

# Marsden Park Public School

## Annual Report



2018



2489

## Introduction

The Annual Report for **2018** is provided to the community of Marsden Park Public School as an account of the school's operations and achievements throughout the year.

I am very proud of the achievements of our students and the on-going success of the philosophies and strategies being implemented by the staff at Marsden Park Public School to create a safe quality learning environment for all students.

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

Mark Fisher-Hoad

Principal

## School contact details

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## Message from the school community

2018 saw a change in the Marsden Park Parents and Community executive. With a new executive came some new ideas! The P&C continued their annual Mothers Day, Fathers Day, Bunnings BBQ and Easter fundraisers which were all very successful. For the first time we trialled some new and exciting fundraisers and fun events for the students. Some new initiatives included Mexican Lunch, Pizza Day, Crazy Hair Day and Election BBQ all of which were very successful in providing students with more opportunities and fundraising avenues. The P&C gives as much as possible back to the school and the students. With new initiatives in place we aim to continue to support the students and the school with purchasing new resources.

Amanda Schultz

P&C President

## School background

### School vision statement

2018 – 20 School Vision

At Marsden Park Public School, we nurture in an inclusive, supportive, encouraging, challenging environment where staff, students, parents care for each other.

Our aim is to:

Educate to inspire students to strive to reach their potential through individual, group, whole class/school goal setting, while developing creative, collaborative, co-operative and technological skills in a setting based on restorative practice that is conducive to learning and high levels of achievement.

All students have the opportunity to attain knowledge, skills, values and attitudes enabling them to be reflective life-long learners and happy and effective members of the global community

Our students are respectful, responsible and resilient 21st Century learners.

‘Every Child Every Chance Every Day’

### School context

Marsden Park Public School is located in Western Sydney and is a community minded school dating from 1889, catering for students from Kindergarten to Year Six. Enrolments are rapidly increasing yet the school maintains a smaller school community atmosphere due to being surrounded by rapid urban and industrial development, including three major residential areas.

Our Restorative Practice framework, ‘Teach Like A Champion’, Champions for Champions and STAR philosophy provides a common language and practice to build respectful relationships and foster effective communication. This strong social and emotional foundation, combined with a clear and explicit Quality Teaching framework and rich curriculum content, creates a powerful environment for engaged and effective learning.

The school promotes the best possible learning environment by encouraging positive partnerships within the whole school community through: fostering in the classroom and in the playground, high expectations of achievement; developing student self esteem through recognising and rewarding pupil and school success; encouraging students to develop confidence and self-discipline; encouraging staff and community to participate in the decisionmaking process; and implementing programs which provide the opportunity for students to participate and succeed in a variety of learning experiences.

Collegial and professional teachers are committed to continually improving their teaching practice and use their expertise to create learning programs tailored to the needs of their students.

Students and teachers enjoy being a part of a supportive school environment that fosters school/individual success, and positive behaviour, where students can be Safe, Responsible Learners.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the domain of **Teaching**, the focus has been to build teacher capacity by the improvement of teaching strategies for both boys and girls that focus on motivation, co-operation, collaboration, teamwork, high academic performance and behaviour. As teachers use the teaching and learning cycle in conjunction with the use of assessment data, they have been required to plan for academic achievement to ensure the acquisition of learning outcomes for all students using specific lesson structures to deliver meaningful lessons within a balanced curriculum. Putting this into practice, we have

undertaken professional learning as a collected staff to determine the baseline achievement level of our students. We have then selected internal/external data collection tools such as standardised assessments including Learning Progressions and NAPLAN to determine goals for achievement and to develop a consistent teacher judgement of expectations. Staff are continuing to align teaching and learning with New South Wales Syllabus for the Australian Curriculum as they are implemented. By working with students as a whole class or in small groups and as individuals, teachers have been able to engage students with a wide variety of learning experiences, build strong classroom culture and build character and trust with each student and their family. Upon reflection the school has rated itself as sustaining and growing in this domain.

In the domain of **Learning**, our school has primarily focused on the needs of students to maximise their potential and to equip them with skills they need. Taking ownership of their learning has become a priority with a focus on using technology. The Technology Scope and Sequence continues to be implemented and reviewed it at the end of Semester one and two to meet the needs of our students. The employment of a computer technician has seen an increase in the availability of working technologies and has allowed students in years three and five to complete the NAPLAN online training. Staff embedded the integration of technology into their teaching programs, across the curriculum to support learning experiences, including the library. Aspirant leaders within the school mentored staff in the technology area including the coordination of professional learning opportunities as well as the implementation of technology components. Parents and carers had the opportunity throughout the year, particularly at reporting times, to view students' work that integrated and utilised technology. Upon reflection the school has rated itself as delivering in this domain.

In the domain of **Leading**, our school has focused on building partnerships using positive psychology with all stakeholders including our community. The wellbeing of students is a priority for all members of the Marsden Park Public School community. Our school community has been very supportive of this initiative as we develop strong inclusivity. We have utilised our School Counsellor to aid our community in linking with community resources to support student learning. As a school, our teachers have actively engaged in professional learning to develop deep knowledge of positive psychology principles and have modelled, applied these throughout the school in their dealings with students, other staff members, parents and carers and the wider community. Senior students have engaged and have been motivated to support all students throughout the school through various programs and initiatives. We have also strengthened relationships with businesses in the local area who provide goods and services to our school. This approach is based on our commitment to Marsden Park Public School being recognised as a central part of the Marsden Park re-development. This realigned positive approach continues to strengthen the relationship between the school, its students and parents/carers and our community, producing successful outcomes for all, but in particular, our students. Upon reflection the school has rated itself as delivering in this domain.

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

### Quality Teaching

#### Purpose

Developing teacher capacity to implement innovative teaching practices/programs within a balanced curriculum to ensure achievement of learning outcomes for all students and to enable students to become successful 21st century learners in an authentic, rich learning environment ensuring that they are literate and numerate, able to think deeply and logically, and be curious and imaginative.

All teachers will have high academic expectations of all students and plan for academic achievement with structured and deliver meaningful lessons that engage all students. Teachers will create strong classroom cultures that have high behavioural expectations and build character and trust.

This learning direction ensures that all teaching staff who work at Marsden Park are committed to a common teaching approach that uses aligned, considered and systematic teaching strategies.

#### Overall summary of progress

Marsden Park Public School in the Strategic Direction 1 Quality Teaching has been very successful due to the positive influence of the 'Teach Like A Champion' strategies, the school philosophy of Champions for Champions and the STAR strategy, and the collaboration of the teachers and parents/carers. Our students continue to improve in all areas of the curriculum, reaching the required exit outcomes or learning goals as appropriate. Many are achieving positive student rewards. The school identifies and services those students who are in need, in either additional assistance or extension, quickly and efficiently with services of the Principal as the Learning Assistance Teacher and the School Learning Support Officer. All of our parents are very supportive of the directions of the school and are working together in a three-way partnership that ensures success for all of our students. This partnership and understanding is encouraging the community to enrol at Marsden Park Public School. Teachers through professional learning have developed high academic and behavioural expectations for all students and have built upon these to include different strategies and techniques improving class and school culture with more emphasis on roles within teams and students playing their part. Assessment remains a clear focus as does the teaching and learning cycle for planning purposes allowing for greater differentiation within each classroom. The strong classroom cultures and school philosophies remain a clear priority for the school in order for students to achieve their best.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Achieve National Minimum Standard or above for all students in NAPLAN.	Consolidated Funds	Using data, the school has set targets for all student achievement in 2018: <ul style="list-style-type: none"><li>• In NAPLAN, no student was below the National Minimum Standard in Literacy or Numeracy;</li><li>• All students showed growth on the literacy and numeracy continuums through the utilisation of PLAN and the learning progressions;</li><li>• All Year Five students showed growth in NAPLAN Writing assessment; and</li><li>• Standardised Reading Test given to all students in Years 1 to 6 including fluency and benchmarking given throughout the year. Baseline and improvement data for each student recorded;</li><li>• Standardised Comprehension Test given to all students in Years 1 to 6 across the year. Baseline and improvement data for each student recorded.</li></ul>
Track and monitor progress of all students through literacy and numeracy progressions with 80% or above of all students to achieve stage exit outcomes.  Track and monitor progress of all	Consolidated Funds	Using data, the school has set targets for all student achievement in 2018: <ul style="list-style-type: none"><li>• 95% of all EALD students reached exit reading benchmark;</li><li>• 90% of all students in stage one reached exit reading level;</li><li>• 85% of students in stage two and three were</li></ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
students through literacy and numeracy progressions with students requiring learning support to show expected growth and reach their individual targeted goals in literacy and numeracy.		<p>independent readers (RRL26);</p> <ul style="list-style-type: none"> <li>• Students identified with learning assistance given by the LST (Principal), and/or the Student Learning Support Officer and when available volunteer teachers and parents.</li> <li>• All students demonstrated growth through class assessments and placement on the learning progressions.</li> </ul>
All students achieving positive growth in 2018 – 2020 in literacy and numeracy.	Consolidated Funds	<ul style="list-style-type: none"> <li>• A review was undertaken of 'Teach Like A Champion' strategies across all classrooms with teaching strategies evident through teacher observations and class programs.;</li> <li>• Classroom culture reflected learning of students including the use of learning walls and integration of technology;</li> <li>• Teachers attended professional learning that was aligned with the School Plan and the needs of their classroom; and</li> <li>• Teachers continued to program for differentiation to meet the needs of their students as evidenced in teaching and learning programs, student work and classroom learning walls.</li> <li>• Student attainment across all years indicate positive growth for all students in literacy and numeracy as recorded on the literacy and numeracy progressions.</li> </ul>

## Next Steps

Using data, the school has set targets for all student achievement in 2019:

- 85% of all EALD students to reach exit reading benchmark or their learning goal;
- 85% of all students in stage one to reach exit reading level or their learning goal;
- 90% of students in stage two and three to be independent readers (RRL26);
- In NAPLAN, for years three and five, no student who has attended our school since Kindergarten to below the National Minimum Standard in Literacy or Numeracy;
- All students to show growth on the literacy and numeracy continuums through the utilisation of the learning progressions;
- All Year Five students to show growth in NAPLAN Writing assessment; and
- Administer Standardised Reading Test to all students in Years 1 to 6 including fluency and benchmarking throughout the year to find baseline data for each student;
- Administer Standardised Comprehension Test to all students in Years 1 to 6 across the year to find baseline data for each student;
- All students who need learning assistance throughout the year will receive additional support either from the LST (Principal), a Student Learning Support Officer and when available volunteer teachers or parents;
- A review of 'Teach Like A Champion' strategies across all classrooms;
- Classroom culture to reflect learning of students including learning walls and integration of technology;
- Teachers to continue professional learning that is aligned with the School Plan, their personal development plans and the needs of their classroom; and
- Teachers to continue to program for differentiation to meet the needs of their students.

## Strategic Direction 2

### Quality Relationships

#### Purpose

All of the school community will be engaged to build a stronger education community that leads and inspire a culture of high positive expectations for all. Our school community will learn and practice **Positive Psychology**. Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. As a community we do this in the belief that we want to lead meaningful and fulfilling lives that cultivate what is best within ourselves, enhancing our experiences of love, work and play by creating a flourishing and inclusive school community which supports students to become confident and creative individuals with a sense of optimism about their lives and the future, resilience, empathy and respect for others and an ability to act as responsible local and global citizens.

As a school learning community we will develop a collaborative and reflective learning culture in which students, staff and parents provide constructive feedback for positive improvement. This learning direction ensures that all members of the school community as we grow in population are totally aware that a positive approach to all people and activities in the school is much more likely to produce successful outcomes.

#### Overall summary of progress

Our 'Wellbeing' focus has been very successful due to the positive influence of all stakeholders within our school and our wider community. The leadership strategy between the school and the parents focusing on positive psychology, educational practices and fundraising/social school events has had a continued strong influence on the culture of the school. Due to this alignment, parents, the community and the school have worked together to genuinely foster productive relationships which in turn has supported student learning in all classes. New families feel supported and welcomed to the school and overwhelmingly feel the positive culture across and about the school. There is a genuine caring nature from our senior students to the younger students in our school. Our students, particularly the senior students, have taken on leadership roles throughout various programs and have run these effectively. Student leaders have had a major positive influence with students across all stages ensuring that each program or event is supported and very successful for all, as demonstrated by the large numbers of parents, grandparents, carers and community people attending school events and multicultural celebrations. This focus and the engagement of all students has allowed smooth transitions and a rise in participation rates from in-school to inter-school events for all stakeholders ensuring that our whole community is inclusive.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student Welfare and Anti-Bullying Policies aligned with positive behaviour expectations leading to a reduction in the number of welfare incidents related to peer conflict.  Improved student well-being and increased student engagement through the establishment of quality relationships.	Consolidated Funds	Communication to all stakeholders via the website and the school's newsletter re Marsden Park Public School's Anti-Bullying Policy and Fair Discipline Policy undertaken with many parents acknowledging the school's stance and encouraging their child to report incidences.  School mentor professional learning on a term by term basis based on Wellness and positive psychology for teachers and students took place.  Mandatory professional learning was completed by all Staff, with Child Protection/Drug Education programs delivered in Term Three and Term Four.  PLPs were written for learning support, Aboriginal and EALD students with termly monitoring of learning goals and adjustments made..  Term review and adjustments were made of the Student Learning Support Officer's role within the school in order to meet the needs of all students requiring assistance.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased student engagement through the establishment of quality relationships measured on the 'Tell Them From Me survey'. Parent and teacher responses to the 'Tell Them From Me Survey' indicate a high level of confidence in the school's ability to foster student wellbeing and engagement.</p> <p>Parents to complete the 'Tell Them from Me' survey to reveal how they feel about the well-being culture within the</p>	Consolidated Funds	<p>Term review of all attendance, suspension/expulsion, playground behaviour and parent participation data took place with remedial action undertaken by the school to resolve issues.</p> <p>'Tell Them from Me' surveys were undertaken by senior students twice in the year. Results indicated the school's positive well-being programs were most beneficial for all student who reported they all felt safe and engaged in our school environment.</p> <p>Parents did not complete the survey.</p>
<p>Increased parental involvement in classroom activities, special assemblies and multi-cultural celebrations.</p>	Consolidated Funds	<p>There was an evident increase involvement in student learning by parents, grandparents and carers by the numbers attending teacher/parent interviews, parents being involved in classroom programs, activities, special assemblies and multicultural celebrations. Numbers of parents actively supporting the school P &amp; C have increased due to the positive inclusive approach taken by the P &amp; C Executive. Overall parents, grandparents, carers and the wider community feel welcome and supported at Marsden Park Public School.</p>

## Next Steps

In 2019, the following will be implemented:

1. School Website updated with effective communication re school policies and procedures including School Bag App.
2. Positive communication through the website and the school's newsletter re Marsden Park Public School's Anti-Bullying Policy and Fair Discipline Policy.
3. Term review of all attendance, suspension/expulsion, playground behaviour and parent participation data. with close liaison with our Home School Liaison Officer.
4. Continuation of the monitoring of targeted students re learning and behaviour including PLPs to be written for learning support, Aboriginal and EALD students..
5. Termly review of the Student Learning Support Officer's role within the school in order to meet the needs of all students requiring assistance.
6. School mentoring (stage basis, whole school and Beginning Teachers) with professional learning/activities on a term by term basis based on Wellness and positive psychology for teachers and students.
7. Mandatory professional learning to be completed by all Staff, with Child Protection/Drug Education programs.
8. Students, teachers and parents to take part in the 'Tell Them From Me' surveys. Students in term one and all stakeholders in term three/four
9. Senior students to participate in leadership activities within the school across key learning areas.
10. Celebrations to include a more diverse range to cater for the changing school culture and such celebrations to be explained to the wider community via the website and the school's newsletter.



### Strategic Direction 3

#### Quality Learning – Achieving Personal Best

##### Purpose

Students need to achieve their personal best to maximise their potential and to equip them with the skills to be lifelong learners in the 21st century.

Literacy and numeracy will always be a major priority, however our focus is on using technology to enable all students and staff to research, investigate and explore our learning through:

- creating media and presenting knowledge;
- collaborating and communicating;
- taking ownership of learning;
- and developing skills for future careers.

The difference the strategic direction will make; that the school makes better use of their resources, gives students better access to technology, connects this small school to a wider learning community, and gains access to global learning platforms.

##### Overall summary of progress

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

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff develop and implement a professional learning plan, with a focus on new curriculum implementation and use of technology integrated across all key learning areas..	Consolidated Funds	Professional learning in new technologies/programs took place including e-beam/interactive whiteboard and WeDo Lego 2.0;  School to received professional training in DoE new platforms;  Teacher's PDPs drafted and signed off aligned with the school plan.
Evidence in teaching and learning programs of the use of technology underpinning learning experiences for all students.	Consolidated Funds	Implementation of Technology Scope and Sequence;  Technology planned and integrated across the curriculum particularly within new areas, including student presentations;  e-Beam installation in the weatherboard classroom;  Celebrations of student work and attainment occurred throughout the year at assemblies and Presentation Day.
Evidence of student's use of	Consolidated Funds	Senior students' work using technology and the

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>technology in electronic folder or on learning walls and at showcase time.</p> <p>Evidence of students' cooperative and collaborative practice including the integration of technology.</p>		<p>acquisition of skills documented with work samples in a personalised electronic folder;</p> <p>Students' work showcased across local agricultural shows and local businesses engaging the wider community and acknowledging our school;</p> <p>Student work showcased during Education Week and Student Led Reporting;</p> <p>Senior students led Years One to Five in peer support groups throughout the WeDO Lego technics program as the basis of the schools STEM program.</p>

## Next Steps

In 2019, the following will be implemented:

- A balanced curriculum implemented for all students to achieve and demonstrate strengths across key learning areas;
- Technology Scope and Sequence and the integration of technology embedded in all teaching and learning programs;
- Technology planned and integrated across the curriculum particularly within new areas, including student presentations;
- Senior students to participate in the Blacktown Learning Community STEAM Project;
- e-Beam installation in all new demountable classroom to take place;
- Environment and Sustainability to be showcased at The Royal Easter Show by all stages of the school;
- Student work showcased during Education Week and Student Led Reporting;
- Students' work using technology and the acquisition of skills documented with work samples in a personalised electronic folder;
- School to receive continued professional training in DoE new platforms;
- Teacher's PDPs drafted and signed off aligned with the school plan, Professional Teaching Standards; and
- Celebrations of student work and attainment occur throughout the year at assemblies and Presentation Day.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Equity Funding</p> <p>Aboriginal background loading \$3 292</p> <p>RAM Funding</p>	<p>An additional classroom teacher is employed to support ELP students with their classroom programs, particularly the literacy and numeracy components. All students have an individualised learning plan (PLP) and have made steady progress across the literacy and numeracy continuums/progressions. Parents, carers and outside agencies are involved in the development of their child's PLP. Data analysis reflects our Aboriginal students are demonstrating growth in the attainment of their learning outcomes with all students reaching the required benchmark level in reading and showing growth in the attainment of learning outcomes in literacy and numeracy.</p>
<b>English language proficiency</b>	<p>Equity Funding</p> <p>English language Proficiency \$40, 833</p> <p>RAM Funding</p>	<p>An additional classroom teacher is employed to support ELP students with their classroom programs, particularly the literacy and numeracy components. All students have an individualised learning plan (PLP) and have made steady progress across the literacy and numeracy continuums/progressions. Parents, carers and outside agencies are involved in the development of their child's PLP. Data analysis reflects our ELP students are demonstrating growth in the attainment of their learning outcomes with all students reaching the required benchmark level in reading and showing growth in the attainment of learning outcomes in literacy and numeracy.</p>
<b>Low level adjustment for disability</b>	<p>Equity Funding</p> <p>Low level adjustment for disability \$31 120</p> <p>RAM Funding</p>	<p>A Student Learning Support Officer was employed to support students within the school for two hours per day five days a week initially and then for four hours per day five days a week. A Personalised Learning Program is written with collaborative goals agreed upon by the student, parent and the school. Data analysis reflects our students with disabilities are demonstrating growth in the attainment of their learning outcomes in literacy and numeracy.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Equity Funding</p> <p>Quality Teaching, Successful Students (QTSS)</p> <p>\$14, 193</p> <p>RAM Funding</p>	<p>An additional classroom teacher was employed to support students with their classroom programs. The school ensures that the students and their parents are well informed about the school's activities and reporting and communication processes. Parents and carers are involved in the Reporting and Assessment process throughout each term. Data analysis reflects our students are demonstrating growth in the attainment of their learning outcomes with all students reaching the required benchmark level or set goal in reading and showing growth in the attainment of learning outcomes in literacy and numeracy.</p>
<b>Socio-economic background</b>	<p>Equity Funding</p> <p>Socio-economic background \$ 23, 179</p>	<p>An additional classroom teacher is employed to support students in literacy and numeracy within their normal classroom programs. Data analysis reflects our students are</p>

<b>Socio-economic background</b>	RAM Funding	demonstrating growth in the attainment of their learning outcomes with 100 % of all students reaching the required benchmark level or goal set in reading and showing growth in the attainment of learning outcomes in literacy and numeracy.
<b>Targeted student support for refugees and new arrivals</b>	<p>Equity Funding</p> <p>Targeted student support for refugees and new arrivals \$</p> <p>RAM Funding</p>	<p>A Student Learning Support Officer was employed to support students within the school for two hours per day five days a week initially and then for four hours per day five days a week. A Personalised Learning Program is written with collaborative goals agreed upon by the student, parent and the school. Data analysis reflects our students with disabilities are demonstrating growth in the attainment of their learning outcomes in literacy and numeracy.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	27	27	35	51
Girls	20	25	32	58

Marsden Park Public School enrolments have rapidly increased, particularly in semester two, giving the school continuity if its staffing entitlements with two new teaching positions filled on a temporary basis. rapid growth is occurring in the Elara and Greenway estates with new families enrolling at our school. Kindergarten enrolments have steadily increased after Kindergarten Orientation. All new road developments have been completed and Marsden Park Public School is safely tucked away from all main roads.

## Student attendance profile

School				
Year	2015	2016	2017	2018
K	98.5	95.4	96.5	93.2
1	94.6	94.2	93.9	94
2	96.7	93.5	94.2	92.9
3	95.4	94.4	92.3	94
4	92.2	94.4	95.7	90.4
5	97	93.6	90.9	92.8
6	91.2	91.9	94.3	85.8
All Years	94.8	93.9	94.2	92.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

## Management of non-attendance

Attendance is highly valued at Marsden Park Public School. If a student attends for more than 95% of each term, they are awarded with an attendance certificate at

the school's assembly. Over 75% of students have been rewarded for their excellent attendance. This certificate goes towards the student attaining their coloured badge. All processes are undertaken to support students to attend school and for parents to explain student absences. Unexplained absence notes are sent home on a weekly basis as a reminder for parents to complete. Most families communicate with the school on the day of the absence with reasons being justified by the classroom teacher and/or the Principal.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.53
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

\*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their workforce. At this time there are no Aboriginal people employed at our school. Aboriginal students are supported by the Principal as the Learning Support Teacher, a Student Learning Support Officer and by their classroom teacher.

## Teacher qualifications

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

The teaching Staff at Marsden Park Public School have participated in the required mandatory training as per the guidelines set by the Department of Education. They have also participated in a number of professional learning activities designed to build the capability of staff to achieve our key priorities as set out in our school plan. Teacher professional learning in improving teacher quality has been the major focus of the school particularly in the areas of visual literacy and



leadership. Teacher quality is the single largest indicator of student success.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	64,504
<b>Revenue</b>	984,258
Appropriation	954,659
Sale of Goods and Services	14,473
Grants and Contributions	14,609
Gain and Loss	0
Other Revenue	0
Investment Income	517
<b>Expenses</b>	-896,455
Recurrent Expenses	-896,455
Employee Related	-795,652
Operating Expenses	-100,803
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	87,803
<b>Balance Carried Forward</b>	152,307

Marsden park Public School Finance Committee consists of the Principal and the School Administration Manager. Both members meet on a weekly basis to review the funds available, budgets and future spending. the school's financial information is reported to to the community through the Parents and Citizens Associations meeting annually.

The available funds will be utilised in 2019 to further support student improvement. Funds will also be used to purchase additional technology to cater for the rapid growth of student enrolment and the furbishment of new additional classrooms.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	737,664
Base Per Capita	12,956
Base Location	0
Other Base	724,708
<b>Equity Total</b>	67,926
Equity Aboriginal	4,390
Equity Socio economic	26,087
Equity Language	11,163
Equity Disability	26,287
<b>Targeted Total</b>	822
<b>Other Total</b>	11,010
<b>Grand Total</b>	817,422

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

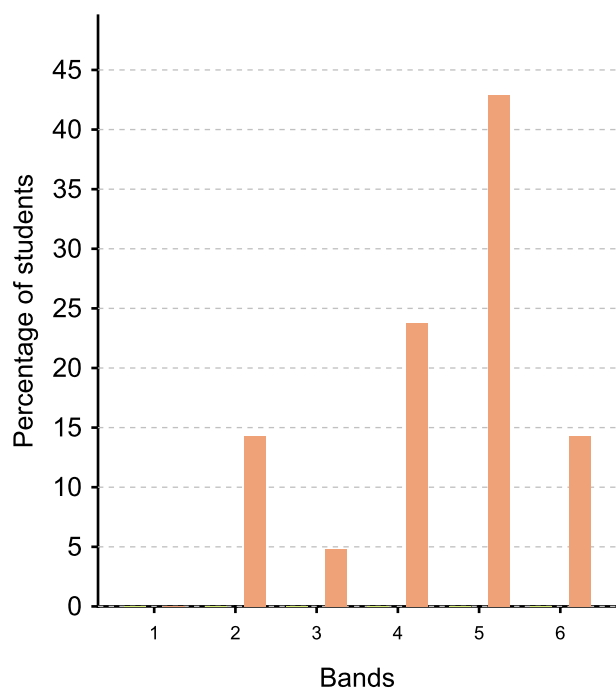
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In year three, eleven students were enrolled and completed NAPLAN. In Year five, twelve students were enrolled and completed NAPLAN.

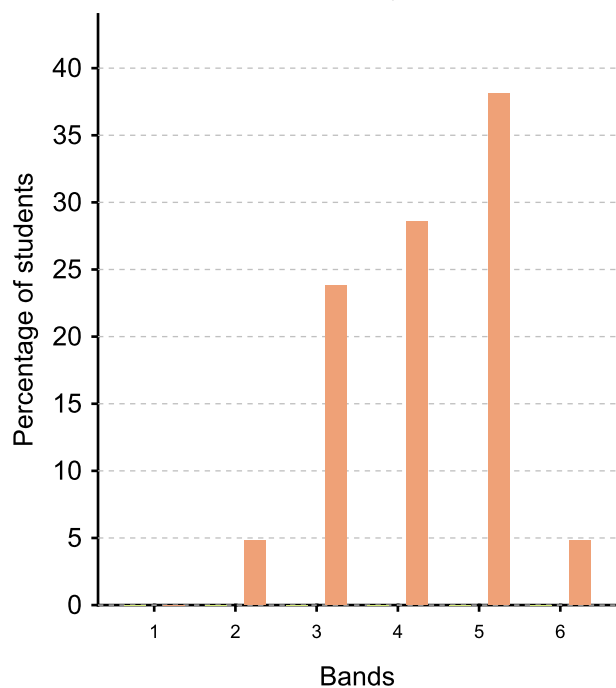
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	14.3	4.8	23.8	42.9	14.3
School avg 2016-2018	0	14.3	4.8	23.8	42.9	14.3

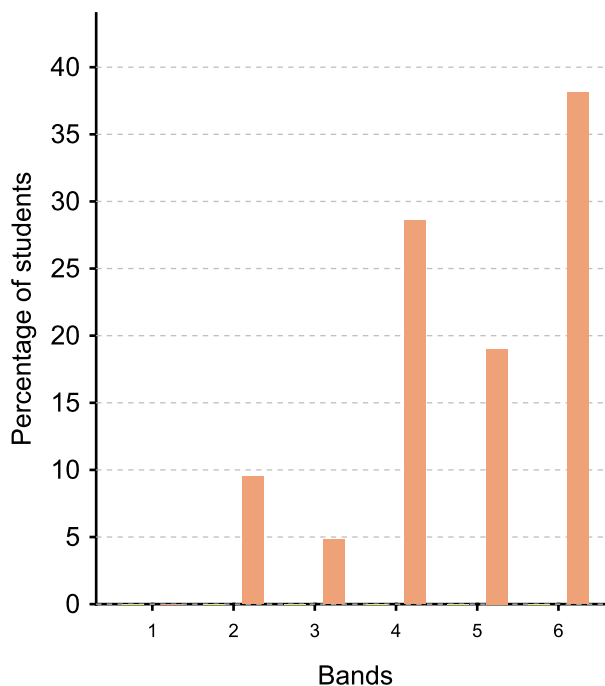
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	4.8	23.8	28.6	38.1	4.8

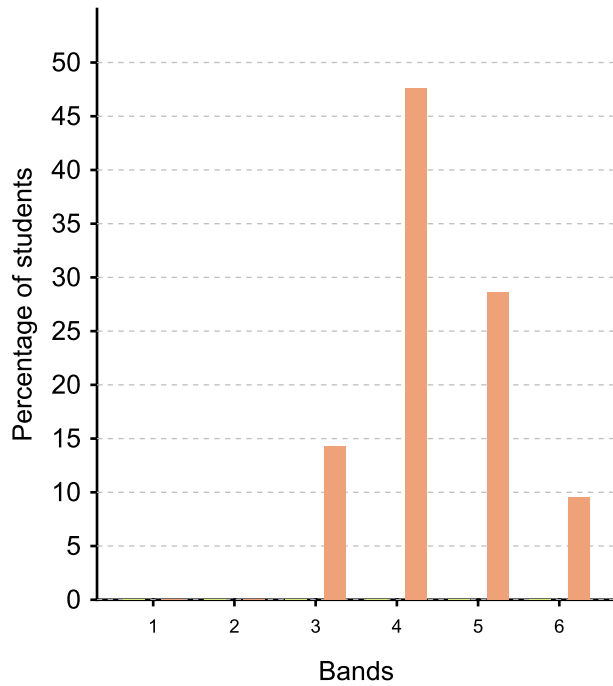
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	9.5	4.8	28.6	19	38.1

**Percentage in bands:**  
Year 3 Writing

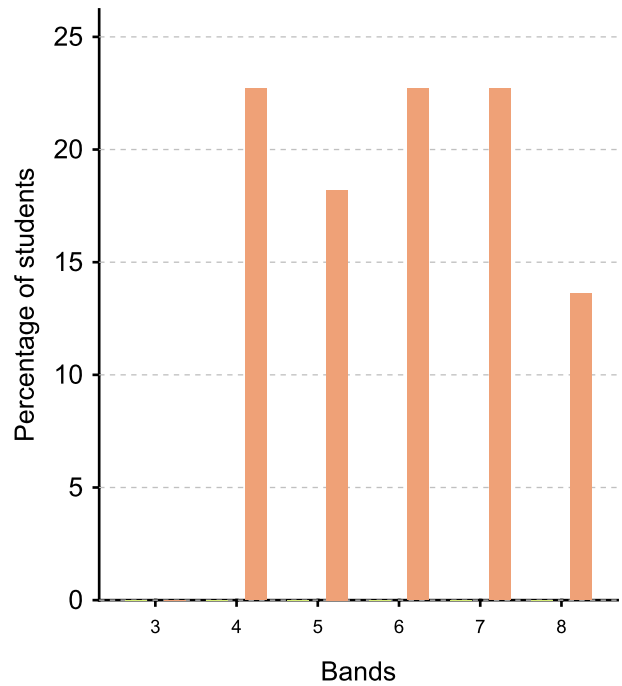


Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	14.3	47.6	28.6	9.5

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	9.1	9.1	18.2	40.9	4.5	18.2

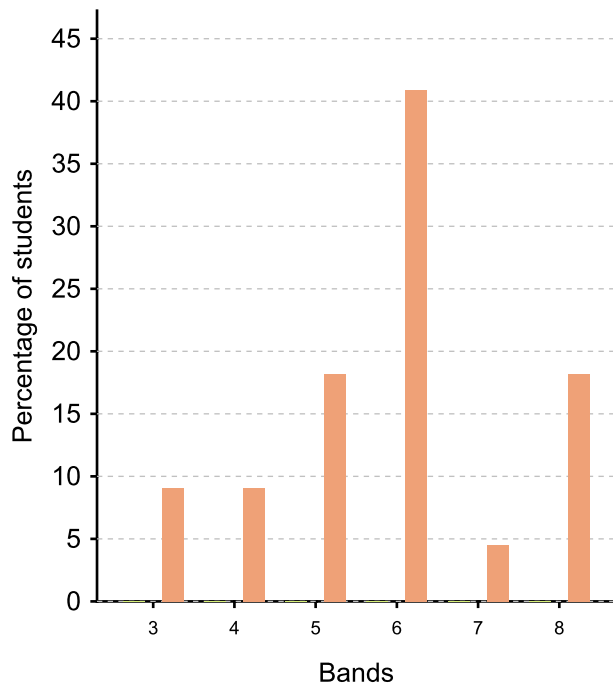
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

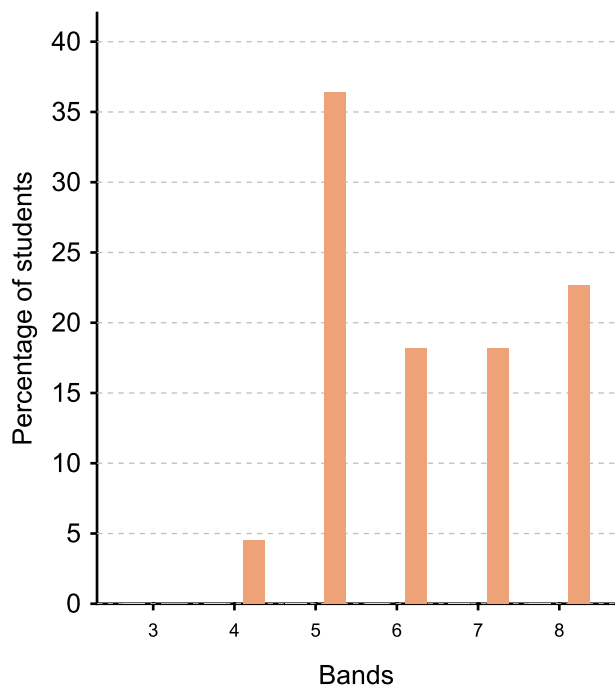
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	22.7	18.2	22.7	22.7	13.6

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

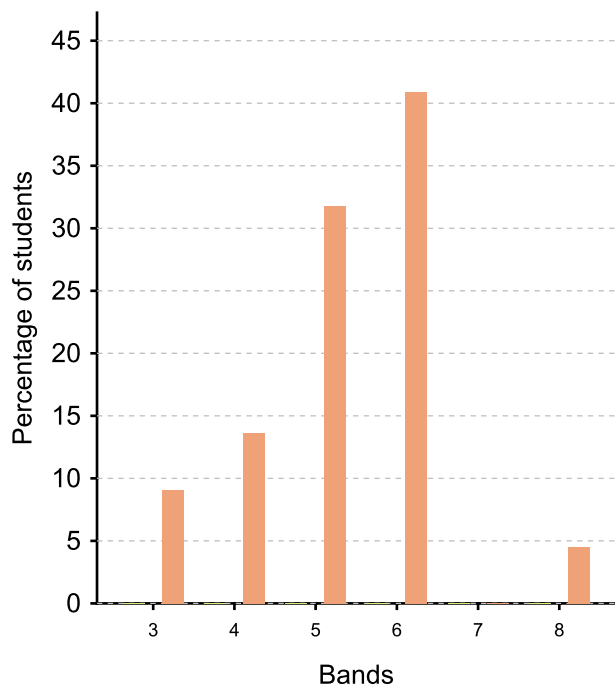
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	4.5	36.4	18.2	18.2	22.7
School avg 2016-2018	0	4.5	36.4	18.2	18.2	22.7

**Percentage in bands:**  
Year 5 Writing

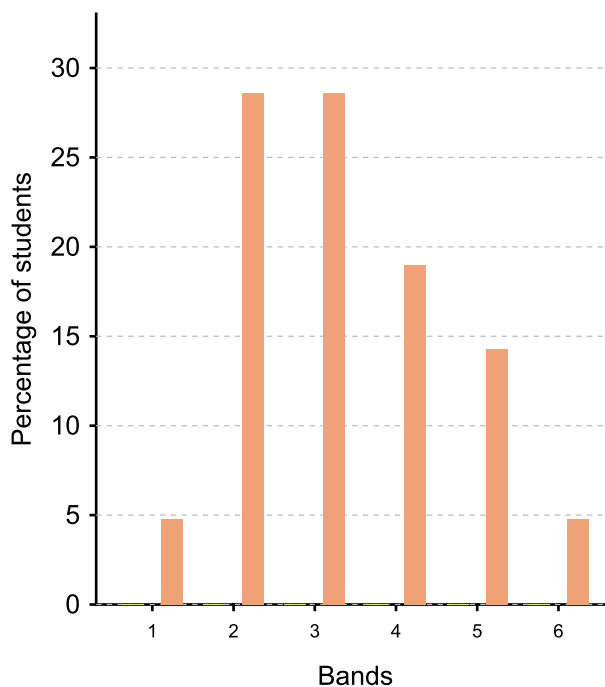


Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	9.1	13.6	31.8	40.9	0	4.5

In year three, eleven students were enrolled and completed NAPLAN. In Year five, twelve students were enrolled and completed NAPLAN.

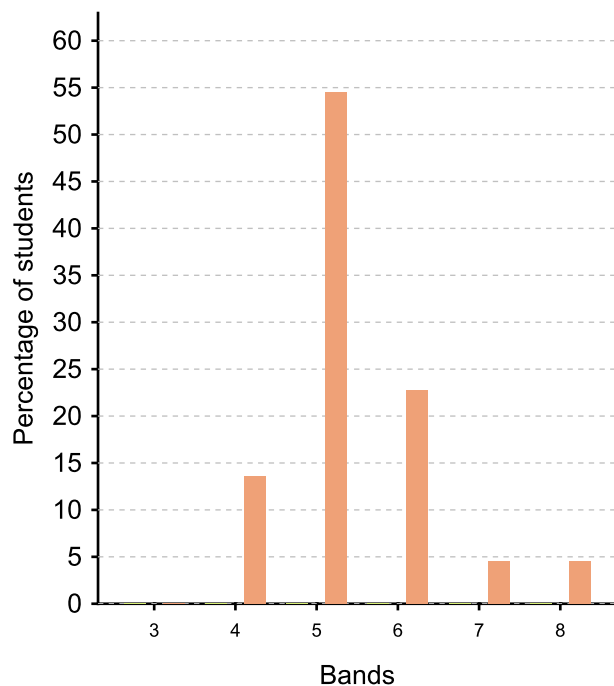
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	4.8	28.6	28.6	19	14.3	4.8

### Percentage in bands: Year 5 Numeracy



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	13.6	54.5	22.7	4.5	4.5

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 accordance with the Premier's Priorities: Improving education results and State Priorities: Better Services – Improving Aboriginal education outcomes for all students in the top two NAPLAN bands. Marsden Park Public School strives to ensure that every child has every chance every day. Historically, the cohorts in years three and five have been so small and inconsistent that the school is unable to produce a result that shows value added results, however, the techniques and strategies employed within the school assists all students, including Aboriginal students, to achieve exit benchmarks and their learning goals. All students show growth across all key learning areas but in particularly literacy and numeracy.

## Parent/caregiver, student, teacher satisfaction

In 2018, Marsden Park Public School sought the opinion of students, parents/carers and teachers about the school to support informed decision making. Tell Them From Me student surveys were utilised as well to guide school planning and help identify school improvement measures.

### Parent Survey – School Culture

#### Agree %

100% The school knows about the families and the community in which it serves

95% The school works with families to help their children achieve at school

100% The school praises and rewards students who are successful

100% The school praises and rewards students who are trying their best

100% The Principal has a positive influence on the school

95% The students and their learning is the central focus of the school

95% I am proud of the school and its achievements

100% I am proud of my child's/children's achievements

100% The school encourages everyone to learn

90% The school caters for the learning needs of my child/children

90% The school continually finds ways to improve what it does

90% Parents support what is happening in the school

### Parent Survey –School Management

100% The school cares about the students

95% The discipline system is fair

95% The rewards system is positive

95% The school is well organised

90% The school communicates effectively with students and parents

85% The school makes minor changes to its programs to improve what it does

90% The needs of the students are met by the school

100% The staff at the school are valued and supported

85% The allocation of money and resources are managed effectively

### Parent Survey –School Planning

100% The main purpose of the school is to improve student learning outcomes

85% School planning documents are developed with all stakeholders



85% The school develops a comprehensive management plan

90% The management plan is published on the schools website

75% The management plan outlines the schools expenditure and purpose

85% School achievements are identified in the school's annual report

85% The annual school report identifies targets for improvement

90% The main purpose of targets is to improve students learning outcomes

90% The annual school report is published on the school website

### **Parent Survey – Leadership**

100% The Principal understands the school and gets the best from the staff and students

90% All staff introduce positive changes that are good for the students

90% The Principal and staff ensure everyone is treated fairly and equally

85% All staff motivate and inspire learners

90% Teachers formally and informally discuss ways to improve my child's learning

85% The school has utilised new ideas to improve students learning outcomes

### **Parent Survey – Teaching**

95% The school provides clear information about student achievement through school reports, personalised learning programs and interviews

85% My child's teacher knows where my child is currently at and what they need to learn

85% My child's teacher keeps records of his/her progress

95% I am happy with my child's work

80% I am happy with the number of opportunities provided by the school for reporting and discussing my child's progress.

### **Student Survey – Learning**

100% of students thought the classroom is an interesting place to learn and that the school expects them to do their best.

95% of all students agreed that teachers talk to parents about their learning and that students take pride in their

learning and do their best.

100% of all students agreed that their teachers find new ways of helping them understand their work using the equipment the school has to offer.

100% of all students agree that their teacher shares ideas about teaching and learning with other teachers to ensure that everyone is there to help them learn.

90% of all students agreed that there is a balance of working with other students and on their own in classroom.

90% try new things in the classroom and view samples of work to help them see their improvement.

### **Student Survey – Teaching**

85% of all students agreed that their teachers tell them what they are learning and why and is it important.

90% of all students agreed that their teacher's plan activities that are interesting and help them learn and all teachers keep records and samples to include in their portfolio.

95% of all students agreed that the way the teacher manages the class help me to learn.

95% of all students agreed that teachers know what I can do and what I need to learn.

95% understood how learning will be assessed.

100% understood that school reports and parent interviews provide information about their learning.

### **Students – Culture**

95% of all students agreed that school knows about the parents in the community and that leaders have a positive influence on the school's culture.

95% of all students agreed that the students are the main concern to the school and the school appreciates them as a student and praises/rewards students who are successful.

100% of all students agreed that they are proud of their school.

100% thought that new students are made welcome and there is support for what is happening at the school.

95% of all students agreed that the school caters for all the learning needs of students and encourages everyone to learn and achieve their best

90% of all students agreed that the school is continually finding ways to improve and where necessary makes changes.

### **Student Survey – Leadership**

95 % of all students understood that the school leaders

get the best from staff and students and value the contribution of individuals and groups.

95% of all students understood that the school leaders inspire and motivate learners and find ways to introduce changes to improve learning and are open to new ideas.

95% of all students understood that the school involves all groups within the school community in deciding what it is aiming to achieve, is always looking to improve what it does and are encouraged to take leadership roles at the school.

95% of all students agreed the school ensures that everyone at the school is treated fairly.

### **Teacher Survey– Learning**

100% of teachers agreed that they provide learning opportunities within a stimulating and secure environment.

100% of teachers agreed the school community has high expectations of students and supports communication between home and school

100% of teachers agreed that their teaching practice is supported by critical reflection and understanding of effective practice and current research and they continually upgrade their skills through profession learning using a wide range of resources to assist the learning of students.

100% of teachers agreed that they share ideas and experiences with colleagues to improve teaching practices so students have access to guidance from other people to assist in their learning.

100% of teachers agreed that they provide learning opportunities within a stimulating and secure environment.

100% of teachers agreed that their students take responsibility for their learning and reflect and engage in self-assessment.

100% of teachers agreed that they provide a balance of independent and group learning activities whilst trying to do things that are new and different.

### **Teacher Survey– Teaching**

100% of teachers agreed that they provide teaching programs that are relevant curriculum and respond to students' interests, needs and abilities.

100% of teachers agreed that they clarify intended learning outcomes and the purpose of learning with students whilst having classroom management strategies in place to maximise student learning.

100% of teachers agreed that they provide assessment strategies that are understood by parents and students whilst providing information on the students' strengths and areas for further development.

100% of teachers agreed that they maintain records for student progress whilst tracking the learning outcomes to evaluate, develop and refine teaching programs.

### **Teacher Survey– Culture**

100% of teachers agreed that staff support what is happening at the school and understand and respond to the context of the community in which they work. 100% of teachers agreed that school leaders have a positive influence on the school culture.

100% of teachers agreed that meeting the needs of students is the school's main priority and recognises and celebrates achievement. 100% of teachers agreed that they are proud of their school and the culture supports a sense of ownership whilst

100% agreed that the school community recognises values and supports the contribution of new members.

100% of teachers agreed that the school curriculum caters for the learning needs for all students and the school encourages students to achieve their best and to be a continuing learner.

100% of teachers agreed that the school is continually finding ways to improve and when necessary makes important changes.

### **Teacher Survey– Leadership**

100% of teachers agreed that school leaders build relationships based on trust, collegiality and mutual respect whilst demonstrating an interest in and accountability for student learning outcomes to improve the school's strengths and weaknesses.

100% of teachers agreed that school leaders model commitment to school improvement effectively implementing change processes which have resulted in improved learning outcomes for students. 100% of teachers agreed that school leaders ensure that all groups within the school community develop the statement of the school purpose ensuring that all members of the school community are treated fairly.

100% of teachers agreed that school leaders model commitment to school improvement effectively implementing change processes which have resulted in improved learning outcomes for students 100% of teachers agreed that school leaders inspire and motivate learners and encourage staff, parents and students to take leadership roles at school.

100% of teachers agreed that school leaders model commitment to school improvement effectively implementing change processes which have resulted in improved learning outcomes for students.

100% of teachers agreed that school leaders encourage teachers to reflect on their practices and constructively challenge educational practice.

Overall, students, parents/carers and teachers are very satisfied with the quality of school life at Marsden Park Public School. the school will continue to develop,

implement and evaluate the impact of programs and processes to ensure the quality of school life is maintained and improved in the future with the school's rapid expansion of student enrolments

## Policy requirements

### Aboriginal education

In 2018 there were three students with an Aboriginal background.

Marsden Park Public School acknowledges the traditional owners of the land, the Dharug people, at all assemblies and functions with 'Welcome to Country'.

All students study the importance, similarities and differences of Aboriginal culture throughout Australia with an integrated approach as part of their studies. All classroom teachers integrate Aboriginal perspectives and indigenous content into class programs, in particular science, history and geography. Throughout 2018, a major focus on library resourcing has been indigenous literature with many books purchased by Aboriginal authors from all over Australia to support our Aboriginal students, programs and special days.

The school is committed to reconciliation and the building of positive relationships between indigenous and non-indigenous students, teachers and parents within our school and the wider community. The school is actively involved in activities that promotes Aboriginal Culture, including National Sorry Day and NAIDOC Week.

### Multicultural and anti-racism education

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

In 2018, all members of the community were informed of the school's expectations of behaviour and values the school represents through our transition programs, school newsletter and website. The school celebrates a variety of festivals and cultural days that are relevant to the students and families that are part of our school and community, including Korean/Japanese Children's Day, Ramadan, Easter, Christmas and St Patrick's Day. The school also celebrates Harmony Day where the students wear the traditional colour of orange. Harmony Day is a day of cultural respect. Classroom programs acknowledge, value and share student's cultural backgrounds and family history. There are minimal incidences of racism within the school due to the proactive behavioural approach and the high expectations taken by the school and its community. Events such as barbeques, assemblies, Harmony Day and celebrations during Education Week and Book Week highlight the quality and diversity in education within our school.

All teachers used culturally and linguistically inclusive strategies that supported English as an Additional

Language / Dialect (EAL/D) learners to participate in classroom activities. These strategies included encouraging the use of first language, using scaffolds and differentiating teaching, learning and assessment. EAL/D learners were always encouraged and supported to participate in all aspects of school life.

In teaching and learning programs, the curriculum content, including cross-curriculum priorities and general capabilities, assisted students to achieve learning outcomes and provided students with opportunities to deal with diversity and difference in a positive and informed manner – promoting tolerance and intercultural understanding.

Appropriate provision was provided to support the specific needs of students from culturally diverse backgrounds, including refugee students, through the delivery of a differentiated curriculum and targeted teaching and learning programs.

The English language and literacy competence of EAL/D students was assessed against the *EAL/D Learning Progression and the ESL Scales*. Teachers at Marsden Park Public School assessed EAL/D learners' needs and mapped data against the continuums, which describe language and literacy skills in oral interaction, reading & responding and writing. This information was used for planning, programming and reporting to parents. Parents were provided with reports that outlined student's progress in learning English as an additional language. EAL/D students' achievement in English language was reported to parents using the *ESL Reporting Scale 1–6*.

The EAL/D Annual Survey was accurately completed after thorough assessment of all EAL/D students. Information regarding English language proficiency, the percentage of students from a language background other than English and EAL/D support programs was collected. This information was used to organise and develop quality programs to enhance the English language proficiency of EAL/D learners within the school. The Multicultural Education Policy was also implemented to promote community harmony through school policies and practices.

All staff at Marsden Park Public School created and maintained non-racist, non-discriminatory learning environments that were both culturally and linguistically inclusive. We implemented policies in line with anti-racism, anti-discrimination and human rights legislation and all staff supported this by modelling and advocating non-racist and inclusive behaviour.

### Other school programs

#### Creative Arts

The students at Marsden Park Public School participated in a variety of creative and performing arts experiences in 2018. The creative arts program (visual arts, music, dance and drama) program was presented through classroom teaching and learning experiences. Students performed throughout the year including at Education Week and Presentation Day. Performances

included dance, drama – reader's theatre, singing, poetry reciting and a visual arts display in each classroom. Students have been very successful with their visual arts work receiving many prizes at the Luddenham and Castle Hill Show.

### **Sharing**

The school, as part of the Blacktown Learning Community took part in supporting and sending students to take part in courses offered as part of the Blacktown Learning Community Sharing Program. Courses including visual arts and cooking. These courses give students an opportunity to attend another school for the day, work with students and teachers utilizing their leadership and organisational skills in an area of interest.

### **Leadership Courses**

Our School Captains attended the Blacktown Leadership Days, organised by the Vardy's Road Public School Principal for schools belonging to the Blacktown Learning Community. The Leadership program went for two days and the program used was Creating Connections – Student to Student. The School Captains also attended as school leaders, the Schools' ANZAC Ceremony, held in Hyde Park, Sydney and were also the school representatives at the Riverstone ANZAC Ceremony. They conducted, along with their Year Six peers, the Marsden Park Public School ANZAC Service. Students in 6/5/4 are given the opportunity to attend leadership courses at Longneck Lagoon throughout the year. Courses are different for each year level and allow students to work with students from other schools and to develop their leadership skills and potential. Students throughout the year, are given opportunities to practice their leadership skills in a variety of school activities including leading assemblies, peer support, peer reading and tutoring, leading various activities at sporting carnivals and within the classroom. Students are given various responsibilities within each classroom as part of their leadership development.

### **Sporting Schools**

The school has once again participated in the federally funded Sporting Schools program. Students in all three classes participated in appropriate skill building sessions in a variety of sports. This program allows students to participate in small groups and minor games, enhancing teamwork and understanding of basic movement fundamentals to improve coordination. Many of our students showed a tremendous improvement in the development of the skills over each ten week period. The school has seen a continued rise in students representing our school at the Hawkesbury Small Schools carnivals in a variety of events.

### **Premier's Sporting Challenge**

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

medal for overall performance.

### **Premier's Reading Challenge**

Students from Marsden Park Public School for the seventh year, participated in the Premier's Reading Challenge. The school kept the student records of books read and these were entered online as each child completed the requirements. Every student in the school completed the challenge within the set timeframe and were presented their certificates at our school's Presentation Day Assembly.

### **Book Week**

Book Week was celebrated through our annual open day incursion and a book character parade. Student participation was very high and many parents and grandparents joined us on the day to celebrate student achievement. All students engaged with the suggested short listed books from the Children's Book Council of Australia during their library lessons.

### **Crunch 'n Sip – Healthy Eating**

This program promotes healthy eating. All staff encourages healthy eating through health lessons as part of the PD/H/PE program. The school encourages healthy eating by modelling and ensuring all students have access to water and healthy food and the canteen provider follows the healthy canteen guidelines.