



# Marayong South Public School

## Annual Report



2017



4327

# Introduction

The Annual Report for **2017** is provided to the community of **Marayong South 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.

## School contact details

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## Message from the Principal

It is with great pleasure that I present the 2017 Annual School Report for Marayong South Public School.

The Annual School Report reflects the self evaluation process undertaken within Marayong South Public School in 2017. It contains a summary of our goals and achievements in 2017. I congratulate all students, parents, staff and community members of Marayong South Public School on their achievements and endeavours throughout 2017.

The P&C work tremendously hard and have done an outstanding job running highly successful fundraising events this year in close collaboration with school staff and students. The school is very grateful for the much needed and wonderful financial support that the P&C , Mrs Melva Larfield and the South Marayong Wanderers have provided to the school.

The school has continued to ensure that all students are provided with opportunities to participate in Choir, Dance, Public Speaking and Debating as well as PSSA Sport. Special days celebrated at the school include Harmony Day, Book Week, Easter Hat Parade, NAIDOC Week, Grandparents Day and Education Week.. This year has seen a significant increase in the number of parents participating in whole school events and supporting the school.

Our Kindergarten and High School transition programs were highly successful this year. PBL implementation has continued to have a significant impact across the school creating a positive and supportive school culture where learning is optimised and expectations are high. This year saw the creation of our edible garden which will continue to thrive under the care of students and staff next year.

Marayong South Public School is a wonderful school with a very strong sense of community that has continued to flourish this year. School results clearly show a positive impact with regards to teaching and learning across the school.

Mrs Mandy Hollis

Principal

# School background

## School vision statement

Our school is a learning community that seeks the greatest possible success for every student. We have high expectations of student achievement and behaviour. We believe that parents are valued partners in our education system and strongly encourage open, honest, timely and positive communication about all matters relating to the education and welfare of our students. Our staff is highly professional. Their commitment, care, dedication and passion underpin the warmth, success and strength of our school.

## School context

Marayong South Public School opened in 1962 and has a current enrolment of 358 students.. The school has seen many positive changes, all contributing to make it the welcoming and dynamic school it is today. It is located in the Eastern Creek Schools network and is well supported within the district by its' community.

The school population reflects the diversity of enrolment feeder area surrounding the school, both in the established housing areas of Blacktown and the new estates bordering the back of the school. Approximately 58% of our students come from a non-English speaking background, while approximately 3% are of Aboriginal or Torres Strait Island background. The school promotes understanding and tolerance and provides a happy and productive environment for its diverse student population.

Our school is a PBL (Positive Behaviour for Learning), Kids Matter and Peer support school. Our NAPLAN results indicate several focus areas for 2015–2017.

Our school programs support a diverse range of learning needs across the school. Our school has a balance of experienced and early career staff. Parents are becoming increasingly aware of the importance of engaging with our school to support their children.

# 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 staff analysed evidence and assessed our progress as a school, aligned with the standards articulated in the School Excellence Framework. The school also used this data to commence planning for the 2018–2020 School Plan.

In the domain of Learning the school was assessed as Delivering in the domains of Reporting, Student Performance Measures and Learning Culture. In the elements of Assessment, Wellbeing and Curriculum the school was assessed as Sustaining and Growing.

In the domain of Teaching, the school was assessed at Delivering for Data Skills and Use. In all other elements; Learning and Development, Professional Standards and Effective Classroom Practice the school was assessed as Sustaining and Growing.

In all areas of Leading; Management Practices and Processes, Resources, School Planning, Implementation and Reporting and Educational Leadership, the school was assessed as Sustaining and Growing.

Our self-assessment process will assist the school to develop our new three year 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

### Teacher and Leader Excellence

#### Purpose

Our teachers and leaders must be committed to excellence and the highest possible expectations for students and staff within a diverse school community. Teachers and leaders must have a deep understanding of curriculum content and the ability to excite and motivate others to share their passion. Teachers and leaders must be passionate about creating a culture of continuous improvement. Teachers and leaders must understand and support the new teacher performance and development cycle.

#### Overall summary of progress

In 2017 all staff participated in professional learning that was specifically developed to meet their needs and assist them in achieving their professional goals. All PDPs were aligned to the professional standards for teachers. Professional learning also supported the current school plan. QTSS funding was used to provide support for teachers through mentoring, coaching, lesson observations and feedback and providing all staff with opportunities to share their expertise and talents for the benefit of our staff and students. Professional Learning this year focused on Spelling, Positive Behaviour for Learning, Assessment and Reporting, Technology, Quality Teaching Practices and Leadership. A Literacy Mentor was employed to support staff and this resulted in high quality planning, programming and teaching with a focus on using data to plan and program and differentiation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• All executive and teaching staff have individual professional learning plans with specific goals that guides the development of their professional practice and results in the improvement of student learning outcomes.	10,000	This target was achieved. All staff have Professional Development Plans with goals that are aligned with the School Plan and the professional standards for teachers. These were reviewed in Term 2 and Term 4. NAPLAN and school based assessment data shows significant improvements in student learning outcomes as a direct result of improved teaching practices.
• School wide data informs teaching and learning in all classrooms. This is evident in daily teaching and learning activities and in teacher programs.	10,000	Formal evaluations of teaching programs and lesson observations through QTSS and the PDP process show that this target was achieved for the majority of staff and will continue to be a focus in 2018.

#### Next Steps

In 2018 the school will focus on further developing informed and best practice across all classes with intense focus on assessment practices that inform programming, teaching and planning to successfully engage learners. Teachers will be supported to undertake regular analysis and use of data to inform all teaching practices and programs. We will continue using the mentor/coach model to support leadership of committees and teams across the school.

## Strategic Direction 2

Successful, Engaged Learners

### Purpose

Literacy and Numeracy are the foundations for learning and the core of our work as a school. To be successful learners, our students must be literate, numerate, confident and creative. They must be competent users of technology. They must be innovative and resourceful.

### Overall summary of progress

Outstanding progress has been made in this strategic direction due to the continued successful implementation of PBL (Positive Behaviour for Learning) and the professional development of staff throughout the year. All teaching programs are differentiated to meet the needs of all students. Our Learning Support Programs have been outstanding with highly effective interventions occurring in a timely manner in consultation with all stakeholders. Collaborative Planning Days were excellent and provided opportunities for all staff to work together and develop excellent, differentiated programs which were formally reviewed and evaluated throughout the year. The Assessment and Feedback committee worked intensively with staff to facilitate high quality, authentic assessment practices that resulted in data driven planning and programming.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 85% of students in Kindergarten, Year 1 and Year 2 are reading at grade expectations as outlined in the School English Policy	20,000	Reading data shows pleasing process towards the achievement of this target with increasing numbers of students in K–2 reading at or above stage level in Reading as compared to 2016 data. Reading will continue to be a focus in 2018.
• An increased number of students (8%) achieve placement into the top two NAPLAN bands in all areas of Literacy and Numeracy based on 2014 data.		A higher percentage of year 3 students (22.7%) achieved placement into the top two bands for Numeracy as compared to 2014 data. A higher percentage of year 5 students achieved placement into the top two bands in Reading (25.5%) and Writing (10%) as compared to 2014.
• 90% of students from Year 5 exhibit positive growth in all aspects of the value added component of NAPLAN in all areas of Literacy and Numeracy		The majority of students showed positive growth in all aspects of Literacy and Numeracy. 44.8% showed equal to or greater than expected growth in Reading, 53.2% in Writing, 70.2% in Spelling and 57.1% in Numeracy. These results are a marked improvement as compared to 2016.

### Next Steps

Our Learning Support Team will continue to work strategically to ensure that all students requiring support are identified and assisted to achieve their learning goals. Mini-Lit and the Rip it Up Reading program will be implemented to ensure success for all students experiencing difficulties in Reading. Highly successful Collaborative Planning Days will continue with an increased focus on data based planning and programming. Assessment will continue to be the driving force led through an Assessment and Feedback committee.

### **Strategic Direction 3**

Collaborative, Supportive Partnerships

#### **Purpose**

A harmonious community, built through whole school programs that promote a culture of inclusion and collaboration where all students and their families feel welcome and accepted is essential for all students to achieve their full potential as learners and people. Students must have the interpersonal skills to enable them to relate effectively and appropriately to others. Students and their families must feel respected, supported and understood.

#### **Overall summary of progress**

This year saw the formation of a Wellbeing Committee which focused on building partnerships with the community. This resulted in many well attended and positive community events throughout 2017 including Boys Arvo, Harmony Day, Grandparents Day, Education Week Open Day, Information sessions and NAIDOC activities. The Bounce Back and Peer Support programs were highly successful and our Anti-Bullying program and initiatives also proved to be very effective.

#### **Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Funds Expended (Resources)</b>	<b>Progress achieved this year</b>
• Increased parental and carer involvement in whole school events, classrooms, P&C and our Productive parents Group based on 2014 data.	5,000	2017 saw a marked improvement on parental participation at whole school events as well as an increase in the number of whole school community events offered.
• An increase in the number of students achieving Gold level awards. A reduction in the number of PBL behaviour referrals for classroom and playground based on 2014 data.	10,000	124 students achieved the gold level award for behaviour and attended the Principal's morning tea this year. Impromation data showed a reduction in the number of behaviour referrals for major behaviours as compared to 2014. This is largely due to intervention and support programs as well as new playground initiatives and professional learning for staff on the management of difficult behaviours in the classroom and playground.

#### **Next Steps**

In 2018 there will be a focus on networking with other schools and outside agencies to further develop the expertise and professional knowledge, skills and understandings of staff. Parents will be provided with opportunities to become more involved in the education of their children through parent information sessions and triangulated interviews. Parents will also be trained to assist in classrooms with Literacy and Numeracy programs. An intense focus on developing higher expectations with regards to academic performance and attendance will be a priority.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	10,500	All students had Personalised Learning Plans that were written in consultation with students, parents and staff. These were reviewed at the end of semester one and evaluated at the end of the year.. Through the provision of support and communication, our Aboriginal students have thrived socially, emotionally and academically. Attendance has also improved. Whole school events focusing on Aboriginal culture and the formation of our Koori club have provided an inclusive and positive environment for our Aboriginal students and their families.
<b>English language proficiency</b>	31,000	Our EaLD programs are data driven and have achieved excellent results. This year saw a continuation of high achievements for EaLD students in NAPLAN. Local school data also showed great results. EaLD staff met with classroom teachers to ensure that the needs of these students were addressed through specialised support and differentiated classroom programs. An intensive grammar and oral language program in Kindergarten, Year 1 and Year 2 was implemented again this year and was highly successful.
<b>Low level adjustment for disability</b>	47,000	Staff Learning Support Officers were trained in the delivery of specific literacy programs to support students with identified learning difficulties. As a result, the support provided to students was of a very high standard and quality. The school's learning support officers also implemented social and behavioural programs in classrooms and in the playground resulting in improved student engagement in learning.
<b>Quality Teaching, Successful Students (QTSS)</b>	25,000	This program involved the sharing of expertise among staff as well as mentoring, coaching, lesson observations and constructive feedback provided to teachers resulting in improved teaching practices. Executive staff were released to work closely with staff under their supervision in order to provide individualised and effective support.
<b>Socio-economic background</b>	76,281	This year these funds were used to employ an additional classroom teacher. This resulted in smaller classes across the school enabling students to receive more teacher time and individual attention. This strategy was combined with high quality professional learning and highly effective learning support systems to ensure the highest possible student learning outcomes were achieved.
<b>Support for beginning teachers</b>	17,000	Early career teachers were supported through mentoring and professional learning opportunities to enable them to achieve accreditation at proficient level. Surveys indicate a high level of success.
<b>Targeted student support for refugees and new arrivals</b>	12,000	NAP (New Arrival Program) funding was used to support our non-English new arrival

<b>Targeted student support for refugees and new arrivals</b>	12,000	students to adjust to school routines and expectations. This funding was also used to provide teachers with support with planning and programming as well as individualised academic and social support for these students. All NAP students settled into the school beautifully and were able to experience success with their learning and social skills.
<b>Technology</b>	10,000	This year our technology Committee worked tirelessly to ensure that all technology across the school functioned effectively, was updated appropriately and utilised to support student learning. A Technology Scope and Sequence was developed and a newly created STEM and coding program was implemented K–6 which has achieved great success in its initial phase.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	155	162	167	175
Girls	169	177	178	162

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.4	92.4	92.1	93.9
1	95.4	92.8	92	89.9
2	94.7	93.8	93.1	93.9
3	94.4	94.6	93.5	93.5
4	95.6	91.5	93	93
5	93.6	91.7	92	93.6
6	92.3	92.5	93.1	93.5
All Years	94.4	92.8	92.7	92.9

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

The school works closely and supportively with parents to ensure that all students attend school every day and on time. Attendance is monitored and contact is made via phone and letter when student attendance is unsatisfactory. Information regarding expectations for school attendance is communicated to all parents regularly each term via the school newsletter, the school APP, the school Facebook page and the school website. The school has an attendance policy which is reviewed yearly. All staff are aware of their responsibilities with regards to monitoring attendance and reporting on concerns regarding attendance. The school works closely with the HSLO to support families when student attendance is of concern.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.45
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	0

\*Full Time Equivalent

The school had two Aboriginal teachers in 2017.

### 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 the school had three teachers achieve their accreditation at Proficient level. Opportunities were provided to staff to ensure that their professional needs, as early career teachers, were addressed. School funds were used to provide mentors and professional learning opportunities to ensure that all teachers requiring support achieved their professional goals which were aligned with the professional standards for teachers.

### 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 (\$)
<b>Opening Balance</b>	291,032
<b>Revenue</b>	2,937,217
Appropriation	2,838,106
Sale of Goods and Services	-3,023
Grants and Contributions	96,943
Gain and Loss	0
Other Revenue	620
Investment Income	4,571
<b>Expenses</b>	-2,955,230
Recurrent Expenses	-2,933,661
Employee Related	-2,665,645
Operating Expenses	-268,017
Capital Expenses	-21,569
Employee Related	0
Operating Expenses	-21,569
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-18,012
<b>Balance Carried Forward</b>	273,020

All expenditure of school funds aligned with the vision and strategic directions within the school plan and includes operational costs.

### 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>	2,350,382
Base Per Capita	52,725
Base Location	0
Other Base	2,297,657
<b>Equity Total</b>	368,470
Equity Aboriginal	10,504
Equity Socio economic	76,281
Equity Language	132,608
Equity Disability	149,076
<b>Targeted Total</b>	25,557
<b>Other Total</b>	71,012
<b>Grand Total</b>	2,815,421

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.

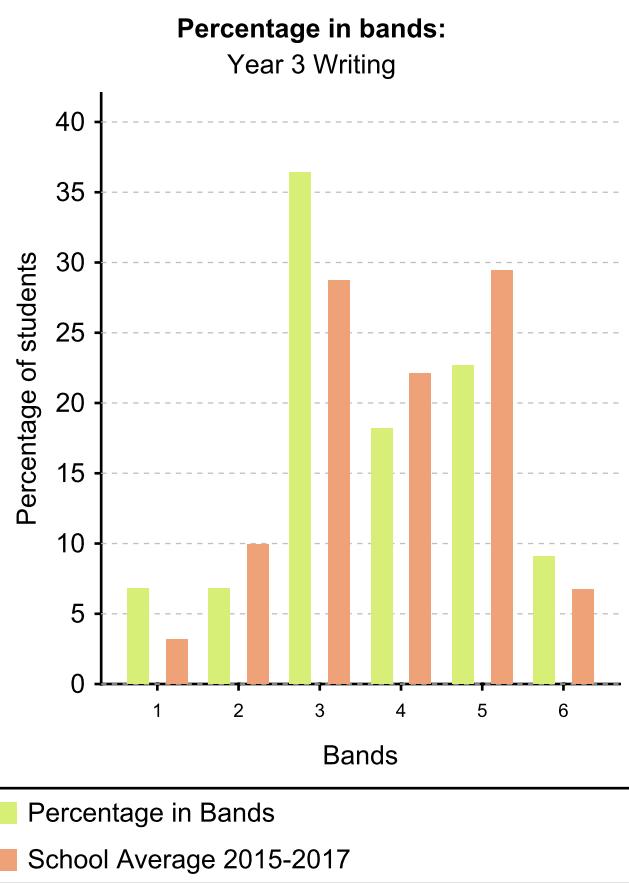
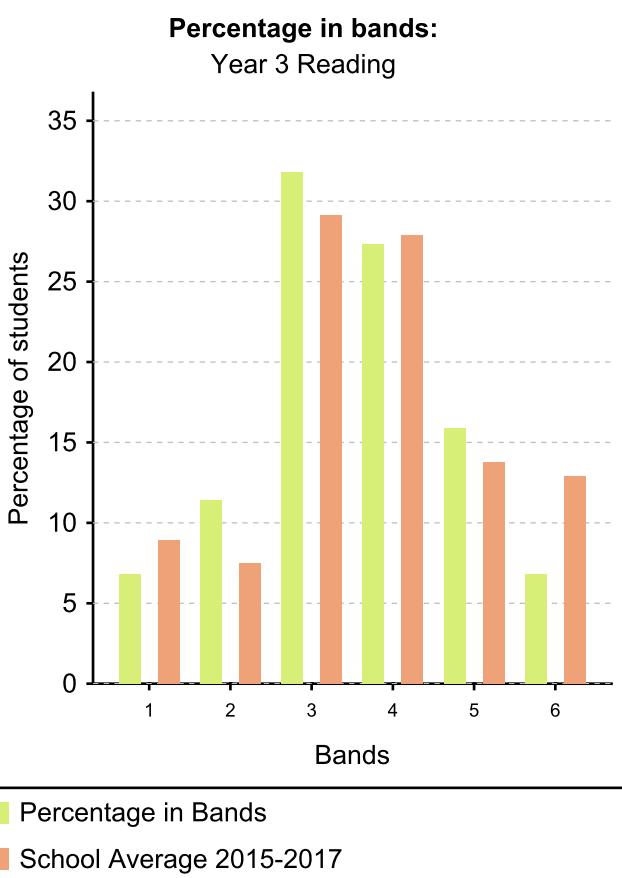
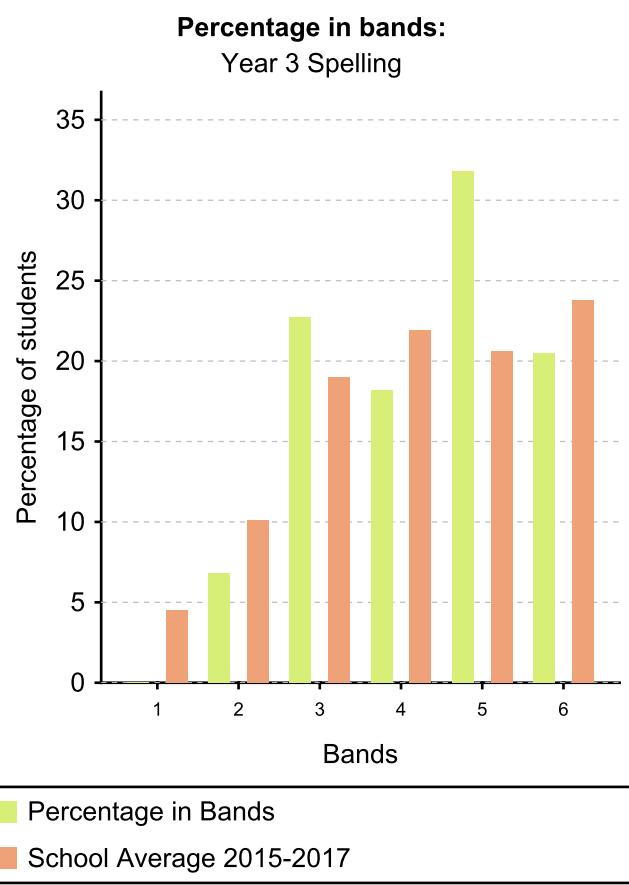
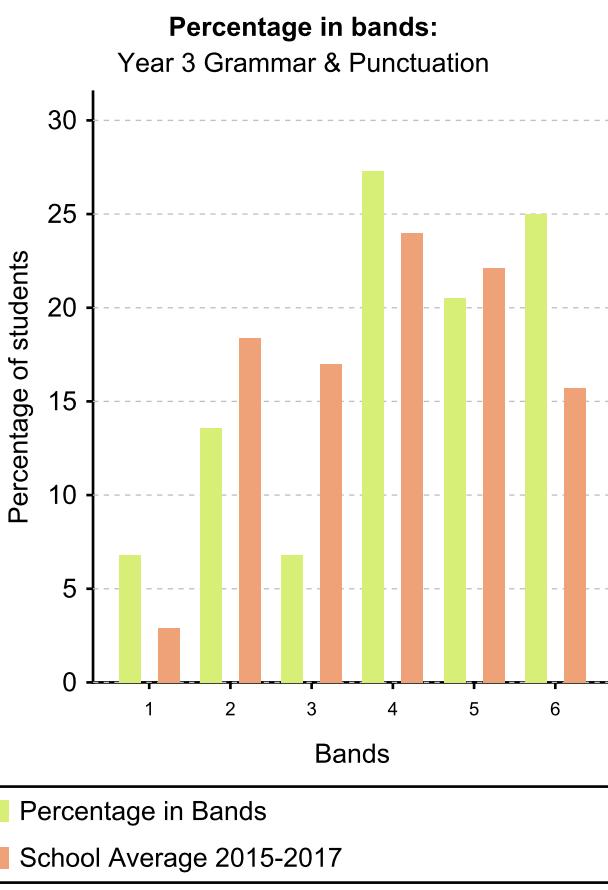
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

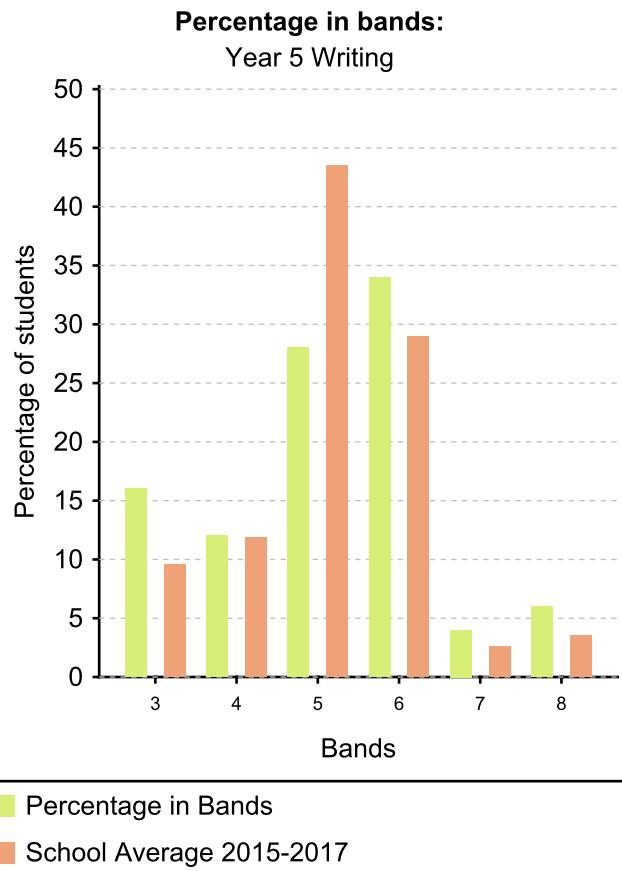
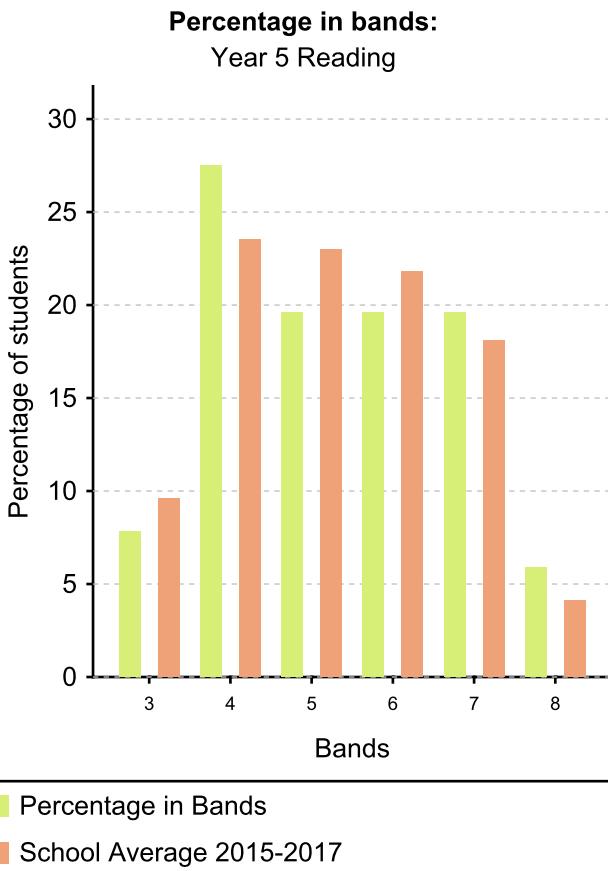
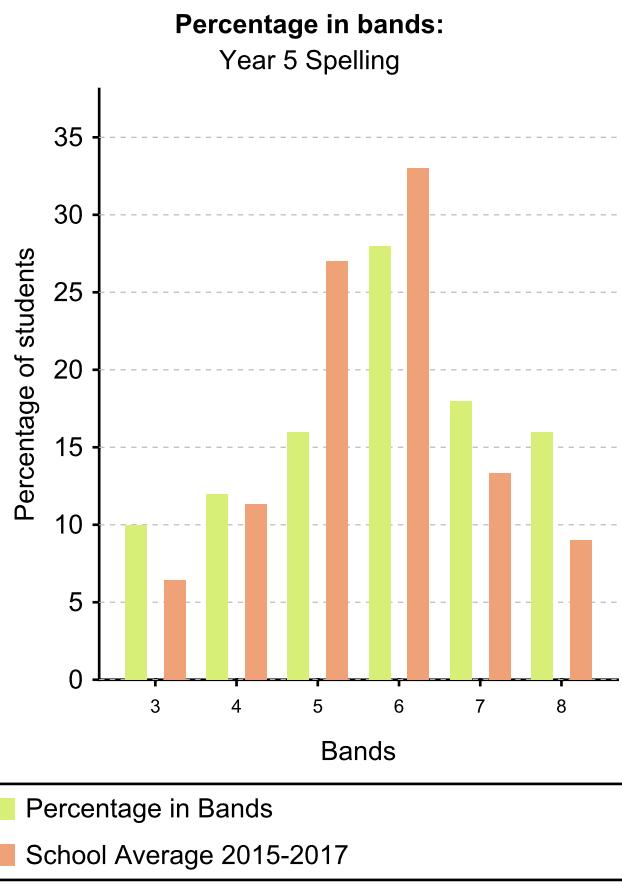
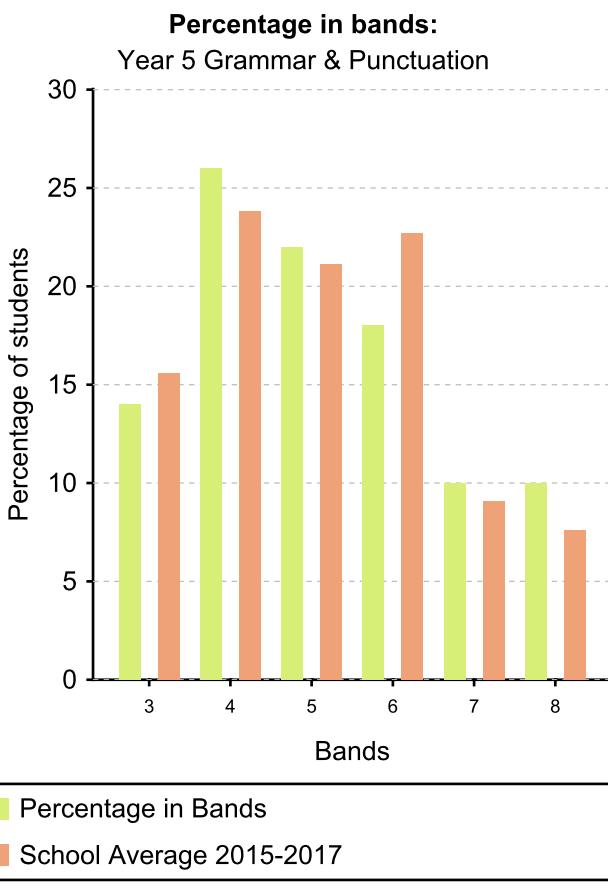
### School performance

#### NAPLAN

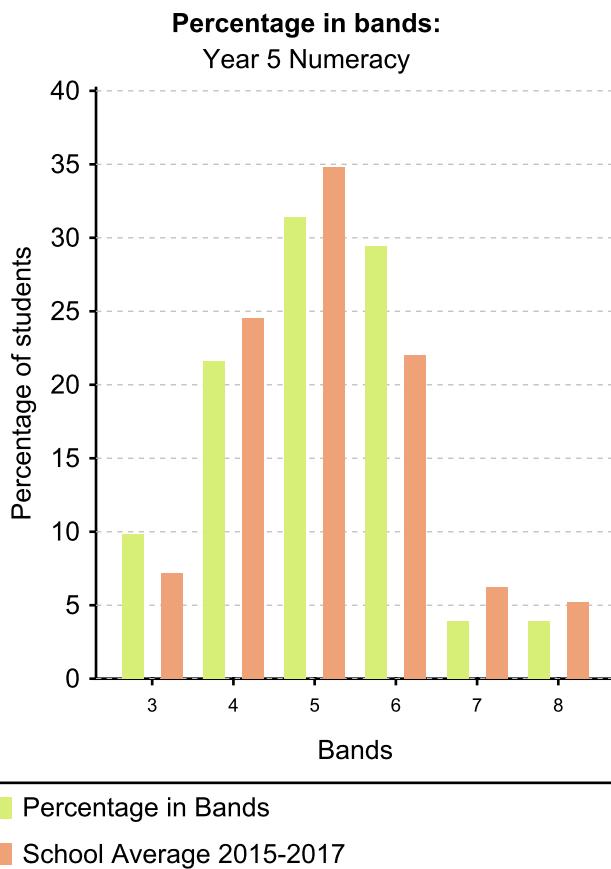
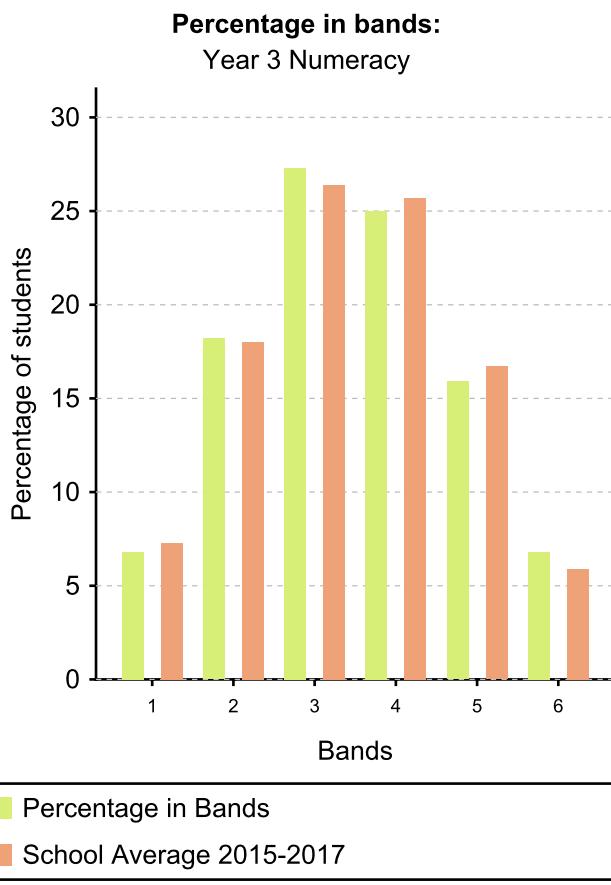
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 Spelling results showed a continuation of improvement, placing the school above State with 52% of students attaining placement into the top two bands. No student in year 3 was below the National minimum standard. Year 5 Writing results showed some improvement on 2016 results which was very encouraging. Student growth in Spelling was very pleasing, with significant improvements evident. NAPLAN data in Reading shows a need for more focus in this area in 2018.





Numeracy results for Year 5 show an improvement as compared to 2016, however whole school Numeracy programs will be a priority in the 2018–2020 school plan as further improvements must be made in this curriculum area.



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

This year the school sought the opinions of parents, staff and students through a number of school surveys and the Tell Them From Me student, staff and parent surveys.

The vast majority of parents, students and staff see the school as a happy, inclusive and positive learning environment where teachers provide high quality educational programs and effective communication about all matters to do with education and wellbeing is consistent. School events are well supported by the entire school community and opportunities for parents to be involved in the school are desired, valued and appreciated. Parents would like more information on assessment and teaching programs. This will be addressed in 2018.

The school APP (Skoolbag) and the school Facebook page continue to be widely used to gain information about the school and for communication purposes. Staff feel supported and valued as professionals, and are highly motivated to do a great job for the students.

The students have appreciated all PBL (Positive Behaviour for Learning) initiatives including the rewards systems and playground initiatives such as clubs and playground packs.

Transition programs were highly valued.

Parents have expressed a desire to be more involved in classrooms and this will be a focus for 2018. All survey data will be used for 2018 planning. The P&C has seen a decrease in the number of parents willing to attend meetings and participate in the organisation and running of fundraising events. This has impacted on the workload of those involved.

Overall, the school is a great place to work and learn where all stakeholders feel loyalty, pride and a strong sense of community.

## Policy requirements

### Aboriginal education

The Department of Education Aboriginal Education and Training Policy is used to guide whole school planning and decisions to ensure that all Aboriginal students receive the highest possible learning outcomes within a fair, equitable and culturally inclusive environment.

### Multicultural and anti-racism education

Marayong South Public School has an updated Anti-Racist Policy and a trained Anti-Racist Contact Officer. All teaching and non-teaching staff promote Australia's cultural, linguistic and religious diversity. Any incidents that are reported to the ARCO are responded

timely and professional manner following Department of Education policy and procedures.