

2020 Annual Report

Marsden Park Public School



2489

Introduction

The Annual Report for 2020 is provided to the community of Marsden Park 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.

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Message from the principal

2020 was a unique year for Marsden Park Public School, with staff, students and parents not only navigating the complexities of the COVID-19 pandemic but also managing the rapid growth that the surrounding area was undergoing. Over the course of the year, Marsden Park Public School welcomed over 250 new students, 15 new staff members, and 15 new classrooms in the form of demountable buildings. Throughout this time, the school community remained committed to working together to achieve the best possible outcomes for students.

I would like to take this opportunity to acknowledge the principal Mrs Christine Calder as well as the executive team that led Marsden Park Public School through the challenging year that was 2020. It is their hard work that is reflected in this report.

Message from the school community

2020 was a very different year for the Marsden Park Public School P&C where much of our planning was interrupted with COVID-19.

Our executive team remained unchanged as we were unable to hold our AGM. The team consisted of: Amanda Schultz (President), Libby Clarke (Vice President) Kellie Peck (Secretary) and Pierce Rochford (Treasurer).

We had plans for many new and exciting events under the Principal Mrs Calder, however due to COVID most of these events did not eventuate.

With very minimal fundraising opportunities, we were unable to support the school, students and staff as much as we usually do, however with some clever fundraising opportunities online we managed to purchase another \$5000 worth of Chromebooks, and contribute to the new grassed outdoor area and garden bed construction.

The Uniform Shop was booming with constant growing numbers in the school, and this assisted with contributing to our fundraising ventures.

We look forward to 2021, working alongside a new principal Ms Grennard, and being able to hold many fundraising events in line with Covid guidelines. We already have planned, Bunnings BBQs, Community BBQ's, Athletics Carnival BBQ, Outdoor Cinema event, and much much more.

We look forward to continuing to support the school with our fundraising revenue.

School vision

2018 - 2020 School Vision

At Marsden Park Public School, we nurture in an inclusive, supportive, encouraging, challenging environment where staff, students, parents care for each other.

Our aim is to:

Educate to inspire students to strive to reach their potential through individual, group, whole class/school goal setting, while developing creative, collaborative, co-operative and technological skills in a setting based on restorative practice that is conducive to learning and high levels of achievement.

All students have the opportunity to attain knowledge, skills, values and attitudes enabling them to be reflective life-long learners and happy and effective members of the global community

Our students are respectful, responsible and resilient 21st Century learners.

'Every Child Every Chance Every Day'

School context

Marsden Park Public School is located in Western Sydney and is a community minded school dating from 1889, catering for students from Kindergarten to Year Six. Enrolments are rapidly increasing yet the school maintains a smaller school community atmosphere due to being surrounded by rapid urban and industrial development, including three major residential areas.

Our Restorative Practice framework, 'Teach Like A Champion', Champions for Champions and STAR philosophy provides a common language and practice to build respectful relationships and foster effective communication. This strong social and emotional foundation, combined with a clear and explicit Quality Teaching framework and rich curriculum content, creates a powerful environment for engaged and effective learning.

The school promotes the best possible learning environment by encouraging positive partnerships within the whole school community through: fostering in the classroom and in the playground, high expectations of achievement; developing student self esteem through recognising and rewarding pupil and school success; encouraging students to develop confidence and self-discipline; encouraging staff and community to participate in the decisionmaking process; and implementing programs which provide the opportunity for students to participate and succeed in a variety of learning experiences.

Collegial and professional teachers are committed to continually improving their teaching practice and use their expertise to create learning programs tailored to the needs of their students.

Students and teachers enjoy being a part of a supportive school environment that fosters school/individual success, and positive behaviour, where students can be Safe, Responsible 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality Teaching

Purpose

Developing teacher capacity to implement innovative teaching practices/programs within a balanced curriculum to ensure achievement of learning outcomes for all students and to enable students to become successful 21st century learners in an authentic, rich learning environment ensuring that they are literate and numerate, able to think deeply and logically, and be curious and imaginative.

All teachers will have high academic expectations of all students and plan for academic achievement with structured and deliver meaningful lessons that engage all students. Teachers will create strong classroom cultures that have high behavioural expectations and build character and trust.

This learning direction ensures that all teaching staff who work at Marsden Park are committed to a common teaching approach that uses aligned, considered and systematic teaching strategies.

Improvement Measures

Achieve National Minimum Standard or above for all students in NAPLAN.

Track and monitor progress of all students through literacy and numeracy progressions with 80% or above of all students to achieve stage exit outcomes.

Track and monitor progress of all students through literacy and numeracy progressions with students requiring learning support to show expected growth and reach their individual targeted goals in literacy and numeracy.

All students achieving positive growth in 2018 - 2020 in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Implementation of "Teach Like A Champion" strategies and "Champion for Champions" principles with sustained professional learning through mentors and peer collaboration.

Ensure that a balanced quality curriculum is available to all.

To enable students to become successful 21st century learners in an authentic, rich learning environment ensuring they are literate and numerate, able to think deeply and logically, and be curious, creative and imaginative. Each student takes an active role in their own learning and works collaboratively to communicate their ideas and demonstrate their learning using a variety of methods.

Provide negotiated, collaborative and targeted professional learning for all staff in critical thinking, creativity, Literacy and Numeracy, Science and Technology, Creative Arts, ICT, Coaching and feedback in relation to current curriculum.

Use Literacy progression software to describe and track student progress in Literacy and Numeracy and complete individual learning plans for identified students.

Improve assessment practices of student learning particularly in mathematics.

Explore and implement strategies to adapt existing physical spaces to more effectively support 21st century learning.

Engagement of community members to support enriched teaching and learning experiences and activities.

Evaluation	Funds Expended (Resources)
Effective classroom practice was enhanced through the collaborative design of scope and sequences and quality programs, all that reflected NESA compliancy. A refined PDP process led to greater teacher engagement in professional learning and progress towards the attainment of the school's reading target. The purchasing of resources and innovative technology, along	

Progress towards achieving improvement measures

with extensive professional learning led to enhanced innovative practice and an increase in student engagement and achievement.

Strategic Direction 2

Quality Relationships

Purpose

All of the school community will be engaged to build a stronger education community that leads and inspire a culture of high positive expectations for all. Our school community will learn and practice **Positive Psychology**. Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. As a community we do this in the belief that we want to lead meaningful and fulfilling lives that cultivate what is best within ourselves, enhancing our experiences of love, work and play by creating a flourishing and inclusive school community which supports students to become confident and creative individuals with a sense of optimism about their lives and the future, resilience, empathy and respect for others and an ability to act as responsible local and global citizens.

As a school learning community we will develop a collaborative and reflective learning culture in which students, staff and parents provide constructive feedback for positive improvement. This learning direction ensures that all members of the school community as we grow in population are totally aware that a positive approach to all people and activities in the school is much more likely to produce successful outcomes.

Improvement Measures

Student Welfare and Anti-Bullying Policies aligned with positive behaviour expectations leading to a reduction in the number of welfare incidents related to peer conflict.

Improved student well-being and increased student engagement through the establishment of quality relationships.

Increased student engagement through the establishment of quality relationships measured on the 'Tell Them From Me survey'. Parent and teacher responses to the 'Tell Them From Me Survey' indicate a high level of confidence in the school's ability to foster student wellbeing and engagement.

Parents to complete the 'Tell Them from Me' survey to reveal how they feel about the well-being culture within the school.

Increased parental involvement in classroom activities, special assemblies and multi-cultural celebrations.

Progress towards achieving improvement measures

Process 1: All stakeholders to work through a systematic program to develop problem solving, perspective and resilience.

Provide training to staff and students in giving and receiving feedback and providing peer coaching.

Continued implementation of management systems which can be tailored to meet daily behavioural targets and to monitor individual progress.

To collect and analyse data from students related to attendance.

To analyse and review attendance procedures and reporting of attendance to parents.

Access and utilise support services and families in need of intervention and support.

Belong to the Blacktown Learning Community of Schools to provide connections between staff, students and parents.

Evaluation	Funds Expended (Resources)
While the COVID-19 pandemic had a significant impact on the implementation of planned activities, the school's focus remained on developing and sustaining quality relationships. Home learning packages, along with comprehensive learning programs on SeeSaw and Google Classroom, ensured students and their families stayed connected through the learning from home period. Collaborative practice was fostered throughout this time. School Parliament was also able to proceed with a new election being held to select school leaders.	

Strategic Direction 3

Quality Learning - Achieving Personal Best

Purpose

Students need to achieve their personal best to maximise their potential and to equip them with the skills to be lifelong learners in the 21st century.

Literacy and numeracy will always be a major priority, however our focus is on using technology to enable all students and staff to research, investigate and explore our learning through:

- creating media and presenting knowledge;
- collaborating and communicating;
- taking ownership of learning;
- and developing skills for future careers.

The difference the strategic direction will make; that the school makes better use of their resources, gives students better access to technology, connects this small school to a wider learning community, and gains access to global learning platforms.

Improvement Measures

All staff develop and implement a professional learning plan, with a focus on new curriculum implementation and use of technology integrated across all key learning areas..

Evidence in teaching and learning programs of the use of technology underpinning learning experiences for all students.

Evidence of student's use of technology in electronic folder or on learning walls and at showcase time.

Evidence of students' cooperative and collaborative practice including the integration of technology.

Progress towards achieving improvement measures

Process 1: Will engage in appropriate skill building activities and apply skills to develop and produce an electronic folder of evidence.

Showcase their work at specific intervals of throughout the year.

Implement, evaluate and modify school's technology scope and sequence.

Purchase and upgrade relevant technologies.

Train staff and students in the use of technologies and applications.

Continued evaluation and reflection of technologies based on needs and validity for teaching and learning programs.

Parents have access to view students' work at appropriate intervals throughout the year.

Evaluation	Funds Expended (Resources)
The COVID-19 pandemic also had a significant impact on the planned activities in this Strategic Direction. Professional learning and stage teams engaged with training on the incorporation of Learning Intentions and Success Criteria into learning programs. Bump It Up walls were implemented in classrooms across the school.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$2 914.00)	Increased cultural awareness demonstrated by students following the participation in programs.
English language proficiency	Funding Sources: • English language proficiency (\$87 507.00)	Pre and Post data demonstrated consistent student growth.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$39 087.00)	All students referred onto the MiniLit program demonstrated positive learning growth throughout the year.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$34 128.00)	Increased teacher collaboration and sharing of expertise that led to increased student learning outcomes.
Socio-economic background	Funding Sources: • Socio-economic background (\$24 221.00)	Increased access to support and resources led to an improvement in engagement levels.
Support for beginning teachers		Scheduled mentoring sessions supported beginning teachers as they developed effective practice and achieved their Proficient Teacher accreditation.
Targeted student support for refugees and new arrivals		Not applicable

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	35	51	117	276
Girls	32	58	120	250

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	93.2	91.8	90
1	93.9	94	92.7	88.3
2	94.2	92.9	92.5	89.6
3	92.3	94	90.6	90.6
4	95.7	90.4	90.5	91.5
5	90.9	92.8	93.5	90.1
6	94.3	85.8	93	89.6
All Years	94.2	92.4	92	89.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	16.97
Learning and Support Teacher(s)	0.2
Teacher Librarian	1
Teacher ESL	0.8
School Administration and Support Staff	3.02

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	157,542
Revenue	4,055,851
Appropriation	3,930,044
Sale of Goods and Services	16,761
Grants and contributions	108,868
Investment income	78
Other revenue	100
Expenses	-4,179,307
Employee related	-3,793,604
Operating expenses	-385,703
Surplus / deficit for the year	-123,456
Closing Balance	34,086

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.

	2020 Approved SBA (\$)
Targeted Total	128,715
Equity Total	201,796
Equity - Aboriginal	2,914
Equity - Socio-economic	24,221
Equity - Language	135,574
Equity - Disability	39,087
Base Total	3,018,068
Base - Per Capita	56,999
Base - Location	0
Base - Other	2,961,068
Other Total	107,887
Grand Total	3,456,466

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Students

Using the Tell Them From Me Surveys on Student Outcomes and School Climate, students were asked various questions about school life. 78% of students feel accepted and valued by their peers and have a positive sense of belonging. 86% of students stated they have friends at school they can trust and who encourage them to make positive choices. 95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 82% of students stated that they are interested and motivated in their learning and 90% of students stated they try hard to succeed in their learning.

Parents

Parents indicated that they can easily speak to their child's teachers (7.1). They indicated that written information from the school is in clear, plain language (8.3). They stated that teachers have high expectations for their child to succeed (7.4) and that teachers encourage their child/children to do their best work (8.1). Parents indicated that their child is clear about the rules for school behaviour (8.7) and their child feels safe at school (8.4).

Teachers

Teachers indicated that school leaders have supported them during stressful times (6.8). They also stated that they worked with other teachers in developing cross-curricular or common learning opportunities (7.5) and that lesson plans and other materials are shared with other teachers (8.4). Teachers set high expectations for student learning (8.3) and monitor the progress of individual students (8.1).

Teachers stated that they discuss with students ways of seeking help that will increase learning (8.3) and that they also establish clear expectations for classroom behaviour (8.9).

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.