

Merrylands East Public School Annual Report



2017



5126

Introduction

The Annual Report for **2017** is provided to the community of **Merrylands East 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.

John Goh

Principal

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Message from the Principal

Merrylands East Public School had another outstanding year of teaching and learning that resulted in outstanding NAPLAN results for students. Over 89% of Year 5 students achieved greater than expected growth in NAPLAN Reading and Numeracy with the grade cohort above the state average. For the first time, Year 3 were above the state average for NSW Department of Education schools in Spelling.

The key focus for our school is the improvement of educational outcomes is using the existing resources that are provided to our school. In 2017, our school was able to engage a speech pathologist and occupational therapist (SPOT Program) to support our early intervention program. We also added a Community Nurse to ensure that students with medical conditions were supported in class with reasonable adjustments.

In addition to the paraprofessionals, 2017 saw the introduction of the Early Action for success (EaFS) program for our school. This involved the engagement of 2 Deputy Principals Instructional Leaders to provide professional learning and support to teachers in the differentiation of classroom programs by the use of targeted Literacy and Numeracy Strategies. Our school was also part of the statewide Building Numeracy Leadership program that enabled updated professional learning in Numeracy based on current research.

In our fourth year partnering with Social Ventures Australia, our school continues to share our journey of transformation with educators across the world. Our school benefits immensely at the same time by learning what other schools are doing to prepare students to live in the 21st century. At the same time, we consolidated our partnerships with Atlassian and the Museum of contemporary Arts while being thankful for the Community grant from Club Merrylands for the development of a Sensory Room.

A key highlight for the teaching staff was Mrs Noble receiving the Ministers Award for Excellence. Mrs Noble has been at Merrylands East since I started back twelve years ago. She has been instrumental in the Learning Support Team and ensuring reasonable adjustments are made to students with disabilities.

I am continually thrilled by the achievements of our staff, students and community and look forward to 2018 – our 90th anniversary. It's a tremendous ongoing team effort by all keystakeholders and takes an enormous amount of commitment. Thank you.

School background

School vision statement

Merrylands East Public School is a creative and innovative school where students "create the future" in a safe, supportive learning environment through personalised learning anytime, anywhere and with anyone. All students develop knowledge and skills necessary to be self-regulated and collaborative problem solvers in a local and global society with shared learning spaces. Underpinning this vision is the instilment of strong core values for all students of fairness, participation, excellence, honesty, respect and responsibility.

School context

Founded in 1928, Merrylands East Public School is situated on traditional Aboriginal Dharruk land, near the main central business district of Parramatta. With the assistance of Microsoft Partners in Learning Program 2012, Social Ventures Australia and a strong collaborative network of global innovative educators, Merrylands East is creating the future by building a broad range of open shared learning spaces, and increasing the use of ICT as a tool for learning and problem solving, and connecting via twitter @merrylandseast. Students see learning and not classes. The student population is drawn from over 42 socio-cultural backgrounds predominately from Islander, African, Middle Eastern and Asian communities. Ninety per cent of students speak a language other than English and around 10% have refugee experiences. The student population, while stable around the 370 mark, has a proportion which is transient (20%), with students leaving being replaced by new arrivals. The vast majority of students commence learning English for the first time when entering school at varying school years. English as a Second Language programs and a parent help program support students and parents to access the school's curriculum. Celebration of cultural diversity and student achievements are recognised through the Student Welfare programs. Leadership skills and showing the highest public education values are fundamental to these programs. The school's key objective is an integrated curriculum with emphasis on outcomes and general capabilities. An outstanding balanced educational program enables all students to succeed in the wide range of extra-curricular activities. The development of class and individual blogs, e-games, phone apps, design of webpages and animations, gamification, video conferencing and the development of video productions are just some of the many exciting methods for learning.

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.

Learning

Merrylands East created an additional class in 2017 using Gonski funding in order to provide students in the younger grades with additional support by teachers. In 2017, a number of permanent classroom teachers took leave for various reasons at the commencement and during the school year. This resulted in only 4 permanent teachers and 12 temporary teachers for 16 classes, and a major emphasis on professional development and mentoring. An additional staff member was engaged to assist in 'booster' teaching for students in their early years who needed additional support in Literacy and Numeracy.

The Deputy Principal Instructional Leaders co-ordinated the regular collection of Best Start and PLAN Data to monitor student progress and to provide feedback to teachers about student engagement. Evidence was used to inform teachers programs.

Year 3 and Year 5 students performed exceptionally well in NAPLAN 2017 with Year 5 achieving above state average results as a cohort in Reading and Numeracy and excelled well above state average in value-added results. The majority of Year 3 and Year 5 were above national minimum benchmarks in Literacy and Numeracy. However, Writing continues to be an area for development.

During the year, the school undertook an evaluation of the existing curriculum Scope and Sequences documents to ensure that teaching programs met the NSW Education Standards Authority requirements. New Scope and Sequence

documents were written and trialled with the aim of providing equitable academic opportunities for all students. A range of pedagogical practices have been put in place that supports student engagement. Differentiated planning, programming and instruction continue to be a focus area, helping to target the specific needs of our students. Encouraging differentiated programming has provided the staff with an understanding of the relationship between teaching, learning and assessment consequently informing their future teaching and learning.

The school placed emphasis on student engagement by ensuring the curriculum is rigorous, relevant and challenging. Student engagement is supported by being responsive to student well being and the regular monitoring of attendance. In 2017, the Anti-Bullying Policy and Attendance Policy were both updated to support students. Paraprofessional Speech Pathologist, Occupational Therapist and a Community Nurse were engaged to provide early intervention programs.

Teaching

Evidence based teaching practice is encouraged across the school and teachers are using data to reflect on their practice and inform their programming. Teachers regularly review and revise their lessons from self evaluation and Deputy Principal Instructional Leader's feedback.

Teachers use selected internal and external data collection tools, including PLAN and NAPLAN, to engage in data conversations around learning growth and outcomes. Early Stage 1, Stage 1, 2 and 3 teams work collaboratively across their stage in designing assessment tasks and in tracking and monitoring student progress.

Team teaching is an organisational structure in our school. Teaching often occurs in front of other teachers where opportunities for regular feedback takes place. Classroom observations and peer visits, across all areas of the syllabus, have allowed for teacher and student improvement contributing to a far more transparent learning culture. The school has in place support structures that allows teachers to engage in professional learning that improves that improves their performance and that of their students.

In 2017, Merrylands East was involved in the Statewide Building Numeracy Leadership Program and hosted statewide training in our school hall. Research and teaching practices from bring part of the statewide program helped inform the implementation of the Mathematics K–10 Syllabus.

Leading

In 2017, Merrylands East PS engaged 2 Deputy Principals Instructional Leaders as part of the senior school executive team to complement the substantive and relieving Assistant Principals. Instructional leadership with impact became a focus for our school with the need to increased professional development and mentoring of temporary teachers, especially in the early years of their career.

The leadership team meets every morning for 15 minutes each day in the morning and afternoon school regularly to discuss the implementation of the school plans and review achievements.

The leadership team continued forging partnerships with business and organisations. In 2017, Merrylands East Year 5 students participated in two 4 days intensive Arts together Program at the Museum of Contemporary Arts. Transport and costs of the Arts Educators were funded by the MCA. In November, the Principal Mr Goh and two students were the keynote speakers at the MCA Bella Dinner and helped raised \$650 000 for their Access and Equity Program.

During the spring vacation, the School Leadership team accompanied Year 6 students to the Atlassian Shiplt Program. This 24 hours hackathon resulted in our students using design thinking skills and hacking out a solution to a genuine problematic company issue.

The leadership team acknowledges that the careful allocation and use of school resources is essential if learning is to be maximised. Teaching and learning spaces have been used in flexible and fluid ways to maximise student learning. The school continues to search for alternative, creative and innovative ways in which it can use its resources to improve learning outcomes.

Our self-assessment 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

Personalised Learning for Staff and Students

Purpose

To develop innovative, creative and resourceful staff and students who can think deeply and logically through genuine problem solving using ICT capabilities and responsive pedagogies.

Overall summary of progress

During 2017 regular professional learning sessions occurred for all staff on a Monday afternoon with the Deputy Principal Instructional Leaders meeting with K–2 staff on a Thursday afternoon and during the week. Staff were involved in professional learning around the English and Maths syllabus and looking at best practices. The high changeover of staff brought on by various types of leave, resulted in upskilling staff in areas like Best Start, PLAN, Running Records and experience teachers modelling lessons. to temporary teachers

For students, personalised learning plans were developed or updated for all students with a disability. Plans were monitored closely by the Learning Support Team and feedback provided to parents during Learning Support Team Review meetings. Other students had Learning Intentions and Specific Criteria as part of the learning cycle so that they could self-evaluate their progress.

To support teachers in being NES A compliant, Scope and Sequences in Mathematics, Science, Geography and history were drafted for trialling in 2018, along with a Programming Policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All students demonstrating the general capabilities of the BOSTES Syllabus documents.• All staff are jointly constructing personalised learning programs with students using the Innovative Teaching and Learning research material and rubrics.• All staff are using data to monitor progress and inform practices.	\$110 000 for an additional classroom teacher to support Early Action for Success.	<p>School based data in each improvement measure indicated:</p> <ul style="list-style-type: none">• 51% of K–6 students were meeting expected levels of syllabus outcomes and general capabilities.• 10% of students were above syllabus outcomes and general capabilities• 30% of staff were using data to help inform their practices. <p>The Deputy Principals Instructional Leaders increased staff knowledge of best practice through professional learning and individual coaching sessions.</p> <p>Paraprofessionals Speech Pathologist and Occupational Therapists provides additional supports for K–2 students.</p> <p>Staff attended Social Ventures Australia Thought Leadership Gathering in Sydney, Melbourne, Adelaide and Canberra and collaborate best practices with colleagues across Australia.</p>

Next Steps

Merrylands East Public School will:

- Continue to engage an additional staff member to support Early Action for Success.
- Continue with the Reading Recovery Program by self funding.
- Provide whole school professional learning in programming, English and Maths.
- Provide professional learning in the Literacy and Numeracy Progressions.
- Complete a scope and sequence for English.

- Continue to engage paraprofessionals Speech Pathologists and Occupational Therapists with an expanding role for the Community Nurse.
- Engage a Literacy and Early Childhood expert to support School Leaders.



Strategic Direction 2

Interactive Social Capital and Environment

Purpose

To provide opportunities to harness the social and resource capital of a school community to drive efficiencies that impact student learning.

To build a dynamic and responsive education community and school environment through partnerships from pre-school through to business and community organisations.

Overall summary of progress

Merrylands East continued to be on the Social Ventures Powerhouse Schools Program and initiated new business and organisation partnerships to support students learning. The Museum of Contemporary Arts implemented two four day Arts Together Programs with our Year 5 students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All staff and students are mobile and agile learners, and use shared and dedicated learning spaces to engage in learning and improve outcomes.• 10% increase in community and corporate partnerships.• 10% increase in preservice teacher involvement in the school community.	\$110000 for additional teacher	<ul style="list-style-type: none">• 60% of staff indicated that professional learning had an impact on their understanding and implementation of research based pedagogies.• 66% of classroom worked in team teaching situations while all teachers worked collaboratively across grades in flexible and agile learning spaces.• Minecraft server linked to Wooranna Park was expanded to include a live feed.• Year 5 students attended Stockland Mall, Merrylands and demonstrated virtual reality using Minecraft.• Year 6 students participated in Atlassian Shiplt Program and a Coding Party.• A whole year school case study was made with the assistance of an Independent Film Maker and the Macquarie University Film and Television school.• Year 5 students spoke at the MCA Bella Dinner and helped raised \$650 000.

Next Steps

- Continue being part of the social Ventures Powerhouse School Program.
- Consolidate existing partnership while seeking opportunities for additional partnerships.
- Implement social enterprise program with Stage 3 students.

Strategic Direction 3

Classless School

Purpose

To develop a school organisational paradigm where students can learn anytime, anywhere and with anyone, and with a seamless curriculum that is responsive to needs based learning.

Overall summary of progress

Merrylands East continued to implement team teaching in open and agile learning spaces. Teachers collaboratively programmed and implemented learning programs in all grades while the early years were supported by paraprofessionals and the Deputy Principal Instructional Leaders. EdVenture took place on a Thursday morning to enable students to follow their passion with Stage 3 using Project Based Learning and the program Minecraft as a basis for integrating the curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All English as an Additional Language or Dialect students can access the curriculum regardless of their English language proficiency.• All students make growth in learning outcomes as benchmarked with evidence on the Literacy / Numeracy continuum and the BOSTES curriculum.• All students can effectively plan, articulate and self-regulate their learning.	\$25 000	<p>Years 3–6 students established Learning Intentions Specific Criteria or Learning goals, and worked towards them.</p> <p>K–2 Students were benchmarked using PLAN.</p>

Next Steps

- Years 3–6 professional learning in Project Based Learning and using an integrated curriculum model.
- Implementing a revised timetable that is NESAC Compliant with the percentage of time allocated per curriculum area.
- Providing professional learning to all staff in programming.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5544	<p>Merrylands East Public School includes an Aboriginal perspective in the teaching learning program to ensure all students have knowledge and understanding of Aboriginal Australia.</p> <p>Additional resources with Aboriginal perspectives were purchased to support classroom programs.</p> <p>MerrylandsEast celebrated NAIDOC week with an incursion by a visiting artist.</p>
English language proficiency	Staffing Allocation of 2.2 EFT within an allocation of \$245 559	<p>EAL/D network meetings provide collaborative professional development on research and pedagogy. This included sharing school base practices with colleagues from other schools.</p> <p>Resources were purchased to assist in the EAL/D.</p>
Low level adjustment for disability	Staffing allocation of 05.EFT within an allocation of \$81705	Merrylands East engaged a School Learning Support Officer to support students with mild autism, physical disabilities and learning difficulties.
Quality Teaching, Successful Students (QTSS)	Staffing Allocation 0.64 EFT	The allocation was used to build Assistant Principals capacity as Instructional Leaders and to meet with teachers in collaborative planning and moderate work samples.
Socio–economic background	Staffing allocation of 0.5EFT within an allocation of \$337800	<p>Merrylands East:</p> <ul style="list-style-type: none"> • Engaged speech Pathologist, Occupational Therapist and Community Nurse. • Engaged a Specialist Maths Teacher • Engaged a Computer Technician • Engaged Additional School Administration Officer • Purchased Additional Reading Resources for students. • Purchased Professional Reading material for professional learning. • Engaged an Additional teacher to support the implementation of Early Action for Success and booster teaching for targeted students.
Support for beginning teachers	\$17 513	<p>All eligible Beginning teachers received an additional 2 hours per week release from face to face with a mentor for 1 hour per week to assist in programming and the gathering of evidence for the NSW Education Standard Authority Accreditation Process.</p> <p>Beginning teachers undertook professional learning, induction and feedback sessions from classroom observations.</p>
Targeted student support for refugees and new arrivals	\$170 870	<p>Merrylands East Public School formed an additional class and used funds to engaged an additional teacher to support students.</p> <p>Early years students engaged in speech and occupational therapy programs along with intensive English language instructions.</p>

Targeted student support for refugees and new arrivals

\$170 870

Students with a refugee background were supported by EAL/D teachers and provided with personalised learning plans and access to extra curricular programs.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	190	199	184	195
Girls	158	171	176	175

Students enrolments continue to fluctuate with the development of new residential building in the area. In 2017, 20% of students enrolled or left our school during the year.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	90	92.6	90.5
1	94.1	91.2	91.7	88.7
2	92.9	91.4	92.8	90.9
3	94.4	92.8	89.8	92.2
4	94.6	91	91.9	93
5	94.7	93.3	91.7	93.4
6	94.6	93.6	93.8	91.9
All Years	94.2	91.8	92.1	91.4
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 monitors all attendance on a regular basis. Staff make or attempt to make contact with parents after 2 days of unexplained absences.. Meetings are held with parents with high levels of unexplained absences.

The school refers students with ongoing high levels of unexplained absences to the Home School Liaison Officer.

Merrylands East has identified travel overseas as one of the contributing factors for students attendance being below the state average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	2.2
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	0

*Full Time Equivalent

One staff member in 2017 identified as Aboriginal Background.

In 2017, a large proportion of staff members took leave for various reasons, seconded to State Office or participated in the NSW Department of Education Exchange Program. Four out of 16 classroom teachers were substantive permanent teachers.

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	10

Professional learning and teacher accreditation

Merrylands East Public School has strong commitment to professional learning through the Early Action for Success (EaFS) program and Building Numeracy

Leadership (BNL) Program. The Deputy Principal Instructional Leaders supported classroom teachers and students daily in best practice and assisted teachers to reflect on their programs. A strong emphasis was placed in the teaching of Literacy and Numeracy throughout the year.

Merrylands East Public School continued to be part of the social Ventures Powerhouse Schools Program. Four Thought Leadership Gatherings occurred in 2017 in NSW, Victoria, South Australia and the ACT. Two students were involved in the professional learning in the ACT.

Three teachers obtained the NSW Education Standards Authority (NESA) Accreditation at Proficient Level.

A key highlight for Merrylands East PS is the awarding of the Minister Awards for Excellence to Mrs Noble.

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	508,240
Revenue	3,773,828
Appropriation	3,691,613
Sale of Goods and Services	4,463
Grants and Contributions	73,628
Gain and Loss	0
Other Revenue	0
Investment Income	4,124
Expenses	-3,829,533
Recurrent Expenses	-3,829,533
Employee Related	-3,534,463
Operating Expenses	-295,070
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-55,704
Balance Carried Forward	452,535

Merrylands East Public School Voluntary Contribution is set at \$35 per child and \$50 per family. The rollover funds are to expand the services of the Community

Nurse, increase the number of days for office staff and a computer technician, and to increase Reading resources to support teachers.

Due to the number students with a refugee backgrounds, funds are provided and utilised throughout the year to support students to access learning programs and 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	2,451,749
Base Per Capita	55,017
Base Location	0
Other Base	2,396,732
Equity Total	670,608
Equity Aboriginal	5,544
Equity Socio economic	337,800
Equity Language	245,559
Equity Disability	81,705
Targeted Total	14,628
Other Total	320,987
Grand Total	3,457,973

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.

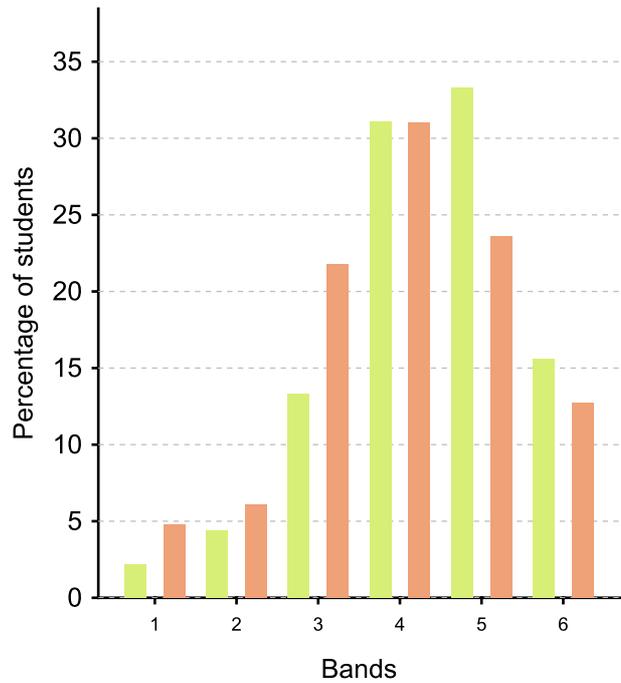
- In Reading, 98% of Year 3 students and 100% of Year 5 students were at or above the national minimum benchmark.
- In Writing, 96% of Year 3 students and 95% of Year 5 students were at or above the national

minimum benchmark.

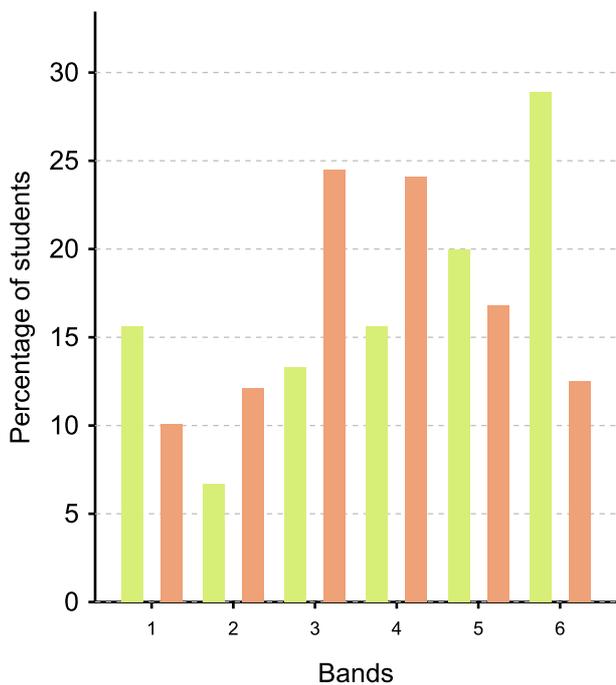
- In Spelling, 93% of Year 3 students and 84% of Year 5 students were at or above the national minimum benchmark.
- In Grammar and Punctuation, 84% of Year 3 students and 98% of Year 5 students at or above the national minimum benchmark.
- Year 3 were above the NSW Department of Education State Average for Spelling for the first time.
- In Year 5 Reading, 89.1% of students achieved greater than or equal to expected growth, and were above state average as a cohort.
- In Year 5 Writing, 61.7% of students achieved greater than or equal to expected growth.

Writing will be a focus throughout the whole school in 2018.

Percentage in bands:
Year 3 Reading

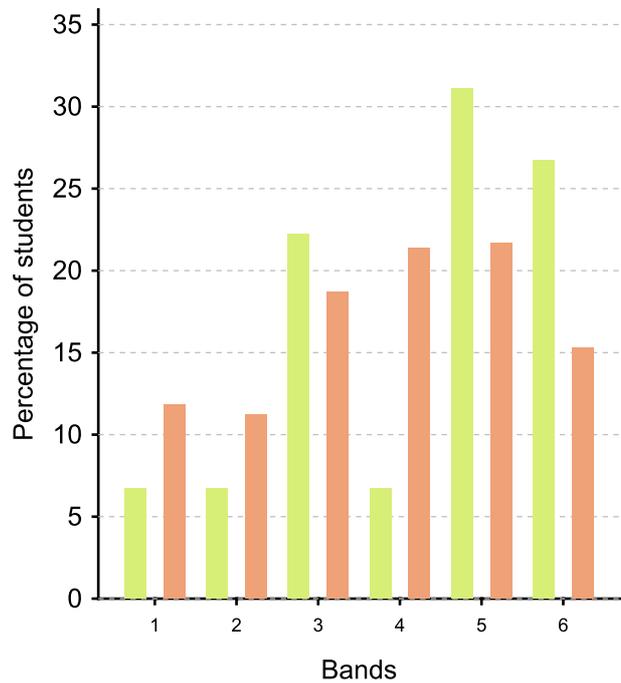


Percentage in bands:
Year 3 Grammar & Punctuation



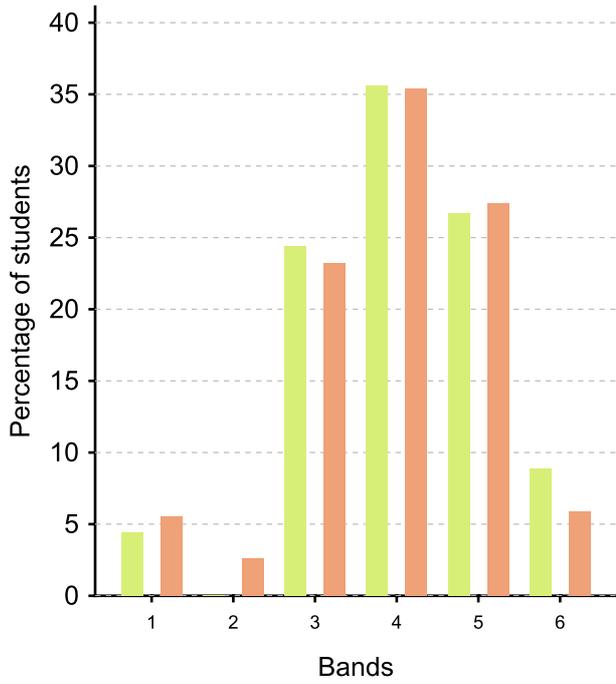
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling

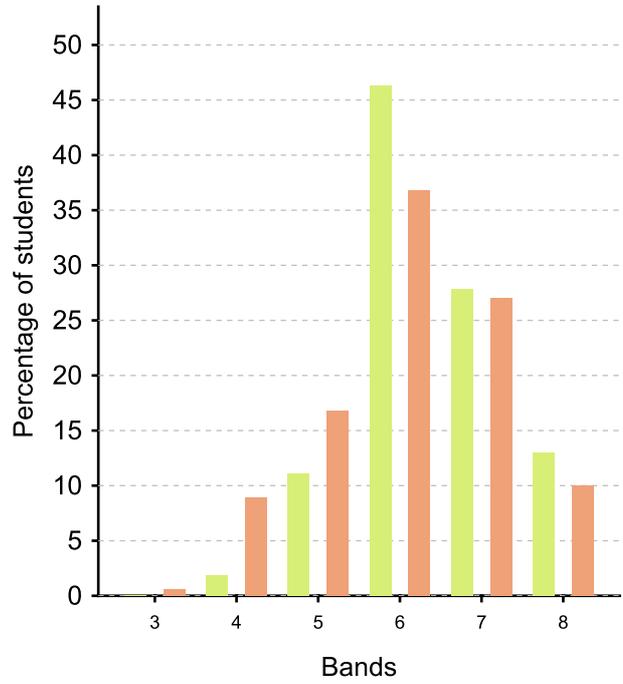


Percentage in Bands
School Average 2015-2017

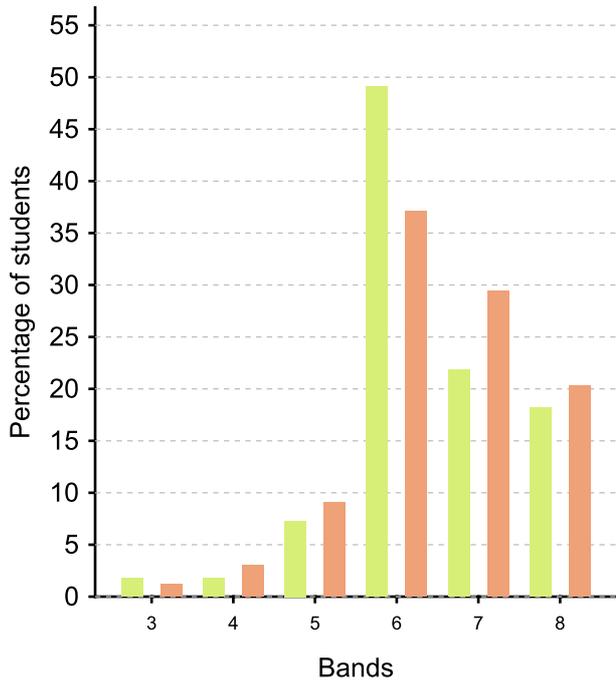
Percentage in bands:
Year 3 Writing



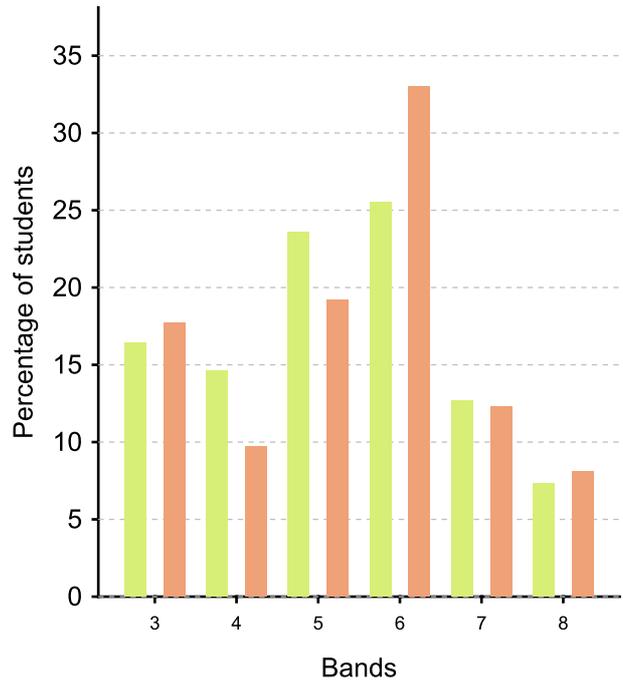
Percentage in bands:
Year 5 Reading



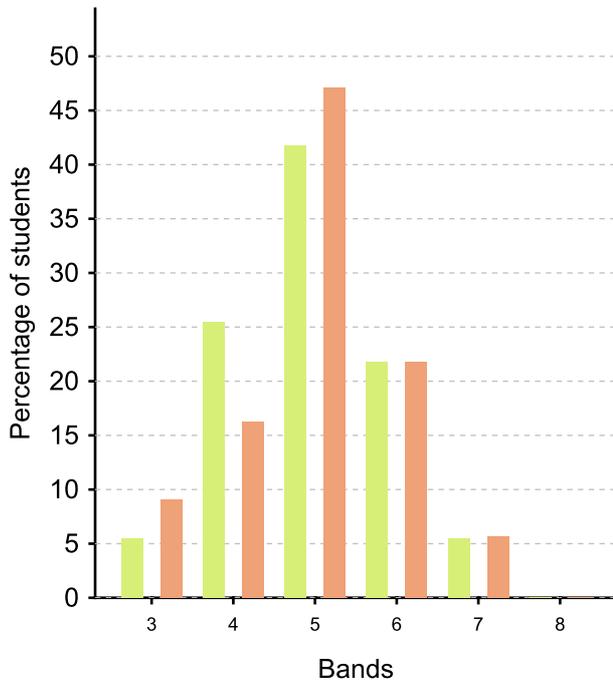
Percentage in bands:
Year 5 Grammar & Punctuation



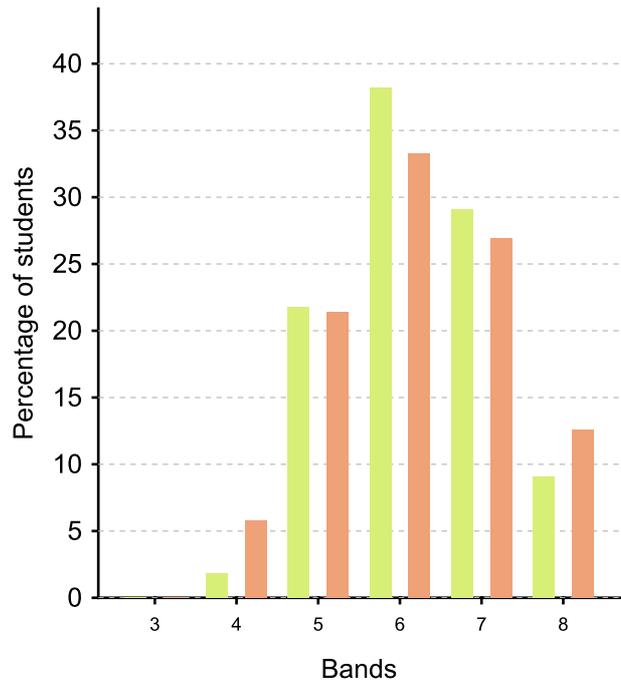
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy

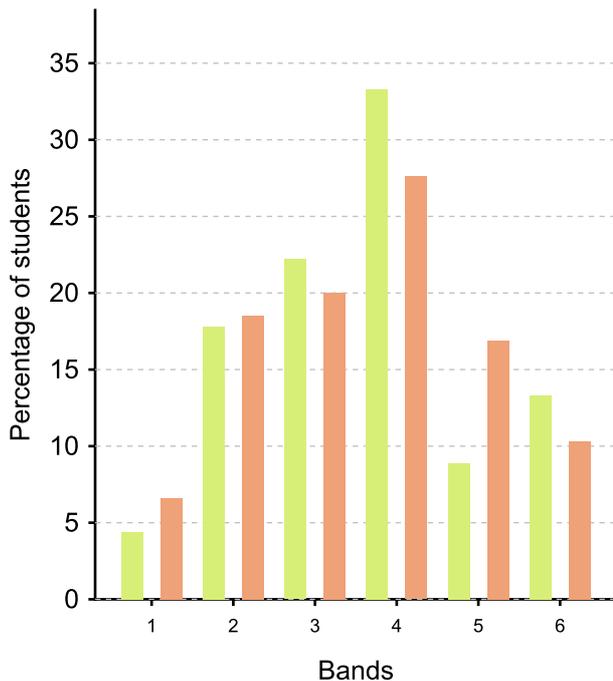


- In Numeracy, 96% of Year 3 students and 100% of Year 5 students were at or above the national minimum benchmark.
- In Year 5 Numeracy, 93.8% of students achieved greater than or equal to expected growth, and were above state average as a cohort.

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.

- In 2017, no Aboriginal students sat the Year 3 or Year 5 NAPLAN.
- In Year 3 Reading, 48.9% of students achieved Bands 5 or 6.
- In Year 3 Numeracy, 22.2% of students achieved Bands 5 or 6.
- In Year 5 Reading, 50.8% of students achieved Bands 7 or 8.
- In Year 5 Numeracy 38.2% of students achieved Bands 7 or 8.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of parents, students and teachers about the school. A survey was disseminated to parent focus groups and students. Their responses are presented below.

- Parents and students overall felt positive about the change in learning spaces and the learning pedagogies to engage students.
- Parents felt welcomed, especially with the use of telephone or face to face interpreters when discussing their child's learning.
- Parents felt teachers were approachable and listened to their concerns.
- Parents are regularly informed about their child's progress.
- Teachers help students who need extra support.

- The School leaders help teachers to improve.
- Teachers collaborate and share their programs with others.
- Students have opportunities to use technology as part of their learning.
- Students are fully engaged in class activities.
- Students tried hard to succeed
- Classroom instructions is well-organised and with a clear purpose, and with immediate and appropriate feedback to help learning.

Merrylands East Public School has one Anti-Racism Contact Officer (ARCO).

Areas requiring work include the ongoing improvement of our school environment. In 2017, new gutters and downpipes were installed on C Block with additional works planned for 2018. A tree in the middle of the playground has been deemed as unsafe by a qualified Arborist Level 5 and needs to be removed over the vacation period. This will open up the playground and reduce risk for falling limbs.

Policy requirements

Aboriginal education

Merrylands East Public School is committed to improving the educational outcomes for all Aboriginal and Torres Strait Islander Students. Students identified as indigenous have personal learning pathways and regularly monitored by the Assistant Principal with responsibility for well-being.

Being on the traditional land of the Dharug People of the Eora Nation, Merrylands East recognises the significance and importance of the school site as being custodians.

Aboriginal Education was integrated through classroom programs wherever possible. Students explored a range of topics and discussed the Aboriginal perspectives from a historical and contemporary perspective.

Students implemented an Acknowledgement of Country at weekly assemblies and at the beginning of formal school events.

Multicultural and anti-racism education

Eighty nine percent of Merrylands East students come from a language background other than English. There is a strong emphasis on improving outcomes in literacy and numeracy with ethical and intercultural understanding. Merrylands East support students by:

- Three English as a Second Language teachers. The allocation of support time was based on students' levels of English and whether they were a newly arrived student from overseas.
- Incorporation of cultural diverse perspectives in our learning program and the celebration of Harmony Day and other significant events.
- Our commitment to the use of telephone or face to face interpreters.
- Multicultural perspectives are incorporated into the syllabus.