

# 2021 Annual Report

## Marra Creek Public School



4454

# Introduction

The Annual Report for 2021 is provided to the community of Marra Creek 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

---

Marra Creek Public School

Coolabah to Quambone Rd

NYNGAN, 2825

[www.marracreek-p.schools.nsw.edu.au](http://www.marracreek-p.schools.nsw.edu.au)

[marracreek-p.school@det.nsw.edu.au](mailto:marracreek-p.school@det.nsw.edu.au)

6824 4358

## School vision

Our vision, At Marra Creek Public School, is to provide every child with high quality, inclusive education through caring, respectful and collaborative partnerships with staff, students, parents and the community in a stimulating and safe environment where each student is known, valued and cared for.

Students will develop skills to equip them to be confident, resilient and enthusiastic learners through evidence based practice, effective use of technology and opportunities within a network of partner schools and the wider community, underpinned by a culture of continuous improvement and high expectations.

## School context

Marra Creek Public School is an isolated Small School on the periphery of The Macquarie Marshes, is situated on the traditional lands of the Wailwan people in the Warren Shire. We belong to the NSW Western Plains Network of Schools. It is located 116 km North West of Warren and 100km from Nyngan. The school is well resourced with excellent facilities for its students; these include stimulating classrooms, a well-resourced library, covered playground equipment as well as large playground areas. The school plays an important role in the community and is seen as a focal point for many community events. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of the school. We are fortunate to have a wonderful group of students who share an enthusiastic approach to learning, complemented by staff who are committed to providing quality education for all students. Our school is an active member and is supported within Leading and Learning Hubs with Hermidale and Girilambone schools. We are supported by the AECG's Nyngan/Walgett and the school P&C. All students live in the outlying districts surrounding Marra Creek as there is no village, and travel to and from school by private vehicle. This year (2021) the school has an enrolment of 7 students. Marra Creek Public School benefits from Equity funding, which is used to support students in all key learning areas.

After the previous cycle evaluation, the Situational analysis and school community consultation, identified these areas for improvement:

Planning for individual learning needs informed by sound holistic information about each student's well-being and learning needs in consultation with parents and carers. This will focus on building student resilience and improving social skills.

Within the domain of learning, in the element of Assessment, both formative and summative, will be reviewed and expertly practiced by teachers to respond to trends in student achievement. The school will use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching practice that lead to measurable improvement.

Data use and Skills will be prioritised by building teacher capacity to analyse, interpret and extrapolate data will inform planning and modify teaching practices.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

---

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collection and analysis of data to ensure the implementation of appropriate curriculum provision for every student, underpinned by evidence informed strategies and embedded evaluative practice.

### Initiatives

---

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

- Effective quality teaching with data informed practice
- Growth and attainment in reading and numeracy through evidence informed practice

### Resources allocated to this strategic direction

---

**QTSS release:** \$1,345.42

**6100:** \$67,755.12

**Location:** \$16,655.78

**Low level adjustment for disability:** \$12,909.73

**Socio-economic background:** \$728.01

**School support allocation (principal support):** \$13,604.80

**COVID ILSP:** \$5,606.00

**Aboriginal background:** \$1,180.39

**Literacy and numeracy:** \$1,365.30

**Professional learning:** \$5,302.89

### Summary of progress

---

MCPS focus for 2021 was Effective quality teaching with data informed practice and Growth and attainment in reading and numeracy through evidence informed practice. Data identified reading comprehension and writing as a focus areas for improvement. Guided by High Impact Professional Learning, staff reviewed MCPS Assessment Schedule. Evaluation through skill analysis and classroom observation processes to authentically evaluate current practices in data collection and analysis using PLAN 2 and Scout.

Staff engaged in evidence based learning including What works best - data skills and use, How schools can improve literacy and numeracy performance. Effective Reading K- Yr 2 and Improving Reading comprehension Years 3-8. Data identified reading comprehension and writing as a focus area for improvement.

Activities partially or fully funded with Professional learning funding include: engaging a specialist teacher to unpack evidence-based approaches to teaching Mathematics 3-6 .The schools Primary Math's Specialist supported the Professional Learning in Big Ideas and staff completed NSW DOE suite of Numeracy PL modules. Our school has built staff capacity collectively internally and in conjunction with the Leading and Learning Hub through regular and point of need Professional learning at internal staff meetings, Staff Development days and Hub focus meetings.

Staff committed to regular professional learning to pause and review knowledge, skills and understanding regarding reading progression and the complex cognitive process of reading. The Teaching team reflected and considered implications for teaching reading at MCPS and identified through data analysis, individual student learning needs to support growth.

Significant progress occurred in staff's teaching practice regarding reading and reading comprehension as per Scarborough's Reading Rope.. Targeted professional learning, focussing on SOR guided staff to build capacity in the areas of Fluency, Oral language, Vocabulary and writing instruction which has seen a significant improvement in student outcomes. Staff built capacity and understanding around targeted writing instruction at sentence level using the Writing Revolution. Commencing in term 3, the Leading and Learning Hub undertook weekly sessions focussing on Lyn Sharrat's work which has deepened our knowledge of explicit instruction, the gradual release model, the benefits of communicating Learning Intentions and Success Criteria and use of Bump it Up writing walls. In 2022, all staff will be encouraged to engage in this PL..

During 2021, the activities within Strategic direction 1 were achieved including a review of the school's Assessment schedule and procedures, monitoring student growth and attainment and informing the teaching and learning cycle weekly. Collective capacity building of staff to triangulate data to inform the teaching and learning cycle and we have built the capacity of the teacher and support team by engaging in high quality professional learning and embedding

informed best practice.

CovidLSP funding was utilised to employ SLSO to support ES1 using targeted intervention in Literacy and numeracy which resulted in improved outcomes and growth. Socio-economic and Aboriginal background equity funding was used to employ additional staff to enable targeted PL to occur and class to be split, infants and Primary. This was responsive to the needs of students with increased explicit teaching.

Next year, in this initiative we will embed and implement processes to monitor the implementation of the MCPS assessment schedule, implement non negotiable twice termly meetings to analyse PLAN 2 data and to deeply analyse student data by triangulating PLAN 2 data with NAPLAN and Check In Assessment data. In terms of supporting student growth and attainment in reading, we will embed quality teaching and learning. In 2022, implement and embed the Writing Revolution, practices across KLA's. Staff will use knowledge gained around fluency, vocab. oral language and apply to teaching and learning activities to improve reading and language comprehension consistently across the school. Embed use of Hub writing assessment tasks and marking to ensure consistent teacher judgement and larger cohort sample. Use of the English syllabus monitoring sheets to monitor student growth and attainment in and Triangulate data to monitor student growth and attainment..

After evaluation, the next steps to support our students with Literacy and Numeracy funding will be: teacher release to prepare and present Phonics/ reading workshops for Early Stage 1 parents to increase participation in the home reading program and workshops and resources to support Early Numeracy.

This will support further improvement in teaching practice and student growth in reading and numeracy.

### 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>Year 3 and 5 students will achieve in the top two bands at or above the base line system negotiated target in reading.</p> <p>Teaching staff will have completed strategic professional learning targeting literacy components. Focus On Creating texts, Focus on Vocabulary and Fluency for teaching staff.</p> <p>Staff within GHMC Hub will have developed common assessment tasks to assess writing K-6. Rewriting of writing rubrics .PL around marking writing samples for consistent teacher judgement.</p> <p>NAPLAN and Check in assessment data analysed to inform teaching and learning.</p>	<p>Year 3 and 5 students achieving at or above the base line system negotiated target in reading.</p>
<p>Year 3 and 5 students will achieve in the top two bands at or above the base line system negotiated target in numeracy.</p>	<p>Year 3 and 5 students achieving at or above the base line system negotiated target in numeracy.</p>

<p>Staff will have completed professional learning within Primary Maths Specialist Teacher trial.</p> <p>Assessment and analysis of student data to inform practice.</p> <p>Embedded use of NSW DOE Numeracy resources as best practice around Thinking Mathematically.</p> <p>NAPLAN and Check in assessment data analysed to inform teaching and learning.</p>	
<p>All students in K-2 and 3-6 will show expected growth in reading at or above the baseline system negotiated target.</p>	<p>All students in K-2 working towards expected growth in reading at or above the baseline system negotiated target.</p> <p>All students in 3-6 achieving expected growth in reading at or above the baseline system negotiated target.</p>
<p>All students in K-2 and 3-6 will show expected growth in numeracy at or above the baseline system negotiated target.</p>	<p>All students in K-2 working towards expected growth in reading at or above the baseline system negotiated target.</p> <p>All students in 3-6 achieving expected growth in reading at or above the baseline system negotiated target.</p>

## Strategic Direction 2: Growth through Learning Partnerships

### Purpose

---

Students, Teachers and the Community learn in partnership to achieve growth and attainment in all learning so that each student, teacher and our school improves every year. The school community and partners support and enable the aspirations of every student..

### 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.

- Learning Partnerships
- Students are engaged partners in their attainment of learning.

### Resources allocated to this strategic direction

---

**6100:** \$3,193.00

### Summary of progress

---

Students, Teachers and the Community learn in partnership to achieve growth and attainment in all learning so that each student, teacher and our school improves every year. The school community and partners support and enable the aspirations of every student..

Data is collected and analysed each semester to measure and monitor student, staff and parent well-being. Kids Matter and school based surveys were completed by 100% of staff, students and families in 2021. Feedback was sought, given and analysed in the areas of resilience and confidence, learning culture and general well-being. Both students and parents were satisfied in areas asked about and felt confident that MCPS had high expectations of students and staff. Students were very happy to attend school (as they live in an isolated environment). and students have a medium to high level of confidence about their learning. Feedback from students showed they enjoyed leaning about the 'Learning Pit' and that they know strategies for when learning gets hard. They talk about having 'sweaty brains.'

Data showed anxiety about Covid and plans for school activities were cancelled. Being a Small school parent/carer opinions and communication is often informal and an open door policy usually exists (apart from Covid) so parents feel comfortable to voice any concerns or ideas they may have. Due to Covid, many of the planned school activities which promote resilience and social interactions were cancelled. As students are isolated, it remains a focus as most will leave MCPS for a much bigger boarding school away from home. Giving students opportunities to socialise out of their immediate environment would help them in this transition. NSW Government sporting vouchers for families were pooled and used to provide skills based sport workshops such as cricket and football. Parents were appreciative as the distance to centers to play organised sport often prohibits kids engaging after school or on weekends.

Liason with Early Childhood providers and whole term 4 transition to school program has enabled a smooth transition to school for ES1 students and their families. Equity funding enabled the employment of a teacher to take the Kinderstart students each Thursday for a play based program, enabling staff to observe and assess student skills and knowledge and well-being to give students entering ES1 in 2022 opprtunities to socialise with current students and become familiar with school routines.

Staff have created a MCPS School giude, given to existing and families of new enrolments as well as new staff and available to community members. It is updated each year with important dates, school details, school policies, and information needed. The PBL matrix is included so expectations around student behaviour are clear. NSW DOE guides for families are included as well as communicated as needed through newsletters and on the school Facebook page and Skooloop app. Hard and digital copies are provided to those whose require them. The MCPS School Guide includes MCPS attendance policy which includes expectations in circumstances where students are unable to attend due to wet weather/roads closed etc.. Students are marked F for flexible learning if they complete home learning packages and or online sessions on TEAMS (devices loaned out for this purpose if needed). This policy has morphed into the Covid policy as students and families are used to learning from home when needed. The MCPS School Guide includes MCPS attendance policy which includes expectations in circumstances where students are unable to attend due to wet weather/roads closed etc.. Students are marked F for flexible learning if they complete home learning packages and or online sessions on TEAMS (devices loaned out for this purpose if needed). This policy has morphed into the Covid policy as students and families are used to learning from home when needed.

Learning in Partnership and collaboration has been a key strategy our school has committed to over the previous five years. Due to our small student cohort, we have identified the need to collaborate with a group of schools for

educational, social, sporting experiences and for professional dialogue, support, Professional Learning and shared programming and assessment. The Marra Creek, Girilambone and Hermidale Leading and learning Hub undertakes focus tasks and professional learning that we collaborate on throughout the year. Explicit teaching and assessment of narrative, informative and persuasive writing has seen teachers within the school and across the GMH Hub collaborate to develop common writing assessment and criteria to assess writing. In addition. Our Leading and learning hub identified to need to have a consistent teaching and learning approach and resourcing to support student writing and Thinking mathematically.

In previous years, having focussed on Early numeracy and Number sense, in 2021, The Leading and learning hub took the opportunity to be part of a statewide Primary Maths Specialist Teacher (PMSTI) trial. Literacy and numeracy funding supports the shared position , Primary Maths Specialist. Staff at MCPS are able to access her support online through teams, regular school visits and professional learning sessions. Data identified students 3-6 need targeted support in Mathematical thinking. Staff have increased capacity to guide number talks with students, encouraging strategic thinking, improved use of maths vocabulary and articulation of thinking by students. Students feedback shows students are open and positive about learning skills to improve knowledge of the 'Big Ideas' in Mathematics and are increasing their flexibility and efficiency to solve maths problems. Students are eager to share and evaluate strategies and ideas respectfully. Students participate in strategic games targeting an identified skill and practise applying new knowledge. Stage 2 and 3 students met through Teams each week in stages in the Hub to consolidate skills and discuss ideas with a larger cohort.

The MCPS School Guide includes MCPS attendance policy which includes expectations in circumstances where students are unable to attend due to wet weather/roads closed etc.. Students are marked F for flexible learning if they complete home learning packages and or online sessions on TEAMS (devices loaned out for this purpose if needed). This policy has morphed into the Covid policy as students and families are used to learning from home when needed.

Feedback has been a focus in 2021 and two way feedback on student learning has improved with staff engaging in CESE PL this year as part of What Works Best. Staff have put systems and processes in place for quality and timely feedback to be given to students including conferencing. Staff have completed PL on Daily revision and Retrieval Practice and are in the first phase of implementation in 2021. So far the impact has been positive with students engaging in these routines. Anecdotal evidence gathered this year shows students' ability to recall information has increased with regular spaced practice of skills and content. 2022 will see this fully implemented everyday and by all teaching staff.

### 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
Baseline data collected for student wellbeing.	Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
MCPS framework developed to monitor and measure student wellbeing in the areas of resilience, confidence and learning culture.	COVID prevented many of the planned extra curricular opportunities however students participated in leadership development and some sporting opportunities
Planning for extra/curricular opportunities.	The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points
Processes in place to support Kinder start students/families.	MCPS on balance judgement against the SEF is excelling in the areas of Learning Culture and Wellbeing is Excelling.
GHMC Hub collaborate for Common assessment, programming and professional learning.  PL Specialist Maths teacher trial	The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.  Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.
Review feedback systems.	Teaching staff have undertaken PL to increase capacity to review feedback processes. Learning is reviewed with each student both in class and on

<p>Staff PL What Works Best- Feedback</p> <p>PL Daily revision and Retrieval practice implemented.</p> <p>Consistent communication in the form of newsletters, social media and Skool Loop app.</p>	<p>work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.</p> <p>Embedded daily revision and regular spaced retrieval practice is used to encourage deep and long term learning. and retention.</p> <p>Review of formal communication shows Newsletters, social media page and apps could be better utilised instead of more informal communication.</p>
<p>Clear school policy, strategies and expectations for learning at home during wet weather.</p>	<p>The school is responsive and uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.</p> <p>Contingency when students are unable to physically attend includes a 'wet pack' of work to ensure continuity of learning and Teams meetings/lessons.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$728.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marra Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective quality teaching with data informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Kinderstart program supporting transition from Pre-School to school. Students attend one day per week in term 4.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to fund the Kinderstart program and targeted instruction to specific students in terms 1,2,and 3.</p>
<p>Aboriginal background</p> <p>\$1,180.39</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marra Creek Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective quality teaching with data informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Support for Aboriginal students who need intervention after identifying learning gaps.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Will continue to employ 0.2 extra teacher in the future to support Aboriginal students</p>
<p>Low level adjustment for disability</p> <p>\$12,909.73</p>	<p>Low level adjustment for disability equity loading provides support for students at Marra Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective quality teaching with data informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$12,909.73</p>	<ul style="list-style-type: none"> <li>targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Support for identified students who require intervention in Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Will continue to employ 0.2 extra teacher in the future</p>
<p>Location</p> <p>\$16,655.78</p>	<p>The location funding allocation is provided to Marra Creek Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Effective quality teaching with data informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>additional staffing for teaching principal release</li> <li>technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students having access to learning through Covid and in wet weather through use of technology to engage on various platforms. Student transition to school for those who have travelled to Pre-School , completed Distance Ed. Pre- School or those who have not attended any form of Pre-School.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Will continue to employ 0.2 extra teacher in the future.</p>
<p>Professional learning</p> <p>\$5,302.89</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Marra Creek Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Effective quality teaching with data informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Principal to be able to collaborate with Leading and Learning HUB and attend Network meetings to improve leadership capacity.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Will continue to employ 0.2 extra teacher in the future. Continue to be organised so that meetings can be attended.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Marra Creek Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Effective quality teaching with data informed practice</li> </ul>

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 0.2 extra teacher employment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students have been more directed and on task due to extra support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Position unavailable due to no more funding. Finished at the end of Term 2.</p>
<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Marra Creek Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective quality teaching with data informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students needs and gaps have been identified and directly addressed with better understanding displayed by targeted students. Staff increased capacity to teach Literacy after completing online professional learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Will continue to employ 0.2 extra teacher in the future.</p>
<p>QTSS release</p> <p>\$1,345.42</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marra Creek Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective quality teaching with data informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students have on the whole shown near to appropriate growth in all KLAs during the year.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Will continue to employ SLSO and seek appropriate PL for her to consolidate her skills.</p>
<p>COVID ILSP</p> <p>\$5,606.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>COVID ILSP</p> <p>\$5,606.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective quality teaching with data informed practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students needs and gaps have been identified and directly addressed with better understanding displayed by targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Will continue to employ 0.2 extra teacher in the future</p>
<p>6100</p> <p>\$70,948.12</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Marra Creek Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective quality teaching with data informed practice</li> <li>• Growth and attainment in reading and numeracy through evidence informed practice</li> <li>• Learning Partnerships</li> <li>• Students are engaged partners in their attainment of learning.</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted support for specific students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support student learning utilising SLSO</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	2	2	2	1
Girls	4	5	5	4

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	96.6		82.1
1	90.3	92	95.3	
2	91.9	93.9	95.3	84.5
3		92	96.1	89.3
4	88.7		94.1	88.1
5		79.7		91.7
6			96.5	
All Years	90.6	91.7	95.6	87.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1		92.8
1	93.4	92.7	91.7	
2	93.5	93	92	92.6
3		93	92.1	92.7
4	93.4		92	92.5
5		92.8		92.1
6			91.8	
All Years	93.5	92.9	91.9	92.5

## 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
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

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

	2021 Actual (\$)
<b>Opening Balance</b>	127,142
<b>Revenue</b>	384,001
Appropriation	383,671
Grants and contributions	238
Investment income	92
<b>Expenses</b>	-361,589
Employee related	-329,327
Operating expenses	-32,262
<b>Surplus / deficit for the year</b>	22,412
<b>Closing Balance</b>	149,554

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	14,818
Equity - Aboriginal	1,180
Equity - Socio-economic	728
Equity - Language	0
Equity - Disability	12,910
<b>Base Total</b>	320,897
Base - Per Capita	1,726
Base - Location	16,656
Base - Other	302,516
<b>Other Total</b>	41,147
<b>Grand Total</b>	376,862

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Data from parent/family surveys in 2021 show:

- **100% of families strongly agree** that staff are interested in and value developing positive relationships with families. and that the learning environment at MCPS provides opportunities for parents/community to engage with educators and other families.
- Parents feel comfortable speaking to the educators about any concerns for the mental health and wellbeing of their children.
- Family's values, beliefs and traditions are accepted and honoured.
- There are opportunities for children to express ideas, opinions and feelings in a respectful and safe way

Data from students show:

- **100% of students agree** that MCPS makes everyone feel included, feel accepted at my school and feel they belong.
- MCPS celebrates differences between people and the teacher encourages students to treat other people with respect.
- teacher and my family want me to be the best I can be and the teacher often talks to my family about what I can improve on.
- Teachers encourages me to take on new challenges and feel confident to give things a go, even if I might not get it right.

Data from staff shows:

- **100% of staff agree** the learning community actively supports respectful relationships between educators, families and children
- that they are expected to strive for continuous improvement and take steps to develop professional capacity to achieve student outcomes.

# 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.