

Marayong South Public School Annual Report



2018



4327

Introduction

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

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

School contact details

Marayong South Public School

McClellan St

Blacktown, 2148

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

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

9622 4216

School background

School vision statement

Our school seeks the greatest possible success for every student. We have high expectations for student achievement. We collaborate with the whole community to ensure the wellbeing of our children is the focus of our work. Students, parents, staff and visitors enjoy a safe and welcoming environment at Marayong South Public School. Our classrooms are positive, productive places where innovative, effective teaching takes place daily for the benefit of all students. Our staff members are highly professional. Their commitment, care, dedication and passion underpin the warmth, success and strength of our school.

School context

Marayong South Public School opened in 1962. 2018–2020 will see an anticipated enrolment of approximately 350 students each year. The school has seen many positive changes, all contributing to make it the welcoming and dynamic school it is today. It is located in the Quakers Hill Schools network and is well supported within the district by its' community.

The school population reflects the diversity of enrolment feeder area surrounding the school, both in the established housing areas of Blacktown and the new estates bordering the back of the school. Approximately 61% of our students come from a non-English speaking background, while approximately 6% are of Aboriginal or Torres Strait Island background. The school promotes understanding and acceptance which is reflected in the positive way that students play and learn together. Staff provide a happy and productive environment for the school's diverse student population.

Our school is a PBL (Positive Behaviour for Learning) and Trauma Informed school, with programs such as Peer Support and Be You to continue to enhance student wellbeing.

Our learning programs support a diverse range of learning needs across the school. Our school delivers strong Learning Support Programs, as well as opportunities for high achieving students. Our school community, including parents and carers, work together for the very best educational and social outcomes for our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. School staff analysed evidence and assessed school progress inline with the School Excellence Framework.

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

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

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

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

Excellence in Teaching and Leadership.

Purpose

To establish, build and maintain leadership practices within the school context and collaborate with local school network schools and learning communities.

To ensure committed excellence in teaching and leadership supporting collegial, educational partnerships.

Overall summary of progress

To establish, build and maintain leadership practices within the school context and collaborate with local school network schools and learning communities. To ensure committed excellence in teaching and leadership supporting collegial, educational partnerships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School practices reflect staff engagement in effective professional development, closely linked to the Professional Standards.	• Quality Teaching, Successful Students (QTSS) (\$20000.00)	1 hour of extra Executive release per week was provided to ensure analysis of PDPs, regular classroom observations and staff feedback was in place.
Internal data indicates enhancements of teacher practice through the delivery of observable, evidence based strategies in classrooms.	Professional Learning (\$10000.00)	Teachers were actively engaged in professional development that included Trauma Informed Practices. The PL was evident throughout the school with best teacher practice observed and evaluated through the PDP schedule.

Next Steps

In 2019 MSPS will focus on best teaching practices across the school with emphasis on a consistent approach to assessment and data analysis. This will guide teaching and learning practices throughout the school. A new PDP support schedule will be implemented for all staff to support and guide staff in their goals and professional development. A Team Leader and Early Career Teacher groups will be in place to enhance staff development, provide networking opportunities and mentoring.

Strategic Direction 2

Engaged, successful learners.

Purpose

To enhance collaborative teaching practices through professional development in order to successfully engage students.

To develop assessment practices that inform whole school programming, teaching and planning practices to improve student outcomes.

Overall summary of progress

To enhance collaborative teaching practices through professional development in order to successfully engage students.

To develop assessment practices that inform whole school programming, teaching and planning practices to improve student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
SCOUT data shows improvement in school performance (NAPLAN: Value added growth, Increased percentage in Top 2 Bands).		Leaders analysed data and engaged teachers in collaborative programs focussing on literacy and numeracy growth.
SCOUT data shows improvements in student performance (NAPLAN: Above Expected Growth), which is reflected in school student performance databases.		Leaders analysed data and ensured students were catered for. Learning and Support team supported identified students in small groups. Student and staff feedback was evaluated and evidence supplied from the Executive team.

Next Steps

In 2019 the Executive team will be implementing a whole school assessment schedule and database. This will coincide with the STEM committee creating new diagnostic math tests to be used throughout the school. This will allow for consistent reporting and analysis of data to better inform teaching practices for student needs and differentiation. The STEM committee will lead the school in the implementation of the new Science syllabus implementing coding and technologies across the school to produce creative and critical thinkers of tomorrow.

Strategic Direction 3

Collaborative Community Partnerships.

Purpose

To support the entire school community to develop high expectations of learning and facilitate achievement for all students.

To provide opportunities for parents and families to enhance their value of, and engagement with, the education of their children.

Overall summary of progress

To support the entire school community to develop high expectations of learning and facilitate achievement for all students. To provide opportunities for parents and families to enhance their value of, and engagement with, the education of their children.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance is comparable to SSG and State attendance data.		Student attendance was monitored and evaluated by the executive team and HSLO throughout the year. Attendance rates continued to improve and attendance rates were comparable with state average.
Internal evidence and data indicates improved engagement by families.		This year the school enhanced its online presence and use of the Skoolbag app. Parents noted that they were well informed and feedback and engagement was positive.

Next Steps

In 2019 staff will continue to support student attendance with a collaborative approach of working with parents, students and outside agencies. We will continue to strengthen our ties with the local high school to enhance transitioning to year 7 and will introduce a Play Group to assist with transitioning our future students. Overall we will be creating a sense of belonging and support for future, past and present students and families to have success at school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$18 500	All ATSIC students had personalised Learning Plans that were developed in consultation with students, parents and staff. They were reviewed regularly to ensure appropriate support was given. The school enlisted one of our ATSIC teachers to run a Koori club that provided an inclusive and positive environment for our Aboriginal students and their families and allowed them to immerse themselves in their culture.
English language proficiency	\$48 000	EAL/D programs are well established across the school and ensure there is high achievement for our EAL/D students. 75% of emerging and developing EAL/D students were in the top 2 bands for reading in year 3 and 30% in the top 2 bands for reading in year 5. 'Consolidating' students had pleasing results. Students' individual needs were catered for through specialised support and curriculum differentiation. Our EAL/D teacher introduced and supported staff in intensive speaking and listening programs throughout the school.
Low level adjustment for disability	\$55 800	Our funding was utilised in training and hiring Staff Learning Support Officers to support students with disabilities and ILPs across the school. SLSO's implemented programs in the classroom and the playground including a social program called Play Packs. This ensured appropriate accommodations and adjustments were in place resulting in all students having access to programs throughout the school.
Quality Teaching, Successful Students (QTSS)	\$61 000	Executive staff were provided extra release to provide a quality and constructive supervision mentorship. This consisted of coaching, lesson observations and quality feedback to improve teaching practices throughout the school. During the year an Assistant Principal was released 4 days off class to support the principal and school staff.
Socio-economic background	\$98 000	Employed an extra classroom teacher in order to keep class sizes low.
Support for beginning teachers	\$18 000	Early Career Teachers were supported through mentoring and professional learning opportunities to ensure they achieved accreditation at proficient level.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	162	167	175	183
Girls	177	178	162	165

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.4	92.1	93.9	91.8
1	92.8	92	89.9	91.9
2	93.8	93.1	93.9	93.3
3	94.6	93.5	93.5	93.1
4	91.5	93	93	92.3
5	91.7	92	93.6	94
6	92.5	93.1	93.5	92.5
All Years	92.8	92.7	92.9	92.7
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

Non attendance is handled by the school executive in consultation with HSLO and outside agencies to ensure students attend school regularly. The school works closely with and communicates regularly with students and families who have been identified as attendance priorities. Attendance of students is reviewed regularly with phone calls, notes and referrals in place. The school has implemented a system of receiving online notes. Students at risk are placed on reward systems to encourage attendance at school. This saw an improvement in term 4 and has dramatically improved the attendance of students in 2019 where some no longer need the program. The school communicates expectations to the greater school community via

Facebook, letters home and the school website.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.78
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

The school had 2 teachers in 2018 that identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

In 2018 the school had 2 teachers achieve their accreditation at proficient level. Opportunities were provided to staff to ensure that professional needs were met. School and Early Career Teacher funds were used to provide mentoring, professional learning and times for staff to observe colleagues and achieve their professional goals.

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	273,020
Revenue	3,211,683
Appropriation	3,100,008
Sale of Goods and Services	-40
Grants and Contributions	104,826
Gain and Loss	0
Other Revenue	2,994
Investment Income	3,895
Expenses	-3,139,896
Recurrent Expenses	-3,139,896
Employee Related	-2,753,376
Operating Expenses	-386,519
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	71,787
Balance Carried Forward	344,806

The school's financial management processes were aligned with the strategic directions of the school plan and included operational costs.

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	2,431,171
Base Per Capita	65,165
Base Location	0
Other Base	2,366,006
Equity Total	428,834
Equity Aboriginal	18,658
Equity Socio economic	98,005
Equity Language	131,409
Equity Disability	180,762
Targeted Total	31,817
Other Total	107,275
Grand Total	2,999,097

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.

Overall Literacy results continued to improve in 2018. In particular we saw growth in the top 2 bands for writing amongst year 3 and year 5 students. Spelling results also grew with 30% of year 3 students achieving in the top 2 bands. In reading, year 3 improved numbers in the top 2 bands and year 5 saw a combined improvement in the top 3 bands. Naplan data showed spelling and grammar programs have had a positive impact on learning.

In Numeracy we saw growth in the top 2 bands for year 3 and year 5 and a decrease in the number of students in the bottom band. Numeracy will be a priority in 2019 as per our school plan.

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 students in the top two NAPLAN bands our results showed an increase in the number of students in the top 2 bands for numeracy and 20% of students in the top band for year 3 reading. ATSIC students are supported by the LaST with PLPs and Naplan preparation groups.

Parent/caregiver, student, teacher satisfaction

The overwhelming majority of parents, students and staff see our school as an inclusive and positive learning environment. Teachers and parents communicate effectively for all educational and social and emotional needs. We began the year with a successful Meet the Teacher afternoon. This gave parents and community members a chance to visit our school, meet staff members and hear about programs and events happening in the school in a relaxed, family friendly manner.

During 2018 the school sought feedback and opinions from parents through a parent survey. Parents were extremely satisfied with communication and reports. The Skoolbag app and Facebook continued to be a valuable method of communicating with our families. We received good feedback and positive engagement was noted. Events such as Open Day and Grandparents Day were highly attended and successful.

Results from our 2018 teacher survey found that staff members felt supported and appreciated and as a result good teaching was evident in classrooms.

We have a strong and supportive P&C who initiated a variety of fundraising opportunities. In particular, 'The Wanderers' travel group fundraised funds that were put towards the 'Good Ship Julia' a new fixed equipment area. Our positive reward system through our Positive Behaviour for Learning was evident throughout the school giving students a sense of pride. Above all the school had an enjoyable and successful year and will continue to strengthen our relationship with all stakeholders.

Policy requirements

Aboriginal education

The Department of Education's Aboriginal and Education Training Policy guides our whole school planning to ensure all Aboriginal students' education is prioritised and students have the opportunity to receive the highest possible learning outcomes and develop a deeper understanding of cultures.

Multicultural and anti-racism education

The Anti-Racism policy guides Marayong South's school culture and all staff promote Australia and our school's 's cultural, linguistic and religious diversity. We have a trained Anti-Racist Contact officer. Any incidents that are reported to the ARCO are addressed in a timely and professional manner following Department of Education procedures.