

Marayong Heights Public School

Annual Report



2017



4282

Introduction

The Annual Report for **2017** is provided to the community of Marayong Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

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

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

School context

Marayong Heights Public School is located within close proximity to the Blacktown CBD in Western Sydney. The school is in the Nirimba Principal Network and is an active member of the Blacktown Learning Community (BLC). The school enrolment of 317 students includes 30% English as an Additional Language/Dialect (EAL/D) and 9% of the students identify as Aboriginal. There are 13 regular classes.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework 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.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, Marayong Heights Public School is *Working Towards Delivering*.

This year, there has been significant attention placed on creating a positive and productive learning culture amongst staff and students, so that all students can 'connect, succeed and thrive'. A more focussed approach to catering for student individual learning and wellbeing needs, through a range of professional learning opportunities, reviewing our Positive Behaviour for Learning expectations and differentiating teaching and learning, has been a priority throughout the year, to ensure that all students are able to access and engage in the curriculum successfully and can start to take responsibility for their own learning.

The Validation Panel found that in the domain of Learning, the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the School Excellence Framework domain of **Teaching**, Marayong Heights Public School is *Working Towards Delivering*.

A major focus for our school has been on effective classroom practice and collaboration with all staff. Through regular stage/grade meetings teachers are reviewing and revising teaching and learning programs to plan for ongoing learning

for every student. We have had a strong emphasis on improving teacher capacity by providing ongoing professional learning and support to ensure high quality, best-practice teaching strategies are successfully implemented. This is being achieved through teachers working collaboratively with the Curriculum Advisor and using data to drive their teaching. Beginning and early-career teachers are being provided with mentoring and targeted support based on their identified needs and all teachers are supported through the PDP process.

The Validation Panel found that in the domain of Teaching the school's self-assessment is consistent with the evidence presented in 4 elements and is validated using the School Excellence Framework. In the element of Learning and Developing the evidence presented indicates that the school is operating at the Delivering stage.

In the School Excellence Framework domain of **Leading**, Marayong Heights Public School is *Working Towards Delivering*.

Our priorities this year have been to foster a culture of high expectations, promote distributive leadership and implement management practices and processes that support the operations of the school. There has been a strong focus on identifying and building the capacity of our leaders – both students and staff. Aspiring leaders are provided with opportunities to lead strategic directions across the school. We are starting to build stronger links with the wider community (Blacktown Learning Community and Blacktown Girls High School) that will support our school programs. A number of processes and procedures have been put in place and communicated to all staff to ensure ongoing school improvement.

The Validation Panel found that in the domain of Leading the school's self-assessment is consistent with the evidence presented in 2 elements and is validated using the School Excellence Framework. In the element of Leadership the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of School Planning, Implementation and Reporting the evidence indicates the school is operating at the Delivering stage.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our 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

Purpose

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

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

Overall summary of progress

In 2017, there was a whole school focus on Guided Reading practices across the whole school. Teachers on Years 3–6 attended Reciprocal Reading training and have implemented some strategies into class Reading Groups. All teachers conducted PM Benchmarking assessments to determine reading levels across the school. A reading assessment database was established in order to accurately transition students from year to year. With such a strong focus on reading, professional learning on Newman's Error Analysis was put on hold.

Based on SMART, PLAN and school based data, Bump It Up enrichment groups with a focus on reading were established with students setting their own learning goals. As a result of students participating in the enrichment program, they were able to clearly articulate their individual learning goals, why they chose these goals and were able to take an active part in the decision making about their learning. Students from years 2–6 participated in PAT assessments for reading comprehension and Mathematics and growth was seen across all years and assessment areas. This data was used by teachers to determine overall areas of student strength and areas for improvement as well as when reporting to parents/carers.

Professional learning around formative assessment took place, in particular around Learning Intentions and Success Criteria in Reading. Some teachers transferred this knowledge into their classroom practice. However, not all students were able to identify their own strengths and areas for improvement in Reading.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students in the top 2 NAPLAN bands for Reading and Numeracy by 8% (2019).	\$35 000 (global funds, PL funding, EALD funding, LaS funding)	46% of Year 3 students were in the top 2 bands for Reading in 2017 compared to 15.9% in 2016. 24.4% of Year 5 students were in the top 2 bands for Reading in 2017 compared to 17.1% in 2016.
Literacy and Numeracy improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance in Reading and Numeracy.	Literacy and Numeracy Resourcing, Teacher Professional Learning, Planning release time, Learning and Support teachers, SLSO support	The percentage of Year 3 students in the top 2 bands for Numeracy did not increase in 2017. However, 12.5% of Year 5 students were in the top 2 bands compared to 9.8% in 2016.
Increased number of teachers using inquiry-based learning.	Quality Teaching, Successful Students (QTSS) staffing allocation	Expected growth or above was achieved across K–2 with the school sustaining and growing in this area. Years 3–6 continue to work towards making expected growth in Reading and Numeracy.

Next Steps

Engage staff in professional learning around growth mindset, student centred learning and high expectations and using this knowledge to inform their teaching practice.

Build staff capacity to regularly reflect on and use data to inform and differentiate their learning and teaching.

Strategic Direction 2

Quality Teaching & Professional Learning and Leadership Practices

Purpose

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

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

Overall summary of progress

In line with departmental policy and school procedures, all teachers at Marayong Heights Public School developed a Performance and Development Plan that aligned with the school's strategic directions and with the Australian Professional Standards for Teachers. Teachers were encouraged to identify their own professional learning needs and with the support of their supervisor, principal and other staff, these goals were planned, implemented and reviewed. Professional learning was provided to teachers on the accreditation process in preparation for either gaining or maintaining accreditation.

All SASS staff participated in professional learning around their Performance and Development Plans and all SASS staff had a short-term PDP in place by the beginning of Term 3.

Leadership capacity was built through a number of opportunities for both teachers and students to participate in a range of leadership development. Student leaders participated in a number of leadership activities and opportunities, both within and outside of the school throughout the year, that built on their leadership skills.

Three teachers participated in the Blacktown Learning Community 'Aspiring Leaders' professional learning program that ran for the whole of 2017. Throughout the year, the Leadership Team worked with an Education Consultant to further build and extend the individual and collective capacity of the team in understanding the complexities around leadership within schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers have individual PDPs and have achieved or maintained accreditation. An increased number of students are participating in leadership and decision-making opportunities	\$16 000 (PL funds, global funding) Education Consultant, release time for Leadership Team, course fees, casual costs for teachers to attend PL, associated costs for students and teachers to attend leadership development opportunities.	All teachers identified, planned, implemented and reviewed their Performance and Development Plan, as part of the PDP cycle. Student leaders participated in a number of leadership opportunities within and outside the school.

Next Steps

Further developing a formalised induction program for students that addresses leadership roles and responsibilities and increases student voice.

Refine and evaluate current processes to ensure all staff are engaged in developing a shared responsibility and practice through reflection, feedback and goal setting to guide their own performance and development

Strategic Direction 3

Active, Engaged and Informed Community

Purpose

To strengthen and enhance the positive home/school partnership by building a strong, meaningful and respectful relationship with the school community to ensure students become successful learners.

Overall summary of progress

Explicit, stage-appropriate Positive Behaviour for Learning (PBL) lessons were taught during the first five weeks of Term 1 to ensure all students had a consistent understanding of the expectations of student behaviour across the school. A fortnightly focus on an expectation from the PBL matrix was presented to the school community in a variety of ways including reminders at every morning assembly, visual signage of the expectation throughout the whole school, discussions in classrooms as well as the expectation being publicised in the newsletter.

The first tier of the revised school's reward system was introduced at the beginning of 2017 in all classrooms, at the Parent Information Night and in the school's newsletter. Student information sessions were held in Term 2 to inform students of the new Rewards Menu and changes to awards starting in Term 3. Parents were informed of the second tier of the rewards system at Parent/Teacher Interviews and in the newsletter towards the end of Term 2.

The school newsletter, notes, morning assemblies, website and app were used to inform the community about school events and daily happenings at the school.

Strong links with Blacktown Girls High School, our local feeder high school, were established through a robotics and coding program. Year 8 Students from BGHS visited the school every Tuesday to work with a group of Year 3 –6 students who were participating in the Blacktown Learning Community (BLC) STEAM Challenge. Students from MHPS were also invited to Blacktown Girls High to attend their Robotics Expo.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in number of students showing positive behaviour for effective learning. Increase of parents meaningfully engaging in and supporting the school's educational priorities.	\$1500 Subscription to school app, parent teacher interview app, release days for PBL days.	Most students are able to use and demonstrate the PBL expectations of being 'an enthusiastic, mature and understanding student' across the school.

Next Steps

Ensure that the school community (students, staff and parents and carers) all have a consistent understanding of the PBL framework and expectations by regularly revisiting the expectations with students, at staff meetings and holding workshops for parents.

Continue to work with Blacktown Girls High School through STEAM Challenge and robotics and start to build links with Blacktown Boys High School, to strengthen Year 6 to Year 7 transition.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9 000	<p>All Aboriginal students had a personalised learning pathway (PLP) with input from parents, each student and the teacher ensuring that cultural significance was included. Teachers were released to work on PLPs with students and were possible with parents. As a result, Aboriginal students are making progress in literacy and numeracy.</p> <p>Aboriginal background funding was used to support Aboriginal students accessing extra-curricular activities including school camps and excursions and with assistance with school uniforms and supplies.</p> <p>Funding was also used to complete the rejuvenation of the Bush Tucker Garden.</p>
English language proficiency	\$49 489	Support for EAL/D students was delivered through the employment of a part time EAL/D teacher who worked with teachers to build their knowledge and understanding of supporting EAL/D students to ensure the curriculum was differentiated where needed for each student.
Low level adjustment for disability	\$32 780 Staffing Allocation	All students requiring adjustments and learning support were catered for within classroom programs and other whole school strategies, by all teachers working with and being supported by the Learning and Support team. SLSOs were employed to work with and support students across the school.
Quality Teaching, Successful Students (QTSS)	Staffing Allocation	Mentoring and coaching practices provided constructive feedback to individual teachers with a focus on effective classroom practice. The school worked closely with a Curriculum Advisor from Macquarie Park Network, with a strong focus on high expectations and best practice. Teachers received support with the accreditation process and the performance and development framework within their stages and at a whole school level.
Socio-economic background	\$42 000	SLSOs were employed to work with and support students across the school.
Support for beginning teachers	\$6 000	One temporary, full-time beginning teacher had a full day off class every three weeks and worked with their coach/mentor every six weeks on a range of activities to support the development of their skills. These activities included working through 'Strong Start, Great Teachers' program, as well as professional learning and dialogue on classroom management, student engagement and classroom observations. Support was also provided for the teacher to start to gather and annotate appropriate evidence to contribute to their accreditation. Due to the inability to often secure casual teachers for this program to run, not all Beginning Teacher funding was expended. This money will be used in 2018 to continue to support the beginning teacher.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	155	157	165	167
Girls	155	147	160	149

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	93.6	94.9	92
1	93.8	92.2	93.7	93.6
2	94.6	92.6	93.2	93
3	95.2	92.6	92.1	91.3
4	94.7	92.4	93.8	92.6
5	95.1	93.4	89.4	93.5
6	93.6	93.8	93.8	88
All Years	94.6	92.9	93	92
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

Student attendance is closely monitored by the class teacher, Stage Supervisors, the Principal, the Learning and Support Team and the Home School Liaison Officer. When a child's attendance is causing concern, the class teacher will initially contact parents. If attendance continues to cause concern a referral to the Learning Support Team is made and appropriate action is then planned.

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.68
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

In 2017, there were no staff members who identified as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Throughout 2017, all staff participated in professional learning activities. Professional learning at Marayong Heights Public School is seen as an integral part of each staff members' professional development.

School Development Days were held on the first day of Term 1, Term 2 and Term 3 and Monday 18 December in Term 4. This time was dedicated to professional learning and training in system and school priorities. All staff participated in a rescheduled Staff Development Day from Term 4, that focussed on preparation for Term 3 External Validation on Saturday 24 June 2017.

All staff participated in mandatory training for Child Protection, Code of Conduct and CPR/Anaphylaxis.

During professional learning sessions, staff had the opportunity to develop knowledge, skills and understanding in:

- Guided Reading and using the Literacy Continuum
- School Strategic Directions and Planning
- Differentiation and Adjustments presented by Nirimba Learning and Wellbeing Team
- Using PLAN data Consistent Teacher Judgement
- School Excellence Framework and External Validation (numerous sessions) with one session presented by Nirimba Network Principal, School Leadership
- Deepening Understanding of NSW English Syllabus presented by Macquarie Park Curriculum Advisor
- Analysing Reading Data presented by Macquarie Park Curriculum Advisor
- NESA Registration and Compliance

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

In 2017, \$12,820 was spent on professional learning with an average of \$883 spent per staff member. As staff participated in a significant amount of professional learning delivered by Curriculum Advisors in the classroom at no cost to the school, not all professional learning funds were expended in 2017.

In 2017, one temporary teacher received Beginning Teacher funding support. One teacher maintained their Accreditation at Proficient and there were no teachers completing their Accreditation at Proficient level.

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	134,463
Revenue	2,758,384
Appropriation	2,623,821
Sale of Goods and Services	8,845
Grants and Contributions	123,595
Gain and Loss	0
Other Revenue	0
Investment Income	2,123
Expenses	-2,528,690
Recurrent Expenses	-2,528,690
Employee Related	-2,293,864
Operating Expenses	-234,826
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	229,693
Balance Carried Forward	364,156

Marayong Heights Public School's Financial Management Team consists of the Principal, School Administration Manager and Assistant Principals. The team meets regularly every fortnight to review the funds available and to monitor the budget and future spending through a range of financial reports. The school's financial situation is reported at the first P&C meeting of the year. Funds available continue to be spent on teacher and SLSO salaries to support further student improvement. Funds have been allocated to create flexible learning spaces in the Library and RFF Room, as well as continuing to purchase a range of technology resources.

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	2,199,621
Base Per Capita	49,669
Base Location	0
Other Base	2,149,952
Equity Total	316,738
Equity Aboriginal	24,989
Equity Socio economic	118,064
Equity Language	49,489
Equity Disability	124,196
Targeted Total	11,745
Other Total	68,119
Grand Total	2,596,223

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.

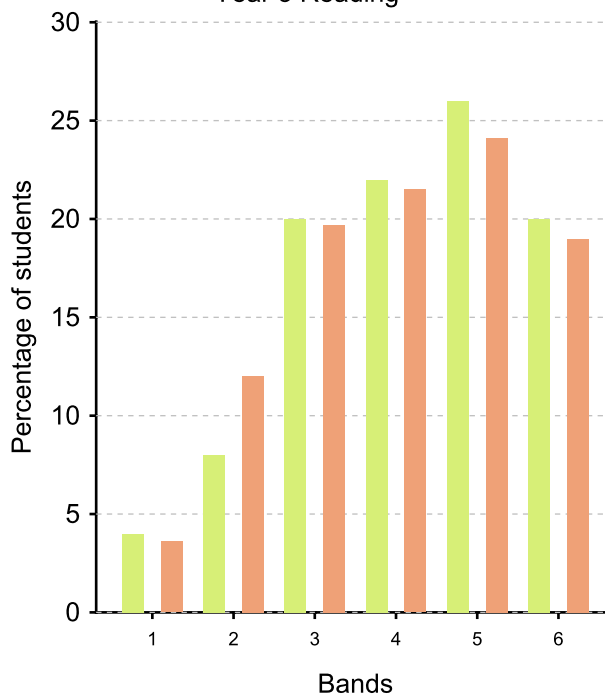
In 2017, 50 Year 3 students and 41 Year 5 students participated in NAPLAN.

There were 59.1% of girls in the top two bands for Year 3 Reading in 2017 compared to only 35.8% of boys in the top two bands. There were 36.9% of girls in the top two bands for Year 5 Reading in 2017 compared to only 13.6% of boys in the top two bands.

In Year 3 Grammar 39.3% of students were in the top two bands compared to 47.1% in 2016. In Year 5 Grammar 22.7% of students were in the top two bands compared to 10.7% in 2016.

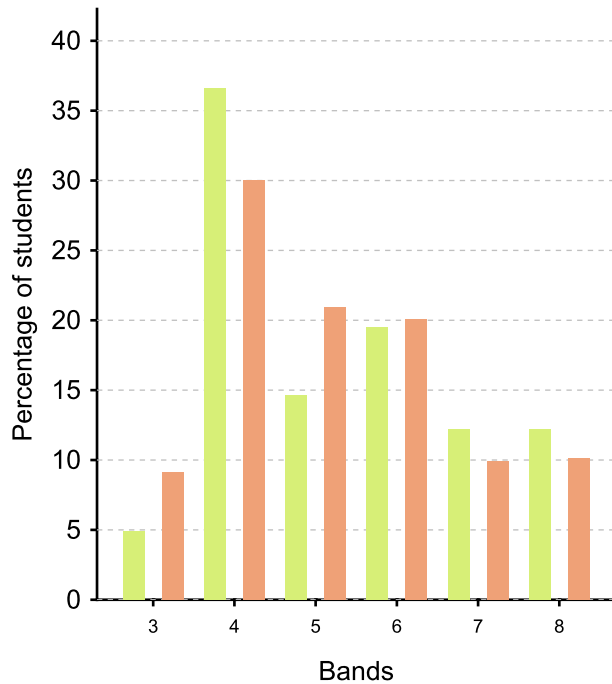
42.9% of Year 3 students were placed in the top two bands for Spelling in 2017 compared to 29.4% of students in 2016. In Year 5, 18.1% of students were placed in the top two bands for Spelling in 2017 compared to 17.8% in 2016.

Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

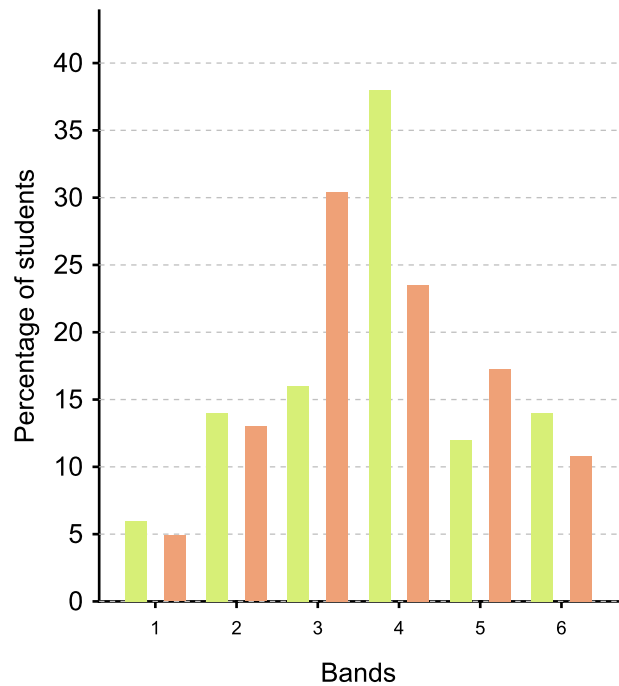
31.8% of Year 3 girls were placed in the top two bands for Numeracy in 2017 compared to 21.4% of boys in Year 3 in the top two bands.

22.3% of Year 5 girls were placed in the top two bands for Numeracy in 2017 compared to only 4.5% of boys in Year 5 in the top two bands.

Overall, Year 3 students performed better in Number, Patterns and Algebra than Measurement, Space and Geometry.

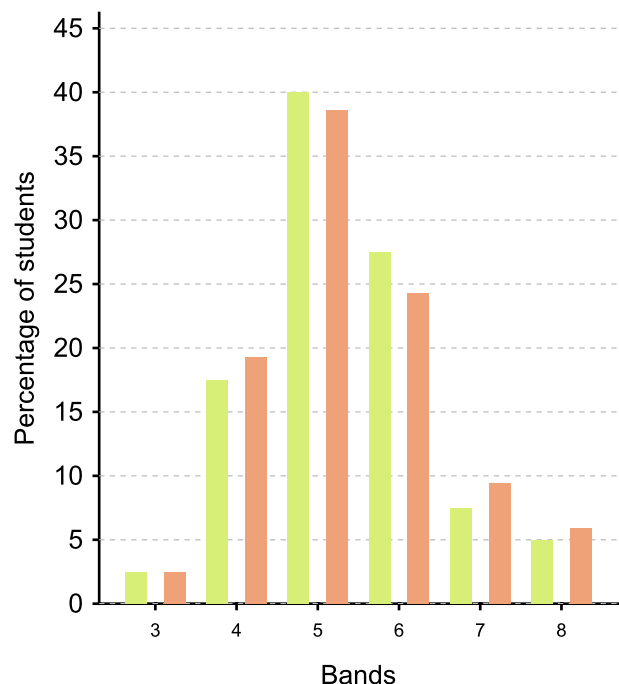
Overall, Year 5 students performed at the same level in both Number, Patterns and Algebra and Measurement, Space and Geometry.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands

46% of Year 3 students were in the top two bands for Reading in 2017, compared to 15.9% in 2016.

In Year 3 Numeracy, 26% of students were in the top two bands, compared to 29.1% in 2016.

24.4% of Year 5 students were in the top two bands for Reading in 2017, compared to 17.1% in 2016.

In Year 5 Numeracy, 12.5% of students were in the top two bands, compared to 9.8% in 2016.

There were no Aboriginal students in Year 3 in the top two bands for Reading or Numeracy in 2017.

There was one Aboriginal student in Year 5 in the top two bands for Reading and one Aboriginal student in Year 5 in the top two bands for Numeracy in 2017.

Parent/caregiver, student, teacher satisfaction

During Term 4, 2017 parents and community members were randomly selected and invited to participate in focus group discussions led by an Educational Consultant who works closely with the school. 35 families were invited with only 9 parents and community members participating in these discussions. Parents and community members were also invited to complete a school survey, with 23 families out of 230, completing the survey. All parents and carers had the opportunity to participate in the Tell Them From Me 'Partners in Learning Parent Survey' online survey, with 14 parents completing it.

In Semester 1 and Semester 2, Students in Years 4 – 6 completed the online Tell Them From Me (TTFM) survey that looks at student engagement and student beliefs about school.

Parent Satisfaction

A number of parents indicated that they were happy with what is happening at the school. This was evident in responses that related to the size of the school, the friendly, community feel of the school, of feeling safe at school and supporting changes that are happening in the school.

A number of parents raised concerns around staff absences and staff changes during the year. Some areas for improvement were identified around better communication between the school and families. These communication concerns have been

noted and where possible, will be addressed in 2018 to ensure that all parents and carers are informed and involved in their child's learning.

Student Satisfaction

Most students indicated that they felt accepted and valued by their peers and by others at school. 88% of all students surveyed reported that they had friends at school that they could trust and who encouraged them to make positive choices, compared to the NSW Government norm of 85% of students. Most Year 4 and 5 students felt that they had someone at school who consistently provided encouragement and they could turn to them for advice. This was not the case with Year 6 students, with the school mean of 4.9, compared to the NSW Government norm of 7.5

36% of students indicated that they felt challenged in their English and Maths classes and felt confident of their high skills and high challenges in these subjects, compared to the NSW Govt norm of 53%.

29% of students were confident of their skills but did not find classes challenging, compared to NSW Govt norm of 26%.

30% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Govt norm for this category is 14%.

5% of students lacked confidence in their skills and did not feel they were challenged, compared to NSW Govt norm of 7%.

Policy requirements

Aboriginal education

In 2017, 9% of students who identified as Aboriginal or Torres Strait Islander were enrolled at Marayong Heights Public School. MHPS is committed to implementing programs and strategies that work towards 'closing the learning achievement gap' for Aboriginal students in Literacy and Numeracy.

Teachers include an Aboriginal perspective throughout their teaching and learning, allowing students to learn about traditional and contemporary Aboriginal life. Personalised Learning Pathways (PLPs) were developed for all Aboriginal students to help guide their educational goals.

Aboriginal background funding was used to access extra-curricula activities including school camps and excursions and with assistance with school uniforms and school supplies.

Funding was also used to complete the rejuvenation of the Bush Tucker Garden, with the assistance of the local Wolkara Elders group and former parents from the school. This culminated in the official opening of the gardens with a traditional Smoking Ceremony, where all students, parents and the school community came together to celebrate the completion of the garden.

Multicultural and anti-racism education

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

A number of identified students were supported during the year by an English as an Additional Language or Dialect (EAL/D) Teacher in literacy and numeracy.

The school has a designated Anti-Racism Contact Officer (ARCO) to promote anti-racism initiatives across the school. In 2017 there were no anti-racism referrals to the ARCO.