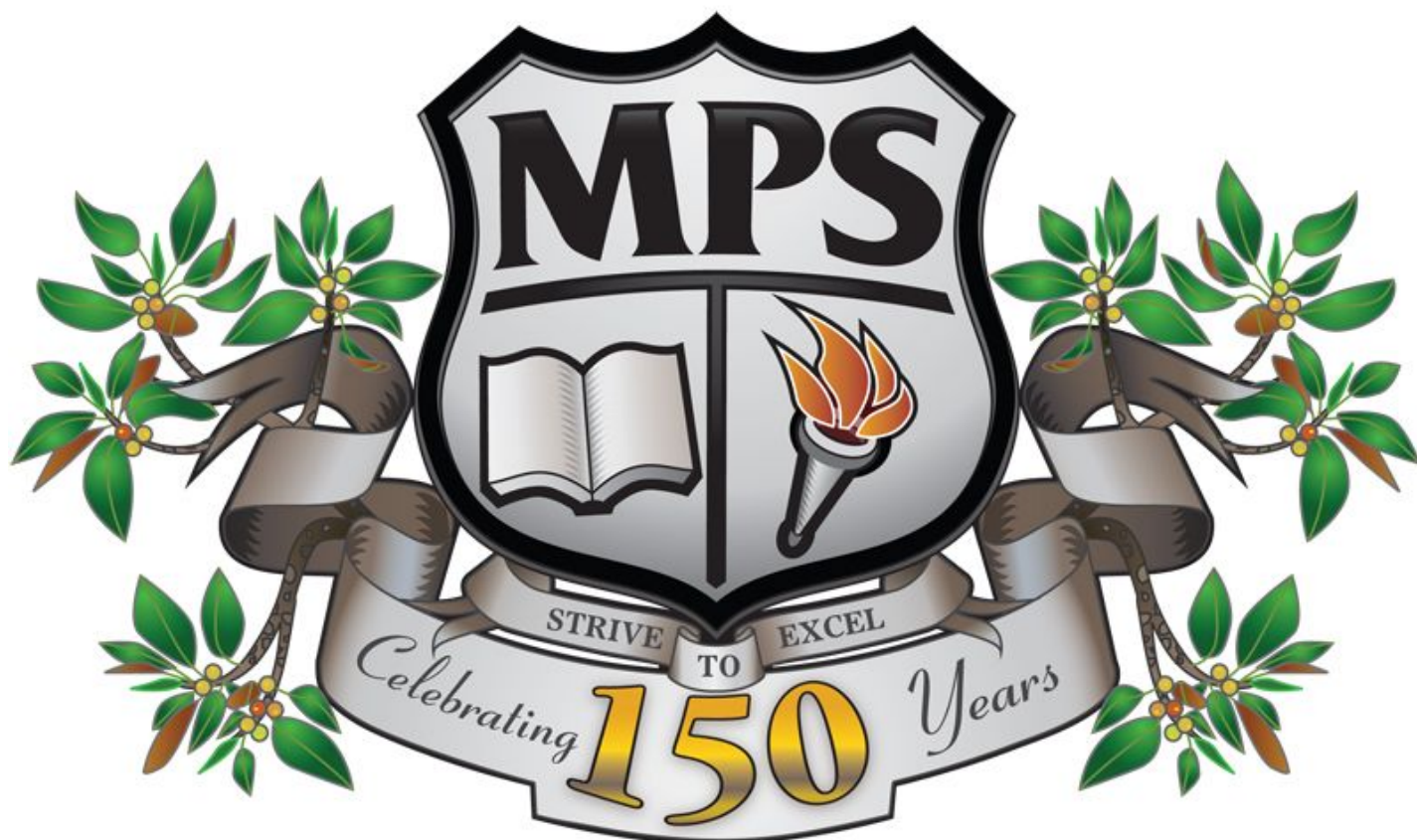


2022 Annual Report

Morpeth Public School



2623

Introduction

The Annual Report for 2022 is provided to the community of Morpeth 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

Morpeth Public School

High St

Morpeth, 2321

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

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

4933 6726

School vision

Morpeth Public School is committed to providing an inclusive, engaging and respectful school culture that supports the well-being, growth and attainment of all students and staff.

We look forward to working in collaboration and partnership with our families.

Our school will continue to focus on measurable, continuous and sustainable improvement, underpinned by quality practices, the rigorous evaluation of data and the embedding of productive alliances with school stake holders.

School context

Morpeth Public School is situated in the picturesque and historic township of Morpeth, a suburb of the city of Maitland.

The area has rich historical links with the early settlement of Newcastle and Maitland.

Student enrolment, at the time of 2022 census, is 243.

31 students (12%) identify as being of Aboriginal or Torres Strait Islander (ATSI) background while 5 students (2%) were born in a country other than Australia.

In 2022, Morpeth Public School will offer ten classes, from Kindergarten to Year 6, comprising 3 regular grade classes and 7 composite groupings.

The school's Family Occupation and Education Index (FOEI) is 77, which indicates a lower than average (100) level of disadvantage.

Improving the learning outcomes of all students, within an inclusive, engaging and respectful environment, will remain the school's primary focus.

The school's Situational Analysis (SI), completed in Term 2, 2021 and External Validation (EV), Term 3, 2021, provided a thorough overview of school performance.

Findings from the SI and EV, and further reflection against School Excellence Framework domains, have been used to inform the development of our 2022-2025 Strategic Improvement Plan (SIP).

Our school has identified three areas of focus to drive school improvement.

1 - Student growth and attainment

2 - Continuous and targeted improvement in teacher quality

3 - Effective systems and processes to drive continuous school improvement.

Our school will support the growth and attainment of students through explicit teaching, data informed practices and the provision of quality teaching in every room.

Students, requiring additional support or extension, will be identified through effective assessment, the analysis of achievement data and personalised intervention.

Our school will continue to use the Instructional leadership model to enhance teacher quality through collaboration, lesson demonstrations, feedback on practice and general mentoring processes.

Professional learning will be research based and will be used strategically to support the attainment of school improvement targets and the professional goals of teachers.

Other identified areas to support school improvement will include a focus on the effective evaluation of operation, through targeted professional learning and liaison with department specialists.

Ensuring that rigorous systems are in place to review operational practices will provide authentic information to drive school planning.

Monitoring of school operation, to enhance efficiencies and service delivery, will be continuous and strategic.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment will be underpinned by student focused learning, explicit teaching and data driven practices.

Initiatives

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

- Explicit Teaching
- Reading Fluency
- Personalised Learning

Resources allocated to this strategic direction

Socio-economic background: \$5,000.00

Low level adjustment for disability: \$90,738.00

Integration funding support: \$83,462.00

Summary of progress

School focus in 2022 was the implementation and delivery of explicit teaching practices in all rooms. Underpinning the embedding of explicit teaching strategies, was the principle that all learning should be meaningful, personalised and student-centred.

Assistant Principals provided mentoring, lesson demonstrations and feedback to assist teachers to evaluate and reflect on practice and to develop skills and knowledge to enhance lesson delivery.

Strategic Improvement Plan (SIP) identified key components of explicit teaching and our school's leadership team ensured that all staff were able to articulate and evaluate how those components were implemented in rooms.

Related professional learning was sourced to complement mentoring practices and lesson demonstrations.

Teachers were supported to collect evidence of student learning, through quantitative and qualitative sources and observations of 'visible' learning.

Data was used to inform teaching and learning and to provide an overview of individual and cohort achievement.

Strategic grouping of students, supported by LaST, COVID ILST and Assistant Principals, created flexible learning opportunities and for students to work in ability based classes. The grouping of students in Literacy and Maths groups facilitated intervention and extension opportunities and enabled effective differentiation and point of need learning.

In particular, teachers focused on meta cognition; assisting students to learn about learning and to develop effective planning processes, through the modelling of learning behaviours and 'think alouds'.

Our school became a pilot school for the implementation of the K-2 English Syllabus. Two teachers and two executive developed a professional alliance with Lead Specialist Literacy. The initiative involved the delivery of professional learning, primarily in the use of decodable texts and in explicit teaching strategies to support beginning readers.

As a result, our teachers invited colleagues and leadership teams from neighboring schools into classrooms to observe teaching strategies. Our school used the experience to purchase reading resources to support the syllabus reforms.

A further component of the initiative was the inclusion of SLSOs in professional learning, to further embed explicit strategies in learning activities and to provide consistency and targeted support for students requiring additional assistance.

COVID ILST completed fluency assessments on all students. Benchmark levels were created and learning progress and growth was recorded. The data was also used to inform Individual Education Plans, learning goals and referrals for further intervention.

Student achievement data was collected through a broad range of assessments, including a suite of On Demand assessments, Fluency reads, NAPLAN and Check In assessments.

Teachers were encouraged to discuss student and cohort data through engagement with PLAN 2 and Scout resources.

Teacher surveys were conducted to collect feedback on the effectiveness of explicit teaching and the impact on student growth and attainment.

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
What Works Best toolkit self assessment reflects that 60% of teachers believe our school is sustaining and growing or excelling in areas of: <ul style="list-style-type: none"> • Explicit teaching • Effective feedback • Use of data to inform practice 	<ul style="list-style-type: none"> • Explicit teaching - 87.5% • Effective feedback - 87.5% • Use of data to inform practice - 87.5%
The percentage of students achieving expected growth in NAPLAN Reading will be trending towards the baseline value of 63.6%.	<p>Student growth data is unavailable for 2022, as NAPLAN did not take place in 2020.</p> <p>Student growth data requires the tracking of student achievement across consecutive assessments.</p>
The proportion of students in the top 2 bands in numeracy will be > 34.6 % (baseline value).	<ul style="list-style-type: none"> • In 2022, 25% of students were placed in the Top 2 achievement bands for Numeracy.
The proportion of students in the top 2 bands in reading will be superior to baseline figure of 48.2%	<ul style="list-style-type: none"> • In 2022, 46% of students were placed in the Top 2 achievement bands for Reading.
The percentage of students achieving expected growth in NAPLAN Numeracy will be commensurate with the system generated baseline figure of 51.5%	<p>Student growth data is unavailable for 2022, as NAPLAN did not take place in 2020.</p> <p>Student growth data requires the tracking of student achievement across consecutive assessments.</p>
Check In assessment data, for students in Years 4 and 6 Reading and Numeracy, will be commensurate with State and SSSG performance.	<ul style="list-style-type: none"> • Year 4 Reading: • School - 67.2% • SSSG - 59.6% • State - 58.7% <ul style="list-style-type: none"> • Year 4 Numeracy: • School - 66.4% • SSSG - 63.4% • State - 63.5%
The proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School will be commensurate with the system generated baseline line figure of 86.9%.	<ul style="list-style-type: none"> • Expectations for success - 93% • Advocacy at school - 85% • Sense of belonging at school - 64%
The percentage of students attending school 90% of the time will be commensurate with the baseline figure of 75.8%.	<ul style="list-style-type: none"> • Overall attendance rate for students at Morpeth Public School in 2022 was 88.6% (School target 89% - State 85.5% and Maitland Network 82.6%) • Attendance rate for students attending 90% of the time or more was 52% (School Target 75.8% - State 42.6% and Maitland Network 46.2%)

Strategic Direction 2: Continuous and targeted improvement in teacher quality

Purpose

Continuous improvement in teacher quality will be underpinned by research based professional learning and productive collaborative practices.

Initiatives

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

- Professional Learning
- Collaborative Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$24,900.00

Professional learning: \$18,588.00

QTSS release: \$44,474.00

Socio-economic background: \$28,792.00

Per capita: \$60,640.00

Summary of progress

In 2022, our school was selected to trial the teaching of decodable texts using the explicit teaching of phonics. The initiative reflected the reforms and key teaching components of the draft K-2 English syllabus.

The initiative involved COVID ILST and Assistant Principal working in collaboration with Lead Literacy Advisor to devise a program of professional learning for teachers and a timeline of implementation strategies. From the initial planning phase, two classroom teachers were selected to operate as 'lighthouse' classes. The classes, Early Stage 1 and Stage 1, became open rooms, where teaching staff from other schools visited to observe the explicit strategies in action. The team also presented at Maitland Education Office to provide professional learning and implementation support for colleagues.

During the course of the year, assessment data collected by K-2 staff indicated significant and continuous growth in student decoding and fluency. Assessments included Phonological Awareness Diagnostic, Phonics Diagnostic, Year 1 Phonics Screening Check and 'One Minute' Fluency Assessments. Baseline and growth data was recorded and analysed. Data was used to inform intervention plans and personalised learning for students.

A systematic and explicit scope and sequence for phonics was trialed during the year.

In total, teaching staff completed 33 collective hours of online professional learning aligned to K-2 syllabus implementation. Further professional learning was completed in support of Phonological Awareness and Early Reading (6 hours), Effective Reading (20 hours), CESE Effective Reading (2 hours), CESE Effective Feedback (3 hours), Developing Teacher Expertise - Ryan Dunn (4.5 hours) and Phonological Awareness e-learning (7.5 hours)

Teachers in Years 3-6 focused on the explicit teaching of mathematics, underpinned by data driven intervention, personalised learning, differentiation and opportunities for high performance and gifted students. Teacher professional learning, to support the explicit teaching of mathematics, included Flexible Additive Thinking (2 hours), How Numbers and Fractions Work (1 hour), Quantifying Collections (1 hour), Improving Numeracy - Additive Thinking (2.5 hours), Effective Mathematics Teaching for Numeracy Development (2 hours), and Number Talks (1 hour).

Teachers shared their professional knowledge with school colleagues during weekly staff and stage meetings.

Additional professional learning included teacher engagement with What Works Best modules - Wellbeing (1.5 hours), Classroom Management (1.5 hours), Curriculum Planning (5 hours), Quality Resources to Support Diversity in the Classroom (1 hour) and Principles of Inclusive Practice (1 hour).

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
High Impact Professional Learning (HIPL) self assessment tool will reflect that >80% of teachers believe our school is delivering in 'Apply formative and summative evidence'.	High Impact Professional Learning reflection survey indicated that 100% of teachers believe our school is at least delivering in their use of formative and summative assessment. <ul style="list-style-type: none"> • Delivering - 20% • Sustaining and Growing - 60% • Excelling - 20%
High Impact Professional Learning (HIPL) self assessment tool will reflect that 100% of teachers believe that our school is delivering in 'Professional learning is underpinned by evidence-based research'.	High Impact Professional Learning reflection survey indicated that 100% of teachers believe our school is at least delivering in 'Professional learning is underpinned by evidence based research: <ul style="list-style-type: none"> • Delivering - 20% • Sustaining and Growing - 40% • Excelling - 40%
High Impact Professional Learning self assessment tool will reflect that 100% of teachers believe our school is delivering in 'Teachers measure the impact of professional learning on student progress and attainment'.	High Impact Professional Learning reflection survey indicated that 100% of teachers believe our school is at least delivering in 'Teachers measure the impact of professional learning on student progress and attainment'. <ul style="list-style-type: none"> • Delivering - 12.5% • Sustaining and Growing - 82.5% • Excelling - 5%
What Works Best toolkit teacher self assessment reflects that >70 % of teachers respond with an average score 3 in collaboration and explicit teaching.	<p>Collaboration</p> <ul style="list-style-type: none"> • 95% of staff responded with a score of 3 or more in collaborative practice <p>Explicit teaching</p> <ul style="list-style-type: none"> • 75% of teachers responded with a score of 3 or more in the use of explicit teaching strategies
Tell Them From Me teacher surveys will reflect that the average response score for Collaboration, Data Informs Practice and Teaching Strategies is 8.	<ul style="list-style-type: none"> • In 2022, the average teacher reflection response score for 'Collaboration' was 8.6. • Data Informs Practice - 8.5 • Teaching Strategies - 8.6
School Excellence Framework Term 4 Self Assessment will indicate that the school is sustaining and growing in the Teaching Domain theme of 'Explicit Teaching'.	School Excellence Framework teacher self assessment of explicit teaching strategies in 2022 indicated that: <ul style="list-style-type: none"> • 25% of teachers believed that they were delivering • 62.5 % of teachers believed that they were sustaining and growing • 12.5% believed that they were excelling.

Strategic Direction 3: Effective systems and processes to drive continuous school improvement

Purpose

Continuous improvement in school performance will be underpinned by effective systems and processes that are rigorously monitored and refined by effective evaluative practices.

Initiatives

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

- Systems and Processes
- Evaluative Practices

Resources allocated to this strategic direction

Aboriginal background: \$28,290.00

Professional learning: \$1,500.00

Summary of progress

School formed focus groups to drive specific areas of school operation, including curriculum, professional learning, wellbeing and systems and processes.

All staff members were involved in a selected focus group, an initiative that provided leadership opportunities for aspiring staff and engagement in school planning and evaluation processes.

A component of the focus group model was the implementation of new policies and the revision and amendment of existing practices.

In 2022, the school's wellbeing group focused on attendance and Learning Support Team processes. The focus group developed effective alliances with 'The team around the school', specialist staff within the Maitland network, to revise, inform and drive practice.

Professional learning, to support reforms, included whole staff engagement with the Inclusive, Engaging, Respectful (IER) Schools policy.

The school engaged with Home School Liaison Officer (HSLO) to review practices for analysing attendance data and in the facilitation of effective family strategies to support students identified as having attendance concerns.

School engaged with Assistant Principal Learning and Support (APLaS) and Learning and Wellbeing Officer (LWO) to develop support plans for high needs students and for those applying for placement in a support class setting.

A primary focus of all interventions was the development of partnerships with families and the clear vision of providing personalised and point of need support for all students.

COVID Intensive Learning Support Teacher (COVID ILST) worked with students in all classes. The role included assessing reading fluency and decoding skills for students and developing personalised learning and support plans (PLaSP) for identified students. The work of the COVID ILST complemented the work of LaST and Assistant Principals who provided additional learning assistance during key learning times.

Strategic timetabling ensured intervention and support was targeted to the needs of students.

The availability of additional staff, funded through flexible use of staffing allocations, enabled students to be placed in ability based groups for English and Mathematics. Group membership was fluid, with students moving between groups as required.

Principal and AP completed High Performance and Gifted Education professional learning during the year, which assisted in the planning and provision of extension activities for students and in the development of processes to meet the needs of identified students.

During the year, our school successfully trialed the K-2 English syllabus. After extensive planning and liaison with staff from Teacher Quality and Impact Directorate, our school became an 'open classroom' for colleagues from other schools. Out teachers provided lesson demonstrations of the explicit teaching of phonics using decodable texts.

Our team of teachers then met with the visiting teachers to discuss strategies and to provide advice, support and feedback on key components of our implementation journey.

Based on professional learning and discussion with Lead Learning Advisor primary, our school purchased reading resources to support the program, with finance provided by our school's P&C.

The model was highly successful and will be used as an exemplar for the 2023 trial of the Years 3-6 component of the K-10 English syllabus.

Principal engaged in professional learning with Principal School Leadership (PSL) and Director Educational Leadership (DEL) to discuss and reflect on our school's Strategic Improvement Plan (SIP).

Principal also engaged in , research and professional learning to develop a deeper understanding of practices to support continuous improvement.

All school planning was aligned to key documents, including School Excellence Framework, School Excellence Evidence Guide, School Excellence in Action, What Works Best and other associated professional readings.

School evaluation and progress monitoring was based School Excellence Framework Self Assessment (SEFSaS), High Impact professional Learning Self Assessment, Tell Them From Me surveys and school specific surveys.

Evaluation was based on the use of key questions, collection of data, the analysis of data and the considerations of potential implications (QDAI).

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
High Impact Professional Learning self assessment tool will reflect that >80% of teachers believe our school is sustaining and growing in 'School has developed an effective professional learning plan'.	High Impact Professional Learning reflection survey indicated that 80% of teachers believe our school is at least delivering in 'School has developed an effective professional learning plan'. <ul style="list-style-type: none">• Developing - 20%• Sustaining and Growing - 70%• Excelling - 10%
High Impact Professional Learning self assessment tool will reflect that > 80% of teachers believe our school is sustaining and growing in 'School has developed systems to support continuous and coherent professional learning'.	High Impact Professional Learning reflection survey indicated that 90% of teachers believe our school is at least delivering in 'School has developed systems to support continuous and coherent professional learning'. <ul style="list-style-type: none">• Developing - 10%• Sustaining and Growing - 80%• Excelling - 10%
High Impact Professional Learning self assessment tool will reflect that >80% of teachers believe our school is sustaining and growing in 'Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement'.	High Impact Professional Learning reflection surveys indicated that 80% of teachers believe our school is sustaining and growing in 'Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement'. <ul style="list-style-type: none">• Delivering - 20%• Sustaining and growing - 40%• Excelling - 40%
School Excellence Framework Self assessment will indicate that the school is sustaining and growing in the 'School Plan' theme of school planning, implementation and reporting.	School Excellence Framework Self assessment indicated that 83% of staff believe our school is at least sustaining and growing in the 'school planning, implementation and reporting'. <ul style="list-style-type: none">• Delivering - 17%• Sustaining and Growing - 75%• Excelling - 8%

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$83,462.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Morpeth Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Integration Funding support was used to employ school learning support officers (SLSO). SLSOs worked directly with funded students to implement targeted learning, behaviour and health support. All funded students were supported by PLaSP, developed in consultation with teacher, parents / carers and relevant health support providers. SLSOs worked directly with teacher to support the delivery of the plans. Integration Funding Support (IFS) has been used to support initiatives of Strategic Direction 1 - Explicit Teaching and Personalised Learning.</p> <p>After evaluation, the next steps to support our students will be: IFS is a critical component of providing effective support for identified students. The quality of the support, and how it is targeted to meet the needs of the funded student reflects planning, consultation and evaluation . Our school will continue to work with the 'team around the school', Home School Liaison Officer (HSLO), Assistant Principal Learning and Support (APLaS) and Learning and Wellbeing Officer (LWO) to ensure best practice and strategic support is actioned to meet the needs of students. School will continue to consult with families and associated health professionals to develop effective understanding of the needs of students and continue to develop quality evaluative practices to assess the effectiveness of support. Targeted professional learning for SLSOs will also be a focus of school planning in 2023.</p>
<p>Socio-economic background</p> <p>\$33,792.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Morpeth Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Collaborative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional staff to support learning programs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Socio-economic background funding has been used to subsidise the costs of school programs to ensure the full participation of all students. Funding was also used to reduce excursion costs and to pay for buses to and from sporting and civic activities. To support student learning, socio-economic funding was applied to the purchase of subscription software, decodable texts and general classroom resources. The resource was also used to</p>

<p>Socio-economic background</p> <p>\$33,792.00</p>	<p>partly fund the release of Assistant Principals to support the development of early career teachers through the provision of mentoring.</p> <p>During 2022, funding for Socio-economic background supported initiatives in Strategic Direction 1 - Explicit Teaching, and Personalised Learning, Strategic Direction 2 - Professional Learning and Collaborative Practices and Strategic Direction 3 - Systems and Processes and Evaluative Practices.</p> <p>After evaluation, the next steps to support our students will be: Evaluation of initiatives indicated high levels of participation in all school events. The purchase of readers, to support K-2 reforms, effectively supported student learning, with outstanding growth in student fluency. Teacher reflection surveys, both internal and external, indicated high levels of teacher satisfaction regarding the impact of APs working in rooms. Teachers clearly believed that collaborating with their AP was beneficial to improving their practice.</p> <p>In 2023, socio-economic funding will be used in a similar manner; to subsidise the cost of participating in school activities, in purchasing classroom resources to support learning and in the partial funding of additional staff to facilitate teacher mentoring practices.</p>
<p>Aboriginal background</p> <p>\$28,290.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Morpeth Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systems and Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Funding to support Aboriginal students has been used to employ additional staff to provide learning and participation support for students. Staff have worked with students and classroom teachers to support the delivery of PLP goals and to assist with school engagement. Additional staff have worked with Aboriginal students daily in classroom and playground settings. Aboriginal Background funding has been used to support initiatives of Strategic Direction 1 - Explicit Teaching and Personalised Learning.</p> <p>After evaluation, the next steps to support our students will be: Our school will continue to enhance alliances with AECG and ensure support for Aboriginal students reflects key policy documents. SLSOs will be included in all planning to support indigenous students and in the consolidation of trusting partnerships with families. During 2023 our school will be investigating ways to improve PLP procedures. Funding will be used to support PLP and whole initiatives.</p>
<p>Low level adjustment for disability</p> <p>\$90,738.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Morpeth Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$90,738.00</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Low Level Adjustment for Disability funding has been used to employ a Learning and Support Teacher (LaST) and SLSOs. LaST assisted teachers in the in the development and delivery of personalised learning and support plans, targeting the individual needs of students. SLSOs worked in all classrooms, assisting teachers in the delivery of targeted learning programs. SLSOs assisted teachers to deliver PLASPs for identified students and in providing additional supervision and support in playground activities. Our school enjoyed high levels of student learning in well managed classrooms during 2022. Similarly, our playgrounds provided safe and enjoyable play spaces during break times. Low level Adjustment for Disability Funding has been used to support initiatives of Strategic Direction 1 - Explicit Teaching and Personalised Learning.</p> <p>After evaluation, the next steps to support our students will be: Funding will be used to provide targeted support for identified students. The flexible nature of the funding enables our school to be strategic in how the resource is applied. Additional time will be allocated to support students during times of need; transitions to school, early weeks of Kindergarten and in creating a supervised quiet place to manage students with sensory considerations. Our school will continue to provide professional learning for SLSOs to ensure effective intervention and support is provided for students.</p>
<p>Professional learning</p> <p>\$20,088.00</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 Morpeth Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning • Systems and Processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Funding has been used to provide targeted professional learning to support improvements in teacher practice. All teachers developed professional learning plans, based on career stage and aligned to standards and Strategic School Plan initiatives. Funding was used to release teachers from class to participate in identified training. A major professional learning initiative in 2022 was our school's involvement in the use of decodable texts to support the explicit teaching of phonics. Two executive and two classroom teachers worked in collaboration with external staff to deliver workshops and lesson demonstrations to colleagues from other schools in the Hunter area. Teachers were also released to complete online modules to support the effective teaching of literacy and numeracy and in improving general aspects of practice. A staff member attended Connecting To Country training. The knowledge and alliances developed through the professional learning was used to inform initiatives to support Aboriginal students. In 2022, Professional Learning funding was used to support Strategic Direction 2 - Professional Learning and Collaborative Practices.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning will remain the key driver to improving teacher</p>

Professional learning \$20,088.00	<p>practice in 2023. Teachers will develop effective professional learning plans, aligned to career stage, professional standards and school plan initiatives, that will be actioned through Professional Learning funding. Additional funding will be again be used to employ additional staff to enable mentoring and collaborative practices.</p>
Literacy and numeracy \$24,900.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Morpeth Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning • Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Literacy and Numeracy funding has been used to employ additional staff to support key learning initiatives. The employment of staff has released Assistant Principals to work with teachers in all classes. APs provided lesson demonstrations, feedback on practice and opportunities for team teaching practices. The initiative facilitated collaboration and an effective strategy to enhance teaching practice. Our school has used this model for many years and, during that time, teachers have reflected, through surveys, that they believe that their practice has improved. It should also be noted that six teachers have been accredited at proficient level as a result of APs having a deep understanding of skills and attributes the teachers they supervise. Literacy and Numeracy funding has also been used to release teachers to attend presentations and workshops regarding the use of decodable texts to support reading. Funding has been used to support the initiatives of Strategic Direction 1 - Explicit Teaching and Strategic Direction 2 - Professional Learning and Collaboration.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on the most effective ways to support improvement in teacher quality. Improvement in teacher quality will support student growth and attainment, through the implementation of effective explicit teaching strategies. School Excellent Framework Self Assessment also indicated that teachers believe that their use and analysis of data is an area of future development. Funding will continue to be used to release APs to support teachers and to ensure high quality teaching is evident in all classes.</p>
QTSS release \$44,474.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Morpeth Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p>

<p>QTSS release</p> <p>\$44,474.00</p>	<p>Quality Teaching Successful Students (QTSS) funding has been used to employ additional staff to release an Assistant Principal. The AP was then able to work in all class rooms, supporting teachers and students in the delivery of school programs. Additionally, the AP coordinated wellbeing programs, including PBL and Fun Friends and led learning support initiatives, including developing Access Requests, Personalised Learning and Support Plans and in monitoring student attendance levels. Funding from QTSS was used to support Strategic Direction 1 - Explicit Teaching and Personalised Learning, Strategic Direction 2 - Professional Learning, Collaborative Practices and Strategic Direction 3 - Systems and Processes.</p> <p>After evaluation, the next steps to support our students will be: A continued focus of the school will be the review and amendment to learning support interventions, procedures for monitoring managing and improving student attendance and the implementation of effective practices to support student well being, including early intervention strategies. In 2023, QTSS funding will be used to release an AP to review and amend current systems and processes that drive school operation.</p>
<p>COVID ILSP</p> <p>\$87,320.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - fluency <p>The allocation of this funding has resulted in the following impact: COVID ILSP funding was used to employ a teacher in a 0.8 (four days per week) capacity. The teacher worked with students who were impacted by disruptions to learning as a result of COVID. The teacher used assessments to identify students who required additional support and then provided explicit and personalised intervention. The suite of 'On Demand' assessments were used to assess student learning and to create benchmark data. Student reading fluency was also assessed during timed read. The teacher became a member of the COVID ILSP network, which provided additional professional learning to support student learning. This professional learning was also delivered to all staff at our school. The Teacher then provided regular updates on student and cohort data and also achievement progress. In 2022, COVID ILSP funding supported initiatives of Strategic Direction 1 - Explicit Teaching, Data Informed Practice and Personalised Learning, Strategic Direction 2 - Professional Learning and Collaborative Practice and Strategic Direction 3 - Evaluative Practices.</p> <p>After evaluation, the next steps to support our students will be: The COVID ILSP initiative provided significant and measurable support for students. Achievement and growth data for students involved in the program was exceptional. The program also provided a key component of our Learning Support Team practices - identified students were provided with quality intervention plans to target learning needs. Unfortunatley, our school's allocation for COVID ILSP in 2023 will be reduced by 75%. The highly effective program will operate, but in a significantly reduced format, meaning fewer students will participate in the program.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	114	113	110	106
Girls	118	131	130	141

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.9	92.8	92.6	86.1
1	94.4	91.5	91.6	84.4
2	93.1	94.0	89.9	85.2
3	92.6	92.9	92.2	84.3
4	94.7	91.3	91.5	87.2
5	92.9	91.7	91.6	81.1
6	93.0	91.3	90.6	83.6
All Years	93.1	92.2	91.4	84.4
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

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)	2
Classroom Teacher(s)	9.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.32
Other Positions	0.6

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	142,915
Revenue	2,671,033
Appropriation	2,550,731
Sale of Goods and Services	14,902
Grants and contributions	104,602
Investment income	799
Expenses	-2,624,344
Employee related	-2,361,387
Operating expenses	-262,958
Surplus / deficit for the year	46,689
Closing Balance	189,604

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	83,463
Equity Total	152,821
Equity - Aboriginal	28,290
Equity - Socio-economic	33,793
Equity - Language	0
Equity - Disability	90,739
Base Total	1,947,628
Base - Per Capita	60,643
Base - Location	0
Base - Other	1,886,985
Other Total	180,567
Grand Total	2,364,479

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents / Carers

Parents were surveyed to collect feedback and thoughts on aspects of school operation.

Responses were aggregated and an average score (range 0-10) was created.

- Parents feel welcome at our school - 7.8 (NSW average 7.4)
- I can speak easily with my child's teacher (7.9)
- Information is presented in clear, plain English (8.2)
- School supports learning (7.7)
- School supports positive behaviour (7.7)
- Teachers maintain control of their class (7.3)
- My child understands school rules and expectations (8.7)
- Teachers devote time to extra-curricular activities (5.9)
- Teachers help students who require extra support (6.4)
- Teachers try to ensure all students are included in activities (6.8)

Students

Students in Years 4, 5 and 6 were surveyed to collect feedback and thoughts on aspects of school operation.

Responses were aggregated and an average score (expressed as a percentage) was created.

- Students with positive relationships at school - 94% (NSW Govt norm - 85%)
- Students value learning outcomes - 86% (NSW Govt norm - 96%)
- Students with positive behaviour at school - 84% (NSW Govt norm - 83%)
- Students are interested and motivated to learn - 52% (NSW Govt norm - 78%)
- Students find relevance in learning activities - 74% (NSW Govt norm - 7.9%)
- Students have a positive relationship with their teacher - 83% (NSW Govt norm - 84%)
- Students understand rules and expectations - 65% (NSW Govt norm - 72%)
- Students try their best - 76% (NSW Govt norm - 79%)
- Teachers use explicit teaching practices and provide effective feedback - 71% (NSW Govt norm - 75%)

Teachers

Parents were surveyed to collect feedback and thoughts on aspects of school operation.

Responses were aggregated and an average score (range 0-10) was created.

- School leaders have helped me improve my teaching - 8.8
- Leaders have provided me with feedback on my teaching - 8.3
- Leaders have assisted me to create new learning opportunities for students - 8.8
- Leaders have assisted me to effectively monitor students learning - 8.8
- I share strategies and resources with my colleagues - 8.1
- I work with other teachers to plan learning activities - 8.5
- I give my students effective feedback - 8.3
- I provide students with learning goals - 8.9
- I set high expectations for all students - 9.4
- I use assessment data to inform planning for learning - 8.8
- I provide students with clear examples about the quality of expected work - 7.1
- I create individual learning plans for students who require additional assistance - 8.8

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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