

# Morpeth Public School Annual Report



2017



2623

## Introduction

The Annual Report for 2017 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 funding.

Peter Edmonds

Principal

### School contact details

Morpeth Public School

High St

Morpeth, 2321

[www.morpeth-p.schools.nsw.edu.au](http://www.morpeth-p.schools.nsw.edu.au)

[morpeth-p.school@det.nsw.edu.au](mailto:morpeth-p.school@det.nsw.edu.au)

4933 6726

## 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. 2017 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

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.

School Executive completed SEF self assessment in December 2017. A summary of school performance in the Domain areas found that the school is 'Sustaining and Growing' across the Domains and in all 14 elements of the survey.

#### Learning:

Our school has a clearly defined commitment to providing learning programs that are engaging. Positive, respectful relationships are evident between students, staff and families and there are clearly defined expectations for behaviour in all school settings. Programs to support the wellbeing of students are embedded in school processes and the learning environment in classrooms and playgrounds is conducive and supportive of student learning. There is clear evidence that students care for self and contribute to the wellbeing of others. Students, through quality teaching practices, are

provided with opportunities to connect, success and thrive, in line with the Wellbeing framework.

Morpeth PS has productive and collaborative partnerships with schools and other organisations that support curriculum delivery. There is clear evidence of programs that provide targeted assistance to students who require additional support. Well established transition processes exist for students beginning school and those moving to high school.

Our school uses a range of processes to collect, analyse and report on student performance. Reports to parents are provided at the end of each term, including a formal academic report in Terms 2 and 4 and a wellbeing report in Terms 1 and 3.

The school achieves excellent value-added results, with high percentages of students achieve in Proficiency Bands in NAPLAN. Students also record higher than expected growth between Years 3 and 5 in NAPLAN achievement data.

### **Teaching:**

Teachers are increasingly providing explicit and timely feedback to students on how to improve. This will be a focus area in 2018, along with a whole school focus on Assistant Principals providing instructional leadership to support the professional development of staff.

Staff use data to monitor student progress and to inform planning for learning. There is also clear evidence of teachers working together in collaboration to share practice, observe others and to receive constructive feedback on performance.

Our school has a commitment to improving the knowledge and teaching skills of all teachers. Targeted professional learning and a clearly planned strategy for identifying areas to develop, through effective Performance and Development Plans (PDPs), underpin the process. Teachers use professional Standards to guide career development; all staff have achieved expected DoE accreditation levels. Leadership pathways and support have been developed for aspiring staff seeking accreditation at higher levels.

### **Leadership:**

Our school offers opportunities for students, staff and families to provide feedback on school performance and operation.

Future goals will include increasing the number of families who respond to surveys and providing additional opportunities for students to reflect on their learning and to comment on aspects of school operation.

The provision of leadership development is central to school capacity building and planning. Our school enjoys productive relationships with external agencies, including local businesses and health service providers, that enhance educational opportunities for students.

Staff at Morpeth Public School regularly monitor, evaluate and review processes and systems to improve service delivery. The school's strategic plan is monitored in five week cycles against expected achievement milestones.

Strategic management exists to maximise financial and human resources in order support curriculum delivery. The recruitment of high quality staff and the effective use of learning spaces contributes to improved learning experiences for all students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

School average attendance target of 94% was met ( 94.14%). Attendance figures were highest during Term 4 (95.36%) and lowest during Term 3 (88.41%).

Tell Them From Me target data was met in criteria areas for Sense of Belonging, Positive Relationships and Students Value School Outcomes. Our school narrowly failed to reach the 80% target in Interest and Motivation criteria area (78%).

Bring Your Own Device (BYOD) targets for Stages 2 and 3 were not met, primarily because of connectivity issues with iPads. As a result, our school has made changes to our BYOD program, to reflect DoE infrastructure restrictions.

NAPLAN performance data reflected strong academic performance by students in Years 3 and 5 in 2017. In Year 3, achievement targets for students in Proficiency Bands were met in Writing (Target 45% achieved 50%) and Numeracy (Target 30% achieved 43%), while targets for students in proficiency bands in Reading (Target 35% achieved 47%), Writing (Target 20% achieved 24%) and Numeracy (Target 20% achieved 26%) were met by students in Year 5.

In other areas of Year 3 NAPLAN, high numbers of students were placed in proficiency bands; 38% in Reading, 53% in Spelling and 63% in Grammar and Punctuation.

In Year 5 NAPLAN, similarly high numbers of students were placed in proficiency bands; 41% in Spelling and 44% in Grammar and Punctuation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance data will be commensurate with average 94%	High rates of attendance may be, in part, attributed to whole school wellbeing and extra-curricular activities and the school's inclusive environment. Funds from a range of sources contribute to the programs as described.	Student attendance for 2017 was 94.14% (Term 1), 93.75% (Term 2), 88.41% (Term 3) and 95.36% (Term 4). This reflects an average 2017 figure of 92.92%. This figure represents a slightly higher measure than 2016 figures ( 88.28%).
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;	• \$10 000 Sporting Schools funding.	• In 2017, 82% of students indicated a sense of belonging ( 78% girls / 84% boys), compared to 81% NSW Government norm figures; • 91% of students indicated that they enjoyed positive relationships ( 91% girls / 92% boys) compared to NSW Government norms of 85%; • 96% of students ( 94% girls / 98% boys) indicated that they value schooling outcomes, commensurate with NSW Government norms ( 96%); • 78% of students indicated that they were interested and motivated (83% girls / 75% boys) commensurate with NSW Government norms (

**Progress towards achieving improvement measures**

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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;		78%).
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.	<ul style="list-style-type: none"> <li>• In 2017, P&amp;C committed \$10 000 to purchase iPads for use in K–2 classes.</li> <li>• T4L roll out allocation was used to purchase devices for use in Years 3–6.</li> </ul>	The level of technological competency and confidence of the teacher reflected BYOD participation and the percentages of students who brought devices to school. The initiative was also compromised by connectivity issues with iPads and the. Student and staff surveys indicated that approximately 50% of Stage 3 and 30% of stage 2 students regularly brought devices to school. Both figures are significantly lower than anticipated percentage measures.
Year 3 2017 NAPLAN results will reflect that 45% of students in Reading, 50% in Writing and 30% in Numeracy will achieve Proficiency Level;	<ul style="list-style-type: none"> <li>• Professional Learning funds.</li> <li>• Employment of SLSO through RAM Low Level Disability funding.</li> <li>• Employment of SLSO through RAM Aboriginal funding.</li> </ul>	In Year 3 2017 NAPLAN, data reflects that 38% (Reading –7%), 50% (Writing – achieved ) and 43% (Numeracy +13% ) of students were placed in Proficiency Bands (Bands 5 and 6).
Year 5 2017 NAPLAN results will reflect that 35% of students in Reading, 20% in Writing and 20% in Numeracy will achieve Proficiency Level;	<ul style="list-style-type: none"> <li>• Professional Learning funds.</li> <li>• Employment of SLSO through RAM Low Level Disability funding.</li> <li>• Employment of SLSO through RAM Aboriginal loading funding.</li> </ul>	In Year 5 NAPLAN, data reflects that 47% (Reading +12%), 24% (Writing +4%) and 26% (Numeracy + 6%) were placed in Proficiency Bands (Bands 7 and 8).
75% of students in all classes will attain expected scholastic year cluster markers as measured against literacy and numeracy continuums.	<ul style="list-style-type: none"> <li>• L3 Professional Learning funds.</li> </ul>	<p><b>Early Stage 1</b></p> <p>Cohort group size 31</p> <p>Target – Achieve Cluster 4</p> <ul style="list-style-type: none"> <li>• Reading texts –</li> <li>• Comprehension –</li> <li>• Aspects of Writing –</li> <li>• Aspects of Speaking –</li> </ul> <p><b>Numeracy</b></p> <p>Cohort group size</p> <p>Target – Achieve grade exit learning outcomes</p> <ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and probability</li> </ul> <p><b>Stage 1 – Year 1</b></p> <p>Cohort group size 5.</p> <p>Target – Achieve Cluster 6:</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students in all classes will attain expected scholastic year cluster markers as measured against literacy and numeracy continuums.		<ul style="list-style-type: none"> <li>• Reading texts – 5 students (100%)</li> <li>• Comprehension – 5 students (100%)</li> <li>• Aspects of Writing – 4 students (80%)</li> <li>• Aspects of Speaking – 5 students (100%)</li> </ul> <p><b>Numeracy</b></p> <p>Cohort Group size 5</p> <p>Target – Achieve grade exit learning outcomes.</p> <ul style="list-style-type: none"> <li>• Number and Algebra – 5 students (100%)</li> <li>• Measurement and Geometry – 5 students (100%)</li> <li>• Statistics and probability – 5 students (100%).</li> </ul> <p><b>Stage 1 – Year 2:</b></p> <p>Cohort group size – 21</p> <p>Target – Achieve Cluster 8</p> <ul style="list-style-type: none"> <li>• Reading Text 17 students (81%)</li> <li>• Comprehension 17 students (81%)</li> <li>• Aspects of Writing 10 students (48%)</li> <li>• Aspects of Speaking 13 students (62%)</li> </ul> <p><b>Numeracy</b></p> <p>Cohort group size 21</p> <p>Target – achieve grade exit learning outcomes;</p> <ul style="list-style-type: none"> <li>• Number and Algebra – 17 students (81%)</li> <li>• Measurement and Geometry – 18 students (86%)</li> <li>• Statistics and Probability –</li> </ul>

## Next Steps

Our school will continue to focus on a broad range of learning opportunities that engage and motivate students.

Learning will be increasingly personalised and will focus on providing targeted support for identified students.

External Validation feedback highlighted the importance of providing opportunities for students to provide feedback on their learning experiences. As a result, our school will provide increasing opportunities, through surveys and conferencing, for students to reflect on their learning.

Our school will embrace futures focussed pedagogies, initially in Stage 3 during 2018.

## 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

L3 training was completed for Kindergarten and Early Stage 1 staff during the course of the year. Achievement target, '75% of students reach expected PM exit benchmarks' were met in all classes where teachers were trained in L3. Data does not reflect the entire cohort group for each scholastic year listed.

89% of students reached Kindergarten exit level 6, 100% of Year 1 students achieved exit level 16 while 87% of Year 2 students achieved exit level 26.

Our school narrowly failed to reach TTFM 'Focus on Learning' target of 8 in Data Use, recording an average score of 7.9. However, this figure was slightly higher than NSW CESE score of 7.8.

Staff responded positively to their use of teaching strategies by recording an average score of 8.1. This figure exceeded the 2017 target and was superior to the NSW CESE average score of 7.9.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff involved in L3 training will demonstrate that 75% of students will reach or exceed expected PM Benchmarking levels at grade exit.	<ul style="list-style-type: none"><li>L3 training was allocated from 2016 budget. Costs associated with Ongoing Professional Learning (OPL) in 2017 were absorbed through flexible use of staffing.</li></ul>	<p>In Early Stage 1, % of students achieved expected Kindergarten</p> <p>In Stage 1, 100% of Year 1 students reached expected PM benchmark level of 16; 87% of Year 2 students reached expected PM exit level benchmark of 26.</p>
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.	<ul style="list-style-type: none"><li>Professional Learning for staff was delivered by executive throughout the year during stage and staff meetings. No cost was allocated in this area. However school will invest in professional learning for teachers in Learning Progressions in 2018.</li></ul>	<p>In 2017 Tell Them From Me Focus on Learning Teacher Survey, teaching staff at Morpeth PS responded with an average score of 7.9 in 'Data Informs Practice' criteria area. This figure compares with NSW CESE average score of 7.8.</p>
Tell Them From Me survey results will indicate that staff will record an average measure of 8 in response to 'Teaching strategies' criteria area.	<ul style="list-style-type: none"><li>Beginning Teacher funding was applied to eligible teachers to develop teaching strategies.</li><li>TPL budget was used to support the professional learning of teachers in line with school strategic directions and individual PDPs.</li></ul>	<p>In 2017 Tell Them From Me Focus on Learning Teacher Survey report, staff at Morpeth PS responded with an average score of 8.1 in 'Teaching Strategies' criteria area. This figure compares favourably with the NSW CESE average score of 7.9.</p>

## Next Steps

School's 2018–2020 strategic plan will focus on improving teacher quality through instructional leadership, collaboration, team teaching, lesson demonstrations and providing explicit feedback on lesson delivery.

In order to develop a clear understanding of what is happening in classes, Assistant Principals will work in rooms with teachers and deliver instructional leadership.

Staffing allocations, flexible staffing and the strategic allocation of funds will help deliver the initiative. APs will also work closely with staff to develop authentic, relevant and point of need professional development plans to further enhance teacher quality.

Teachers will also be instructed to use a range of assessment and tracking strategies, with a focus on formative assessment. Formative assessment will assist teachers to adjust learning programs to effectively target the immediate needs of students. Teachers will undertake professional learning in the understanding and use of Learning Progressions. Learning progressions will be used to monitor student performance against expected achievement markers.

Teachers will use explicit and timely feedback to students to assist and progress their learning.

Staff will use futures focussed pedagogies, STEM and project learning, to support student learning.

## 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

Approximately 11% of families responded to Tell Them From Me 'Partners in Learning' surveys, which resulted in unreliable feedback on target areas.

Data collected indicated that the school target score of 8 was not reached in any of the criteria areas. Parents responded with average scores of 6.7 (Parents Feel Welcome), 5.8 (Parents are Informed), 6.7 (Parents are Involved) and 6.3 (Inclusive School).

In other areas of school operation, our school was able to build and consolidate productive links with neighbouring schools, through the sharing of professional learning and the establishment of collegial networks.

Morpeth PS was actively involved in Local Management Group initiatives, with fellow feeder schools to Maitland High School, and we were able to develop a productive partnership with our local preschool, which assisted transition procedures.

Our school met regularly with service providers to provide advocacy and assist with the development of effective support plans for students with additional needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	<ul style="list-style-type: none"><li>• \$360 annual Skoolbag subscription fee to provide timely communication with families.</li><li>• \$800 signage to enhance administration area.</li><li>• \$440 school website annual fee.</li></ul>	In 2017 Tell Them From Me Partners in Learning survey reports, parents responded with average scores of 6.7 (Parents feel welcome), 5.8 (parents are informed), 6.7 (parents are involved in school activities) and 6.3 (inclusive school).

#### Next Steps

2018 focus will be exploring ways to ensure that a greater percentage of families respond to surveys. Our school is committed to developing productive and collaborative partnerships with families to facilitate a shared and negotiated vision that reflects community values. The collection of data, from a broad survey sample size, will assist our school to gather authentic information..

Our school will continue to investigate ways to enable community voice and to improve communication between school and home.

Leadership teams will increasingly provide pathways for aspiring staff and to ensure that human and financial resources are used effectively, strategically and in alignment with school planning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$13 676	Aboriginal background loading funds were used to release teachers to attend Personalised Learning Plans for Aboriginal students. Funds were also used to support days of significance, including NAIDOC Day. The balance of funds were used to employ School Learning Support Officers (SLSOs) to support Aboriginal students
<b>Low level adjustment for disability</b>	\$13 092	Funding was applied to employ School Learning and Support Officers (SLSO) to assist students with learning activities, participation and social interactions in the playground. SLSOs assisted in the delivery of Individual Education Plans for identified students and by supporting students in playground and unstructured activities. The effectiveness of the funding can be measured by positive NAPLAN and assessment data, low levels of student suspension ( 5 suspensions in total for the year affecting 3 students ( 0.01% of student enrolment) and high levels of student satisfaction, as reflected in 2017 Tell Them From Me surveys. Students also reported very low levels of bullying at the school, particularly when compared to NSW Government norm figures.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing allocation of 0.168	Staffing allocation was used to release Assistant Principals to work with teachers. APs delivered lesson demonstrations, provided feedback on teacher performance and were involved in team teaching activities to support student learning. APs, through observation were able to assess the quality of lesson delivery in all classes and, through consultation, were able to assist with the development of authentic professional learning plans for teachers to improve the quality of teaching in all classes.
<b>Socio-economic background</b>	\$44 552	Socio-Economic funding was applied to a number of school initiatives. The funding was used to purchase whole school teaching resources, including software subscription packages, subsidise school programs to allow full participation of all students and . The impact of the funding was to ensure that the school was able to deliver school programs, ensure pedagogy was engaging and innovative and that students were able to participate in a broad range of learning activities. Tell Them From Me students surveys indicated that a high percentage of students were involved in a range of extra curricular activities while at school. They also responded positively to drivers of student outcomes in areas of rigour, relevance, effective learning time and effort.
<b>Support for beginning teachers</b>	\$14 084	In 2017, two staff members identified as Beginning Teachers. In line with DoE policy both teachers developed effective plans to support their career development. Teachers used funding to undertake targeted professional learning, to purchase additional

<b>Support for beginning teachers</b>	\$14 084	release time for planning and lesson observation and to work in collaboration with mentors. Both teachers have achieved accreditation at Proficiency Level.
---------------------------------------	----------	---

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	108	114	117	116
Girls	97	94	99	103

Enrolment numbers have climbed steadily during recent years. Data trends have continued to reflect that boys represent a slightly higher percentage of aggregate numbers; 53% in 2017, 54% in 2016, 55% in 2015 and 53% in 2014.

The school's catchment includes the Raworth housing estate. Historically, the school has enrolled a small number of out of zone students each year, in line with DoE procedures. Our school was unable to continue with this process in 2017 as the school was deemed to be at capacity. It is expected that this will have some impact on future enrolment numbers and growth trends.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	91.3	92.3	94.6
1	96.4	95.6	92.9	94
2	96.9	94.5	92.3	91.7
3	94.9	92.7	92.5	94.9
4	96.8	94.3	93.2	94.2
5	95.8	94.3	93.5	93.3
6	94.1	93.6	89.8	94.1
All Years	96	93.8	92.5	94
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

In the event of a student being absent from school, as indicated by our school's roll marking procedure, an automated SMS message is generated and sent to the mobile phone and email address of the primary caregiver ( as indicated by enrolment details ) on the day of absence.

The primary caregiver is responsible for responding to the message and explaining the absence via return SMS, email. Parents/ caregivers may also explain an absence via Skoolbag, phone, by letter or in person.

The school's principal will determine the absence as being 'explained' or 'unexplained' and will record the finding.

If an explanation for the student's absence after a period of 7 days from the first day of absence is not received, a letter will be sent to the address of the primary care giver.

Any absence not addressed by parents after 7 days from the first day of absence will be recorded as an 'unexplained' absence.

Principal will view attendance data and monitor students whose attendance is recorded as at or below 75%.

Students whose attendance is identified as being at or below 75% will be referred to the DoE Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.95
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.32
Other Positions	0.6

\*Full Time Equivalent

In 2017, no member of the school's teaching or SASS identified as being 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

In 2017, two staff members identified as being beginning teachers. During the course of the year, one of the two successfully achieved accreditation at Proficiency Level. The professional development of both teachers was supported by beginning teacher funds. The teachers, in collaboration with their mentor, developed detailed plans to guide and support their learning.

All other staff members identified as being pre 2004 teachers and, as a result, were provisionally accredited at Proficiency Level.

The major focus of professional learning for staff in 2017 was the completion of L3 – Language, Learning and Literacy training . Three staff members completed the training, which provided explicit strategies to support students in Early Stage and Stage 1. The professional learning involved teachers providing explicit instruction to students at point of need and based on frequent assessment.

All staff completed Building Blocks for Maths training during 2017. School data and PDP feedback identified professional learning in Maths as a target area. The 12 hours of professional learning was delivered by a staff member seeking leadership opportunities at higher levels. The professional learning BBFM focussed on strategies including the effective use of TEN, TOWN and SENA to support student learning.

Two staff members undertook training in STEM strategies. STEM will become a professional learning priority for all staff in 2018 as the school continues to explore and implement futures focussed learning pedagogies.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	367,405
Appropriation	295,528
Sale of Goods and Services	2,398
Grants and Contributions	69,197
Gain and Loss	0
Other Revenue	0
Investment Income	282
<b>Expenses</b>	-197,217
Recurrent Expenses	-197,217
Employee Related	-92,702
Operating Expenses	-104,515
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	170,188
<b>Balance Carried Forward</b>	170,188

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	1,607,616
Base Per Capita	33,010
Base Location	0
Other Base	1,574,605
<b>Equity Total</b>	132,264
Equity Aboriginal	13,676
Equity Socio economic	44,552
Equity Language	0
Equity Disability	74,036
<b>Targeted Total</b>	70,990
<b>Other Total</b>	81,642
<b>Grand Total</b>	1,892,512

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 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3 Literacy, high percentages of students, aligned to school achievement targets, were placed in proficiency bands; Bands 5 and 6. Across the four areas of aspects of Literacy, an average 51% of students were placed achieved at proficiency level. 40 students were involved in Year 3 NAPLAN in 2017.

- Reading – 38% (15 students);
- Writing – 50% (20 students);
- Spelling – 53% (21 students);
- Grammar and Punctuation – 63% (25 students).

A small number of students failed to achieve National Minimum Standard (NMS) level. NMS percentages also include exempt students. Below NMS percentages of achievement for Year 3 students represents the bottom band (Band 1) reported for NAPLAN.

- Reading – 8% (3 students);
- Writing – 0% (nil students);
- Spelling – 3% (1 student);
- Grammar and Punctuation – 5% (2 students).

In Year 5 Literacy, similarly high percentages of

students, aligned to school achievement targets, were placed in proficiency bands; Bands 7 and 8. Across the four areas of aspects of Literacy, an average 39% of students were placed achieved at proficiency level. 34 students were involved in Year 5 NAPLAN in 2017.

- Reading – 47% (16 students);
- Writing – 24% (8 students);
- Spelling – 41% (14 students);
- Grammar and Punctuation – 44% (15 students).

A small number of students failed to achieve National Minimum Standard (NMS) level. NMS percentages also include exempt students. Below NMS percentages of achievement for Year 5 students represents the bottom band (Band 3) reported for NAPLAN.

- Reading – 9% (3 students);
- Writing – 6% (2 students);
- Spelling – 0% (nil students);
- Grammar and Punctuation – 9% (3 students).

### Percentage in Bands:

#### Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	5.0	2.5	12.5	17.5	50.0	12.5
School avg 2015-2017	3.2	5.5	20.3	21.3	28.0	21.8

### Percentage in Bands:

#### Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	7.5	5.0	15.0	35.0	25.0	12.5
School avg 2015-2017	5.7	5.7	15.2	26.1	20.5	26.8

### Percentage in Bands:

#### Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	2.5	7.5	22.5	15.0	35.0	17.5
School avg 2015-2017	2.5	11.1	17.0	23.5	24.7	21.1

### Percentage in Bands:

#### Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	22.5	27.5	37.5	12.5
School avg 2015-2017	0.8	5.5	17.7	23.8	39.8	12.4

### Percentage in Bands:

#### Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	8.8	17.7	11.8	17.7	14.7	29.4
School avg 2015-2017	7.8	10.5	16.4	28.3	16.0	21.1

### Percentage in Bands:

#### Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	8.8	5.9	17.7	20.6	26.5	20.6
School avg 2015-2017	5.2	9.1	19.0	26.0	30.3	10.3

### Percentage in Bands:

#### Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	2.9	17.7	38.2	20.6	20.6
School avg 2015-2017	1.2	12.5	20.2	30.7	21.6	13.8

## Percentage in Bands:

### Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	6.1	6.1	30.3	33.3	21.2	3.0
School avg 2015-2017	3.2	8.0	36.4	39.4	11.9	1.0

In Year 3 Numeracy, 43% of students were placed in proficiency bands 5 and 6. This figure represents 17 students from the cohort of 40 who participated in 2017 NAPLAN. Numeracy performance comprises average student achievement in Data, Measurement, Space & Geometry, and in Number, Patterns and Algebra.

One student (3% of cohort) failed to achieve the National Minimum Standard (NMS) level. NMS percentages also include exempt students. Below NMS percentages of achievement for Year 3 students represents the bottom band (Band 1) reported for NAPLAN.

In Year 5 Numeracy, 24% of students were placed in proficiency bands; Bands 7 and 8. This figure represents 8 students from the cohort of 34 who participated in 2017 NAPLAN. Numeracy performance comprises average student achievement in Data, Measurement, Space & Geometry, and in Number, Patterns and Algebra.

3% of the cohort ( 1 student ) failed to achieve National Minimum Standard (NMS) level. NMS percentages also include exempt students. Below NMS percentages of achievement for Year 5 students represents the bottom band (Band 3) reported for NAPLAN.

<You may choose to use this text box and statement to refer readers to the My School website:

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.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

## Parent/caregiver, student, teacher satisfaction

Students, staff and parents / carers were asked to reflect on and provide feedback on their thoughts regarding the learning culture at Morpeth Public

School.

Surveys asked participants to reflect on specific areas of school operation, including the responsiveness of teachers to the needs of students, expectations of student success, general learning culture, collaboration, the degree to which the school supports student learning and how the school is able to support and encourage positive behaviour.

Results are reflected in average response scores out of a possible measure of 10. Responses are also compared to NSW all school average scores.

**Students** felt that teachers were responsive to their needs (8.7) and that they (teachers) had high expectations for their success (9.1). Both scores were superior to NSW CESE scores of 8.4 and 8.7 respectively.

**Staff** responded to questions regarding school culture and collaboration.

Average response measure from teaching staff at Morpeth Public School for learning culture in 2017 was 8.2.

Teachers responded with an average score of 7.5 in areas of collaborative practices. In particular, teachers believed that they discussed, shared and reflected on teaching strategies with other staff and that they discussed effective practices with colleagues that addressed the additional support needs of specific students. Staff also believed that feedback on their practice was beneficial. NSW Government norm score for collaboration was 7.8.

**Parents** believed that our school supports student learning (7.3) and that the school supports positive behaviour (7.5). In particular, parents believed that teachers expected students to pay attention during class activities (8.4) and that clear behaviour expectations were understood by students (8.9). Responses were commensurate with NSW Government norm score of 7.3 for 'School Supports Learning' and slightly below responses for 'School Supports Positive Behaviour' (7.7).

In 'School Supports Learning' criteria area, parents registered higher scores in areas that described the way they believed that teachers praised or encouraged their child (8.0). Parents also believed that teachers expected their child to work hard when addressing classroom tasks (7.4) and that teachers showed a genuine interest in the learning of students (7.3).

## Policy requirements

### Aboriginal education

In 2017, Aboriginal and Torres Strait Islander enrolment measured 8% of total school enrolment. This figure represents 19 students distributed across all grades; Kindergarten (2), Year 1 (3), Year 2 (1), Year 3 (4), Year 4 (3), Year 5 (2) and Year 6 (4). 17 students

identified as Aboriginal while a further 2 students identified as being Torres Strait Islander.

Our school received additional funding to support Aboriginal education during 2017. The funds were used to employ School Learning and Support Officers (SLSOs) to work in classrooms with students. Funds were also applied to releasing teachers to develop Personalised Learning Plans for all Indigenous students. The plans, developed in collaboration with students and their families, identified academic, social and cultural goals and strategies to achieve them.

Aboriginal perspectives were presented in learning activities and days of cultural significance were acknowledged throughout the year.

Attendance data for Aboriginal students in 2017 was 93%. This figure represents a higher average score than for similar school and for overall State average for Aboriginal students.

Year 3 NAPLAN, average performance score for Aboriginal / Torres Strait Islander students was 349. For non-Aboriginal students, the average performance score for Year 3 students was 418. Aboriginal students represented 10% (4 students) of the 2017 Year 3 NAPLAN cohort group.

In Year 5 NAPLAN, the average performance score for Aboriginal / Torres Strait Islander students was 349, compared to an average score of 513 for non-Aboriginal students.. Aboriginal students represented 6% (2 students) of the 2017 Year 5 NAPLAN cohort group.

Tell Them From Me surveys for students in Year 4, 5 and 6, indicated that 65% of Aboriginal students agreed that they 'Feel Good About My Culture' while at school. 27% of Aboriginal students responded that they 'strongly Agree' to the same criteria area.

During 2017, staff from our school met with AECG and Mindaribba representatives, along with Maitland Council Heritage Officer, to support Aboriginal Education in the local area. The proposal is to develop a unit of work that provided a deep understanding of Aboriginal history and culture in the local area.

### **Multicultural and anti-racism education**

In 2017, 4% of students at Morpeth Public School indicated that they were born in countries other than Australia. Student data indicated that the United Kingdom was listed as the place of birth for the students. Three students indicated that, despite being born in Australia, they had a language background other than English; responses included German (2 students) and Khmer (1 student).

Our school has a trained Anti Racism Contact officer (ARCO). The role of the ARCO is to identify and address instances of racism or discrimination in the work place. No instances of racism, involving students or staff, were recorded during 2017.

Teaching and learning programs delivered by teachers at our school reflect 'cultural, linguistic and religious diversity and promote an open and tolerant attitude toward cultural diversity, different perspectives and world views' in line with policy requirements, including Multicultural NSW Act 2000 and Multicultural Plan 2016–2018. Our school is committed to increasing 'social inclusion and community harmony' by ensuring our students are equipped with the knowledge, skills and values needed to participate effectively in our culturally diverse society.

To this end, Morpeth Public School acknowledges and celebrates days of cultural significance, including Harmony Day.