

2021 Annual Report

Marayong Public School



4166

Introduction

The Annual Report for 2021 is provided to the community of Marayong 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.

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School vision

The Marayong Public School community believe in empowering every student by providing challenging, and engaging learning experiences. Students will be supported in becoming confident, creative lifelong learners.

Our vision is to work in collaborative partnership with our school community to create a culture where promoting equity and excellence is the foundation on which learning takes place.

School context

Marayong Public School is situated on traditional Aboriginal Dharug land in Western Sydney. The school has a fluctuating student enrolment of 590. FOEI is currently at 99. The student population is drawn from over 42 socio-cultural backgrounds predominately from Islander, African, Middle Eastern and Asian communities. 63% of the student population are from Language Backgrounds Other than English. Seven per cent of students identify as Aboriginal.

Currently the school is part of the Early Action for Success reform and promotes a culture of collaboration through instructional leadership. Student wellbeing is paramount in all school programs and students are encouraged to uphold the school's core values of being safe, responsible learners.

The school focuses on Literacy and Numeracy across the curriculum, and the development of general capabilities in preparing students for the future. Key school initiatives in Literacy include Synthetic Phonics. Technology is utilised wherever possible to support students' learning. Extra-curricular opportunities in sport, and the creative and performing arts support students' learning.

From our situational analysis and consultation with key stakeholders, our school has identified student growth and attainment; wellbeing and engagement and collaborative partnerships as focus areas. Each of these three areas are interdependent of each other and build upon the previous work of our school to improve student outcomes.

Student Growth and Attainment

The school has developed processes to review and implement its curriculum provision for students and will move forward with monitoring processes as part of this plan. There will be a focus on ensuring teaching and learning programs are evidence based, explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. Data driven practices with differentiated evidence based practices will support students with additional needs and those identified as high potential and gifted students. Learning outcomes will be tracked and monitored closely with additional resources provided to students requiring support. Phonics is being taught in classroom programs but can be strengthened while emphasis will be on vocabulary and comprehension due to English as Additional Language or Dialect.

Student Wellbeing and Engagement

From the School Excellence Framework, our school will be enhancing our student wellbeing policy and strategies as part of improvement towards student engagement and the access of curriculum. Areas such as high expectations of behaviour and attendance will be targeted. Our overall current student attendance of 85.6% shows an increase of almost 5%; however, is still below state average. Current attendance strategies will be enhanced to follow up students with unexplained absences or unsatisfactory attendance rates.

Collaborative Partnerships

The school has determined that we need to develop our community engagement. Parent feedback showed they want to be actively involved in our school. Partnerships with external agencies continue to develop as we explore new ways to connect the wider community with our school.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student achievement, growth and performance in literacy and numeracy we will develop a culture of high expectations underpinned by high quality data informed teaching practices.

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.

- Data Driven Practices
- Highly Effective Teaching Practices

Resources allocated to this strategic direction

Professional learning: \$46,968.74

Literacy and numeracy: \$14,214.80

Socio-economic background: \$22,000.00

Early Action for Success (EAFS): \$205,815.60

QTSS release: \$34,847.00

Summary of progress

As part of Data Driven Practices, a variety of funding sources has resulted in supporting:

- implementation and monitoring of whole school data walls focusing on Reading
- staff being released to work collaboratively to regularly analyse data during Teach Meets (each term). This supported teaching and learning programs to be developed with data as the key driver.

The allocation of this funding has resulted in:

- all teachers in K-2 using Year 1 Phonics Screener, Phonics Diagnostic Assessment and Phonological Awareness assessment
- the capacity to track a student's progress longitudinally (K-6).

As part of Highly Effective Teaching Practices, a variety of funding sources has resulted in supporting:

- implementation of instructional leadership model to strengthen quality teaching practices
- implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan
- employment of a literacy consultant to work with and provide professional learning to all staff in synthetic phonics.

The allocation of this funding has resulted in:

- improved staff confidence and teaching practice
- teachers now embedding evidence-based, high impact teaching strategies within their classroom practice
- 87% of teachers reporting lessons are differentiated according to students' needs.

After evaluation of these initiatives, the next steps for this Strategic Direction will be:

- embed rich conversations around data into weekly team meetings to ensure data is effectively driving teaching and learning programs
- up-skill teachers on the triangulation of data to evaluate practice, programs and resources
- release executives for 2 hours a week to work with their teams in the classroom through an inquiry approach in improving teacher practice
- to continue to employ the literacy consultant to work with teachers and further drive professional learning in synthetic phonics and morning routine.

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
NAPLAN Top 2 Bands- Reading	• 24.82% of Year 3 and 5 students achieved in the top two bands in

<p>The proportion of Year 3 and 5 Students achieving in the top two bands in NAPLAN Reading increases from 17.81% to 22%</p>	<p>NAPLAN Reading indicating progress towards the lower-bound system negotiated target of 28.2%.</p>
<p>NAPLAN Top 2 Bands- Numeracy</p> <p>The proportion of Year 3 and 5 Students achieving in the top two bands in NAPLAN numeracy increases from 16.91% to 20%</p>	<ul style="list-style-type: none"> • 15.71% of Year 3 and 5 students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound system negotiated target of 25.4%.
<p>NAPLAN Expected Growth- Reading</p> <p>The proportion of Year 5 Students achieving expected growth in NAPLAN Reading increases by 3%</p>	<ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN Reading has increased by 15.91%. This increase indicates we have exceeded the upper bound system negotiated target of 53.2% by 20.71 %.
<p>NAPLAN Expected Growth- Numeracy</p> <p>The proportion of Year 5 Students achieving expected growth in NAPLAN numeracy increases by 2%</p>	<ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 3.83%, showing progress towards the lower-bound system negotiated target of 59.8%.
<p>School Excellence Framework</p> <p>School self-assessment of the elements 'Data skills and Use' and 'Assessment' is assessed at Delivering.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school continues to currently be performing at delivering in the elements of '<i>data skills and use</i>', and '<i>assessment</i>'.
<p>School Excellence Framework</p> <p>School self-assessment of the elements 'Curriculum' and 'Effective classroom practice' is assessed at Delivering.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the elements of '<i>curriculum</i>' and '<i>effective classroom practice</i>'.
<p>Phonics</p> <p>55% of K-2 students achieving grade expectation in Phonics through internal school progress and achievement data (school determined uplift from baseline data).</p>	<ul style="list-style-type: none"> • Delay in implementing initiatives in term 3 have required this work to be postponed to 2022 due to remote learning. Professional learning for all staff commenced and students participated in modified learning opportunities remotely.
<p>Numeracy- SENA</p> <p>A minimum of 60% of K-6 students achieving at or above grade expectations in numeracy as identified through whole school standardised SENA assessment (school determined uplift from baseline data).</p>	<ul style="list-style-type: none"> • Delay in implementing initiatives in term 3 have required this work to be postponed to 2022 due to remote learning. Staff commenced training in how to effectively administer the SENA test.
<p>Evidence Based Teaching Practice</p> <p>Teacher programs and lesson observations show an emerging awareness of explicitly planning and embedding evidence based teaching and learning practices across literacy and numeracy to effectively differentiate for all students and improve student progress and achievement data.</p>	<ul style="list-style-type: none"> • Delay in implementing initiatives in term 3 have required this work to be postponed to 2022 due to remote learning.

Strategic Direction 2: Student wellbeing and engagement

Purpose

In order to ensure that all of our students are able to connect, succeed, thrive and learn, we will establish a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

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.

- Wellbeing
- Student engagement

Resources allocated to this strategic direction

Socio-economic background: \$169,356.35

English language proficiency: \$204,798.03

Low level adjustment for disability: \$299,939.79

Literacy and numeracy intervention: \$82,406.73

QTSS release: \$83,101.14

Summary of progress

As part of Wellbeing, a variety of funding sources has resulted in supporting:

- the implementation of Positive Behaviour for Learning (PBL), focused on the positive expected behaviours.
- release Deputy Principal (support) off class to support student learning and wellbeing through active learning and support processes.

The allocation of this funding has resulted in:

- foundations of professional learning commencing around policies and frameworks which then were put on pause
- students being supporting at point of need in and out of the classroom by the DP support to ensure their wellbeing needs are wholistically being met.

The Department's guidelines and COVID-19 did provide challenges for the implementation of the Wellbeing initiative in 2021.

As part of Student Engagement, a variety of funding sources has resulted in supporting:

- reviewing and refinement of attendance procedures for staff to follow and reference
- the setting of attendance concern flags in Sentral to identify students who were attending less than 80% of the time
- introduction of a Lateness and Monitoring Program (LaMP) for students below 80% attendance rate
- the continuation of wellbeing week once a term to put the spotlight on wellbeing and recognise the importance for everyone
- time for staff handover of classes to ensure students are known, valued and cared for prior to starting 2022.

The allocation of this funding has resulted in:

- a systematic approach to monitoring student attendance with all staff taking responsibility for follow ups, meetings and students attending school
- 100% of students with additional learning and wellbeing needs successfully transitioned into new classes ensuring 2022 teachers had relevant information to support student success and implement personalised learning.

After evaluation of these initiatives, the next steps for this Strategic Direction will be:

- a stronger focus on strategic wellbeing practices to ensure students have a strong sense of belonging and are supported in every aspect whilst at school
- The release of the DP off class will be replaced through a new substantive position of Assistant Principal Inclusion and Support to allow for the Deputy Principal Support to focus on Learning Support across the school. This will ensure students are provided with intensive reviews, programs and follow ups based on individual needs.
- reviewing, refining and forward planning of whole school structures, wellbeing and resilience lessons, surveys and supports for students and families
- introduction of positive rewards for attendance to further enhance the percentage of students who are attending 90% or more.

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
<p>School Excellence Framework</p> <p>School self-assessment of the elements 'Learning Culture' and 'Wellbeing' is assessed at Delivering.</p> <p><i>A planned approach to wellbeing</i></p>	<ul style="list-style-type: none"> Self-assessment against the School Excellence framework shows the school currently performing at delivering in the elements of '<i>Learning Culture</i>' and '<i>Wellbeing</i>'.
<p>Tell Them From Me</p> <p>A minimum of 70% of students are motivated and interested in their learning. (increase of baseline data 2020).</p> <p>High Expectations element in Learning Culture</p>	<ul style="list-style-type: none"> Tell Them From Me data indicates that 76% of students reported they are motivated and interested in their learning, exceeding the annual progress measure of 70%.
<p>Increase proportion of students attending >90% of the time by 6% (Increase from baseline of 66.1%).</p>	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has increased by 1.5%, indicating progress towards the lower-bound system negotiated target of 75%.
<p>Student voice</p> <p>Tell them From Me student survey data shows the school mean for 'sense of belonging at school' is increased by 5% (Uplift in 2020 baseline data).</p>	<ul style="list-style-type: none"> Tell Them From Me survey data indicated no change in students feeling a 'sense of belonging at school'. This demonstrates progress has yet to be seen from the baseline data of 79%.

Strategic Direction 3: Collaborative partnerships

Purpose

In order to meet the diverse needs of our students, staff, and community, we will establish a purpose driven cohesive partnership with the school community that supports high expectations and community engagement, building a learning culture that leads to students being motivated to do their best.

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.

- Community Engagement
- Authentic Partnerships

Resources allocated to this strategic direction

Aboriginal background: \$20,867.18

Summary of progress

As part of Community Engagement, a variety of funding sources has resulted in supporting:

- authentic parent relationships developing through regular, informal and formal conversations
- preschool welcome interviews with all families to ensure parents are actively involved in their child's learning and creation of goals.

COVID-19 and department guidelines have impacted the way our school has engaged families this year; however, we have been able to modify engagement initiatives by promoting online platforms.

The allocation of this funding has resulted in:

- parents providing feedback during remote learning opportunities. with a Survey capturing 117 parents engaging with the survey which allowed for modifications to be made to our online platforms, lessons and engagement opportunities
- connections with parents established throughout the year through regular phone calls particularly during Term 3 & 4
- active involvement of students and parents during zoom learning sessions
- all Aboriginal students had scheduled face to face meetings to create and review PLPs throughout the year with all key stakeholders
- the newly established process for parent/child/teacher half yearly interviews and half yearly reports for all preschool children
- open communication through the introduction of the Skoolbag app.

As part of Authentic Partnerships, a variety of funding sources has resulted in supporting:

- authentic partnerships with external agencies and services are developing to provide the best wrap around support
- the needs of our students to be provided with everyday essentials
- therapy support for students with NDIS funding delivered onsite in partnership with the classroom teacher.

As COVID has impacted agency involvement in 2021, we have been able to have virtual meetings and schedule agency supports throughout 2022.

The allocation of this funding has resulted in:

- students having access to breakfast club- three days a week
- regular food hampers at a reduced cost of \$10 for families experiencing financial hardship which was supported by Foodbank
- students being support in all aspects of their development through strong partnerships with therapy in and beyond the school.

After evaluation of these initiatives, the next steps for this Strategic Direction will be:

- building strong connections with the local AECG to connect with our Aboriginal Community
- introduce Seesaw as a communication tool in the preschool setting to share learning and connect with families beyond the centre

- continue preschool welcome interviews as a way to establish the foundations of a solid partnership
- enhance the transition to preschool, embedding opportunity for children to visit with their families
- introduce Student-Led conferences, Three- Way Parent /Teacher/ Student Interviews
- establish a community connect forum where parents can engage with agencies to support their families in a range of issues within and beyond 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
<p>School Excellence Framework</p> <p>School self-assessment of the 'Community Engagement' element is assessed at Delivering.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of '<i>Community Engagement</i>'.
<p>Collaboration</p> <p>Improved teacher survey data around continuity of learning and authentic collaboration between partners in learning.</p>	<ul style="list-style-type: none"> • Delayed initiatives in term 2 have required this work to be postponed to 2022. Remote learning saw new opportunities for continuity of learning and authentic partnership beginning to be established.
<p>Tell Them From Me</p> <p>The school community provides effective feedback through the increasing the proportion of parents participating in the Tell them From Me surveys by a minimum of 20%. (Baseline data 14.4% in 2020)</p>	<ul style="list-style-type: none"> • The parent participation in the Tell Them From Me survey decreased by 4.4%. This indicates we are yet to make progress towards our target of 50%.
<p>Tell Them From Me</p> <p>Tell them From Me survey data shows the school mean for 'parents are informed' is increased by 8%.</p>	<ul style="list-style-type: none"> • Tell Them From Me parent survey data indicated a 0.3% decrease in parents feeling informed. This indicates progress is yet to be seen towards the school based target of 90%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,289.15</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Targeted in class support provided through the employment of an EAL/D teacher. <p>The allocation of this funding has resulted in: individualised support provided to refugee students to assist with their educational needs. Support to students developing English language proficiency and supporting equitable access to curriculum demands. Specialist teachers provided a range of support through intense English in-class and withdrawal support as well as resource development. Programs to support students were delivered by the English as an Additional Language and/or Dialect (EAL/D) teachers. This included, intensive English support for students with language needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: During 2022, we will continue building the capacity of newly arrived students to acquire key vocabulary and form friendships by providing in class support to refugee students/ and or targeted teacher support when required</p>
<p>Integration funding support</p> <p>\$80,518.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Marayong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in: all eligible students actively supported in the achievement of Individual Education Plan goals through the creation of personalised learning opportunities and targeted support within their classroom and/or playground. School Learning Support Officers (SLSOs) are timetabled to provide support to classroom teachers who have students in their class with identified, additional learning needs or a diagnosed disability.</p> <p>During Remote Learning, SLSOs worked with individual students providing support via phone and zoom in the areas of Literacy and Numeracy. Wellbeing check-ins were also a focus to support students and their families who required this intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: During 2022, we aim to continue to discuss Integration support funding during Learning and Support meetings to ensure students are adequately catered for according to their needs. This funding will be reviewed termly to ensure the plans in place are having the best impact on student</p>

<p>Integration funding support</p> <p>\$80,518.00</p>	<p>engagement and learning. Additional staff will continue to be employed to support students at their point of need.</p>
<p>Socio-economic background</p> <p>\$191,356.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marayong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Highly Effective Teaching Practices • Data Driven Practices • Student engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support with educational materials, uniform, equipment and other items • release Deputy Principal (support) off class to support student learning • employment of an extra class teacher to create smaller class size in order to provide greater opportunities for teaching and learning differentiation • provide release for staff to attend professional development opportunities for phonics and mathematics to support student learning. <p>The allocation of this funding has resulted in:</p> <p>Student assistance provided uniforms for those students' families in need of financial assistance. Socio-economic funding has supported the implementation of intensive, targeted programs and strategies embedded by specialist teachers and Student Learning Support Officers (SLSOs). Smaller class sizes to ensure students are given greater opportunities for explicit instruction and feedback.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, we will provide an equitable level of access to learning tools for all students, irrespective of financial situation. Funds will be used to support families in need and offer financial support so students can attend excursions and school camps. The release off class of the DP support will be replaced through a new substantive position of Assistant Principal Inclusion and Support to allow for the Deputy Principal Support to focus on Learning Support across the school.</p>
<p>Aboriginal background</p> <p>\$20,867.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marayong 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Authentic Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community engagement in connecting to the Aboriginal culture with Gurrawin to support the development of cultural competency- postponed to 2022 • staff release to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process • the purchase of resources to support the promotion of culture and heritage.

<p>Aboriginal background</p> <p>\$20,867.18</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased engagement and connection between the school and our Aboriginal community, - all Aboriginal students have developed and reviewed Personalised Learning Pathways through active consultation with all key stakeholders, -greater awareness and sharing of Aboriginal culture amongst students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>During 2022, we will continue to release teachers to develop PLPs in consultation with all key stakeholders. This will provide a platform to establish a partnership with the class teacher, student, parents/carers and other relevant personnel to focus on literacy and numeracy strengths as well as nurturing student talents and goals. We will re-engage with Gurrawin for our whole school 2022 NAIDOC celebration promoting cultural awareness, community engagement and ongoing connections with our Aboriginal families.</p>
<p>English language proficiency</p> <p>\$204,798.03</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marayong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • provision of additional EAL/D support in the virtual classroom and as part of differentiation initiatives during remote learning • establishment of a core practice for supporting students learning English as an Additional Language or Dialect. <p>The allocation of this funding has resulted in:</p> <p>Our English as Additional Language and/or Dialect (EAL/D) staff successfully provided a range of support to students, developing their English language proficiency and supporting equitable access to the curriculum. Support modes included in class, withdrawal and concrete resources. As a result, our EaL/D students are more confident and prepared to take risks with their language use as noted in teacher observations and work samples. During remote Learning, our EaL/D teachers worked with individual students providing support via phone and zoom in the areas of Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>During 2022, we will ensure a strong focus is placed on staff understanding of the EAL/D progressions, to ensure all students are equitably catered for and achieving to the best of their ability. We will continue ongoing support for students from non-English speaking backgrounds through a range of interventions designed to meet individual student needs. We will continue to report to inform parents/carers of their progress in English using the ESL scales through their Semester 1 or 2 student progress report completed by their classroom teacher.</p>
<p>Low level adjustment for disability</p> <p>\$299,939.79</p>	<p>Low level adjustment for disability equity loading provides support for students at Marayong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$299,939.79</p>	<p>include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Students receiving targeted support in the classroom and through withdrawal opportunities. Collaboration between classroom and support teachers to develop programs that support targeted students with literacy and numeracy. Student have Individualised Education Plans that target specific goals to cater for their academic needs. Students are tracked on the Nationally Consistent Collection of Data (NCCD), which provides a data base for staff to be informed of the individual needs of these students.</p> <p>After evaluation, the next steps to support our students with this funding will be: During 2022, we will continue to employ LaST to work with Tier 1 and 2 students, supporting them to receive higher levels of intensive support, with the intention of targeting numeracy and literacy growth and attainment.</p>
<p>Literacy and numeracy</p> <p>\$14,214.80</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Marayong Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Whole school professional learning in phonics through Training 24/7. This was led by a literacy consultant. The focus was to develop and implement an explicit teaching approach to synthetic phonics. Teachers demonstrated an increased improvement in their ability and understanding of how to teach phonics, based on observations and mentoring.</p> <p>After evaluation, the next steps to support our students with this funding will be: During 2022, teachers will embed systematic and explicit reading and numeracy instruction into daily practice that is differentiated, extends students' metacognitive skills and is regularly adapted to reflect identified student need. A focus will be on identifying impact and improvement of student outcomes in reading and numeracy as well as an executive coaching model to ensure teachers extend their repertoire of teaching skills and transfer these skills to diverse classroom settings</p>
<p>Early Action for Success (EaFS)</p> <p>\$205,815.60</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Marayong Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader (1.6 fte) to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data

<p>Early Action for Success (EAFS)</p> <p>\$205,815.60</p>	<p>collection and analysis; curriculum delivery; and differentiation</p> <p>The allocation of this funding has resulted in: Classroom teachers actively supported in the classroom through coaching conversations, co-plan, co- teach opportunities, observations and feedback. Data driven practices including the creation of teaching and learning programs that specifically meet the needs of every student. Quality professional learning is embedded into team meetings, creating a professional learning culture that is continuous and reflective of teaching need.</p> <p>After evaluation, the next steps to support our students with this funding will be: At the end of 2021, EAFS will conclude with all activities and initiatives to be taken over by the Assistant Principal Curriculum and Instruction role to ensure that literacy and numeracy remain a key focus in driving student achievement and engagement across P-6.</p>
<p>QTSS release</p> <p>\$117,948.14</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marayong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Wellbeing • Student engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release of executive to coach and mentor their teams through a targeted in-class inquiry process to strengthen quality teaching practices. <p>The allocation of this funding has resulted in: Throughout 2021, we had a focus on developing and implementing evidence-based strategies, including providing release time for school executive to establish collaborative practices in the school. This allowed teachers to work together through mentoring and coaching as well as observing and discussing how they develop lessons, programs and assessment strategies. Due to the Covid-19 Pandemic, modifications were made to ensure staff were able to connect and wellbeing became our focus whilst remote learning was happening.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, we will develop our executive mentoring and coaching process with a focus on high quality professional learning that ensures teaching and learning is explicit and consistent. The executive will use an inquiry approach to work with their teams in the classroom providing feedback through observations, demonstrations and team teaching opportunities. We will ensure there is a focus on the use of metalanguage, opportunities to build schema and consistent student feedback by all staff to ensure our students are engaged, make progress and growth.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,406.73</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Marayong Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for

<p>Literacy and numeracy intervention</p> <p>\$82,406.73</p>	<p>students who require additional support in literacy and numeracy</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in:</p> <p>The implementation of teaching and learning programs across the school have supported individual learning needs of identified students. Timetabled support was provided during Covid-19 to individual students and when students returned to the classroom. Learning and Support Teachers (LaSTs) worked collaboratively with class teachers to support students in Literacy and Numeracy as well as working with small groups. Our SLSOs (Student Learning Support Officers) and LaSTs have supported our targeted students in a variety of ways, including one -on -one support, collaborative team teaching, assistance during support sessions, intensive support for students in the area of reading.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>During 2022, a systematic, scheduled timetable will ensure transparency, accountability and targeted Literacy and Numeracy programs will be implemented to ensure student identification, monitoring and teacher professional learning are tracked and responsive of ongoing needs.</p>
<p>COVID ILSP</p> <p>\$239,932.86</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition in class (Virtually and Face to Face) • employing staff to provide online tuition to student groups in literacy/numeracy - during Remote Learning'. <p>The allocation of this funding has resulted in:</p> <p>All CILSP educators having a strong understanding of the effective use of data to inform planning. The effective use of data to inform all small group tuition groups. Students disadvantaged by the move to remote learning received support in identified areas.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>During 2022. we will continue the implementation of literacy and numeracy small group tuition using a variety of data sources (formal and informal) to identify specific student need. A focus on ensuring that the practices and processes set up throughout this year will be further refined in regards to student identification, student monitoring and teacher professional learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	266	275	280	273
Girls	219	223	229	250

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91	90.8	89	89.3
1	92.4	89.6	87.1	90.9
2	93.5	93.1	88.7	90.6
3	91.5	90.9	88	89.7
4	92.3	90.5	90.3	89.9
5	90.2	91.2	91.6	91.7
6	89	91.1	92.6	88.1
All Years	91.4	91	89.5	90.1
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

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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.91
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	13.16

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	1,460,608
Revenue	7,394,339
Appropriation	7,333,735
Sale of Goods and Services	-10,281
Grants and contributions	69,665
Investment income	620
Other revenue	600
Expenses	-7,100,688
Employee related	-6,444,537
Operating expenses	-656,151
Surplus / deficit for the year	293,651
Closing Balance	1,754,259

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.

	2021 SBAR Adjustments (\$)
Targeted Total	82,807
Equity Total	716,961
Equity - Aboriginal	20,867
Equity - Socio-economic	191,356
Equity - Language	204,798
Equity - Disability	299,940
Base Total	4,937,778
Base - Per Capita	143,340
Base - Location	0
Base - Other	4,794,439
Other Total	1,102,698
Grand Total	6,840,245

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.

Parent/caregiver, student, teacher satisfaction

Staff, student and parents completed satisfaction surveys as part of the annual Tell Them From Me survey.

The results of the parent survey indicated that parents feel welcome when visiting the school, they can easily talk to teachers about their children and the schools reporting system is easy to understand. Parents also responded positively in their belief that the school encourages their child to do his/her best and that teachers show a genuine interest in their child's learning. The survey further showed that parents believe the school has clear expectations for behaviour and high expectations for their child to participate in learning.

Student survey results showed that students feel there are clear goals for learning, expectations are established and they are receiving relevant feedback to support their academic growth. Students feel they have someone at school who consistently provides them with encouragement and can be turned to for advice. During the substantial learning from home period, students felt supported by clear instructions and regular feedback when engaged in learning experiences.

Teacher survey data indicated that teachers feel the school leadership team create a safe and orderly school environment where they are supported to actively improve. Teachers further indicated that there was a strong sense of collaboration where they openly feel confident to support each other with feedback, programming, planning, sharing resources and advice. Future directions for further driving student learning would include parent involvement to connect and build a supportive partnership where students can flourish.

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 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

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.