

# 2020 Annual Report

## Merrylands East Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Merrylands East 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 vision

**Merrylands East Public School** is a creative and innovative school where students are known by staff to "create the future" in a safe, supportive learning environment through personalised learning anytime, any where and with anyone. Students develop knowledge and skills necessary to be self-regulated and collaborative problem solvers in a local and global society with shared safe and supportive learning environments. Underpinning this vision is the development of exemplar teachers who know their content and how to teach it while being supported by collaborative expert Instructional leaders.

## School context

Founded in 1928, Merrylands East Public School is situated on traditional Aboriginal Dharruk land, near the main central business district of Parramatta. With the assistance of key partners like the Museum of Contemporary Arts, and a strong collaborative network of global innovative educators, Merrylands East is creating the future by using ICT as a tool for learning and problem solving, and connecting via [twitter@merrylandseast](https://twitter.com/merrylandseast). Students see learning and not classes. The student population is drawn from over 40 socio-cultural backgrounds predominately from Islander, African, Middle Eastern and Asian communities. Eighty-nine percent of students speak a language other than English and around 10% have refugee experiences. The student population, while stable around the 370 mark, has a proportion which is transient (20%), with students historically leaving being replaced by new arrivals. (It is anticipated that our enrolment will fall in 2021 due to limited immigration and refugee intake). The vast majority of students commence learning English for the first time when entering school at varying school years. English as a Second Language programs provide intensive support for students. Celebration of cultural diversity and student achievements are recognised through the Student Welfare programs. Leadership skills and showing the highest public education values are fundamental to these programs. The school key emphasis is an integrated curriculum with emphasis on outcomes and general capabilities. An outstanding balanced educational program enables all students to succeed in the range of extra-curricular activities.



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## 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Know our students and how they learn.

### Purpose

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning.

Our students can articulate how they learn and what they learn.

### Improvement Measures

- 100% of staff are delivering and evaluating programs that are NESA compliant, needs based and challenging students.
- All teachers are using data for planning and evaluating teaching programs
- Over 80 % of students are achieving at or above national minimum benchmarks in NAPLAN.

### Progress towards achieving improvement measures

#### Process 1: Early Action For Success

- Train all teachers in the use of Progressions for benchmarking students.
- Develop differentiated teaching strategies for Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Students reading levels were analysed at the end of each term to benchmark students.	Engagement of additional teacher \$112118.
All K-2 Teachers implemented the Progressions to benchmark students and PLAN 2 to record students achievements.	Numeracy Resources \$5000
Personalised learning plans were written for all first nation students and students with high complex needs..	
All K-6 teachers had lesson observations and were mentored by Deputy Principal Instructional Leaders or supervisor.	
A whole school focus on building creative and critical thinking in literacy and numeracy programs.	
A teacher completed her second year as a Reading Recovery Teacher.	

#### Process 2: SVA- Project Based Learning

- Utilises design thinking skills and other pedagogies to engage students in learning.
- Incorporates technologies in learning programs, where possible.

Evaluation	Funds Expended (Resources)
Years 3-6 teachers have been trained in the implementation of Inquiry based learning.	Casual release days \$7000 Inquiry and play based learning resources \$7000
Teachers collaboratively planned units of work with a focus on sequential learning.	
Supervisors visited other schools and educational settings to explore best practices in assessments.	
Play Based Learning was introduced into Year 1 and consolidated into Kindergarten to support oracy and inquiry learning.	
Kindergarten Teachers and support staff received an Auburn Network Director's Award for their Play Based Learning Program.	

## Progress towards achieving improvement measures

### Process 3: School Plus: Science

- Visit and learn from exemplar schools and educational environments that teach Science.
- Create dedicated Science learning spaces for students.

Evaluation	Funds Expended (Resources)
All Year 6 students participated in VALID 2020. Science resources were purchased to support classroom programs.	Science resources \$4000

## Strategic Direction 2

Know our content and how to teach it.

### Purpose

Our teachers are highly knowledgeable in syllabus outcomes, content and pedagogy in order to implement relevant quality teaching and learning programs.

Our students can articulate their learning and make connections of their knowledge and skills in a meaningful context.

### Improvement Measures

- 100% of staff are delivering and evaluating programs that are NESAC compliant, needs based and challenge students.
- All teachers are using data for planning and evaluating teaching programs.
- 90% of students are achieving at or above national minimum benchmarks in NAPLAN.

### Progress towards achieving improvement measures

#### Process 1: Early Action For Success

- Engagement of early childhood and literacy expert to support school leadership team and staff.
- Implement Masterclasses for Principals, Deputy Principal Instructional Leaders and hold regular weekly professional learning workshops for staff.
- Acquire resources to support EAFS.

Evaluation	Funds Expended (Resources)
An early childhood and literacy expert was engaged for the third year to support school leaders and staff in Principals and Deputy Principals' Masterclass program.	Specialist Teacher Engagement \$127118
A specialist literacy teacher was engaged to support K-2 and to complement the school's Year 1 Reading Recovery Program.	Literacy Expert Engagement \$5000
Home Reading and Guided Reading Resources K-6 were purchased to support classroom programs.	Reading Resources \$10000

#### Process 2: SVA -: Project Based Learning

- Build on community and organisational partnerships to support students in learning using new and emerging technologies eg MCA.

Evaluation	Funds Expended (Resources)
Literacy, Numeracy and Science resources were continually purchased to support classroom programs. Technology resources were updated to provide a tool for learning through K-6.	Resources \$4100
Sixteen Stage 3 Students attended and participated in the MCA Art Together Program.	MCA Art Program \$2600

#### Process 3: School Plus - Science

- Visit exemplar schools and educational environments that teach Science.
- Create dedicated Science learning spaces for students.
- Acquire Science resources.

Evaluation	Funds Expended (Resources)
Years 5 and 6 students completed a Design Process learning program that enabled them to create products for a school based shop.	Science Resources \$4000
Science resources were purchased for teacher designed curriculum unit.	

### Strategic Direction 3

Create supportive and safe learning environments.

#### Purpose

To ensure that every student is individually known as a global citizen, and guided through learning programs in a safe and secure learning environment with and without new and emerging technologies.

#### Improvement Measures

- 100% of staff are teaching and learning in a safe and secure learning environment.
- 100% of students are learning in a stimulating learning environment.
- 1% increase in student attendance.

#### Progress towards achieving improvement measures

##### Process 1: Classroom / School Environment

- Staff implemented routines and classroom management strategies to ensure an orderly and stimulating learning environment.
- Values are consistently communicated and used by staff, students and parents to recognise and celebrate achievement and to strengthen respect and tolerance throughout the school.

Evaluation	Funds Expended (Resources)
Attendance data was analysed and a revised system of contacting parents after 2 days absences or unexplained absences was implemented.	Professional Learning \$2000
Staff trained in the use of SCOUT Data and SENTRAL Data in the monitoring of attendance.	New Bubblers \$16876
The school uniform consultation process has commenced but delayed due to Covid19.	Speech and Occupational Therapist \$90000
New bubblers and taps to refill water bottles were installed in the playground.	Anti-Bullying Program \$2000
Speech Pathologist and Occupational Therapists continued to service our students in K-2.	
Anti bullying Program implemented across K-6	

##### Process 2: Learning Support Team

- Student behavioural and welfare concerns are discussed, recorded and communicated to all stakeholders.
- Standardised PLP and Learning Adjustments are negotiated with and endorsed by parents.
- Attendance rates are regularly monitored by teachers and action is taken promptly to address issues with individual students.
- Engage paraprofessional health workers as part of early intervention.

Evaluation	Funds Expended (Resources)
The Learning Support Team continued to monitor attendance and meet regularly with the Home School Liaison Officer and parents to improve attendance.	Engagement of School Learning Support Officer \$68000
The Learning Support Team met weekly and completed access requests for additional resources and external placement.	Professional Learning \$2000
Students with disabilities had personalised learning plans written and implemented.	
All school leaders completed a Disabilities Standards for Education Course.	

## Progress towards achieving improvement measures

An additional School Learning Support Officer engaged to support students with disabilities

Teachers completed additional professional development in working with children with disabilities.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2000	<p>Incorporated First Nation education into classroom programs with the additional purchase of resources.</p> <p>Supported First nation students through the funding of experiential programs and wellbeing programs.</p> <p>Numerous classes celebrated NAIDOC week as part of the integrated studies.</p>
<b>English language proficiency</b>	\$262522	<p>In 2020, NAPLAN did not occur across the nation due to Covid19. The school took the opportunity to further analyse NAPLAN over the past three years.</p> <p>In NAPLAN Reading, 83% Year 5 students achieved well above national progress from 2017-2019.</p> <p>In NAPLAN Writing, 63% Year 5 students achieved above national progress from 2017-2019.</p> <p>In NAPLAN Numeracy, 85% Year 5 students achieved well above national progress from 2017-2019.</p> <p>New Planning and Program Policy, Assessment and Reporting Policy and Bookwork Policy drafted and implemented.</p>
<b>Low level adjustment for disability</b>	\$89700	<p>School Learning Support Officers engaged to support classroom teachers and students with autism, learning difficulties, physical and emotional disabilities.</p> <p>All students identified under the National Consistent Collection of Data for school students with a disability had personal learning plans.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$62786	<p>QTSS funding was used to engage a specialist literacy teacher and to continue the school's Reading Recovery program with targeted students.</p>
<b>Socio-economic background</b>	\$603240	<ol style="list-style-type: none"> <li>1) The school introduced Pattern and Structure Mathematics Awareness Program (PASMAT) to support students learning.</li> <li>2) Reading and Mathematics resources were upgraded to provide support for classroom programs.</li> <li>3) Engaged a Deputy Principal for four days a week to support beginning teachers and coordinate students with disabilities.</li> <li>4) Engaged an occupational therapist and speech pathologist.</li> <li>5) Engaged an additional classroom teacher to support classroom teachers in Literacy.</li> <li>6) Engaged a principal Instructional Leader to</li> </ol>

<b>Socio-economic background</b>	\$603240	<p>deliver Literacy Masterclasses to colleague Principals, Deputy Principal Instructional Leaders and school leaders.</p> <p>7) Sixty laptops were purchased to support Covid19 and Learning from home.</p> <p>8) The school introduced Pattern and Structure Mathematics Awareness Program (PASMAT) to support students learning.</p>
<b>Support for beginning teachers</b>	\$28962	<p>Beginning teacher funding was used to support ongoing professional learning, attendance at conference, programming and planning. Four teachers received their NSW Education Standard Authority (NESA) accreditation.</p> <p>Beginning teachers worked with Deputy Principal Instructional Leaders in Literacy and Numeracy training. This included in class support, mentoring and demonstration lessons.</p> <p>Two teachers received their NESA Proficient Accreditation.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$13000	<p>Refugee support program funding was used to support students in experiential programs and resources to assist with the access of curriculum.</p>



Mathematics: Patterns and Structure Assessment

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	195	188	168	196
Girls	175	181	172	187

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.5	90.8	91.8	89.3
1	88.7	89.5	91.7	87.2
2	90.9	92.6	90.8	86.6
3	92.2	90.8	92.5	89.4
4	93	94.2	92.8	90.3
5	93.4	91.7	92.1	92.5
6	91.9	93.7	93.3	93
All Years	91.4	91.8	92	89.7
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.

In 2020, our school attendance rate dropped below 90% for the first time due to Covid19.

## 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.



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# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.29
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	2.4
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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.



Kindergarten Team being awarded the Auburn Network Director's Award.

# 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 (\$)
<b>Opening Balance</b>	623,569
<b>Revenue</b>	3,936,145
Appropriation	3,876,692
Sale of Goods and Services	63
Grants and contributions	57,075
Investment income	1,315
Other revenue	1,000
<b>Expenses</b>	-4,015,553
Employee related	-3,488,921
Operating expenses	-526,633
<b>Surplus / deficit for the year</b>	-79,409
<b>Closing Balance</b>	544,160

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.

Merrylands East PS closing balance includes committed funding for:

- an additional teacher and an School Learning Support Officer in 2021 to support the Literacy and Numeracy program for our students..
- a shade cloth cover opposite the double storey building
- a Covered Walkway from the Walker Street Gate to the office.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	11,319
<b>Equity Total</b>	690,704
Equity - Aboriginal	3,189
Equity - Socio-economic	255,217
Equity - Language	304,848
Equity - Disability	127,450
<b>Base Total</b>	2,651,390
Base - Per Capita	81,771
Base - Location	0
Base - Other	2,569,619
<b>Other Total</b>	446,125
<b>Grand Total</b>	3,799,539

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Merrylands East Public School reviewed programs and plans for continuous improvement and their impact on student learning. The process used included focus groups with key stakeholders and surveys. As part of the school evaluation of 2020, we sought feedback about our teaching and learning / assessment for our Situational Analysis as preparation for a new Strategic Improvement Plan.

The findings included:

- Our school established explicit criteria for evidence based teaching and learning in classroom programs that are matched to the Proficient Teachers Guide (NESA).
- Our school has a timeline for the collection, monitoring and analysis of work samples.
- Staff have been supported in understanding assessment.
- The SLSO provides support for classroom teachers and students.
- Staff goal setting for class attendance targets to be implemented.

Future directions included:

- Induction program for all beginning teachers into the assessment and reporting policy of our school.
- The continuation of the EAFS in 2021 by engaging the Deputy Principals Instructional Leaders.
- Procurement of additional resources to support Language Across the Curriculum and inquiry based learning.
- Continuation of the Principals and Deputy Principals Masterclasses.
- Further contact with parents for unexplained absences or high levels of absenteeism.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.



MEPS Students learning about Modern Art at the Museum of Contemporary Art