

# 2022 Annual Report

## Morisset Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Morisset 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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## School vision

At Morisset Public School every child is known, valued and cared for while being encouraged and supported to become self-motivated, confident and resilient learners. We maintain strong connections with our whole school community; promoting a culture of high expectations and shared responsibility for student success and well-being.

## School context

Morisset Public School is situated on the south-west side of Lake Macquarie. We are a proud member of the Western Shores Learning Alliance, which is in partnership with 4 primary schools and Morisset High School. Morisset Public School had a total of 165 enrolments for 2022. 18% of students identify as Aboriginal or Torres Strait Islander and 11% are from language backgrounds other than English.

Evidence indicates that strong parent and community involvement in student learning continues to develop through active involvement in school events and whole school student initiatives.

The attendance rate for students is a mandated target in this school plan. Strategies will be implemented to support families and students to improve their attendance rates.

Through our Situation Analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to enhance teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

Consultation processes in the development of this plan have involved conversations with Itji-Marru Aboriginal Education Consultative Group, (P&C) parents and community, Director Educational Leadership and Principal Support Leadership. Research evidence based strategies were utilised in designing and implementing this plan to successfully deliver ongoing measured improvement in student progress and achievement. This included: What works Best, School Excellence Framework, External Validation, Tell Them From Me survey, CESE LEED, and the Attendance Pilot.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is now evident. Structures will be put in place to identify students who need intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

The wellbeing and engagement of our students remains a priority. The Tell them from Me surveys will provide and ongoing data set pertaining to student voice and community perceptions, expectations around wellbeing and engagement.

## 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	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 reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### 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 Skills and Use
- Reading and Numeracy

### Resources allocated to this strategic direction

**Socio-economic background:** \$5,400.00

### Summary of progress

#### Data Skills and Use (LEED project, Literacy Groups):

Our focus for 2022 was to renew SMART Spelling practices across K-6 and engage in the LEED project building upon teacher professional learning of explicit teaching in the form of Learning Intentions and Success Criteria (LISC) aligned to spelling. Using the analysis of triangulated data, APC&Is developed a whole school spelling program before delivering targeted professional learning and differentiated sessions to support classroom teachers at all stages. APC&Is provided demonstration and team teaching sessions building teacher capacity around SMART Spelling delivery including writing, displaying, and referencing LISC throughout the lesson. We also focused on improving literacy sessions ensuring all students engaged in high quality, relevant learning experiences when classroom teachers facilitate the 'engine room'. APC&Is collaboratively worked with classroom teachers K-6 delivering professional learning before working side by side to develop and embed purposeful literacy tasks.

#### Impact:

As a result of the initiative, explicit teaching of LISC has improved across all stages. Improvement measures included discrete observations carried out by APC&I. Document analysis of spelling programs reflected LISC were embedded and 15% of classroom teachers enhancing their practice to include LISC in other KLAs. \$5,000.00 needs-based funding was allocated towards the initiative for professional learning. As a result, class teachers were supported through differentiated, one on one support with APC&I leaders for demonstration lessons, team teaching and feedback sessions improving their practice. Classroom teachers improved understanding of setting quality tasks linked to English outcomes and differentiated tasks were created.

#### Future Directions:

We will continue to revisit and further refine our practices ensuring we upskill new and returning classroom teachers to maintain consistency. By maintaining the level of support that is currently provided to staff we will continue our focus on LISC carrying over to the new K-2 Syllabus implemented in 2023. After analysis of kindergarten to Year 2 results and moving to the English Syllabus in 2023, K-2 will engage in the Component A content and adopt SMART Spelling as a tool. Next year, we will continue to engage in ongoing monitoring of quality literacy sessions K-6.

### 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
<b>Reading</b>  A minimum of 36.7% (lower bound system-negotiated target) of Year 3 and	Year 3 NAPLAN scores indicate the percentage of students in the top two skill bands for reading is 27%.  Year 5 NAPLAN scores indicate the percentage of students in the top two

Year 5 students are represented in the top two bands for NAPLAN reading.	skill bands for reading is 24%.
<b>Numeracy</b>  A minimum of 24.2% (lower bound system-negotiated target) of Year 3 and Year 5 students are represented in the top two bands for NAPLAN numeracy.	Year 3 NAPLAN scores indicate the percentage of students in the top two skill bands for numeracy is 14%.  Year 5 NAPLAN scores indicate the percentage of students in the top two skill bands for numeracy is 6%.
<b>Expected Growth Reading</b>  Increase the proportion of students achieving expected growth in NAPLAN Reading from baseline of 63.3% trending towards lower bound system-negotiated target	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>Expected Growth Numeracy</b>  Increase the proportion of students achieving expected growth in NAPLAN Numeracy from baseline of 56.8% trending to lower bound system-negotiated target	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Well-being (incorporating Attendance)

### Purpose

To ensure that all our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school well-being processes that support high levels of well-being and engagement.

### Initiatives

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

- Wellbeing
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$0.00

### Summary of progress

#### Wellbeing (incorporating Attendance)

During 2022, the wellbeing team was established and met weekly, keeping minutes and communicating to staff in a regular segment of the communication meeting. Initiatives from this team included:

- PL and Stronger Smarter process to formalise the amalgamation of YCDit and PBL - pillars for success
- Subsequent introduction of mufti days celebrating the keys and YCDit lesson delivery timetabled across the school
- Mufti day - fortnightly teacher/student brainstorming conversations regarding each key/ value generating y charts identifying how each key/ value would be seen, heard and felt
- Establishment of two flowcharts - traffic light system (classroom and playground)
- Staff decision to proceed with classroom barrels and consistent language as a starting focus and move into playground flowchart once the language and procedures were in place
- PL and collaboration in the development of the flowcharts and subsequent toolkit
- Formalisation of consistency across all school settings - everyone using the flowcharts and speaking the same language
- Flowchart signage displayed around the school - playground flowchart (traffic light system)
- Incorporation of traffic light system into behaviour management plans for individual students
- PL and collaboration of accurate record keeping including the definition of major and minor behaviours
- PL of the DoE Behaviour strategy and the implications for moving forward with the new policy and procedures
- Instigation of a behaviour support tab in SENTRAL
- Organisation of Wellbeing Wednesday - incursion for all students (Semester 2 was completed in collaboration with P&C)

### Impact

Tell Them from Me Survey and data snapshot results

- Teacher - I work with school leaders to create a safe and orderly school environment - 7.8 (above the NSW Govt Norms of 7.1)
- Teacher - I establish clear expectation for classroom behaviour - 9.2 (above the NSW Govt Norms of 7.5)
- Parent - My child is clear about the rules for school behaviour - 8.5 (above the NSW Govt Norm of 7.7)

Student Focus Group Survey Results

- 45% of students named the 5 keys of Resilience, Organisation, Confidence, Getting Along and Persistence
- 65% of students named 3 or more keys
- 70% of students named the 3 PBL expectations or Safety, Respect and Engagement
- 100% of students named a staff member who they could go to for help or assistance (not necessarily their classroom teacher)

### Where to Next?

- Establishment of a Wellbeing hub for parents and students
- Moving breakfast club from 2 days a week to 5 days a week
- Closer working relationship between AP Wellbeing and Inclusion and the LAST
- Improvement of practice and implementation aligned to the Behaviour Strategy K-12 and the Care Continuum
- Students having a clear understanding of the flowchart components
- Utilisation of Restorative Practice process - P3, P3, F3 (3 minutes in the past, present and future)
- SENTRAL Plans component - inclusion of behaviour support plan, anti-bullying support plan, Attendance plan, one

week one goal, anti-racism

- Induct new and returning staff in updated systems and processes
- Establish an Attendance team - proceed similar to the wellbeing team approach
- Implementation of initiatives generated by the Attendance team

## Progress towards achieving improvement measures

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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
<b>Wellbeing</b>  The percentage of students reporting positive wellbeing (expectations for success, advocacy and sense of belonging at school) is at or above 88.3% (system-negotiated lower bound target)	Data indicates that 90% of students report positive outcomes in the domain of 'expectations for success' which is above our system negotiated target.  Data indicates that 83% of students report positive outcomes in the domain of 'advocacy at school' which is below our system negotiated target.  Data indicates that 53% of students report positive outcomes in the domain of 'sense of belonging' which is below our system negotiated target.
<b>Attendance</b>  Increase the proportion of students attending greater than 90% from baseline of 65.9% to 73.3% (lower bound system-negotiated target)	Data indicates that 27% of students attend school 'at or above 90%' which is below our system negotiated target.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$34,257.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Morisset 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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Connections were made with family members in the development of PLSPs and Behaviour Support Plans</li> <li>- Students engaged with the Curriculum with additional support from CT, LaST and SLSO</li> <li>- Regular segment in the Staff communication meeting incorporating an update on plans and interventions</li> <li>- Staff attended PL relevant to the needs of target students in their class</li> <li>- School Counsellor facilitated a group 'Go Girls Go' as a support for friendship, networking and resilience</li> <li>- LST met weekly to prioritise needs of target students, connect with support agencies and complete Access Requests where needed</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continuation of LST procedures - connections, target students, PL, family connections, data gathering, plan preparation and appropriate interventions, formulation of Access Requests where applicable</li> <li>- Alignment and implementation of LST procedures with the DoE Behaviour Strategy K-12 - SENTRAL proformas, Behaviour plans</li> </ul>
<p>Socio-economic background</p> <p>\$117,674.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Morisset 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>• Data Skills and Use</li> <li>• Reading and Numeracy</li> <li>• Wellbeing</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>• professional development of staff through SMART Spelling to support student learning</li> <li>• employment of additional staff to support small group intervention.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• professional development of staff through Behaviour Strategy K-12 to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Wellbeing team met weekly with a focus on implementation of behaviour flowcharts in both the classroom and playground</li> <li>- Regular wellbeing segment in the weekly staff communication meeting to update staff and present meeting proposals</li> </ul>

<p>Socio-economic background</p> <p>\$117,674.92</p>	<ul style="list-style-type: none"> <li>- Assistant Principal released to provide intervention and support for behaviour, making connections with community, develop and implement behaviour plans, commence the alignment of school processes with the DoE Behaviour Strategy K-12</li> <li>- Flowchart system supported with the purchase of prizes, rewards and ongoing PL in the delivery of the flowcharts</li> <li>- School mascot suit, signage for communication and motivation - mufti days and acknowledgment</li> <li>- Incursion each term for all students - (Wellbeing Wednesday) activities and P&amp;C funded - Science Show and Reptile Man</li> <li>- Attendance BBQ for all students - one per term</li> <li>- Purchase of classroom resources supporting the implementation of the flowcharts</li> <li>- Year 6 students participation in the Rock and Water program delivered by local facilitator</li> <li>- Students attended High Potential Day at a local WSLA school</li> <li>- Purchase of online software programs and hardware to support curriculum engagement - Mathletics, Reading Eggs, SMART Spelling, chrome books, headphones</li> <li>- Significant support for the implementation of the new K-2 curriculum - PL, planning days, resource tubs of equipment, data talk days, APC&amp;I training, inter school visits</li> <li>- Purchase of incursions to complement the delivery of the PD Health PE curriculum - Interrelate for all students 4-6 and Healthy Harold (Life Education) for all students K-3</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continuation of flowchart systems - refinement of practice and delivery in accordance with the Behaviour Strategy K-12</li> <li>- Continue to provide opportunities for students of low socio-economic backgrounds with extra-curricular activities - excursions, incursions, sporting events and creative arts experiences</li> <li>- Establishment of a Wellbeing Hub within the school Library for both parents and students - providing opportunity for connections with parents and supporting students at their point of need</li> <li>- Increase access to Breakfast Club - from 2 days per week to every day</li> <li>- Dedicated role of Assistant Principal (Wellbeing and Inclusion) in response to the DoE Behaviour Strategy K-12 and including the LaST role into a Wellbeing team approach</li> <li>- Providing more opportunities for parents to come into the school setting - reopening of the school hall, yarns ups, wellbeing hub, development of a 'community' room in conjunction with P&amp;C - parent groups, PL for parents, Garden club, working bees</li> <li>- Providing resources within the school setting to promote engagement and an increased student desire to be at school - through playground equipment, outdoor learning opportunities, upgrading of physical environment to be more user friendly, outdoor table tennis tables and updated fixed equipment</li> </ul>
<p>Aboriginal background</p> <p>\$48,719.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Morisset 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul>

<p>Aboriginal background</p> <p>\$48,719.69</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 100% of Aboriginal and Torres Strait Islander students have a PLP and a personal scrapbook for collating PLP and goals</li> <li>- Chaplain made connections with community members through check-ins, Breakfast Club, focus groups of Shine, Friendship and Culture</li> <li>- Yarn up and sausage sizzle, weaving and craft activities - conversation and building relationships</li> <li>- Turning Policy into Action - completed as a staff workshop, findings communicated with AECG executive and community members and as a result, recommendations have been flagged for 2023</li> <li>- Local Partnership Agreement was finalised with Itji-Marru AECG and signed on June 28, 2022</li> <li>- Stronger Smarter - 4 additional teaching staff trained and 1 staff member trained as a Stronger Smarter facilitator - and subsequent opportunities to facilitate Stronger Smarter processes within the school setting - staff PL and circle work, check ins etc</li> <li>- Five staff members attended Itji-Marru Connecting to Country - both teaching and non-teaching</li> <li>- Students and staff were recognised at the WSLA Deadly Awards and students participated in a group dance facilitated by Dhinewan Mentoring</li> <li>- Parents and community members attended our NAIDOC activities - rotational activities aligned to the NAIDOC theme of 'Get up, Stand up, Show up'</li> <li>- Students and Executive staff travelled to Maitland Art gallery to participate in the unveiling of the Resurgence project display - students saw our own Tiddalick on display and the displays from other participating schools</li> <li>- Aboriginal students and a friend from Years 4-8 attended the WSLA Jarjum Soar day of cultural activities and connection with students across the WSLA community of schools</li> <li>- Students and staff participated in the 30th Birthday Celebrations of Itji-Marru Resource Centre which included a smoking ceremony, BBQ, activities, dance and presentations</li> <li>- All staff completed the Aboriginal Education module in conjunction with members of Itji-Marru AECG</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continuation of PLP process, week long NAIDOC activities, Reconciliation awareness education, utilisation of Stronger Smarter process for staff, Deadly Awards, Jarjum Soar, Connecting to Country, Stronger Smarter, attending Itji-Marru AECG meetings</li> <li>- Term 2 Staff Development Day Aboriginal Education focus to support students and community</li> <li>- Engagement of Dhinewan Mentoring group to support students in cultural workshops</li> <li>- Attendance team to facilitate data analysis and implement strategies</li> <li>- APC&amp;I to facilitate data analysis for Aboriginal students in the areas of Literacy and Numeracy - investigate need for additional intervention</li> </ul>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Morisset 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>• 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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Progressions used to complete reporting requirements</li> <li>- SLSO timetabled to support student engagement with the curriculum within the classroom setting</li> </ul>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Data analysis, practices to be implemented and the identification of students in the emerging or beginning phases who require support</li> <li>- SLST, LaST and CT support new students to engage in the curriculum where needed</li> <li>- Online data collection updated</li> <li>- Resources purchased</li> </ul>
<p>Low level adjustment for disability</p> <p>\$138,534.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Morisset 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 a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- LaST employed 0.9</li> <li>- Attended PL for Restorative Practice and subsequently implemented procedures with students</li> <li>- Anti-bullying plans - ongoing monitoring</li> <li>- Risk Assessments - following on from a critical incident</li> <li>- OOH change of circumstances applications - 100% success in funding applications</li> <li>- Access Requests - 100% success in funding applications</li> <li>- Development of PLSPs with ongoing monitoring of goals</li> <li>- Behaviour Support Plans for students aligned to the school flowcharts</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Inclusion of LaST in the Wellbeing team incorporating LST - supporting students and families with access to curriculum, external agencies, transition to school, school counsellor and DoE services</li> <li>- Continuation of writing student support applications - Access Requests, OOH change of circumstances, PDE and Attendance plans</li> <li>- Refining school systems and processes for Learning Support (LST) and reporting back to staff in a regular segment in the communication meeting</li> <li>- Working alongside the AP Wellbeing and Inclusion in the delivery of programs</li> </ul>
<p>Professional learning</p> <p>\$14,371.84</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 Morisset 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>• Other funded activities</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 staff employed releasing teaching staff to work with the APC&amp;I - unpacking and familiarisation of the new curriculum</li> <li>• teaching staff released to complete online learning modules</li> </ul>

<p>Professional learning</p> <p>\$14,371.84</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- SMART Spelling - all staff completed either the full course or an updated course</li> <li>- Collaboration/ Planning days (New Curriculum K-6)</li> <li>- APC&amp;I - four hours per week for staff members K-6 on a needs basis in addition to their regular RFF</li> <li>- Learning Intentions and Success Criteria</li> <li>- Primary Executive Network</li> <li>- APC&amp;I PL - unpacking component A, uploading evidence to the SIP</li> <li>- LEED initiative</li> <li>- Sue Larkey</li> <li>- LaST network</li> <li>- Restorative Practice</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue K-2 PL for the syllabus</li> <li>- Upskilling 3-6 staff in the new curriculum in preparation for 2024 implementation</li> <li>- SMART Spelling - refresh course where needed and upskilling new and returning staff</li> <li>- NAPLAN data and training - APC&amp;I and AP Accountability to attend workshops in Literacy and Numeracy</li> <li>- Investigate Essential Assessment - across K-6, recording and tracking student progress in Literacy and Numeracy</li> <li>- Deliver PL in Little Learners Love Literacy decodables</li> <li>- Continue to attend relevant networks to remain up to date with the ever changing requirements</li> </ul>
<p>QTSS release</p> <p>\$30,224.22</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Morisset 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>• Other funded activities</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> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- AP engaged in high school transition program for Yr6 students over one semester - students participated in lessons at the feeder high school</li> <li>- Successful Kindergarten transition process including parent BBQ, regular student visits has stream lined the transition to school process and early intervention</li> <li>- Interventions (Access Requests, PDEs, Early Intervention, SLSO allocation, Counsellor referrals, LST, Chaplain check ins)</li> <li>- PDP development, supervision and observation of teachers and the mentoring of beginning teachers with one teacher gaining proficiency</li> <li>- Significant delivery of targeted PL for the Behaviour Strategy K-12</li> <li>- PL days were funded for CTs to plan, become familiar with and implement the K-2 curriculum, including familiarisation for teachers 3-6</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Investigate a similar transition to High School program in 2023</li> <li>- Increase school visits for potential Kindergarten students</li> <li>- Investigate engaging Speech pathologist do complete assessments for Kindergarten students prior arriving at school</li> <li>- LaST to instigate more collegial conversations, observations and visits to pre-schools</li> <li>- Support whole school staff K-2 and 3-6 with the implementation of the new</li> </ul>



<p>QTSS release</p> <p>\$30,224.22</p>	<p>curriculum</p> <ul style="list-style-type: none"> <li>- Use of additional release as per the DoE requirements - data talks and planning days</li> </ul>
<p>COVID ILSP</p> <p>\$107,773.00</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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy - guided reading, fluency progressions</li> <li>• development of resources and planning of small group tuition</li> <li>• providing targeted, explicit instruction for student groups in numeracy - number sense</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  62% of Stage 1 students met or exceeded reading benchmark goals.  Majority of the students in the program achieved significant progress towards their individual learning goals.  75% of Stage 1 participants demonstrated improvement in learning progressions of Understanding Texts highlighted in PLAN2.  63.9% of Stage 2 COVID-ILSP students correctly answered Number Sense and Algebra questions in Term 4 Check-in Assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to target students based on NAPLAN results</li> <li>- Broaden the data analysis to encompass Check-in, PAT testing and possibly Essential Assessment</li> <li>- Plan for frequent analysis of student assessment data and recording of data on PLAN2</li> <li>- Build time into the planner for information sharing between the COVID Intervention teacher and the classroom teacher</li> <li>- Ongoing intervention for students who have not yet met their learning goals</li> <li>- Incorporate input and support from the LaST</li> <li>- Focus on embedding student data to differentiate the learning in literacy and numeracy</li> <li>- Investigate the possibility of implementing small group tuition in all classrooms</li> <li>- Monitor and track maintenance of achieved goals for students</li> </ul>
<p>AP Curriculum &amp; Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support collaboration in the implementation of the new curriculum</li> <li>• APC&amp;I delivering PL, demonstration lessons, shoulder to shoulder support to staff in target areas according to Strategic Direction 1</li> <li>• APC&amp;I establishing a community of schools network group</li> </ul>

<p>AP Curriculum &amp; Instruction</p> <p>\$180,685.20</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>LEED project - demonstration lessons, team teaching to enhance student growth in LISC - staff confidently delivered personal progress from their class and started embedding LISC in additional KLAS</p> <p>LEED project - student focus groups has resulted in student voice being enabled in the classroom and giving APC&amp;I direction for future PL</p> <p>Spelling - all staff are trained in SMART Spelling and have built capacity - new staff can observe lesson delivery from peers and transfer new learning into their classroom practice</p> <p>Spelling - all results are in the one location and whole school Spelling is being tracked</p> <p>Literacy groups - impact of Literacy groups has implemented quality work and removed 'busy work' from those groups</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>LISC - further PL will be implemented to inform new and returning staff as well as extending LISC into additional KLAS</p> <p>Literacy groups - continue to monitor ongoing performance and incorporate phonological awareness activities K-2 to support the new English syllabus</p> <p>Spelling - continue SMART spelling with 3-6 and use as a tool to incorporate into component A of the K-2 English Syllabus</p> <p>Focus on the K-2 Literacy and Numeracy Curriculum - upskilling 3-6 staff for implementation in 2024</p> <p>Deliver PL for decodables, demonstration lessons, team teaching alongside teachers</p> <p>Link units to Literacy and Numeracy (daily number sense)</p> <p>Investigate Essential Assessment as the next step for monitoring and tracking student achievement in the teaching and learning cycle</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	99	78	77	81
Girls	100	97	88	90

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.2	81.0	90.3	84.8
1	90.0	78.9	90.5	85.2
2	89.0	80.2	88.0	86.6
3	91.2	79.3	91.3	81.1
4	88.8	78.3	87.7	83.3
5	87.7	81.3	88.9	78.5
6	88.4	79.0	89.3	83.3
All Years	89.3	79.6	89.5	83.2
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)	3.2
Classroom Teacher(s)	5.86
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.02

\*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>	419,632
<b>Revenue</b>	2,446,156
Appropriation	2,412,562
Sale of Goods and Services	1,432
Grants and contributions	29,995
Investment income	2,167
<b>Expenses</b>	-2,233,580
Employee related	-2,006,925
Operating expenses	-226,655
<b>Surplus / deficit for the year</b>	212,576
<b>Closing Balance</b>	632,208

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>	75,196
<b>Equity Total</b>	297,712
Equity - Aboriginal	48,720
Equity - Socio-economic	112,275
Equity - Language	2,400
Equity - Disability	134,317
<b>Base Total</b>	1,471,547
Base - Per Capita	41,692
Base - Location	0
Base - Other	1,429,855
<b>Other Total</b>	293,060
<b>Grand Total</b>	2,137,515

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 survey analysis

### Student Survey (students in Years 4-6)

83% of Aboriginal students feel good about their culture

50% of Aboriginal students indicated that their teacher had a good understanding of Aboriginal culture

45% of students surveyed felt proud of the school

54% of students felt they were treated with fairness and respect by their teachers in regards to cultural background

66% of students know where to seek help if bullied

83% of students have friends at school they can trust and who encourage them to make positive choices

53% of students are interested and motivated in their learning

55% of students try hard to succeed in their learning

The social-emotional outcomes within the survey for students made downward trends from the previous survey, particularly in the area of 'sense of belonging', 'positive behaviour at school' and 'advocacy at school'

**Parent Survey** - there was a significant increase in parent responses - 31 responses in 2022 compared to 12 responses in 2021.

### Perspectives of Parents **above** the NSW Government norms

- written communication from the school is in clear, plain language
- the school's administrative staff are helpful when I have a question or problem
- reports on my child's progress are written in terms I understand
- my child is clear about the rules for school behaviour
- my child feels safe at school and feels safe going to and from school
- teachers help students develop positive friendships
- school staff take an active role in making sure all students are included in school activities
- someone in the family encourages my child to do well at school and praises them for doing well at school

### Perspectives of Parents **below** the NSW Government Norms

- parent activities are scheduled at times when I can attend
- I am informed about my child's behaviour at school, whether positive or negative
- I am informed about my child's social and emotional development
- teachers have high expectations for my child to succeed
- teachers devote their time to extra-curricular activities
- behaviour issues are dealt with in a timely manner
- the school helps prevent bullying
- school staff create opportunities for students who are learning at a slower pace

### Open-ended questions - responses indicated

- that the social media platforms for communications are helpful
- AP communication through email or phone was excellent
- staff are approachable
- size of the school is positive particularly as teachers know all the students and students know each other, even students from other classes and grades
- significant feelings of disconnection with the school due to COVID restraints and the flow on effect from extended periods of isolation
- evidence of ongoing bullying and student privacy has led to the perception that there are no consequences for the bullies
- concerns regarding changeover of teaching staff
- lack of extra-curricular activities for students

## Teacher survey

### Responses **above** the NSW Govt Norms

- school leaders provide me with useful feedback about my teaching
- school leaders help improve my teaching

- I talk with other teachers about strategies that increase student engagement
- I monitor the progress of individual students and I set high expectations for student learning
- my assessments help me understand where students are having difficulty
- I establish clear expectations for classroom behaviour
- I make an effort to include students with special learning needs in class activities and use individual education plans to set goals for students with special learning needs
- I share students' learning goals with the parents and parents understand the expectations for students in my class

Response **below** the NSW Govt Norms

- I discuss my learning goals with other teachers
- students find class lessons relevant to their own experiences
- students receive feedback on their work that brings them closer to achieving their goals and receive written feedback on the work at least once a week
- students use computers to track progress towards their goals
- I ask parents to review and comment on students' work

Trending **downwards** from the previous survey

- parent engagement, technology, quality feedback and planned learning opportunities

Trending **upwards** from the previous survey

- collaboration, leadership, data informing practice and overcoming obstacles to learning

### **Where to next?**

While these surveys were conducted during an unprecedented period of time, the responses highlight a number of areas for both improvement and celebration. With the introduction of a new behaviour strategy and the defining of leadership roles, the Department of Education is implementing many new initiatives to support education within all school settings.

Processes and procedures to support anti-bullying, extra-curricular activities, student wellbeing and learning are an ongoing priority.

# 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.