

Marsden Park Public School

Annual Report



2017



2489

Introduction

The Annual Report for **2017** 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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Message from the Principal

As a school community Marsden Park Public School has enjoyed a successful year of learning, collaboration and fun through rich learning experiences and special occasions. The implementation of our school plan and milestones has provided us with a cohesive framework to drive school improvement and our three strategic directions – Quality Teaching, Quality Relationships and Quality Learning – have given the whole school community a clear understanding of our priorities.

We have seen continued improvement in students' academic achievements in all grades on school-based assessments and in NAPLAN. This improvement in academic performance has been enhanced by high quality professional learning across a number of areas within our strategic directions and a dedicated staff who work in a positive and respectful way to support their students and each other. In 2017, all staff have set professional learning goals as part of the Performance and Development Framework and have worked collaboratively with their colleagues to achieve these.

Improved student achievement has also been underpinned by the school's strong commitment to student wellbeing and student engagement. Survey results indicate that students experience high levels of engagement and positive relationships at school. The addition of a teacher and a student learning support officer enhanced the school's ability to provide more individualised, targeted support for students with high expectations of behaviour and academic achievement.

The school's parents, individually and through the P & C, contribute enormous amounts of time, effort, energy and creativity to all aspects of our school life to support students in their learning, to support staff in their work, to provide resources for the school and to foster a sense of connectedness and community. In 2017, the P & C continued to build a sense of community, strengthen school community partnerships and raised funds to improve the learning environment for students.

Our enrolments continued to grow in 2017 with the school and its community keen to keep its philosophies and motto and to provide all students with a rich positive learning environment based on:

Every Child, EveryChance, Every Day!

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 self-worth through recognising and rewarding pupil and school success; encouraging students to develop confidence and self-worth; 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Learning Culture as evidenced by the Positive Reward System Data Set, Teach Like A Champion and Champions for Champions Data Sets demonstrates that Marsden Park Public School has a delivering culture that builds on high expectations of academic learning and behaviour. Current policies address and monitor student learning and behavioural needs. To further enhance the schools learning culture, the school must continue to improve building community wide practices with high levels of positive engagement for parents to explore, be involved and understand student learning.

Wellbeing– As evidenced by the Positive Reward System Data Set 1, we consistently implement whole school practices that clearly define behaviour expectations. All students share the responsibility to contribute to theirs and other students wellbeing throughout all areas of the school. Students, staff and parents/carers have co-developed high behavioural expectations, that sit beside our school rules to create a safe and positive environment. The school has developed sustaining and growing practices that will be continue to be built upon as students are engaged to actively contribute to the community.

Curriculum and Learning– As evidenced by Guided Reading Data Set, and the Personalised Learning Data Set, the school is developing by providing plans and policies on what students are expected to know and understand. The Professional Development package 'Focus on Reading' has been successful in affirming teacher practice in curriculum delivery and meeting the needs of individual students. Teachers are providing academic opportunities through the provision of a quality curriculum across all key learning areas. These provisions must be further enhanced through additional professional learning alliances with other schools and organisations and successful transition processes.

Assess and Reporting– As evidenced by Guided Reading Data Set and Personalised Learning Data Set tracking of internal/external data sources is critical when moderating student performance. Parents are updated on the progress of their child every term either through written student reports, optional interviews, three way conferences, student LED reporting or PLAN parent feedback. The school has demonstrated at the delivering stage, practices and processes to regularly monitor; plans, report on Positive Reward System Data and students progress and allow opportunities for students to take ownership of their learning. Further enhancement of this process which include student development in reflection of their learning. Internal and external data provides teachers with detailed information and the school to collect, analyse and report on student performance data. Whilst the school has made progress in the collection of data, further steps need to be taken to ensure that it is used extensively to plan for all groups and specific individuals.

Student Performance Measures– As evidenced by the schools NAPLAN analysis and internal testing in the Guided Reading and Personalised Learning Data Sets the school continues to have the majority of the students above the National Minimum Standard. All Year 5 students showed growth across most aspects of NAPLAN assessment. All students show growth in internal measures, achieving their learning intentions, stage outcomes and exit benchmark reading levels. Whilst cohorts are too small to ascertain trend data, the school continues to analyse areas of strength and improvement in concepts, as indicated by NAPLAN Data, therefore justifying our judgement as delivering.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Effective Classroom Practice– As evidenced in staff meeting minutes take place regularly discuss student performance data to evaluate their own teaching practices. Teachers provide explicit and systematic feedback to students, as evidenced in teaching and learning programs. Professional learning in a number of areas has occurred over a long period of time with all staff involved. We know that teachers are well-managed and engage students in planning and programming to maximise engagement hence justifying our judgement of developing.

Data Skills and Use– As evidenced in the Community Involvement Data Set, community members strongly believe that the school is a welcoming place and that Marsden Park Public School involves families and community members in contributing to key decisions as evidenced in the review of the school performance (see ASR) and the introduction of key improvements in the Guided Reading Set and Personalised Learning Data Set. As we are delivering, to sustain and grow our practices, the school is in the process of creating new data templates that allow for the efficient tracking of internal assessments to target support programs and students across different areas of literacy and numeracy.

Collaborative Practice– Processes are in place to provide informal/formal mentoring to teachers. The school draws upon staff expertise to provide opportunities for teachers to share learning, engage in planning and receive constructive feedback. These practices are extended informally into collaborative practices in technology. The school has embedded systems in place and we know that we are delivering as teachers are collaborating across classes in discussions about assessment, differentiation and improved teaching practice.

Learning and Development– With the development of technology playing an integrated role at Marsden Park all staff have focused on its implementation across all key learning areas programs. Staff are actively engaged in planning their

own professional development which is supported through informal/formal voluntary sessions. Staff actively share their knowledge through demonstrations and informal mentoring. With support, teachers are able to feel confident and effectively utilise new programs and devices to maximise learning as evident in the Data Set, hence justifying our judgement of delivering.

Professional Practices– Through collaborative practices, teaching staff demonstrate and share their knowledge daily. The school has a culture of supporting teachers not only in the classroom, but beyond with accreditation and extra-curricular programs. Teachers are committed to their ongoing development and demonstrate strong content knowledge and confident delivery of a variety of programs in their teaching and learning programs. The school is working on having all staff able to articulate the school vision and strategic directions. For further progression, the school must also continue to rely on evidence-based teaching practices and ensure high levels of knowledge in all staff, hence justifying our judgement of delivering.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Leadership– As evidenced in our Community Involvement Data Set, the school continues to grow a culture of high expectations and community engagement. The school solicits and addresses feedback on school performance whilst forming positive relationships with external agencies including local businesses as evidence in our Strategic Directions. The school staff continue to deliver and have purposeful leadership roles based on expertise whilst enriching the schools standing within the local and wider community.

School Planning and Implementation– As evidence in the Positive Reward System Data Set and Personalised Learning Set, the school has created a broad understanding of expectations across the community while making parents feel welcomed and engaged in the development of their children. Accreditation support, informal mentoring, personalised learning plans with learning intentions and goals have established a delivering culture which must be further developed through staff use of evidence and articulation of the school strategic directions.

School Resources– The school through its limited finances has created an SLSO and teacher position funded through the use of Resource Allocation Model Equity Funds. As evidenced in Personalised Learning Data Set and Guided Reading Data Set the school has a sustaining and growing approach to the management of school human resources to ensure that strategic financial management is used to achieve capacity and improved student outcomes.

Management Practices and Processes– The school strategic directions provide opportunities for community feedback and flexible processes to strengthen parent engagement through communication, education and celebration. We know that the school has illustrated a delivering approach to management processes with structures and processes working efficiently to ensure Marsden Park is a welcoming school that involves families and community members that support student learning.

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, including teachers looking at various forms of pacing (brightening the lines, every minute matters, looking forward and working the clock strategies) and continuing to form strong classroom culture by ensuring consistent entry and exit routines, tight transitions within their teaching. The school philosophy of Champions for Champions and the STAR strategy, and the collaboration of the teachers and parents/carers has been excellent in positively rewarding our students for their successes. Our students continue to improve in all areas of the curriculum, reaching the required exit outcomes as appropriate. or achieving their personal short and long term goals. 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 further development and improvement of cooperation, collaboration and teamwork. Assessment remains a clear focus as does the teaching and learning cycle for planning purposes. The strong classroom cultures and school philosophies remain a clear priority for the school in order for students to achieve their best.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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	Consolidated Funds	<p>No student in Year Three or Five were below the National Minimum Standard in NAPLAN Literacy and Numeracy.</p> <p>Standardised Benchmarking Reading tests were administered to all students from K–4. Two students in Kindergarten achieved RRL 5 with all other students at RRL 8 or above. All students in Year One achieving RRL 17 or above. 90% of all</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
growth in 2015 – 2017 in literacy and numeracy.		<p>students in Year Two became an independent reader (RRL26). Two new students in Year two achieved amazing reading results with one student on RRL 10 after two terms and the other on RRL 24 after one year at our school. Both students came to the school with no reading skills. All students in Years 3–6 were independent readers. All students showed growth through the Literacy and Numeracy Continuums, however, 20% of students reading fluency was below the required grade level.</p> <p>As evidenced in classroom programs all teachers participated in professional learning activities and provided differentiation in their lessons to meet the needs of the students in their class.</p>

Next Steps

Using data, the school has set targets for all student achievement in 2018:

- 85% of all EALD students to reach exit reading benchmark;
- 85% of all students in stage one to reach exit reading level;
- 90% of students in stage two and three to be independent readers (RRL26);
- In NAPLAN, no student below the National Minimum Standard in Literacy or Numeracy;
- All students to show growth on the literacy and numeracy continuums through the utilisation of PLAN and the learning progressions;
- 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;
- All students who need learning assistance throughout the year will receive additional support either from the LST (Principal), a Student Learning Support Officer and when available volunteer teachers or parents;
- A review of 'Teach Like A Champion' strategies across all classrooms;
- Classroom culture to reflect learning of students including learning walls and integration of technology;
- Teachers to continue professional learning that is aligned with the School Plan and the needs of their classroom; and
- Teachers to continue 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 continued 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. New families feel supported and welcomed to the school and overwhelmingly feel the positive culture across and about the school. There is a genuine caring nature from our senior students to the younger students in our school. 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)	Funds Expended (Resources)	Progress achieved this year
<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	Consolidated Funds	<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 stakeholders satisfied with the outcome with 90% of students not making the same mistake again. 95% of students received their coloured badge for the year. Attendance data indicated the school was above the State average for their year.</p> <p>Successful leadership programs implemented for senior students including the BLC Student Leadership program across three terms, Longneck Lagoon Leadership Days and the Schools ANZAC Ceremony in Hyde Park, Sydney. Successful programs operated throughout the entire school that involved all students in Years 4, 5 and 6 as leaders including Peer Support and Peer Reading. Successful programs operated for selected students such as BLC SHARING.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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 		<p>Parents were invited to help 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 including Mother's day and Father's Day stalls, Easter Hat Parade, CANTEEN, Purple Day and Harmony Day. Unanimous support was given by our parents and the wider community for all of our multicultural school celebrations.</p> <p>Students accessed 'Tell Them From Me' survey which indicated an overwhelming positive response to the school, classroom and environment.</p>

Next Steps

In 2018, the following will be implemented:

- A review of the school website due to the Department of Education new website platform
- 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..
- Termly review of the Student Learning Support Officer's role within the school in order to meet the needs of all students requiring assistance.
- School mentor professional learning on a term by term basis based on Wellness and positive psychology for teachers and students.
- Mandatory professional learning to be completed by all Staff, with Child Protection/Drug Education programs delivered in Term Three and Term Four.
- Students, teachers and parents to take part in the 'Tell Them From Me' surveys. Students in term one and all stakeholders in term three/four
- All Year Six students to participate in the BLC Leadership program for Term Two.
- School Captains to attend the 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 and such celebration sto be explained to the wider community via the website and the school's newsletter..

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 Quality learning Experiences has continually improved, engaging students at all levels. improving. Staff have made a concerted effort to integrate components of technology into all areas of the curriculum with success, including document readers in each classroom. The technology scope and sequence continues to be implemented, giving a guide to all teachers of the requirement of technology skills for each grade level.. Students from Yrs 2 – 6 are using the tablets and wi-fi in their classrooms for a multitude of purposes integrated into their lessons. 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, although this is an area for further development. All staff have actively engaged in developing their own professional learning plan to include key components from the school management plan, including the integration of technology and new syllabi. The school continues to acknowledge there is room for expansion in this direction particularly as the school grows in population, increases in funding, new infrastructure and new technology, both in hardware and software.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	Consolidated Funds	<p>Teachers integrated technology across all key learning areas including the use of tablets, document readers, microscope and e-Beams. Strategies included the use of flip lessons, research/enquiry skills, the development of students' computer skills and electronic presentation skills. Base programs were utilised both in the classroom and at home including Skwirk, Bug Club, Athletics and Reading Eggs/Express. All available hardware was utilised across the school including the library, computer lab, withdrawal areas. Teachers are accessing the new DoE computer based platforms including electronic roll marking, reports and e-learning requirements.</p> <p>All staff developed a Professional Development Plan in accordance with the School Management Plan. Professional Development Plans focused on new curriculum implementation, differentiating lessons with the use of technology and the use of technology across all key learning areas. As a result student engagement is up across all lessons and throughout the day, peer tutoring of key computer skills is taking place with an improvement of presentation of class projects using technology</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>skills. There has been a demonstrated improvement in student outcome acquisition in literacy and numeracy through the integration of technology in each classroom.</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 to allow access free of charge for all families.</p>

Next Steps

In 2018, the following will be implemented:

- Implementation of Technology Scope and Sequence for all classes to gain grade level required technology skills;
- Technology planned and integrated across the curriculum particularly within new areas, including student presentations;
- Senior students to lead Years One to Five in the WeDO Lego technics program as the basis of the schools STEM program;
- e-Beam installation in the weatherboard classroom to take place;
- 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 DoE new platforms;
- 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Equity Funding</p> <p>Aboriginal Background</p> <p>\$2 462</p> <p>RAM Funding</p> <ul style="list-style-type: none"> • RAM Equity Funds (\$0.00) 	<p>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 steady 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 in Literacy and Numeracy</p>
English language proficiency	<p>Equity Funding</p> <p>English Language Proficiency \$12 149</p> <p>Ram Funding</p>	<p>An additional classroom teacher was 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. Parents and carers are involved in the development of their child's ELP. 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.</p>
Low level adjustment for disability	<p>Equity Funding</p> <p>Low Level Adjustment For Disability \$14 899</p> <p>Ram Funding</p>	<p>A Student Learning Support Officer was employed to support students within the school for two hours per day five days a week initially and then 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 are demonstrating growth in the attainment of their learning outcomes in literacy and numeracy.</p>
Socio-economic background	<p>Equity Funding</p> <p>Socio-Economic Background \$35 885</p> <p>Ram Funding</p>	<p>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 85% of all students reaching the required benchmark level in reading and showing growth in the attainment of learning outcomes in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	28	27	27	35
Girls	19	20	25	32

Marsden Park Public School enrolments have 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	2014	2015	2016	2017
K	96.7	98.5	95.4	96.5
1	93.5	94.6	94.2	93.9
2	96	96.7	93.5	94.2
3	94.1	95.4	94.4	92.3
4	98.6	92.2	94.4	95.7
5	94.2	97	93.6	90.9
6	97.7	91.2	91.9	94.3
All Years	96	94.8	93.9	94.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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.

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 fluidgrouping 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 wholeclass, small group and individual instruction to take place

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.43
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*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, a Student Learning Support Officer 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	100
Postgraduate degree	0

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 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	45,925
Revenue	685,733
Appropriation	664,216
Sale of Goods and Services	5,191
Grants and Contributions	15,657
Gain and Loss	0
Other Revenue	0
Investment Income	669
Expenses	-667,154
Recurrent Expenses	-667,154
Employee Related	-589,988
Operating Expenses	-77,165
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	18,579
Balance Carried Forward	64,504

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and citizen's meetings. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	581,743
Base Per Capita	7,947
Base Location	0
Other Base	573,796
Equity Total	65,394
Equity Aboriginal	2,462
Equity Socio economic	35,885
Equity Language	12,149
Equity Disability	14,899
Targeted Total	32,082
Other Total	5,176
Grand Total	684,395

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent Survey – School Culture

Agree %

- 100% The school knows about the families and the community in which it serves
- 100% The school works with families to help their children achieve at school
- 100% The school praises and rewards students who are successful
- 100% The school praises and rewards students who are trying their best
- 100% The Principal has a positive influence on the school
- 95% The students and their learning is the central focus of the school
- 90% I am proud of the school and its achievements
- 100% I am proud of my child's/children's achievements
- 100% The school encourages everyone to learn
- 100% The school caters for the learning needs of my child/children
- 90% The school continually finds ways to improve what it does
- 90% Parents support what is happening in the school

Parent Survey –School Management

- 100% The school cares about the students
- 100% The discipline system is fair
- 95% The rewards system is positive
- 100% The school is well organised
- 100% The school communicates effectively with students and parents
- 75% The school makes minor changes to its programs to improve what it does
- 90% The needs of the students are met by the school
- 100% The staff at the school are valued and supported
- 85% The allocation of money and resources are managed effectively

Parent Survey –School Planning

- 100% The main purpose of the school is to improve student learning outcomes
- 70% School planning documents are developed with all stakeholders
- 70% The school develops a comprehensive management plan
- 65% The management plan is published on the schools website
- 60% The management plan outlines the schools expenditure and purpose
- 75% School achievements are identified in the school's annual report
- 80% The annual school report identifies targets for improvement
- 80% The main purpose of targets is to improve students learning outcomes
- 65% The annual school report is published on the school website

Parent Survey – Leadership

- 100% The Principal understands the school and gets the best from the staff and students
- 90% All staff introduce positive changes that are good for the students
- 95% The Principal and staff ensure everyone is treated fairly and equally
- 90% All staff motivate and inspire learners
- 90% Teachers formally and informally discuss ways to improve my child's learning
- 80% The school has utilised new ideas to improve students learning outcomes

Parent Survey – Teaching

- 90% The school provides clear information about student achievement through school reports, personalised learning programs and interviews
- 90% My child's teacher knows where my child is currently at and what they need to learn
- 85% My child's teacher keeps records of his/her progress
- 100% I am happy with my child's work
- 85% I am happy with the number of opportunities provided by the school for reporting and

discussing my child's progress.

Student Survey – Learning

- 100% of students thought the classroom is an interesting place to learn and that the school expects them to do their best.
- 90% of all students agreed that teachers talk to parents about their learning and that students take pride in their learning and do their best.
- 95% of all students agreed that their teachers find new ways of helping them understand their work using the equipment the school has to offer.
- 100% 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.
- 90% 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.

Student Survey – Teaching

- 90% of all students agreed that their teachers tell them what they are learning and why and is it important.
- 95% 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.
- 95% 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

- 95% 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.
- 100% of all students agreed that the school caters for all the learning needs of students and encourages everyone to learn and achieve their best
- 95% of all students agreed that the school is continually finding ways to improve and where necessary makes changes.

Student Survey – Leadership

- 90 % of all students understood that the school leaders get the best from staff and students and value the contribution of individuals and groups.
- 90% 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.

Teacher Survey– 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.

Teacher Survey– 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

Aboriginal education

In 2017 there were five 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 with 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 promote Aboriginal Culture, including National Sorry Day and NAIDOC Week.

Multicultural and anti-racism education

Approximately 30% of the total population has a language background other than English (LBOTE). There are seven languages spoken by our students and/or their parents.

In 2017, all members 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 our school and community, including Korean/Japanese Children's Day, Ramadan, Easter, Christmas and St Patrick's 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

Creative Arts

The students at Marsden Park Public School participated in a variety of creative and performing arts experiences in 2017. The creative arts program (visual arts, music, dance and drama) program was presented through classroom teaching and learning experiences. Students performed throughout the year including at Education Week and Presentation Day. Performances included dance, drama – reader's theatre, singing, poetry reciting and a visual arts display in each classroom. Students have been very successful with their visual arts work receiving many prizes at the Luddenham and Castle Hill Show.

Sharing

Teacher Survey– 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.

Teacher Survey– 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.

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 Learning Community Sharing Program. 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 organisational skills in an area of interest.

Leadership Courses

Our School Captains attended the Blacktown Leadership Days, organised by the Marsden Park Public School Principal for schools belonging to the Blacktown Learning Community. The Leadership program went for two days and the program used was Creating Connections – Student to Student. In the second term, our School Captains attended a leadership day organised by Metella Road Public School through the Blacktown Learning Community at Brewongle EEC. This program contained many outdoor challenges whereby teams made up from the BLC schools in attendance had to work together to achieve a specific outcome. In term three, our School Captains attended the Leadership Technology day held at Quakers Hill Public School, where once again teams were formed from the BLC schools in attendance to solve various challenges using technology. 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. In 2017, our school organised the school camp to Hill End over three days and two nights. Students participated in attending various museums and visiting landmarks at the gold diggings around Bathurst and Hill End including walking into a gold mine and climbing its shaft. Students explored the various implements and methods used at the gold diggings bringing their teaching learning experiences from the classroom into real life. Some students returned with a small jar full of gold flecks they had mined from the creek bed.

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 showed a tremendous improvement in the development of the skills over each ten week period. The school has seen a continued rise in students representing our school at the Hawkesbury Small Schools carnivals in a variety of events.

Premier's Sporting Challenge

Every student in the school completed the challenge within the set timeframe and were presented their certificates at our school's Presentation Day Assembly. Marsden Park Public School students participated in the Premier's Sporting Challenge, receiving a diamond medal for overall 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 timeframe and were presented their certificates at our school's Presentation Day Assembly.

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 and grandparents 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.