn.
- 97% of all parents agreed that there is a balance of students working with other students and on their own in classroom and 100% of students try new things in the classroom and samples of work help them see their improvement.

Parents and Community– Teaching

- 98% of all parents agreed that teachers inform the students of what they are learning and why and is it important.
- 100% of all parents agreed that teachers plan activities that are interesting and help the students learn and 100% of teachers keep records and samples to include in my child's portfolio.
- 99% of all parents thought that the way the teacher manages the class helps the child to learn.
- 100% of all parents agreed that teachers know what my child can do and what is needed for them to learn and 99% understood how learning

will be assessed whilst 100% understood that school reports and parent interviews provide information about the child's learning.

Parents and Community– Culture

- 98% of all parents agreed that school knows about other parents in the community and that leaders have a positive influence on the schools culture.
- 100% of all parents agreed that students are the main concern of the school and the school appreciates them as a student whilst praising and rewarding students who are successful.
- 98% of all parents agreed that they are proud of their school and 100% thought that new students are made welcome and there is support for what is happening at the school.
- 100% of all parents agreed that the school caters for all the learning needs of students and encourages everyone to learn and achieve their best.
- 100% of all parents agreed that the school is continually finding ways to improve and where necessary makes changes.

Parents and Community– Leadership

- 98% of all parents understood that the school leaders get the best from staff and students and value the contribution of individuals and groups.
- 98% of all parents agreed that the school leaders inspire and motivate students and find ways to introduce changes to improve learning whilst being open to new ideas.
- 100% of all parents agreed that the school involves all groups within the school community in deciding what it is aiming to achieve and that the school is always looking to improve what it does and all students, parents and community members are encouraged to take leadership roles.
- 100% of all parents agreed the school ensures that everyone is treated fairly.

Policy requirements

Aboriginal education

In 2016, there were three students with an Aboriginal background.

Marsden Park Public school acknowledges the traditional owners of the land, the Dharug people, at all assemblies and functions.

All students study the importance, similarities and differences of Aboriginal culture throughout Australia within an integrated approach as part of their studies.

The school is committed to reconciliation and the building of positive relationships between indigenous and non-indigenous students, teachers and parents within our community. The school is actively involved in activities that promotes Aboriginal Culture, including

National Sorry Day and Naidoc Week.

Multicultural and anti-racism education

Approximately 25% of the total school population has a Language background other than English (LBOTE). There are six languages spoken by our students and/or their parents.

In 2016, all member of the community were informed of the school's expectations of behaviour and values the school represents through our transition programs, school newsletter and website. The school celebrates a variety of festivals and cultural days that are relevant to the students and families that are part of or school and community, including Korean/Japanese Children's Day, Ramadan, Easter, Christmas and St Patricks Day. The school also celebrates Harmony Day where the students wear the traditional colour of orange. Harmony Day is a day of cultural respect. Classroom programs acknowledge, value and share student's cultural backgrounds and family history.

There are minimal incidences of racism within the school due to the proactive behavioural approach and the high expectations taken by the school and its community.

Other school programs

Sport

Marsden Park Public School provides all students throughout the year with extensive physical activities and sporting opportunities in which students achieve high levels.

Our students are encouraged to actively participate in all fitness and sporting activities and to work collaboratively in teams. Students participate in a daily fitness program developing their stamina through a variety of cardio–vascular activities. These programs develop students' confidence and ability through a variety of fundamental movement skills and modified games. Students are encouraged to participate, co-operate and show good sportsmanship. The school is supported by 'Sporting Schools' – a federally funded program which provides skill building sessions to enhance teamwork across a variety of major sports.

2016 has been a very successful year for Marsden Park Public School. The school held its annual swimming, athletics and cross country carnivals with great success and high student participation. These carnivals allow students to demonstrate their skills in competitive events and receive points for participation. Students go on to represent our school at the Hawkesbury Small Schools' carnivals and then onto the District and Regional carnivals. One student went on to represent the school and Metropolitan West at the State Athletics Championships.

Creative Arts

The students at Marsden Park Public School participated in a variety of creative and performing arts experiences in 2016.

In addition to the visual arts, music, dance and drama program, presented through daily class programs, extra curricula creative arts programs were offered across the school linked to the teaching and learning experiences and the local agricultural shows. Students performed throughout the year including Education Week and Presentation Day. Performances included visual arts display in each classroom and poetry reciting.

Students have been very successful with their visual arts work receiving prizes at the Luddenham and Castle Hill Show.

Sharing

The school, as part of the Blacktown Learning Community took part in organising, supporting and sending four students to take part in courses offered as part of the Blacktown Sharing Program. A selection of students participated in a variety of courses including visual arts and cooking. These courses give students an opportunity to attend another school for the day, work with students and teachers utilizing their leadership and organizational skills in an area of interest.

Leadership Courses

School Captains attended the Blacktown Leadership Day, organised by the Marsden Park Public School Principal for schools belonging to the Blacktown Learning Community. The School Captains also attended as school leaders, the Schools' ANZAC Ceremony, held in Hyde Park Sydney and were also the school representatives at the Riverstone ANZAC Ceremony. They conducted, along with their Year Six peers, the Marsden Park Public School ANZAC Service.

Students in 6/5/4 are given the opportunity to attend leadership courses at Longneck Lagoon throughout the year. Courses are different for each year level and allow students to work with students from other schools and to develop their leadership skills and potential.

Students throughout the year, are given opportunities to practice their leadership skills in a variety of school activities including leading assemblies, peer support, peer reading and tutoring, leading various activities at sporting carnivals and within the classroom. Students are given various responsibilities within each classroom as part of their leadership development.

School Camp

Every year Marsden Park Public School offers all students in year 4 – 6 the opportunity to attend a school camp with other small schools in the Hawkesbury area.

In 2016, our school organised the school camp to

Canberra. Three other Hawkesbury Small Schools joined us on this excellent excursion. Students participated in attending various functions and visiting landmarks in our nation's capital city, including a visit to Parliament House.

Sporting Schools

The school has once again participated in the federally funded Sporting Schools program. Students in all three classes participated in appropriate skill building sessions in a variety of sports. This program allows students to participate in small groups and minor games, enhancing teamwork and understanding of basic movement fundamentals to improve coordination. Many of our students show a tremendous improvement in the development of the skills over each ten week period. The school has seen a rise in students representing our school at the Hawkesbury Small Schools carnivals in a variety of events.

Premier's Sporting Challenge

Marsden Park Public School students participated in the Premier's Sporting Challenge, receiving a diamond medal for overall performance. Several students received a diamond award for their individual performance.

Premier's Reading Challenge

Students from Marsden Park Public School for the seventh year, participated in the Premier's Reading Challenge. The school kept the student records of books read and these were entered online as each child completed the requirements. Every student in the school completed the challenge within the set time frame. Several students received a platinum award from the Premier's Reading Challenge.

Book Week and Book Fair

Book Week was celebrated through our annual open day incursion and a book character parade. Student participation was very high and many parents joined us on the day to celebrate student achievement. All students engaged with the suggested short listed books from the Children's Book Council of Australia during their library lessons.

Crunch 'n Sip – Healthy Eating

This program promotes healthy eating. All staff encourages healthy eating through health lessons as part of the PD/H/PE program. The school encourages healthy eating by modelling and ensuring all students have access to water and healthy food and the canteen provider follows the healthy canteen guidelines.