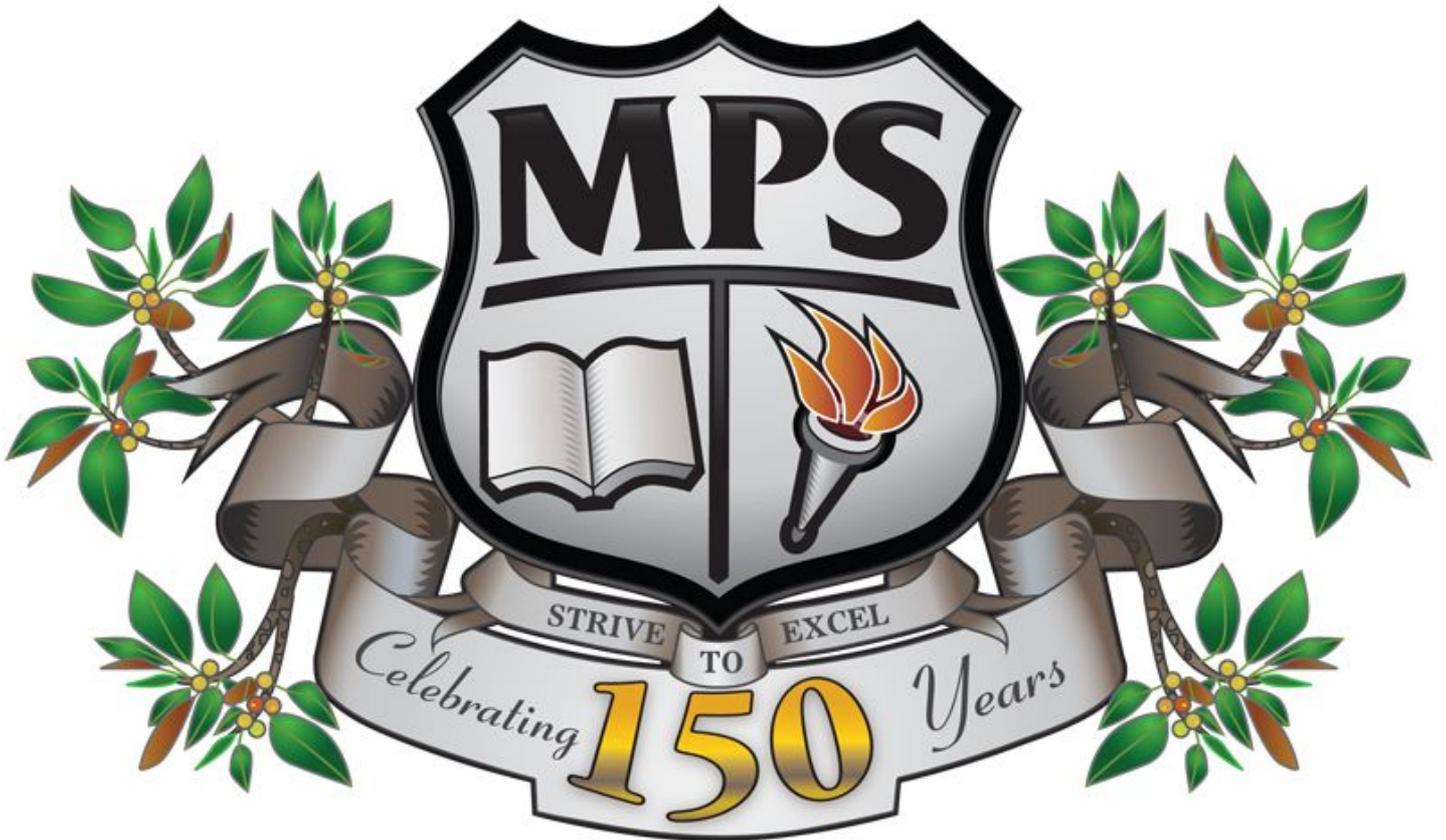


2020 Annual Report

Morpeth Public School



2623

Introduction

The Annual Report for 2020 is provided to the community of Morpeth 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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School vision

Morpeth Public School is committed to excellence in learning, teaching and leading.

Our school has a focus on providing quality educational experiences that are engaging, innovative, differentiated and reflective.

The school will deliver a negotiated and dynamic vision that is informed by research based pedagogy and practices and developed and reviewed through consultation with key stakeholders.

Continuous school improvement will be the central focus of planning.

Morpeth Public School is committed to providing a safe, respectful and supportive learning environment that will help prepare students for rewarding lives in an increasingly complex and dynamic society.

School context

Morpeth Public School is situated in the picturesque and historic township of Morpeth, a suburb of the city of Maitland.

The area has rich historical links with the early settlement of Newcastle and Maitland.

In recent times, the establishment of the Raworth residential estate has resulted in a significant increase in school enrolment numbers; 242 students were enrolled at the school at the time of Term 1 census in 2020. This figure represents an average of 34.6 students across each of the seven grades from K-6 with an average class size across ten classes of 24.2. 18 students (8%) identified as being Aboriginal while 98% of students were born in Australia.

5% of students identified as having a language background other than English.

Carer profile indicates that 54% of parents have attained Year 12 or equivalent in tertiary education.

39% of parents have attained Certificate 1-1V (including trade certificates) while 38% of parents have Bachelor / Degree or Advanced Diploma (or higher) qualifications.

The school's Family Occupation and Education Index (FOEI) is 87, which indicates a lower than average (100) level of disadvantage.

In 2020, Morpeth Public School offered ten classes, from Kindergarten to Year 6.

Staff composition includes a Principal, two Assistant Principals, Learning and Support Teacher (0.6), Librarian (0.6), Counsellor (0.2), Part Time teacher (0.4), Relief From Face to Face (0.378), Out of Home Care teacher (0.6), Administration Manager (1.0), Administration Officer (1.0), General Assistant (0.3) and three School Learning Support Officers, who work in a temporary and flexible capacity.

85% of current staff is aged 35 or older, with 30% of that cohort aged 55 or older.

The average length of time of permanent staff in their current position is 9.1 years.

60% of staff is employed in a fulltime, permanent capacity with the remaining 40% either part time temporary or full time temporary.

Our school has undergone significant operational change in recent times, adhering to Department of Education reforms, pedagogical innovations and as a result of parent and student voice.

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	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	Sustaining and Growing
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 Learning

Purpose

- Students will develop the necessary skills to learn, adapt and reflect in order to become engaged and responsible citizens.
- High expectations and quality teaching practices, resulting in a flexible, relevant and dynamic curriculum, will meet the diverse needs of our students.
- Students will reflect on and make informed judgements about their learning in order to progress their learning and to inform teaching and learning programs..

Improvement Measures

Tell Them From Me surveys will reflect that 80% of students indicate they enjoy a positive sense of belonging.

Tell Them From Me surveys will reflect that 93% of students indicate they value schooling outcomes.

Tell Them From Me surveys will reflect that 70% of students indicate they are interested and motivated.

NAPLAN performance data will reflect that 41% of students will be placed in top two bands in Numeracy and 54% in Reading.

Tell Them From Me surveys will indicate that students record an average aggregated score of 8 in 'Advocacy at School' and 'Positive Teacher-Student' relationships.

School Excellence Framework self assessment survey will indicate Morpeth Public School is excelling in Learning Culture (Transitions and Continuity of Learning) and Wellbeing (Individual Learning Needs and A Planned Approach to Wellbeing).

2020 school attendance data will measure or exceed 82%.

80% of students will be placed in expected Stage achievement markers.

Overall summary of progress

Students in Years 4, 5 and 6 responded with the following scores to Tell Them From Me surveys:

- Sense of belonging - 67% (Target 80%).
- Value schooling outcomes - 94% (Target 94%).
- Interested and motivated - 76% (Target 70%).
- Advocacy at school - 78% (Target 80).

NAPLAN

- NAPLAN assessments were not conducted in 2020 due to COVID.

School Excellence Framework Self Assessment Survey

- Transitions and continuity of learning - Excelling (Target - Excelling).
- Individual Learning needs -Delivering (Target - Excelling).
- A Planned Approach to Wellbeing - Excelling (target - Excelling).

Attendance

- 2020 whole school student attendance was 90.9% (Target>82%).
- 66.8% of students attended 90% or more of the time.

Internal Reading Data

- 67% of students in Kindergarten achieved Reading exit Level 6 (Target 80%).
- 71% of students in Year 1 achieved Reading exit level 16 (Target 80%).
- 66% of students in Year 2 achieved Reading exit level 26 (Target 80%).
- On average, 68% of K-2 students achieved expected Reading exit level.

Process 1: Quality Wellbeing and Personalised Support programs for Students

The embedding of collaborative PBL structures and the provision of quality support and enrichment programs to meet the needs of students.

Evaluation	Funds Expended (Resources)
<p>Evaluative Questions</p> <p>Did PBL assist students to understand school expectations?</p> <ul style="list-style-type: none"> • PBL expectations were explicitly taught in weekly classroom activities. • Expectations of specific behaviour was reinforced during assembly discussions and acknowledged at assemblies. • Signage was erected during the course of the year to provide a visual reminder of site specific expectations. <p>Did students believe their wellbeing needs were met?</p> <p>Tell Them From Me Student survey results:</p> <ul style="list-style-type: none"> • 31% of students indicated that they had experienced bullying at school (NSW Government Norm 36%). • 78% of students indicated that they had someone at school that they could turn to for support and advice (NSW Government Norm 77%). • 84% of students indicated that they enjoyed a positive relationship with their teacher (NSW Government Norm 84%). • 85% of students indicated that they believed staff hold high expectations of success for them (NSW Government Norm 87%). <p>Was there a measurable change in behaviour patterns?</p> <ul style="list-style-type: none"> • Suspension rates during 2020 were extremely low. • General behaviour in classrooms and in playground activities was of a consistently high standard. • Tell Them From Me surveys indicated 90% of students believed they displayed positive behaviour at school (NSW Government Norm - 83%). • Inappropriate behaviour was managed consistently and in accordance with PBL expectations. • School Excellence Framework Self Assessment indicated that Morpeth Public School's on-balance judgement for Behaviour is 'Excelling' • Tell Them From Me Partners In Learning Survey reflects that parents believe that Morpeth Public School supports positive behaviour - 7.9 (NSW Government Norms 7.7). <p>Did attendance rates reflect school targets?</p> <ul style="list-style-type: none"> • Student attendance (90%) exceeded school targets (>82%) by 8%. <p>Did students participate and engage in activities?</p> <p>Tell Them From Me Student surveys indicated that:</p> <ul style="list-style-type: none"> • 76% of students believed that they were interested and motivated at school (NSW Government Norm - 78%). • 90% of students tried their best when completing activities (NSW Government Norm - 88%). • Students responded with an average score of 7.8 to 'Important concepts are taught well and class time is used efficiently' - (NSW Government Norm - 8.2). • Students responded with an average score of 7.7 to 'Classroom instruction is relevant' - (NSW Government Norm - 7.9). <p>Was learning personalised for students?</p> <ul style="list-style-type: none"> • Learning Support Team met weekly to identify and support students requiring additional learning assistance. • LST meetings were scheduled during the course of the year with parents and specific support personnel. • Students, accessing NDIS intervention support, met with service providers on site to minimise disruption to learning time. • Individual Education Plans were developed for identified students - implementation of plans was supported by the strategic SLSO timetabling. 	<ul style="list-style-type: none"> • PBL signage - \$5500 (Operational Funds) • Sporting Schools - \$7500 (Grant) • Mindfulness - \$ 2500 (Operational Funds)

Progress towards achieving improvement measures

- Differentiation of learning was further embedded by the creation of extension learning activities in Stages 2 and 3.
 - School Excellence Framework Self Assessment indicated that Morpeth Public School's on-balance judgement for Differentiation of Learning is 'Sustaining and Growing' Excelling'.
- Evaluation Sources**
- Student attendance - 90.9%
 - Tell Them From Me surveys - Extra-Curricular activities (69% compared to NSW Govt Norm 55%).
 - Tell Them From Me surveys - Sense of Belonging (67% compared to NSW Govt Norm 81%).
 - Tell Them From Me surveys - Positive Relationships (90% compared to NSW Govt Norm 85%).
 - Tell Them From Me surveys - Positive Behaviour at School (90% compared to NSW Govt Norm 83%).
 - Tell Them From Me surveys - Extra-Curricular activities (69% compared to NSW Govt Norm 55%).

Process 2: Effective Strategies to Monitor Student Learning and Engagement

The provision of effective and broad based whole school assessment and monitoring of student learning and engagement, including opportunities for students to reflect on their learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • School continued to implement a whole school focus on collecting student learning data. • Best Start assessment was conducted for all students in Kindergarten during Week 1 of Term 1. • Running Records were completed for students in K-2 at 5 weekly intervals throughout the year. • SnapShot assessment, providing an overview of Literacy and Numeracy skills, was scheduled in Term 1. • Because of the cancellation of NAPLAN, students in Years 3 and 5 completed 'Check in' assessments. • Tell Them From Me students surveys were conducted in Term 4. • School undertook a trial in PAT assessment during Term 4 - the school will purchase the assessment kit with the intention of assessing students in Years 1-6. <p>Sources of Evaluation</p> <ul style="list-style-type: none"> • School Excellence Framework Self Assessment indicated that Morpeth Public School's on-balance judgement for use of Formative Assessment is 'Sustaining and Growing'. • School Excellence Framework Self Assessment indicated that Morpeth Public School's on-balance judgement for use of Summative Assessment is 'Sustaining and Growing'. • School Excellence Framework Self Assessment indicated that Morpeth Public School's on-balance judgement for use of Whole School Monitoring of Student Learning is 'Sustaining and Growing'. • School Excellence Framework Self Assessment indicated that Morpeth Public School's on-balance judgement for use of Internal and External Measures against Syllabus Standards is 'Sustaining and Growing'. 	<ul style="list-style-type: none"> • PM Readers - additional purchase of resources - \$800 (Operational Funds) • PAT assessment kit - trial • Online Check In Assessments

Process 3: Effective Transition Processes

The provision of quality Kindergarten and high school transitions processes for all students, including specific and individualised support for identified students.

Evaluation	Funds Expended (Resources)
During 2020, Morpeth Public School implemented effective transition	• 2 x teacher release days (2x\$533) -

Progress towards achieving improvement measures

programs for students beginning Kindergarten in 2021, commencing High School in 2021 and for all students beginning at our school during the year.

Transitions included meetings with families, the development of student profiles and the scheduling of LST meetings, in collaboration with support personnel, to develop specific plans for identified students.

The impact of COVID-19, and the associated restriction on onsite activities, impacted on aspects of the planned transition program.

Summary of Transition Program

- Scheduled personalised individual meetings for families enrolling a student in 2021 Kindergarten - Term 4 / Week 6.
- Kindergarten transition for enrolling students - Term 4 / Week 7.
- Liaison with partner pre schools, including visits to site and meetings.
- Pre school visits to school.
- Scheduled Maitland High School transition meetings - Term 4 / Week 4
- Maitland High School Jumpstart program for vulnerable students - Term 4 / Week 5.
- Learning Support Team meetings for students with additional needs - Term 4 / Week 6.
- Maitland High School Orientation Day - Term 4 / Week 8.

Sources of Evaluation

- School Excellence Framework Self Assessment indicated that Morpeth Public School's on-balance judgement for 'Transitions and Continuity of Learning' is 'Excelling'.
- Tell Them From Me 'Partners in Learning' surveys indicated that 83% of parents / carers had attended meetings with staff during 2020.

Operational Funds.

Process 4: Broad range of Learning and Extra-Curricular activities to enhance student engagement

The provision of quality extra curricular programs to encourage and enhance student participation and sense of self.

Evaluation	Funds Expended (Resources)
<p>School Fundamental Movement Program</p> <ul style="list-style-type: none"> • School implemented K-6 fundamental movement program, delivered during weekly RFF learning times. • The sessions included explicit instruction and practice of techniques used for running, catching, throwing and using sporting equipment. <p>School Excursions</p> <ul style="list-style-type: none"> • Scheduled Stage 3 excursion to Sydney was cancelled due to the impact of COVID-19. <p>Incursions</p> <ul style="list-style-type: none"> • Scheduled visiting performers were cancelled due to COVID-19. <p>Sporting Schools</p> <ul style="list-style-type: none"> • Sporting Schools activities were presented to students in K-6. • Term 1 - Golf. • Term 2 - Cricket. • Term 3 - Athletics. <p>Mindfulness</p> <ul style="list-style-type: none"> • Students in all classes participated in Mindfulness activities. <p>Zumba</p> <ul style="list-style-type: none"> • All students in classes K-6 participated in Weekly Zumba activities. <p>Guitar and Drum Tuition</p> <ul style="list-style-type: none"> • Guitar and drum tuition was cancelled as a result of COVID-19 restrictions. <p>Sources of Evaluation</p> <p>Tell Them From Me student surveys indicated that:</p> <ul style="list-style-type: none"> • 69% of students participated in extra-curricular activities. • 76% of students participated in school sports. 	<ul style="list-style-type: none"> • Sporting Schools grants - \$7500

Process 5: Provision of Quality Literacy and Numeracy Pedagogies

Progress towards achieving improvement measures

Process 5:

Teachers deliver quality and research based Literacy and Numeracy programs to support student learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> Teachers developed effective Professional Learning Plans (PLPs), in line with school targets and career objectives. PDPs drive the development of teacher capacity and improvement in student learning outcomes. All staff at Morpeth Public School participated in professional learning throughout 2020, aligned to 'Best Practice' and research based pedagogies. During 2020, four staff members participated in Learning (Teaching) Sprints professional learning. The professional learning was then delivered to all staff. Staff undertook specific training using online modules and completing professional readings. In particular, professional learning for staff aligned to 'What Works Best' strategies. Student learning activities were differentiated and supported by effective teaching strategies and quality resources. High levels of staff collaboration facilitated the sharing of teacher expertise, lesson demonstrations, the provision of feedback on practice and collegial discussion to enhance lesson quality. The impact of COVID-19, and the associated disruption to normal class routines, significantly impacted lesson delivery during the year; during Terms 2 and 3, approximately 90% of students engaged in learning from home activities. This necessitated staff professional learning in the use of online platforms. <p>Sources of Evaluation</p> <p>Staff Surveys:</p> <ul style="list-style-type: none"> 67% of staff 'strongly agreed' that they were proficient users of subscription software. 56% of staff 'strongly agreed' that Reading Eggs effectively supports student learning in areas of Literacy. 78% of staff 'strongly agreed' that Soundwaves' effectively supports student learning in areas of Literacy. <p>School Excellence Self Assessment</p> <ul style="list-style-type: none"> Curriculum Provision - Delivering. Teachers are proficient in their teaching of literacy and numeracy - Sustaining and Growing. 	<p>Initiative Funding</p> <ul style="list-style-type: none"> Professional Learning - \$19119 Literacy and Numeracy - \$24900 <p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$19119.00) Literacy and numeracy (\$24900.00)

Next Steps

- Our school will continue to explore evidence based practices to support student learning.
- The provision of quality learning environments, in all classrooms, will remain a whole school priority in 2021.
- Continued focus on providing effective feedback to students, differentiation, explicit teaching and point of need learning will remain a focus area for 2021, as will providing opportunities for students to reflect on their learning.
- Our Stage 2 and Stage 3 classes will continue to explore future focused pedagogies and provide opportunities for students to explore learning and for teachers to share practice.
- Our school will also explore the implementation of extension group activities in Literacy and Numeracy, for Stage 1 students, to complement the successful introduction of the concept in Stages 2 and 3.
- Continued focus on using data effectively to inform teaching and learning.
- PBL expectations, introduced in 2020, will continue to support students and underpin behaviour management.
- Mindfulness will be programmed during Semester 1, 2021, with staff training scheduled to assist with the effective delivery of the program.
- Morpeth Public School will continue to offer a broad range of extra-curricular activities to support student engagement.

Strategic Direction 2

Excellence in Teaching

Purpose

- Teachers demonstrate personal responsibility for reflecting on and improving their teaching practice in order to improve student learning outcomes.
- Teaching practice will be informed and characterised by high levels of instructional leadership, feedback, professionalism, commitment, engagement, collaboration and self reflection, in order to enhance student learning and facilitate personal professional growth.
- Targeted professional learning will enhance teacher quality and build professional capacity and currency.

Improvement Measures

Staff surveys will indicate an average response score of '8' in criteria area:

Professional learning, aligned to my PLP, has improved my practice.

Staff surveys will reflect an average response score of '8' in criteria areas:

- Lesson demonstrations have improved my practice and
- Feedback from observations has improved my practice.

Tell Them From Me teacher survey reports reflect an average score of 8 in 'Collaboration' criteria area.

Tell Them From Me teacher survey reports reflect an average score of 8 in 'Learning Culture' criteria areas of feedback to students and explicit barriers to learning.

Tell Them From Me teacher survey reports reflect an average score of 8 in 'Data Informs Practice' criteria area.

School Excellence Framework self assessment survey will reflect that Morpeth Public School is excelling in the Teaching Domain of Effective Classroom practice (Feedback) and Data Skills and Use (Data Use in Teaching).

Teachers respond with an average score of 8 in 'Lesson Demonstrations have Improved my Practice' and 'Feedback has improved my Practice' in school developed surveys.

Overall summary of progress

Tell Them From Me teacher surveys:

- Collaboration - 8.6 (Target 8).
- Feedback to students - 8.4 (Target 8).
- Data informs practice - 8.6 (Target 8).

School Excellence Framework - Self Assessment

- Use of feedback in classroom practice - 'Sustaining and Growing' (Target- 'Excelling').
- Data use in teaching - 'Delivering' (Target - 'Excelling').

Internal Staff Surveys

- Lesson demonstrations have improved my practice (Strongly Agree / Agree) - 93% (Target 80%).
- Feedback has improved my practice - 100% (Target 80%).

Progress towards achieving improvement measures

Process 1: Data Informed Practice

Whole school use of authentic data will be used to inform teaching practice and to monitor and report on student and cohort achievement targets.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Staff completed professional learning in the use of data to monitor student achievement and to inform teaching and learning.

Whole school focus on 'What Works Best' document, associated research based podcasts and professional readings were identified as professional learning priorities during 2020.

Regular analysis of SCOUT data was undertaken at staff meetings during the course of the year to identify performance trends.

Further professional learning was delivered in the navigation of relevant DoE resources that develop teacher capacity in the use of data.

Sources of Evaluation

School Excellence Framework

- Teachers access professional learning that build capacity in the analysis, interpretation and use of data (Data Literacy) - Delivering.
- Leadership team uses data to inform key decisions and resource purchasing - (Data Analysis) - Delivering.
- Teachers cross reference external and internal achievement data to help inform a consistent judgement of student performance - Delivering.
- Teachers use data analysis to inform planning - Delivering.

Tell Them From Me Teacher Surveys

- Assessment assists me to understand student achievement - 8.8.
- I use assessment data to inform lesson planning - 8.6.

- PM Readings
- Trial PAT assessment resource
- Online Check In Assessment
- SCOUT

Process 2: Targeted Professional Learning

Professional learning will be implemented for staff to support student learning, teacher professional development and school improvement.

Professional learning will be driven by quality PDPs which will enhance student learning and contribute to the realisation of school performance targets.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • All staff developed Professional Learning Plans (PDPs) that reflected professional standards, career stage, school strategic directions and personal goals. • PDPs were developed for all teachers, in collaboration with Assistant Principals, and included mid year and end of year reflections and reviews. • The emergence of COVID 19, during Term 1, impacted on professional learning and resulted in an amendment to staff PDP goals. • As schools transitioned to 'learning from home' strategies, staff redirected learning to ensure personal and collective proficiency in the use of online platforms. • All teachers responded positively to the challenge, with staff actively seeking opportunities to develop skills relevant to the changing educational landscape. • Staff at Morpeth Public School completed 233 hours of aggregated professional learning during 2020. This included targeted professional learning (PDPs) and mandatory training. • During 2020, all permanent, temporary and casual staff, who were employed at Morpeth Public School, completed Code of Conduct, Child Protection, Anaphylaxis and Corruption Prevention compliance training. • Professional learning is also a key component of accreditation requirements. During 2020, three staff members were accredited at Proficiency level. <p>School Excellence Framework - Self Assessment</p> <ul style="list-style-type: none"> • Improvement of Practice - (PDPs develop professional practice) Sustaining and Growing. • Accreditation - (all teachers use professional standard and PDPs to identify and implement areas for continual improvement) - Sustaining and Growing. 	<ul style="list-style-type: none"> • Initiative funding - Professional Learning <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$19119.00)

Progress towards achieving improvement measures

- Professional Learning - (teachers evaluate, share and discuss professional learning with colleagues) - Sustaining and Growing.

Tell Them From Me teacher Surveys

- Teaching Strategies - 8.7 (NSW Government Norms 7.9).

Process 3: Instructional Leadership and Collaboration

The implementation of strategic staffing flexibility that focuses on team teaching, teacher observation, teacher feedback, teacher self reflection and mentoring will enhance teacher capacity.

Evaluation	Funds Expended (Resources)
<p>Assistant Principals were released from class to work with teachers in all classes.</p> <p>APs delivered lesson demonstrations, lesson observations, team teaching practices, feedback, and the sharing of expertise.</p> <p>The initiative facilitated high level collaboration between staff members, and was funded through staffing allocations (QTSS and Low Level Adjustments for Disability) and Initiative funding (Literacy and Numeracy).</p> <p>Survey Findings</p> <p>Internal Teacher Survey</p> <ul style="list-style-type: none"> • Lesson Demonstrations have improved my practice (Strongly Agree or Agree) - 93%. • feedback helps me to reflect on areas to develop (Strongly Agree or Agree) - 100%. • I feel confident and comfortable when discussing my professional needs with executive (Strongly Agree or Agree) - 100%. • My PDP drives my professional development (Strongly Agree or Agree) - 93%. • I feel my executive supports my needs in developing effective teaching strategies (Strongly Agree or Agree) - 96%. <p>Tell Them From Me Teacher Surveys.</p> <ul style="list-style-type: none"> • School leadership team has helped me improve my teaching - 8.9. • School leaders have observed my teaching - 8.9. • School Leaders have provided me with useful feedback on my teaching - 8.8. • Collaborative practices - 8.6. <p>School Excellence Framework Self Assessment</p> <ul style="list-style-type: none"> • Collaborative practice and feedback - Sustaining and Growing. • Coaching and mentoring - Sustaining and Growing. • Improvement of practice - Sustaining and Growing. 	<ul style="list-style-type: none"> • Equity - Low Level Adjustment for Disability (staffing) • Staffing (other) - QTSS • Initiative funding - Literacy and Numeracy <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$42222.00) • Low level adjustment for disability (\$65630.00) • Literacy and numeracy (\$24900.00)

Next Steps

- Instructional leadership, delivered by Assistant Principals, has proven to be extremely successful in developing staff capacity and professional knowledge. This will be refined and delivered in 2021.
- Internal staff surveys, Tell Them From Me data and School Excellence reflection support the view that Instructional Leadership has also enhanced collaborative practices and contributed to the enhancement of teacher capacity.
- The process will continue in 2020, with school leaders developing their practice through leadership pathway training.
- Our school will continue to explore professional learning opportunities, particularly in the use of data to inform point of need teaching and in pedagogies to effectively enhance student learning in Mathematics.

Strategic Direction 3

Excellence in Leading

Purpose

- School leaders will enable a collaborative and innovative work place culture that facilitates continuous school improvement.
- Strategic leadership will be the cornerstone of school operation and will underpin continued measurable school improvement, growth and the effective use of resources.
- Productive and sustainable partnerships among stakeholders will enable a negotiated shared vision and will support school improvement and review processes.

Improvement Measures

Tell Them From Me 'Partners in Learning' survey results indicate an average score of 7.5 for 'Parents Believe that School Supports Learning' criteria area. School results will be commensurate with or superior to NSW State mean scores.

Tell Them From Me 'Partners in Learning' survey results indicate an average score of 7.0 for 'Inclusive School' criteria area. School results will be commensurate with or superior to NSW State mean scores.

School Excellence Framework self assessment will reflect that Morpeth Public School is excelling in 'School Resources' and 'School Planning, Implementation and Reporting' in the domain of Leading.

40% of families will respond to Tell Them From Me 'Partners in Learning' and other specific surveys.

Parents will express an 80% satisfaction level to internal surveys based on school communication processes.

Overall summary of progress

Tell Them From Me 'Partners in Learning' Surveys

- School supports learning - 7.7 (Target 7.5 / State 7.3).
- Inclusive school - 6.9 (Target 7.0 / State 6.7).

School Excellence Framework - Self Assessment Survey

School Resources

- Staff Deployment - 'Sustaining and Growing'.
- Facilities - 'Sustaining and Growing'.
- Technology - 'Sustaining and Growing'.
- Community Use of Facilities - 'Sustaining and Growing'.
- Financial management - 'Sustaining and Growing'.

School implementation and planning

- Continuous Improvement - 'Sustaining and Growing'.
- School Plan - 'Sustaining and Growing'.
- Annual Report - 'Sustaining and Growing'.

Response to Tell Them From Me Surveys

- 58 families responded to Tell Them From Me surveys - this figure represents 36 % of families associated with Morpeth Public School (Target 40%).

Communication processes in School

- Parents responded with an average score of 82% across school communication processes (Target 80%).

Progress towards achieving improvement measures

Process 1: Effective Use of Human Resources and Staffing

The embedding of effective and strategic instructional leadership and staff deployment processes to

Progress towards achieving improvement measures

Process 1: support student performance, staff development and school operation.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • All teaching and non teaching employment at Morpeth Public School reflected transparent processes, including the submission of a written expression of interest application. • Suitable skilled staff are recruited to fill specialist positions, including RFF drama and music positions. • Staffing allocations are used effectively to ensure that full entitlements are used. • Staff capacity is enhanced through targeted professional learning and the fulfilment of compliance requirements. • Student, staff and school improvement is monitored and analysed using a range of performance markers. <p>School Excellence Framework Self Assessment</p> <p>Educational Leadership</p> <ul style="list-style-type: none"> • Instructional Leadership (developing leadership skills to drive school improvement) - Sustaining and Growing. • Performance management and development (collaborative practices to improve performance) - Sustaining and Growing. <p>School Resources</p> <ul style="list-style-type: none"> • Staff deployment (strategic employment of staff) - Sustaining and Growing. <p>Tell Them From Me Teacher Surveys</p> <ul style="list-style-type: none"> • School leadership decision making delivers improvement and change (Strongly Agree and Agree) - 93%. 	<ul style="list-style-type: none"> • Staff entitlement (15.728 FTE) • SBAR

Process 2: Effective Partnerships

The embedding of accessible and measurable processes to enhance community engagement, collaborative partnerships and collegial alliances and to provide a medium for feedback on school operation.

Evaluation	Funds Expended (Resources)
<p>School Excellence Framework Self Assessment</p> <p>Educational Leadership</p> <ul style="list-style-type: none"> • Community engagement (collaborative decision making) - Sustaining and Growing. <p>Management practices and processes</p> <ul style="list-style-type: none"> • Community satisfaction (response to feedback) - Sustaining and Growing. <p>Tell Them From Me 'Partners in Learning' surveys</p> <p>School communication ('Useful' and 'very Useful')</p> <ul style="list-style-type: none"> • School reporting - 71%. • Informal meetings - 96%. • Formal meetings - 96%. • Social media - 56%. • School website - 56%. • Newsletter - 92%. • P&C - 69%. <p>School Satisfaction</p> <ul style="list-style-type: none"> • 92% of parents / carers indicated that Morpeth Public School is their preferred school. • 87% of parents / carers indicated that they would recommend Morpeth Public School to others. 	<ul style="list-style-type: none"> • Lobby Track-Operational funds • Care Monkey-Operational funds • SENTRAL-Operational funds

Process 3: Strategic purchase of Teaching Resources

The effective, strategic and innovative use of teaching resources to optimise student learning, teacher development, community partnerships and school performance.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • School purchases resources strategically to support student learning, including Smart TVs, subscription software and Interactive technology. • Comprehensive reviews have been conducted at the end of the year to provide teacher feedback on resources that support learning activities. • An audit of resources was undertaken and a gap analysis conducted to inform future purchases. • Practices and processes are embedded and reviewed to ensure strategic and transparent processes are in place. • Purchases reflect DoE procurement requirements. • Department resource allocations (T4L) were used strategically to maximise efficiencies and ensure an equitable distribution of resources in classes. <p>Survey Results</p> <p>School Excellence Framework Self Assessment</p> <ul style="list-style-type: none"> • Technology is used effectively to support student learning - Sustaining and Growing. <p>Tell Them From Me Partners in Learning Survey</p> <ul style="list-style-type: none"> • School supports student learning - 7.7 (NSW Government Norm 7.3) <p>Teacher Surveys</p> <ul style="list-style-type: none"> • School provides sufficient resources to support student learning (Strongly Agree and Agree) -50%. <p>Tell Them From Me Teacher surveys</p> <ul style="list-style-type: none"> • Students are able to access computers to complete tasks - 8.2. • School supports effective teaching practices (Strongly Agree and Agree) - 86%. <p>Teacher Survey - Subscription Software Review</p> <ul style="list-style-type: none"> • Reading Eggs (Strongly Agree and Agree) -89%. • Sunshine Online -(Strongly Agree and Agree) - 55%. • Soundwaves (Strongly Agree and Agree) - 89%. • Inquisitive (Strongly Agree and Agree) -89%. • Twinkle (Strongly Agree and Agree) -89%. 	<ul style="list-style-type: none"> • Operational funds • Out of School Hours (OoSH) • T4L allocations (10.75 units) <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

Process 4: Quality systems to support school operation

The implementation of quality systems, underpinned by feedback and research, to ensure highly effective school operation.

Evaluation	Funds Expended (Resources)
<p>During 2020, Morpeth Public School purchased software and digital resources to support communication, visitor registration, reporting and student management.</p> <p>The emergence of COVID 19 during the year resulted in amendments to practices and processes in accordance with DoE protocols.</p> <p>School Excellence Framework Self Assessment</p> <ul style="list-style-type: none"> • Administrative Systems and Processes (informed decision making regarding administrative systems) - Sustaining and Growing • Service Delivery (streamlined and flexible processes to deliver service and information) - Sustaining and Growing 	<ul style="list-style-type: none"> • School Operational funds

Next Steps

- School will continue to make strategic purchase to support student learning and school operation.
- Effective processes to review operation will continue to drive school improvement.
- Situational Analysis will continue to inform future planning and decision making.
- The establishment of specialist focus groups will drive targeted school initiatives.
- The development and embedding of effective partnerships will underpin school operation.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Equity Funding - Aboriginal Background Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$14 455.00) 	<p>During 2020, 16 students (6.9%) of student enrolment identified as Aboriginal or Torres Strait Islander.</p> <p>Each Aboriginal student attracted an equity allocation of \$903, which equates (16 x \$903) to an annual school allocation of \$14455.</p> <p>Equity funding for Aboriginal background was used to employ school learning support officers (SLSOs) to work with Indigenous support students in all classes.</p> <p>All Aboriginal students, in collaboration with teachers and family members, developed Personal Learning Pathway (PLP) plans that incorporated academic, social and cultural goals during 2020.</p> <p>Staff member, Mr Luke Stewart, completed Connecting to Country training during the year. The professional learning was used by Mr Stewart to drive indigenous initiatives in the school.</p> <p>Our school provided Aboriginal perspectives in learning activities and days of cultural significance were acknowledged and celebrated at school.</p> <p>During 2020, our school established a Junior Aboriginal Education Consultative Group (AECG). Members of the AECG attended an excursion to Milbrodale to visit a significant cultural site.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Equity Funding - Staffing \$65630.00. • Equity Funding Flexible \$24148. Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$89 779.00) 	<p>A total of \$89 779 was allocated to the school in Low Level Adjustment for Disability equity funding.</p> <p>\$65 630, of the allocated funds, was allocated to the employment of a (0.600 FTE) Learning and Support Teacher (LaST) .</p> <p>The LaST provided assistance to students who required additional support in areas of Literacy and / or Numeracy.</p> <p>The balance of funding, \$24 148.00 was used to employ School Learning Support Officers (SLSOs) to work with students in all classes.</p> <p>SLSOs supported classroom teachers to implement and deliver individual education plans for identified students.</p> <p>SLSO staff also provided social support for students during play breaks and on offsite activities.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Staffing allocation - FTE 0.386 - \$42222. Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students 	<p>Quality teaching Successful Students (QTSS) staffing allocation (FTE 0.386 - \$42 222) was used to release an Assistant Principal from classroom teaching.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>(QTSS) (\$42 222.00)</p>	<p>The Assistant Principal was then able to work in classes to deliver lesson demonstrations, observe the teaching of others and to work collaboratively with staff.</p> <p>Our school recognises the importance of teacher quality and its role in improving student learning outcomes.</p> <p>QTSS funding was used to support the development of teacher capacity by allowing teachers to share expertise and to reflect on current practice.</p>
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Equity Funding - Socio-Economic Background - \$48827 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$48 827.00) 	<p>Socio-Economic funding is based on the Family Occupation and Education Index (FOEI). FOEI determines levels of funding allocated to a school.</p> <p>In 2020, Morpeth Public School's FOEI was 87.</p> <p>Students, from families who are placed in FOEI Quarters 1 and 2, attract funding.</p> <p>53 (17.9%) students were placed in Quarter 1 - this attracted a funding allocation of \$568 per student (\$30 091).</p> <p>66 (8.9%) students were placed in Quarter 2 - this attracted a funding allocation of \$284 per student.(\$18 736).</p> <p>In total, Socio-Economic funding for Morpeth Public School in 2020 was \$48 827.</p> <p>Socio-Economic Background equity funding was used to employ School Learning Support Officers (SLSO) and additional teaching staff.</p> <p>Socio-Economic funding complemented other funding sources to facilitate the employment of additional SLSO to support students.</p> <p>The balance of the allocation was used to partially fund the employment of an additional teacher. The teacher released an Assistant Principal to deliver instructional leadership for staff.</p> <p>The instructional leadership model facilitated team teaching, collaboration and differentiation of learning activities in classes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	116	114	114	113
Girls	103	105	118	131

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	95.2	91.9	92.8
1	94	93.8	94.4	91.5
2	91.7	94.2	93.1	94
3	94.9	93.3	92.6	92.9
4	94.2	93.2	94.7	91.3
5	93.3	92.8	92.9	91.7
6	94.1	90.4	93	91.3
All Years	94	93.2	93.1	92.2
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)	2
Classroom Teacher(s)	9.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.32
Other Positions	0.6

*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.

All teachers at Morpeth Public School are accredited, in line with NSW Department of Education and National Education Standards Authority (NESA).

In total,

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	296,502
Revenue	2,332,203
Appropriation	2,270,286
Sale of Goods and Services	11,128
Grants and contributions	50,228
Investment income	561
Expenses	-2,349,243
Employee related	-2,137,604
Operating expenses	-211,639
Surplus / deficit for the year	-17,040
Closing Balance	279,462

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	62,135
Equity Total	153,061
Equity - Aboriginal	14,455
Equity - Socio-economic	48,827
Equity - Language	0
Equity - Disability	89,779
Base Total	1,884,288
Base - Per Capita	55,797
Base - Location	0
Base - Other	1,828,491
Other Total	157,163
Grand Total	2,256,647

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

Parent/Caregiver Satisfaction Survey

Parents and caregivers were surveyed to provide feedback on aspects of school operation.

Parents Feel Welcome

- Average response score across 8 criteria areas was 7.9.
- Average response score for NSW Government schools was 7.4.

Parent / Carer Responses

- I feel welcome when I visit the school - 8.5.
- I can speak easily with my child's teacher - 8.1.
- I am well informed about school activities - 8.2.
- Teachers listen to concerns I have - 7.6.
- I can speak easily with the school principal - 8.1.
- Information about the school is written in clear and easy to understand language - 8.2.
- Parent activities are scheduled at a time when I can attend - 6.1.
- The school's administrative staff are helpful when I have a problem or question - 8.5.

Student Survey

Students in Years 4, 5 and 6 were surveyed to provide feedback on their school life experiences.

Sense of Belonging - Average score 67% (NSW Government Average (81%).

- Year 4 - 71%.
- Year 5 - 59%.
- Year 6 - 68%.

Positive Relationships - Average response score 90% (NSW Government Average (85%).

- Year 4 - 96%.
- Year 5 - 84%.
- Year 6 - 88%.

Teacher Survey

Teachers were surveyed to provide feedback on aspects of workplace culture and personal wellbeing.

- Positive workplace environment - 93.37% of staff responded with 'Strongly Agree' or 'Agree'.
- Culture of collaboration and support among staff - 93.75% of staff responded with 'Strongly Agree' or 'Agree'.
- Teachers feel valued and respected at work - 93.75% of staff responded with 'Strongly Agree' or 'Agree'.
- Teachers feel safe in their work environment - 87.5% of staff responded with 'Strongly Agree' or 'Agree'.
- Teachers have a trusted colleague to speak with about work place matters - 93.75% of staff responded with 'Strongly Agree' or 'Agree'.
- Teachers feel that workplace wellbeing is a priority - 87.5% of staff responded with 'Strongly Agree' or 'Agree'.

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.