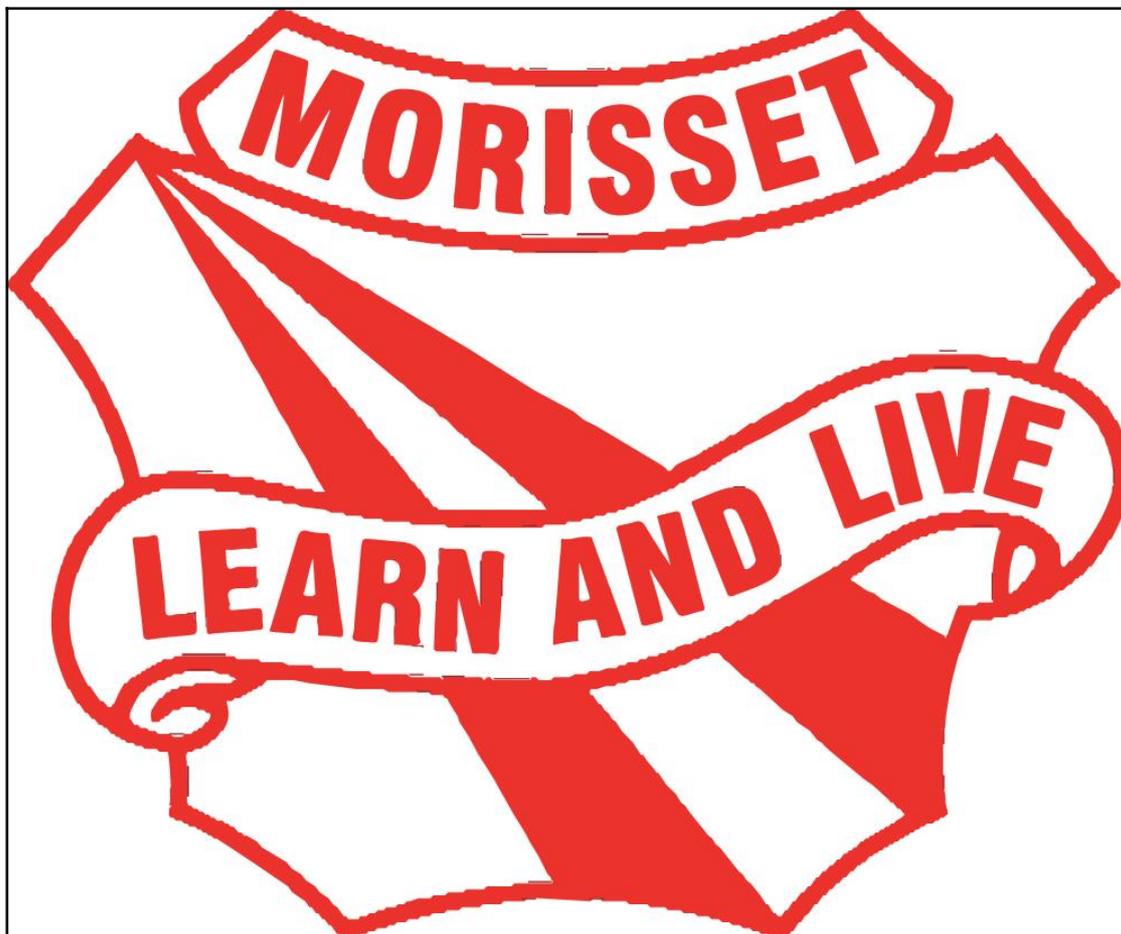


Morisset Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Morisset Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

School vision statement

At Morisset Public School, we nurture, guide, inspire and challenge all students to become successful and creative learners through strong student, staff and community partnerships.

School context

Morisset Public School is situated on the south–west side of Lake Macquarie. We are a proud member of the Western Shores Learning Alliance, which is in partnership with 6 primary schools and Morisset High School. Morisset Public School had a total of 202 enrolments for 2019. 18% of students identify as Aboriginal and 11% are from language backgrounds other than English. A commitment to future focused learning ensures quality teaching, high expectations and up–to–date technologies. This encourages high student engagement and self–regulated learners. Evidence indicates that strong parent and community involvement in student learning continues to develop through active involvement in school events and whole school student initiatives. The attendance rate for students has decreased and will be an area of focus in this school plan. Strategies will be implemented to support students and families to improve their attendance. Ongoing professional learning of staff delivers quality pedagogy in Literacy and Numeracy. Our school has identified the need for a range of wellbeing strategies to maximise success for all.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Learning

Purpose

To work in partnership with staff, students, parents and school community to provide literacy and numeracy skills through rich, stimulating and engaging learning experiences that foster student's ability to learn, adapt and be responsible, confident citizens and leaders.

Improvement Measures

Increase school community participation in engaging and collaborating around student progress and achievement in literacy and numeracy.

Equal or exceed NSW Government norms in the area of student understanding that there are clear rules and expectations for school behaviour.

Tracking systems aligned to incident monitoring will indicate an improvement in student wellbeing.

Progress towards achieving improvement measures

Process 1: High Expectations

The aspirations and expectations of students and parents are known and inform learning. Learning goals in literacy, numeracy and wellbeing, are established to support a growth mindset and student self regulation.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">To increase parent engagement, parent information sessions and class letters were introduced.A school generated survey was conducted at the parent information sessions and these results are recorded in Parent Satisfaction (page 14).Individual student goals in literacy, numeracy and wellbeing were co-created and communicated to parents. via three-way conferences and progress advised in student reports.Parents and community members attended Learning @ Morisset sessions that focused on Literacy, Numeracy, Science, Creative and Performing Arts.	\$6,396 – Casual Staff for Parent Teacher Conferences

Process 2: Wellbeing – a planned approach

The school plans for and monitors a whole school approach to student wellbeing and engagement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><i>Tell Them from Me</i> data indicated student understanding in, <i>clear rules and expectations for school behaviour</i> exceeded the NSW Govt. norm.Continued delivery of PBL and classroom expectations resulted in a significant reduction in minor/ major incidents.Decline in suspension rates.Refined data entry processes in SENTRAL (third party software) ensured clarity when identifying and recording minor or major incidents.	<p>\$42,087 – AP off class 2 days per week for Well-being Role</p> <p>\$5,168 – SENTRAL licence</p> <p>\$1,500 – PBL Silent Disco</p> <p>\$864 – PBL Signage</p> <p>\$800 – Whole School Swimming – PBL Recognition Day</p>

Strategic Direction 2

Quality Teaching

Purpose

To create a school culture where teachers are committed to high levels of professionalism and accountability. Through a shared and personal responsibility, teachers and leaders analyse and interpret authentic data to inform evidence based teaching practices to optimise student achievement in literacy and numeracy.

Improvement Measures

Increased percentage of students in the top two bands of NAPLAN Reading, Writing and Numeracy.

Increased percentage of Aboriginal students in the top two bands of NAPLAN Reading, Writing and Numeracy.

Equal or exceed NSW Government norms in the domain of Data Informs Practice.

Increased number of students demonstrating expected growth across Literacy and Numeracy.

Increased percentage of Aboriginal students demonstrating expected growth across Literacy and Numeracy.

Equal or exceed NSW Government norms in the domains of Leadership and Quality Feedback.

Progress towards achieving improvement measures

Process 1: Collaborative Practice, Explicit Teaching and Feedback

Teaching practice and learning programs, are reviewed and revised to meet the needs of the learners, based on student progress and achievement.

Evaluation	Funds Expended (Resources)
<p><i>Tell Them from Me</i> data indicated:</p> <p>Leadership – exceeding all NSW Govt Norms.</p> <p>Data Informs Practice – elements exceeding NSW Govt Norms:</p> <ul style="list-style-type: none">• assessments help staff understand where students are having difficulty.• staff use formal assessment tasks to help students set challenging goals.• staff use data from formal assessments to determine if concepts need to be taught another way. <p>Quality Feedback – elements exceeding NSW Govt Norms:</p> <ul style="list-style-type: none">• staff monitor progress of individual students and are available to help those with learning needs.• staff have received helpful feedback about their teaching.	<p>\$40,232 – QTSS funds Curriculum Leader</p> <p>\$3,000 – Athletics Subscription</p> <p>\$3,000 – Reading Eggs Subscription</p> <p>\$3000 – PM Readers including online access for Staff</p>

Process 2: Data Analysis and Skills/ Student Performance Measures

The school uses internal and external assessments to assess student progress and achievement against syllabus outcomes.

Evaluation	Funds Expended (Resources)
<p>Increased % of students in top two bands:</p> <ul style="list-style-type: none">• Year 3 – 6% Reading, 23% Writing, 5% Spelling, 30% Grammar & Punctuation, 36% Numeracy• Year 5 – 8% Writing• Aboriginal students Year 3 – 33% Reading• Aboriginal students Year 5 – 33% Reading <p>% of students demonstrating expected growth:</p> <ul style="list-style-type: none">• Literacy – 67% Reading, 50% Writing, 50% Spelling, 39% Grammar & Punctuation	<p>.9 LAST – working within the classroom setting providing support for students</p> <p>\$33,857 – Interventionist employed to provide additional support to students</p>

Progress towards achieving improvement measures

- Numeracy – 29%
- Aboriginal students Literacy – 75% Spelling, 25% Reading and Writing, 50% Grammar & Punctuation
- Aboriginal students Numeracy – 25%

Strategic Direction 3

Quality Leading

Purpose

To enable effective instructional leadership that demonstrates a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student wellbeing and success in a future focused learning environment.

Improvement Measures

Increased percentage of students reaching target benchmarks as a result of Instructional Leadership systems.

Increased student engagement as a result of flexible learning spaces and project based learning.

Equal or exceed NSW Government norms in the domain of Technology.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Staff lead areas of expertise, aligned to the school plan using distributive leadership practices, resulting in sustained quality school wide systems.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Six staff members participated in the initial <i>Connecting to Country</i> training from local AECG. These staff members implemented strategies from this training into whole school context.• Staff identified to deliver professional learning to colleagues in the area of Number Talks.• Assistant Principal delivered professional learning to colleagues in the WSLA schools.• Instructional Leader (EAfS) delivered professional learning in Literacy and Numeracy.• Increased % students reaching target benchmarks – Year 1 students 90%, an increase of 14%	<p>\$95,000 – EAfS Instructional Leader</p> <p>\$7,813 – Connecting to Country</p> <p>\$12,500 – Teacher Professional Learning</p> <p>\$4,688 – L3 training for K–2 staff members</p> <p>\$7,813 – Beginning Teacher – additional professional learning, mentoring, programming and assessment</p>

Process 2: Future Focused Learning

Learning environments promote Collaboration, Communication, Co–operation, Critical Thinking & Creativity (5Cs).

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Covered seating purchased for outdoor learning area.• Refurbishment of outdoor learning area delayed due to structural defects.• Two year plan to replace Smartboards in all learning environments completed except for Connected Classroom and Library.• P&C purchased 12 iPads for use in K–2 classrooms.• Furniture audit conducted and furniture was purchased for Library, Hall and Computer lab.	<p>\$13,000 – outdoor furniture</p> <p>\$21,000 – Smartboards (BenQ)</p> <p>\$5000 – furniture audit</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$59,116	<ul style="list-style-type: none"> • SLSO employed 2 days per week • Students attended Jarjum Soar • Speaking In Colour – Staff Professional Learning – "Possum Cloak" • Consultation with AECG • 3 Staff members attended Stronger Smarter • 6 Staff members attended Connecting to Country • Culture Group • PLPs completed • NAIDOC celebrations • External Performer presented cultural experience for all students
English language proficiency	\$3,454	<ul style="list-style-type: none"> • Purchased Reading Eggs App • SLSO delivered Minilit program • Teacher employed 1 day per week as EALD support
Low level adjustment for disability	Flexible Funding \$38,280 .9 LAST Teacher	<ul style="list-style-type: none"> • LAST – Data analysis • Subsequent delivery of intervention in class and in small groups • 2 SLSOs employed 4 days per week • SLSO provided support for targeted students in the classroom and playground • CTs released to develop PLSP for identified students
Quality Teaching, Successful Students (QTSS)	\$40,232	<ul style="list-style-type: none"> • Instructional Leader – Curriculum funded off class 1 day per week to continue developing whole school scope and sequence – Mathematics, Science and English • Teaching observations completed for all staff
Socio–economic background	\$170,368	<ul style="list-style-type: none"> • AP released to fulfill well–being role • Staff released to participate in three–way conferences and parent teacher interviews • Student assistance provided to students to support equitable engagement in school activities • Staff participated in professional learning opportunities according to school plan
Support for beginning teachers	\$14,481	<ul style="list-style-type: none"> • Mentor support • CT attended professional learning • CT provided with additional release from face–to–face teaching
Targeted student support for refugees and new arrivals	\$311	<ul style="list-style-type: none"> • Resources purchased

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	97	100	111	99
Girls	127	133	113	100

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93	93.5	94	91.2
1	89.7	89.2	88.1	90
2	93.4	90.3	93.6	89
3	89.9	90.9	89.5	91.2
4	89.6	89.7	91.9	88.8
5	90.5	91.5	88.2	87.7
6	93.4	90.2	89.7	88.4
All Years	91.2	90.7	90.5	89.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.01
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	440,032
Revenue	2,471,897
Appropriation	2,345,150
Sale of Goods and Services	8,571
Grants and contributions	116,419
Investment income	1,757
Expenses	-2,353,306
Employee related	-2,063,093
Operating expenses	-290,213
Surplus / deficit for the year	118,591

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	141,147
Equity Total	367,263
Equity - Aboriginal	59,116
Equity - Socio-economic	170,368
Equity - Language	3,454
Equity - Disability	134,325
Base Total	1,519,275
Base - Per Capita	52,559
Base - Location	0
Base - Other	1,466,716
Other Total	222,595
Grand Total	2,250,280

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Parent responses to a school generated survey are below:

- 88% valued the AP's Wellbeing role and 100% wanted it continue in 2020
- 89% value the Home Reading program
- 100% supported the refining of school start and finishing times which resulted in those times changing to 9am and 3pm
- 100% have a better understanding of school processes as a result of attending Parent Information Sessions
- P&C continued to meet twice a term – fundraising initiatives supported the purchase of IWBs and iPads and the continued operation of the school canteen with volunteers twice a week
- Mother's Day (60) and Father's Day (115) events were well attended

The following is a snapshot of the *Tell Them From Me* surveys completed in 2019.

Students from Yr4–6 were surveyed and their responses included:

- 51% have a positive sense of belonging
- 90% value schooling outcomes
- 83% value teacher quality instruction
- 79% engaged in positive relationships with peers
- 74% value positive teacher–student interactions

Teacher responses (scores being out of 10 and above the NSW Govt Norm) included:

- I work with other teachers in developing cross–curricular or common learning opportunities (8.8)
- I discuss with students ways of seeking help that will increase learning (8.0)
- I establish clear expectations for classroom behaviour (8.0)
- I share students' learning goals with their parents (8.3)
- My assessment tasks help me understand where students are having difficulty (8.3)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.