

2021 Annual Report

Marayong Heights Public School



4282

Introduction

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

Marayong Heights Public School

Guerie St

Marayong, 2148

www.marayonght-p.schools.nsw.edu.au

marayonght-p.school@det.nsw.edu.au

9622 4776

School vision

Marayong Heights Public School is committed to working in partnership with the community to empower all students so they are equipped with the skills to become resilient, confident and responsible learners. Through inclusive practices, we aim to build a sense of belonging, ensuring that all students are known, valued and cared for. Our teachers aim for excellence, having high expectations of themselves and their students. We provide leadership opportunities for staff and students as we believe that through building capacity we can turn our vision into reality.

School context

Marayong Heights Public School, is situated in Marayong which is located in the city of Blacktown in Western Sydney. The school is in the Quakers Hill Principal Network and is an active member of the Blacktown Learning Community (BLC). The school enrolment of 301 students includes 41% English as an Additional Language/Dialect (EAL/D) and 9% of the students identify as Aboriginal. There are 12 mainstream classes.

The school staff is a mix of experienced and early career teachers, with a variety of strengths and specialisations, who work collaboratively to deliver differentiated learning programs. The school provides a safe and supportive environment that promotes positive relationships and encourages students to achieve their full potential.

We identified, through consultation with the whole school community, the need for consistent implementation of effective practices and strategies to increase engagement for our students and improve connections with our community.

Through our situational analysis, we determined that we will continue to refine teaching practice through explicit quality teaching in literacy and numeracy, allowing students to achieve expected growth and attainment in their learning. A focus will be on strengthening the use of data-driven practices for differentiated delivery of the curriculum. Staff will engage in high impact professional learning on gathering and analysing quality, valid and reliable data, to ensure data is being used to drive student learning and teacher decision making in the classroom. A continued focus on building a culture of collaborative practice where teachers have the opportunity to give and receive feedback about their lessons will be evident in their planning.

Our school embeds the Positive Behaviour for Learning (PBL) framework across all school systems to enhance academic and social behaviour outcomes for students. To continue to embed consistency around the teaching and implementation of wellbeing practices and behaviour management strategies, ongoing professional learning will be embedded into our planning.

Marayong Heights Public School offers a range of co-curricular activities that are supported by the Parents and Citizen's (P&C) Association. The school works closely with the community to promote and celebrate student achievement in all aspects of school life. Marayong Heights has an on-site out of school hours care service, run by Camp Australia.

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	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards 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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to build strong foundations for academic success in all key learning areas we will improve student learning outcomes in reading and numeracy and further developing explicit teaching practices that are responsive to the learning needs of every child.

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.

- Explicit Quality Teaching of Reading
- Explicit Quality Teaching of Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$11,899.00

Professional learning: \$14,827.52

Low level adjustment for disability: \$60,000.00

Socio-economic background: \$5,000.00

Summary of progress

Targeted staff completed professional learning on numeracy (Starting Strong and Big Ideas) to improve explicit instructional strategies across classes. Through collaborative practices and Teach Meets with stage supervisors, teachers shared strategies and received feedback on their teaching, particularly in regard to differentiation in Numeracy. A consistent approach to programming for numeracy was implemented, ensuring all lessons included modelled, guided and independent learning activities, and students requiring differentiation were catered for in the classroom. The ability to establish a regular, ongoing data collection and analysis cycle was impacted by Covid-19 and the learning from home period. Some students completed the IFSA on their return to school in Term 4. However, this was not consistent due to the staggered return in Term 4. Assessment, data collection and analysis will be a focus in 2022 to ensure teaching is informed.

Targeted staff completed reading professional learning (Focus on Understanding Texts- Blended Learning), Explicit Teaching Techniques and the Implementation of Learning Progressions, in particular using and creating threads as an area of focus for monitoring and assessment purposes. Due to inconsistencies and inaccurate reading data, professional learning was delivered to staff on how to accurately complete a running record. Due to Covid-19, the implementation of the E-Learning Modules on Phonological Awareness and Phonics were completed by all staff when working from home, to strengthen teacher effectiveness in teaching reading and to develop a consistent approach and understanding across the school. The phonological awareness assessment was implemented K-6 in Term 4. The analysis of this data will determine whole school direction in regards to phonological awareness and which should be reflected in teacher programs 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
The proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Reading increases from 36.1% to at least 42.1%.	Data indicates 19.32% of students are in the top two skill bands for reading which indicates progress is yet to be made toward the lower bound target
Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy to above the system-negotiated target baseline of 19.7%.	Data indicates 19.54% of students are in the top two skill bands for numeracy which indicates progress is yet to be made toward the lower bound target.
Increase the percentage of Year 5	The percentage of students achieving expected growth in reading increased

students achieving expected growth in NAPLAN Reading to be above the system negotiated baseline of 44.2%.	to 54.29% indicating achievement of the lower bound target.
Increase the percentage of Year 5 students achieving expected growth in NAPLAN Numeracy to be above the system negotiated baseline of 36.9%.	The percentage of students achieving expected growth in numeracy increased to 71.43% indicating achievement of the lower bound target.
<p>Uplift in School Excellence Framework (SEF)</p> <p>Learning Domain: towards Sustaining and Growing in the theme of Curriculum.</p> <p>Teaching Domain: towards Sustaining and Growing in the theme of Effective Classroom Practice.</p>	<p>Evidence shows the school is maintaining at delivering in the Learning Domain in theme of Curriculum.</p> <p>Evidence shows the school is maintaining at delivering in the Teaching Domain in the theme of Effective Classroom Practice.</p>
An annual uplift in the number of students reading and comprehending at grade level expectations.	<p>Year 5 annual check-in data reflects there was a 2.9% uplift in reading and comprehension from 52.7% in 2020 to 55.6% in 2021 of students comprehending at grade level.</p> <p>Year 3 annual check-in data reflects there was a decrease of 3.4% reading and comprehension from 56.1% in 2020 to 52.7% in 2021 of students comprehending at grade level.</p>
An annual uplift in the number of students at grade level range expectations in Number Sense and Algebra.	<p>Year 5 annual check-in data reflects there was a 4% uplift in Number Sense and algebra from 45.4% in 2020 to 49.4% in 2021.</p> <p>Year 3 annual check-in data reflects there was a 1.3% uplift in Number Sense and algebra from 55.1% in 2020 to 56.4% in 2021.</p>

Strategic Direction 2: Belonging and Engagement

Purpose

In order to ensure all students are able to connect, succeed and thrive at school, we will implement a planned approach to inclusive wellbeing practices that support high levels of attendance, engagement and student wellbeing, ensuring all students are known, valued and cared for.

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.

- Student Wellbeing
- Engagement and Partnerships Matter

Resources allocated to this strategic direction

Socio-economic background: \$76,070.00

Summary of progress

The attendance policy and tracking procedures have been updated as a result of implementing the Sentral management system for roll marking and data monitoring. Staff engaged in professional learning regarding attendance procedures and policy changes, and are tracking and following up on attendance consistently. Student attendance has been a priority following our involvement in the Attendance Pilot in 2020. We have utilised resources from the Attendance Matters website and have a tiered approach to attendance monitoring. Students engaged in structured lessons about the importance of regular attendance, whole school celebrations and individual rewards. During learning from home, the definition of attendance was modified to reflect the need to monitor student wellbeing in addition to engagement with learning. Teachers used new strategies to encourage and reward attendance during learning from home.

As a result of learning from home, relationship building and transitions with high schools and preschools were placed on hold or were carried out virtually.

Moving forward, attendance will be monitored consistently and will continue to be a shared responsibility and accountability. In 2022, teachers will receive additional professional learning on the 'Attendance Matters' resource and rewards for attendance will be finalised and implemented. Building relationships with preschools and high schools will be prioritised. Greater parent involvement in the future will be encouraged through written communication, positive phone calls, inclusion in school events and classroom activities and parent helper training and workshops.

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
A minimum of 81.9% of students will have an attendance rate above 90%.	The number of students attending greater than 90% of the time or more has increased by 22.4% indicating progress towards the lower bound target of 81.9%.
TTFM Wellbeing data (advocacy, belonging, expectations) increases moving towards the target of 89.8%.	Tell Them From Me data indicates progress towards this school based target. During 2021, student's 'expectations of success' increased by 6%
Uplift in School Excellence Framework (SEF) Learning Domain: minimum of Sustaining and Growing in the themes Wellbeing and Behaviour. Teaching Domain: minimum of Sustaining and Growing in the theme	Evidence shows that the school is <i>Sustaining and Growing</i> in the Learning Domain: theme Wellbeing, Behaviour. Evidence shows that the school is maintaining at <i>delivering</i> in the Teaching Domain: Effective Classroom Practice, Classroom management.

Classroom Management.	
The 'Partners in Learning' parent Tell Them From Me data shows a year on year uplift of the school mean from baseline date in the areas of school supports positive behaviour, parents are informed, parents feel welcome and inclusive school.	2019 was the last year a parent survey was completed, this was pre-covid. 2021 data shows a decrease of 0.7 in the area of ' <i>school supports positive behaviour</i> ', 0.3 decrease in the area of ' <i>inclusive school</i> ', 0.0 change in the area of parents ' <i>feeling informed</i> ', 0.2 increase in parents ' <i>feeling welcome</i> '.
Annual uplift in the attendance rates of Aboriginal students.	<p>The number of Aboriginal students attending greater than 90% of the time or more has decreased by 10%.</p> <p>The overall attendance of Aboriginal students is 84% percent, indicating progress towards the target.</p>

Strategic Direction 3: Excellence in teaching

Purpose

To improve student learning outcomes and teacher capabilities we will establish a culture of collaborative practice in which teachers will have the opportunity to embed data driven teaching practices into their pedagogy.

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
- Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$84,306.00

Low level adjustment for disability: \$40,906.20

Professional learning: \$5,570.76

Summary of progress

All staff engaged in online professional learning around the CESE 'What Works Best Documents'. Stage supervisors engaged with their teams through 'Teach Meets' to discuss student data and to set learning goals. Teams engaged in collaborative planning days allowing opportunities for shared responsibility and ownership over programs, and robust data driven discussion and quality teacher judgement opportunities to occur. Two members of the school executive attended professional learning about 'Quality Teaching Rounds'. However, due to the impact of Covid-19 and the learning from home period we were unable to implement them.

As a result, collective efficacy was increased through building a common understanding about high impact strategies and how to apply them to in the classroom. Teachers engaged in analysing stage and class data in order to plan for the specific learning needs of their students. Supervisors supported teachers to differentiated their teaching, allowing students to achieve learning goals.

Moving forward, collective efficacy will continue to be developed through releasing teachers to work collaboratively to analyse data, engage in consistent teacher judgement, and take part in instructional rounds.

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
An annual uplift in SEF elements Data Skills and Use and Learning and Development to a minimum of Sustaining and Growing.	2021 data indicates that in the element 'Data Skills and Use' the school remained at <i>Delivering</i> and in ' <i>Learning and Development</i> ' the school also self assessed at <i>Delivering</i> .
An annual increase in school mean can be seen in the teacher Tell Them From Me data in the areas of Collaboration, Data Informs Practice and Teaching Strategies.	2021 data indicates a 0.6 decrease in the area of <i>Collaboration</i> . There was a 0.1 increase in the area <i>Data Informs Practice</i> and a 0.5 increase in the area Teaching Strategies.
Tell Them From Me student survey data shows an annual increase in the area of High Expectations.	2021- 8.1 Expectations of success which was a 0.1 increase.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,439.95</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"> • additional staffing to provide support for identified students with developing language proficiency in English. <p>The allocation of this funding has resulted in: Increased student engagement through small group or 1:1 learning opportunities resulting in progress made toward personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to monitor student progress using PLAN2 and EaLD progressions. Identified student(s) continue to receive targeted support in learning and wellbeing.</p>
<p>Integration funding support</p> <p>\$39,775.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Marayong Heights 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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Student engagement during small group reading and numeracy lessons increased due to additional support. Achievement of Individual Education Plan goals relating to reading, phonics and numeracy were achieved as a result of 1:1 support from SLSOs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support students in their learning and wellbeing who have additional needs and attract funding support in an equitable and needs based manner.</p>
<p>Socio-economic background</p> <p>\$188,036.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marayong Heights 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"> • Data Driven Practices • Engagement and Partnerships Matter • Explicit Quality Teaching of Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$188,036.00</p>	<p>include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support [name] program implementation. • additional classroom teachers employed to release Assistant Principal's from there face to face teaching load. <p>The allocation of this funding has resulted in: This allocation of of funds was used to support students to achieve their personalised learning goals through targeted support and wellbeing strategies/initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage an additional Deputy Principal to lead targeted support and support wellbeing strategies/initiatives across the school.</p>
<p>Aboriginal background</p> <p>\$27,987.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marayong Heights 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: All students from Aboriginal backgrounds have a personalised learning pathway in place which is written and reviewed with parent/carer consultation. Students are supported to engage in all aspects of school life through the subsidisation of uniforms, incursions and other school events or expenses. A cultural specialist was employed for NAIDOC to ensure authentic experiences occurred during this celebration of culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning for all staff in regard to understanding and teaching about Aboriginal cultural. Build and increase our links with our Aboriginal community. Continue to support identified students in their personal learning goals.</p>
<p>English language proficiency</p> <p>\$63,770.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marayong Heights 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of a teacher 2 days per week to support students from a EaL/D background. <p>The allocation of this funding has resulted in: Additional teacher worked shoulder to shoulder with classroom teachers to</p>

<p>English language proficiency</p> <p>\$63,770.00</p>	<p>build capacity, in particular around using the EaLD progressions for monitoring English language acquisition and reporting to parents about their child's proficiency in using the English Language.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support students with an EaLD background and build teacher confidence in using and reporting from the progressions.</p>
<p>Low level adjustment for disability</p> <p>\$141,280.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Marayong Heights 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"> • Data Driven Practices • Explicit Quality Teaching of Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading 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 • additional classroom teachers employed to release Assistant Principal's from face to face teaching load. <p>The allocation of this funding has resulted in: Students demonstrated progress towards their learning goals through explicit instruction and differentiated delivery. In 2021, Year 5 students demonstrated an improvement in 'Value Add' in Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning will be expanded in 2022 to include the engagement of external expertise to provide additional release time of staff. Staff will focus on pedagogy and practice to strengthen collective efficacy across the school to strengthen differentiated learning support for students.</p>
<p>Literacy and numeracy</p> <p>\$11,899.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Marayong Heights 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"> • Explicit Quality Teaching of Reading • Explicit Quality Teaching of Numeracy <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 <p>The allocation of this funding has resulted in: Improved staff capacity in explicit practices in teaching phonics. This resulted in improved learning outcomes in reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide professional learning to staff to support explicit teaching practices and build efficacy in reading and numeracy.</p>
<p>QTSS release</p> <p>\$59,198.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marayong Heights Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$59,198.30</p>	<p>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 initiative funding include:</p> <ul style="list-style-type: none"> • additional classroom teachers employed to release Assistant Principal's from face to face teaching load. <p>The allocation of this funding has resulted in: This allocation of funds was used to support students to achieve their personalised learning goals through targeted support and wellbeing strategies/initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide Assistant Principal's with a reduced teaching load to strengthen quality teaching practice and collective efficacy, supporting improved student learning outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Marayong Heights 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"> • Other funded activities <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 students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: The employment of a teacher to support identified students in class with their learning goals in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ an additional teacher to support targeted learning needs of identified students.</p>
<p>COVID ILSP</p> <p>\$155,858.03</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 <p>The allocation of this funding has resulted in: The majority of the students in the program showed progress towards their learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of small group tuition in literacy and numeracy using data sources to identify specific student need. Providing additional in class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	146	155	157	132
Girls	149	150	153	154

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.4	89.8	83.8	90.6
1	92.4	89.7	83.7	94.3
2	94.4	91.4	84.8	93
3	93.8	92.4	79.6	93.2
4	91.1	93	85.8	91
5	93.7	91.2	85.9	92.9
6	94.1	92.8	86.3	91.3
All Years	92.9	91.3	84.3	92.4
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
Assistant Principal(s)	3
Classroom Teacher(s)	10.93
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	659,770
Revenue	3,137,129
Appropriation	3,090,731
Sale of Goods and Services	3,177
Grants and contributions	42,296
Investment income	526
Other revenue	400
Expenses	-3,320,713
Employee related	-2,856,303
Operating expenses	-464,410
Surplus / deficit for the year	-183,583
Closing Balance	476,186

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	41,215
Equity Total	421,072
Equity - Aboriginal	27,987
Equity - Socio-economic	188,035
Equity - Language	63,770
Equity - Disability	141,280
Base Total	2,242,478
Base - Per Capita	76,420
Base - Location	0
Base - Other	2,166,058
Other Total	183,430
Grand Total	2,888,194

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

During 2021, parents, carers and community members had the opportunity to participate in a range of school based surveys as we worked together through the COVID-19 learning from home period, and when gathering data to inform our 2021-2024 School Improvement Plan.

When parents and carers were surveyed about the learning from home period, the vast majority said they were well informed and were pleased with the level of contact they had with their child's teacher, many appreciating the daily zoom sessions and the fast responses to student and parent questions. Most parents indicated that they found the teachers to be very helpful and that the school maintained a good connection with their children. However, it was noted early on that the learning grids created by the teachers were complex and often required parents to plan resources ahead of time. Therefore, the school responded by altering the learning grids based on feedback and provided access ahead of time. These changes resulted in positive parent feedback, such as 'home learning resources were useful and creative, relevant and fun'. Some parents appreciated the differentiation of learning grids that assisted students to access tasks at an appropriate level.

In the Tell them from Me Survey, parents, students and teachers were asked the same open ended questions:

1. What do we do well at Marayong Heights PS?
2. What could we do better at Marayong Heights PS?

In response to the question 'What do we do well at Marayong Heights?' many parents responded indicating that the staff were friendly, caring and approachable. Parents appreciate the opening of the Breakfast Club and positive wellbeing practices.

To the question 'What could we do better at Marayong Heights PS?' responses ranged from changing the homework, particularly for Stage 2 and 3 in preparation for high school, increasing opportunities for parents to engage with the school, increase extracurricular opportunities. There was some dissatisfaction with the lack of school canteen on site.

Staff expressed that they worked hard as a team to build and maintain positive relationship throughout a challenging year. They felt there was an increased level of collaboration and that teams worked well to support the needs of all students, and the school leadership team were highly supportive. In regard to what could be done better, staff expressed that they would like to see PBL implemented more consistently and have more opportunities to collaborate with colleagues, in particular to plan units of work and engage in consistent teacher judgement opportunities.

In Semester 1 and again in Semester 2, students in Years 4-6 completed the online Tell Them From Me (TTFM) survey that looks at student engagement and student beliefs about school. Our data in 2021 showed an increased sense of belonging (Semester 2 at 69%) which was a 9% increase on 2020 data.

72% of students indicated that they have positive relationships with others at school.

88% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future, and 89% of students believe they try hard to succeed in their learning by demonstrating positive behaviours.

When responding to the open-ended question 'What do we do well at MHPS?', students provided varied results. The majority of the responses were positive. Students indicated that their teachers helped them to achieve goals, gave relevant feedback, made learning interesting, kept the classrooms nice and orderly. They felt they had someone they could go to if they needed help and they expressed feeling the teachers had good control.

Students also provided varied responses when asked 'What we could do better?' There was consistency around the following areas; they would like to see increased shelter, seating and equipment on the playground and for the canteen to be re-opened. They also expressed concerns about the toilets being unpleasant to use.

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.