

# 2022 Annual Report

## Marsden Park Public School



2489

# Introduction

The Annual Report for 2022 is provided to the community of Marsden Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Marsden Park Public School

363 Garfield Road West

MARSDEN PARK, 2765

<https://marsdenpk-p.schools.nsw.gov.au>

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

9627 1644

## School vision

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

## School context

Marsden Park Public School is a community minded primary school with high expectations for student success. The school was established in 1889 and is located in Sydney's North West Growth area. The student population has fluctuated significantly over the past three years with student numbers growing to 630 before returning to 170 in 2022 due to the opening of a new school. Anticipated growth will occur over the coming years as the surrounding area undergoes extensive development. Our school community is culturally and linguistically diverse with 70% of students from a non-English speaking background and 2% of students identifying as having an Aboriginal or Torres Strait Islander background. Marsden Park Public School has a proud history reflected in its agricultural and rural links. It provides opportunities in sport and the performing arts, enabling students to excel through a range of different experiences.

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Unlocking Learning
- Strength in Numbers

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$12,369.06

**English language proficiency:** \$11,193.86

**Professional learning:** \$7,001.57

**QTSS release:** \$23,012.61

**Socio-economic background:** \$13,657.56

**COVID ILSP:** \$56,246.00

### Summary of progress

2022 has been a rewarding and exciting year at Marsden Park Public School. As part of Student Growth and Attainment, we have had a whole school focus on explicit teaching practices, ensuring teachers are supported to provide the best possible learning experiences for students. A school funded instructional leader has been instrumental in this process, working collaboratively with teachers to team teach, provide demonstration lessons and coaching sessions. This has provided staff the time they needed to develop deep knowledge and share practice. Of particular note is the work undertaken on guided reading over the past year. This had a clear impact on teacher confidence and skill, as well as a considerable impact on internal student reading data.

The continuation of a reading data wall has been further supported this year by the development of reliable and quality assessments. This wall has formed the basis for deepening collegial discussions and shared responsibility for student learning across the school with data talks held twice each term in stage teams.

As a school we have also put our learning about schema and cognitive load theory into practice, implementing a 30 minute 'Morning Routine' as the first part of each day. This has provided a consistent structure across the school, maximising student learning time, and assisting to preload the knowledge needed for upcoming lessons.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School self-assessment against SEF indicates: <ul style="list-style-type: none"><li>• Consolidation of practice at Sustaining and Growing in the SEF element of 'Assessment'</li><li>• Consolidation of practice at Delivering in the SEF element of 'Data Skills and Use'.</li><li>• Consolidation of practice at Sustaining and Growing in the SEF element 'Curriculum'.</li><li>• Consolidation at Sustaining and Growing in the SEF element 'Effective</li></ul>	Self-assessment against the School Excellence Framework shows the school has consolidated practice in the following areas: <ul style="list-style-type: none"><li>• Assessment- Sustaining and Growing</li><li>• Data Skills and Use- Delivering</li><li>• Curriculum- Sustaining and Growing</li><li>• Effective Classroom Practice- Sustaining and Growing</li></ul>

Classroom Practice'.	
Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 5.54% (lower bound system-negotiated target).	47.17% of students achieved in the top two bands in NAPLAN reading indicating progress towards the lower-bound target of 48.10%.
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 8.18% (lower bound system-negotiated target).	32.08% of students achieved in the top two bands in NAPLAN Numeracy exceeding the upper bound target of 31.90%.

## Strategic Direction 2: Inspiring Excellence

### Purpose

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

### Initiatives

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

- Capacity to achieve

### Resources allocated to this strategic direction

**QTSS release:** \$19,738.00

**Professional learning:** \$6,473.00

### Summary of progress

As part of Strategic Direction 2 we have continued to build a strong, collaborative school culture that values the sharing of ideas and expertise. The reviewing of the Performance and Development Framework at an executive level paved the way for a whole school approach to the development of plans where teachers were supported to develop meaningful goals and build a deeper understanding of the process. The link between goals articulated in individual PDPs and professional learning activities undertaken throughout the year can clearly be seen in both weekly professional learning sessions as well as coaching programs. Collaboration and planning days have continued throughout the year, providing time to carefully review programs and assessments and ensure future learning meets specific student need.

Assistant Principals have participated in the LEED (Leading Evaluation, Evidence and Data) Project, as well as the Instructional Leadership and Wellbeing Circle of Practice groups, run as part of The Ponds Network. A beginning teacher program was also established to support early career teachers.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School self-assessment against the <i>High Impact Professional Learning school self-assessment tool</i> indicates improvement in the following elements: <ul style="list-style-type: none"><li>• Professional learning is driven by identified student needs: Consolidating practice at Delivering</li><li>• Collaborative and Applied Professional learning strengthens teaching practice: Consolidating practice at Delivering</li><li>• Professional learning is continuous and coherent: Consolidating practice at Delivering</li></ul>	School self-assessment against the <i>High Impact Professional Learning school self-assessment tool</i> indicates improvement in the following elements: <ul style="list-style-type: none"><li>• Professional learning is driven by identified student needs: Delivering</li><li>• Collaborative and Applied Professional learning strengthens teaching practice: Delivering</li><li>• Professional learning is continuous and coherent: Delivering</li></ul>
School self-assessment against the School Excellence Framework indicates improvement in the following elements: <ul style="list-style-type: none"><li>• Learning and Development: Consolidating practice at Sustaining and Growing</li><li>• Educational Leadership: Consolidating practice at Sustaining and Growing</li></ul>	School self-assessment against the School Excellence Framework indicates improvement in the following elements: <ul style="list-style-type: none"><li>• Learning and Development: Sustaining and Growing</li><li>• Educational Leadership: Sustaining and Growing</li></ul>

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

### Purpose

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

### Initiatives

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

- Watch us grow together
- Strong foundations

### Resources allocated to this strategic direction

**Professional learning:** \$3,000.00

**Aboriginal background:** \$2,704.82

### Summary of progress

One of the exciting projects undertaken this year as part of Strategic Direction 3 has been the implementation of the Growing Strong Minds program. This is a wellbeing program for students K-6, that helps students, teachers and parents to identify and grow their own character strengths, and to recognise and appreciate strengths in others. Teachers have worked closely with students to develop a deeper understanding of these strengths and apply these strengths when the opportunities arise throughout the day, both in the classroom and playground. The implementation of 'Circle Time' every Wednesday afternoon has further facilitated this, with students learning the value of building and maintaining peaceful classroom communities.

Student leadership has been another focus area for 2022, with the establishment of a Student Representative Council and Year 5 Buddy Program. Both these programs have been highly successful initiatives and have resulted in the building of confident leaders, with the ability to think critically and develop creative solutions. The implementation of a new online newsletter has also provided the opportunity for greater student voice, with our Captains and Vice Captains producing content each fortnight as part of an MPPS Moments segment.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
TTFM wellbeing data (advocacy, belonging, expectations) increases from the 2021 measure of 86.67%	Tell Them From Me data indicates 89.67% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is an increase of 3.25%.
'Wellbeing' and 'Management Practices and Processes' indicates improvement from Delivering to Sustaining and Growing.  School self-assessment against the School Excellence Framework indicates improvement in the following elements: <ul style="list-style-type: none"><li>• Wellbeing: Consolidating practice at Sustaining and Growing</li><li>• Management Practices and Processes: Consolidating practice at Delivering</li></ul>	Self-assessment against the School Excellence Framework shows the school has consolidated practice in the following areas: <ul style="list-style-type: none"><li>• Wellbeing- Sustaining and Growing</li><li>• Management Practices and Processes- Delivering</li></ul>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$39,959.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Marsden Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• SLSO employed to work with students on their Individual Educational Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals. All Individual Education Plans (IEPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the provision of training for School Learning Support Officers in areas of specific need as well as regularly undertake the review and adjustment of timetables in response to student IEP reviews, ensuring funding continues to be used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$13,657.56</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marsden Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Unlocking Learning</li> <li>• Strength in Numbers</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 staff to support program implementation</li> <li>• professional development of staff to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student improvement evidenced by internal reading assessments and the reading data wall.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$2,704.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marsden Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Watch us grow together</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$2,704.82</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased student engagement through the development of comprehensive learning plans that have been shared with parents resulting in increased parental engagement with learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To engage in community consultation to support the development of cultural competency.</p>
<p>English language proficiency</p> <p>\$65,933.86</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marsden Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Unlocking Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Quality English units, informed by student data, including student English language proficiency using the EAL/D learning progression. Professional Learning built a deeper understanding of EAL/D principles and led to the updating of reporting to parents guidelines.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To work closely with the EAL/D Education Leader to continue to develop deep knowledge and build the capacity of EAL/D programs within the school.</p>
<p>Low level adjustment for disability</p> <p>\$43,010.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Marsden Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An effective learning support team that monitors student progress and provides the necessary resources, withdrawal groups and Individual Education Plans to ensure students are supported and able to experience success with their learning. Student results from withdrawal programs, particularly in reading have shown consistent growth over the past 6 months.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further refine processes and investigate social emotional learning as part</p>

Low level adjustment for disability \$43,010.28	of the Learning Success team.
Professional learning \$16,474.57	<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 Marsden Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Unlocking Learning</li> <li>• Strength in Numbers</li> <li>• Capacity to achieve</li> <li>• Watch us grow together</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 specialists as part of the Hawkesbury Collective to support the school's learning on explicit teaching, particularly in Literacy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to embed effective practices in the explicit teaching of phonics, reading and writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to reflect on the High Impact Professional Learning Self Assessment tool to develop meaningful, innovative and effective professional learning programs for staff.</p>
Literacy and numeracy \$12,369.06	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Marsden Park Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Unlocking Learning</li> <li>• Strength in Numbers</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>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of a professional learning program that promoted collaboration and shared quality classroom practice through coaching, team teaching demonstration lessons and data analysis.</p> <p><b>After evaluation, the next steps to support our students will be:</b> For our AP Curriculum and Instruction to continue an instructional leadership program with a focus on English and Mathematics.</p>
QTSS release \$42,750.61	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marsden Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Unlocking Learning</li> <li>• Strength in Numbers</li> <li>• Capacity to achieve</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of</li> </ul>

<p>QTSS release</p> <p>\$42,750.61</p>	<p>high-quality curriculum</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 the following impact:</b> The implementation of a professional learning program that promoted collaboration and shared quality classroom practice through coaching, team teaching and demonstration lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide structured opportunities for staff to work collaboratively to build deep understanding of the pedagogies underpinning the new syllabus documents.</p>
<p>COVID ILSP</p> <p>\$56,246.00</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 2022.</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>• Strength in Numbers</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. 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			
	2019	2020	2021	2022
Boys	117	276	115	86
Girls	120	250	95	82

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.8	90.0	93.9	85.4
1	92.7	88.3	93.2	90.3
2	92.5	89.6	91.6	84.5
3	90.6	90.6	92.0	87.7
4	90.5	91.5	93.1	85.4
5	93.5	90.1	92.8	87.5
6	93.0	89.6	93.5	89.8
All Years	92.0	89.9	92.9	87.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.07
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	2.22

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	54,442
<b>Revenue</b>	2,429,631
Appropriation	2,296,707
Sale of Goods and Services	9,072
Grants and contributions	122,446
Investment income	1,406
<b>Expenses</b>	-2,263,304
Employee related	-2,020,400
Operating expenses	-242,905
<b>Surplus / deficit for the year</b>	166,326
<b>Closing Balance</b>	220,768

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



## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	59,482
<b>Equity Total</b>	125,307
Equity - Aboriginal	2,705
Equity - Socio-economic	13,658
Equity - Language	65,934
Equity - Disability	43,010
<b>Base Total</b>	1,618,174
Base - Per Capita	53,063
Base - Location	0
Base - Other	1,565,111
<b>Other Total</b>	101,872
<b>Grand Total</b>	1,904,835

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Tell them From Me 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school. The survey has provided feedback to our school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. From the 2022 survey we have found that parents feel welcome at the school, they identify that their children feel safe at school and that the school supports positive behaviour. Moving into 2023 we are working with the school community to find additional ways for parents to be involved.

TTFM 'Focus on Learning Survey' is a self-evaluation tool for teachers. This survey showed the school the areas of success and areas for growth related to student learning, classroom and school practices. From the 2022 surveys we have identified a significant improvement in 7 of the 8 drivers of student learning including Learning Culture, Collaboration and Leadership, with the scores demonstrating strong practice above NSW Government norms. As we move forward, we will continue to support these areas, with a particular focus on providing additional opportunities for staff to explore innovative ways to utilise technology.

The TTFM Student Survey is designed to provide us with insight to guide our school planning and help us to identify school improvement initiatives. From the 2022 student survey we have identified that most students have friends at Marsden Park Public School they can trust and who encourage them to make positive choices. Over the past year we have seen a significant increase (16%) in students' sense of belonging, a direct result of our School Improvement Plan initiatives and activities. Our areas of focus for our students in 2023 will include continuing to deepen students' sense of belonging, and advocacy at school.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.