

Marayong Heights Public School

Annual Report



2016



4282

Introduction

The Annual Report for **2016** is provided to the community of Marayong Heights 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.

Lisa Littlejohn

Principal

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Message from the Principal

Working together with our school community, we continue to maintain a strong focus on meeting all students' needs and maximising every student's potential both academically and socially.

Marayong Heights Public School had another busy and highly successful year of teaching and learning in 2016. The dedicated and keen staff were committed to providing quality education to all students.

Students had the opportunity to participate in a number of educational programs and activities across the academic, sporting and cultural areas.

The P&C, parents, carers and community continued to support our school throughout the year, working hard to raise funds for our children and to support us with the decision-making process in the school.

I'm looking forward to working closely with the school community in 2017.

Lisa Littlejohn

School background

School vision statement

Marayong Heights Public School strives to provide a safe, enriching and nurturing learning environment where all students are given the opportunity to achieve their full academic, social, physical and emotional potential.

Our focus is to provide quality teaching and learning programs for all students at all times to enable them to be resilient, adaptive, confident and productive members of their community.

School context

Marayong Heights Public School is located within close proximity to the Blacktown CBD in Western Sydney. The school is in the Nirimba Principal Network and is an active member of the Blacktown Learning Community (BLC). The school enrolment of 330 students includes 30% English as an Additional Language/Dialect (EAL/D) and 9% of the students identify as Aboriginal. There are 13 regular classes.

The school staff is a mix of experienced and early career teachers, with a variety of strengths and specialisations, who work collaboratively to deliver differentiated learning programs. The school provides a safe and supportive environment that promotes positive relationships and encourages students to achieve their full potential.

The school has an enthusiastic P&C, and works closely with the community to promote and celebrate student achievement in all aspects of school life. Marayong Heights has an on-site out of school care service, run by Camp Australia.

Marayong Heights Public School is dedicated to providing high quality educational programs with a strong focus on improving Literacy and Numeracy outcomes, further increasing student engagement and strengthening community partnerships. Our school embeds the Positive Behaviour for Learning (PBL) framework across all school systems to enhance academic and social behaviour outcomes for students. There is also a focus on developing reflective teaching practice and integrating technology across all Key Learning Areas.

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.

In the domain of Learning, our school started focusing on teachers using consistent assessment practices in Mathematics. There was also a focus on using Learning Intentions and Success Criteria in Writing.

One of the focusses in the domain of Teaching was on teachers working collaboratively to plan and program for learning and teaching experiences. The other focus was on supporting teachers in their own performance and development.

In the domain of Leadership the focus was on developing both teacher and student leadership across the school.

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 Learning

Purpose

To develop confident, adaptable, independent and creative learners who demonstrate resilience and a commitment to pursue their own learning goals as informed lifelong learners.

Students at Marayong Heights Public School will be successful learners who demonstrate engagement in their learning programs and accept responsibility for their own learning. Students can measure their success as learners against clearly defined criteria.

Overall summary of progress

Maths groups were formed and implemented across Years 3 – 6. Based on data, groups were discontinued in Stage 3 and each class teacher was responsible for differentiating maths for their students. Maths groups continued in Stage 2 with a focus on the number strand. On reflection, it was apparent that our milestones did not align with the process for consistent assessment practices in Mathematics, as consistent practice was not addressed.

All teachers attended professional learning at the beginning of the year that focussed on using learning intentions and success criteria for modelled and guided writing lessons. Staff participated in observations of modelled writing lessons.

A whole school writing assessment task was developed and marked against NAPLAN marking criteria. Student work samples were moderated at stage levels and information gained was used for Morning Routine with a focus on grammar. The 'Get Reading Right' program was re-evaluated mid-year and based on data, the program was discontinued. Whilst learning intentions and success criteria were evident in most programs, not all students were able to articulate what they were expected to know, understand and do.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A minimum of 85% of all students are achieving at or above cluster level benchmarks in numeracy using PLAN. A minimum of 85% of all students are achieving at or above grade instructional level in literacy using PLAN and other benchmarking tools.	According to PLAN data, all students achieved above the cluster level benchmarks in Numeracy. 87% of Year 1 students achieved at or above the grade instructional level in Literacy. All other grades were well below the 85% minimum.	\$37,000 (Global Funds, PL funding, E/ALD funding, LaS funding) Get Reading Right Consultant, release time for teachers to observe lessons, collaborative planning across stages, learning and support teachers, SLSO) Quality Teaching, Successful Students (QTSS) staffing allocation.

Next Steps

- Engage whole staff in the collection and analysis of a range of data to report on student and school performance, with a focus on using consistent teacher judgement when analysing PLAN data.
- Development of staff understanding of critical thinking skills with a specific focus on guided reading, reciprocal reading and Newman's Error Analysis and Prompts.
- All teachers are displaying learning intentions and success criteria so that students have a clear understanding of what they are expected to know, understand and do.
- Visible Learning Goals for all students are introduced and modelled to encourage students to identify their own strengths and areas for improvement.

Strategic Direction 2

Quality Teaching & Professional Learning and Leadership Practices

Purpose

To develop quality innovative, consistent whole-school learning and teaching programs that explicitly reflect evidence-based pedagogies resulting in improved student learning outcomes in all Key Learning Areas.

Teachers at Marayong Heights Public School have high expectations that all students will be successful, resilient lifelong learners.

Overall summary of progress

Teachers shared syllabus knowledge and understanding by participating in regular collaborative planning sessions where assessment tasks were agreed upon and implemented. During Semester 2 a focus on developing a consistent, whole-school planning and program format was started.

Leadership capacity was built through a number of opportunities for both students and teachers to participate in a range of leadership development. Throughout Semester 2, an Educational Consultant was engaged to work with the Leadership Team, to strengthen understanding of the School Excellence Framework and to further develop leadership capacity.

In Semester 2, teachers became familiar with the Australian Professional Teaching Standards and reviewed their Performance and Development Plans (PDPs) to ensure their goals were aligned with the school's strategic directions and the Standards. Teachers started to identify their own professional learning needs and identified two goals in line with the school plan and one personal goal. Teachers planned, implemented and reviewed their goals, supported by their supervisor.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers have individual PDPs and have achieved or maintained accreditation. An increased number of students are participating in leadership and decision-making opportunities	Teachers have a Performance and Development Plan and have completed the PDP cycle. Professional learning was provided to teachers on the accreditation process in preparation for staff either gaining or maintaining accreditation. Student leaders participated in a number of activities and opportunities throughout the year that built on their leadership skills.	\$19,000 (PL funding, Global Funding) Educational Consultant, release time for leadership team, casual costs for teachers to attend PL, associated costs for students and teachers to attend leadership development opportunities.

Next Steps

- Developing a consistent, whole-school learning and teaching planning and programming format.
- Developing a formalised induction program for students that addresses leadership roles and responsibilities and increases student voice.
- Continue to develop teacher leadership capacity by offering a range of leadership opportunities for all staff.
- Continue to build on teacher engagement in reflection, feedback and goal-setting, using the Australian Standards for Teachers and DoE Performance and Development framework.

Strategic Direction 3

Active, Engaged and Informed Community

Purpose

To improve student learning outcomes by strengthening the home/school partnership by building a strong, meaningful and respectful relationship between the home and school.

Parents are informed, active participants in all aspects of their child's school life and participate in a range of school events and activities.

Overall summary of progress

A number of initiatives were implemented across the school to provide timely and effective communication to the school community. A school app and Morning Assemblies were successfully introduced to keep the community up to date with school activities and events. Feedback from parents was very favourable, and suggested that communication had improved between school and home.

There was a need to review the school's Positive Behaviour for Learning framework. All staff worked collaboratively to revise and create a new expectations matrix that focussed on the current needs of the school. From Term 4, the school started to explicitly focus on one expectation from the matrix each fortnight. This was presented through a variety of ways, including: morning assemblies, visual signage of expectations and discussions in the class. In stage teams, staff collaboratively wrote explicit PBL lessons to fit with the PBL expectations matrix. The school's reward system was evaluated for its relevance and effectiveness across the school community and based on feedback, a new reward system was devised, ready for implementation in stages, in 2017.

Our school continued to be a proud member of the Blacktown Learning Community (BLC) with students participating in the Sharing Program. Two teachers participated in the BLC Aspiring Leaders Program over the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in number of students showing positive behaviour for effective learning.	Students are beginning to use and demonstrate the modelled language of PBL expectations across the school.	\$5000 (Global funding, PL funding)
Increase of parents meaningfully engaging in and supporting the school's educational priorities.	With the introduction of the school app and morning assembly, there has been an increase in the number of parents attending school activities and events.	Purchase of school app, release time for PBL review, purchase of rewards, associated costs for students to attend Sharing Program

Next Steps

- Inform school community of changes to reward system at Information Night, Morning Assembly and regularly through the school newsletter. Gather student input for new reward menu.
- Implement explicit PBL lessons at the beginning of the year and continue with the fortnightly focus of expectations.
- Start to make links with feeder high schools and pre-schools to strengthen Year 6 to Year 7 and pre-school to kindergarten transition point programs.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students had a personalised learning pathway (PLP) with input from parents, each student, the teacher and the Aboriginal SLSO, ensuring that cultural significance was included. Aboriginal students are making progress in literacy and numeracy.	\$16,076
English language proficiency	Support for EAL/D students was delivered in-class, through the employment of a part time EAL/D teacher, who worked with students to ensure the curriculum was differentiated where needed.	\$43,935
Low level adjustment for disability	<p>All students requiring adjustments and learning support were catered for within classroom programs and other whole school strategies, and through working with the LaS teacher.</p> <p>An SLSO was employed to support students in classrooms to cater for diverse learning needs.</p>	\$116,753
Quality Teaching, Successful Students (QTSS)	Mentoring and coaching practices provided constructive feedback to individual teachers with a focus on effective classroom practice. Teachers received support with accreditation processes and the performance and development framework within their stages and at a whole school level.	
Socio-economic background	A part-time (2 days per week) teacher allowed for a strong focus on Literacy and Numeracy across the school.	\$40,808
Support for beginning teachers	Two first-year beginning teachers had a full day off-class every three weeks and one second-year beginning teacher had a full day off-class every six weeks, to work with their mentor/coach on a range of activities to support the development of their skills. These activities included professional learning on classroom management, student engagement and classroom observations. Support was also provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation.	\$12,242

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	161	155	157	165
Girls	143	155	147	160

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.1	95.1	93.6	94.9
1	92.5	93.8	92.2	93.7
2	93.2	94.6	92.6	93.2
3	94.5	95.2	92.6	92.1
4	92.2	94.7	92.4	93.8
5	91.4	95.1	93.4	89.4
6	90.7	93.6	93.8	93.8
All Years	92.2	94.6	92.9	93
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

Student attendance is closely monitored by the class teacher, Stage Supervisors, Principal, Learning Support Team and our Home School Liaison Officer.

When a child's attendance is causing concern, the class teacher will initially contact parents. If attendance continues to cause concern a referral to the Learning Support Team is made and appropriate action is then planned.

Letters of notification, parent interviews and implementation of an attendance improvement program may also be undertaken. Should attendance continue to be of concern, a referral is made to the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.51

*Full Time Equivalent

In 2016, Marayong Heights Public School employed an Aboriginal Student Learning Support Officer on a part-time basis.

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	

Professional learning and teacher accreditation

Throughout 2016, all teaching and administrative staff participated in professional learning activities. Professional learning at Marayong Heights Public School is seen as an integral part of each staff member's professional development.

School Development Days were held on the first day of Term 1, Term 2 and Term 3 and the last two days of Term 4. This time was dedicated to professional training in system and school priorities. The Term 3 Staff Development Day saw the school combine with other schools in the Blacktown Learning Community for professional learning at Rooty Hill RSL.

All staff participated in mandatory training for Child Protection, CPR / Anaphylaxis and WH&S Induction Training.

During professional learning sessions, staff had the

opportunity to develop knowledge, skills and understanding in:

- Writing, working with a Reading/Writing Consultant
- Accreditation processes
- Conceptual Programming using the English Syllabus, presented by Curriculum Advisors from Macquarie Park Network
- Knowing our Learners, presented by Nirimba Network Learning and Wellbeing Team
- Attendance Policy and Procedures
- School Planning and Strategic Directions

Teachers had the opportunity to reflect on current practice, modify and enhance classroom programs and evaluate their practice collaboratively with colleagues.

In 2016, \$15,885 was spent on professional learning with an average of \$756 spent per staff member.

In 2016 three permanent teachers received Beginning Teacher funding support. One teacher completed their Accreditation at Proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	154 924.38
Global funds	197 675.33
Tied funds	145 388.52
School & community sources	111 198.02
Interest	2 371.13
Trust receipts	7 638.50
Canteen	0.00
Total income	619 195.88
Expenditure	
Teaching & learning	
Key learning areas	14 386.64
Excursions	53 650.89
Extracurricular dissections	11 723.52
Library	9 830.73
Training & development	1 945.73
Tied funds	116 118.30
Short term relief	43 082.80
Administration & office	64 810.65
School-operated canteen	0.00
Utilities	31 333.13
Maintenance	15 194.68
Trust accounts	7 473.85
Capital programs	12 400.00
Total expenditure	381 950.92
Balance carried forward	237 244.96

The information provided in the financial summary includes reporting from 31st August 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	282 273.74
(2a) Appropriation	245 641.14
(2b) Sale of Goods and Services	3 731.93
(2c) Grants and Contributions	32 471.91
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	428.76
Expenses	-147 810.87
Recurrent Expenses	-147 810.87
(3a) Employee Related	-61 624.07
(3b) Operating Expenses	-86 186.80
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	134 462.87
Balance Carried Forward	134 462.87

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

In 2017, School and Community funding will be used to refurbish the foyer area in the Administration Block. Wi-Fi infrastructure will be installed across the school and a range of technology will be purchased for use in classrooms.

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	2 149 457.28
Base Per Capita	16 443.58
Base Location	0.00
Other Base	2 133 013.70
Equity Total	217 571.66
Equity Aboriginal	16 075.75
Equity Socio economic	40 808.35
Equity Language	43 934.77
Equity Disability	116 752.79
Targeted Total	8 920.00
Other Total	63 615.74
Grand Total	2 439 564.67

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.

37 students in Year 3 and 51 students in Year 5 participated in NAPLAN in 2016.

In 2016, the percentage of Year 3 students in the bottom two bands for Reading was 16.2% compared to 18.8% in 2015.

There were 35.7% of girls in the top two bands for Year 5 Reading in 2016, compared to only 7.4% of boys in the top two bands.

There was significant growth in Grammar for Year 3 students in 2016 with 56.7% of students in the top two bands compared to 46% in 2015.

Year 5 Grammar results were fairly consistent across the two years, with 28.6% of students in the top two bands in 2016 compared to 29.7% in 2015.

There were 35% of girls in Year 3 in the top two bands for Numeracy in 2016 compared to 23% of boys.

In Year 5 Numeracy in 2016, there were 21.4% of girls

in the top two bands compared to 3.7% of boys.

In both Year 3 and Year 5, students performed better in Number, Patterns and Algebra compared to Data, Measurement, Space and Geometry.

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.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands for reading in 2016 was 45.9% compared to 37.5% in 2015.

In Year 3 Numeracy, there were 29.7% of students in the top two bands compared to 28.6% in 2015.

The percentage of Year 5 students in the top two bands for reading in 2016 was 17.1% compared to 18.8% in 2015.

In Year 5 Numeracy there were only 9.8% of students in the top two bands compared to 23.7% in 2015.

Another reporting requirement from the **State priorities: Better services – Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

20% of Year 3 Aboriginal students were in the top two bands for reading and 14.3% of Aboriginal students were in the top two bands for numeracy at Marayong Heights Public School.

33.3% of Year 5 Aboriginal students were in the top two bands for reading and there were no Aboriginal students in the top two bands for Numeracy.

Parent/caregiver, student, teacher satisfaction

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

In Term 4, 2016, parents and staff were asked to complete a survey focussing on school satisfaction. Students in Years 4 and 5 completed the on-line Tell Them From Me (TTFM) survey that looks at student engagement and student beliefs about school.

48 families and 14 staff completed the school satisfaction survey.

- 83% of parents and 85% of staff agreed or strongly agreed that the school is connected to its community and welcomes parental involvement.
- 92% of parents and 100% of staff agreed or strongly agreed that the school focusses on Literacy and Numeracy.
- 91% of parents and 100% of staff agreed or strongly agreed that students are the main concern of the school.
- 89% of parents and 100% of staff agreed or strongly agreed that the school is a friendly place and is tolerant and accepting of all students.

82 students completed the Tell Them From Me (TTFM) survey.

- 72% of students have a sense of belonging to the school.
- 81% of students have positive relationships across the school.
- 95% of students value schooling outcomes.
- 82% of students try hard to succeed.

Policy requirements

Aboriginal education

In 2016, 9% of students who identified as Aboriginal or Torres Strait Islander were enrolled at Marayong Heights Public School. MHPS is committed to implementing programs and strategies that work towards 'closing the learning achievement gap' for Aboriginal students in Literacy and Numeracy.

The Aboriginal Education Policy (2008) and the National Aboriginal and Torres Strait Islander Education Strategy (2015) are implemented across the school. Teachers include an Aboriginal perspective throughout their teaching and learning. Students were able to learn about traditional and contemporary Aboriginal life with support from the Aboriginal Student Learning Support Officer (ASLSO). Personalised Learning Pathways (PLPs) were developed for all Aboriginal students to help guide their educational goals.

Aboriginal background funding was used to employ an ASLSO on a part-time basis to support Aboriginal students in the classroom, for students to access extra curricula activities including school camps and excursions and with assistance with school uniforms. Funding was also used to rejuvenate our Bush Tucker Garden with the assistance of the local Wolkara Elders group and parents from the school.

Multicultural and anti-racism education

Marayong Heights Public School includes many students whose families originate from countries all around the world. Every day is a celebration of our cultural diversity and history, and is supported by a culturally inclusive curriculum and teaching programs that promote intercultural understanding and skills.

A number of identified students were supported during the year by an English as an Additional Language or Dialect (EALD) teacher in Literacy and Numeracy.

The school has a designated, Anti–Racism Contact Officer (ARCO) to promote anti–racism initiatives across the school.