

# Morpeth Public School Annual Report



2016



2623

## Introduction

The Annual Report for 2016 is provided to the community of **Morpeth 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 funds.

Peter Edmonds

Principal

### School contact details

Morpeth Public School

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## School background

### School vision statement

Morpeth Public School is committed to providing the best possible academic, social and cultural learning experiences for all students. We value a learning environment that inspires and assists students in their learning. Our school is committed to working with our school community to create a shared vision and negotiated future direction that best supports the individual needs and interests of our students. We are committed to providing a broad range of curriculum choices to engage students in their learning. Our vision is to be a school that supports, encourages and nurtures all students to become productive, respectful and resilient citizens.

At Morpeth Public School we believe that school life should be a positive and rewarding experience for students, their families and our staff.

### School context

Morpeth Public School is situated in the picturesque and historic township of Morpeth, a suburb of the city of Maitland. In 2012 the school celebrated its sesqui-centenary; a wonderful milestone celebrating the provision of 150 years of continuous public education.

The area has a rich history that has direct links with the early settlement of Newcastle. The Morpeth area has long been associated with farming, a tradition that remains today. The township is served by the Hunter River, which was instrumental in the expansion of the original Newcastle settlement and the establishment of the Wallis Plains (Maitland) settlement.

In recent times, the establishment of the Raworth residential estate has resulted in a significant increase in school enrolment numbers. 2016 student population of the school was 226 with 16 students (7 %) identifying as Aboriginal or Torres Strait Islander and 5 students (2%) from language backgrounds other than English. The school's Family Occupation and Education Index (FOEI) is 87, which indicates a lower than average (100) level of disadvantage. Morpeth Public School has a dedicated and experienced staff committed to delivering engaging and innovative lessons underpinned by Quality Teaching and best practice strategies that reflect recent DEC reforms. Current staff composition includes, by classification, a Principal, two Assistant Principals, seven classroom teachers, a teacher of RFF (0.4), librarian (0.4), part time teacher (0.378), Learning and Support teacher (0.6) and Out of Home Care teacher (0.6). 60% of staff is employed in a fulltime, permanent capacity with the remaining 40% either part time temporary or full time temporary. 60% of staff have been employed at Morpeth Public School for a period five years or more while almost 80% of staff have been teaching for six or more years. In at ime of technological and pedagogical change, Morpeth Public School is committed to ensuring all students are prepared and skilled to be effective 21st century learners.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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.

During 2016, 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.

On 27 October, 2016, our school participated in external validation. In preparation for this meeting, executive staff prepared a body of evidence that was reviewed and annotated. An Executive Summary was developed that provided a synthesis of the annotated information provided in summary of school performance.

In the Domain of Learning, our school has primarily focussed on curriculum, wellbeing and student engagement.

Morpeth Public School enjoyed exceptional improvement in 2016 NAPLAN results, commensurate with or superior to DoE and All State performance. Tell Them From Me data demonstrated that students in Years 4 – 6 feel they experience

positive relationships with peers and that they have a high sense of belonging. The school has effective processes in place to record, monitor and support student attendance and to support students who require additional learning or social assistance, including the provision of whole school wellbeing programs.

Morpeth Public School offers a broad range of extra-curricular activities to engage students and staff has developed effective partnerships with external support personnel.

The school uses a range of reports to communicate student achievement, including the use of internal and external data. Staff use data effectively to inform programming and to enhance learning outcome of students. Data is also used to target professional learning of staff.

Students at Morpeth Public School are consistently performing at high achievement levels. A high proportion of students perform in Proficiency Bands in NAPLAN while value adding data indicates that results for students at Morpeth are superior to similar schools.

In the Domain of Teaching, our school's main focus area in 2016 has been enhancing teacher quality through targeted professional learning.

Very clear school-wide processes exist for managing classroom and playground behaviour. Clear processes also exist for the explicit teaching of behaviour expectations and positive behaviour is rewarded and reinforced.

Teachers are increasingly using data to record and analyse student performance. Teacher capacity is enhanced through professional learning, lesson demonstrations and feedback on performance. All staff demonstrates a commitment to improving professional practice through the development and review of Performance and Development Plans.

Morpeth Public School has embedded processes that enable staff to work collaboratively within and across stage teams. The school has also developed significant links with external health professionals and with colleagues from other schools.

Teacher professional learning is researched based and includes L3, Focus on Reading and Seven Steps for Writing Success. Staff understands and adheres to expectations that professional learning is aligned to the strategic directions of the school plan.

Staff demonstrates a commitment to professional obligations relevant to their career stage, whether they be at Beginning Teacher, Maintenance level or seeking accreditation at Proficiency Level. Staff demonstrates a commitment to working beyond the classroom to support the implementation of school programs or extra-curricular activities.

In the Domain of Leading, the school's primary focus was on developing effective systems to implement and review policies, school management processes and the consolidation of productive partnerships.

Morpeth Public School enjoys high levels of involvement and engagement of community in school planning, in feedback on operation and in the celebration of student and school performance. The school has increasingly productive partnerships with external support agencies and service providers. These partnerships enhance and support learning opportunities for students.

Surveys are used to provide feedback on school performance and in the development of a shared vision for future planning. Information is communicated effectively and in a variety of formats to parents and the wider community.

Morpeth Public School is committed to recruiting the best available staff through the use of specific and transparent processes. School facilities, including the hiring of MPC, are used effectively to provide financial benefit for the school.

## Strategic Direction 1

### Quality Learning Experiences

#### Purpose

To provide quality learning experiences and opportunities that cater to the academic, social, emotional and cultural needs of students.

To provide quality learning experiences for students through the provision of a personalised and innovative learning environment that supports the engagement of students and facilitates improved student outcomes and success as learners and leaders.

#### Overall summary of progress

Students at Morpeth Public School indicate that they value school outcomes, enjoy a sense of belonging, have positive relationships with peers and that they find their school experiences interesting and motivating. This qualitative data is reflected in high student attendance levels. Morpeth Public School has a commitment to providing a range of learning opportunities to support wellbeing and engagement. During 2016, the school offered extensive sports programs, creative arts programs delivered by specialist staff, relaxation workshops, specialist music tuition and Zumba activities. We also operate a school economy, which features components of recycling, environment and financial literacy. Academically, the school enjoyed outstanding NAPLAN results in 2016, with high proportions of students achieving in proficiency bands in years 3 and 5.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Attendance data will be commensurate with average 94%	2016 student attendance measured 92.5%. This figure is slightly higher than State DoE figures and slightly lower than school improvement measure of 94%. During 2016 four students were absent from school for significant periods while attending family holidays. The long term absence of the students is reflected in overall attendance data.	Student engagement through Extra Curricular funding – \$23 653.68
Data from Tell Them From Me surveys will indicate that 80% of students will have a positive sense of belonging, 80% will have positive relationships, 80% will value schooling outcomes and 80% are interested and motivated;	Student survey results indicated that 84% of students in Year 4, 80% in Year 5 and 78% in Year 6 responded that they felt a positive sense of belonging. 82% of students had a high sense of belonging, compared to State Government norms of 81%.	RAM Socio Economic – \$14 118.18
Data will reflect that 80% of students in Stages 2 and 3 bring their own devices consistently to support classroom BYOD initiative and that iPad devices will be made available to students in K–2 classes to support learning activities.	Internal survey data indicated that 78% of students brought iPads to school on a regular basis, a figure slightly lower than improvement measure of 80%.	P&C committed \$10 000 for the purchase of iPads for students.
Year 3 2016 NAPLAN results will reflect that 45% of students in Reading, 50% in Writing and 30% in Numeracy will achieve Proficiency Level;	2016 NAPLAN standards table demonstrates that 65% of students in Reading (State 52%), 60% in Writing (State 54%) and 47% in Numeracy (State 39%) were placed in proficiency bands. The figures reflect that school targets were met and that results were superior to State performance.	Teacher Professional Learning – \$13 681.29  Literacy and Numeracy – \$9 275.61
Year 5 2016 NAPLAN results will reflect that 35% of students in Reading, 20% in Writing and 20%	2016 NAPLAN standards table demonstrated that 41% of students in Reading (State 39%), 3% in Writing (State 19%) and 31% in Numeracy (State	Teacher Professional Learning – \$13 681.29

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
in Numeracy will achieve Proficiency Level;	31%) were placed in proficiency bands.. Results in Year 5 Reading and Numeracy were commensurate with or superior to State performance and met school targets. Writing performance didn't meet school improvement target. As a result, Stage 2 and 3 staff undertook Seven Steps for Writing Success professional learning.	Literacy and Numeracy – \$9 275.61

## Next Steps

Continued refinement of Learning Support Team processes and the provision of effective intervention and support strategies;

Continued focus on student well being processes, in alignment with Wellbeing Framework;

Extend student centred learning, with a particular focus on investigating futures learning;

Introduce and embed whole school pre and post tests in all KLAs to increase availability of student performance data and to monitor student progress;

Introduce the use of rubrics in KLAs to assist consistency of teacher judgement when assessing student and cohort achievement;

Introduce the use of learning intentions that provide specific strategies to improve student performance and achievement;

Embed processes that provide opportunities for students to assess own learning, including the use of 'I can' statements and to articulate strategies and the necessary knowledge to accelerate learning;

Implement a whole school focus on teachers providing immediate and clear feedback on student performance and explicit criteria to assist learning progression.

## Strategic Direction 2

### Quality Educational Practices

#### Purpose

To implement quality educational practices that enhance teacher capacity to assist in the delivery of high quality and innovative pedagogy across the school.

To provide support for all staff through targeted and quality professional learning, the provision of quality curriculum resources and a whole school focus on collegial collaboration to enhance the capacity of teachers to improve learning outcomes for all students.

#### Overall summary of progress

During 2016, a major professional learning focus was the commencement of the L3 program in Early Stage 1 and Stage 1 classrooms. A requirement of L3 is the five week collection and analysis of achievement data for students. The data enables teachers to monitor individual student and cohort progress. Teachers involved in L3 training were also provided with feedback on teaching practice. The school also continued whole school professional learning in Focus on Reading. FoR was introduced during 2015 and has facilitated consistency in lesson delivery across stages. During 2016, Quality Teaching, Successful Students (QTSS) staffing allocation was used to enable supervisors to visit classrooms and deliver lesson demonstrations and to observe colleagues. All staff completed negotiated Performance and Development Plans (PDPs) during the course of the year. The plans were aligned to school strategic directions and were developed to support identified professional goals of staff. The school's focus on improving teacher quality in order to improve student learning outcomes is supported by excellent performance data for students involved NAPLAN, L3 cohort groups and in the positive reflection responses from staff regarding their use of data and lesson content.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff involved in L3 training will demonstrate that 75% of students will reach or exceed expected PM Benchmarking levels at grade exit.	In Early Stage 1, 100 % of students reached expected exit benchmarks (Level 6–10), 91% of Year 1 students achieved expected exit benchmarks (level 16–18) and 81 % of Year 2 students achieved expected exit benchmarks (Level 24).	L3 \$6 000.00
Tell Them From Me survey results will indicate that staff will record an average measure of 8 in response to 'The effective use of data to inform practice' criteria area;	Teacher average response score was 8.2, which represented the mean response to eight criteria areas. Teachers responded most positively to questions involving the use of assessment to inform student learning (8.8) while staff responded least positively to questions referring to their use of examples to model the expected standard of student work (6.9).	Figures represented in engagement programs and teacher professional learning.
Tell Them From Me survey results will indicate that staff will record an average measure of 8 in response to 'Teaching strategies' criteria area;	Teacher average response score was 8.5, which represented a response to eight criteria areas. Teachers responded most positively to questions involving their ability to set challenging learning tasks and their communication of learning intentions (8.8). Staff responded least positively to questions referring to their use of feedback to students (8.0).	Figures represented in engagement programs and teacher professional learning.

#### Next Steps

Whole staff professional learning in Mathematics Building Blocks to enhance teacher capacity;  
Allocation of staff roles and responsibilities to develop teacher capacity and to support leadership opportunities for

aspirational staff;

Ongoing professional learning in L3 for identified staff;

Focus on staff providing explicit quality criteria, through modelled examples of expected work, to assist and guide student learning;

Whole school focus on providing immediate and explicit feedback to students to enable students to reflect on achievement and to guide future learning;

Continued whole school focus on professional learning to enhance student writing outcomes;

Whole staff completion of Working With Children Check processes in readiness for 2018.

## Strategic Direction 3

### Quality Systems and Partnerships

#### Purpose

To build inclusive, productive and collaborative teams through the enhancement of quality school, Local Management Group and community partnerships;

To embed the relevant knowledge, skills and expertise, which are contextual and reflective of community priorities and culture, in all school planning;

To build a cohesive alignment of policies and practices that drive describe, develop and evaluate student, teacher and school performance.

#### Overall summary of progress

Morpeth Public School has continued to solicit and value feedback from parents to inform planning and to review school operations. The introduction of an Out of School Hours facility, on school grounds, was developed in consultation with families and Asset Management Unit. Families were surveyed regarding the proposed service and the successful service provider, Camp Australia, was sourced through a tender process. Potential changes to school sports uniform and canteen operation was discussed with parents through surveys and information workshops, while feedback on school operation was received through parent responses to Tell Them From Me and other surveys.

Our school is committed to developing collaborative and product partnerships with community organisations to maximise learning opportunities for students. During the course of the year, an increasing number of health providers visited our school to work with staff in the development of effective individual plans for students.

During 2016 our school reviewed a number of policy documents which resulted in amendments to management procedures to comply with DoE reforms. The school underwent a successful financial and WHS audit during the year. Recommendations from the findings have been acted upon and used to modify aspects of school management.

Term 4's External Validation provided an intensive and rigorous review of school operations, with our school validated as 'Sustaining and Growing' in 92% of elements. Findings from the process have been used to inform future directions for 2017 school plan..

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The establishment of an onsite Out of School Hours facility will satisfy all compliance requirements, as per tender document, and resourced through successful grant application	At the completion of Tender process, coordinated by AMU, Camp Quality was selected to operate the on site OoSH service. Operation began on day 1 of Term 4, 2016. Funding to support the operation was used to purchase storage equipment and to upgrade grounds adjacent to the facility. Future funding will be applied to increase heating and cooling of the building and to install additional lighting.,	OoSH Establishment Grant – \$4 652.22
Tell Them From Me Survey responses will indicate that 80% of parents feel welcome, 80% of parents are informed, 80% of parents participate in school activities and 80% believe Morpeth Public School is inclusive.	Tell Them From Me responses indicated that parents responded with an average score of 82, compared to CESE school average of 72, when questioned about feeling welcome at school.. Parents responded most positively to feeling that they were able to speak with their child's teacher and the school's principal.  In questions regarding how informed parents felt about school activities, parents responded with an average score of 77, compared to CESE school average of 68. Parents responded most positively to questions regarding reporting of their child's progress (83) and being informed about their child's behaviour (83). Information about their child's future opportunities recorded the least	Community Consultation Funds – \$ 3 473.15

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Tell Them From Me Survey responses will indicate that 80% of parents feel welcome, 80% of parents are informed, 80% of parents participate in school activities and 80% believe Morpeth Public School is inclusive.	positive response (67).  In questions regarding inclusivity at Morpeth Public School, parents responded with an average score of 72., compared to CESE school average response measure of 62. Parents responded most positively to questions regarding help provided to students who require additional support (75) and the role of the school in ensuring that all students are included in school activities (75).	Community Consultation Funds – \$ 3 473.15
External Validation and School Excellence (SEF) requirements will be completed within expected timeframes and school will be identified as performing at 'Sustaining and Growing' in all in SEF domains .	The school undertook External Validation in Term 4 of 2016. After rigorous analysis of data across a range of criteria areas, executive staff assessed elements of school performance against School Excellence Framework (SEF) descriptors. At the conclusion of the External Validation interview, our school was assessed and validated as 'Sustaining and Growing' in 13 of 14 elements. Recommendations from the EV report will be used to inform 2017 planning.	RAM Socio Economic ( teacher release ) – \$3 000.00

## Next Steps

Ongoing planning, preparation and professional learning in Local Management Business Reform (LMBR) implementation processes;  
 The provision of explicit and negotiated roles for staff in order to develop leadership capabilities;  
 The implementation of an executive schedule to assist in the development of teacher capacity, to enhance professional growth and to support aspiring staff  
 Consultation with community in preparation of the 2018–2020 School Plan;  
 Rigorous analysis of qualitative and quantitative data to inform preparation of 2018–2020 school plan;  
 Completion of 2017 A–Z policy documents within expected time frames.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All students have a Personalised Learning Plan pathway (PLP), developed in collaboration and consultation with student, family and classroom teacher. PLP plan development was coordinated by Learning and Support Teacher, Mrs Coyle. Funds from Aboriginal Background funding was used to release staff to develop plans.. Funds were also applied to professional learning for staff to improve student outcomes and to cover costs of NAIDOC activities.	\$8 409. 23
<b>Low level adjustment for disability</b>	Funds from Low Level Adjustment for Disability was used to employ School Learning and Support Officers (SLSO). SLSOs worked with students who require additional support in classroom and participation activities.. Individual Education Plans (IEPs) were developed for students who received SLSO support. The provision of support enabled students to access curriculum areas effectively and impacted positively on participation activities and interaction with others. A focus on Learning Support Team processes and the school's involvement in the Nationally Consistent Collection of Data (NCCD) assisted in the identification of students requiring support. IEPs were developed in consultation with external health providers, families and staff. Attendance of students receiving SLSO support was commensurate with average school attendance data. The performance of students receiving SLSO support was monitored using Continuum markers, benchmarking levels and against Individual IEP goals.	\$13 848
<b>Quality Teaching, Successful Students (QTSS)</b>	Assistant Principals provided written feedback to staff, based on Professional Standards, for all staff. The feedback was used by some staff as areas to develop in Performance and Development Plans	0.07 QTSS Allocation
<b>Socio–economic background</b>	Low Socio Economic Equity funds were used to purchase reading resources and to cover training costs of L3 program. A speech pathologist was employed for two days to provide expressive and receptive language assessments for all Kindergarten students and others identified by Learning Support Team referral processes. Funds were also used to purchase online subscription software to support whole school reading programs. Other funds were expended on casual salaries to employ staff to support curriculum initiatives.	\$ 14 118.18
<b>Support for beginning teachers</b>	Beginning Teacher funds were used to release the teacher from class to develop teaching programs, to attend lesson observations and to spend time with her supervisor to discuss teaching practice. Funds were also used to assist the teacher to develop a Performance and Development	\$8152.00

<b>Support for beginning teachers</b>	Plan and to attend professional learning in alignment with her Beginning Teacher plan.	\$8152.00
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	108	108	114	117
Girls	91	97	94	99

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	96.4	91.3	92.3
1	95.4	96.4	95.6	92.9
2	94.8	96.9	94.5	92.3
3	95.1	94.9	92.7	92.5
4	96.7	96.8	94.3	93.2
5	95	95.8	94.3	93.5
6	94.5	94.1	93.6	89.8
All Years	95.3	96	93.8	92.5
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.38
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.32
Other Positions	0.07

\*Full Time Equivalent

In 2016, teaching staff of Morpeth Public School comprised of three staff at Maintenance stage of accreditation and another teacher seeking accreditation at Proficient level. All other staff identified as pre 2004 Proficient teachers.

The learning needs of students are supported by a Learning and Support Teacher (LaST) who works in all classes, along with three part time School Learning Support Officers ( SLSO).

The school library operates three days per week.

Specialist programs for students are provided through the employment of music, visual arts and drama teachers.. Our school also employs staff, in a temporary capacity, to provide specialist coaching in a range of sports..

Morpeth Public School enjoys the support of a highly experienced administration staff, comprising of a School Administration Manager (SAM) and a School Administration Officer (SAO). Both the SAM and SAO are employed in a full time capacity. The school grounds are maintained by a part time General Assistant.

No staff member identifies as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Morpeth Public School is committed to ensuring that staff capacity is enhanced through targeted professional learning that aligns with the school's strategic plan. The development of Performance and Development Plans enables staff to access professional learning targeted to specific needs and relevant to career stage. The plans have been developed in collaboration with supervisors.

In 2016, our school introduced L3 (Language, Learning and Literacy) for Early Stage 1 and Stage 1 staff. Staff also completed Focus on Reading modules during the course of the year. As a result of the analysis of NAPLAN performance data, staff in Stages 2 and 3 completed 'Seven Steps for Writing Success' training during Semester 2.

All staff completed mandatory training in CPR, Anaphylaxis and Emergency Care during Semester 1.

Two staff members, currently in Maintenance phase of the accreditation process, completed targeted training during the year while another staff member received Beginning Teacher funds and identified professional learning to support her learning plan.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>66 388.76</b>
Global funds	167 005.80
Tied funds	191 341.01
School & community sources	63 407.78
Interest	2 715.68
Trust receipts	14 098.71
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	10 210.10
Excursions	22 716.12
Extracurricular dissections	23 653.68
Library	3 865.19
Training & development	712.73
Tied funds	182 211.34
Short term relief	32 808.10
Administration & office	57 119.82
School-operated canteen	0.00
Utilities	27 806.94
Maintenance	10 010.83
Trust accounts	14 152.97
Capital programs	33 220.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

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

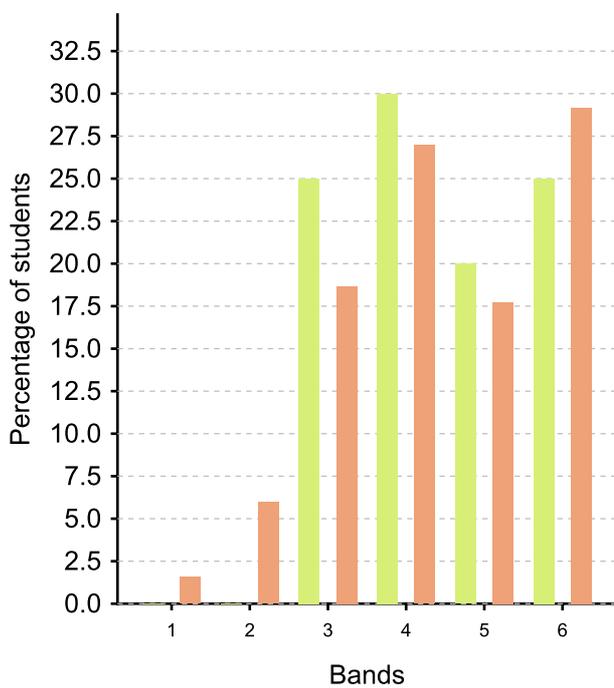
## NAPLAN

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.

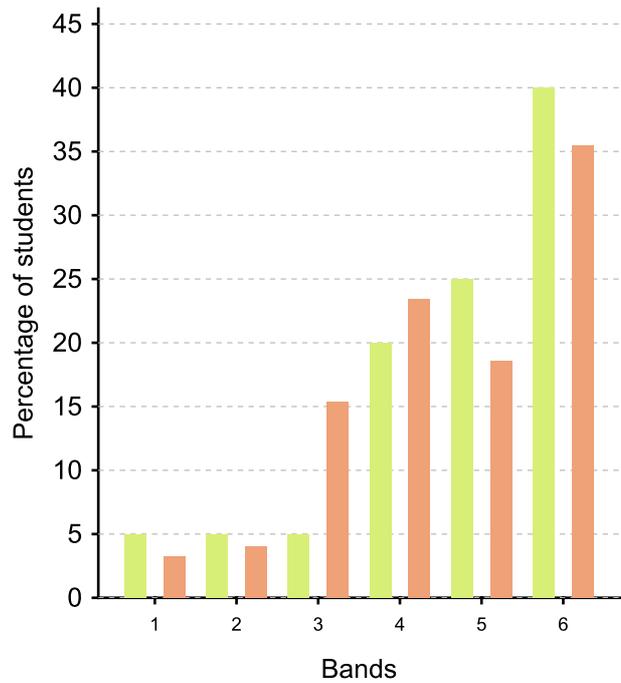
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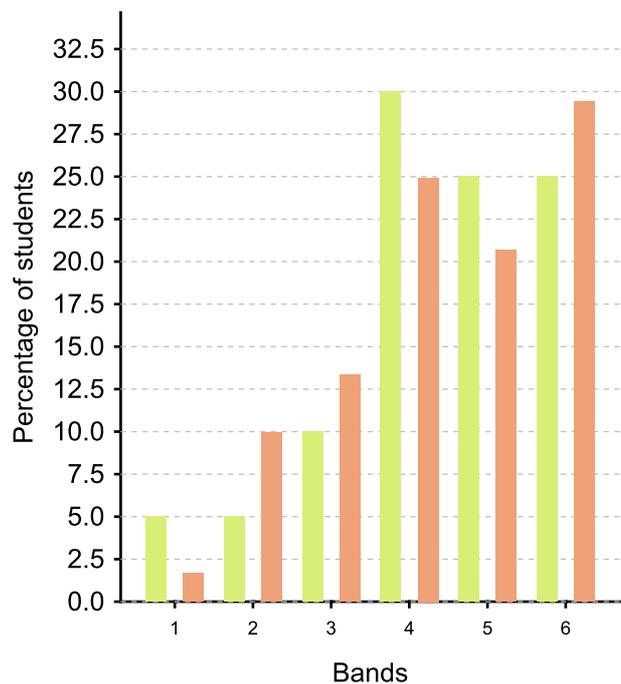
**Percentage in bands:**  
Year 3 Grammar & Punctuation



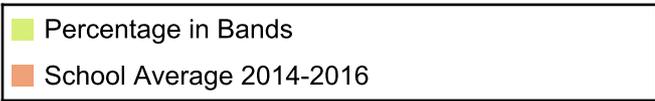
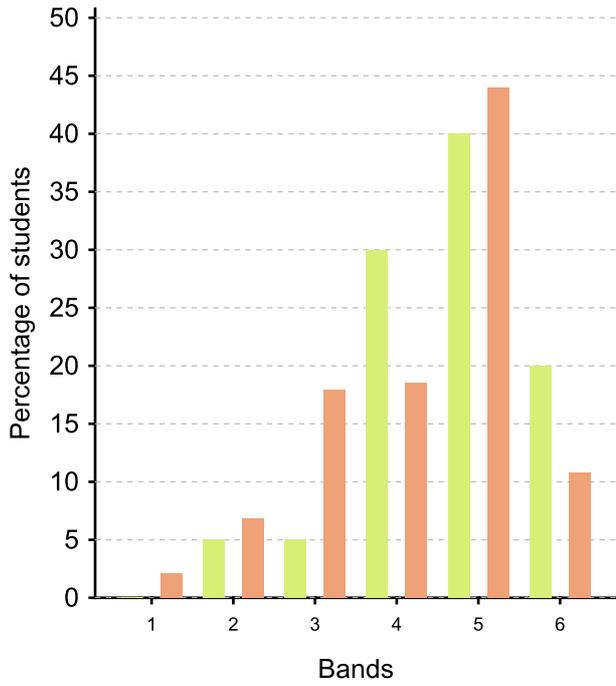
**Percentage in bands:**  
Year 3 Reading



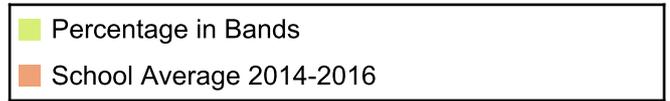
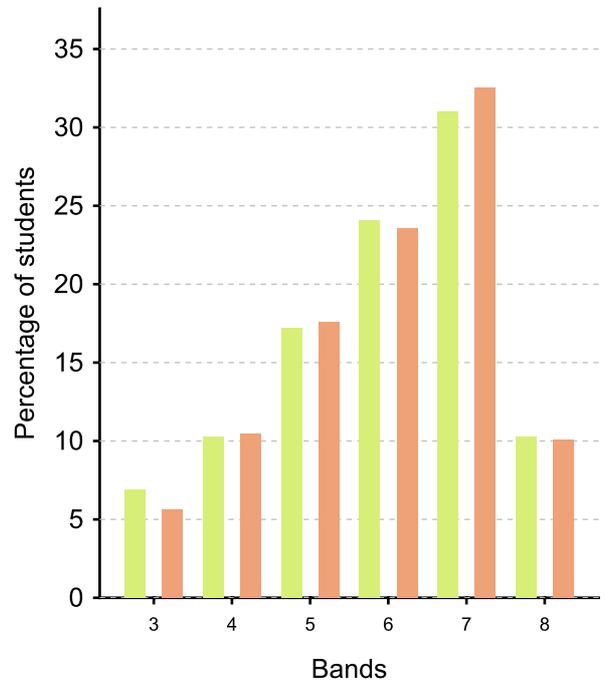
**Percentage in bands:**  
Year 3 Spelling



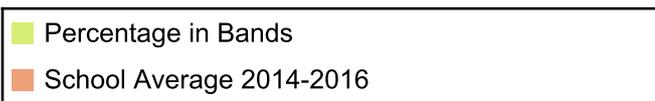
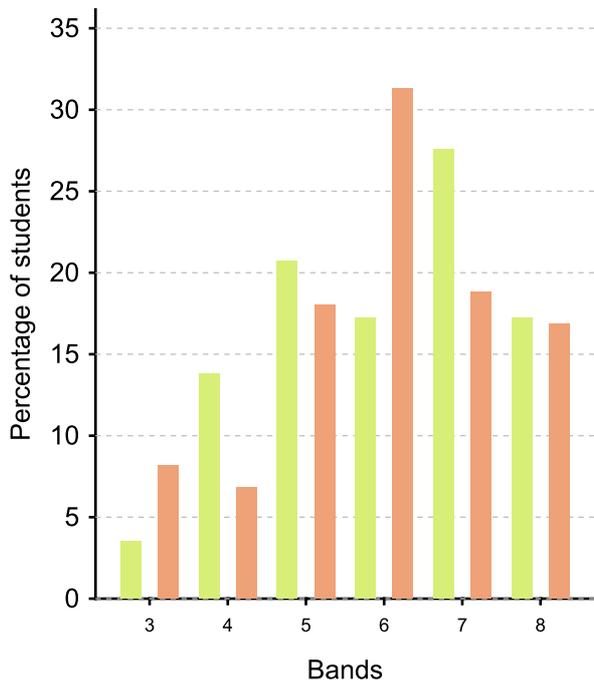
**Percentage in bands:**  
Year 3 Writing



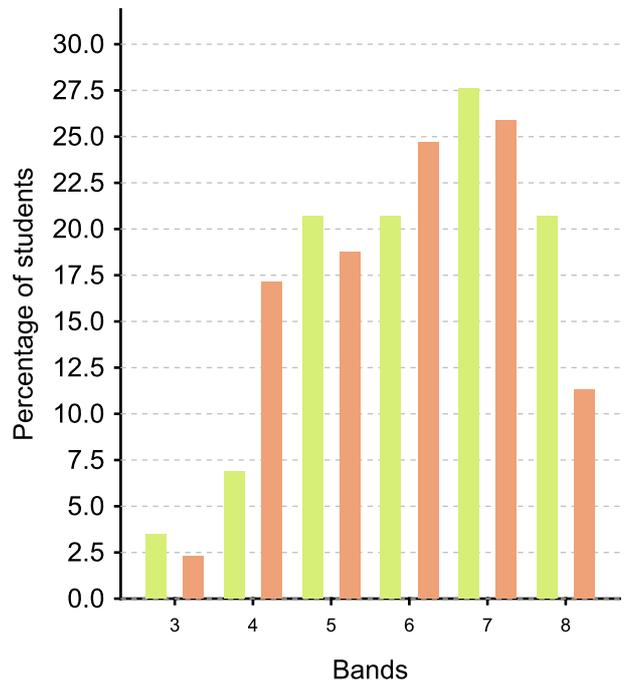
**Percentage in bands:**  
Year 5 Reading



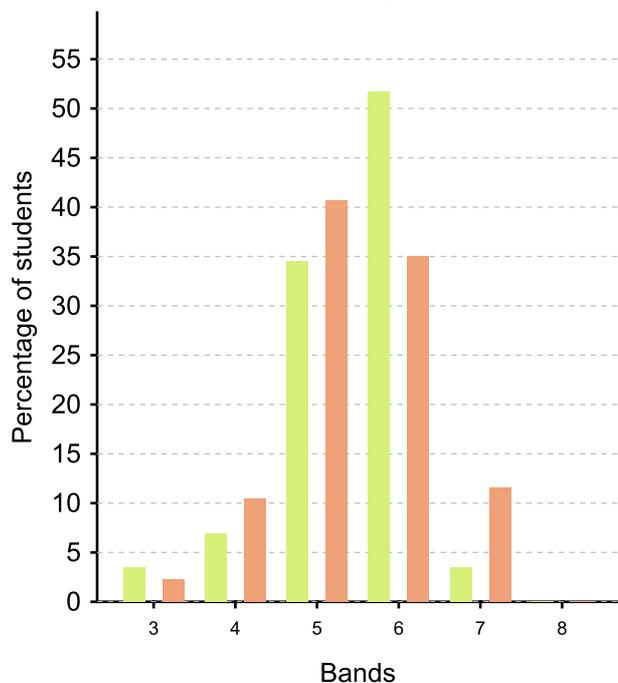
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:  
Year 5 Writing**



Percentage in Bands  
School Average 2014-2016

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

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## Parent/caregiver, student, teacher satisfaction

A sample group of 91 students, from Years 4, 5 and 6, were surveyed, with score responses measured from a maximum score of ten. Students indicated that they feel a positive sense of belonging through an acceptance by their peers and a sense of being valued (8.2). Students value schooling outcomes (9.7) and they find school interesting and motivating (8.4). Positive student and teacher relationships were rated at an average score of 8.8 by students at our school. Responses for Morpeth

students represent figures higher than NSW Government norm scores, which represent the overall figures for all students who participated in the 2016 survey.

Teachers were surveyed against eight key drivers of student learning. The collated responses, measured from a maximum score of ten, indicate an average response score of 8.3 by teachers regarding their thoughts on school practices areas including leadership, collaborative practice, learning culture, use of data, teaching strategies, technology, inclusivity and parental involvement. Staff responded most favourably to questions involving the presence of a positive learning culture (8.7). Technology use (7.9) produced the lowest overall teacher score response.

To provide context on the survey sample group, 22% of staff surveyed have been teaching for less than five years, 33% for periods between six and fifteen years and 45% for longer than sixteen years. 60% of staff is employed permanently in a full time capacity while the remaining 40% are either part time temporary or full time temporary.

Parent responses indicate that parents feel welcome at our school, reflected by an average response measure of 8.2, while parents also feel well informed (7.2). Parents strongly believe that staff at Morpeth Public School support their child's learning (8.5) while they also believe that the school supports and maintains positive student behaviour (8.5).

## Policy requirements

### Aboriginal education

During 2016, Morpeth Public School had 13 students who identified as being Aboriginal or Torres Strait Islander. This figure represents 6% of school enrolment. Our school is committed to providing authentic Aboriginal perspectives in learning activities and to ensure that learning opportunities for Aboriginal students is maximised through targeted support and the provision of quality curriculum delivery. Personalised Learning Plans, developed in consultation and collaboration between the student, teacher and parents, were developed for all Indigenous students. Days of significance, including NAIDOC, were celebrated during the year and Aboriginal cultural perspectives were presented during visiting performances held throughout the year. All senior Indigenous students were allocated leadership roles during 2016. The academic performance of Indigenous students in 2016 NAPLAN was commensurate with overall student performances. The average attendance of Aboriginal students for 2016 was %. This figure compares favourably with all school attendance data.

### Multicultural and anti-racism education

Morpeth Public School has 6 students who identify as having language backgrounds other than English, (LBOE). This figure represents 3% of school enrolment. Our school adheres to the Multicultural

Education Policy and the Anti Racism Policy and actively promotes qualities of inclusivity and cohesion. The celebration of cultural diversity is integrated into all areas of school operation.

Students established a friendship group during the course of the year that provided a meeting place for groups to discuss social interactions or troubling issues. In March our school acknowledged Harmony Day with specific class activities that promoted an awareness of inclusivity.

In 2016 funds were raised to purchase Tippy Tap straws for families in remote villages. The Tippy Tap straws enable villagers to filter drinking water.

Morpeth Public School also raised funds to support a school in Bali. Our families donated resources that could be used in a developing classroom. The initiative culminated in two staff members visiting the school to present the resources.

During 2016, a staff member was trained as Anti Racism Contact Officer (ARCO). Student behaviour data base indicated that there were no issues involving racial vilification during 2016.

Data from Tell Them From Me supported the premise that students at Morpeth Public School feel valued, have strong friendship groups and experience a high sense of belonging.