

# Marsden Road Public School

## 2019 Annual Report



4278

## Introduction

The Annual Report for 2019 is provided to the community of Marsden Road 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

Marsden Road Public School

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Liverpool, 2170

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### Message from the principal

Welcome to the Annual Report of 2019. This report provides an opportunity to showcase and celebrate the teaching and learning at Marsden Road Public School. We continue on our journey of providing evidence based instruction and maintaining high expectation of and for our students. Professional development of teachers continues to be our priority as we believe that good teaching is most fundamental to improve student outcomes. As a school community we have clarity of our vision, clarity in our pedagogy and clarity in how we assess our progress towards our vision.

I would like to thank our teachers for their commitment in ensuring that the teaching and learning that happens at Marsden Road Public School is of an outstanding caliber. Many of our teachers continue to provide demonstration lessons to educators across Australia in both, public and private schools. I would like to acknowledge our administrative staff and student learning support officers for their role in creating a dedicated learning environment. I would also like to thank all the volunteers, parents and carers for their ongoing support. Your dedication and contribution to our school is appreciated by the staff and students of Marsden Road Public School.

Mrs Manisha Gazula

Principal

# School background

## School vision statement

The Marsden Road Public School community has high expectations for and from students, and aims to deliver quality education that sets the foundations for all students to be productive, successful and resilient members of society.

## School context

Marsden Road Public School was established in 1962 and is built on the traditional lands of the Cabrogal of the Darug Nation. The school serves a diverse community, 89% of whom come from a language background other than English. The school is proud of its varied multicultural population, with 57 cultural backgrounds represented. Approximately 18% of our total student enrolment is made up of people who have been through the refugee experience. Approximately 46% of students have been speaking English for 3 years or less. These students are supported by additional specialist staffing.

In 2017, Marsden Road Public School became an Early Action for Success (EAfS): Phase 2 school, which is part of the department's implementation of the NSW Literacy and Numeracy Strategy 2017–2020. EAfS aims to improve students' literacy and numeracy skills through a targeted approach in the early years of learning. Our teachers work collaboratively to develop and implement evidence-based teaching and learning programs for all students. This is achieved within a context of a high expectations and positive learning environment. Teachers aim to equip students with the foundation skills necessary for lifelong learning. Enrichment and extracurricular activities offered include leadership programs, choir, dance, drama, sport, debating, public speaking and environmental education. The school's core values are for students to be safe, to be respectful and to be learners.

## 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Achieving Academic Growth

### Purpose

With high expectations and evidence-based programs, students will achieve deeper understanding, knowledge and skills.

### Improvement Measures

**NAPLAN** Improve proficiency achievement, over 3 years, in: Reading

- Year 3 – from 24% to 29%–35%
- Year 5 – from 15% to 29%–32%

Writing

- Year 3 – from 55% to 56%–61%
- Year 5 – from 6% to 17%–22%

Numeracy

- Year 3 – from 25% to 27%–32%
- Year 5 – from 17% to 27%–32%

**School-based & PAT assessments** Improve achievement, over 3 years, in: Reading stanine 6 or above

- Years K–2 – from 31% to 41%
- Years 3–6 – from 33% to 43%

Writing working within or above

- Years K–2 – from 58% to 68%
- Years 3–6 – from 41% to 51%

Numeracy stanine 6 or above

- Years K–2 – from 31% to 41%
- Years 3–6 – from 27% to 37%

### Overall summary of progress

**NAPLAN** For 2019, the percentage of students achieving proficiency achievement, in:

Reading Year 3 – **34%** \* Year 5 – **24%**

Writing Year 3 – **53%** \* Year 5 – **22%**

Numeracy Year 3 – **11%** \* Year 5 – **17%**

**School & PAT assessments** For 2019, the percentage of students achieving, in:

Reading stanine 6 or above K–2 – **29%** \* 3–6 – **37%**

Writing working within or above K–2 – **67%** \* 3–6 – **66%**

Numeracy stanine 6 or above K–2 – **21%** \* 3–6 – **34%**

### Progress towards achieving improvement measures

**Process 1: Quality Teaching:** Continue professional learning in the teaching of English and Mathematics

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Feedback from staff indicates improved content and pedagogical knowledge developed from professional learning.</li></ul>	Resources – \$85 000 Speech pathologist – \$90 000

## Progress towards achieving improvement measures

- Feedback from staff indicates improved content and pedagogical knowledge developed from professional learning.

Occupational therapist – \$52 000

Subscriptions – \$23 700

**Process 2: Using Data Effectively:** Effective use of data gathered to ensure effective teaching strategies are being implemented

### Evaluation

### Funds Expended (Resources)

- Improved coordination of student assessment data to improve teaching practice.
- Improved accountability mechanisms when reporting student achievement.
- Data from classroom observations and program supervision indicate data driven teaching of reading, writing and mathematics.

PAT assessments – \$2 000

**Process 3: Summative & Formative Assessments:** Establish school systems such as cooperative planning, data-analysis and discussions, summative and formative assessments of learning

### Evaluation

### Funds Expended (Resources)

- Feedback from staff indicates improved assessment knowledge developed from professional learning.
- Implement consistent teacher judgement and moderation of student work samples

## Next Steps

In 2020, Marsden Road Public School will continue to focus on:

- Explicit teaching of English and mathematics.
- Professional learning to support reading, writing and mathematics.
- Consolidate teacher's understanding of assessment and reporting
- Refine teacher data analysis skills

## Strategic Direction 2

Excelling in Teaching and Learning

### Purpose

Empowering teachers to develop and implement high-impact teaching strategies and strengthen assessment and reporting practices.

### Improvement Measures

- 80% teachers are confident in implementing formative and summative assessments in literacy and numeracy.
- 80% teachers confident in implementing the school's Core Program
- 80% teachers believe they are responsible for their professional development and are confident in reaching their goals

### Overall summary of progress

- 86.4% teachers are confident in implementing formative and summative assessments in literacy and numeracy
- 84.9% teachers confident in implementing the school's Core Program
- 87.9% teachers believe they are responsible for their professional development and are confident in reaching their goals

### Progress towards achieving improvement measures

**Process 1: Professional Learning:** Targeted professional learning that aligns with the school's priorities. Engage experts (Literacy & Numeracy) to provide professional training to teachers

Evaluation	Funds Expended (Resources)
• Feedback from staff indicates improved content and pedagogical knowledge developed from professional learning.	Consultants – \$94 380

**Process 2: Effective Analysis of Data:** Continue professional learning in analysing and using data effectively as well as building teachers' capacity to design and implement summative and formative assessments

Evaluation	Funds Expended (Resources)
• Feedback from staff indicates improved assessment knowledge from professional learning.	Professional learning – \$17 200

**Process 3: Build Leadership Capacity:** Provide opportunities for teachers to observe expert practitioners. Create succession plan for various school initiatives. Initiate leadership program that supports aspiring leaders

Evaluation	Funds Expended (Resources)
• Feedback from staff indicates improved knowledge and teaching practice from the 'Accreditation' group and improved teaching practice developed from 'additional RFF' professional development.	

### Next Steps

In 2020, Marsden Road Public School will continue to focus on:

- Professional learning to consolidate teachers' content knowledge, pedagogy and assessment and reporting skills, focusing on literacy and numeracy
- Continue with the engagement of a literacy consultant
- Introduce a school generated self-assessment framework for teachers

### Strategic Direction 3

#### Educating Future Citizens

#### Purpose

To develop cognitive, social, emotional, physical and spiritual wellbeing of students so they can connect, succeed, thrive and learn as informed citizens in an ever-changing world.

#### Improvement Measures

##### School Connectedness

- Attendance: increase the percentage of school attendance to 93%–95%
- Future: 95% of students believe school has a strong bearing on their future
- Pride: 90% of students take pride in school values
- Advocacy: 87%–91% of students feel they can turn to someone for encouragement and guidance
- Sense of Belonging: 83%–88% of students feel they belong to MRPS
- Expectation for Success: 95%–98% of students feel MRPS has a high expectation for success

Reduction in the number of students referred to Yellow Room (low level misbehaviours) by 3% of the previous year

Teachers indicate that 80% of students are;

- Organised and ready for learning.
- Resilient in various situations
- Respectful towards others

#### Overall summary of progress

##### School Connectedness

- **Attendance:** the number of students attending on time increased by 2%
- **Future:** 93% of students believe school has a strong bearing on their future
- **Pride:** 92% of students take pride in school values
- **Advocacy:** 77% of students feel they can turn to someone for encouragement and guidance

Teachers indicate that **83.3%** of students are;

- Organised and ready for learning.
- Resilient in various situations
- Respectful towards others

#### Progress towards achieving improvement measures

**Process 1: Citizenship:** Explicit teaching of positive behaviours and expectations through a two-week specialised program to improve students' self-awareness and build their capacity to make appropriate choices.

Evaluation	Funds Expended (Resources)
• Feedback from staff indicates improved student behaviour.	Financial support for school activities – \$30 500

**Process 2: Culture:** Recognise, respect and teach the significance of cultural identity and diversity in our society.

Evaluation	Funds Expended (Resources)
• Data from notes sent to parents/carers indicate effective communication in multiple languages. • Feedback from students TTFM indicates culture is recognised and respected.	Celebration of student achievements – \$7 500

## Progress towards achieving improvement measures

**Process 3: Curriculum:** Effective teaching of Science, History, Geography, Creative Arts and Personal Development, Health and Physical Education.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Data from evaluations indicate effective teaching of the curriculum.</li></ul>	Excursion subsidies – \$20 000

**Process 4: Wellbeing:** Consolidate successful wellbeing and extracurricular activities that are established at the school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Feedback from staff indicates improved wellbeing knowledge developed from professional learning.</li><li>Feedback from staff indicates improved student behaviour.</li><li>Feedback from students indicates an understanding of social skills.</li></ul>	

## Next Steps

In 2020, Marsden Road Public School will:

- Continue to implement our civics and citizenship program 'The Marsden Way'
- Continue with Social Emotional Learning as part of the school curriculum.
- Ensure consistent and fair implementation of the school's wellbeing policy.
- Maintain our relationship with STARTTS to ensure that students from refugee background are well supported and have access to support services
- Consolidate the programs offered by the Community Hub to engage vulnerable and isolated families within the community, thus improving school – community relationships. Provide courses, playgroup and similar programs that will boost confidence and skills, especially stay at home mums who are best placed to support their children.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6 802	<p>An increase in the number of members in the committee, helped to continue the building up of the entire school community's understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages. Members regularly attended AECG meetings, as well as professional and community networks.</p> <p>Personalised Learning Pathways (PLPs) were developed in collaboration with families, where possible, improving the home–school link between school, Aboriginal students and their families .</p> <p>The Aboriginal Education committee, in partnership with families and staff, implemented inclusive and positive interactions to engage and support all Aboriginal students from Marsden Road Public School. Throughout the year students:</p> <ul style="list-style-type: none"> <li>• Attended a community of schools NAIDOC celebration with Aboriginal students from local Liverpool schools.</li> <li>• Collaboratively planned and presented the school NAIDOC assembly, with performances from students.</li> <li>• Attended the Liverpool Community of Schools' Aboriginal Education Celebration (awards ceremony).</li> <li>• Received high school transition support from Marsden Road Public School in partnership with KARI.</li> </ul>
<b>English language proficiency</b>	\$46 323	<p>The school continued to address the specific learning needs of students from diverse linguistic and cultural backgrounds. Through collaborative teaching and targeted programs, the school maintained its focus on English acquisition with a particular emphasis on comprehension and vocabulary, moving students through the EAL/D progressions.</p> <p>Classroom teachers, with the support of specialist EAL/D and executive teachers, are confident to work through moderation activities for the collaborative phasing of students. This ensured consistent and comparable judgement of student learning.</p>
<b>Low level adjustment for disability</b>	\$114 832	<p>The Learning and Support Team (LST) continued and strengthened productive links with the wider community to improve outcomes for students with additional learning needs. They consistently reviewed and updated procedures to ensure efficient and effective strategies were implemented for the broad range of support required for these students.</p> <p>All teachers continued to implement school policies that support the engagement and full participation of students with additional learning needs. Parents/carers and their children were encouraged to be an active</p>

<p><b>Low level adjustment for disability</b></p>	<p>\$114 832</p>	<p>stakeholder in the development and application of an Individual Education Plan (IEP).</p> <p>All teachers continued to promote a culture of high expectations for all students, including those with additional learning needs. Experienced teachers, in consultation with the LST, ensured compliance with legislative and system policies were maintained. This ensured all components of the Disability Standards Act applicable to each student was met.</p> <p>Occupational Therapists and Speech Therapists continued to be engaged by the school to screen students and provide strategies to support individual students. They also collaborated with teachers to provide professional development specific to the learning needs of their students.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>\$130 194</p>	<p>QTSS funds were used to provide additional release for teachers to engage with external consultants and Instructional Leaders. The focus of this training was to ensure all staff, including new staff members, developed a deep understanding of both the research base which underpins the pedagogical practices of the school, and the accepted form of these practices. The aim of this program was to ensure consistent delivery across all stages of learning.</p>
<p><b>Socio-economic background</b></p>	<p>\$682 200</p>	<p><b>School Learning Support Officers (SLSO)</b></p> <p>Executive staff continued to ensure quality learning support for students with a range of learning needs. They worked closely with SLSOs and teachers to design and implement in-class SLSO support that was responsive to the learning needs and strengths of identified students. SLSOs also implemented the MiniLit and MacqLit programs.</p> <p><b>Speech Therapist</b></p> <p>Teachers continued to ensure quality teaching and learning for students using a shared knowledge of the physical development of speech and hearing. Support was provided for K–2 students, and staff developed professional knowledge through observations and demonstration of strategies to use in the classroom.</p> <p><b>Occupational Therapist</b></p> <p>Teachers continued to ensure quality teaching and learning for students using a shared knowledge of the physical development of motor skills. Support was provided for kindergarten and year 1 students, and teachers developed professional knowledge through observations and demonstration of strategies to use in the classroom.</p>

<p><b>Support for beginning teachers</b></p>	<p>\$74 575</p>	<p>Beginning teachers were provided access to additional professional learning and support. They had various opportunities to work with and observe each other, as well external consultants and experienced teachers within the school. Beginning teachers were supported by the executive team to develop their understanding of content and pedagogy, working towards their professional accreditation at proficient level.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>\$32 992</p>	<p>An inclusive learning environment, the New Arrivals Program (NAP) class, operated for newly arrived students of Years 1–6. These classes provided targeted support for students who were in their first year of Australian schooling and spoke a language or dialect other than English. Along with a teacher 5 days a week and another 3 days a week, there was additional support of an ethnic SLSO.</p> <p>NAP allows students to settle in and adjust to a new learning environment in a small supportive setting. The purpose of NAP is to empower the students with Basic Interpersonal Communication Skills – (BICS), which includes survival and basic academic language. By providing a specialised leaning experience, NAP students are better able to move into a mainstream classroom, where they are then assisted by support teachers and SLSOs.</p> <p>Newly–arrived children and families of refugee backgrounds are also supported through SPARK. With the support of volunteers, SPARK runs educational, social and cultural programs. The program conducted at our school was Bright Sparks, an after–school activities club where volunteers work with children to provide language, homework, communication and other support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	320	362	371	367
Girls	351	352	359	354

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.8	92	92.7	92.5
1	93.3	93	91.3	93.2
2	94.3	93.1	93	93.4
3	93.5	92.2	94.8	93.1
4	93.3	92.9	94	93.9
5	94.4	92.9	92.9	92.7
6	92.7	93.2	92.6	94.2
All Years	93.6	92.7	93.1	93.2
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.68
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	4.47

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	2,030,378
<b>Revenue</b>	7,791,063
Appropriation	7,370,344
Sale of Goods and Services	23,252
Grants and contributions	385,655
Investment income	11,112
Other revenue	700
<b>Expenses</b>	-7,254,525
Employee related	-6,382,752
Operating expenses	-871,773
<b>Surplus / deficit for the year</b>	536,538

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	71,871
<b>Equity Total</b>	1,501,125
Equity - Aboriginal	6,802
Equity - Socio-economic	682,200
Equity - Language	494,531
Equity - Disability	317,592
<b>Base Total</b>	4,743,452
Base - Per Capita	171,286
Base - Location	0
Base - Other	4,572,166
<b>Other Total</b>	875,927
<b>Grand Total</b>	7,192,375

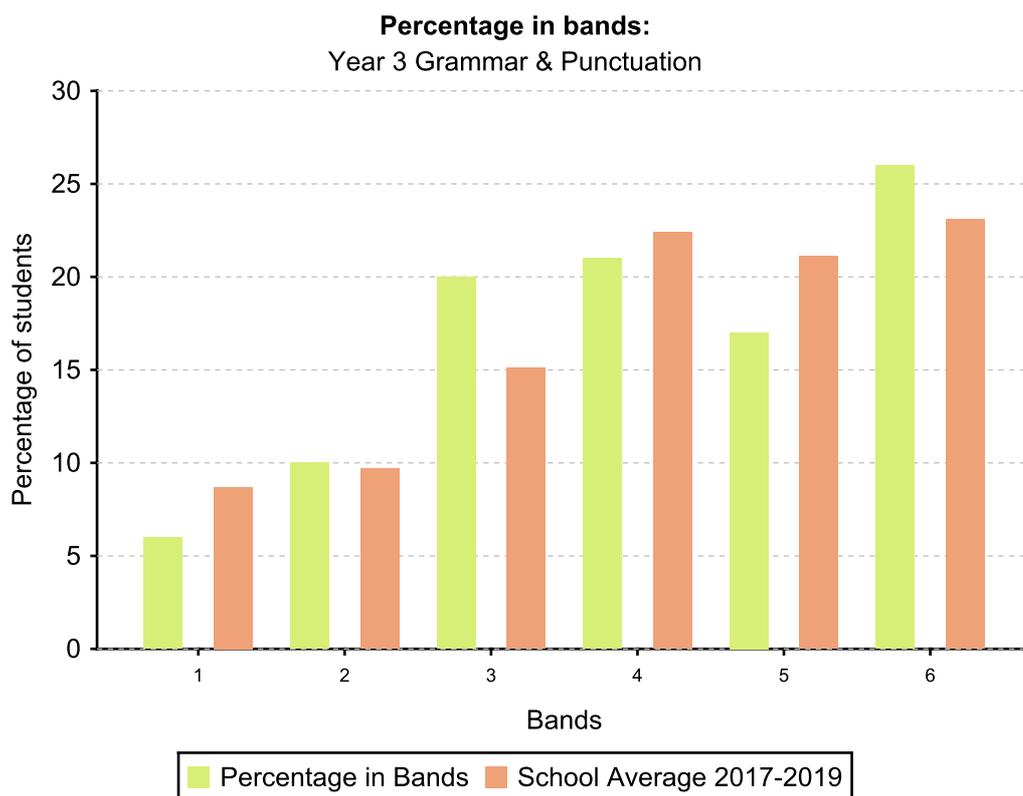
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

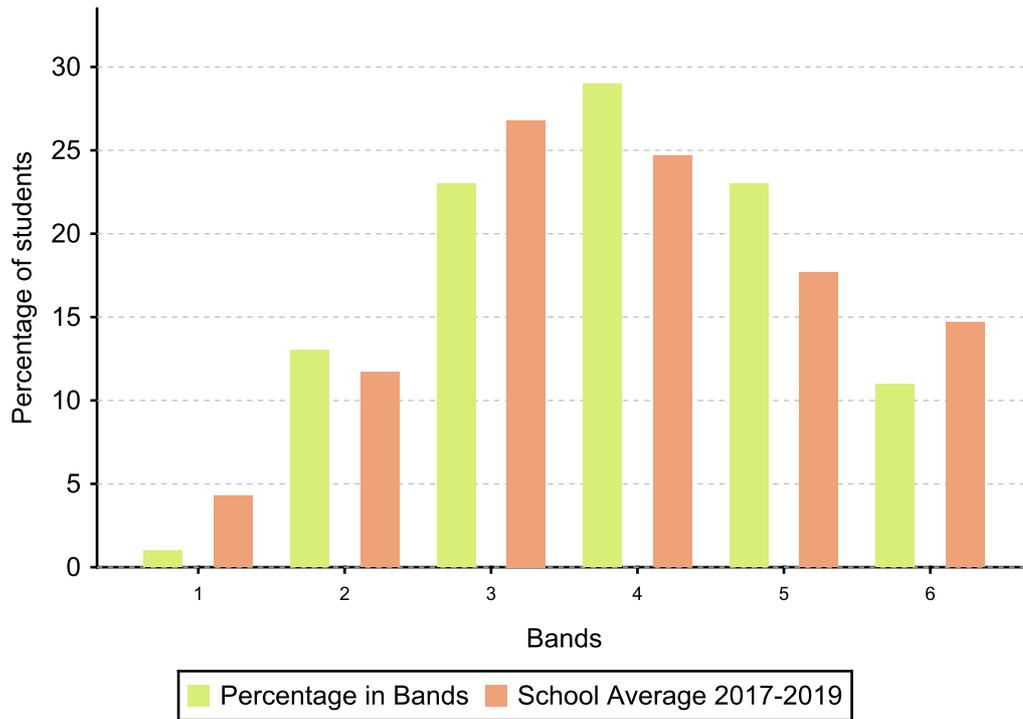
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

### Literacy and Numeracy Graphs



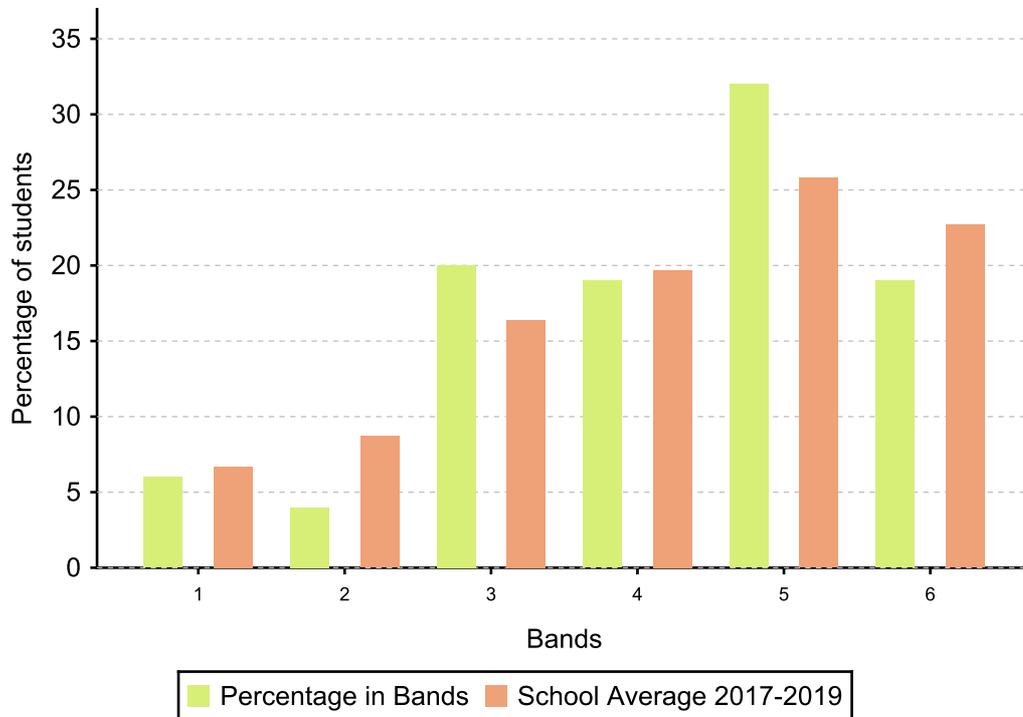
Band	1	2	3	4	5	6
Percentage of students	6.0	10.0	20.0	21.0	17.0	26.0
School avg 2017-2019	8.7	9.7	15.1	22.4	21.1	23.1

**Percentage in bands:  
Year 3 Reading**



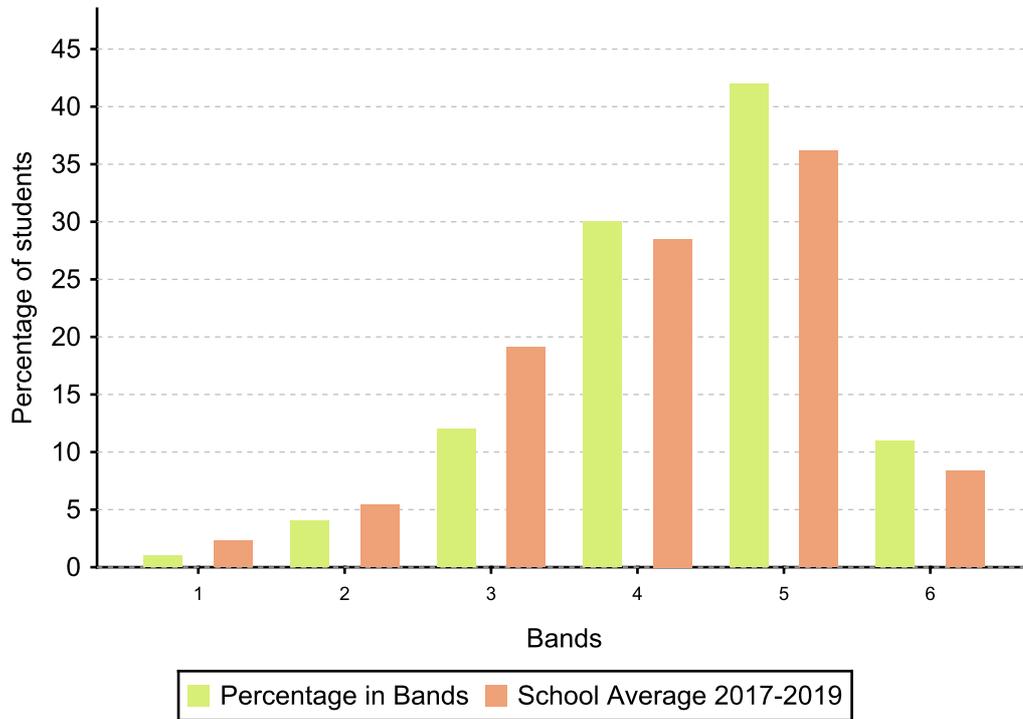
Band	1	2	3	4	5	6
Percentage of students	1.0	13.0	23.0	29.0	23.0	11.0
School avg 2017-2019	4.3	11.7	26.8	24.7	17.7	14.7

**Percentage in bands:  
Year 3 Spelling**



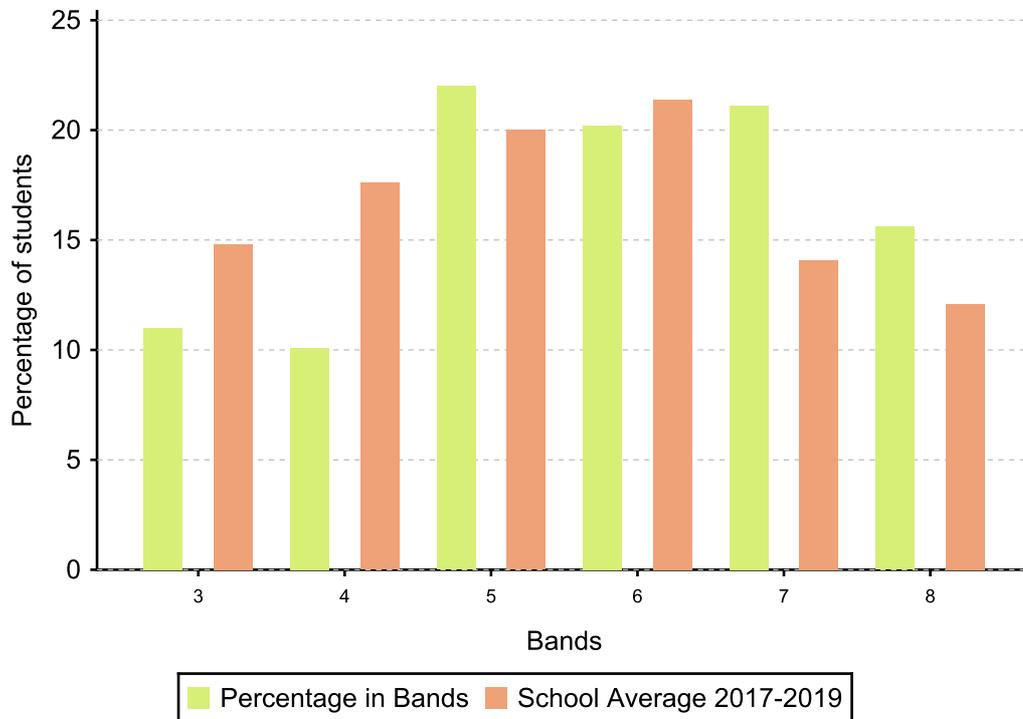
Band	1	2	3	4	5	6
Percentage of students	6.0	4.0	20.0	19.0	32.0	19.0
School avg 2017-2019	6.7	8.7	16.4	19.7	25.8	22.7

**Percentage in bands:  
Year 3 Writing**



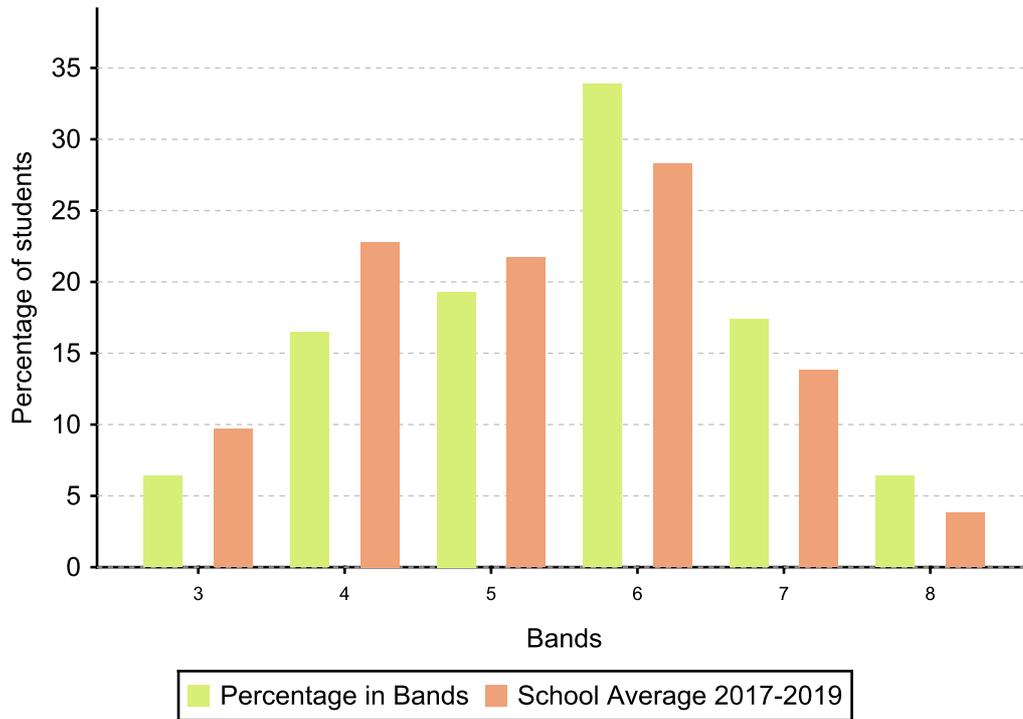
Band	1	2	3	4	5	6
Percentage of students	1.0	4.0	12.0	30.0	42.0	11.0
School avg 2017-2019	2.3	5.4	19.1	28.5	36.2	8.4

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



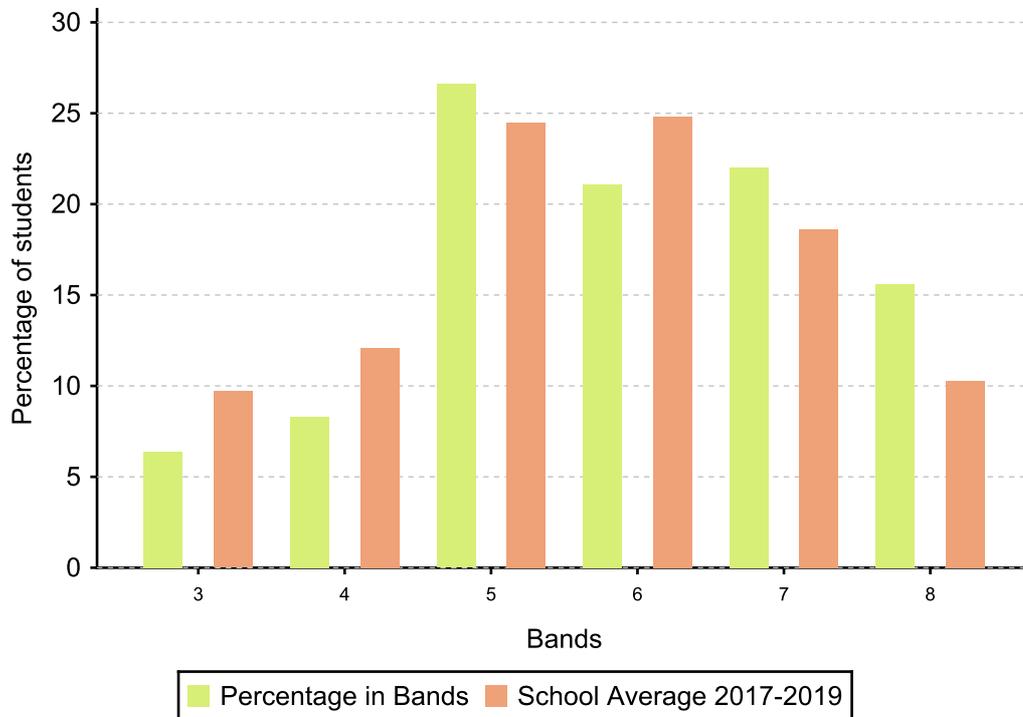
Band	3	4	5	6	7	8
Percentage of students	11.0	10.1	22.0	20.2	21.1	15.6
School avg 2017-2019	14.8	17.6	20	21.4	14.1	12.1

**Percentage in bands:  
Year 5 Reading**



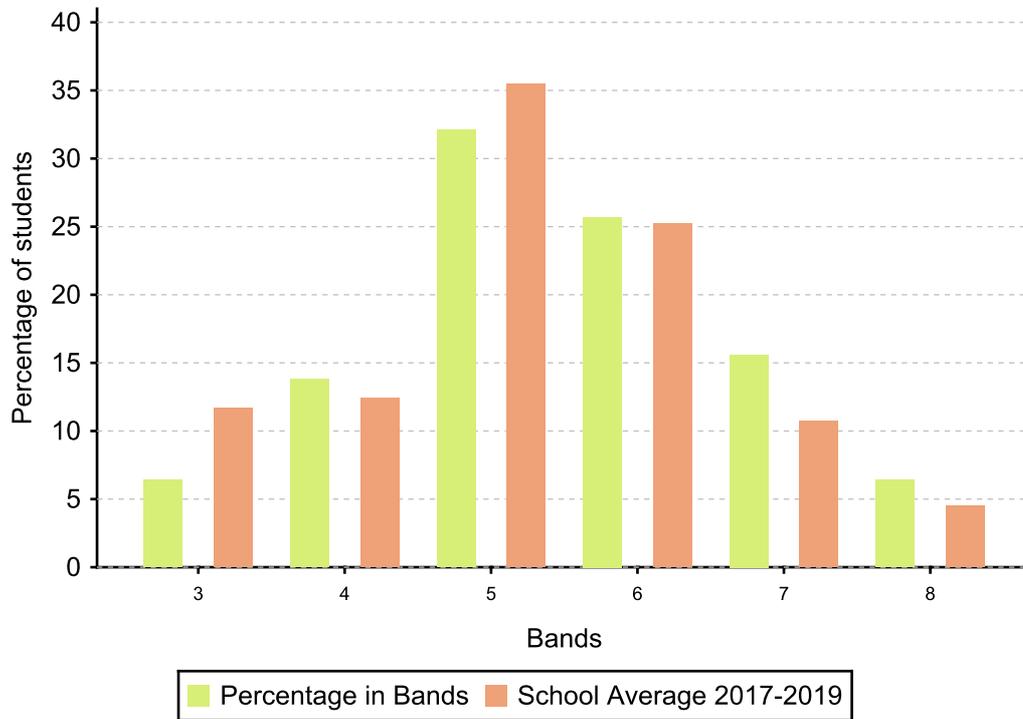
Band	3	4	5	6	7	8
Percentage of students	6.4	16.5	19.3	33.9	17.4	6.4
School avg 2017-2019	9.7	22.8	21.7	28.3	13.8	3.8

**Percentage in bands:  
Year 5 Spelling**



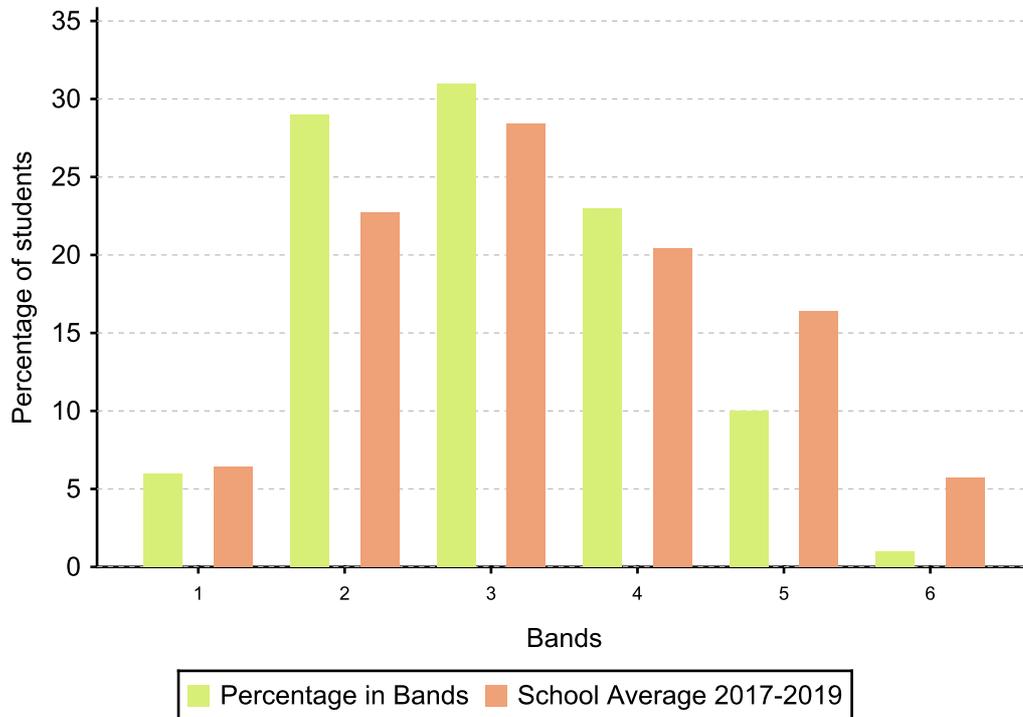
Band	3	4	5	6	7	8
Percentage of students	6.4	8.3	26.6	21.1	22.0	15.6
School avg 2017-2019	9.7	12.1	24.5	24.8	18.6	10.3

**Percentage in bands:**  
Year 5 Writing



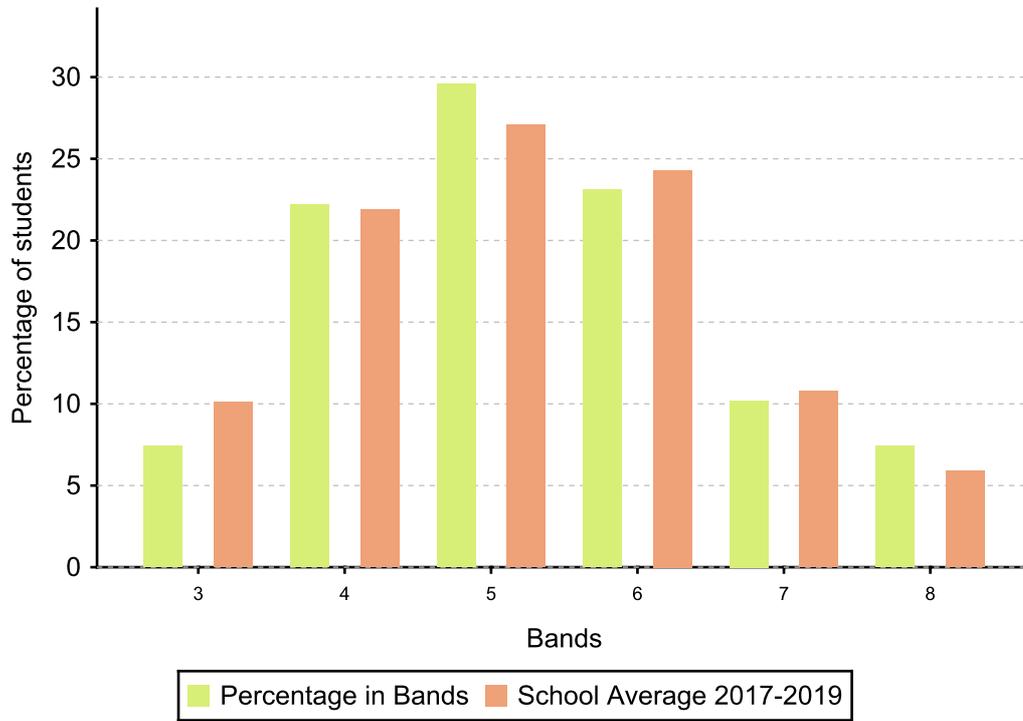
Band	3	4	5	6	7	8
Percentage of students	6.4	13.8	32.1	25.7	15.6	6.4
School avg 2017-2019	11.7	12.4	35.5	25.2	10.7	4.5

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	6.0	29.0	31.0	23.0	10.0	1.0
School avg 2017-2019	6.4	22.7	28.4	20.4	16.4	5.7

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	7.4	22.2	29.6	23.1	10.2	7.4
School avg 2017-2019	10.1	21.9	27.1	24.3	10.8	5.9

## Parent/caregiver, student, teacher satisfaction

In 2019, Marsden Road Public School implemented the Tell Them From Me survey for parents/caregivers, students and teachers. The Tell Them From Me surveys provided MRPS with insight into student engagement and well being, and the impact of teaching practices at their school, from the perspective of students, teachers and parents

### Partners in Learning – Parent Survey Report

#### *Parent/carers rated*

- Encouraging parents/carers to support learning at home a 7.0 out of 10
- Supporting positive behaviour a 7.6 out of 10
- My child feels safe at school a 7.2 out of 10

### Student Outcomes and School Climate Report

#### *Students rated*

- High expectations for success an 8.6 out of 10
- Classroom instruction is rigorous an 8.2 out of 10
- Effective use of learning time an 8.1 out of 10

### Focus on Learning – Teacher Survey Report

#### *Teachers rated*

- Leadership an 8.2 out of 10
- Collaboration an 8.4 out of 10
- Learning culture an 8.5 out of 10

# 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.

## Other School Programs (optional)

### Community Hub

In 2019, the school was successful in receiving a grant from Community Hubs Australia to set up a Community Hub in our school. The Hub has four focus areas: *Community Engagement* – to have a place where parents and carers who maybe be somewhat isolated, perhaps due to being new to Australia, not having an extended support network or having been out of the workforce for an extended period of time, could feel connected and valued. *English Learning* – TaFE ran a course later in the year to support our newest citizens in becoming more fluent in English. *Early years support* – Mums and Bubs was an opportunity for mothers with small children to come and connect with each other to support each other. We also accessed child minding for those parents. Vocational Pathways – TaFE delivered courses in floristry and beautician

The hub strives to develop strong partnerships by providing informal times such as coffee & a chat, or sharing one of our favourite recipes. We also had special presentations, such as one from the Centrelink multicultural department and basic bookkeeping (led by one of our parents). Overall, our greatest success was our yoga program, which happened twice a week in the school hall.

### Korean language program

Our school continues to maintain the Korean language program, funded by the Korean Education Centre (KEC), in our school. Students from years 3–6 learn the Korean language and culture. The school performed at a KEC competitive concert, where we were successful in achieving second place.

This year saw a second visit from our sister school Seoul Ancheon Elementary. Two teachers and 9 students visited and were billeted to some families in our school, in order to experience life in Australia. The students attended school and participated in classroom activities and, along with their 'Australian families', went on various outings including the Mt Annan Botanic Gardens, Gosford Reptile Park and Luna Park.

As a school closely associated with the KEC, Marsden Road was chosen as the only school in Western Sydney to host a group of Korean students, who entertained us with a variety of performances highlighting traditional and modern South Korean culture.

### **Students' Representative Council (SRC)**

The Student Representative Council was used as a platform for students to voice their needs and share their thoughts and ideas about the school and the broader, global community. Students worked together to collectively think of solutions to improve the school environment and assist others, such as children with genetic disorders and people without access to clean water.

### **Competitive Sport**

In 2019, Primary Schools Sporting Association (PSSA) continued to run in our school with a high number of participants in both summer and winter sports. Sports included; oz-tag, newcombe ball, softball, tee-ball, netball, soccer and touch football. Students continued to develop skills in these sports while continuing to show high levels of respect and sportsmanship for schools in and outside the Liverpool District when representing our school. The senior oz-tag team won both minor and major premierships, and the boys' softball (yellow team) won their senior championship for the second year in a row. A large number of PSSA teams also reached the semi-finals and finals. Other sporting events that were held in 2019 included: Premier's Sporting Challenge, the school swimming, cross country and carnivals, swim scheme, Cops and Tags, gala days, and student representation of Marsden Road Public School at a zone level and Liverpool PSSA at regional level.

### **The Arts**

Students were provided with opportunities to participate in many extra-curricula activities celebrating the arts, the largest of these being the Liverpool Arts and Film Festival (LAaFF). At the event, held with 5 other local schools, Marsden Road PS had 94 performers in 7 different groups including; Kindy dance, Stage 1 dance, Stage 2 dance, Stage 3 dance, Boys' dance, Signing Choir and Slam Poetry. Students had many other opportunities to be involved in creative endeavours which included; the school choir, which regularly performed for the residents of a local nursing home, a ukulele group, who performed at our extra-curricula presentation ceremony and an art club, which met most weeks during lunchtimes. Late term 4, we ran our bi-annual School Christmas Carols.