

Marayong Heights Public School

Annual Report



2018



4282

Introduction

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

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

Lisa Littlejohn

Principal

School contact details

Marayong Heights Public School

Guerie St

Marayong, 2148

www.marayonght-p.schools.nsw.edu.au

marayonght-p.school@det.nsw.edu.au

9622 4776

School background

School vision statement

At Marayong Heights Public School we are committed to working closely with our school community in developing our students to be dynamic global citizens by equipping them with the skills, processes and knowledge to be resilient, confident, creative and motivated individuals; through a student-centred learning environment that nurtures, guides, challenges and inspires them.

School context

Marayong Heights Public School is located within close proximity to the Blacktown CBD in Western Sydney. The school is in the Quakers Hill Principal Network and is an active member of the Blacktown Learning Community (BLC). The school enrolment of 306 students includes 34% English as an Additional Language/Dialect (EAL/D) and 7% of the students identify as Aboriginal. There are 13 regular classes.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The school's self-assessment against the School Excellence Framework indicated that in the domain of **Learning**, Marayong Heights Public School is *Delivering*.

This year, we have continued to have a strong focus on creating a positive and productive learning culture amongst staff and students so that all students have a strong sense of belonging and belief that the school has high expectations for all. Significant attention has been placed on ensuring all teachers are catering for individual learning and wellbeing needs of students, with extensive support from the Learning and Support Team. Differentiated teaching and learning has been a priority across the school, making it possible for all students to access and engage in the curriculum successfully.

The school's self-assessment against the School Excellence Framework indicated that in the domain of **Teaching**, Marayong Heights Public School is *Delivering*.

A focus during 2018 has been to establish a positive professional learning culture across the school, with teachers becoming more confident in opening up their classrooms for colleagues to observe them and for staff to become reflective of their own teaching practices. There has been a strong emphasis on improving teacher capacity by providing ongoing professional learning and support to ensure high quality, best practice teaching strategies are successfully implemented.

The school's self-assessment against the School Excellence Framework indicated that in the domain of **Leading**, Marayong Heights Public School is *Delivering*.

Our priorities this year have been to continue to foster a culture of high expectations, promote distributive leadership and implement management practices and processes that support the operation of the school. A number of systems and procedures have been put into place and communicated to all staff to ensure ongoing school improvement. A focus on identifying and building leadership capacity has continued for both students and staff.

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

Engaged, empowered and creative learners.

Purpose

To ensure a student-centred learning environment that inspires all students to become empowered participants in their own learning.

Overall summary of progress

A whole-school focus on Guided Reading practices continued throughout 2018. Through working with the Deputy Principal and Assistant Principals, most teachers were able to use a range of data from Guided Reading to inform and guide their planning and programming for student needs. Teachers completed their student tracking sheets and compiled required assessments, ready to hand over to 2019 class teachers, ensuring that teachers are aware of student learning needs. Growth mindset display boards were set up in classrooms and staffroom with some consistent language starting to be used across the school. Teachers participated in professional learning around Cognitive Load Theory and Formative and Summative assessment to deepen their understanding of how to cater for student learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Reading and Numeracy improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance in Reading and Numeracy.</p> <p>Quality effective learning and support is in place to ensure well-functioning systems allow all staff to demonstrate a coordinated approach.</p> <p>Increased number of students demonstrating active engagement with their learning.</p> <p>Differentiation that caters for all students' learning needs is evident in teaching and learning programs.</p>	<p>Operational funding, PL funding EALD funding, LaS funding</p> <p>Literacy and Numeracy resources, planning release time, SLSO support</p> <p>QTSS staffing allocation</p>	<p>50% of Year 5 students achieving at 'expected growth or above' in Reading and Numeracy.</p> <p>Most teachers have been able to use a range of data from Guided Reading to inform and guide their planning and programming for student needs.</p> <p>Most teachers are programming Mathematics using the explicit instructional model, using both formative and summative assessments to plan learning for students.</p>

Next Steps

Revisit professional learning around growth mindset and cognitive load theory due to new staff joining the school in 2019. Continue to focus on student-centred learning and high expectations to ensure that students' learning needs are catered for through differentiation.

Strategic Direction 2

Quality teaching and learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices, to meet the diverse needs of staff and community.

Overall summary of progress

All staff engaged in professional learning which developed a deeper understanding of the performance and development process. Through professional learning and dialogue with supervisors, all staff have a better understanding of their own learning needs which enabled them to plan, implement and review professional learning goals, that aligned with the school's strategic directions and their own personal professional goals. A number of teachers willingly engaged in classroom observations – inviting colleagues into their rooms to observe them teaching and also visiting other classrooms to observe.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All teachers are engaged in and demonstrate an enquiry approach to the teaching and learning cycle in order to improve classroom practice.</p> <p>All staff are actively participating in future-focussed, relevant and timely professional learning to suit their own identified needs and positive feedback demonstrates high levels of satisfaction and engagement in the professional learning culture of the school.</p>	<p>Professional learning funds, course fees, casual costs for teachers to attend PL, Educational Consultant</p>	<p>Staff have started to develop a deeper understanding of the Teachers Standards and the importance of professional learning on their classroom practice. They were able to reflect on the professional learning they undertook during the year and share with others the impact this PL has had on their teaching.</p>

Next Steps

Continue to focus on developing a positive professional learning culture to ensure all staff engage in developing a shared responsibility and practice through reflection, feedback and goal setting in order to guide their own professional learning. Professional learning around Visible Learning and evidence-based practices will continue to be a focus so that teachers demonstrate an understanding of the importance of the teaching and learning cycle to inform their teaching and learning thus raising standards of achievement.

Strategic Direction 3

Effective communication and connections

Purpose

To increase positive interaction and community engagement that is based on consultation, collaboration and effective communication

Overall summary of progress

During 2018 the school continued to have a strong focus on Positive Behaviour for Learning with explicit, stage-appropriate PBL lessons being implemented during early Term 1 to ensure that all students and staff had a consistent understanding of the expectations of behaviour across the school. In Term 4 an external PBL coach worked with staff to revisit our knowledge and understanding of the PBL framework. Data indicated that teachers were still not consistently entering student incidences onto the data base, therefore there was only a small amount of data collected.

The school continued to keep the community informed about school events and happenings through the newsletter, notes, morning assembly announcements, school website and app. In 2018 an official school Facebook page was launched, administered by the school leadership team, as well as the app Seesaw to support enhanced communication and involvement for parents and carers regarding student learning.

Links with Blacktown Girls High School continued with Year 8 students from this high school working with students in Years 3–6 on a STEAM Challenge organised by Blacktown Learning Community (BLC).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>School wide data demonstrates clear improvements in the consistent implementation of school PBL expectations in all settings. 40% decrease in playground referrals.</p> <p>A strengthened positive parent partnership is demonstrated through increased involvement and participation of parents in a range of workshops and information sessions. Increased parent satisfaction demonstrated with communication strategies as evidenced through surveys and forums.</p> <p>Increased development of student leaders and opportunities for students to be part of the decision making process is evident across the whole school.</p>		<p>Most students are able to use and demonstrate the PBL expectations across the school.</p> <p>School community surveys indicate that parents and carers are satisfied with the range of communication strategies used across the school.</p>

Next Steps

Revisit the PBL framework with an external Coach/Mentor to ensure all staff, students and school community have a consistent understanding of the framework and expectations.

Continue to build partnerships at key transition points – preschool to Kindergarten and Year 6 to Year 7.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>All Aboriginal students had a Personalised Learning Pathway (PLP) with input from parents, each students and the teacher, ensuring that cultural significance was included.</p> <p>Aboriginal background loading was used to employ an Aboriginal SLSO, who worked with and support Aboriginal students across the school.</p> <p>Aboriginal students were supported through the use of Aboriginal background loading to access extra-curricula activities including school camps and excursions and with assistance with school uniforms and school supplies.</p>
English language proficiency		<p>Support for EAL/D students was delivered through the employment of a part time EAL/D teacher who worked with teachers to build their knowledge and understanding of supporting EAL/D students to ensure the curriculum was differentiated where needed for each student.</p>
Low level adjustment for disability		<p>All students requiring adjustments and learning support were catered for within classroom programs and other whole school strategies, by all teachers working with and being supported by the Learning and Support Team. SLSOs were employed to work with and support students across the school.</p>
Quality Teaching, Successful Students (QTSS)		<p>Mentoring and coaching practices provided constructive feedback to individual teachers with a focus on effective classroom practice. Teachers were encouraged to use dedicated QTSS time to observe and give feedback to colleagues with a focus on high expectations and best practice. Teachers received support with the performance and development framework within their stages and at a whole school level.</p>
Socio-economic background		<p>SLSOs were employed to work with and support students across the school.</p> <p>An Assistant Principal was paid higher duties as a Deputy Principal to facilitate teacher understanding, and to support the implementation of using data to guide teaching and learning with a focus on Guided Reading.</p>
Support for beginning teachers		<p>One full-time temporary teacher received Beginning Teacher funding and had a full day off class every three weeks and worked with their coach/mentor every six weeks on a range of activities to support the development of skills. These activities included working through '<i>Strong Start, Great Teachers</i>' program, as well as professional learning and dialogue on classroom management, student engagement and classroom observations.</p>

Support for beginning teachers		Two temporary beginning teachers were also supported through Beginning Teacher funding from previous years (funds that were unable to be expended due to inability to secure casual teachers)
Targeted student support for refugees and new arrivals		In 2018, the staffing equivalent of one day per week was received to support 2 students under the New Arrivals Program (NAP). NAP students worked with the EAL/D teacher in small groups and individually to ensure their learning was differentiated to support their individual learning needs.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	157	165	167	146
Girls	147	160	149	149

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.6	94.9	92	91.4
1	92.2	93.7	93.6	92.4
2	92.6	93.2	93	94.4
3	92.6	92.1	91.3	93.8
4	92.4	93.8	92.6	91.1
5	93.4	89.4	93.5	93.7
6	93.8	93.8	88	94.1
All Years	92.9	93	92	92.9
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

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

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

Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.99
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

In the second half of 2018, a School Learning Support Officer who identified as Aboriginal or Torres Strait Islander was employed on a temporary part-time contract.

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

All staff participated in professional learning during 2018. Professional learning is seen as an integral part of each staff members' professional development.

School Development Days were held on the first day of Term 1, Term 2 and Term 3 and Thursday 20 December in Term 4. This time was dedicated to professional learning and training in system and school priorities. On Term 3 Staff Development Day, staff attended a combined Blacktown Learning Community professional learning day at Rooty Hill RSL focussing on student engagement, mindset and wellbeing with Dan Haesler as the guest speaker. All staff participated in a rescheduled Staff Development Day from Term 4 that focussed on Cognitive Load Theory and Formative Assessment on Saturday 28 July 2018.

All staff participated in and completed mandatory

training for Child Protection, Code of Conduct, Corruption Prevention, Anaphylaxis and CPR training.

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

- using Seesaw app and Google Drive
- Managing students with haemophilia and working with students with a hearing impairment
- performance and development plans
- Cognitive Load Theory
- School strategic directions and planning
- Aboriginal Policy delivered by Nirimba Aboriginal Education and Wellbeing Officer
- Super 6 Reading Strategies
- the role of the School Counsellor
- SCOUT training for Teachers
- new Science and Technology syllabus

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

In 2018, \$21007 was spent on professional learning. With the engagement of casual teachers to replace teachers participating in PL being a major issue during the year along with staff participating in a number of professional learning opportunities delivered by Curriculum Advisors and other DoE Advisors at no cost to the school, not all professional learning funds were expended.

In 2018, one temporary teacher received Beginning Teacher Funding support. Another two temporary beginning teachers were also supported with Beginning Teacher funding from funds not previously expended. Six teachers, who were teaching prior to 2004, were placed at Proficient level in 2018.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	364,156
Revenue	2,992,112
Appropriation	2,853,843
Sale of Goods and Services	11,025
Grants and Contributions	123,764
Gain and Loss	0
Other Revenue	200
Investment Income	3,281
Expenses	-2,750,516
Recurrent Expenses	-2,750,516
Employee Related	-2,468,825
Operating Expenses	-281,691
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	241,596
Balance Carried Forward	605,753

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,284,830
Base Per Capita	61,105
Base Location	0
Other Base	2,223,725
Equity Total	333,522
Equity Aboriginal	24,639
Equity Socio economic	128,985
Equity Language	45,755
Equity Disability	134,143
Targeted Total	34,641
Other Total	101,692
Grand Total	2,754,684

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.

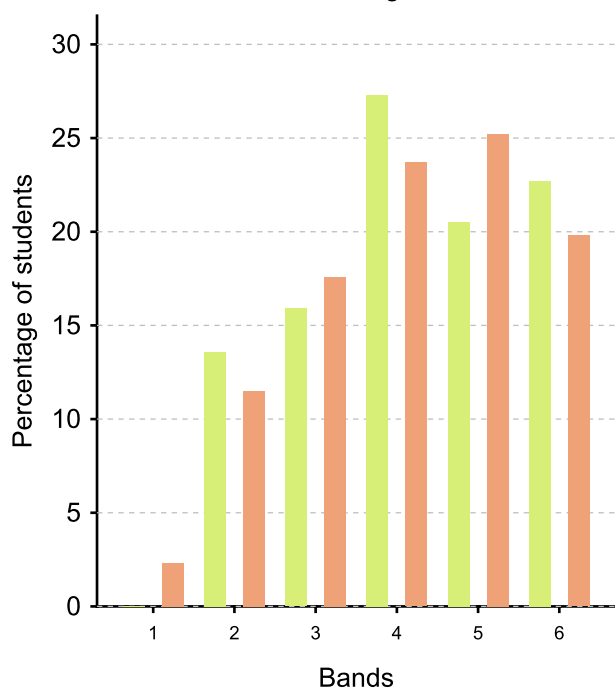
There were 42.3% of girls in the top two bands for Year 3 Reading in 2018, compared to 44.4% of boys in the top two bands. In 2018, in Year 5 Reading, 37.9% of girls were in the top two bands compared to 33.3% of boys. In 2018, there was a 19.7% increase of boys in the top two bands compared to 2017 where 13.6% of boys were in the top two bands.

In Year 3 Grammar, 30.8% of girls were in the top two bands compared to 50% of boys in the top two bands. In Year 5 Grammar, 17.6% of girls were in the top two bands compared to 20% of boys in the top two bands.

57.7% of Year 3 girls were placed in the top two bands for Spelling in 2018 compared to 44.4% of Year 3 boys in the top two bands. 29.4% of Year 5 girls were in the top two bands of Spelling in 2018, compared to 33.3% of Year 5 boys in the top two bands..

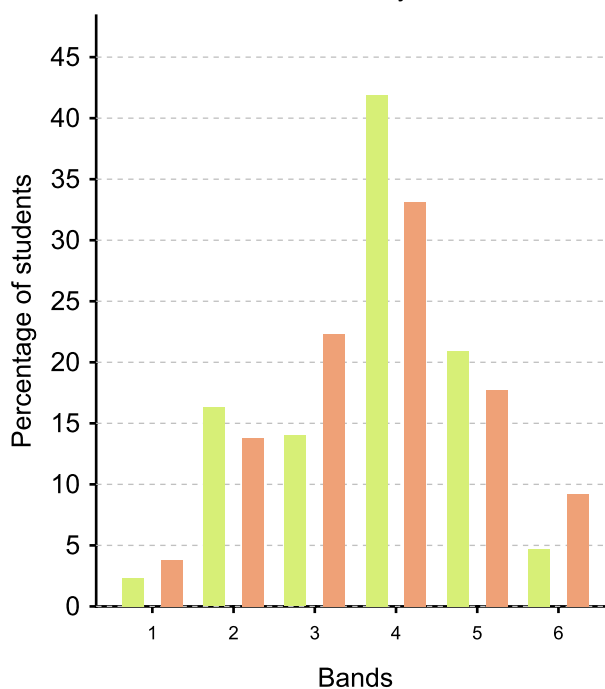
In Writing in 2018, 38.5% of girls were in the top two bands, compared to 22.2% of boys in the top two bands. In Year 5, 13.3% of boys were placed in the top two bands, compared to 11.8% of girls in the top two bands.

Percentage in bands:
Year 3 Reading



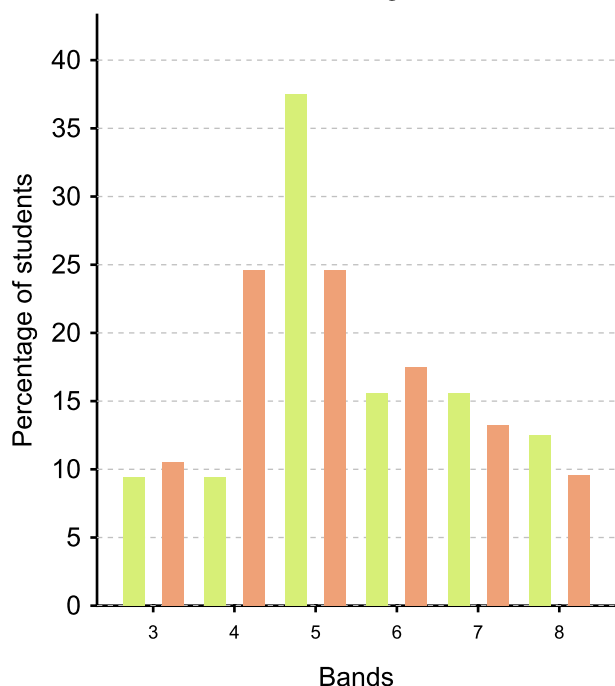
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



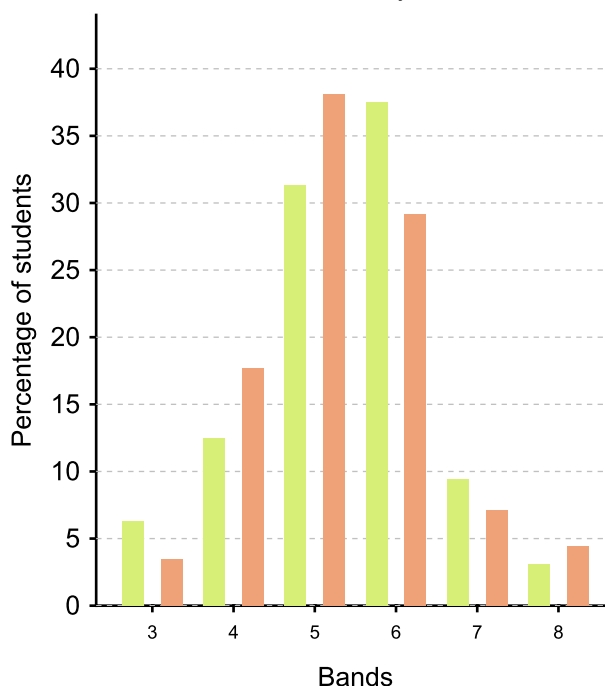
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

29.4% of boys in Year 3 were placed in the top two bands of Numeracy in 2018 compared to 23.1% of girls in Year 3.

In Year 5, 13.3% of boys in Year 5 were placed in the top two bands compared to 11.8% of girls in Year 5 in the top two bands.

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.

43.2% of Year 3 students were in the top two bands in Reading in 2018, compared to 46% in 2017.

In Year 3 Numeracy, 25.6% of students were in the top two bands, compared to 26% in 2017.

In Year 5, 28.1% of students were in the top two bands for Reading, compared to 24.4% in 2017.

In Numeracy, 12.5% of Year 5 students were placed in the top two bands, as was the case in 2017.

There were no Aboriginal students in Year 3 or Year 5 in the top two bands for Reading or Numeracy in 2018.

Parent/caregiver, student, teacher satisfaction

All parents and community members had the opportunity to participate in the Tell Them From Me *'Partners in Learning Parent Survey'* in 2018, with 15 parents completing the survey.

66% of parents surveyed indicated that they were happy with the level of communication from the school and their child's teacher. This was evident in the positive responses relating to the use of Seesaw in classrooms, teachers making positive contact with parents around their child's learning and the introduction of a school Facebook page. An identified area for improvement was around giving working parents more notice of events.

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

85% of our students felt that there was someone in the school who could consistently provide encouragement for them and who they could turn to for help. 95% of our students felt that school staff valued academic achievement and held high expectations for all students. 78% of our students felt that they were accepted and valued by their peers and by others at school.

All staff had the opportunity to participate in the Tell Them From Me *'Focus on Learning Teacher Survey'* in 2018, with 19 staff completing the survey.

85% of staff surveyed agreed or strongly agreed that *'school leaders in my school are leading improvement and change'* and 75% of staff surveyed agreed or strongly agreed that *'school leaders clearly communicate their strategic vision and values for our school'*. 65% of staff surveyed agreed or strongly agreed that *'positive contact and regular communication with parents and carers has led to changes in teaching practises to cater for the learners in my classroom'*.

Policy requirements

Aboriginal education

In 2018, 7% of students who identified as Aboriginal or Torres Strait Islander were enrolled as Marayong Heights Public School. MHPS is committed to implementing programs and strategies that work towards 'closing the learning achievement gap' for Aboriginal students in Literacy and Numeracy.

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

Aboriginal or Torres Strait Islander students in Years 3–6, had the opportunity to work with an Aboriginal Education and Wellbeing Officer and Aboriginal Community Liaison Officer from Nirimba on Monday afternoons in an Aboriginal Students Culture Group, where they were able to learn more about their culture.

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

Multicultural and anti-racism education

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

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

The school has a designated Anti-Racism Contact Officer (ARCO) to promote anti-racism initiatives across the school. In 2018 there were no anti-racism referrals to the ARCO.