

# 2021 Annual Report

## Marsden Park Public School



2489

## Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Marsden Park Public School

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## School vision

At Marsden Park Public School we prepare young people to be capable, caring and courageous individuals who have the skills and confidence to pursue their dreams and achieve excellence. Committed and highly valued staff believe in their ability to make a difference, working in partnership with students, parents and the wider community to foster a vibrant, collaborative and supportive culture where all belong.

## School context

Marsden Park Public School is a community minded primary school with high expectations for student success. The school was established in 1889 and is located in Sydney's North West Growth area. The student population has fluctuated significantly over the past three years with student numbers growing to 630 before returning to 225 in 2021 following changes to the intake area due to the opening of a new school. Anticipated growth will occur over the coming years as the surrounding area undergoes extensive development. Our school community is culturally and linguistically diverse with 70% of students from a non-English speaking background and 2% of students identifying as having an Aboriginal or Torres Strait Islander background. Marsden Park Public School has a proud history reflected in its agricultural and rural links. It provides opportunities in sport and the performing arts, enabling students to excel through a range of different experiences.

Through the situational analysis, the school has identified the need to embed the use of data driven practices. In particular, developing whole school processes for collecting and analysing student data that informs the teaching and learning cycle and supports individualised and differentiated learning. The commitment to improve student growth and achievement in literacy and numeracy is underpinned by the evidence base provided by the What Works Best: 2020 Update, with the school committed to continually improving classroom practices through high impact professional learning. The wellbeing and engagement of our students remains a priority, in particular rebuilding a strong sense of belonging for staff, students and families. Engagement with the Wellbeing Framework and social and emotional learning resources will provide clarity and inform the development of consistent, whole-school practices and processes to support every student as they *connect, succeed and thrive*.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students. We will implement learning experiences that build the capacity of students to become increasingly self-motivated and confident learners.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment informed teaching
- Unlocking learning

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$22,423.60

**QTSS release:** \$67,939.80

**Literacy and numeracy:** \$12,369.00

**English language proficiency:** \$223,573.40

**Socio-economic background:** \$9,776.00

**Professional learning:** \$2,300.00

### Summary of progress

As part of Student Growth and Attainment we have prioritised building teaching capacity in order to improve student learning outcomes in reading and numeracy. A shared understanding of quality programming was developed across the school with comprehensive scope and sequence documents and programming templates implemented in both English and Mathematics. Staff engaged with extensive school based professional learning led by the executive team on Lyn Sharratt's Assessment Waterfall chart developing a deep knowledge of assessment and embedding these strategies into classroom practice through a cycle of teaching sprints. The employment of an EAL/D teacher and collaboration with the EAL/D Education Leader facilitated a review of current practices and supported teachers to develop a deeper understanding of the needs of EAL/D learners along with effective teaching strategies.

With the introduction of home learning, teachers worked collaboratively on platforms such as Zoom to ensure a strong focus remained on literacy and numeracy learning. Programs were adapted to SeeSaw and Google Classroom platforms, with Support and RFF teachers developing differentiated activities to provide the additional support students required. Staff continued to refine their understanding of Learning Intentions and Success Criteria, and explored the different types of effective feedback. On return to the classroom, teaching sprints were once again utilised to transfer the effective feedback practices to face to face learning.

In 2022, we are expecting to see a greater impact as the literacy and numeracy programs are fully embedded into classroom practice and programs. To maintain or improve our progress measure in numeracy, and to achieve our progress measure in reading we will continue to refine explicit teaching practices within the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 2.54% (uplift towards lower bound system-negotiated target).	42.11% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 4.18% (uplift towards lower bound system-negotiated	41.07% of students achieved in the top two bands in NAPLAN numeracy indicating achievement of the upper-bound target.

target)	
<p>School self-assessment against SEF indicates:</p> <ul style="list-style-type: none"> <li>• Improvement from Delivering to Sustaining and Growing in the SEF element of 'Assessment'</li> <li>• Consolidates practice at Delivering in the SEF element of 'Data Skills and Use'.</li> <li>• Improvement from Delivering to Sustaining and Growing in the SEF element 'Curriculum'.</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Assessment and Curriculum and performing at Delivering in the element of Data Skills and Use.</p>
<p>Improvement in the percentage of students achieving expected growth in NAPLAN reading from the school- level baseline of 66.5%.</p>	<p>The percentage of students achieving expected growth in reading increased by 24.8% indicating achievement beyond the school level baseline.</p>
<p>Improvement in the percentage of students achieving expected growth in NAPLAN numeracy from the school- level baseline of 48.4%.</p>	<p>The percentage of students achieving expected growth in numeracy is 70.0% indicating achievement above the school baseline target.</p>

## Strategic Direction 2: Inspiring Excellence

### Purpose

In order to build staff and student capacity we will develop high quality professional learning opportunities and explicit systems for collaboration and feedback to sustain quality teaching practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Capacity to achieve

### Resources allocated to this strategic direction

**Professional learning:** \$8,500.00

**QTSS release:** \$12,000.00

### Summary of progress

In 2021 our school focus was to build a collaborative school culture that promoted and valued the sharing of ideas in non-threatening, encouraging ways. Using the High Impact Professional Learning (HIPL) model to guide the development of professional learning programs, teachers were encouraged to collaborate across stages and teams to share curriculum knowledge. Collaboration and planning days were established each term, to provide the space for teachers to share and gain expertise through the peer review of programs and assessments as well as work with colleagues to plan, develop and refine teaching and learning programs.

Aspiring Leaders and Assistant Principals have actively participated in the LEED (Leading Evaluation, Evidence and Data) Project, building the capacity of middle leaders to lead effective evidence, data, and evaluation practices in the school through the lens of 'What Works Best - Assessment'. This was accompanied by a coaching program that supported leaders to adopt an evaluative rhythm when leading activities as part of the School Improvement Plan.

In 2022 we will continue to focus on the development of High Impact Professional learning across the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School self-assessment against the <i>High Impact Professional Learning</i> self-assessment tool indicates: <ul style="list-style-type: none"><li>• Practice at Delivering in all three themes of the element 'Collaborative and Applied Professional Learning strengthens teaching practice'.</li></ul>	Self assessment against the High Impact Professional Learning assessment tool shows the school currently performing at Delivering in the element of Collaborative and Applied Professional Learning Strengthens Teaching Practice.
School self-assessment against SEF indicates: <ul style="list-style-type: none"><li>• Practices are consolidated at Delivering in the element 'Effective Classroom Practice'.</li><li>• Improvement to Sustaining and Growing all themes of the element 'Learning and Development'</li><li>• Practices are consolidated at Delivering in the element 'Educational Leadership'</li></ul>	Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Effective Classroom Practice, Learning and Development, and Educational Leadership.

## Strategic Direction 3: Finding the Heart of Marsden Park Public School

### Purpose

In order to develop a collaborative culture that maximises engagement and sense of belonging, there will be a planned approach to establishing effective whole school programs and processes that support high levels of wellbeing and a strong sense of identity for the students, staff and parents at Marsden Park Public School.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Watch us grow together
- Firm foundations

### Resources allocated to this strategic direction

**Aboriginal background:** \$3,000.00

**Low level adjustment for disability:** \$17,200.00

**Integration funding support:** \$3,223.33

**Professional learning:** \$3,960.00

### Summary of progress

Finding the Heart of Marsden Park Public School is underpinned by a culture of high expectations and belonging that aims to build a nurturing school, catering for academic, social, emotional and behavioural student needs. While remote learning delayed the implementation of some initiatives, the school was able to focus on the establishment of strong processes and systems as part of the Learning Success Team. A consultation process involving regional personnel provided a vehicle for collaborative dialogue with staff around correct processes and procedures needed to support a culture of effective evidence based teaching and wellbeing practices.

To address student wellbeing needs, teachers engaged in Professional Learning on the Growing Strong Minds program. This program will be implemented into classroom practice in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
TTFM wellbeing data (advocacy, belonging, expectations) stabilises at 88%	Tell Them From Me data indicates 86.67% of students reported positive sense of wellbeing (expectations for success, advocacy, a sense of belonging at school) demonstrating a stabilisation just below the target of 88%.
Increased (uplift) percentage of students attending school more than 90% of the time by 2.0% (towards upper bound system-negotiated target).	The number of students attending greater than 90% of the time or more has increased by 2.26% indicating achievement of target.
School self-assessment against SEF indicates: <ul style="list-style-type: none"><li>• Consolidation of practice at Delivering in the element 'Learning Culture'.</li><li>• Consolidation of practice at Delivering in the element 'Wellbeing'.</li><li>• Consolidation of practice at Delivering in the element 'Management Practices and Processes'.</li></ul>	Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Learning Culture, Wellbeing and Management Practices and Processes.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the implementation of professional learning sessions to increase teacher knowledge and understanding of the impact of trauma and wellbeing needs of refugee students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to build relationships with parents and carers to allow for increased home school communication processes ensuring parents and carers are informed and have a deeper understanding of their child's learning.</p>
<p>Integration funding support</p> <p>\$130,524.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Marsden Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Firm foundations</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. IEPs were updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p>
<p>Socio-economic background</p> <p>\$20,987.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marsden Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment informed teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> </ul>

<p>Socio-economic background</p> <p>\$20,987.80</p>	<ul style="list-style-type: none"> <li>• professional development of staff to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the provision of student opportunities to access all aspects of their learning and relevant resources that support curriculum delivery.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> for teachers to engage in professional discussions through formal coaching to further develop teaching and learning initiatives.</p>
<p>Aboriginal background</p> <p>\$3,616.28</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marsden Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Watch us grow together</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased student engagement through the development of comprehensive learning plans that have been shared with parents resulting in increased parental engagement with their children's learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to engage in community consultation to support the development of cultural competency .</p>
<p>English language proficiency</p> <p>\$223,573.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marsden Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment informed teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers and staff working in collaboration and team teaching to support student needs. PL conducted through stage meetings and coaching sessions built staff capacity in understanding EAL/D pedagogy experiences for in-class support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued collegial reflection and dialogue to continue to build the capacity in the creation of differentiated EAL/D programs.</p>
<p>Low level adjustment for disability</p> <p>\$39,623.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Marsden Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$39,623.60</p>	<p>their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment informed teaching</li> <li>• Firm foundations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the establishment of a Learning Success Team and processes to support the implementation of targeted intervention programs that address student learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to ensure data continues to be analysed and forms the framework for ongoing planning and timetable adjustments.</p>
<p>Literacy and numeracy</p> <p>\$12,369.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Marsden Park Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment informed teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> updated resources and ongoing professional learning that built strong teaching practice and supported enhanced results for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continued resourcing of literacy and numeracy initiatives to enhance effective pedagogical practice.</p>
<p>QTSS release</p> <p>\$79,939.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marsden Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment informed teaching</li> <li>• Capacity to achieve</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the implementation of a professional learning program that promoted collaboration and shared quality classroom practice through coaching and a series of teaching sprints.</p>

<p>QTSS release</p> <p>\$79,939.80</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> to expand collegial sharing of feedback with collaborative planning opportunities and learning walks as well as the expansion of the coaching program.</p>
<p>COVID ILSP</p> <p>\$70,308.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	51	117	276	115
Girls	58	120	250	95

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	91.8	90	93.9
1	94	92.7	88.3	93.2
2	92.9	92.5	89.6	91.6
3	94	90.6	90.6	92
4	90.4	90.5	91.5	93.1
5	92.8	93.5	90.1	92.8
6	85.8	93	89.6	93.5
All Years	92.4	92	89.9	92.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	7.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.6
Teacher ESL	1.6
School Administration and Support Staff	2.82

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	34,086
<b>Revenue</b>	2,686,060
Appropriation	2,612,532
Sale of Goods and Services	8,404
Grants and contributions	65,074
Investment income	50
<b>Expenses</b>	-2,409,583
Employee related	-2,191,424
Operating expenses	-218,160
<b>Surplus / deficit for the year</b>	276,477
<b>Closing Balance</b>	310,563

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	131,287
<b>Equity Total</b>	287,803
Equity - Aboriginal	3,606
Equity - Socio-economic	20,988
Equity - Language	223,574
Equity - Disability	39,634
<b>Base Total</b>	1,971,823
Base - Per Capita	129,668
Base - Location	0
Base - Other	1,842,155
<b>Other Total</b>	141,393
<b>Grand Total</b>	2,532,305

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.

## Parent/caregiver, student, teacher satisfaction

Tell them From Me 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school. The survey has provided feedback to our school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. From the 2021 survey we have found that: parents are very supportive of their child's work at home; their children feel safe at school; the school supports positive behaviour and is inclusive of families. Our areas for further focus are around activities that parents can be involved in at the school.

TTFM 'Focus on Learning Survey' is a self-evaluation tool for teachers. This survey showed the school the areas of success and areas for growth related to student learning, classroom and school practices. From the 2021 surveys we have identified: teachers establish a strong learning culture within rooms and set high expectations for student learning; a variety of teaching strategies are used to engage learners. Our areas for further focus following a period of learning from home include greater parental involvement and more structured opportunities for collaboration.

The TTFM Student Survey is designed to provide us with insight to guide our school planning and help us to identify school improvement initiatives. From the 2021 student survey we have identified that: most students have friends at Marsden Park Public School they can trust and who encourage them to make positive choices. 88% of students report high advocacy and high expectations at school. Our areas of focus for our students include continuing to build a strong sense of school belonging and identity following a period of remote learning and significant changes to student population.

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.