

# Marayong South Public School

## 2019 Annual Report

 Marayong South Public School 



Principal: Mrs Petrina Walker

# Whole School - 2019



4327

## Introduction

The Annual Report for 2019 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

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## 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 59% 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

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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

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.

### Improvement Measures

School practices reflect staff engagement in effective professional development, closely linked to the Professional Standards.

Internal data indicates enhancements of teacher practice through the delivery of observable, evidence based strategies in classrooms.

### Progress towards achieving improvement measures

#### Process 1: Whole School Approach to Developing Professional Practice.

Develop a clear, supportive approach to identifying strengths and gaps, to build capacity and expertise among staff, as well as help with the achievement of professional goals that are appropriate to the professional career stage of teachers.

Evaluation	Funds Expended (Resources)
Teacher feedback and evidence on PLPs. Leadership Team celebration PowerPoints. School database.	<b>Funding Sources:</b> • Professional Learning (\$22669.00)

#### Process 2: Enhanced Learning and Development for Teachers.

Provide teachers access to quality professional development and networking opportunities aimed at enhancing teacher practice through collaboration and school identified expertise.

Evaluation	Funds Expended (Resources)
Classroom observations, photos, student data.	

#### Process 3: Enhanced and Diversified School Leadership.

Develop the leadership team to facilitate whole school improvement, build a strong pipeline of leaders and support all staff to continuously monitor, and collaboratively improve, school performance.

Evaluation	Funds Expended (Resources)
Evidence packages– milestones, data, projects. Surveys of staff and feedback from Leaders.	

### Next Steps

In 2020 our MSPS Executive team will continue following the PDP support schedule for all staff members, including SLSO and SASS staff. The Leadership Team, consisting of leaders in all KLAs, will meet termly to liaise with one another to create targeted goals and evaluate processes and plans put in place. Beginning Teachers will be mentored and supported to assist with accreditation and professional development.

## 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.

### Improvement Measures

SCOUT data shows improvement in school performance (NAPLAN: Value added growth, Increased percentage in Top 2 Bands).

SCOUT data shows improvements in student performance (NAPLAN: Above Expected Growth), which is reflected in school student performance databases.

### Progress towards achieving improvement measures

#### Process 1: Developing Future Focused, Visible Learning.

Engage students in a range of opportunities and programs to help them understand learning criteria and expectations, set learning goals and engage in future focussed, Inquiry Based learning practices.

Evaluation	Funds Expended (Resources)
Classroom observations, feedback from staff and students. SCOUT data indications.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$61895.00)</li></ul>

#### Process 2: Demonstrated Commitment to Learning Progress for Every Student.

Engage teachers in professional development and coaching to improve their use, and understanding of, data to inform differentiation of learning programs in order to make effective adjustments for students with a range of abilities.

Evaluation	Funds Expended (Resources)
Program checks, feedback about data understanding	

#### Process 3: Strong Literacy and Numeracy Skills.

Engage teachers in collaborative learning programs with a strong focus on Literacy and Numeracy curriculum delivery, drawing on current research and best practice, to ensure all staff are proficient and successful in improving student outcomes in these learning areas.

Evaluation	Funds Expended (Resources)
Programs evaluated. Data analysis– internal data with SCOUT	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• English language proficiency (\$182137.00)</li></ul>

### Next Steps

In 2020 all staff at MSPS will continue following the whole school assessment schedule and accessing the database to inform best teaching practice. STEAM will be a primary focus throughout the year. Quality teaching programs will be integrated with 21st century STEAM. They will be both project-based and inquiry based, drawing on a range of KLAs. The Literacy committee will be implementing whole school programs and assessments focussing on Reading and Comprehension to improve student outcomes. Staff will be upskilled through various Professional Learning experiences.

### 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.

#### Improvement Measures

Student attendance is comparable to SSG and State attendance data.

Internal evidence and data indicates improved engagement by families.

#### Progress towards achieving improvement measures

##### Process 1: Engaging Students in School Life.

Offer a range of opportunities for students to build a strong home to school connection and to engage in school life in the broader sense by pursuing their interests whilst enhancing self esteem, resilience and leadership capabilities.

Evaluation	Funds Expended (Resources)
Student leadership team feedback. Evidence packages. Attendance data.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$76801.00)</li></ul>

##### Process 2: Engaging Parents in School Life.

Offer a range of opportunities for parents to engage with the school, (within the grounds and online), in order to develop the school as a safe place where parents are involved in their children's education.

Evaluation	Funds Expended (Resources)
Attendance data. Online engagement data.	

##### Process 3: Enhancing Effective, Streamlined Communication.

Develop streamlined, flexible processes to support efficient, responsive reporting and communication systems that allow all school community members a range of opportunities to inform and influence school directions.

Evaluation	Funds Expended (Resources)
Surveys– staff, student, parent. Triangulate with attendance data	

#### Next Steps

In 2020 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 continue our very successful Play Group to assist with transitioning our future students in to our school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		Data analysis and feedback from students, teachers and families.
<b>English language proficiency</b>		Feedback from EAL/D students and families. Data analysis.
<b>Low level adjustment for disability</b>		Data analysis
<b>Quality Teaching, Successful Students (QTSS)</b>		Data analysis, teacher feedback.
<b>Socio-economic background</b>		Students and families feedback
<b>Support for beginning teachers</b>		Feedback from Early Career Teachers

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	167	175	183	185
Girls	178	162	165	156

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.1	93.9	91.8	93.4
1	92	89.9	91.9	91.4
2	93.1	93.9	93.3	92.9
3	93.5	93.5	93.1	90.6
4	93	93	92.3	92.9
5	92	93.6	94	94
6	93.1	93.5	92.5	93.5
All Years	92.7	92.9	92.7	92.5
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)	3
Classroom Teacher(s)	12.77
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	1.4
School Administration and Support Staff	2.92

\*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>	344,806
<b>Revenue</b>	3,333,656
Appropriation	3,235,860
Grants and contributions	94,679
Investment income	2,897
Other revenue	220
<b>Expenses</b>	-3,466,822
Employee related	-3,054,336
Operating expenses	-412,487
<b>Surplus / deficit for the year</b>	-133,167

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>	21,957
<b>Equity Total</b>	460,739
Equity - Aboriginal	17,916
Equity - Socio-economic	76,801
Equity - Language	182,137
Equity - Disability	183,885
<b>Base Total</b>	2,458,064
Base - Per Capita	81,654
Base - Location	0
Base - Other	2,376,410
<b>Other Total</b>	193,609
<b>Grand Total</b>	3,134,369

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](https://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

This year, students in Years 4–6 participated in the Tell Them From Me survey, providing valuable information on students' thoughts and feelings towards every day school activities, friendships and future goals. Our students enjoy coming to school every day, seeing their friends, teachers, and participating to the best of their ability in learning both in the classroom and on the playground. Our students understand and follow the three school rules– Be Safe, Be Respectful and Be a Learner. Our school community is also amazing–supporting our students at school carnivals and fundraising events.

Our Play Group was formed within the school community, opening the doors to our younger children to come and enjoy fun and learning on a weekly basis. This assisted with Kindergarten Transition in Term 4 and made it a smooth and rewarding adjustment to their preparation for Kindergarten 2020.

Our teachers deliver, each and every day, quality education and learning to every one of our students. We cater to the needs of all students by differentiating and teaching individualised learning programs to ensure every student is feeling successful and challenged. Our staff constantly put the students first. We provide amazing extra–curricular activities including PSSA, Choir, Dance and Debating, where the teachers coach, guide and support our students to participate in these activities.

The Skoolbag APP continues to be a valued resource at Marayong South Public School, providing regular and up to date communication with our parents and community. Alongside this we also continue to use our Facebook page to share exciting moments with our parents and community members who may not be able to physically attend some of our events.

Overall, our School continues to be a great place to work and learn and provides a safe, welcoming environment for our staff, students, parent and community members.

# 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.